

Thematic Teaching

- Cognitive research shows that educational programs should challenge students to link, connect, and integrate ideas and to learn in authentic contexts, taking into account their perception of real-world problems. (Bransford, Brown, & Cocking, 1999; diSessa, 2000; Linn & Hsi, 2000).

- Degree of Abstraction

More concrete ←

(bats, weather, Arbor Day)

→ More abstract

(diversity, systems, change)

- Degree of Authenticity

More contrived ←

(story problems,)

→ More authentic

(what flowers can we plant at school)

Thematic Instruction

Daniel A. Bodette



Thematic Instruction:

ITI, the Model Susan Kovalik, Karen D. Olsen, 1994 This book presents Integrated Thematic Instruction ITI a model for implementing a brain compatible learning environment for students and teachers using a year long theme to organize curriculum content and skills The book s introduction identifies six mismemes or mistaken ideas that have hindered educational reform and proposes seven new memes or foundational premises for education reform that are consistent with brain research and children s developmental characteristics Also identified are eight brain compatible implementation elements to create an environment that will enhance children s performance and provide the basis for successful learning experience Chapter 1 then describes the three principles of the ITI model that brain research must become the basis for decisions to improve education that teaching is an art and science that must implement brain research in the classroom and that curriculum development must occur at the classroom level based on the classroom teacher s understanding of the learners and community Chapters 2 through 9 explain the eight brain compatible implementation elements and how they can be applied to learning The eight elements are 1 absence of threat 2 meaningful content 3 choices 4 adequate time 5 enriched environment 6 collaboration 7 immediate feedback and 8 mastery application Chapter 10 describes a brain compatible curriculum one that emphasizes pattern seeking and program building Chapters 11 through 13 describe three steps in curriculum making creating a year long theme determining the key concepts and skills to be mastered within year long themes and creating and using inquiries Chapter 14 shows how the ITI model is not incompatible with teaching reading writing and mathematics skills Finally chapter 15 argues the need for personal transition if change is to be made Five appendices present sample materials for building an ITI program A glossary is included Contains 35 references TM

Integrated Thematic Instruction Susan J. Kovalik, Karen D. Olsen, 1993-03-01 This is one of the most revolutionary handbooks available for the classroom teacher of the 90 s it provides the theory tools specific how to s to radically rethink curriculum instruction for today s students Included is an explanation of the brain research base for the ITI model s eight brain compatible elements detailed how to s for creating a year long theme components weekly topics identifying key points creating inquiries activities through which students apply their learnings to the real world how to move away from traditional grading evaluation of students toward brain compatible authentic assessment of mastery competence Also included are numerous examples of year themes key points inquiries plus a complete curriculum for one week for one month INTEGRATED THEMATIC INSTRUCTION THE MODEL is a complete stand alone handbook for implementing an integrated thematic instructional approach using current brain research Its curriculum model departs significantly from that of the past 100 years Designed primarily for grades K 6 Second edition 1993 This book may be ordered from Books for Educators P O Box 20525 Village of Oak Creek AZ 86341 602 284 2389 Integrating Curricula With Multiple Intelligences Robin J. Fogarty, Judy Stoehr, 2008 The authors are sensitive to the constraints that operate on teachers even as they are open to ways

in which teachers can refashion their classes and curricula to reach more children in more effective ways This book will help teachers enliven and enrich their classrooms and forge new connections across concepts and curricula From the Foreword by Howard Gardner On the one hand teachers and other curriculum workers are held accountable for understanding organizing implementing and designing instruction and assessing standards based outcomes On the other hand they are also being admonished to teach for understanding thinking skills enduring learning cooperative learning multiple intelligences individual differences and developmental levels This book provides a wealth of delightful creative and compelling strategies lessons and techniques for making sense of these many diverse theories Arthur L Costa Professor Emeritus California State University Sacramento Develop powerful instructional tools that target diverse learning needs In this unique and practical book authors Robin Fogarty and Judy Stoehr demonstrate an approach for creating integrated curricula that develop higher order thinking mindful decision making and productive problem solving skills in all students This second edition provides planning methods for interactive lessons and strategies for implementing big ideas or themes Offering voices from academia and the classroom this research based volume Provides strategies for building collaborative teacher teams Presents a six step process for developing thematic learning units Highlights ways to thread life skills throughout the curriculum Describes types of assessments for integrated curricula This insightful handbook emphasizes a learner centered interdisciplinary approach and holistic experiential learning that leads to lifelong skills and equal opportunities for all children to succeed

Teaching Children with Autism and Related Spectrum Disorders Christy Magnusen, 2005-07-15 Based on 25 years of working with children with ASDs Magnusen contends that teachers who can blend the science of education methodology with the art of teaching are best able to reach these children She takes a fresh look at established and more recent teaching methods and then explores why when and how these techniques should be applied

Interdisciplinary Units and Projects for Thematic Instruction Imogene Forte, Sandra Schurr, 1994 This book is divided into 4 major interdisciplinary thematic units mini interdisciplinary thematic units learning centers and read and relate activities

