1. Chapter three focuses on strategies for processing language. It states in the text that there are three basic theories of learning including the constructivist theory, theinnative theory, and the behaviorist theory. The constructivist theory is the belief that children are born with the capacity to learn language but must interact with others to acquire and develop language. The innative theory is the belief that at birth a child has the ability to acquire and develop language. The behaviorist theory is the belief that children acquire language through reinforcement. With learning and processing language also included the social context for learning which is the children's desire to acquire and share information that is learned. The way information is processes is another integral part of processing language. The process of thinking involves organizing, retrieving, relating information, encoding, and perceiving. Shemata is when a person relates past experiences and previously gained information to new situations. Farris also discusses Gardner's theory on multiple intelligences in this chapter. The multiple intelligences include linguistic, musical, logical-mathematical, spatial, body and kinesthetic, intrapersonal, interpersonal, naturalist, existentialist, and spiritualistic. Particular formats may be used in addressing the multiple intelligences in the classroom such as lesson designs, interdisciplinary curricula, student projects, assessments, and apprenticeships. This chapter also focuses on ways to stimulate motivation in the classroom which is essential to every teacher. These suggestions include creating a literacy-rich environment in the classroom, providing time for choice and collaboration, reading to your students, having high expectations for the students success, and having relevant reading and writing motivating to students. The chapter then goes on to discuss viewing, one of the language arts, and how it is used in the classroom. Viewing is used in the classroom through picture walks, reenactment, videos, dvds, and concept muraling. Next the chapter discusses various teaching models including graphic organizers, constructivist teaching, cooperative learning, and think alouds.

2. "Studies have found that children accomplish more together than they could alone. Social interaction during collaborative work encourages interesting discussions and problem-solving." (page 85)

-I definitely agree with this quote because I feel that when students do not engage in participation, they may be missing out on what is being learned. Working with a partner or in a group gets them involved in discussions and activities without being pointed out.

3. In this chapter Farris discusses picture walks. This is also something we have gone over in Dr. Roberts teaching reading class. We actually went through a picture walk as you would with your students. It is something that is definitely useful before reading a book. I'm glad I was able to experience a picture walk before reading this chapter in Farris because it was a great review to use with beginning readers.

4. I really enjoyed the password game we played in class on Monday. It was frustrating but we were all learning while having fun! It is a great game for any classroom. I hope I eventually come across one!

5. This chapter also discusses the multiple intelligences which I have encountered in many of my classes before. When we took our learning styles inventory in Dr. Walker's class, I was visual and body-kinesthetic. I think it's interesting that more have been added since previous years and there are still more on the way! I wasn't aware of spiritualistic before reading this chapter.

Comments

1. Your summary is informative about learning processes. I especially liked, "The constructivist theory is the belief that children are born with the capacity to learn language but must interact with others to acquire and develop language." Here we see a modern idea in action. I also liked how you mentioned the visual aspect of LA in this statement, "Viewing is used in the classroom through picture walks, reenactment, videos, dvds, and concept muraling."
2. This idea is why you see me encouraging so much team or paired interactions within my class activities.

3. A fine connection between our two courses.

4. Frustration can be part of learning. Use it sparingly but do not be afraid of bringing students into short periods of frustration. They need to learn how to deal with it and overcome it.

5. Good learning regarding the MI theory that is indeed ever-evolving.

1. I really like your summary, especially the part where you include ways to incorporate the multiple intelligences into the classroom.

2. I like the point you make when you say working in groups helps children feel less pointed out. Also, I think it provides students with others ideas and feedback.

3. I like the idea of a picture walk and I think I will include it in my unit plan.

4. I liked the password game as well! I think it was challenging but can be extremely useful in the classroom.

5. I like the test as well and learned that I am an auditory learner rather than visual, like I originally thought.

Julie (permalink)
Created on Monday, 06/09/2008 10:34 PM by Julie
Updated on Monday, 06/09/2008 10:37 PM by Julie

1. Chapter 3 is about ways of processing language and how children gather and interpret information. They do this through egocentric and socialized behavior. In the egocentric phase, a child gets joy from simply playing with sounds whereas in socialized, he or she desires to give and receive communication. They use schema to format information just like adults to make some kind of sense to the new reality they experience. Howard Gardner’s Multiple Intelligences include such areas of interest or exceptionality in linguistics (language and its meaning), music, logical mathematical, spatial (dealing with perception), kinesthetic, intra and interpersonal intelligences. The three newest added are the naturalist, existentialist (pondering the meaning of life and the like), and spiritualistic. We need to be addressing all needs. Many ideas of curricular formats are given for lessons including the interdisciplinary, projects, assessments, and apprenticeships. To enhance motivation in the classroom, there should be some kind of flexibility for choice and collaboration, keep things relevant, and have high expectations. Viewing is a very important part of language arts!! Picture walks, reenactments, and videos are effective tools and ways to keep this alive. These things stimulate their young minds forcing them to reflect, and they are learning before they can fight it! Concept murals are used as well here as a direct instructional approach. We need to teach the children about metacognition which is when you think about thinking. Graphic organizers can be used before, during, and after a lesson. This way of assisting organization is wonderful I think. In a constructivist class, inquiry is the main focus to get the learners to do. There are examples of think-alouds, where the teacher models questions for the students during a passage. Have them ask the who, what, where, when, how of it all. Bloom’s Taxonomy for lit is given. Attention is also given to diverse and exceptional students. Social interaction is needed.

