



REARDEN presents The T-Break

in its 40th issue
March 2007

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

Launch Very Young Learners into English with JAMBOREE

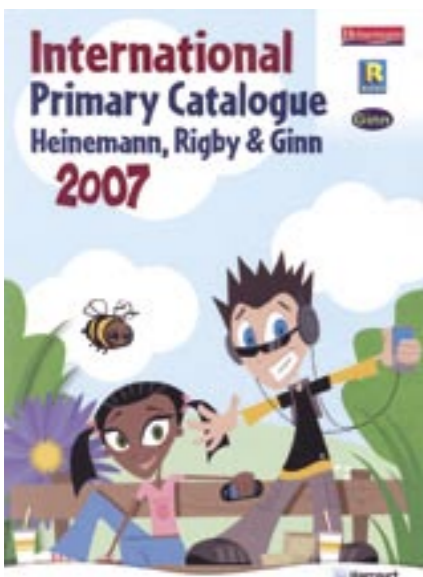
Jamboree has been designed especially for International Schools, by well known primary educators and language specialists, to introduce the English language to 3-5 year old children, using a **unique combination of attractive, fun resources**.

Shared reading takes place through **Big Books**, corresponding **Little Books** and **Audio CDs**.

The CDs read the stories aloud and include rhymes and chants. **Activity Books** enable children to practice and enjoy learning

through games and puzzles whilst the **Activity Guides** provide structure activities, photocopyables and flashcard templates.

Puppets help children to engage with language through role play. **The Stories** are chosen to nurture and extend children's developing awareness of stories as well as of language learning. The **Two - Level approach** ensures progression even within these early years.



Do You Ever Wish...

... that you could influence the publishers? Do you ever wish that you could tell them what you never want to change about a series? Or how you would adapt it if you had the chance?

Rearden want to hear from you. The time is NOW.

Heinemann, Rigby and Ginn really want to hear what **YOU** think.

So if you would be interested to be selected for a Focus Group we are looking to collect feedback on Abacus, Abacus Evolve, New Heinemann Math, Rigby Star, Key Language, New Star Science and Explore Science. The incentive is a free place at the Teacher Development session of your choice.

Contact Caroline Baker Farajalla by email at cbaker@rearden-educational.com

2007 Catalogues are HERE!

The New Primary, Secondary, Vocational and Specialist Information and Communication Technology Catalogues from Heinemann Rigby, Ginn, Heinemann and Payne Gallway will be here at the end of March 2007.

This year the three Primary catalogues from Heinemann, Rigby and Ginn have come together in one easy to use form. This is something that many customers have asked for and of course

makes a contribution to saving the earth's resources – but the Rearden Team will need to work out more as we now have less weight to carry!

There is a helpful index at the back of both the colour pages and the order form. The new design of the order form allows you to take out each page more easily. Rearden will welcome your feedback. Please contact us for an appointment.

Editorial

When the Rearden Teacher Training Department was set up a few years back, we had one criterion on our mind. Quality over quantity.

We are happy to say that we now have successfully organized 20 training sessions with trainers from all over the world. They have reached teachers in hundreds of schools across the Middle East, bringing them sessions carefully designed to fit their classrooms. We have organized workshops of high calibre for private sessions in individual schools designed to fit the specific needs of the teachers present.

The trainers we have worked with and continue to work with are experts in their field and talented in running workshops that are beneficial to the participants as we have always placed an importance on the practical over theoretical.

We continue to uphold the criterion of quality over quantity especially as we are preparing for our first mini conference in November 2007 and our first fully fledged conference in November 2008 on professional development and the art of teaching.

We take this opportunity to thank all our previous participants who have been extremely helpful through their candid evaluations of our sessions. We have always insisted that you try to thrash us in the evaluations so that we can always maintain a very high standard. We invite you to try and thrash us also now at our March sessions. We want the sessions we organise to be as close as possible to your demands. We hope to see you there.



Declaration of the Rights of the Child

Principle 10

The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood, and in full consciousness that his energy and talents should be devoted to the service of his fellow men.

BSME

Rearden Educational was at the British Schools in the Middle East conference from Tuesday 30 January till Saturday 3 February at the Shangri La hotel, Oman. Rearden exhibited at a stand for all four days of the conference and attended some of the sessions presented. The conference was centered around the idea of «Through the Eyes of Students», the view of education from the student's perspective. It was with great pleasure that Rearden participated in this event and we look forward to the next BSME conference.

Agenda



Rearden Educational's Teacher Training sessions, Dubai, UAE:

28th & 29th of March 2007

15th & 16th of October 2007

The London Bookfair:

16-04-2007 till 18-04-2007

Children's Bookfair, Bologna:

24-04-2007 till 27-04-2007

BookExpo America:

01-06-2007 till 03-06-2007

Frankfurt's Bookfair:

10-10-2007 till 14-10-2007

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

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Dr. Cheryll Duquette

Dr. Cheryll Duquette is a tenured associate professor in the faculty of education at the University of Ottawa. She is the author of “Students at Risk: Solutions to Classroom Challenges” that was listed as one of the best professional books for teachers in 2002 by *Resources Links*. Areas of specialty include Special Education, Teacher Education, and Native Teacher Education. Among published work, Dr. Duquette has written 20 papers in referred journals. She held editorial positions at Harcourt Brace, *Canadian Journal of Education*, *Journal of Teacher Education* and Prentice-Hall Canada, Inc. and was a consultant for curriculum development for the federal government. She has presented on numerous topics of education and childcare.