Balancing Reading & Language Learning Mary Cappellini, 2005 Combining the best classroom practices and research on teaching reading and language acquisition Mary Cappellini integrates effective reading instruction with effective language instruction Through the framework of a balanced reading program she emphasizes the importance of constantly listening for and assessing children s language and reading strategies during read aloud shared reading guided reading and independent reading including literature circles

BOOK JACKET

How Does Using Thematic Instruction in a Second Grade Classroom Contribute to Students' Learning? Katharine E. Burton, 1998

Teaching in Themes Deborah Meier, Matthew Knoester, Katherine Clunis D'Andrea, 2015 How do teachers and schools create meaningful learning experiences for students with diverse skills abilities and cultures How can teachers authentically assess the learning of their students and build on their strengths and interests in ways that enrich the larger community How can schools be turned into places where everyone is learning from

each other These are the big questions that guide the work of teachers at the well known Mission Hill School in Boston and that are addressed in this book Teaching in Themes will help schools incorporate a whole school theme based curriculum that engages students across grade levels K 8 The authors provide detailed descriptions of four thematic units What s Baking Learning Together About Bread and Bakeries The Impact of Nature and Play The Struggle for Justice U S History Through the Eyes of African Americans and Astronomical Inquiries Readers will see how teachers and students design emergent inquiries within the themes and create artwork music presentations and a variety of hands on learning experiences that support differentiated instruction across the curriculum Book Features Examples of whole school projects designed to create a deep sense of immersion in a curricular theme and to build a multi age learning community Details of how teachers developed rich curriculum tailored to their unique students The insights of legendary educator Deborah Meier on how whole school thematic units were used to encourage collaboration among teachers An afterword by teachers and film makers about the thinking behind their work featured in the widely viewed film series A Year at Mission Hill The schools Deborah Meier created in New York and Boston are outstanding examples of democratic education in action I will never forget the first time I visited one of Deborah s schools in East Harlem and saw the joy and curiosity on the faces of children and teachers alike I took time then to carefully describe the school s practices including its portfolio based assessment system because I believed the word needed to be spread I still do Happily this new book from Deborah and her colleagues at the Mission Hill School adds to the literature on creative and collaborative teaching and on building trusting and powerful learning communities Linda Darling Hammond Charles E Ducommun Professor of Education Stanford University Here is a book that shatters the prevailing definition of a good school as one with high test scores Teaching in Themes makes clear the often hidden fact that there are many kinds of good schools for children adults and a democratic society past and present Experienced teachers tell a fascinating story about Boston s Mission Hill School its goals curriculum classroom lessons and assessments that will knock the socks off many true believers in only one kind of a good school Larry Cuban Professor Emeritus of Education Stanford University Real student engagement is not the result of entertaining instruction it is borne from students being passionate about their own learning about becoming young experts This book gives a behind the scenes look at Mission Hill a remarkably successful public school where the quality of student thinking and student work takes precedence over test scores and where thematic learning builds powerful intellectual bridges within classrooms and across the school Ron Berger chief academic officer Expeditionary Learning *Teaching with the Common Core Standards for English Language Arts, Grades 3-5* Lesley Mandel Morrow, Karen K. Wixson, Timothy Shanahan, 2012-11-29 Nearly every state has independently adopted the Common Core State Standards CCSS making this practical guide an indispensable resource for grades 3 5 teachers and teachers in training Leading authorities explain each of the English language arts ELA standards and vividly show how to implement them The book is filled with grade specific classroom vignettes instructional strategies and activities

sample lesson plans and discussion questions Chapters cover the major ELA strands reading literature informational texts and foundational skills writing speaking and listening and language Issues of assessment and technology integration are also explored An appendix includes thematic units for each grade level demonstrating ways to embed CCSS ELA standards into content area instruction See also Teaching with the Common Core Standards for English Language Arts PreK 2

Thematic Teaching Jo Ellen Moore,Linda Holliman,1994-05-01 Integrated Thematic Instruction in the Primary Grades Elann Broadwater,1996 *Integrated Thematic Teaching* Karen Gutloff,1996 A Guide for Developing Interdisciplinary Thematic Units Patricia Roberts,Richard Dean Kellough,2008 Looks at the development of interdisciplinary thematic units covering such topics as content diversity technology and classroom management **Teachers Make the Difference** Susan J. Kovalik,1986-11 **Strategies for Implementing Thematic Instruction in the Elementary Classroom** Carla L. Velenchenko,1996 *Interdisciplinary Thematic Instruction* Kari M. Rees,1996 *The Use of Interdisciplinary Thematic Instruction in the Elementary Classroom* Katherine V. Morlock,1997 **Literature-based Instruction** Taffy Raphael,Kathryn H. Au,1998 **Integrated Thematic Instruction Takes Flight** Paulette J. Miller,1999 **Does Integrated Thematic Instruction Increase Student Interest in Learning** Stacia Newport,1994

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