2. “Gardner believes that there are too many children whose educational needs are not being met because educators have too narrow a view with regard to who is intelligent. He thinks they need to broaden their definition of intelligence to include all of the intelligences...” (p. 80). While I acknowledge the importance of reading writing and arithmetic, especially in this day in age to get by in society, I agree with this quote that not enough of the intelligences are being met in the schools. Intelligence and gifts come in many forms and as teachers we should be sensitive to that and not judge with a blanket statement over a student that because he or she is not a highly fluent
reader for that age that they are not smart.

3. I really liked the "I Can't Funeral" poem that was posted on the wall! Such a great idea to have children go up and read it whenever they say I can't twice in one day I think you said. I think it is a wonderfully enlightening statement that whether you think you can or you think you can't you're right. It is all about your perception. Even as teachers we will probably encounter many times where we feel like we can't get through something and we need to steer away from such negative mentality.

4. I liked the Password game. Of course the modeling and having us do it in groups was good and fun. Once again learning was taking place about synonyms and antonyms through a game and challenged us.

5. I am so so happy that you read the Terrible Things book by Eve Bunting!! I thoroughly enjoyed it and will probably end up purchasing it whether or not I ever teach 5th grade. I love so many aspects about the story including the fact that it is open ended. I like the view that it is referring to humans and that it is highlighting the central idea to "Come Together" as the Beatles would say. The birds, frogs, rabbits, and so forth solely saw the groupings as separate entities like they shrugged off the fact that they were taken away because they were different and somehow worse than them. A point I got out of it was that they should have seen the bigger picture of being one, they were all animals. Little Rabbit recognized that the terrible things took advantage of the fact that they knew the animals were not strong enough to stand up for each other so it was easy to tear them down. So little rabbit spread the word wanting a change. Beautiful.

Comments

1. Good overall! This chapter was very informative. Most of the things in this chapter we have learned about before but there's nothing better than reinforcement!

2. I agree also. Teachers need to be really in tune with how each child learns and takes on information. Doing this, I think it would make things easier because then you know that your getting through to the child and they are learning the best way for them.

3. I think this is a great idea. Lots of children say that they can't do something and by doing that, the really can't do something. I think most say the phrase really only because they don't want to do something. Excellent "punishment" for children deciding to use the word "can't".

4. The game was fun. It allowed us to laugh a little but while also learning a new way to teach our students. It was challenging but then again if it was too easy what would be the point?!

5. The book was alright. I feel as though for little children it wouldn't be appropriate because it may be too frightening. Children might begin to think that eventually someday something will come after them and take them away. The book can have so many meanings and would be great for older students to write about.

Tuesday, 06/10/2008 11:19 AM by Ashley

1. Your summary was really complete and informative. I agree a lot of what we have been going over is repetitive but it is great reinforcement!

2. I feel that nothing could be more important as a teacher to be in tune with your students learning needs. Everyone is different and because of that everyone learns different.

http://bloomu-summer.sytec.passhe.edu/webapps/lobj-journal-bb_bloo/blog/2008Summer62...
3. I never heard of the funeral poem before. It is definitely a great idea and a great motivator for students to not use the word "can't." It is really uplifting and will keep students more optimistic by learning not to use the word "can't."

4. I enjoyed the game too and it was the first time I ever played it! I hope I come across one someday so I can use it in my classroom as well.

5. I remember the name of the book from when I was younger, but not the book itself. I think it is kind of disturbing for younger children but great for older students because it is so open ended, you can go anywhere with it!

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1. I agree with Ashley and Tammy, your summary is quite thorough. I especially liked your mention of the visual aspect of LA, "Viewing is a very important part of language arts!! Picture walks, reenactments, and videos are effective tools and ways to keep this alive." These activities promote freshness and diversity in the learning.

2. Pupils deserve to have teachers who try to meet all of the intelligences' needs.

3. Let's promote positive aspects to life. There are most certainly enough negative, pessimists in the world already without our nurturing these darker-side thoughts.

4. Password is fun and learning in a nice combination.

5. I like your connection to the Beatles "Come Together" philosophy. We all need to realize that we are caretakers for each other. Prejudices allowed to grow, bullies allowed to torment, and holocosts allowed to take place are all consequences of a society that does not instruct in the ways of common welfare for all.

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Ashley Post on June 9 2008 (permalink)
Created on Monday, 06/09/2008 7:48 PM by Ashley
Updated on Tuesday, 06/10/2008 11:10 AM by Ashley

