



text, lies, & videotape

PATRICK SHANNON

stories about life, literacy, & learning

Text Lies And Videotape Stories About Life Literacy And Learning

Monica Gordon-Pershey



Text Lies And Videotape Stories About Life Literacy And Learning:

Text, Lies & Videotape Patrick Shannon, 1995 Using stories from his everyday life Patrick Shannon student teacher and parent challenges traditional thinking about learning literacy and life The Green Literacy Handbook Jen Cullerton Johnson, Mary K. Gove, 2025-08-25 Introducing Green Literacy a way of teaching that cultivates critical thinking reading and writing about environmentalism through children s books and digital media Students analyze multiple perspectives engage in hands on activities and come to a deeper understanding of environmental issues Supported through teaching models and thematic units educators empower themselves and their students to develop environmental awareness toward sustainable change K 5 teachers can use this book to Explore environmental justice issues using familiar stories and digital tools to spark curiosity and new ideas with reading writing and drama strategies for engagement Engage students with activities on weather ecosystems and how nature connects individuals and develops systems thinking Encourage students to see environmental issues from all angles to deepen their understanding and empathy and move them toward sustainable change Be empowered with seed ideas about environmental issues including classroom engagement strategies and professional development opportunities Contents Preface What Is Green Literacy Introduction How to Use the Green Literacy Handbook Part 1 Foundations of Green Literacy Chapter 1 Green Literacy s Theoretical Foundations Chapter 2 Green Literacy s Practical Foundations Part 2 Teaching of Green Literacy Chapter 3 Creation of the Green Literacy Model Chapter 4 Thematic Unit Design and Customization With Twelve Insights Into Green Literacy Teaching Part 3 Support to Design Your Own Green Literacy Thematic Units Chapter 5 How Landscapes Shape Us Chapter 6 How Extreme Weather Events Connect Our Communities Chapter 7 How Systems Thinking Changes Our World Epilogue We Transform Futures Together Appendix A Green Literacy Thematic Unit Planning Template Appendix B Choice Boards for Chapters 5 7 References and Resources Index *Defying the Odds* Donna Dunbar-Odom, 2012-02-01 For me literacy is like trying to open a locked door with the wrong key I don t always see the meaning at first and usually I have to have someone let me in with their key I tend to think that being in college is enough but it still isn t going to guarantee higher literacy for me It is something I am trying to grasp but I am going about it slowly simply because I am not so sure of how important it is to me Rachel According to key literacy research working class students are far less likely to pursue higher literacy than their middle class counterparts yet there are countless examples of those who have defied the odds In this thoughtful look at why some determinedly pursue higher literacy against all expectations and predictions Donna Dunbar Odom explores the complex relationships people have with literacy paying particular attention to the relationship between literacy and class She shares the personal and often poignant literacy narratives of writers academics and her own students to reveal a great deal about what motivates desire for higher literacy as well as what gets in the way Bringing together these reflections with current literacy composition and class theories Dunbar Odom provides a better understanding of how to tap that desire in writing classrooms Ultimately the author

argues that teachers need to focus less attention on how students should read and more on why they might want to **Story in Children's Lives: Contributions of the Narrative Mode to Early Childhood Development, Literacy, and Learning**

Kelli Jo Kerry-Moran, Juli-Anna Aerila, 2019-09-27 This book is based on the power of stories to support children in all areas of their lives. It examines the role narratives can play in encouraging growth in contexts and domains such as personal and family identity, creative movement, memory and self-concept, social relationships, or developing a sense of humor. Each chapter describes innovative and research-based applications of narratives such as movement stories, visual narratives to develop historical thinking, multimodal storytelling, bibliotherapy, mathematics stories, family stories, and social narratives. The chapters elaborate on the strength of narratives in supporting the whole child in diverse contexts: from young children on the autism spectrum improving their social skills at school to four- and five-year-olds developing historical thinking to children who are refugees or asylum seekers dealing with uncertainty and loss. Written by accomplished teachers, researchers, specialists, teaching artists, and teacher educators from several countries and backgrounds, the book fills a gap in the literature on narratives. This work delves into the topic of narratives in young children's lives with a breadth of topics and depth of study not found elsewhere. Collectively, the insights of the contributors build a convincing case for emphasizing story across the various disciplines and developmental domains of the early childhood years. The writing style is scholarly yet accessible. Authors used a wide array of visual material to make their points clearer and show the reader what meaningful uses of story look like. Mary Renck Jalongo, Journal and Book Series Editor, Springer, Indiana, PA, USA. Elders' Cultural

