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# FASTBACK



## Using Multiple Intelligences in Middle School Reading

Louisa Melton  
Winston Pickett

# Using Telecommunications In Middle School Reading Fastback

**Donovan R. Walling**



## **Using Telecommunications In Middle School Reading Fastback:**

Using Telecommunications in Middle School Reading Rosemary Lee Potter, 1992 This paper describes 2 years of international telecommunications experiences between seventh grade reading classes in Florida and England The report is presented in five sections 1 Telecommunications and Reading Instruction telecommunications and how it can motivate students develop their confidence and empower them and how telecommunications helps to integrate reading into other areas of the curriculum using such tools as bulletin boards electronic pen pals comparative literature creative writing joint literary publications and teleconferencing 2 Getting Started how a network was selected for the project funding for the project and online expenses and changes in operations over the 2 year period 3 The Florida England Connection getting the project started conducting online operations problems with timing other possibilities using online activities evaluation of the project based on the first year s goals other miniprojects and the second year 4 What We Have Learned So Far the impact of the project on students and parents and 5 Recommendations for Implementing Telecommunications insights gained from the experiences of the project A description of how the use of telecommunications changed both the delivery of instruction and the role of the teacher in teaching reading conclude the report The names and addresses of the producer of one software package and 11 telecommunications services are included Contains 9 references ALF *Resources in Education* ,1994

### **Resources in Education** ,1997 **Using Computer Technology to Create a Global Classroom** Dan H.

Wishnietsky, 1993 Defines global education and describes how to use computers to teach students about the necessity of thinking globally Middle School Teaching Richard Dean Kellough, Noreen G. Kellough, David L. Hough, 1993 *Using Captioned TV for Teaching Reading* Milton E. Goldman, 1993 Suggesting that captioned television is a powerful motivator for teaching reading comprehension this fastback offers a procedure for teaching with captioned television including taping captioned programs off the air The fastback notes that captioned television is useful in intermediate and advanced English as a Second Language ESL programs students in grades 5 to 12 and adults whose reading comprehension levels are significantly below expectations for their grade or age and remedial programs special education reading or English programs for students whose tested comprehension is between fourth and eighth grade reading levels The fastback provides suggestions for choosing appropriate programs and explanations of copyright and off air recording regulations The fastback also provides two sample lesson plans for ESL students and advice for using captioned television in the content areas A sample captioned television study guide is attached RS **Using Paraeducators Effectively in the Classroom** Anna Lou Pickett, Stanley F. Vasa, Allen L. Steckelberg, 1993 Discusses the growing role of paraprofessionals in the classroom

### *Vertical File Service Catalog* ,1992 **Integrating the Trans-national/cultural Dimension** Seymour Fersh, 1993

Describes the why s and how s of multicultural education **Integrating Technology for Meaningful Learning** Mark Grabe, Cindy Grabe, 1996 Integrating Technology for Meaningful Learning 5 e provides a unique inviting approach to

introducing the use of technology in the K 12 classroom Offering an abundance of authentic hands on projects the text provides future classroom teachers with the essential information and motivation to use technology as an everyday tool The authors strike an important balance between practical applications and theoretical issues so that teachers can concentrate on the connections between learning tasks and the mental activities of students This new edition offers expanded coverage of the Internet as a tool for communication and inquiry and includes updated coverage of all emergent technologies

Implementing the Disabilities Acts Patricia F. First, Joan L. Curcio, 1993 This booklet presents information helpful in implementing laws intended to extend full societal participation to individuals with disabilities Information concerning the Individuals with Disabilities Education Act of 1990 IDEA addresses the law s major provisions provisions for medically fragile children amendments and modifications and case law related to least restrictive environment A discussion of the Americans with Disabilities Act of 1990 reviews major provisions specific titles enforcement and remedies and the impact on schools Section 504 of the Rehabilitation Act of 1973 is also briefly described focusing on its impact on schools The pamphlet concludes that schools and school districts that have a commitment to inclusive education for all children will have no difficulty in complying with the requirements of these three laws JDD

#### **Learning Strategies for Problem Learners**

Thomas P. Lombardi, 1992 This pamphlet offers guidelines for educators who want to improve their use of strategy instruction with students who have inefficient and or ineffective learning strategies Specific examples of strategic teaching are provided for improving general and academic performance and suggestions are given on how to create a strategic environment consistent with strategic teaching The pamphlet begins with an outline of the steps in acquiring a learning strategy It then discusses strategies for improving general performance including strategies in the areas of organization time management memory test taking social skills speech and handwriting Strategies for improving academic performance in the areas of reading and writing spelling mathematics and other content areas are then described Suggestions for creating a supportive environment for strategy learning in the home and school are provided Guidelines for teaching strategically are noted such as use of advanced organizers brainstorming motivating and activating students modeling providing feedback and use of post organizers Contains 55 references JDD

