

Charolette Danielson Science Unit Lesson Templates

A coloring book to familiarize the user with the Primary elements in the Periodic Table. The Periodic Table Coloring Book (PTCB) was received worldwide with acclaim. It is based on solid, proven concepts. By creating a foundation that is applicable to all science ("Oh yes, Hydrogen, I remember coloring it, part of water, it is also used as a fuel; I wonder how I could apply this to the vehicle engine I am studying...") and creating enjoyable memories associated with the elements science becomes accepted. These students will be interested in chemistry, engineering and other technical areas and will understand why those are important because they have colored those elements and what those elements do in a non-threatening environment earlier in life.

"Clearly written and well organized, this book shows how to apply the principles of universal design for learning (UDL) across all subject areas and grade levels. The editors and contributors describe practical ways to develop classroom goals, assessments, materials, and methods that use UDL to meet the needs of all learners. Specific teaching ideas are presented for reading, writing, science, mathematics, history, and the arts, including detailed examples and troubleshooting tips. Particular attention is given to how UDL can inform effective, innovative uses of technology in the inclusive classroom. Subject Areas/Keywords: assessments, classrooms, content areas, curriculum design, digital media, educational technology, elementary, inclusion, instruction, learning disabilities, literacy, schools, secondary, special education, supports, teaching methods, UDL, universal design Audience: General and special educators in grades K-8, literacy specialists, school psychologists, administrators, teacher educators, and graduate students"--

The sixth edition of Methods for Effective Teaching provides the most current research-based coverage of teaching methods for K-12 classrooms on the market today. In a straightforward, user-friendly tone, the expert author team writes to prepare current and future educators to be effective in meeting the needs of all the students they teach. In this new edition, all content is carefully aligned to professional standards, including the recently revised InTASC standards. Uniquely emphasizing today's contemporary issues, such as both teacher-centered and student-centered strategies; a myriad of ways to differentiate instruction, promote student thinking, and actively engage students in learning; approaches for teaching English language learners, and an added emphasis on culturally responsive teaching, this highly-regarded textbook is the perfect combination of sound teaching methods and cutting edge content. Presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.

Changing School Supervisory Practice One Teacher at a Time

STEM: Earth/Space Science

The Framework for Teaching Evaluation Instrument, 2013 Edition

How We Can Achieve Unprecedented Improvements in Teaching and Learning

Rethinking Teacher Evaluation in Chicago

The Differentiated Classroom

Understanding by Design

Teacher Evaluation: Guide to Professional Practice is organized around four dominant, interrelated core issues: professional standards, a guide to applying the Joint Committee's Standards, ten alternative models for the evaluation of teacher performance, and an analysis of these selected models. The book draws heavily on research and development conducted by the Federally funded national Center for Research on Educational Accountability and Teacher Evaluation (CREATE). The reader will come to grasp the essence of sound teacher evaluation

and will be able to apply its principles, facts, ideas, processes, and procedures. Finally, the book invites and assists school professionals and other readers to examine the latest developments in teacher evaluation.

Contains performance tasks that can be used to assess high school students' understanding of the basic concepts used in mathematics.

*With its clear definition of the elements of good teaching, the framework for teaching, designed by Charlotte Danielson, is used by educators around the world for professional preparation, recruitment and hiring, mentoring and induction, professional development, and performance appraisal. This action tool can guide you in applying the framework in your own classroom or school and strengthening your professional practice with proven strategies. Broken down into the different domains, components, and elements of the framework, each section provides examples of best practices for the higher levels of performance, followed by a variety of tools that teachers can adapt and incorporate into their instruction. Self-assessments at the domain and component levels help you analyze your own practice. And the activities for each element can be used in your planning or with students, helping you develop the techniques that strengthen your practice. Whether you use the tools on your own or with colleagues in a study group or professional learning community, implementing the framework for teaching can help you become a better teacher. Charlotte Danielson is also founder of the Danielson Group. Although much has changed in schools in recent years, the power of differentiated instruction remains the same—and the need for it has only increased. Today's classroom is more diverse, more inclusive, and more plugged into technology than ever before. And it's led by teachers under enormous pressure to help decidedly unstandardized students meet an expanding set of rigorous, standardized learning targets. In this updated second edition of her best-selling classic work, Carol Ann Tomlinson offers these teachers a powerful and practical way to meet a challenge that is both very modern and completely timeless: how to divide their time, resources, and efforts to effectively instruct so many students of various backgrounds, readiness and skill levels, and interests. With a perspective informed by advances in research and deepened by more than 15 years of implementation feedback in all types of schools, Tomlinson explains the theoretical basis of differentiated instruction, explores the variables of curriculum and learning environment, shares dozens of instructional strategies, and then goes inside elementary and secondary classrooms in nearly all subject areas to illustrate how real teachers are applying differentiation principles and strategies to respond to the needs of all learners. This book's insightful guidance on what to differentiate, how to differentiate, and why lays the groundwork for bringing differentiated instruction into your own classroom or refining the work you already do to help each of your wonderfully unique learners move toward greater knowledge, more advanced skills, and expanded understanding. Today more than ever, *The Differentiated Classroom* is a must-have staple for every teacher's shelf and every school's professional development collection.*

