

Pocket Reads

Easy to pick up, hard to put down

Pocket Reads include 75 superb trade quality readers specifically designed for independent reading.

They cover a range of genres with a motivating mix of fiction, non-fiction and science fiction.

Every book will reinforce skills from your guided reading sessions. There are also charts showing links to Heinemann Literacy World, Rigby Navigator, and Ginn Lightning guided reading resources.

They also contain stunning illustrations and photography to really engage your children.

Organised into book brands, the readers offer 3 levels of differentiation per year, therefore offering superb scope and structure for the junior years.

Putting parents in the picture

Every Pocket Reads book contains notes written specifically for parents or learning support assistants.

Clear and user-friendly, these notes offer a range of comprehension questions and activities that encourage children to discuss and explore text in more depth. A fun, follow-up writing activity can be done in school or at home and provides that all-important link between reading and writing.



Pocket Sci-Fi Quests and Tests

This superb collection of Pocket Sci-Fi will take your children to another dimension, with fascinating stories of aliens, outer space, gadgets, strange discoveries and much more.



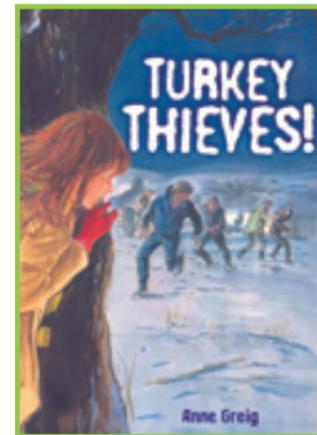
Pocket Facts Mighty Mummies

Let Pocket Facts transport your children to another era, witness a battleground in Ancient Greece, or see for themselves the revolting facts of how medicine has evolved over the years.



Pocket Chillers The Gift

Spook and excite your children with this enthralling collection of chilling fiction titles. With striking black and white artwork and captivating cliff-hangers, these stunning books are guaranteed to appeal.



Pocket Tales Turkey Thieves

45 beautifully illustrated stories with a variety of topics from big name authors, which will appeal to all the children in your classroom, especially the boys.

REARDEN presents The T-Break

in its 37th issue
September 2006

Information from all over for teachers who are under.....piles of work

Editorial

“You go a bit crazy when you see little body after little body coming out of the ground”

Ghaith Abdul Hamad, The Guardian
August 2, 2006

How difficult it must be to work in a profession where you know that what you do might very well devastate a child. Arms manufacturing comes to mind as one of those many professions. I'm thinking of slogans for them. Our arms for your arms...and legs. The quote above was taken from an article written by Mr. Abdul Hamad at the time of the Israeli aggression on Lebanon. What makes you go a

bit more crazy is the powerlessness you feel towards those children, all covered with dust, being pulled out of the rubble. That is what we actually were to them at their time of utmost need. Dust. And the 'lucky' ones who survived while watching their mothers die in their arms can probably expect the same from us. Dust. South African photographer Kevin Carter committed suicide shortly after winning the Pulitzer Prize in 1994 for his photograph of a struggling Sudanese child on her way to a feeding centre. What gave the photograph the horror it projected was the vulture that laid waiting patiently by. Mr. Carter was not the reason behind the little girl's suffering yet he could not live with that painful image. How do the people who inflict so much pain on children live on? Adults who were once, themselves, children.

Images of children suffering make you cringe regardless of whose side you're on. Images that make you want to promise them that this won't happen again.

That they are not suffering in vain.

Which brings me to your role. The educator. You influence the children's minds for quite a bit of time. Make sure they become the adults that protect the children's right to life, education, prosperity, and the pursuit of happiness. Not to be chased by the hungry vultures or dragged out, lifeless, from the rubble created by another child who has grown to be able to create, assemble and deliver the arms that snuff them.

Agenda

- Frankfurt Bookfair from October 5-8, 2006
- SMEC Conference from November 11-12, 2006
- Rearden Teacher Training Sessions from November 22-23, 2006
- BSME Conference from January 30 to February 3, 2007
- London Bookfair from April 16-18, 2007



“If you think you can hold me down I beg to differ; If you think you can twist my words I'll sing forever”

Capercaille, Stinging Rain

In Lebanese classrooms this year, there are going to be some students missing. Students who paid a price for something they had not ordered. Students who must be seen by teachers although they do not occupy any seats. There will be students who occupy seats but are not there because the image of their dear ones disappearing lies vivid in their minds, obliterating

anything that tries to penetrate their brain. Conclusion. Noble is your cause. Live up to it. Correct as much as you can the horrors left by this madness. But remind them that it was not all for nothing. That integrity is a vital virtue, a virtue we die for sometimes. That the price of freedom is sometimes paid with a lot of pain. Pain felt by a few for the comfort of many.

No, they will not be missing from the classrooms.

They will be there.

They will always be there.

More Info?

Do you plan to change the series for the 2007-08 and would like to consult other series?
Would you like a Rearden representative to visit you?
Please contact the nearest Rearden Office or write to:
info@rearden-educational.com

T-Break is a publication of Rearden Educational, published every 2 months during the academic year.

Rearden also offers: Publisher Representation | Teacher Recruitment | Teacher Training | School Consulting | Publishing

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Principle 7 of the Declaration of The Rights of the Child

November 1959

The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgement, and his sense of moral and social responsibility, and to become a useful member of society.

The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents.