1. Chapter three discusses the processing of language. Children have a thinking process that allows them to gather information, interpret the information, encode, and finally relate the information. There are three basic types of learning. The innative theory says that children from birth are able to acquire and develop language. The constructivist theory says that children are born already being able to take on language but they have to interact with their surroundings and the people in it to do this. The last stage is the behaviorist theory. This theory says that the language can be learned by children through reinforcement. There are two types of behavior the children have while they are developing the thinking and language skills. Egocentric in when children play around with words for fun. The book gave the example of a two year old girl who kept hearing "no". The little then used the word "no" on the family dog. Socialized behavior is when a child really loves to talk and share what they know. Next the chapter goes on to talk about the multiple intelligences from Gardner. In this book they share the seven original intelligences and then the other three that Gardner added later on. He isn't done though. I believe two more may be on the way. These intelligences are basically set up to demonstrate that people learn differently and this is a guide to identify them; great for our students. With the MI, there are five formats that could be used to integrate the MIs: 1. Lesson design, 2. Interdisciplinary curricula, 3. Student projects, 4. Assessments, 5. Apprenticeships. In order to make the classroom a place where children want to be we should create a literacy-rich environment, provide time for the children to collaborate and take control of their learning, read to our children, creat writing that relates to something the children are currently learning about, and have high expectations for our
students success. Visual learning is very important. Studies have increased the numbers by saying that 80% of material is retained when students have visuals along with the written out lesson. Pictures can do all kinds of things- "A picture is worth a thousand words". Something else that is also helpful is concept muraling. This is when pictures or sometype of visual can be created to represent a lesson. For example on page 88. Students learning about turtles can draw pictures to represent different things about the turtle; tutles lay eggs, they hatch, and they swim in the ocean. Using graphic organizers with students is an awesome idea to assist students in proper learning and to keep them on track. A graphic organizer sets up the lesson. Comments and questions can be on there to direct the students attention on the topic. As the lesson goes on, more informartion is added and by the end of the lesson, a wonderful study guide has been developed not only by the teacher, but the students added the information they learned throughout the lesson. An example of a graphic organizer is something we've all heard of if not used already. The KWL chart is used to document what we know, what we want to know, and what we've learned. A fourth letter is sometimes added by teacher, "H", for how we can use what we've learned. There are three types of learning that can go on that teachers need to pay attention to. Competitive learning is when students believe they can meet their goals when others fail. Individualistic learning is when students are able to achieve their goal on their own, and cooperative learning in when students work together. For the last one to be sucessful the cooperative learning groups needs to have a goal to work for and the achievement of the goal all depends on the learning style of each memer. In order to develop higher level thinking skills, a teachers needs to incorporate the six levels of Bloom's Taxonomy. This system can be used for all types of literature ranging from picture books to novels. This system should also be used for the whole curriculum to obtain higher level thinking amongst our students.

2. Right in the introduction it says, "...teachers need to understand how students think and, in turn, how to develop instruction that will both meet standards and motivate students to learn the new concepts, skills, and strategies- a most difficult talk indeed" (pg. 71).

How very true this is. Our jobs as teachers, is to more or less teach but what my point is is how can we do our job as teachers if we cannot get through to our students? If a student has a trouble area and we do not acknowledge it or are unaware of the issue, how are we to modify our lessons to assist our students and their needs? We need to be more in tune with the children we come in contact with. We might have 20+ students in our classroom but it's our duty to really pay attention and help our children the best way we can. It makes the students happier and it makes us as the teacher happier.

3. I'm glad everyone did well on the midterm. The review helped but because we go over this information 4 days a week instead of your traditional 2 days a week, we are able to retain information much easier. Great job! P.S. Thank you Dr. Walker for going over the most missed questions. Sometimes on a test I know there were some that I missed and I am very curious as to the answer.

4. I enjoyed starting our writing prompt today. I had some trouble starting because there are so many things you could write about with the picture I chose, however, I was able to use my imagination and come up with something. I look forward to working on it tomorrow. I also think that this would be an awesome idea for our future classroom. Children, most of the time, don't like being told what to write. WHY would we do that anyway, children have the most creative minds, let them use it.

5. I enjoyed playing Password today. Although very challenging, it was fun and really made us think, not to mention it was a good laugh.

Comments

1. Your summary is clearly centered around the theories of learning and you connect these nicely to practice.

2. As difficult as it is, we must learn about all of our students and keep pace with their needs and our teaching.

3. You are welcome, use my model as an approach that you may wish to incorporate into your own teaching practice.
4. Yes, let's encourage students to use their own minds and stop feeding them our ideas to use.

5. Password is a blast and can be a fun way to review synonyms and antonyms.

Samantha (permalink)
Created on Monday, 06/09/2008 7:12 PM by Samantha

1. Chapter 3 is about strategies for processing language. Children who can deal effectively with tasks requiring the use of thinking strategies are usually those who are proficient in listening, speaking, reading, and writing. There are three main theories of learning: the innate theory, the constructivist learning theory, and the behaviorist theory of learning. Children progress through two phases of behavior as they develop thinking and language skills: egocentric and socialized. Vygotsky believed that children are active participants in their own learning. The thinking process involves gathering, selecting, perceiving, organizing, encoding, storing, retrieving and relating information. Three major developments have resulted from information-processing research. The first one is teachers must place greater emphasis on how children process information as they learn. Second, teachers need to instruct children directly in developing problem-solving skills. The third is the need to use semantic networks in both curriculum organization and the analysis of content. Gardner identified ten separate multiple intelligences—linguistic, musical, logical-mathematical, spatial, body and kinesthetic, intrapersonal, interpersonal, naturalist, existentialist, and spiritualistic. Children who are intrinsically motivated gain cognitive and emotional satisfaction that leads in turn leads them to invest a larger amount of time in doing the activity. However, those children who are extrinsically motivated result in being engaged in the activity predominately as a mean to the end of the task. Children use what they themselves know about learning and apply that knowledge. Graphic organizers are used by teachers to assist students in concept acquisition. Creating a classroom where students are self-directed requires that students be both self-motivated and confident leaders. Think alouds demonstrate to students how to find and interpret important information in a narrative or informational text. Teachers have three types of instructional goal structures from which to choose: competitive, individualistic, and cooperative. Teaching strategies for processing language that are geared toward culturally diverse and special needs students are an absolute must for all classroom teachers.

2. "According to Gardener, much of the school day favors children who are skilled at reading and writing" (p.80). I chose this quote because I absolutely agree with it. When can you think of a time during the school day that the children are not reading or writing. The only times I can think of are during certain specials. For example, music and art. And some of the time, students only have music or art class once a week. I think Gardner's multiple intelligences should be looked at more closely and incorporated into the classroom. Schools need to understand that not all children learn in the same manner and should make major changes.

