

# **Independent Learning:**

  

## **A Bibliography of Resources**

**April 2018**



**Stewart Resources Centre**

Saskatchewan Teachers' Federation, 2317 Arlington Avenue, Saskatoon, SK S7J 2H8  
Telephone: (306) 373-1660; E-mail: [src@stf.sk.ca](mailto:src@stf.sk.ca)



\*Annotations have been excerpted and/or adapted from descriptions provided by the publishers.

158.1 D836

Duckworth, Angela

**Grit : the power of passion and perseverance**

Toronto, ON: Collins, 2016.

*Subjects:* Determination (Personal trait). Perseverance (Ethics). Self-realization. Success in business. Success.

*Summary:* Why do naturally talented people frequently fail to reach their potential while other far less gifted individuals go on to achieve amazing things? The secret to outstanding achievement is not talent, but a passionate persistence. In other words, the secret is grit. In this book, the author shares new revelations about who succeeds in life and why.

158.1

**Goal setting : discovering your gifts [DVD]**

Owatonna, MN: Learning ZoneXpress, 2011.

*Subjects:* Goal (Psychology). Nonfiction films. Planning.

*Summary:* This informative program explores goals and explains how they can be accomplished. Real-life interviews with students highlight how they are achieving their goals. Grade 6-12.

158.1 G573

**Goal setting : define & achieve your dream life [DVD]**

Jacksonville, FL: Linx Educational, 2008.

*Subjects:* Achievement motivation in youth. Goal (Psychology).

*Summary:* Shannon Miller guides viewers in a six-step process to clearly identify and set goals. She also helps viewers identify and eliminate the obstacles keeping them from achieving their dream life.

370.11 Z64

Zhao, Yong

**World class learners : educating creative and entrepreneurial students**

Thousand Oaks, CA: Corwin, 2012.

*Subjects:* Education and globalization. Education and state. Education—Aims and objectives. Education—Curricula.

*Summary:* To succeed in the global economy, students need to think like entrepreneurs. The author unlocks secrets to cultivating independent thinkers who can create jobs and contribute positively to the globalized society.

370.114 H695

Hoerr, Thomas R.

**The formative five : fostering grit, empathy, and other success skills every student needs**

Alexandria, VA: ASCD, 2017.

*Subjects:* Affective education. Life skills—Study and teaching. Moral education. Multiple intelligence—Study and teaching.

370.115 G337

Gent, Pamela J.

**Great ideas : using service-learning and differentiated instruction to help your students**

Baltimore, MD: Paul H. Brookes Pub. Co., 2009.

*Subjects:* Inclusive education. Individualized instruction. Service learning.

*Summary:* This book shows K-12 educators and administrators exactly how the service learning approach helps students meet academic standards, facilitates generalization of skills to the real world, works with both student-directed and teacher-mediated instructional approaches, fosters strong classrooms, builds students' functional life skills, enhances job skills and work, and helps students develop positive self-images. Readers will get a complete guide to every step of service learning, from planning and funding service activities to monitoring the results and sustaining a school-wide service-learning program. The 30+ practical forms help educators assign student roles, determine necessary resources, differentiate instruction, evaluate what students are learning, and more.

370.15 S922

Strom, Robert D.; Strom, Paris S.

**Learning throughout life : an intergenerational perspective**

Charlotte, NC: Information Age Publishing, Inc., 2012.

*Subjects:* Intergenerational relations. Learning, Psychology of. Learning.

*Summary:* The dangers of age segregation and the benefits of age integration are examined. Each generation should be recognized as an essential source for learning. This book describes: (a) personality assets and mental abilities to focus learning at each stage of development; (b) obstacles to anticipate and overcome; (c) a rationale to make reciprocal learning common; (d) research findings which identify generational learning needs; and (e) benefits of providing lifelong education.

370.152 C837

Costa, Arthur L.; Garmston, Robert J.

**Cognitive coaching : developing self-directed leaders and learners**

Lanham, MD: Rowman & Littlefield, 2016.

*Subjects:* Cognition in children. Student-centered learning. Thought and thinking—Study and teaching.

*Summary:* In this greatly expanded and extensively updated edition of a widely popular resource you see how teachers' individual and collective capacities for continuing self-improvement are strengthened over time through Cognitive Coaching.

370.154 F357

Ferlazzo, Larry

**Building a community of self-motivated learners : strategies to help students thrive in school and beyond**

New York, NY: Routledge, 2015.

*Subjects:* Classroom management. Effective teaching. Motivation in education.

370.154 R569

Riggs, Ernestine Gates

**Strategies that promote student engagement : unleashing the desire to learn**

Thousand Oaks, CA: Corwin Press, 2008.

*Subjects:* Motivation in education. Teacher-student relationships.

*Summary:* This book offers lessons to help all students channel their emotions and energy into becoming positive, self-motivated, and self-directed learners. Focusing on the concept of conation, the internal drive that pushes one beyond ordinary expectations and accomplishments, the authors offer research-based strategies that enable teachers to nurture self-esteem in students and inspire learners with low expectations to strive for excellence.

370.154 S587

Silver, Debbie

**Fall down 7 times, get up 8 : teaching kids to succeed**

Thousand Oaks, CA: Corwin Press, 2012.

*Subjects:* Motivation in education.

*Summary:* The author addresses the relationship between student motivation and risking failure, calling failure a temporary glitch that provides valuable learning opportunities. She explains motivational theory, provides down-to-earth and often humorous real-life examples, and outlines concrete, applicable guidelines for helping students overcome setbacks and failure to foster lifelong success.

