

**MASTER BIBLIOGRAPHY**  
**For**  
**ONLINE COURSES TAUGHT BY**  
**MARY ANN JOHNSON, M.ED.**

**Allen, Janet, *Inside Words, Tools for Teaching Academic Vocabulary, Grades 4-12, Stenhouse, 176 pages , 2007.***

This is a book to help students deal with new vocabulary in their textbooks, on tests, and with nonfiction reading, in general, with confidence and skill. It is loaded with 20 to 30 ways to teach students the “how to’s.” These strategies would work in any subjects and would appeal to students, because many of the strategies are fun and aid visual thinking. (Has many of the same ideas found in the book *Summarization in Any Subject* by Rick Wormeli, also found in this Bibliography.)

**Boynton, Mark and Boynton, Christine, *Preventing and Solving Discipline Problems, ASCD, 2005, 169 pages.***

The four features of this book include “Crucial Components of Effective Classroom Discipline,” “Buildingwide Discipline,” “Can’t Miss Discipline Strategies,” and “The Challenging Student.” There are straightforward how-to’s and some good proactive strategies in each section. You will find an assessment of the benefits and the drawbacks of many of the strategies listed. Occasionally there are clichés and oversimplified suggestions, but for the most part, the book is useful and very readable.

**Brady, Kathryn, Forton, Mary Beth, Porter, Deborah, and Wood, Chip, *Rules in School, Northeast Foundation for Children, 272 pages, 2003. (Order from <http://www.responsiveclassroom.org>)***

This meaty paperback book reviews three styles of classroom management: Autocratic, Permissive, and Responsive approaches, and then develops in excellent detail why Responsive discipline is the most effective model and results in the most successful development of student self-control. It considers such important nuances as why students break rules, why we need to begin by assuming the best, and what interventions to use, starting with the simplest and knowing when and how to move to logical consequences. It is hard to do justice to this book because it is so rich and comprehensive, addressing grades K-8. It is a Merck’s Manual for classroom management.

**Campbell, Kimberly Hill, *Teaching Literature with Short Texts, Grades 6-12, Stenhouse, 200 pgs, 2007.***

With an endorsement by Cris Tovani, the masterful high school teacher of reading and writing, Campbell builds on the value of using short and student-related readings to spark discussion, analysis, and understanding by middle-school and high school students who do not yet have the motivation or skills to pursue the challenge of the novel. The author paid her dues by teaching junior high for 3 years, then quitting from frustration, and finally returning to focus on overcoming the motivation and skill challenges of students in the secondary language arts class. Her book includes evidences of the value of the notion that “less is more” in research, and considers sources in short stories, essays, memoirs, poetry, children’s literature and finally, graphic novels.

**Costa, Arthur and Kallick, Bena, Editors, 4-part series about Habits of Mind, all published by ASCD in 2000:**

***Discovering and Exploring Habits of Mind, 108 pgs***

This is the introductory book to explain 16 “habits of mind” that lead to focused thinking and successful follow-through.

***Activating and Engaging Habits of Mind, 167 pgs***

The second in the series brings teacher-friendly planning tools to infuse habits of mind awareness in students as they move through the school day in a variety of subject areas. Specific lesson and unit design tips are included.

***Assessing and Reporting on Habits of Mind, 136 pgs.***

This third book in the series focuses on ways to help students become aware of their own use of the thinking skills identified as Habits of Mind, and moves from the individual level of application to schoolwide activities to encourage student understanding and enjoyment.

***Integrating and Sustaining Habits of Mind, 107 pgs.***

The fourth book in this series takes the momentum of the practices into high gear with ways to make building and even district focuses on thinking habits for students at all levels. Specific examples from successful practitioners are included to boost implementation that is exciting and motivating.

**Corwin, Richard, *Making Good Choices, Developing Responsibility, Respect, and Self-Discipline in Grades 4-9*, Corwin Press, 95 pgs, 2003.**

This is another book by the author of *Discipline with Dignity*, and here he contributes 8 ready-to-use teaching lessons which will activate the subjects that most help students with study skills, learning to plan for long-term projects, learning from mistakes, and other life skills. You won't have to let student immaturity go unaddressed; this book has discussion sheets and engaging student activities such as journals, role plays, and group work, to address the skills needed and follows with advice on how to evaluate student work. Not a theoretical book—a user-friendly lesson plan resource.

**D'Acquisto, Linda, *Learning on Display: Student-Created Museums That Build Understanding*, ASCD, 191 pages, 2006.**

This is a marvelous resource that will help you see how powerful it can be to give students the chance to make a museum display that culminates a major learning unit. Everything is here, from the first stages of thinking involved to the diagrams for floor space. You will get excited just browsing the book, and your own fears will melt away as you read one strategy after another that is sound, enticing, and educationally a super vitamin for the students.

