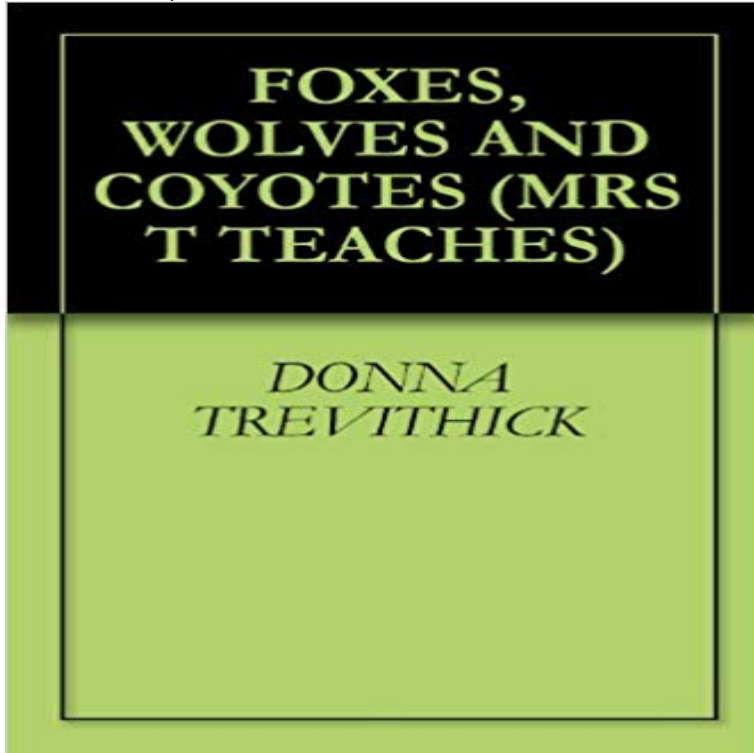


FOXES, WOLVES AND COYOTES (MRS T TEACHES Book 5)



Everyone is using whole language strategies these dayswell, almost everyone. Most teachers would like to use whole language but do not feel comfortable with it because it does not appear structured. Many teachers are willing but often at the end of a day they lack the energy and the time involved to create a lot of the activities that can be used. For this reason I have written a series of whole language books based on themes which can be used in the primary and junior divisions. These books actually explain what whole language is, why to use whole language, how students become so involved in whole language, what the role of the teacher is, how the basic skills are incorporated, how this approach differs from the traditional approach, how parents respond to it, and how to keep discipline as well as help the weaker students. Each of the subject areas is considered with lesson plans clearly developed to allow for each students individuality. Although this series is on animals and science subjects it is not meant to replace the science curriculum. Children love science and animals so they find the learning fascinating and enjoyable. Each day they anticipate learning new knowledge and skills with tremendous enthusiasm. These themes provide interesting language units of study which can be related to the literature and poetry, the legends and stories of peoples long ago, as well as mathematical concepts which use measurement greatly extending them in a practical and realistic way by using nature. Arts and crafts as well as music and those assembly programs are developed for teachers to use too. Each theme can be developed in a month or less depending on the different activities and the interest of the students as well as their age and maturity. The time element depends upon the teacher. The Whole language/interactive learning philosophy uses strategies for teaching language in which all the aspects

of a child's world are included. When a theme is chosen it can be integrated with mathematics, science, literature, music, social studies, drama, and visual arts. Children do not see life cut up into those sections. For them all of these elements are an integral part of the concept. If the theme is on Reptiles the mathematics would involve their weights, their lengths, the amount of food these animals require etc. The science area would involve their appearance and structure, their reproduction and life cycle. The literature would include stories and poems about these animals as well as different societies legends and myths. Visual arts activities would be based on how different cultures have regarded these animals in an artistic sense. The music would reflect the society's attitude toward these animals. Whole language/interactive learning strategies allow each student to work and function at his/her own academic level. This approach is realistic and appropriate. It eliminates stress and frustration for everyone involved. This approach allows for student-centered learning as opposed to teacher-centered learning. Students have the opportunity to research information, read and write stories, poems, and songs etc. which are interesting for them. LEARNING BECOMES FUN! More opportunities for decision-making and being responsible for one's own learning and life are possible. Success is built into the program by the very nature of it. Failure is not a possibility unless the student challenges him/or herself too much. Realistic goals and objectives are eventually learned by the student. The teacher's role changes to being a facilitator, a guide, and extender of knowledge. The teacher is still responsible for the student learning skills such as reading, writing, spelling and sentence mechanics. The difference is that the teacher teaches these various skills when each student is ready for a new skill.

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