3. Today we played Password. I know I always enjoyed playing the game growing up, so I was excited to see how the game would be incorporated into the class. I found that synonyms, antonyms, and even vocabulary can all be taught with a fun game. The students may think they are just having fun when they are actually learning a valuable lesson. But like we said in class, the students should know what they are learning and know that behind the game and fun, there is a lesson to be learned.

4. We finally got to our pictures today. I was not sure of what to write at first, but it finally came to me. Like Dr. Walker said, it is kind of free writing, but you still have something to go off of. It may not be an actual prompt, but a picture is pretty close. I think it is a great activity to use in the classroom. The students have somewhat of an idea of what to write about and yet they still need to use their imagination to make up the story.

5. It was stressed today that if children love to do a certain activity then put it away for a few weeks. The students will be that much more eager to do the activity if you do not use it for awhile. If you do the activity too much, the students will begin to get bored with it. I liked this tip because I would not have thought of it. My first instinct would be to keep using the activity if it worked, but now I know to use it in moderation.
1. Your summary is very concise. I liked the following: "Vygotsky believed that children are active participants in their own learning. The thinking process involves gathering, selecting, perceiving, organizing, encoding, storing, retrieving and relating information." Here is a clear foundation for planning your lessons.

2. Yes, we all need to learn to vary our instructional approaches to be more student-friendly and meet the learners’ true intellectual needs.

3. No problem focusing learning with fun. Just be sure the students realize that learning is taking place along with enjoyment.

4. This leads students into a totally free-write and puts them at ease. The stories that were inspired from the photos are superb!

5. I am pleased to see that you listened and comprehended my words related to not over-using techniques and to keep the learning varied. This lesson will serve you and your future students well.

Christine (permalink)
Created on Monday, 06/09/2008 6:32 PM by Christine

1. Chapter Three of Farris is called Strategies for Processing Language. The chapter discusses children's thinking processes: how information is gathering, interpreted, encoded, and related. There are two phases of behavior that a child progresses through as they develop language skills. The egocentric phase is when a child plays with sounds and words just for fun. Socialized behavior involves children wanting to share and receive information. They want to respond to questions and be able to get a response when they ask a question. Vygotsky believed that social interaction plays a significant role in developing a child’s language ability. Information processing includes the gathering, selecting, perceiving, organizing, encoding, storing, retrieving, and relating of information. Children rely on schema to relate old information to new information. Howard Gardner stated that much of the school day favors children skilled at reading and writing. He developed the theory of Multiple Intelligences that says there are many different intelligences including: linguistic, musical, logical-mathematical, spatial, kinesthetic, intrapersonal, interpersonal, naturalist, existential, and spiritualistic. Motivation is important to keep children engaged in learning. Chapter Three suggests ways to keep students motivated to read and write: create literacy-rich environments, provide time for choice and collaboration, read to your students, use relevant reading and writing, and have high expectations for student success. Using picture walks, reenactments, videos, and concept muraling are ways to incorporate the viewing aspect of language arts. Graphic organizers, think alouds, cooperative learning, and nondirective teaching are ways to aid students in their development of learning strategies.

2. “Curiosity spawns questions. Questions are the master key to understanding. Questions clarify confusion…” (pg 104) If we did not question what we did not know we would be confused about a lot of things. I liked this part of the chapter because it tells us that we have to model how to ask good questions so our students know how to get more information.

3. This chapter discusses picture walks. I have seen this used in the classroom and I think it is a really effective way to model good questioning and for students to learn how to make predictions.

4. I enjoyed the password game that we played in class today. It was a fun activity that can be used with students to teach a variety of lessons in language arts.
5. Today we got to write about the pictures we picked last week. I was unsure as to what the assignment would be or what I would write about. I was happy that we had the choice of whether to write a narrative, expository, or persuasive piece since each of us had different pictures. I am interested to hear what some of my classmates wrote about their pictures.

Comments

1. Extremely well-written, organized summary. I like how you pointed out Vygotsky and his idea of social interaction because that is basically what he is known for.

2. I agree. We also have to make the classroom comfortable enough to allow the students ask questions. Many times they are too shy or timid to ask a question.

3. I have never heard of a picture walk before this chapter. I'm glad to see it worked in the classroom.

4. I also wrote about the password game and found it very beneficial.

5. I almost wrote the exact same thing! I also was unsure of what I would write about, but I was surprised to see what I came up with.

   Monday, 06/09/2008 7:17 PM by Samantha

   1. I agree with Samantha, your summary is quite clear especially relating to Vygotsky and social interactions. This is so important to develop in the classroom.

   2. Yes, let's create comfortable learning environments that encourage students to develop and instigate their own questions.

   3. Picture walks allow the students to use their visual skills and to develop their imaginations and ideas.

   4. Let's create a variety of learning activities that inspire and motivate learning.

   Wednesday, 06/11/2008 10:44 AM by David

   5. Yes, not only is it important that everyone write but we also must have some examples read so we can learn from others, too.