**Erlauer, Laura, *The Brain-Compatible Classroom: Using What We Know About Learning to Improve Teaching*, ASCD, 168 pgs, 2003.**

This is another appealing and readable book for continued learning after studying Eric Jensen's books. It is teacher-friendly and gives both explanations, research behind the information, and lots of classroom strategies to fit the grade and subject areas that correspond to child and adolescent development. There is attention to emotional wellness, movement, giving students choices, using time effectively, and enrichment that promotes memory and meaning. It also addresses brain-compatible test strategies, the importance of the social learning experience, and building a support system for more brain-compatible teaching in a school or school district.

**Fisher, Douglas and Frey, Nancy, *Checking for Understanding, Formative Assessment Techniques for Your Classroom*, ASCD, 140 pgs, 2007.**

The value of this new book about assessment is that it is a rich source of specific ideas and novel ways to assign student projects and activities that have the benefit of showing you what is working in your learning design and what you will need to tweak. It adds an engaging evaluation of the benefits and drawbacks of typical classroom test strategies, and helps you decide how you will know what is working the quickest and most effectively to get your curriculum delivered.

**Gardner, Howard, *The Unschooled Mind: How Children Think and How Schools Should Teach*, (Tenth-Anniversary Edition), Basic Books, 2004.**

In this book about the need for real world experiences and engaging activities for children, such as they find in many excellent modern science and children's museums, Howard Gardner reminds us of the power of connections between academics and the real world.

**Given, Barbara K., *Teaching to the Brain's Natural Learning Systems*, ASCD, 163 pgs, 2007.**

The main difference between this book and others on the subject is that it focuses on the five major learning systems of the brain: emotional, social, cognitive, physical, and reflective. For each of these

strategies, the role of the teacher would be a little different. Each learning system also meets a different but important need of all students: the need to be honored for individual strengths, the need to belong, the need to know, the need to act, and the need to self-monitor and grow. There is a careful attention given to the ways each learning system would be addressed. It is an honest and comprehensive look at the realities of student needs and addresses the importance of how and what to do with curriculum, assessment, and classroom environment. One of the most original and intriguing approaches to the topic of brain-compatible teaching.

**Griffin, P, Smith, P, and Martin, L, *Profiles in English*, Heinemann, 2003.**

A complement to the online course “Getting Started with English Language Learners,” this book continues to help the teacher understand and identify the stages ELL students will go through as they acquire the spoken and eventually, the reading and written English language.

**Heacox, Diane, *Differentiating Instruction in the Regular Classroom, How to Reach and Teach All Learners, Grades 3-12*, Free Spirit Publishing, 156 pgs, 2002.**

This is a must-have how-to book. It has answers for important Frequently Asked Questions; reproducible pages for student learning profiles; lesson plan frameworks; sample units; conference logs; project design forms—just about every appealing, time-saving information you could want—in one place. A working manual, not a research resource.

**Herrell, A. *Fifty Strategies for Teaching English Language Learners*, 2nd edition, Prentice-Hall, 2004.**

If you are looking for practice and engaging strategies to add to your strategies, you can find not only those new ideas but a rationale for the value of each technique.

**<http://imaginelearning.com>,**

A bright and effective technology tutoring program for the youngest ESL students in Headstart and primary grades. It is a total package bought by a school or district, but has a program that is highly rated by many educators who have used it, and is artful and humorous as well as effective, as you will see with examples and endorsements. You can access samples, a program overview, and you can download a demo if you have a Windows Media Player Format or a Quicktime Media Player Format. It's worth the search.

**<http://www.songsforteaching.com> (*Using Music to Promote Learning*)**

This 3 page website gives a comprehensive set of downloadable music to match your teaching subject and level, as well as key holidays such as Earth Day and Dr. Seuss's birthday. The site includes articles supporting the use of music in teaching and tips on incorporating music in a classroom. The site is comprehensive, and would encourage even the most skeptical newbie to introduce the benefits of music to increase student focus and retention.

**Johnson, David W. and Johnson, Roger T., *Reducing School Violence through Conflict Resolution*, ASCD, 119 pgs, 1995.**

This book is a fascinating presentation of strategies for helping both elementary and secondary students learn how to find both sides of an issue, often linking literature and history activities to the skills needed to understand student issues when conflict occurs. It is research-based and would be well appreciated by someone who wants a deeper approach to understanding how to affect student thinking than just a quick read. While it is a short book, it is rich and introduces a whole program for teaching students negotiation and mediation skills. It uncovers a framework for developing a whole unit on these skills or can just give you a boost when a major problem requires a powerful intervention linked to curriculum.