#### **Discipline Strategies for Teachers** Eleanor B. Baron, 1992

Classroom management and effective discipline are skills that all beginning teachers must learn Classroom management refers to those procedures or routines a teacher uses to maintain a smoothly running classroom discipline refers to those techniques or strategies a teacher uses to respond to specific acts of student misbehavior This booklet intended primarily for student teachers and beginning teachers provides practical strategies for both classroom management and discipline that are solidly based in theory The publication is divided into three parts Prevention Strategies A Discipline Plan discusses classroom routines and behavior rules and the arrangement of both seating and instructional materials Four Discipline Models describes and analyzes the assertive discipline model a traditional model the effective momentum management model and

the reality therapy model Discipline Scenarios presents and analyzes both effective and ineffective approaches to developing behavior rules and routines focusing on preventive strategies and the discipline models The document concludes with a synthesis of discipline strategies that teachers can use to help maintain an orderly classroom environment Contains seven references LL

**The Portfolio Approach to Assessment** Emily Grady,1992 The shortcomings of standardized testing as the predominant form of student assessment in the United States are reviewed and the use and potential benefits of portfolio assessment are explored Children s educational experiences and their future job prospects and standards of living are being decided by test scores Moreover these test scores may be unfair or biased against some students Instead of more tests we need a new attitude toward assessment one that encourages a variety of assessments Portfolio assessment through collections of student works can be an encompassing format for this new philosophy Before considering what a portfolio should contain it is important to establish the purpose of the assessment The experiences of Vermont illustrate the development of a portfolio assessment with consistent standards Examples of guidelines for mathematics and language arts portfolios make it clear that it is possible to establish consistent practices It is also necessary to reflect on the portfolio occasionally using self evaluations and direct questions or profiles Educators also find portfolios useful tools for preservice teachers Portfolio assessment can be the framework for a new curricular structure that integrates assessment into the learning loop SLD

Gay Teens at Risk Donovan R. Walling,1993 Guide for educators on understanding and working with teenage homosexuals

**Education and Welfare Reform** John Baldwin,1993 Describes the history of Hamilton Terrace Adult Learning Center and the impact of adult education programs on welfare recipients

**How to Start a Student Mentor Program** Susan G. Weinberger,1992 This booklet discusses mentoring in general describes a particular mentoring program and describes mentoring efforts around the country The first section about mentoring in general focuses on mentoring as an old idea and current trends in mentoring The next section describes the Norwalk Mentor Program in Connecticut which began in 1986 as an outgrowth of a well established adopt a school program The six step process used to begin and maintain this program and to evaluate the success of the relationship between mentors and students is presented These steps involve 1 recruitment and screening 2 orientation and training 3 matching mentors and students and responsibilities 4 weekly sessions 5 evaluation and 6 year end celebrations and renewal The buddy system transfers and moves summer activities family involvement and new directions for Norwalk s mentor program are also described The third section presents an overview of mentoring efforts around the country Also included are a resource list sample recruitment letter sample mentor profile mentor pledge sample mentor agreement sample teacher request for a mentor sample parent permission letter sample mentor evaluation form and references ABL

Creating Professional Development Schools Alan Colburn,1993 Discussion on overcoming the barrier between schools and universities

**Teaching for Multiple Intelligences** David G. Lazear,1992 Over the past 50 years brain researchers have stated that human beings probably use

less than 1 percent of the brain's potential and research findings about human intelligence have transformed almost all previous definitions of intelligence. This booklet addresses the following key findings in intelligence research: intelligence is not fixed or static; intelligence can be learned and taught; and intelligence is a multidimensional phenomenon that occurs at multiple levels of the brain-mind-body system. After this discussion of the research, the publication is divided into five parts: 1. Overview of the Seven Intelligences: verbal/linguistic, logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, interpersonal intelligence, and intrapersonal intelligence. 2. Teaching for Multiple Intelligences: A New Look at the Curriculum includes an exercise on how one can teach for multiple intelligences in one's curriculum. 3. New Instructional Methods for Teaching with Multiple Intelligences. 4. Teaching about Multiple Intelligences: Re-inventing the Learning Process. and 5. A Multi-Modal Approach to Assessment includes techniques for student evaluation and teacher self-assessment. Contains 27 references.

LL *English as a Second Language* Donovan R. Walling, 1993. Frequently asked questions about English as a Second Language. ESL instruction are posed and answered. Questions address the following: the goals of ESL instruction; how ESL differs from bilingual education; how students needing ESL are identified; where interpreters are found; the Lau Decision; how to find out how much English the student understands; the distinction between conversational and academic proficiency in English; ESL and age appropriate placement; the ESL teacher's role; early childhood ESL programs; how much ESL is enough; how soon ESL students should be mainstreamed; dealing with special education needs; what regular classroom teachers should do to help ESL students; sheltered English; the role of bilingual aides; ESL students' use of their native language in school; grade retention and promotion; and academic standards; parent involvement; instructional materials; use of instructional technology; ESL program funding; program recordkeeping; ongoing professional training for ESL teachers; and ESL inservice education for regular teachers. Lists of print materials, publishers, and distributors of ESL materials and organizations useful as resources are appended. MSE

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