Jen (permalink)
Created on Monday, 06/09/2008 5:51 PM by Jennifer

1.) Instructional procedures have to consider the thinking processes when teaching language arts because if teachers understand how children think, they can be more effective and efficient in their teaching. Children need to learn how to utilize their prior knowledge combined with their problem-solving capabilities to develop their learning and teachers help them by including social interaction in their lessons. Also, teachers need to consider...
children’s multiple intelligences when planning lessons and include different activities to teach all learning styles. Teaching models such as graphic organizers, constructivism, think alouds, and cooperative learning can be used to enhance learning arts instruction and student learning. Average, ELL, and struggling readers can gain a lot through visual representations such as muraling and graphic organizers. The development of good questioning strategies can expand both teacher and student learning. Teachers need to include both lower and high level questions to help enhance their student's thinking skills and help them reach both lower and higher thinking.

2.) “Students in grades 1-8 can create their own ‘Wonder Books’ by using an inexpensive spiral notebook to write down what they wonder” (pg 106). I think this is a great idea! Students can use these books to help them write papers and it encourages them to take learning into their own hands.

I liked the password game. I think it is a fun and educational thing to introduce into the classroom. Now that it is a popular game show on tv, I am sure it would go over even better.

I can see how those pictures can help students write. While writing my story today, the picture helped me come up with details and ideas I would have never thought out.

I am a little nervous about the unit. There seems to be a lot of work involved in it. I hope that Dr. Walker will help make the expectations more clear.

Comments

1. Nice summary of the chapter.

2. I think this is also a good idea. I have never heard of a Wonder Book before this chapter.

3. I agree. This was a good game to play in our class and a good game to be played with our own students.

4. Before today I could not think of what I wanted to write about my picture. Once Dr. Walker told us to choose what kind of piece we wanted to write, it was a lot easier to think of something to write.

5. I am also nervous about the unit. I think that after we talk about it in class I will feel a lot better.

Monday, 06/09/2008 6:39 PM by Christine

1. I like how you took a long chapter and picked out the main points and making a good summary.

2. These also good ideas to hold on to for when the students do free writing. It will give them...
some ideas to go off of.

3. I agree the game was fun. It was a good way to learn and have fun at the same time. Kids of all ages could get into it.

4. I actually had a hard time witting about my picture. Maybe if I had a different picture I would have liked the assignment better.

5. I feel the same way. I would like to get started on it soon because it does seem like a lot of work.

1. Very well organized and it seems like you have gotten the main points.

2. I have never heard of wonder books before, but they sound like an interesting way for kids to express what they wonder about.

3. I also wrote about the game, I will use this in my classroom as well.

4. I also felt like the picture made me be more creative with my writing.

5. I am also a little nervous on the unti because it is so much work for just two weeks.

1. A nice overview of the teaching methods, questioning techniques, and the MI.

2. I think the "Wonder Books" are terrific ideas for inspiring students to write.

3. I agree, the new Password TV show will make this a popular activity in the classroom.

4. Super, you really found the worth of the pictures to motivate.

5. Yes, I will.

1. Chapter three, Strategies for Processing Language, begins by pointing out the relationship between the development of thinking and language. The two stages that children go through when developing thinking and language skills are the egocentric and socialized behavior stages. The main difference between these two is that in the egocentric stage children use language primarily for themselves, and in the socialized behavior stage they are trying to gain and share information with others. The information processing theory states that the human memory
is an active, complex organizer, and processor of information. Using schemata, children and adults alike connect their prior knowledge to new knowledge they have gained. Next the chapter covers multiple intelligences, a theory proposed by Howard Gardner. The multiple intelligences theory states that there is not just one form of intelligence, but several, and different people have different strengths with regard to intelligence. The different intelligences are summarized, and suggestions are made for how to put this theory into work in the classroom. A large part of the chapter then focuses on viewing, one of the language arts. This art is important because research has shown that students retain much more information when it is presented visually, as opposed to just orally. Some instructional approaches that focus on the visual aspects of what is being taught are; picture walks, reenactment, DVDs and videos, concept muraling, and graphic organizers. The chapter ends by discussing different methods of teaching, as well as questioning strategies that help children to develop thinking skills.

2. "The teacher can orally demonstrate his thinking process by talking about how he gains knowledge while reading..." (pg.99).

I chose this quote because I had mixed feelings when I read it. I feel that by telling students how a teacher is thinking, this may discourage them from doing their own thinking. Students may believe that they have to think just like their teacher does, or else they will be wrong. On the other hand, demonstrating to students what a teacher is thinking while reading, may allow them to better understand how they should be thinking, or what the teacher is looking for students to gain from a text.

3. I enjoyed reading 3.5- "The Meaning of Time" story in this chapter. I think this story really emphasized the importance of modify and adjust. What is not in the lesson plan may turn out to be the most important lesson of the day!

4. I liked that we were allowed to play the password game in class today. I appreciate that Dr. Walker allows us to actually do the activities he recommends we do with students, instead of just telling us about them. I also think this game is a great way to teach students about synonyms. Another game that is somewhat similar is "Taboo," which I love!

5. I had never heard of a KWL until last semester, but I was happy to see it in this chapter. As soon as I learned what a KWL was, I began to include them in my lesson plans I was writing for classes. They are a great way to find out a lot of information from your students, without taking up too much time or being too complicated.

Comments

1.) Nice summary

2.) I agree with you. Personally I struggle with this idea as well. Hopefully a nice mix of the two will allow for independent thinking as well as helping them point their thinking in a certain direction.

3.) I enjoyed that as well.

4.) Taboo! I was trying to think of what that game was called throughout the whole class. Thank you!

5.) KWL is something that just about every professor I have had has at least mentioned.

Monday, 06/09/2008 5:54 PM by Jennifer

1. Very concise summary, you touched on all of the main topics.
2. I agree, students should be guided towards thinking, but in the end, it should be their comprehension or understanding, not just what they think the teacher wants as an answer.