**Law, Barbara and Eckes, Mary, *Assessment and ESL*, Peguis Publishers Limited, Winnipeg, Canada, 1995.**

Authors of two seminal books for teachers of ELL and teachers in the regular classroom who are working with ELL learners. This earlier book delivers a helpful variety of ways to tell at what level students are ready for instruction so you can determine what strategies to use and how to tell if they are working. (Also a good follow-up to the two Heritage online ELL courses.)

**Law, Barbara and Eckes, Mary, *The More Than Just Surviving Handbook: ESL for Every Classroom Teacher*, Peguis Publishers Limited, Winnipeg, Canada, 2000.**

This comprehensive resource helps with diagnosis, and moves forward to lay out a framework for unit planning that meets the needs of students in the regular classroom as well as addressing the strategies to help your students in various stages of language development. It will guide you through thoughtful and practical planning for pre-teaching, teaching, and assessment. (Is the text for the Heritage Distance Independent Study course called "Quality Instruction for the ESL/ELD Student" for 3 qtr credits, taught by Catherine Brown.)

**McCarthy, Bernice and McCarthy, Dennis, *About Teaching Companion: The Format Implementation Workbook*, About Learning, Inc., 247 pages, 2003.**

This book is your introduction to a highly effective way to plan units so that you can keep students of 4 major learning styles all with you by alternating your activities to work with each style of learner at the time he/she would most need challenge. (The strategy is officially known as 4-Mat, for 4-part matrix, the graphic that illustrates the way to make your unit plan.) You can learn what this highly respected unit planning tool is, see how the learning style research led to the this award-winning teaching tool, and see enough great sample ideas to make everything clear and enticing. This is the only model for comprehensive unit planning across ages and subject that is predicated on learning styles. While this book is called a companion book for others by the same authors, this single book would bring you up to speed and greatly illustrate the wisdom and power of the 4-Mat model of instruction. The only other resource which also addressed the "big picture" and is as simple to use would be *Understanding by Design*, which is also addressed in this bibliography.

**McLeod, Joyce, Fisher, Jan, and Hoover, Ginny, *The Key Elements of Classroom Management*, ASCD, 195 pgs, 2003.**

Here is another powerful resource for your thinking about all aspects of your classroom management practice: managing time and space; student behavior, and instructional strategies. The emphasis for managing student behavior is "exchanging control for influence," followed by chapters on the ways to establish your classroom climate, teaching your standards, rules, and procedures, reinforcing them, and having a back-up system. This is a meaty book, and could provide ideas for proactive strategies as well as dealing with classroom disruptions.

**Project Zero (<http://www.pz.harvard.edu>).**

This website has a special link to a feature called *Artful Thinking* with links to artists, music for schools, and museums that help teachers bring the arts into their curriculum. When you get to this website, click on "Research Projects: Arts" and then explore "Artful Thinking" information. It will show you some exciting developments to link your own teaching to the power of the arts.

**Scott, Judith A., Skobel, Bonnie J., and Wells, Jan, *The Word-Conscious Classroom, Grades 4-8*, Scholastic, 192 pgs, 2007.**

This is a comprehensive book to do an all-out focus on the fun and power of learning all sorts of words. It includes ways to play with words through games, read-alouds and even writing activities where students work together to create whole class products. The book spirals into poetry writing, writing student memoirs, and even fiction writing by students. Also included is a chapter on knowing how to address evaluation and determine how the strategies are working.

**Sprenger, Marilee, author of several books relating to learning and memory, including *Differentiation Through Learning Styles and Memory*, Corwin Press, 154 pgs, 2003.**

This talented author focuses on the importance of helping students who have varying strengths in visual, auditory and kinesthetic learning channels and who may or may not have emotional intelligence. While the book starts (and ends) with clever diagnostic forms, more importantly it is full of a wide range of appealing strategies to help you help all your students retrieve information, with strategies like mind mapping, role playing, using metaphors, rhymes and songs, and mnemonics. She also provides ways to manage to include repetition in ways that aren't dull.

**Sprenger, Marilee, *Learning and Memory: The Brain in Action*, ASCD, 1999.**

From Chapter I, "Losing Your Mind," the book captivates as it reviews information about the electrical responses of the brain to learning, with delightful illustrations that could be grasped by teacher or students alike. The readable text often translates work by experts such as Pat Wolfe into more user-friendly information, always sparked by examples and suggestions that are appealing and user-friendly. This book is more about the way the brain functions than her later books, but certainly would be a valuable resource to add to your knowledge about brain-based teaching.