370.154 Z83

Zmuda, Allison; Jackson, Robyn

**Real engagement : how do I help my students become motivated, confident, and self-directed learners?**

Alexandria, VA: ASCD, 2015.

*Subjects:* Effective teaching. Engagement (Philosophy). Learning, Psychology of. Motivation in education. Self-culture. Study skills.

*Summary:* This resource explains the four keys to real engagement: clarity, context, challenge, and culture. Their smart, concrete strategies for improving classroom assignments, assessments, and environments will help you create learning experiences that are rigorous, meaningful, and rewarding for your students and yourself.

370.157 R434

Resnick, Mitchel

**Lifelong kindergarten : cultivating creativity through projects, passion, peers, and play**

Cambridge, MA: MIT Press, 2017.

*Subjects:* Creative ability—Study and teaching. Critical thinking—Study and teaching. LEGO Mindstorms toys. Maker movement in education. Scratch (Computer program language). Technology—Study and teaching.

*Summary:* In this book, the author discusses new technologies and strategies for engaging young people in creative learning experiences. He tells stories of how children are programming their own games, stories, and inventions (for example, a diary security system, created by a twelve-year-old girl), and collaborating through remixing, crowdsourcing, and large-scale group projects (such as a Halloween-themed game called Night at Dreary Castle, produced by more than twenty kids scattered around the world). By providing young people with opportunities to work on

projects in collaboration with peers, based on their passions with a playful spirit, we can help them prepare for a world where creative thinking is more important than ever before.

370.78 D637 2007

**Self-assessment and the student learner : I must know to grow**

Saskatoon, SK: Dr. Stirling McDowell Foundation, 2007.

*Subjects:* Academic achievement. Action research in education—Saskatchewan. Students—Self-rating of.

*Summary:* This project focuses on how teachers assess student learning, how teachers engage students in analyzing specific assessment tools and information and how together teachers and students can work towards improvement with respect to a desired learning target. Providing students with the tools to be able to self-assess is allowing these students to achieve outcomes higher than their original expectations.

371.102 P886

Powell, William

**How to teach now : five keys to personalized learning in the global classroom**

Alexandria, VA: ASCD, 2011.

*Subjects:* Education—Effect of technological innovations on. Educational technology. Global method of teaching. International education.

*Summary:* The authors identify five critical keys to personalizing learning for students who have wildly different cultural, linguistic, and academic backgrounds.

371.102 S587

Silver, Debbie; Stafford, Dedra

**Teaching kids to thrive : essential skills for success**

Thousand Oaks, CA: Corwin, 2017.

*Subjects:* Classroom environment. Effective teaching. Motivation in education.

*Summary:* Integrating social and emotional learning into a curriculum has been shown to increase personal and school-wide growth. With lifelong success the goal over simply meeting academic thresholds, this book presents strategies, activities, and stories in an approachable way to develop responsible, self-motivated learners.

371.1024 F514

Finney, Sandra Cecile

**Strong spirits, kind hearts : helping students develop inner strength, resilience, and meaning**

Lanham, MD: Rowman & Littlefield Education, 2013.

*Subjects:* Activity programs in education. Affective education. Classroom management. Reasoning—Study and teaching. Resilience (Personality trait) in children. Spirituality—Study and teaching.

*Summary:* This is the first practical teacher resource to provide comprehensive coverage of all aspects of developing strong spirits and caring young people. It is focussed on middle years students, but most lessons can be adapted for older and younger students as well. This resource describes ways to incorporate emotional and spiritual supports into daily routines and

interactions with students, providing ready-to-use activities, lessons and units that can be integrated into subject area teaching.

371.1024 H294

Harper, Jennifer; O'Brien, Kathryn

**Classroom routines for real learning : daily management exercises that empower and engage students**

Markham, ON: Pembroke Publishers Limited, 2015.

*Subjects:* Classroom management.

371.1024 H693

Hoerr, Thomas R.

**Fostering grit : how do I prepare my students for the real world?**

Alexandria, VA: ASCD, 2013.

*Subjects:* Classroom management. Life skills—Study and teaching—Activity programs.

Resilience (Personality trait) in children. Social skills—Study and teaching—Activity programs.

371.1024 T253

Diffily, Deborah

**Teaching effective classroom routines**

New York, NY: Toronto, ON: Scholastic Teaching Resources, 2004.

*Subjects:* Classroom management.

*Summary:* Grades K-2. This book helps teachers establish structure in the classroom to foster children's learning, from the first day of school and all through the year.

371.25 M647

Vincent, Susan

**Self-directed learning**

Portland, OR: Northwest Regional Educational Laboratory, 1999.

*Subjects:* Combination of grades. Independent study. Individualized instruction. Rural schools.

371.26 C466

Chapman, Carolyn

**Differentiated assessment strategies : one tool doesn't fit all**

Thousand Oaks, CA: Corwin Press, 2005.

*Subjects:* Educational tests and measurements. Individualized instruction. Mixed ability grouping in education.