3. To be a good teacher, I feel that modifying and adjusting is one of the best aspects to have.

4. I absolutely loved the password game! Fun and educational.

5. KWLs are a great way to get to know what your students know etc, but do not overuse them.

1. Your summary is fine. Here we see theory connect to practice.

2. Model your thinking and encourage students to use their own thinking to develop who they will become.

3. Yes, I hope I have modeled the philosophy of modifying and adjusting in our course.

4. I have heard of the game Taboo, but I have never played it. Enjoy!

5. KWLs can be great, just do not overuse this strategy as students tire from it when it is used too frequently.
goal and reach the same students. These activities may seem like fun but they serve an educational purpose at the same time. Graphic organizers, nondirective teaching, think alouds, and cooperative learning are all strategies that teachers can use in order to promote learning strategies for language arts. Teachers need to help their students develop good questioning strategies as well including both higher and lower level questions. We can refer to Bloom’s Taxonomy in order to develop questions at each level of thinking. Finally, in such diverse classrooms, it is important to do things in order to reach all students such as giving clear, straightforward directions and listing steps in order, and simple cues such as a tap on the shoulder or subtle reminder to get them back on track.

2. "Having students act out vital scenes in the plot of a story or book helps them visualize the situation" (p 86). For some students, reading and simply understanding a crucial part of a book may be extremely difficult and may leave that child frustrated or upset. But for a child to be able to see that scene being acted out or to be a part of it, may turn things around and help that child visualize the event actually happening and relate to it that way, other than just reading it. I think this is a good technique to use in the classroom if you know you have a lot students like this.

3. I really like the idea of using picture walks (p 85) when introducing children to a new book. I think it is important for students to make predictions based on what they see before they even hear the book. I think this motivates them even more to pay attention during the reading of the book because they are dying to find out if the prediction they made is true.

4. I really liked the password game that Dr. Walker introduces to us in class today. It is a fun way to get students motivated to learn about synonyms and eventually antonyms. Students especially love when you make teams and play a game with extrinsic motivation. It seems to get them thinking just a little bit harder.

5. I really liked the example on page 84 using one book to cover all of the multiple intelligences. I especially liked how they were able to use the book across many different grade levels (2nd to 8th) instead of just focusing on one. I know I have trouble determining appropriate grade levels for certain books but this highlights how it can be used in a variety of ways and with several grades.

Comments

1. Very indepth summary-you cover alot of great information that you can use as a quick reference.

2. I agree- I think by acting out and doing readers theatre visual students are able to comprehend it much better.

3. I like picture walks even at my age- I think in chapter books it is harder but to read the author's note and discover the cover of the book is a great introduction.

4. I never heard of that game before and now I can't wait till I can get a hold of it for a tool in my classroom. I like how you can use it for multiple topics and its not just a game with no purpose.

5. I agree- I liked the descriptions but the only thing is that now that Gardner has 9 intelligences the book is out of date and needs to be updated with his new ones.

Monday, 06/09/2008 9:00 PM by Kylie

1. I agree with Kylie and like her "quick reference" statement. You cover the great thinkers of education very well - Vygotsky, Gardner, Bloom, ...
2. Here is a classroom activity that ties to your reading!

3. Yes, use the pictures and everything else you can to motivate and intrigue your students to read.

4. Password is a blast and mixes up the learning in a new and different manner.

5. The MI theory crosses all grade-levels. I am pleased to have updated you on MI and am sure the next book will have the updated MI theory.

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**Lisa (permalink)**

Created on Monday, 06/09/2008 10:19 AM by Lisa

1. This chapter is about the stages for processing learning. The chapter starts out by talking about the social context for learning. This includes the child’s need to share and acquire information. This is also when children begin to ask and answer questions. Language helps improves their cognitive development. Information processing involves gathering, selecting, perceiving, organizing, encoding, storing, and relating information. Schemata is an important part of this step. This is when the student relates new knowledge to a past experience. Howard Gardner is a theorist who developed the theory of multiple intelligence. He believed that there are many ways that a person can be intelligent. The students should be able to study subjects that interest them, not just the ones that are required. Motivating the students is a major part of a teacher’s job. This chapter gives some suggestions on how to help motivate students to want to read and write. They include: creating a literacy-rich environment, allow time for choice and collaboration, read to the students, and have high expectations. Picture walks are good ways to introduce a book to the class. This is when you would show them the cover and allow for predictions. Reenactment is when the students can act out scenes from a story. This is a way to show comprehension and help build self-confidence. Concept Muraling is when the teacher presents an overview in the form of visual representation. To help the students learn a new concept they can use a graphic organizer. This is when ideas are presented to students prior to or during a lesson to help organize a new concept. A popular graphic organizer is the K-W-L chart. Non-directive teaching can be done when the students are self-motivated and confident learners. In this type of a classroom there is a lot of examining, probing, and questioning. Cooperative learning has three types of goals; competitive, individualistic, and cooperative. The students take part in planning what and how they will study a topic and, they are also able to help each other in the learning process. Teacher need to formulate questions that are both lower level and higher level thinking. The questions should made prior to teaching the lesson. Special needs students may need modifications to a lesson. They should be allowed to record reading material, dictate reports, and be motivated just as any other student.

2. “Gardner believes that there are too many children whose educational needs are not being met because educators have too narrow a view with regard to who is intelligent.” (80) I think that this quote is very true. The standardized tests that are given to the students do not test all types of intelligence. The students are then categorized based on these scores. This is not fair to all of the

http://bloomu-summer.sytec.passhe.edu/webapps/lobj-journal-bb_bloo/blog/2008Summer62... 7/7/2008
students. They should have a test that covers all types of intelligence.