Knowledges and the Question of Black/ African Indigeneity in Education, George J. Sefa Dei, Wambui Karanja, Grace Erger, 2022-01-03 This book makes a strong case for the inclusion of Indigenous Elders' cultural knowledge in the delivery of inclusive education for learners who are members of minority communities. It is relevant to curriculum developers, teachers, policy makers, and institutions that engage in the education of Black, Indigenous, Latinx, and other minority students. This book provides opportunities for exploring the decolonization of educational approaches. It promotes the synthesis of multiple types of knowledge and ways of knowing by making a case for the incorporation of Indigenous knowledges and Indigenous Elders as teachers in learning spaces. The book is of interest to educators, students, and researchers of Indigenous knowledge and decolonizing education. Additionally, it is important for educational policy makers, especially those engaged in looking for strategic solutions to bridging educational disparities and gaps for Indigenous Black, Latinx, and other minority learners.

Cultivating Dialogue, Language, and Literacy for Social Justice in Teacher Education, Adam Devitt, 2025-07-22 Within sociocultural traditions, language, dialogue, and social literacies play an institutional role in learning and human development. Discourse practices, however, go far beyond the traditional focus of using speaking and listening to support the learning of content knowledge. Teacher discourse practices ought to promote critical literacies and linguistic practices and promote anti-racism and social and environmental justice. Classroom discourse, however, is missing from teacher education programs on a

large scale in these significant ways Teacher educators need to understand the social and political policies pedagogical role and multitude of practices for helping pre service teachers and teacher practitioners learn to acquire and facilitate quality discursive practices in K 12 schools and understand related pedagogy This book Cultivating Dialogue Language and Literacy for Social Justice in Teacher Education offers a variety of models for integrating discourse practices and pedagogies into the field of teacher education including pre service teaching professional development and even critiques on policy and subsequent affordances and consequences that inhibit or promote the quality of teacher discourse and the purposes for which teachers utilize classroom discourse I would recommend this book for teacher education programs as well as professional developers who work with pre and in service teachers Additionally I recommend this book for researchers committed not only to classroom discourse analysis but to promote speaking and listening among teachers and students in ways that enhance learning and development

Culturally Informed Literacy Instruction in the Elementary Classroom Priscilla L. Griffith, Jiening Ruan, 2023-05-25 This text introduces an original scalable instructional framework called Telling Our Stories TOS an approach for supporting culturally informed literacy instruction in the elementary classroom Connecting the theory to practice the TOS framework centers the cultural heritage and experiences of students and offers a roadmap to scientifically and pedagogically sound instruction Aligned with current curriculum standards chapters feature authentic examples and case studies reflection questions and writing activities that will foster a culture of inclusion community and academic rigor The many practical strategies promote students learning and appreciation of diversity through academic reading and writing as well as positive school family and school community relations Readers will come away with new ideas tools and a thorough understanding of how to integrate culturally informed practices in ways that support the learning of all children Accessible and comprehensive this is an essential text for pre service teachers in courses on ELA methods and literacy instruction as well as practicing teachers

Topical Exploration in Literacy Education Cheu - Jey Lee, This book is a Topical Exploration in Literacy Education It s critically examine two interrelated aspects of literacy education and It s attempts to explore issues on literacy by addressing two specific questions what do we mean by literacy and what does it imply for literacy education