*Summary:* This book addresses informal and formal assessments, along with assessments done before, during, and after learning for learners of all types and levels, including K-12, special needs, and gifted students. In addition to application of the latest research, you'll become skilled in novel assessment tools that provide immediate feedback. The authors provide ready-to-use tools to: evaluate and activate students' prior knowledge; transform homework into rich learning opportunities; draw higher order thinking from all students; assess learning to offer feedback to students; assess learner preferences, as well as cognitive styles and multiple intelligences; determine student comprehension and requirements for reteaching; and build students'

metacognitive power to self-assess their own learning. Use assessment strategies to build a positive learning culture and energize your students

371.26 C599

Clarke, Pauline

**Creating independent student learners, 4-6 : a practical guide to assessment for learning**

Winnipeg, MB: Portage & Main Press, 2006.

*Subjects:* Students—Rating of.

371.26 C599

Clarke, Pauline

**Creating independent student learners, 7-9 : a practical guide to assessment for learning**

Winnipeg, MB: Portage & Main Press, 2006.

*Subjects:* Students—Rating of.

371.26 C599

Clarke, Pauline

**Creating independent student learners, N-3 : a practical guide to assessment for learning**

Winnipeg, MB: Portage & Main Press, 2006.

*Subjects:* Students—Rating of.

371.26 C599

Clarke, Pauline

**Creating independent student learners, school leaders : a practical guide to assessment for learning**

Winnipeg, MB: Portage & Main Press, 2006.

*Subjects:* Students—Rating of.

371.26 F893

Frey, Nancy; Hattie, John

**Developing assessment-capable visible learners, grades K-12 : maximizing skills, will, and thrill**

Thousand Oaks, CA: Corwin, 20108.

*Subjects:* Educational tests and measurements. Student self-assessment. Visible learning.

*Summary:* With its foundation in principles introduced in the authors' bestselling *Visible Learning for Literacy*, this resource delves more deeply into the critical component of self-assessment, revealing the most effective types of assessment and how each can motivate students to higher levels of achievement.

371.26 G822

Gregory, Kathleen

**Self-assessment and goal-setting**

Courtenay, BC: Connections Publishing, 2011.

*Subjects:* Academic achievement. Students—Self-rating of.

371.27 A297



Ainsworth, Larry

**Student-generated rubrics**

Orangeburg, NY: D. Seymour Publications, 1998.

*Subjects:* Academic achievement. Students—Self-rating of.

371.272 S121

Sackstein, Starr

**Hacking assessment : 10 ways to go gradeless in a traditional grades school**

Cleveland, OH: Times 10 Publications, 2015.

*Subjects:* Educational tests and measurements. Grading and marking (Students). Students—Self-rating of.

*Summary:* This book provides practical ideas woven into a user-friendly success guide with actionable steps for creating a conversation about learning that does not require a traditional grade.

371.3 K62

Kist, William

**Getting started with blended learning : how do I integrate online and face-to-face instruction?**

Alexandria, VA: ASCD, 2015.

*Subjects:* Blended learning. Educational technology.

*Summary:* Do you want to incorporate purposeful and effective online learning into your classes but aren't sure where to begin? Here's the perfect introductory guide to planning a hybrid class for grades 4-12. The author advocates for blended learning as he explains how to navigate the technical details of Internet access and learning management systems, how to decide which learning experiences are best delivered online and which should be saved for face-to-face instruction, how to organize your online space for maximum effectiveness, respond to your students, and structure online discussions that are most beneficial for students, and how to evaluate the design of your blended instruction, and refine it for the next class.

371.3 L761

Linton, Jayme

**The blended learning blueprint for elementary teachers**

Thousand Oaks, CA: Corin, 2018.

*Subjects:* Blended learning. Education, Elementary—Computer-assisted instruction. Education, Elementary.

*Summary:* Designed to help K-5 teachers develop and carry out a plan for effective instruction in blended environments, this resource identifies key competencies and strategies for development, culminating in a personalized implementation plan.

371.3 T891

Tucker, Catlin R.

**Blended learning in grades 4-12 : leveraging the power of technology to create student-centered classrooms**

Thousand Oaks, CA: Corwin Press, 2012.

*Subjects:* Blended learning. Student-centered learning.

*Summary:* The author outlines the process for integrating online discussion with face-to-face instruction in a way that works for your students and allows you to focus your energy where it is most needed. This book will teach you how to: use the online environment to increase engagement and drive higher-order thinking; assess online work; personalize learning and differentiate lessons; and move toward flipped instruction, which shifts the focus of class time from teacher to student.

371.33 R288

Reason, Casey; Reason, Lisa

**Creating the anywhere, anytime classroom : a blueprint for learning online in grades K-12**

Bloomington, IN: Solution Tree Press, 2017.

*Subjects:* Computer assisted instruction—Curricula—Planning.

*Summary:* As technology continues to shift the educational landscape, most K-12 teachers' instructional strategies remain mostly unchanged. Discover how to enhance student learning in online and blended classrooms. This user-friendly resource offers direct guidance on the steps K-12 educators must take to facilitate online learning and maximize student growth using readily available digital tools. Each chapter includes suggestions, tips, and examples tied to pedagogical practices associated with learning online, so you can confidently and fully engage in the best practices with your students.

371.334 K47

Kieschnick, Weston

**Bold school : old school wisdom + new school technologies = blended learning that works**

Rexford, NY: International Center for Leadership in Education, 2017.

*Subjects:* Blended learning. Educational technology.