3. I was very pleased with the mid-term. I was relieved that Dr. Walker allowed the time to go over the test and made sure we all felt comfortable before taking it. I wish more teachers did this.

4. I have covered a lot of the information from this chapter in other classes but it is nice to review the material.

5. I have seen the K-W-L chart done in several classes during my observations. This is a great way to assess what the students already know and to learn what they want to learn about a topic. I have also seen teachers bring up topics to a class about what they want to learn. That way it is covering all of the necessary standards.

Comments

1. Good summary- I like that you included the section on special needs students, and the fact that they deserve everything that regular students receive.

2. I completely agree! It's unfortunate when people do not do well in school because they do not have the narrow intelligence that is tested in most schools.

3. I agree! If teachers were more focused on the actual learning of the material, instead of test scores, this would relieve anxiety and help students learn more effectively!

4. It's always nice when material overlaps and you can use your prior knowledge.

5. I wrote about KWL charts as well. They are a great way to receive a lot of information from students.

Monday, 06/09/2008 5:47 PM by Zoe

1. I agree with Zoe, you cover the concepts of the chapter very well. I also like how you respectfully include ESE students in your summary.

2. Intelligence is extremely difficult to measure with any sense of accuracy. The IQ tests have many flaws and certainly do not test to the nine current intelligences that Gardner has identified. A quandary of education.

3. Let's learn to respect our students and not fill them with fear and trepidation prior to each major test. True learning develops out of nurturing envirnoments. Be sure to build your classroom around these ideals that you have stated that you appreciate.

4. Review is a salient part of education. Yes, let's connect to our schema and be sure we have truly mastered the concepts.
5. KWL can be a wonderful tool, just do not overuse it as too many teachers have and have turned students off from this fine approach to instruction. Vary your practice.

Wednesday, 06/11/2008 9:56 AM by David

larissa (permalink)
Created on Wednesday, 06/04/2008 10:30 PM by Larissa

1. Chapter 3 Strategies for Processing Language focuses on how children learn, and the chapter opens with a brief synopsis of the three major theories put forth about learning. The **innative theory** suggesting that children from birth possess abilities to acquire language; **constructivist theory** which says that children need to interact with their environment in order to develop language skills, and finally the **behaviorist theory** states that language is developed through reinforcing behavior. As children develop language skills they are moving through two phases- the egocentric and then progressing towards socialized behavior. Information processing research examines the human mind and the way information is learned and retained, there have been three findings resulting from the research. 1) a greater emphasis placed on how children learn, 2) a need has arisen to teach children problem solving skills and also 3) curriculum development has a greater need to be integrated and organized. Howard Gardner and the multiple intelligences theory is summarized as well as the ten current intelligences that have been identified. Farris then talks about motivating children in the classroom, the differences between and intrinsically and extrinsically motivated student provides specific instructions for piquing interest and motivation in the area of reading and writing. One of the language arts, viewing, is described as a way to enhance understanding of a text and chapter 3 highlights various activities that can promote this language art. Picture walks, reenactments, videos and dvds, and concept muraling (simplistic illustrations to represent to material being taught) are all classroom activities that promote the viewing language art. Farris then highlights learning strategies and metacognition with a look at different teaching models or aids to student learning. **Graphic organizers** organizes material from a lesson, **nondirective teaching** promotes an inquiry based and student centered learning environment, **think alouds** are activities during which a teacher voices aloud their processes of writing, and finally **cooperative learning** calls for students to help each other during the learning process and students work towards a group goal. The chapter concludes with questioning strategies, the importance of sequencing questions as well as using Bloom’s taxonomy to create diverse questions that will focus a student during discussion. High risk students (special needs and ELL’s) need specific instructions as well as straightforward directions that are simultaneously written out as well as verbally expressed.

2. "By capitalizing on children’s past experiences and having them relate what they have already learned through observation, experience, and language, teachers will find that learning is facilitated" (p. 91). This quote makes a lot of sense and highlights the importance of relating what you are teaching to your students, and not just teaching something because you have to. Like with the language arts, yeah you are teaching grammar because you have to but students will retain the information longer and care more about the subject if it can be related to their lives or schema in some way.

3. Graphic organizers are a really great way for learners to organize what at first may seem like a jumble of information to learn. It always helps me before writing a paper to create a block type graphic organizer that I created, especially on standardized tests I found it calmed me down to see my ideas formatted and outlined before I started writing.

4. I especially liked the viewing activity, reenactment, it is a new way to read a book in class rather than having students read out loud or silently. I did this activity in my freshman year English class in high school with the story *Pygmalion* and at first everyone thought it was pretty stupid but after a couple days of acting out the book, we all had fun and appreciated the text and characters more because we related the story to our classmates.

5. I like that Farris seems to conclude all the chapters consistently with a section on tips for ELL’s, they are an incredibly fast growing population of students. I am currently working towards an ESL certification so the tips for helping ESL students in acquiring language arts skills is very personally helpful.
Comments

1. A fine summary that includes past class lessons on Bloom, Gardner, graphic organizers, cooperative learning, and constructivism.

2. Yes, the schema connections are essential to retaining and being able to use information that is learned.

3. Check out my fac/staff Web site under resources. We have posted several links to superb graphic organizers.

4. Reader's theatre encourages this kind of reenactments, so can puppet plays, videos, and/or radio plays.

5. Yes, she is really intune with schools of today by the ELL inclusions and tips.

1. Your summary is very detailed and easy to follow. I really like how you italicize key terms. I think that the results of research on the human mind that you listed was interesting.