**Stein, Rita, Richin, Roberta, Banyon, Richard, and Stein, Marc, *Connecting Character to Conduct, Helping Students Do the Right Things*, ASCD, 135 pgs, 2000.**

This gem of a little book includes an initial assessment for a school or for a teacher to get a baseline showing the needs and strengths that exist. The outline for the action plans grow from the acronym RICE which describes the guiding principles of Respect, Impulse control, Compassion, and Equity. Strategies addressed include finding the time to address needs, and understanding the need for application of the skills in the school common areas like hallways, restrooms, cafeteria and the athletic field. Possibilities for parent involvement and school to home connections are explained; (one example is how to use the techniques of RICE as students learn to drive, so this book can be useful to educators at all grade levels.)

**Steineger, Melissa, *Preventing and Countering School-Based Harassment, A Resource for K-12 Educators*, NW Regional Educational Laboratory Equity Center, Revised, 68 pgs, 2001.**

This handbook cites fairly recent statistics, legal information, case studies and legal outcomes, and practical information that could clarify confusion about what would legitimately contribute to school problems with harassment. It is written with straight talk, is well organized, and contains checklists of how to prevent confusion, hesitancy, or inappropriate responses to the realities of harassment in schools.

**Wiggins, Grant and McTighe, Jay, *Understanding by Design*, Expanded 2<sup>nd</sup> Edition, ASCD, 354 pgs, 2005.**

Here is this generation's most respected and comprehensive design for instructional planning that explains how to frame your unit from concept to final assessment. The six-facet model provides the structure to balance all the important aspects of thinking skills and the skills of emotional intelligence. It is predicated on the organizing framework of Essential Questions, (which is also a big component of *Mapping the Big Picture*, one of the online courses.) There is no hard and fast hierarchy of steps, nor a silver bullet, but there are insights galore, both of examples and non-examples of this teaching model. It is based on backward planning, balance of focus, and understanding what students need to process their learning in a classroom. You can turn to this book over and over again and find something you need every time.

**Wolfe, Pat, *Brain Matters: Translating Research into Classroom Practice*, ASCD, 2001.**

Pat Wolfe brings the gravitas of brain science to the doorstep of the educator. She talks about specifics of how and what research is teaching us about the structure and function of the brain. There is a section about the ways the senses bring information into the brain, and how the conscious brain processes the information. The most user-friendly part is the section "Matching Instruction to How the Brain Learns Best." Here are the most appealing practical outcomes of the research, with advocacy of curriculum employing problems, projects, simulations, use of visual and auditory senses to enhance learning, and a

toolkit of brain-compatible strategies. You could read the book for either theory or practical applications, and be at the head of the class.

**Wood, Chip, *Yardsticks: Children in the Classroom Ages 4-14*, 3<sup>rd</sup> edition, Northeast Foundation for Children, 2007, 240 pages, available from <http://www.responsiveclassroom.org>**

If you need an excellent description of ages and stages of child and adolescent development, with charts and lists of information correlated to the best resources for each stage, this book is it! Includes a list of favorite books for different ages. It has just been updated to include a brief overview of “issues in the development of bilingualism and biliteracy among Latino/Hispanic children.”

**Wormeli, Rick, *Differentiation: From Planning to Practice, Grades 6-12*, Stenhouse, 192 pgs, 2007.**

This is a very useful how-to book for the skeptical or the committed secondary teacher who is looking for examples as well as a rationale for differentiation. Really practical with a dozen samples of excellent ways to differentiate in multiple subject areas. Makes differentiation palatable.

**Wormeli, Rick, *Summarization in Any Subject: 50 Techniques to Improve Student Learning*, ASCD, 2005.**

This is another practical and interesting how-to book. First Wormeli makes “The Case for Summarization,” then goes on to present 50 techniques that would make students both intrigued and successful in their thinking and their writing skills in any subject area. Worth having for both your own use and for substitute teachers looking for structured activities with substance and applicability across the curriculum.

**Zack, Linda R., *Building Self-Esteem through the Museum of I*, Free Spirit Publishing, 1995.**

As Zack explains in her introduction: “The premise of this book is that you, the teacher, are a museum guide who arranges exhibits and tours....As each project is an exhibition of the self, several projects together become a museum of the self....At the end of each project (or group of projects,) create your own classroom ‘museum.’ Try to arrange exhibit space in your classroom, as well as a display in the media center or a hallway showcase. Use clothesline displays, hang things from the ceiling, tape drawings to the walls, and clear off the desks...Occasionally hold a ‘museum opening’ during the day for other classes to visit---Students could act as museum guides, or ‘docents,’ walking their visitors through the various exhibits, giving brief explanations.”