*Summary:* This book restores teachers to their rightful place in effective instruction. Bold School thinkers embrace Blended pedagogies and Old school wisdom, putting teachers back into the blended learning equation. Blended learning is demystified and distilled into the powerful, yet simple Bold School Framework for Strategic Blended Learning™—a methodology to help you meld purposeful technology use with your old school wisdom to enhance instruction and learning. After all, the goal of blended learning isn't technology—it's student achievement. With a Bold School mindset, every teacher is capable of finally delivering on the promise of blended learning.

371.3344 K57

Kipp, Kristin

**Teaching on the education frontier. Grades 5-12 : instructional strategies for online and blended classrooms**

San Francisco, CA: Wiley, 2013.

*Subjects:* Blended learning. Education, Secondary—Computer network resources. Web-based instruction.

*Summary:* This resource offers teachers in grades K-12 a hands-on guide to the rapidly growing field of online and blended teaching. The author shows how to structure online and blended courses for student engagement, build relationships with online students, facilitate discussion boards, collaborate online, design online assessments, and much more.

371.36 M145

McGee, Brenda; Keiser, Debbie

**Differentiated projects for gifted students. Grades 3-5**

Waco, TX: Prufrock Press, Inc., 2013.

*Subjects:* Gifted children—Education (Elementary)—Problems, exercises, etc. Science—Study and teaching (Elementary)—Problems, exercises, etc. Social sciences—Study and teaching (Elementary)—Problems, exercises, etc.

*Summary:* The research-oriented activities in this book will help teachers provide differentiated learning experiences for advanced and gifted learners based on grade-level content. Each project is written for learners in grades 3-5 to use independently, and the teacher-friendly projects require few additional materials and very little guidance. The projects are fully integrated with many employing skills from several content areas.

371.36 S789

Stanley, Todd

**Creating life-long learners : using project-based management to teach 21st century skills**

Thousand Oaks, CA: Corwin, 2016.

*Subjects:* Education and globalization. Project method in teaching.

*Summary:* This resource provides a step-by-step approach to implementing project-based learning (PBL), showing readers how to use project and classroom management skills to create a positive, productive learning environment, develop curriculum around ten different project types, link projects with today's standards, and teach students how to collaborate and bring out the best in each other.

371.39 K78

Koenig, Rhoda

**Learning for keeps : teaching the strategies essential for creating independent learners**

Alexandria, VA: ASCD, 2010.

*Subjects:* Cognitive learning. Effective teaching. Language arts. Reading.

371.394 A678

Areglado, Ronald J.

**Learning for life : creating classrooms for self-directed learning**

Thousand Oaks, CA: Corwin Press, 1996.

*Subjects:* Classroom management. Individualized instruction. Learning, Psychology of. School management and organization. Self-culture.

371.394 B565

Betts, George T.; Carey, Robin J.

**Autonomous learner model resource book**

Waco, TX: Prufrock Press, Inc., 2017.

*Subjects:* Activity programs in education. Independent study—Handbooks, manuals, etc. Individualized instruction—Handbooks, manuals, etc. Student-centered learning—Handbooks, manuals, etc.

*Summary:* This book includes activities and strategies to support the development of autonomous

learners. More than 40 activities are included, all geared to the emotional, social, cognitive, and physical development of students. Teachers may use these activities and strategies with the entire class, small groups, or with individuals who are ready to be independent, self-directed, lifelong learners.

371.394 B967

Burns, Monica

**Deeper learning with QR codes and augmented reality : a scannable solution for your classroom**

Thousand Oaks, CA: Corwin, 2016.

*Subjects:* Augmented reality. Individualized instruction.

*Summary:* What if your students' mobile devices became an instructional asset rather than a distraction? Discover how free, scannable technology can enrich learning, while captivating students. Best of all, these technologies are easy to implement quickly within your classroom. With this book, learn about QR codes and Augmented Reality (AR) and reach each student with new, hands-on learning opportunities to promote self-directed learning and showcase students' creations.

371.394 G243

Garry, Adam; Fodchuk, Amos

**Personalizing learning through voice and choice**

Bloomington, IN: Solution Tree Press, 2018.

*Subjects:* Individualized education. Student participation in curriculum planning.

*Summary:* This practical resource introduces the key concepts of personalized learning and breaks down what personalized learning looks, sounds, and feels like in the classroom. The authors reveal structures that empower student voice and choice across a school and lead to increased motivation for students. They also share stories about real students who have had the life-changing opportunity to design their own learning experiences.

371.394 R539

Rickbaugh, James

**Tapping the power of personalized learning : a roadmap for school leaders**

Alexandria, VA: ASCD, 2016.

*Subjects:* Individualized instruction.

*Summary:* In this book, the author presents the groundbreaking results of the Institute for Personalized Learning (IPL)'s half-decade of research, development, and practice: a simple but powerful model for personalizing students learning experiences by building their levels of commitment, ownership, and independence.

371.394 S341

Schlemmer, Phil

**Teaching beyond the test : differentiated project-based learning in a standards-based age for grades 6 & up**

Minneapolis, MN: Free Spirit Publishing Inc., 2008.

*Subjects:* Curriculum planning. Individualized instruction. Project method in teaching.

*Summary:* Transforming students into confident, self-directed, lifelong learners requires differentiated instruction and project-based learning. This practical classroom resource presents dozens of strategies for differentiation among learners (flexible grouping, choice boards, tiered assignments, and more) and a range of fully-developed, content-focused projects, each modeling one or more differentiation strategies. All projects are aligned with rigorous, comprehensive content standards in the areas of English language arts, math, social studies, and science. Includes reproducibles. Grades 6-12.