Session 1 March 28

Learning and Instructional Theories:

What are they?
How can I use them in my classroom?

What to Look for in Students Suspected of Having a Learning Disability

ELEMENTARY STUDENTS

Reading

- ☐ Difficulty in segmenting the sounds of a word
- ☐ Problems in associating sounds and letters
- ☐ Loses place regularly (tracking problem)
- ☐ Makes «wild» guesses (comprehension)
- ☐ Ignores punctuation and other cues
- ☐ Makes up words and inserts them into passage
- ☐ Reverses the letters of words (e.g., was and saw)
- ☐ Does not identify the main idea

Work Speed

- ☐ Frequently does not complete the written work
- ☐ Works more slowly than age and grade peers
- ☐ Has difficulty beginning a task
- ☐ Is frustrated under time pressure

Work with the Alphabet and Penmanship

- ☐ May confuse letters in reciting and writing
- ☐ Has poor handwriting: may be illegible
- ☐ Often mirrors or reverses letters

No students will exhibit all of the above characteristics. However, clusters of behaviors that are displayed frequently and over time may indicate that child has a learning disability.

Extracted from Cheryll Duquette’s book *Students at Risk*. Pembroke Publishers Limited. All rights reserved. Permission to reproduce for classroom use.

Session 2 March 29

Preventive Discipline:

From Models to Classroom Practice.

Agnès Malfettes-Wittmann

Agnès Malfettes-Wittmann est un professeur expérimenté, diplômée de la Sorbonne, dont la spécialité est l'apprentissage du Français Langue Etrangère pour enfants, adolescents et adultes confondus, et intervient au sein de différentes structures pédagogiques dans le monde entier. Elle a plusieurs cordes à son arc puisque ajouté à son poste de Directrice d'Edition aux « Editions Sillages », elle est aussi l'auteur de nombreux ouvrages de Méthodes de Français («Lily la Petite Grenouille», Fluo etc...) eux-mêmes édités par plusieurs Maisons d'Editions. Elle a aussi travaillé en collaboration avec le CNDP (Centre National de Documentation Pédagogique) pour l'élaboration de matériel pédagogique et a souvent été invitée à conduire des séminaires spécifiquement dédiés aux enseignants de Français Langue Etrangère de nombreux pays.



Atelier 1 March 28

La construction du sens:

Quelles sont les conditions qui doivent être réunies pour que l'enfant puisse pleinement s'appropriier son apprentissage et construire du sens avec les activités qui lui sont proposées en classe de langue ?

Atelier 2 March 29

Activités ludiques:

Comment faire le lien entre le jeu « pour le plaisir » et l'apprentissage ? Quelles situations de classe faut-il mettre en place, pour que le jeu soit un support de l'apprentissage au-delà du divertissement ?

10 games

Games for Classroom Fun!

Do you need ideas for occupying students during the last ten minutes of a busy day? Perhaps you want to reward kids at the end of a particularly productive day. These ten games are great for end-of-the-day fun. You can link many of them to classroom curricula too! It's a rainy day, everyone has to stay indoors, and the kids are driving you nuts. Maybe you just want to give a well-deserved break to students who have really been trying hard in class. What do you do? Play a game!

The kids probably like the games you usually play, but a little variety can't hurt them! Why not try Sparkle or Pass the Chicken?

SPARKLE

This game serves as good practice for the week's (or previous weeks') spelling words. Arrange students in a line. The game leader calls out the first word. The first person in line calls out the first letter in that word. The second person calls out the second letter. The third person calls out the third letter and so on. The person who says the last letter in the word must turn to the next person in the sequence and say sparkle. The person who is «sparkled» must return to his or her seat. If a word is misspelled, the person to say the first wrong letter must sit down and the spelling of that word continues. After a student is sparkled, the leader calls out a new word. The game continues until only one student remains standing.

PASS THE CHICKEN!

In this game, nobody wants to hold the rubber chicken -- the game's only prop! To begin the game, all students sit in a circle. Select one person to be It. That person holds the rubber chicken. The teacher or a «caller» says to the person holding the chicken,

«Name five presidents of the United States. Pass the chicken!» As soon as the caller says, «Pass the chicken,» the person holding the chicken passes it to the right. Students quickly pass the chicken around the circle. If it returns to the original holder before he or she can name five presidents of the United States, the holder is still It. Otherwise, the person holding the chicken when It finishes listing five presidents is the new It. You should prepare the topic cards for this game in advance. Topics can relate to your curriculum or be general information topics. The student who is It must name five items in the called-out category in order to get rid of the dreaded chicken!

 <http://www.educationworld.com/>

Rearden Educational’s Teacher Training sessions will be held on the 28th and 29th of March, 2007.



For more information about our regular or tailor made sessions for schools please do not hesitate to call us on the following numbers:

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Or email us on
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