Encyclopedia of Educational Reform and Dissent Thomas C. Hunt, James C. Carper, Thomas J. Lasley, II, C. Daniel Raisch, 2010-01-12 Educational reform and to a lesser extent educational dissent occupy a prominent place in the annals of U S education Whether based on religious cultural social philosophical or pedagogical grounds they are ever present in our educational history Although some reforms have been presented as a remedy for society s ills most programs were aimed toward practical transformation of the existing system to ensure that each child will have a better opportunity to succeed in U S society Educational reform is a topic rich with ideas rife with controversy and vital in its outcome for school patrons educators and the nation as a whole With nearly 450 entries these two volumes comprise the first reference work to bring together the strands of reform and reformers and dissent and dissenters in one place as a resource

for parents policymakers scholars teachers and those studying to enter the teaching profession Key Features Opens with a historical overview of educational reform and dissent and a timeline of key reforms legislation publications and more Examines the reform or dissent related to education found in theories concepts ideas writings research and practice Addresses how reformers and dissenters become significant culture shaping people and change the way we conduct our lives Key Themes Accountability Biographies Concepts and Theories Curriculum and Instruction Diversity Finances and Economics Government Organizations Advisory Organizations Business and Foundations Organizations Curriculum Organizations Government Organizations Professional Organizations Think Tanks Public Policy Religion and Religious Education Reports School Types Special Needs Technology This authoritative work fills a void in the literature in the vast areas of educational reform and dissent making it a must have resource for any academic library Availability in print and electronic formats provides students with convenient easy access wherever they may be *Critical Literacy* Cynthia A. McDaniel,2006

Textbook **Grammar and Syntax** Monica Gordon-Pershey,2022-02-22 Grammar and Syntax Developing School Age Children s Oral and Written Language Skills provides insight for clinical speech language pathologists SLPs as well as students and faculty in communication sciences and disorders programs Offering a practicing speech language pathologist s perspective on school age language development this professional reference book focuses on later language development and the crucial role oral grammar and syntax plays in successful academic performance This resource synthesizes the four main components of professional expertise for SLPs academic and theoretical knowledge strategies for gathering diagnostic evidence the ability to seek understand and apply evolving scientific evidence and the application of therapeutic strategies Designed to encourage creative approaches to curriculum based speech language therapy practices Grammar and Syntax Developing School Age Children s Oral and Written Language Skills provides the foundation SLPs need to help children and adolescents achieve academic success Key Features Anticipation guides at the beginning of each chapter stimulate readers to prepare for reading Bolded key terms and a comprehensive glossary improve retention of material Related resources in addition to cited sources provide jumping off points for deeper understanding Tables of language development references to use at a glance An evidence based approach that references many primary and historical sources including the big names in each content area A unique combination of the perspectives of language development and language disorders with literacy development and literacy difficulties **Leading Learning/Learning Leading: A Retrospective on a Life's Work** Robert Starratt,2017-06-26 Internationally recognized for his writing on educational leadership and the ethics of educational leadership Robert J Starratt brings together a thoughtfully crafted selection of his writing representing key aspects of his life and work leading to his current thinking on the convergence of school leadership the professional ethics of educators and the integrity of the teaching learning process This retrospective reveals Starratt s enduring work as probing the foundational intelligibility of the teaching learning process and its connection to human development of both students and teachers It

exhibits his efforts to focus the leadership of the teaching learning process on a combination of cognitive insight into the intelligibility of the world affective dwelling in the particulars of that intelligibility and the responsibilities one's relationships with the particular might suggest A new introduction contextualises Starratt's work against key developments in the field The unique collection of chapters develop various themes from human resource development to the complexity of curriculum change and from ethical analysis of school organizational structures to the complex dramas in students personal lives and in the classroom The book chronicles Starratt's contributions to the field and his role as a leading scholar who has played a key part in the development of leadership and ethics in education over the course of his career *Leading Learning Learning* Leading will be of global interest to education leaders and researchers engaged in the field of educational leadership and ethical education