2. Being able to relate to previously learned or experienced things is such a good practice. It is a great help and when children have a reason to care more about what they are learning we are doing a better job as teachers.

3. I agree that graphic organizers are a wonderful way to outline the mess of information in your head to a medium that you can visually understand.

4. I can't really remember doing this but it sounds like a good idea. Bring the text to life!

5. That is a true point, and even though I am not going to be ESL, I think that the end of the chapters will help me too.

Stephanie (permalink)
Created on Wednesday, 06/04/2008 12:39 PM by Stephanie

1. Chapter 3 deals with strategies for processing language. Since thinking and language are so closely related, if teachers can understand the thinking process, they can become more efficient language arts teachers, and help students become effective communicators, and independent thinkers as they solve problems and make critical judgements. The text touches on the three basic theories of learning: innative, constructivist, and behaviorist. There are two phases of behavior in children: egocentric and socialized behavior. When dealing with social context of learning, socialized behavior involves children's desire to share and acquire information. Farris talks briefly on information precessing and schema. The next portion of the text introduces the multiple intelligences,
created by Gardner. The intelligences are: linguistic, musical, logical-mathematical, spatial, body kinesthetic, intrapersonal, interpersonal, naturalist, existentialist, and the spiritualist. Campbell also found five formats for the multiple intelligences: focused lesson designs, interdisciplinary curricula, student projects, assessments, and apprenticeships. When stimulating motivation in the classroom, you need to do the following: create literacy rich environments, provide time for choice and collaboration, read to your students, relevant reading and writing is motivating, and have high expectations for student success. One of the language arts is viewing. To help teach viewing, you can use picture walks, reenactment, videos or DVDs, or concept muraling. Farris explains that some of the teaching models that aid students in their development of learning strategies include graphic organizers, nondirective teaching (constructivism), think alouds, and cooperative learning. When dealing with questioning strategies, questions need to be posed effectively by the teacher in a timely and supportive manner. Farris introduces Bloom's taxonomy as part of the higher-level thinking skills and questions. There are six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. The last part of the chapter focuses on culturally diverse and special needs students. It gives ways of how to go about teaching them and how to give instructions.

2. "One key the teacher must keep in mind on a daily basis is the emotional aspect of learning" (Pg. 110). I choose this quote because it is very true. I know that from my experience if I was not in a good mood or was just not interested in a specific class, I would not focus on learning at all. It is important as upcoming teachers that we try to motivate our students by keeping learning fun. I feel that one way to keep the emotions high in the class is by doing hands-on tasks. I have always enjoyed these in the classroom, and I am sure a lot of other people do to.

3. I really like how the Farris includes boxes of mini lessons and teaching hints. I feel that these bring the text to life and reinforce it very well. As I have mentioned before, I am a visual learner and to see it first hand instead of just reading it in the written text, I am more likely to remember it for further use.

4. I really like the KWL charts because they give a variety of helpful information, that you can use as a teacher to see where your students are, what they want to learn, and how much they have learned. I have used this once before, and found that it helps when creating lesson plans.

5. I have never heard of concept muraling before, but after reading about it, I really like the idea. I like how it prepares the students of what is to come in the written text. You could also use it for predictions. You could have the children try to figure out the story by just looking at the pictures. I will definitely use this in my classroom.

Comments

1. very good summary, you didn't miss any of the points from the chapter and you expanded on things I read but chose not to include in my summary so I'm glad I got the chance to go over your important points.

2. I agree, if I'm having an off day or have other things on my mind I tend to not care about the class or focus on what I'm learning. Teachers need to be in tune with their students and any changes that may arise that are affecting their learning and adjust plans if their students are just not emotionally there that day.

3. I am a very visually stimulated person as well, to see the boxed off areas in the text highlighting feature like lessons or book lists it helps me as well. Also, the use of headings I feel is really good in this book and the chapters, while lengthy, are always organized well.

4. I have always used the KWL charts since elementary school, I couldn't believe last semester I met so many education majors who didn't know what it was! I guess I assumed that there have been used across the country for years, but some people have never heard of them until they came to Pennsylvania they said. I agree though, great classroom activity.
5. I also had never heard of concept muraling but it is a great way to visually highlight the material. I think this sort of activity would especially help ESL learners (my concentration area) as words can overwhelm them, this sort of activity with simple pictures would really calm them down and make the work less confusing.

Wednesday, 06/04/2008 10:39 PM by Larissa

1. A wonderful summary that includes a few aspects that I have already covered in previous classes, such Bloom's cognitive taxonomy and Gardner's MI theory. A fine overview that teaches one to instruct in all of the language arts.

2. I try to encourage as many hands-on activities as I can to motivate the students and to instruct the content that must be mastered. I hope that your desire to motivate your students will serve you well. Best instructional practices begin with the key - motivation.

3. The boxes of min-lessons are usable and useful. Use them and send me an email informing me of there effectiveness in your student teaching!

4. KWL is super just e careful not to ovveruse it. Students hate to have every learning experience begin with the K.

5. Concept murals are motivational and fun. There is a type of learning activity called carouseling that I demonstrated in the Fine Arts class that is similar. You post questions on chart paper and have teams go by each chart in a timed manner and write cooperative thoughts about the questions' answers and beliefs and then you review each chart. It's both visual and kinesthetic.

Thursday, 06/05/2008 3:21 PM by DAVID