



Choice Words: How Our Language Affects Children's Learning

By Peter H. Johnston

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In productive classrooms, teachers don't just teach children skills: they build emotionally and relationally healthy learning communities. Teachers create intellectual environments that produce not only technically competent students, but also caring, secure, actively literate human beings.

Choice Words shows how teachers accomplish this using their most powerful teaching tool: language. Throughout, Peter Johnston provides examples of apparently ordinary words, phrases, and uses of language that are pivotal in the orchestration of the classroom. Grounded in a study by accomplished literacy teachers, the book demonstrates how the things we say (and don't say) have surprising consequences for what children learn and for who they become as literate people. Through language, children learn how to become strategic thinkers, not merely learning the literacy strategies. In addition, Johnston examines the complex learning that teachers produce in classrooms that is hard to name and thus is not recognized by tests, by policy-makers, by the general public, and often by teachers themselves, yet is vitally important.

This book will be enlightening for any teacher who wishes to be more conscious of the many ways their language helps children acquire literacy skills and view the world, their peers, and themselves in new ways.

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Choice Words Peter Johnston,2023-10-10 In productive classrooms teachers don t just teach students math and reading skills they build emotionally and relationally healthy learning communities Teachers create intellectual environments that produce not only technically competent students but also caring secure actively literate human beings *Choice Words How Our Language Affects Children s Learning* shows how teachers can accomplish this by using their most powerful teaching tool language Throughout this book author Peter Johnston provides examples of seemingly ordinary words phrases and uses of language that are pivotal in the orchestration of the classroom Grounded in a study by accomplished literacy teachers the book demonstrates how and what we say and don t say have surprising consequences for what children learn and for who they become as literate people Students learn how to become strategic thinkers not merely learning the literacy strategies but adapting them to their lives outside of the classroom In addition Johnston examines the complex learning that teachers produce in classrooms that is hard to name and thus is not recognized by tests by policy makers by the general public and often by teachers themselves yet is vitally important This book will be enlightening for any teacher who wishes to be more conscious of the many ways their language helps children acquire literacy skills and view the world their peers and themselves in new ways

Choice Words Peter Johnston,2024-06-27 In the years since *Choice Words How Our Language Affects Children s Learning* was first published and quickly became a beloved bestseller countless educators and their students have been impacted by this short but powerful book Throughout it author Peter Johnston provides examples of seemingly ordinary words phrases and uses of language that are pivotal in the orchestration of the classroom Grounded in a balance of research and classroom practice *Choice Words* demonstrates how and what we say and don t say have surprising consequences for what children learn and for who they become as literate people Now in this second edition Peter Johnston returns to the central message of the book that teachers language is their most powerful tool for impacting children s learning and creating classroom community With updates throughout the chapters to both the research and classroom examples and new chapters on social emotional learning and mindsets this book has much to offer to both those familiar with *Choice Words* and those who will read it for the first time This book will be enlightening for any teacher who wishes to be more conscious of the many ways their language helps children acquire literacy skills and view the world their peers and themselves in new ways

Choice Words ,2023 In productive classrooms teachers don t just teach students math and reading skills they build emotionally and relationally healthy learning communities Teachers create intellectual environments that produce not only technically competent students but also caring secure actively literate human beings *Choice Words How Our Language Affects Children s Learning* shows how teachers can accomplish this by using their most powerful teaching tool language Throughout this book author Peter Johnston provides examples of seemingly ordinary words phrases and uses of language that are pivotal in the orchestration of the classroom Grounded in a study by accomplished literacy

teachers the book demonstrates how and what we say and don't say have surprising consequences for what children learn and for who they become as literate people. Students learn how to become strategic thinkers not merely learning the literacy strategies but adapting them to their lives outside of the classroom. In addition Johnston examines the complex learning that teachers produce in classrooms that is hard to name and thus is not recognized by tests by policy makers by the general public and often by teachers themselves yet is vitally important. This book will be enlightening for any teacher who wishes to be more conscious of the many ways their language helps children acquire literacy skills and view the world their peers and themselves in new ways. *One Child at a Time* Pat Johnson, 2006 Every elementary teacher deals with students who struggle as readers on a daily basis. In *One Child at a Time* experienced literacy specialist and consultant Pat Johnson provides a framework she has used with hundreds of students in scores of classrooms to help teachers understand and assist individual children. The four step process outlined in the book enables teachers to focus carefully on specific behaviors and needs analyze them with theoretical and practical lenses design targeted instruction and then assess and refine the teaching in conferences with the child. Pat shows how to use the *Lessons in Community* Mari Dean, 2025-12-29 Building an engaging and thriving classroom community is the goal of every teacher. But while conventional classroom management relies on rewards and punishments to create a culture of compliance teachers know that classroom communities and children deserve more and better. In *Lessons in Community* elementary school teacher Mari Dean shares an asset based and step by step process for reimagining classroom management and social emotional learning. Whether it's helping students navigate friendship issues identify their own emotions and learn tools and strategies to regulate advocate for themselves or problem solve the day to day issues of classroom life. *Lessons in Community* provides strategies lessons and stories to get you started or help you take the next step in your journey. Inside this book you'll find 24 classroom lessons organized around themes of regulation relationships problem solving and agency. Ready to use anchor charts sample teacher language role play scenarios and read aloud suggestions to accompany the lessons. A process and seed ideas for creating your own responsive lessons. Photographs examples humor and humanity from a fellow classroom teacher. Grounded in the pursuit of humanizing schools and classrooms where children experience agency and joy. Mari Dean examines both the classroom management practices we must disrupt and those we must work towards to create these places in our own classrooms.