371.394 W537

Westphal, Laurie E.

**Differentiating instruction with menus. Science, grades 3-5 : advanced-level menus**

Waco, TX: Prufrock Press, 2016.

*Subjects:* Individualized instruction. Science—Study and teaching (Elementary).

*Summary:* This book includes an updated, student-friendly rubric that can assess different types of products, free choice proposal forms to encourage independent study, and new and favorite challenging menus to meet the needs of these diverse higher level learners. Also included are updated guidelines that reflect changes in technology for each of the products included in the menus and find direct alignment with standards approved in recent years. Topics addressed in this resource are physical science, biological science, Earth science, scientists and the tools they use.

371.3943 H342

Harvey, Virginia Smith

**Fostering independent learning : practical strategies to promote student success**

New York, NY: Guilford Press, 2007.

*Subjects:* Academic achievement. Independent study. Learning, Psychology of.

*Summary:* The authors provide step-by-step guidance and data-based interventions for helping each student develop a repertoire of problem-solving strategies in the areas of motivation, emotional responses to learning, behaviour, time management, organization, memory, reading, writing, math, and more.

371.3943 P296

Paterson, Kathy

**Text me a strategy : how to encourage students to develop the skills they need to become independent**

Markham, ON: Pembroke, 2009.

*Subjects:* Independent study.

*Summary:* Building on students' love of text messaging, this book offers 100 strategies easily taught, reviewed and reinforced by teachers. The strategies are organized around seven themes that represent general teaching goals: Remembering, Communicating, Organizing, Discovering, Understanding, Creating, and Living Well.

371.82997 C212

**Lifelong learning (1) sectoral follow-up session : early childhood development and kindergarten to grade twelve : facilitators' report**

Ottawa, ON: Canada-Aboriginal Peoples Roundtable, 2005.

*Subjects:* Canada-Aboriginal Peoples Roundtable. Native Peoples—Canada—Congresses. Native Peoples—Canada—Government relations—Congresses. Native Peoples—Education—Canada.

371.9 C745

Conderman, Greg; Hedin, Laura

**Strategy instruction for middle and secondary students with mild disabilities : creating independent learners**

Thousand Oaks, CA: Corwin, 2013.

*Subjects:* Learning disabled children—Education (Secondary).

*Summary:* Driven by research, this resource features: evidence-based strategies for teaching vocabulary, reading, written language, math, and science, as well as study skills, textbook skills, and self-regulation; clear presentation that describes strategies in context; informal assessments for every content area or skill addressed; case studies that link assessment results, IEP goals, and learning strategies; and application activities with questions and suggested responses.

372 L192

Lake, Jo-Anne

**Lifelong learning skills : how to teach today's children for tomorrow's challenges**

Markham, ON: Pembroke Publishers, 1997.

*Subjects:* Education, Elementary. Teaching.

372.13943 N918

Nottage, Cindy

**The independent investigation method for primary students**

Gainesville, FL: Maupin House, 2003.

*Subjects:* Education, Primary. Interdisciplinary approach in education. Research—Study and teaching (Primary).

*Summary:* Grades K-2.

372.35 S658

Smith, Robert

**Stepping into STEM. Grade 4 : a guided-to-independent approach to STEM-based learning**

Garden Grove, CA: Teacher Created Resources, 2016.

*Subjects:* Creative activities and seat work. Mathematics—Study and teaching (Elementary). Science—Study and teaching (Elementary). Technology—Study and teaching (Elementary).

*Summary:* This resource provides guided lessons to integrate project-based learning into your science, technology, engineering, and math curricula. Each unit provides background information for teachers and students and moves from teacher-directed activities towards more open-ended activities.

372.4 D587

Diller, Debbie

**Growing independent learners, K-3 : from literacy standards to stations**

Portland, ME: Stenhouse Publishers, 2016.

*Subjects:* Language arts (Primary). Reading (Primary).

*Summary:* The first four chapters of this book lay the foundation with planning, organizing, and instruction that are essential for success with literacy work stations. From creating a model classroom and developing planning tools to using anchor charts, the author offers creative ideas for making the most of your classroom environment to support student independence. Later chapters focus on standards-based instruction built around key reading, writing, and foundational skills as well as speaking, listening, and language standards.

372.4 M395

Mascott, Amy; McDonald, Allison

**Raising a rock-star reader : 75 quick tips to help your child develop a lifelong love of reading**

New York, NY: Scholastic, 2015.

*Subjects:* Children—Books and reading. Children's literature—Bibliography. Reading (Elementary). Reading (Primary). Reading.

*Summary:* This book is filled with easy-to-implement tips for creating a literate environment and fun, quick activities for building children's oral language and early reading and writing skills. Just five minutes a day every day is all it takes to foster a child's love of reading and learning.

372.4 M911

Moses, Lindsey; Ogden, Meridith

**What are the rest of my kids doing? : fostering independence in the K-2 reading workshop**

Portsmouth, NH: Heinemann, 2017.

*Subjects:* Reading (Primary). Reading comprehension—Study and teaching.

*Summary:* In her work with teachers around the country, the author hears this common frustration among those who work with our youngest readers: "During reading workshop, what kinds of meaningful work can students be doing independently, while I confer one-on-one or with small groups?" This book helps you move beyond assigning busy work to providing purposeful learning experiences that build independence over the year.

372.454 C226

Cannone-Calick, Sue; Henley, Elizabeth

**Independent reading in the age of Common Core. Grades 5 and up**

Toronto, ON: Scholastic, 2013.