The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavour to promote the enjoyment of this right.

www.waece.org

Behaviour Control: Noise Control



Quiet lights from a teacher at Swiss Cottage Primary School in Singapore:

"When my class gets too noisy, I switch off all the classroom lights and fans. Once the children find that the room has suddenly turned dim, they look around them. When they see me at the switch plate with my finger on my lips, which is our quiet signal, they know that they have been making lots of noise and it's time to be quiet and carry on with their tasks. Don't do it too often or it won't be as effective. I like this method because I don't have to bring in an extra resource such as a bell or chime to keep the class quiet."

www.nea.org



Preventing Discipline Problems



- Be friendly but firm. Always start by being firm, you can relax later.
- Establish the rules and stick to them. From the first lesson make it clear to the students what is and isn't permissible. This can be done either as a negotiated classroom contract or as a list of rules laid down by you and the school. The latter is more effective if you think a contract will not be taken seriously by the students. Remember to treat the students consistently and fairly.
- Know the disciplinary procedure. Find out what steps can be taken if you have a problem and make it clear to the students as well. If you don't have a disciplinary procedure at your school, suggest one. It will give you confidence to deal with problems effectively.
- Put in the time to prepare motivating, fun lessons. Take into account the students' likes and dislikes. Ensure that you provide the right level of challenge. Too easy and they will become bored and disruptive, too difficult and they will feel de-motivated, switch off and become disruptive.
- Keep a snappy pace in your lessons. Allowing activities to drag on for too long will result in boredom. Change the focus and pace of the lesson regularly. Also, be aware of what is happening in your classroom. Keep your eyes and ears open to all parts of the room. Personal contact will encourage the students to participate in the lesson and will give you an idea of how the lesson is going. Look for signs of lost interest or distraction.
- Treat them like adults (don't patronise them), but don't forget that they are still children. Teenagers often respond well to being treated as older than they are. It is often how they wish to be perceived. Remember though that they can still get carried away very easily.
- Don't forget to highlight good work and praise the positive things in your students. All too often most of the attention is given to the students who misbehave.

www.teachingenglish.org.uk/think/methodology/teen_angst.shtml#two

Exciting the Moral Imagination Through Literature or Drama

Young people can often be introduced imaginatively or vicariously to the importance of good character. The stories they hear and the art they explore have the power to transform them. Tapping the moral imagination also provides a setting, safely detached from students' own lives, where they can comfortably ask, "What is the right thing to do?"

The following questions may be used as prompts for reader-response exercises, journal writing, or in-class discussion:

- Which character in the book [or novel, play, biography, or other work] you are reading would you most like to be like? Did this character face a difficult challenge? How did he or she overcome it?
- Which of his or her character traits would you most like to have in a friend? Why?
- What have you learned most from your encounter with this character?
- Which character would you least like to be like? Why? What have you learned from this character?
- Identify and briefly describe your favorite or least favorite character in the book, and write either an original poem that captures the personality and qualities of this character, or a journal entry from this character's point of view that chronicles his or her thoughts and reflections about a significant event or experience in the book.
- Write a letter to a friend that describes a memorable scene from the story. Be sure to explain why it was so memorable to you.
- Discuss something meaningful you have learned from this particular book. Be as specific as you can.

www.teachervision.fen.com/curriculum-planning/educational-philosophy/9095.html?detoured=1



Diet, Nutrition and Education

The impact of diet on education. (What research shows)

A healthy, well-prepared brain is one of the first essentials for learning anything. Like any other complex machinery, your brain needs energy. Basically it gets it from the food you eat.

Feed it a low-energy diet, and it won't perform well. Feed it a high-energy diet, and your personal computer will work smoothly, efficiently.

For energy it needs plenty of glucose. That's why fresh fruit and vegetables are so essential: they are rich in glucose.

To learn effectively – and for your mind and body to work effectively – your brain sends millions of messages around the body every second: sometimes billions. These messages travel along "axons", the major pathways that link each of your 100 billion active brain cells to each others and to all parts of your body.

Each axon is insulated by a myelin sheath, which acts as an insulator. The better the insulation, the more efficient the message is transmitted. And that transmission system is vitally affected by good diet.

Your brain also needs the right type of energy to produce chemical flows which impact on the electrical messages being transmitted around the brain and the body. Scientists call those chemical effects "neurotransmitters" (neuro meaning mind and transmit meaning to send). And these neurotransmitters in turn depend on a balanced diet, one that includes plenty of protein.

Iron deficiency is a major cause of poor mental performance. And Brian and Roberta Morgan, in the excellent book Brain Food, recommend a diet rich in lecithin to help improve memory. Foods rich in lecithin include peanuts, soya beans and wheatgerm. Potassium is another highly important dietary ingredient, supplied by bananas, oranges, apricots, avocados, melons, nectarines and peaches.

www.thelearningweb.net

John Joseph coming in November 2006

Today, John is affectionately known as the Brain Man. He runs over 80 full-day student workshops each year for about 12,000 students. Each student dissects a brain and discovers the thrill of learning about learning. John has featured in hundreds of newspaper articles for his work with kids, parents and teachers.

For more information, contact your nearest REARDEN office.

www.focusededucation.com

Kidshop & Mustard



An alternative bookstore in Lebanon.

Our children's bookstore is unique in the Middle East. We promote reading by providing an inviting area where our trained staff can read to children and encourage them to browse through our shelves freely and read any book of their choice. We also organize storytelling and activities based on books every week as well as birthday parties and private activities. All these are designed around carefully selected stories.

For more information: www.kidshopandmustard.com