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TEACHERS DISCOVERING COMPUTERS: INTEGRATING TECHNOLOGY IN A CHANGING WORLD, EIGHTH

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- for kindergartners, lively collections of poetry and stories, such as *The Children's Aesop*, and imaginative alphabet books such as *Bill Martin, Jr.'s Chicka Chicka Boom Boom* and *Lucy Micklewait's I Spy: An Alphabet in Art*
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- for second graders, books that open doors to world cultures and history, such as *Leonard Everett Fisher's The Great Wall of China* and *Marcia Willaims's humorous Greek Myths for Young Children*
- for third graders, books that bring to life the wonders of ancient Rome, such as *Living in Ancient Rome*, and fascinating books about astronomy, such as *Seymour Simon's Our Solar System*
- for fourth graders, engaging books on history, including *Jean Fritz's Shh! We're Writing the Constitution*, and many books on Africa, including the stunningly illustrated story of *Sundiata: Lion King of Mali*
- for fifth graders, a version of *Shakespeare's A Midsummer Night's Dream* that retains much of the original language but condenses the

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play for reading or performance by young students, and Michael McCurdy ' s *Escape from Slavery: The Boyhood of Frederick Douglass* • for sixth graders, an eloquent retelling of the Iliad and the Odyssey, and the well-written American history series, *A History of US* . . . and many, many more!

This fascinating and urgently needed book will inspire today ' s educators to inspire their students.

The Second Edition provides a comprehensive introduction to interdisciplinary studies with an approach that is succinct, conceptual, and practical. Completely updated to reflect advances in the literature on research, learning, and assessment, the book describes the role of both disciplines and interdisciplinarity within the academy, and how these have evolved. Authors Allen F. Repko, Rick Szostak, and Michelle Phillips Buchberger effectively show students how to think like interdisciplinarians in order to facilitate their working with topics, complex problems, or themes that span multiple disciplines.

First released in the Spring of 1999, *How People Learn* has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do--with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural



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processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

In this revolutionary book, a renowned computer scientist explains the importance of teaching children the basics of computing and how it can prepare them to succeed in the ever-evolving tech world. Computers have completely changed the way we teach children. We have Mindstorms to thank for that. In this book, pioneering computer scientist Seymour Papert uses the invention of LOGO, the first child-friendly programming language, to make the case for the value of teaching children with computers. Papert argues that children are more than capable of mastering computers, and that teaching computational processes like de-bugging in the classroom can change the way we learn everything else. He also shows that schools saturated with technology can actually improve socialization and interaction among students and between students and teachers. Technology changes every day, but the basic ways that computers can help us learn remain. For thousands of teachers and parents who have sought creative ways to help children learn with

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