*Subjects:* Reading (Middle school). Reading comprehension—Study and teaching (Middle school).

*Summary:* Twenty-five step-by-step mini-lessons demonstrate key comprehension strategies; students are then responsible for applying these strategies to their independent reading and documenting their work with SmartNotes. These text-based notes provide accountability and open a window into students' thinking so teachers can identify and address their needs right away.

372.454 C226

Diffily, Deborah

**Managing independent reading : effective classroom routines : lessons, strategies, and literacy-building activities that teach children the routines and behaviors they need to become better readers**

New York, NY: Scholastic, 2005.

*Subjects:* Reading (Primary).

*Summary:* Inside this book you'll find strategies and routines for: read-alouds, independent reading time, partner reading, reading centers, and reading at home. Grades K-2.

372.465 F559

Fitzpatrick, Jo

**Getting ready to read : independent phonemic awareness centers for emergent readers**

Huntington Beach, CA: Creative Teaching Press, 2002.

*Subjects:* Classroom learning centers. English language—Phonemics—Study and teaching (Early childhood). Language awareness in children. Reading (Early childhood)—Phonetic method.

*Summary:* Pre K-1.

372.47 F181

Falco, Valorie

**Building independent readers with interactive read-alouds and shared reading**

New York, NY: Toronto, ON: Scholastic, 2011.

*Subjects:* Reading (Elementary). Reading comprehension—Study and teaching (Elementary).

*Summary:* These engaging whole-class lessons scaffold students' learning about reading strategies, genre, text structure, text features, and more. Model lessons, book lists, and management tips give teachers everything they need to implement these strategies effectively in their classrooms.

372.5044 L437

**The learner-directed classroom : developing creative thinking skills through art**

New York, NY: Teachers College Press, 2012.

*Subjects:* Art—Study and teaching. Creative thinking—Study and teaching. Interdisciplinary approach in education. Student-centered learning.

*Summary:* The authors offer both a comprehensive framework for understanding student-directed learning and concrete pedagogical strategies to implement student-direct learning activities in school. In addition, research-based assessment strategies provide educators with evidence of student mastery and achievement. Teachers who structure self-directed learning activities can facilitate effective differentiation as students engage in the curriculum at their level. This book provides evidence-based, practical examples of how to transform the classroom into a creative and highly focused learning environment.

372.6 D578

Diller, Debbie

**Practice with purpose : literacy work stations for grades 3-6**

Portland, ME: Stenhouse Publishers, 2005.

*Subjects:* Classroom learning centers. Group work in education. Language arts (Elementary).

*Summary:* This book offers guidance on establishing routines for independent reading and response writing, as well as step-by-step instructions on how to set up and manage a variety of hands-on literacy work stations appropriate for intermediate students. Each chapter includes: how to introduce the station; innovative ways to use materials; what to model to guarantee independence; how to troubleshoot; assessment and accountability ideas; how the station



supports student achievement on state tests; and reflection questions for professional development.

372.6 M566

Mermelstein, Leah

**Self-directed writers : the third essential element in the writing workshop**

Portsmouth, NH: Heinemann, 2013.

*Subjects:* English language—Composition and exercises—Study and teaching (Elementary). Independent study. Language arts (Elementary). Self-culture.

*Summary:* The author argues that creating self-directed writers is key to the success of writing workshops. Using a wealth of classroom anecdotes, student samples and specific teaching language, the author illustrates how even the youngest students can become self-directed learners. Her explicit strategies include: creating an appropriate physical environment along with daily rituals and routines; scaffolding instruction with write-alouds and interactive writing; planning units, focus lessons, conferences, and shares that are aimed at helping kids become self-directed.

372.6 W822

Witherell, Nancy L.

**Teaching students to read informational texts – independently. Grades 3-5**

New York, NY: Scholastic, 2014.

*Subjects:* Individualized reading instruction. Reading (Elementary). Reading comprehension—Study and teaching (Elementary).

*Summary:* 30 step-by-step strategy lessons that scaffold essential common core reading skills to help students tackle informational texts on their own.

372.623 H868

Hoyt, Linda

**Mastering the mechanics, grades 6-8 : ready-to-use lessons for modeled, guided, and independent editing**

New York, NY: Scholastic, 2011.

*Subjects:* English language—Composition and exercises—Study and teaching (Middle school).

*Summary:* This book weaves explicit instruction in correct grammar, punctuation, and spelling into your curriculum in short, manageable, scripted lessons that integrate easily with grade standards.

372.623 J65

Johansen, Dana; Cherry-Paul, Sonja

**Flip your writing workshop : a blended learning approach**

Portsmouth, NH: Heinemann, 2016.

*Subjects:* Blended learning. Composition (Language arts)—Study and teaching (Elementary). Composition (Language arts)—Study and teaching (Middle school). Individualized instruction.

*Summary:* The authors will walk you through the "how's" and "why's" of flipped learning, and provide guidance for determining which mini-lessons should be "flipped." They illustrate what flipped learning in a writing workshop looks like by modeling a flipped lesson, and explaining the technology used. Whether you're a novice or advanced technology user, you'll find tech tips

throughout the book that help you choose the right tools and resources for creating flipped lessons and incorporating them into your workshop.

372.623 R516

**Writing strategies for all primary students : scaffolding independent writing with differentiated mini-lessons, grades K-3**

San Francisco, CA: Jossey-Bass, 2011.