Phonics Exposed Richard J. Meyer, 2001-11 What are the implications of teaching phonics via a systematic direct intense program that mandates all children to experience the same scripted lesson at the same time This book addresses the question through an in depth play by play description of a phonics lesson as it occurred in a real classroom followed by chapters that look at it from different angles by zooming in on one facet to analyze it closely Reading What is reading What definition of reading is presented implicitly in the phonics lesson What do competing definitions from the reading research literature say about how important phonics rules are and how they are used by readers and teachers of reading Teacher knowledge What is the role and the place of teacher knowledge as it relates to the lesson What are the skills a teacher has and needs to use in a lesson that is completely scripted The children What are their roles and positions during the lesson What are they learning Curriculum Where does the phonics curriculum come from Curriculum in general Who does it serve and how What is its purpose Culture What is the role of culture in the lesson How do cultural differences and culturally relevant pedagogy relate to the scripted phonics lesson Politics and ideology Why and how is everything that happens in schools political How are scripted lessons and resistance to them forms of political action Teacher professionalism How can teachers act in order to maintain academic freedom expressed as professional decision making in classrooms The author of this book is not neutral He presents the difficulties a teacher encounters in implementing mandated systematic direct intense phonics instruction and children who are confused and frustrated by it But at the same time he constantly presents hope in the form of smart teachers curious children and possibilities for taking action that can lead to change His direct accessible writing style stimulates thought and discussion

Creating Critical Classrooms Mitzi Lewison, Christine Leland, Jerome C. Harste, 2014-08-07 This popular text articulates a powerful theory of critical literacy in all its complexity Critical literacy practices encourage students to use language to question the everyday world interrogate the relationship between language and power analyze popular culture and media understand how power relationships are socially constructed and consider actions that can be taken to promote social justice By providing both a model for critical literacy instruction and many examples of how critical practices can be enacted in daily school life in elementary and middle

school classrooms Creating Critical Classrooms meets a huge need for a practical theoretically based text on this topic Pedagogical features in each chapter Teacher researcher Vignette Theories that Inform Practice Critical Literacy Chart Thought Piece Invitations for Disruption Linger Questions New in the Second Edition End of chapter Voices from the Field More upper elementary grade examples New text sets drawn from Classroom Resources Streamlined restructured revised and updated throughout Expanded Companion Website now includes annotated Classroom Resources Text Sets Resources by Chapter Invitations for Students Literacy Strategies Additional Resources

Social Studies--the Next Generation Avner Segall, Cleo H. Cherryholmes, Elizabeth E. Heilman, 2006 Social Studies The Next Generation broadens the imagination within social studies education by highlighting current cutting edge scholarship incorporating critical discourses Drawing on postmodern poststructural postcolonial and feminist theories often borrowed from cultural studies curriculum theory critical geography women s studies and queer studies the scholars contributing to this volume ask new questions about social studies use different methodologies to study the field and report findings with new forms of textualization This book is dialogic and even conversational ending with provocative responses from established social studies scholars and the editors and disturbs the given and the taken for granted in social studies research

