

The Hungry Fox



Claire Llewellyn

Illustrated by
Teri Gower

The Hungry Fox Rigby Literacy

Judd E. Hollander



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Instruction for All Learners Jeanne Shay Schumm, 2017-02-13 Weaving together the latest knowledge and best practices for teaching children to read this indispensable text and professional resource provides a complete guide to differentiated instruction for diverse learners. Uniquely integrative, the book places the needs of English language learners and students with disabilities front and center instead of treating them as special topics. Accessible chapters on each of the core components of literacy clearly demonstrate how to link formal and informal assessment to evidence-based instruction. Special features include Research Briefs, Tech Tips, Internet Resources, Reflection and Action Questions, and dozens of reproducible student activities and assessment tools.

More Than Guided Reading Cathy Mere, 2005 Is there too much emphasis on guided reading in primary classrooms? It's a question that many educators like kindergarten teacher and literacy coach Cathy Mere are starting to ask. Guided reading provides opportunities to teach students the strategies they need to learn how to read increasingly challenging texts, but Cathy found that she needed to find other ways to help students gain independence. While maintaining guided reading as an important piece of their reading program, teachers need to offer students opportunities during the day to develop as readers, to learn to choose books to find favorite genres and authors, and to talk about their reading. In *More Than Guided Reading*, Cathy shares her journey as she moved from focusing on guided reading as the center of her reading program to placing children at the heart of literacy learning, not only providing more time for students to discover their reading lives but also shaping instruction to meet the needs of the diverse learners in her classroom. By changing the structure of the day, Cathy found she was better able to adjust the support she was providing students, allowing time for whole-class focus lessons, conferences, and opportunities to share ideas as well as reading from self-selected texts, using the strategies, skills, and understandings acquired in reader's workshop. The focus lesson is the centerpiece of the workshop. It is often tied to a read-aloud and connected to learning from the previous day, helping to build skills, extend thinking, and develop independence over time. This thoroughly practical text offers numerous sample lessons, questions for conferences, and ideas for revamping guided reading groups. It will help teachers tweak the mix of instructional components in their reading workshops and provoke school-wide conversations about the place of guided reading in a complete literacy curriculum.

The Hungry Fox Theresa Bryson, 2010 *Teaching with Children's Books* Marilou R. Sorensen, Barbara A. Lehman, 1995 Pointing out that understanding, considering, preparing, modeling, teaching, collaborating, assessing, and supporting are steps along the path to using literature in the classroom, the essays in this book provide a solid background for those teachers who are considering making the transition to literature-based instruction in their classrooms. Essays and their authors are: 1. Questions of Definition, Glenna Sloan; 2. Perspectives on the Use of Children's Literature in Reading Instruction, Mary Jo Skilling; 3. The Literature-Based Movement Today: Research into Practice, Barbara A. Lehman; 4. Journey from Hypocrisy: The Teacher as Reader Becomes a Teacher of Readers, Donna Peters; 5. Children's Literature Language Development and Literacy, Virginia G. Allen; 6. Literary Characters Who Write Models and Motivators for Middle

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