Psychologs Magazine
March 2020 issue Arvind Otta, 2020-03-01 Psychologs published by Utsaah Psychological Services Pvt Ltd is a comprehensive Mental Health Magazine. It stands as a trusted and authoritative resource for expert guidance presenting a wide range of information and awareness related to mental well being. Within its pages readers can gain access to valuable insights shared by esteemed Mental Health professionals based in India. *Children's Speech Sound Disorders* Caroline Bowen, 2009-04-13 Caroline Bowen's *Children's Speech Sound Disorders* will be welcomed by experienced and novice clinicians clinical educators and students in the field of speech language pathology speech and language therapy for

its practical clinical focus Drawing on the evidence base where possible and making important theory to practice links overt Bowen enhances her comprehensive account of assessment and clinical management of children with protracted or problematic speech development with the addition of forty nine expert essays These unique contributions are authored by fifty one internationally respected academicians clinicians researchers and thinkers representing a range of work settings expertise paradigms and theoretical orientations In response to frequently asked questions about their work they address key theoretical assessment intervention and service delivery issues *Strategies that Work* Stephanie Harvey, Anne Goudvis, 2007 Describes strategies teachers can use to promote reading comprehension in students from kindergarten through eighth grade and includes examples of student work illustrations and other reference tools *Language & Learning*

Marie Emmitt, Linda R. Komesaroff, John Pollock, 2006 The fourth edition of Language and Learning continues to provide an explanation of language acquisition and use for Australian teacher education students and teachers The aspects of language explored include the purposes and uses of language the linguistic basis of language language learning the influence of new technologies on language and learning and the implications of language knowledge for teaching Back cover ed *Statement*, 2010 *Children's Language* Judith Wells Lindfors, 2008-05-28 The more teachers understand about how children learn to talk the more they can help children become avid joyful readers and writers Drawing on a large body of research and her own volunteer work at a family shelter Lindfors concisely identifies several important commonalities across oral and written language Taking the compelling perspective that it's all language she traces children's emergent literacy from infancy through the early school years The book incorporates abundant examples from a diverse range of children engaged in authentic literacy experiences Lindfors describes a set of principles that teachers can build on as they help young students learn to read and write using the oral language processes they already know Book Features A new more positive language acquisition perspective on children's literacy Fascinating and insightfully framed quotes writings and drawings from children

A 24 page Guide for Instructors and Teacher Study Groups available for download at www.teacherscollegepress.com An Appendix containing an interview with shelter staff from SafePlace a domestic violence shelter offering basic information on how to identify children who are living in situations of violence and how teachers can respond **Schools that Work**

Richard L. Allington, Patricia Marr Cunningham, 2007 Praised as the most accessible readable and practical book on the market Schools That Work combines renowned authors Dick Allington and Pat Cunningham's expertise as educators with continuing commitment to foster expert teaching in the classroom Their dynamic analysis of systematic school reform encompasses virtually all areas of elementary school organization With the goal of turning readers into educated informed decision makers Allington and Cunningham provide a clear and concise introduction to theories of school reform and include an organizational framework to accomplish this goal *Young Children*, 2004 *Instructor*, 2007 *Principal*, 2004

Literacy Lessons Designed for Individuals: Teaching procedures Marie M. Clay, 2005 **What Research Really Says**

about Teaching and Learning to Read Stephen B. Kucer, 2008 This groundbreaking collection examines official views of the teaching and learning of reading those endorsed by the National Reading Panel No Child Left Behind and Reading First initiatives and challenges the assumptions on which the views are based Together the contributors offer an alternate vision to currently accepted ideas and practices in reading education What Research Really Says about Teaching and Learning to Read provides historical context for the current reading debates and then examines forms of resistance to existing policies The contributors with support of NCTE's Commission on Reading synthesize a broad range of research concerning the nature of reading how it is learned and its development across the grades They examine specific curricular and instructional strategies for reading development in children and adolescents They also offer a powerful decision making matrix to help evaluate reading curricula as well as a research based collection of best practices Recognizing that classrooms are becoming more ethnically racially and linguistically diverse this pioneering book addresses the needs of multilingual students and of readers who struggle under current national reading policies The contributors highlight the transformative power of professional development and celebrate success stories in the era of No Child Left Behind and Reading First From publisher description

English Journal ,2004 *Teaching for Comprehending and Fluency* Irene C. Fountas, Gay Su Pinnell, 2006 A practical guide for teaching comprehension and fluency in the kindergarten through eighth grade classroom with instruction on reading levels writing about reading and interactive read aloud and literature study and contains a DVD with over 100 blackline masters forms and checklists *California Preschool Curriculum Framework: Social-emotional development. Language and literacy. English-language development. Mathematics* California. Child Development Division, California. Department of Education, 2010

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