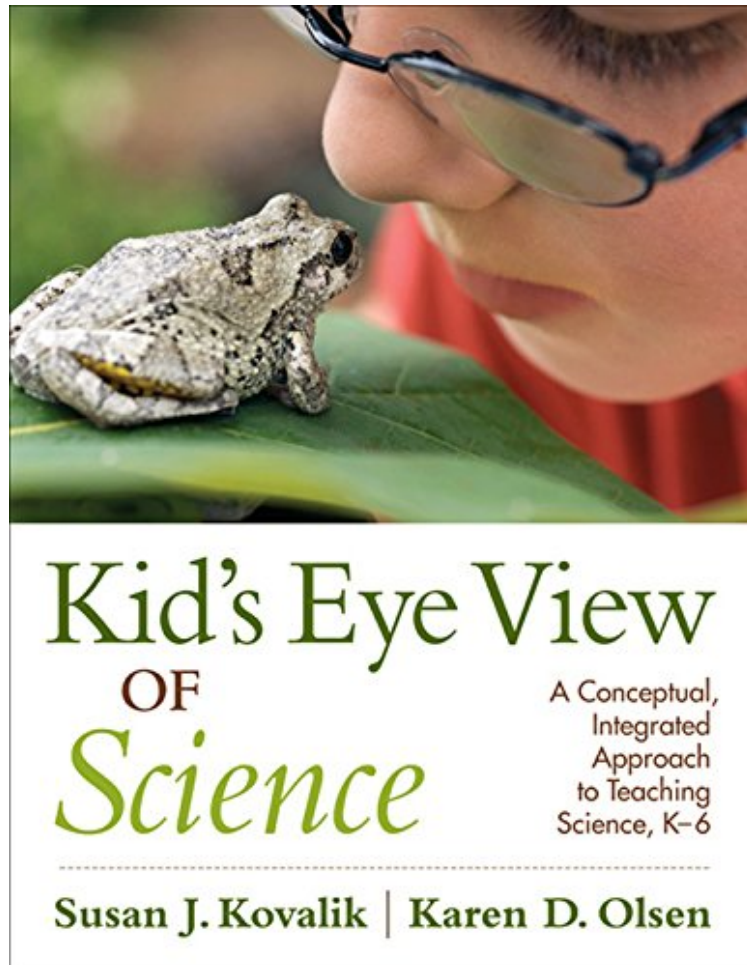


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## Kidrsquo;s Eye View of Science: A Conceptual, Integrated Approach to Teaching Science, Kndash;6

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**From Corwin : Kidrsquo;s Eye View of Science: A Conceptual, Integrated Approach to Teaching Science, Kndash;6** before purchasing it in order to gage whether or not it would be worth my time, and all praised Kidrsquo;s Eye View of Science: A Conceptual, Integrated Approach to Teaching Science, Kndash;6:

Rediscover science from a child's perspective and enhance your inquiry-based science toolbox with brain-based strategies that integrate science across content areas and improve student outcomes.

"This is a book to savor. The content is a woven tapestry; many colorful threads elucidate ideas based in sound research. Marvel at how the authors weave the threads to provide a cohesive, understandable, beautiful educational