Teaching the Best Practice Way Harvey Daniels, Marilyn Bizar, 2005 Everyone talks about best practice teaching but what does it actually look like in the classroom How do working teachers translate complex curriculum standards into simple workable classroom structures that embody exemplary instruction and still let kids find joy in learning In Teaching the Best Practice Way Harvey Daniels and Marilyn Bizar present seven basic teaching structures that make classrooms more active experiential collaborative democratic and cognitive while simultaneously meeting best practice standards across subject areas and throughout the grades Each section begins with an essay outlining one key method providing its historical background and research results and then describing the structure s vital features Next several teachers representing different grade levels and school communities explain how they adopted the basic model adapted it to their students needs and made it their own Fully updating and expanding Methods that Matter Stenhouse 1998 Teaching the Best Practice Way adds the stories of twenty more celebrated teachers including James Beane Donna Ogle Franki Sibberson and others from around the country A brand new chapter focuses on reading as thinking detailing the ways teachers can nurture strategic readers readers who not only deeply understand the printed materials they encounter in school but who also bring these cognitive strategies to their reading of film art music and their experience of the world The book also shares new research studies that validate the principles and activities of best practice teaching along with lists of recommended materials that support each of the seven methods Unique in the field Teaching the Best Practice Way speaks to all teachers K 12 with stories examples and practical classroom materials for the teachers of all children This is the book for teachers schools and districts that believe the big ideas about teaching really do cross all grade levels and subject areas Education professors will also find this an ideal resource for use in methods courses

Curriculum and

Teaching Dialogue Barbara Slater Stern, 2006-10-01 Editorial Review Board Lynne Bailey University of North Carolina Charlotte Robert Boostrom University of Southern Indiana Monica Brown University of the West Indies Susan Brown University of Central Florida India Broyles University of New England Lynn M Burlbaw Texas A M University Jennifer Deets Robert Donmoyer University of San Diego Moira Fallon SUNY College at Brockport Lyn Forester Doane College Jeffrey Kaplan University of Central Florida J Randall Koetting Marian College Karen Riley Auburn University at Montgomery Judith J Slater Florida International University Julia D Sweeny James Madison University Jeanne L Tunks University of North Texas

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Marginalized Literacies Cara M Mulcahy, 2010-06-01 Functional literacy cultural literacy and progressive literacy are just a few of the many terms one can invoke when attempting to define literacy From a critical perspective for a democratic society to exist a critical literacy is of crucial importance Critical literacy aims to empower individuals and transform society It is grounded in critical theory and like critical pedagogy investigates ways in which social cultural racial sexual and economic inequalities are reproduced By investigating the ideological political and social structures that perpetuate such inequalities it hopes to raise consciousness and move towards creating a more socially just society This book examines the approaches set forth by Atwell Calkins and Rief in their books *In the Middle* 1998 *The Art of Teaching Writing* 1994 and *Seeking Diversity* 1992 respectively This book is of relevance to teacher educators and English Language Arts teachers It enables one to become familiar with the main components of the Readers Writers workshop and develop an awareness of how literacy may be conceptualized and reconceptualized through this approach Teacher educators will find this text useful for raising preservice teachers awareness of the ideologies that inform literacy education and in developing their understanding for how students are positioned socially culturally politically and economically by such ideologies English Language Arts teachers will find this book informative in understanding how they can be positioned by teacher texts to teach towards certain ideologies of literacy Finally it allows teacher educators and English Language Arts teachers to consider what kind of literacy education is provided for through the Readers Writers workshop and whether space may be negotiated within the Readers Writers workshop for the teaching of critical literacy

The Passion of Teaching Robert Lee Smith, James Hurst, Denise Skarbek, 2005 Here the authors offer a deeper understanding of the various concepts and relevance of dispositions to teaching and other professions that serve in school settings This book provides a broad basis for conceptualizing the what and how of dispositions Features Historical and definitional perspectives of dispositions as traits and beliefs Pragmatic application Contemporary views of dispositions in teaching and teacher education An overview of the various methods that have been utilized to incorporate dispositions and dispositional concepts in educational curricula Strategies for identifying features of effective professionals Discussions on issues in the selection and

retention of candidates in professional preparation programs and critical dispositions A valuable reference given the current emphasis on dispositions as expected components in many state and professional organization standards it also presents the legal and political implications and religious traditions of dispositions in teacher education programs a model for the classification of research related to dispositions Will be of interest to teacher educators administrators teachers and others in school related professions **Resources in Education** ,1998

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