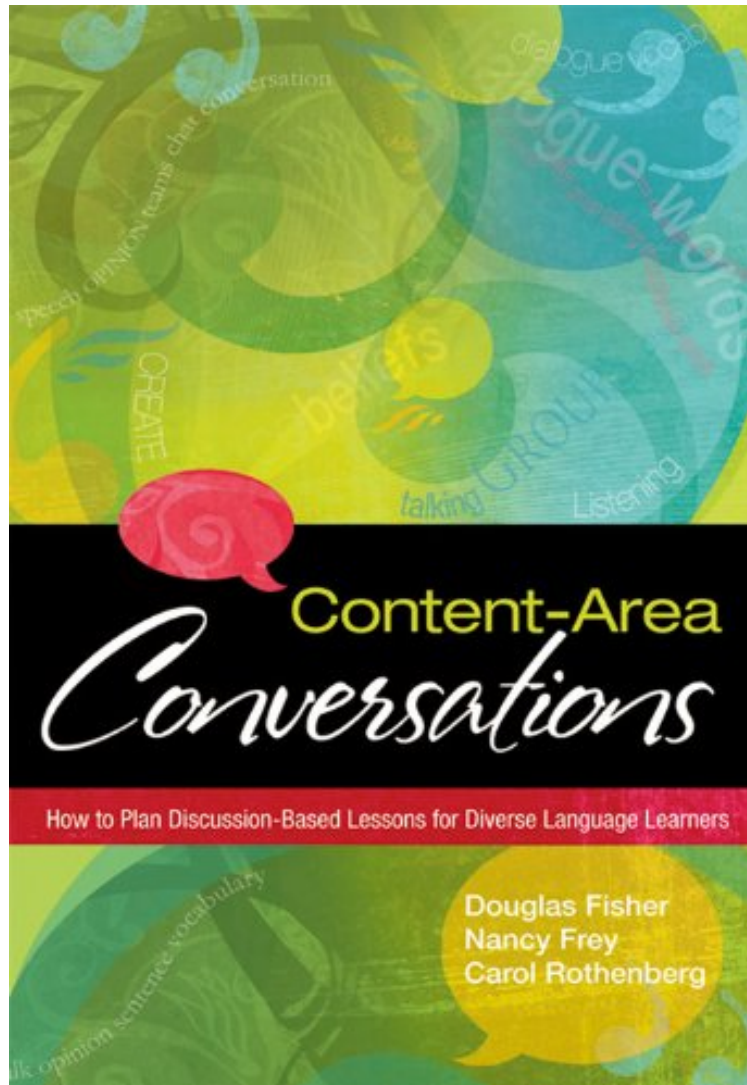


Content-Area Conversations: How to Plan Discussion-Based Lessons for Diverse Language Learners

Douglas Fisher, Carol Rothenberg, Nancy Frey
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Douglas Fisher, Carol Rothenberg, Nancy Frey : Content-Area Conversations: How to Plan Discussion-Based Lessons for Diverse Language Learners before purchasing it in order to gauge whether or not it would be worth my time, and all praised Content-Area Conversations: How to Plan Discussion-Based Lessons for Diverse Language Learners:

0 of 0 people found the following review helpful. this book was an excellent resource for me in both capacities By Tayler Flowers As a first grade teacher and a candidate for a TESOL Masters, this book was an excellent resource for me in both capacities. I feel that I am now armed with new resources and specific strategies that will help me to work

with a wide variety of learners. This book gives a great overview of academic discourse and goes in depth to discuss how to foster it within the classroom. As I head into a new school year with my young students, I am excited to build an environment in which I understand how to encourage discussion among students and how to guide academic conversations. My big takeaway from this book is that "telling is not teaching"--we must actively engage students in their own learning. I highly recommend this book as a resource for your professional resource library. 0 of 0 people found the following review helpful. Four Stars. By funAs described -- fast shipping -- thank you!! 0 of 0 people found the following review helpful. Good Text for my Purposes at Work: ESOL. By Pamela S. I needed more research on ESOL. This work on techniques and methods for ESOL students and our means to produce sustainable and meaningful talking points is sound. I already knew all of this, but when presenting trainings, this text presents the material well. No more turn and talk for ELs who are beginning! Ugh! Hate what "all" teachers do for "all" students "all" the time. When is differentiation really going to hit home? If you need a text to help you show, simply, a set of methods to deliver accountable talk to ELs and "all" students, I felt this was sound and targeted.

Teachers across the country are seeking ways to make their multicultural classrooms come alive with student talk about content. *Content-Area Conversations: How to Plan Discussion-Based Lessons for Diverse Language Learners* is a practical, hands-on guide to creating and managing environments that spur sophisticated levels of student communication, both oral and written. Paying special attention to the needs of English language learners, the authors *Detail research-based steps for designing lessons that spark student talk; *Share real-life classroom scenarios and dialogues that bring theory to life; *Describe easy-to-use assessments for all grade levels; *Provide rubrics, worksheets, sentence frames, and other imaginative tools that encourage academic communication; and *Offer guiding questions to help teachers plan instruction. Teachers at any grade level, in any content area, will find a wide variety of strategies in this book to help students simultaneously learn English and learn in English. Drawing both on decades of research data and on the authors' real-life experiences as teachers of English language learners, this book is replete with ideas for fostering real academic discourse in your classroom.

About the Author Nancy Frey, Ph.D., a Professor at San Diego State University received the 2008 Early Career Achievement Award from the National Reading Conference. Dr. Frey has published in *The Reading Teacher*, *English Journal*, *Remedial and Special Education*, and *Educational Leadership*. She has co-authored more than fifty books on English Learners (*Language Learners in the English Classroom*), assessment (*Checking for Understanding*), writing (*Scaffolded Writing Instruction*), literacy (*Reading for Information in Elementary School*) and vocabulary (*Learning Words Inside and Out*). Dr. Frey teaches a variety of courses on reading instruction and literacy in content areas, classroom management, and supporting students with diverse learning needs. She also was a third grade classroom teacher.