The Multiplayer Classroom

Lessons Learned from Classroom Observations, Principal-Teacher Conferences, and District Implementation

Enhancing Professional Practice

Building Background Knowledge for Academic Achievement

Results Now

Integrating Inquiry and the Internet

Designing & Teaching Learning Goals & Objectives

A complete instructional leadership system for improving classroom practice! Based on the Vermont Classroom Observation Tool, diagnostic classroom observation (DCO) provides principals with guidance for the entire instructional supervision process, from preconference analysis to postconference follow-up. The model includes protocols for observing math/science and literacy instruction, criteria for recognizing exceptional teaching, and standards for determining classroom quality and student engagement. Readers will also find: Classroom observation forms to help identify instructor strengths and weaknesses Scoring forms to assist with the final evaluation and review process Real-world vignettes that illustrate key indicators of quality teaching Guidance for introducing DCO into any school setting

The framework for teaching document is an evolving instrument, but the core concepts and architecture (domains, components, and elements) have remained the same. Major concepts of the Common Core State Standards are included. For example, deep conceptual understanding, the importance of student intellectual engagement, and the precise use of language have always been at the foundation of the Framework for Teaching, but are more clearly articulated in this edition. The language has been tightened to increase ease of use and accuracy in assessment. Many of the enhancements to the Framework are located in the possible examples, rather than in the rubric language or critical attributes for each level of performance.

Life comes in many shapes and sizes! Do you know what the differences are between plants and animals? Learn about these differences and the role of genetics in the structures of life. See science at work in the real world and use what you learn to identify a fossil you have found! Includes a note to caregivers, a glossary, a discover activity, and career connections, as well as connections to science history.

It's challenging to teach science well to all students while connecting your lessons to the Next Generation Science Standards (NGSS). This unique book portrays real teaching scenarios written by the teachers on the NGSS Diversity and Equity Team. The seven authentic case studies vividly illustrate research-and standards-based classroom strategies you can use to engage seven diverse demographic

groups: economically disadvantaged students; students from major racial and ethnic groups; students with disabilities; English language learners; girls; students in alternative education; and gifted and talented students. Supplementing the case studies are additional chapters to deepen your understanding of the strategies and make what you learn more usable. These chapters address how to design units with the NGSS and diversity in mind, apply a rubric to improve your teaching using the NGSS with diverse student groups, and use the case studies in teacher study groups. Furthermore, leaders of the NGSS, including Helen Quinn, Stephen Pruitt, Andres Henriquez, and Joe Krajcik, offer their insights and commitments to diversity and equity. Using the Framework for Teaching in Your School Research on what Works in Schools

Diagnostic Classroom Observation

The Newest Rubric Enhancing the Links to the Common Core State Standards, with Clarity of Language for Ease of Use and Scoring

**Empower Your Students to Collaborate, Lead, and Succeed
A Framework for Teaching**

The Framework for Teaching Evaluation Instrument, 2013 Edition
The Newest Rubric Enhancing the Links to the Common Core State Standards, with Clarity of Language for Ease of Use and Scoring

In this important book, education expert Kim Marshall shows how to break away from the typical and often ineffective evaluation approaches in which principals use infrequent classroom visits or rely on standardized test scores to assess a teacher's performance. Marshall proposes a broader framework for supervision and evaluation that enlists teachers in improving the performance of all students. Emphasizing trust-building and teamwork, Marshall's innovative, four-part framework shifts the focus from periodically evaluating teaching to continuously analyzing learning. This book offers school principals a guide for implementing Marshall's framework and shows how to make frequent, informal classroom visits followed by candid feedback to each teacher; work with teacher teams to plan thoughtful curriculum units rather than focusing on individual lessons; get teachers as teams involved in low-stakes analysis of interim assessment results to fine-tune their teaching and help struggling students; and use compact rubrics for summative teacher evaluation. This vital resource also includes extensive tools and advice for managing time as well as ideas for using supervision and evaluation practices to foster teacher professional development.