*Subjects:* Composition (Language arts)—Study and teaching (Primary). English language—Composition and exercises—Study and teaching (Primary).

*Summary:* These foundational writing strategies are applicable and adaptable to all primary students: emergent, advanced, English Language Learners, and struggling writers. Following the SCAMPER (Screen and assess, Confer, Assemble materials, Model, Practice, Execute, Reflect) mini-lesson model devised by the authors, the activities show teachers how to scaffold the writing strategies that students need in order to take control of their independent writing.

372.623 S311

Scharer, Patricia L.

**Guiding K-3 writers to independence : the new essentials**

New York, NY: Scholastic, 2008.

*Subjects:* English language—Composition and exercises—Study and teaching (Primary). Language arts (Primary).

*Summary:* The authors introduce us to community writing, which centres on the relationship between group writing, such as shared and interactive writing, and children's own independent writing development. At the heart of community writing is rich talk about all aspects of the writing process, as well as several other key essentials featured in the book: how to help your young writers own their topics; how to use quality children's literature to support your teaching; and how to teach writing all day long – beyond the writer's workshop.

372.7 b412

Bedora, Julie

**Ready-to-go skill-building math packs for independent learning : reproducible packs of fun practice pages that help kids really learn all the math concepts they need to know independently**

New York, NY: Scholastic Inc., 2001.

*Subjects:* Mathematics—Study and teaching (Primary).

*Summary:* Make those all-important math concepts stick with this big collection of engaging reproducibles that kids can do all by themselves. These instant practice packs cover addition, subtraction, word problems, time, money, measurement, patterns, and more. Great for morning jumpstarts, students who finish their work early, or meaningful homework. Grades 1-2.

372.7 D578

Diller, Debbie

**Math work stations : independent learning you can count on, K-2**

Portland, ME: Stenhouse Publishers, 2010.

*Subjects:* Early childhood education. Mathematics—Study and teaching (Early childhood).

*Summary:* You'll find ideas to help children develop conceptual understanding and skills, use math vocabulary as they talk about their mathematical thinking, and connect big ideas to meaningful independent exploration and practice. This book details how to set up, manage, and keep math stations going throughout the year. There's even a chapter devoted solely to organizing and using math manipulatives.

372.7 D578

Diller, Debbie

**Moving into math stations, K-2 [DVD]**

Portland, ME: Stenhouse Publishers, 2013.

*Subjects:* Manipulatives (Education). Mathematics—Study and teaching—Aids and devices.

*Summary:* Building on *Math Work Stations : Independent Learning You Can Count On, K-2*, the author brings the world of math stations to life in this DVD, showing viewers how they too can effectively incorporate understanding and skills.

372.7 H249

Friedman, Matt

**Tic-tac-math. Grades 3-4 : 50 reproducible, leveled game sheets that kids can use independently or in small groups to practice important math skills**

New York, NY: Scholastic Teaching Resources, 2005.

*Subjects:* Games in mathematics education. Mathematical recreations. Mathematics—Study and teaching (Elementary).

*Summary:* Each tic-tac-toe grid comes with nine activities that reinforce key math concepts, such as addition, subtraction, multiplication, division, fractions, decimals, measurement, geometry, and more. Students can play classic tic-tac-toe, solving problems to get three Xs or Os in a row. Teachers can assign the sheets for homework, centre choice, or independent work.

372.7 M219

**Math independent practice. Grade 3 : super simple!**

Greensboro, NC: Education Center, 2008.

*Subjects:* Arithmetic—Study and teaching (Primary). Mathematics—Study and teaching (Primary).

*Summary:* This resource provides you with 144 activities that are quick to read and simple to prepare, perfect for seatwork, centres, or even homework. Topics include: number and operations, geometry, measurement, patterning and algebra, and data analysis. Grade 3.

372.7 M983

Murray, Miki

**The differentiated math classroom : a guide for teachers, K-8**

Portsmouth, NY: Heinemann , 2007.

*Subjects:* Mathematics—Study and teaching.

*Summary:* Whether you teach math sixty minutes a day or six periods a day, this book describes both the big ideas of differentiation and the day-to-day teaching that makes it work. The authors present everything you need to get started and to help all students, including ideas for: setting up a classroom to maximize opportunities for differentiation and establish community; getting to know students' strengths and needs through high-quality assessments; devising anchor activities

that help students work independently with meaningful math content while you free up time for individual instruction; and creating tiered lessons that scaffold content and provide the flexibility to challenge some students and offer assistance to others. Murray and Jorgensen offer practical ideas for planning and designing units that engage students and facilitate learning about important math concepts, as well as teaching tools, questions for professional reflection, and answers to teachers' most frequently asked questions about differentiation.

372.7 N565

Newton, Nicki

**Math workstations in action : powerful possibilities for engaged learning in grades 3-5**

New York, NY: Routledge, 2018.

*Subjects:* Mathematics—Study and teaching (Elementary). Mathematics—Study and teaching (Elementary)—Activity programs.

*Summary:* Math workstations allow students to engage in meaningful, independent math practice through student-driven games and activities, and can be implemented as part of a math workshop or in a traditional math class. The author explains how to set up and manage math workstations for topics such as fluency, word problems, math vocabulary, and more. Also, this book includes how to differentiate the activities for all ability levels and promote rigorous instruction, enabling students to get the most out of this fun and engaging instructional method.