perspective."--Lawrence Lowery, Professor (07/23/2010)"The authors present a humanistic and highly effective approach to classroom science. This book is a keeper and should be a part of a teacher's professional library."--Dutchie Riggsby, Professor (11/21/2011)An excellent guide for integrating new developments in cognitive neuroscience research with an appropriate 21st century elementary science curriculum. Susan Kovalik's pioneering Integrated Thematic Instruction (ITI) model has continually evolved for 30+ years. --Robert Sylwester, Emeritus Professor of Education (06/01/2010)" An excellent guide for integrating new developments in cognitive neuroscience research with an appropriate 21st century elementary science curriculum. Susan Kovalik's pioneering Integrated Thematic Instruction (ITI) model has continually evolved for 30+ years. --Robert Sylwester, Emeritus Professor of Education (06/01/2010)""This is a book to savor. 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Susan Kovalik's pioneering Integrated Thematic Instruction (ITI) model has continually evolved for 30+ years.---Robert Sylwester, Emeritus Professor of Education (06/01/2010)-This is a book to savor. The content is a woven tapestry; many colorful threads elucidate ideas based in sound research. Marvel at how the authors weave the threads to provide a cohesive, understandable, beautiful educational perspective.---Lawrence Lowery, Professor (07/23/2010)-The authors present a humanistic and highly effective approach to classroom science. This book is a keeper and should be a part of a teacher's professional library.---Dutchie Riggsby, Professor (11/21/2011) "An excellent guide for integrating new developments in cognitive neuroscience research with an appropriate 21st century elementary science curriculum. Susan Kovalik's pioneering Integrated Thematic Instruction (ITI) model has continually evolved for 30+ years." (Robert Sylwester, Emeritus Professor of Education 2010-06-01)"This is a book to savor. The content is a woven tapestry; many colorful threads elucidate ideas based in sound research. Marvel at how the authors weave the threads to provide a cohesive, understandable, beautiful educational perspective." (Lawrence Lowery, Professor 2010-07-23)"The authors present a humanistic and highly effective approach to classroom science. This book is a keeper and should be a part of a teacher's professional library." (Dutchie Riggsby, Professor 2011-11-21)About the AuthorAfter graduating in 1961 from California State University, San Jose, with a B.A. in elementary Education, Susan J. Kovalik began her teaching career as a sixth grade elementary teacher followed by a science teacher in a K-6 elementary school of 1,200 and a GATE (Gifted and Talented Education) teacher in five schools. In 1984, Susan was awarded the California Gifted and Talented Teacher of the Year. During this time, she also found time to share her love for experiential learning as the community leader of a multi-faceted 4-H club with 50 families and 37 projects. Building on her own teaching experiences and emerging brain research, Susan developed the ITI model (Integrated Thematic Instruction), now referred to as the HET model (Highly Effective Teaching). Over the next 25 years, Susan and her remarkably talented associates have trained thousands of teachers in hundreds of schools throughout the United States, Europe, and Asia. In 1987, the ITI Model was selected by the David and Lucile Packard Foundation to support the teaching of science in Monterey County, CA. Over 700 teachers participated in the program known as Monterey County Science Improvement Project (MCSIP). The ITI/HET model was one of the 56 programs in the national Comprehensive School Reform Catalog, was selected for inclusion in the college text, Charles Reigeluth's Instructional-Design Theories and Models: A New Paradigm of Instructional Theory and selected by the American Youth Policy Forum targeting Service Learning and Educational Reform as one of their 22 models. Susan has created support materials, publications, and media products for teachers in brain-compatible instruction. Several of her 20 training videos received both the Gold Apple and Silver Apple awards from the National Educational Film and Video Festival. A keynoter of national reputation, Susan continues to dedicate herself to improving education and helping others in implementing a brain-compatible learning environment for students and their teachers. Karen D. Olsen is author, co-author, and contributing editor of two dozen books focusing on using brain research to create schoolwide change. Her most recent book, What Brain Research Can Teach Us About Cutting School Budgets, is also published by Corwin Press. Her experience includes serving as executive director of the Mid-California Science Improvement Program (MCSIP), a ten-year effort funded by the David and Lucile Packard Foundation to improve science education using the ITI/HET model. She also served as executive director of the Bay Area Middle School Program, a project to create model middle schools. Olsen was one of the original founders of the California Institute of School Improvement, a non-profit organization designed to support schools and districts in a wide range of school change issues. As program director, she conducted seminars on a range of topics including implications of recent legislation, schoolwide planning and program quality review processes, and the role of mentor teachers as change agents. Additional experience includes planning and development for the California State

Department of Education.