372.7 P484

Petersen, Jamee

**Math games for number and operations and algebraic thinking. Grades K-5 : games to support independent practice in math workshops and more**

Sausalito, CA: Math Solutions, 2013.

*Subjects:* Creative activities and seat work. Mathematics—Study and teaching (Elementary). Teaching—Aids and devices.

*Summary:* The step-by-step lessons in this book offer a wealth of teacher support, including: strategies for differentiating instruction; key questions to promote student thinking; tips for using interactive whiteboards; and reproducibles, from game boards, directions, and recording sheets to assessments. It contains three games, 91 reproducibles, and Common Core State Standards for mathematical connections.

372.7 S189

Sammons, Laney; Boucher, Donna

**Guided math workstations. Grades K-2**

Huntington Beach, CA: Shell Education, 2018.

*Subjects:* Creative activities and seat work. Mathematics—Study and teaching (Primary).

*Summary:* This invaluable professional resource instructs teachers on how to implement successfully Guided Math Workstations into K-2 classrooms. With detailed instructions easily adopted into today's classrooms, this book contains everything teachers need to set up, plan, and manage workstations. Guided Math Workstations allow teachers to address their students' varied learning needs within a carefully planned numeracy-rich environment where students are challenged not just to do math, but to become mathematicians. Teachers will be able to target successfully the specific needs of learners with small-group lessons as students work independently on math workstation tasks. Each workstation task includes: an overview of the

lesson, materials, objective, procedure, and differentiation tactics; a Student Task card with directions and a materials list for the task to help with implementation and organization; a Talking Points card with math vocabulary words and sentence stems to encourage mathematical discourse; and additional resources for each task.

372.83 P635

Pike, Kathy

**25 totally terrific social studies activities : step-by-step directions for motivating projects that students can do independently**

New York, NY: Toronto, ON: Scholastic, 2009.

*Subjects:* Social sciences—Study and teaching (Elementary).

*Summary:* Grades 3-6.

373.126 G822

Gregory, Kathleen; Cameron, Caren

**Self-assessment and goal setting**

Courtenay, BC: connect2learning, 2011.

*Subjects:* Academic achievement. Education—Aims and objectives. Students—Self-rating of.

*Summary:* This book focuses on practical ways for teachers to involve students in their own assessment. The authors provide time-tested ideas and instructions for successfully building self-assessment and goal setting into classroom practice.

373.1394 D582

DiMartino, Joseph

**Personalizing the high school experience for each student**

Alexandria, VA: Association for Supervision and Curriculum Development, 2008.

*Subjects:* High school teaching. Individualized instruction.

*Summary:* Discover the six most pervasive problem areas in high school education today. Learn what schools are doing to connect with students, personalize learning, differentiate instruction, and make high school curriculum more relevant.

428.24 R378

Reiss, Jodi

**120 content strategies for English language learners : teaching for academic success in secondary school**

Boston, MA: Pearson/Allyn and Bacon, 2012.

*Subjects:* Content area reading. English language—Study and teaching (Secondary)—Foreign speakers. English language—Study and teaching as a second language.

*Summary:* The 120 strategies address all aspects of teaching your English language learners, from building background knowledge, through facilitating instruction, textbook comprehension, activities, and assignments, to assessing learning.

507.12 H489

Hemmerich, Hal

**Prime time! : strategies for lifelong learning in mathematics and science in the middle and high school grades**

Markham, ON: Pembroke Publishers, 1994.

*Subjects:* Mathematics—Study and teaching (Middle school). Mathematics—Study and teaching (Secondary). Science—Study and teaching (Middle school). Science—Study and teaching (Secondary).

808.042 F754

Foster, Graham

**Student self-assessment : a powerful process for helping students revise their writing**

Markham, ON: Pembroke, 1996.

*Subjects:* English language—Composition and exercises—Study and teaching (Elementary). English language—Composition and exercises—Study and teaching (Secondary). Students—Self-rating of.

*Summary:* Offering a variety of useful strategies and checklists, this is a brief, introductory resource designed to illustrate ways in which students and teachers can work collaboratively in establishing assessment criteria related to purpose, audience, and goals for writing. The book provides several sample rubrics and templates useful for helping students understand the value of self-assessment as a revision strategy.

*Notes:* English language arts 10. English language arts 20. English language arts 30.

813.54 B828

**The breadwinner : a complete self-directed novel study**

Calgary, AB: Teacher Tested Educational Publications, s.d.

*Subjects:* Ellis, Deborah. The breadwinner—Study and teaching (Elementary).

*Summary:* Parvana lives in war-torn Afghanistan. When her father is arrested for having a foreign education, Parvana must disguise herself as a boy in order to support the family. Novel study. Grades four to eight.

813.54 F523

**Firewing : a complete self-directed novel study**

Calgary, AB: Teacher Tested Educational Publications, 2002.

*Subjects:* Opper, Kenneth. Firewing.

*Summary:* Novel study. Grades four to eight. Book Three in the Silverwing trilogy.

813.54 S587

**Silverwing : a complete self-directed novel study**

Calgary, AB: Teacher Tested Educational Publications s.d.

*Subjects:* Opper, Kenneth. Silverwing.

*Summary:* Novel study. Grades four to eight.

813.54 S631

**Dust : a complete self-directed novel study**

Calgary, AB: Teacher Tested Educational Publications, s.d.

*Subjects:* Slade, Arthur G. Dust.

*Summary:* Novel study. Grade four.