Ready-to-use forms and instruments offer sound advice and step-by-step

procedures for how teachers and other school staff can incorporate the framework for professional practice into their work. Includes guidance and tools for evaluation by self, mentors, and supervisors.

Help ELLs achieve success with an integrated, collaborative program! This resource provides a practical guide to collaboration and co-teaching between general education teachers and ESL specialists to better serve the needs of ELLs. Offering classroom vignettes, step-by-step guidelines, ready-to-use resources, and in-depth case studies, the authors help educators: Understand the benefits and challenges of collaborative service delivery Teach content while helping students meet English language development goals Choose from a range of collaborative strategies and configurations, from informal planning and collaboration to a co-teaching partnership Use templates, planning guides, and other practical tools to put collaboration into practice

A Practical Pathway to 21st Century Skills

STEM: Physical Science

A Collection of Performance Tasks & Rubrics: Middle School Mathematics

Learn Like a Pirate

Building Capacity for Teaching Engineering in K-12 Education

Problem-Based Learning for Math & Science

Universal Design for Learning in the Classroom

Brain Science for Principals: What School Leaders Need to Know features leadership of learning from the perspective of recent findings of educational neuroscience. Each chapter explores a question related to learning and offers practical suggestions for principals. Divided into six sections, each of the 24 short chapters can stand alone or the book can be read cover-to-cover. The opening section explains how understanding brain neuroplasticity changes belief in fixed intelligence. A partial list of subjects explored in the book includes neurogenesis, neurodiversity, memory, brain fitness, the emotional connection, effects of stress, poverty, embodied cognition, movement, mindset, ELL issues, multitasking, the role of the arts, ages and stages of the brain, emotional intelligence, creating resonance, and maintaining mindfulness. The conclusion underscores how neuroscientifically literate principals can enhance learning and advance social justice. Writers of the book anticipate a future when educational neuroscience findings about learning become part of the education of every principal and school leader. Knowing how the brain works is the key to the future of education.

Describes a framework for teaching based on the PRAXIS III criteria which identifies those aspects of a teacher's responsibilities that promote improved student learning; exploring twenty-two components, grouped into the four domains of planning and preparation, classroom environment, instruction, and professional

responsibilities.

Provides information on how to use sustained silent reading and instruction in subject-specific vocabulary terms to attain academic achievement.

The authors of Understanding by Design share a compelling strategy for creating schools that truly fulfill the central mission of education: to help students become thoughtful, productive, and accomplished at worthy tasks.

Moving Beyond Best Practice

What School Leaders Need to Know

STEM: Life Science

Who Are You Who Are So Wise in the Science of Teaching?

Implementing the Framework for Teaching in Enhancing Professional Practice

Collaboration and Co-Teaching

Schooling by Design

An accessible, engaging primer on the eight science practices at the heart of the Next Generation Science Standards (NGSS), providing K–8 instructional leaders with the grounding they need to ensure excellent science instruction in every classroom. The book reconceptualize science instruction by redefining the teacher as someone who helps students construct their own knowledge by "thinking like scientists" and engaging in discrete science practices. However, with STEM teachers in short supply and generalists often feeling underprepared to teach elementary and middle school science, what can instructional leaders do to ensure students get a strong start in this critical area and learn to love science? Although a content-neutral approach to supervision—one that emphasizes general pedagogical features such as student engagement, cognitive load, or classroom management—is undoubtedly beneficial, the best instructional leaders know that content-specific approaches are necessary to achieve real excellence. We therefore need to go deeper if we want to help both teachers and students with the science practices. We need science-specific supervision. With that in mind, the authors provide vignettes and examples of the science practices, advice on observing science classrooms, concrete look-fors, and guidance on fostering ongoing teacher learning. They also offer a rich compendium of research- and evidence-based resources, including sample lessons, FAQs, and more than a dozen downloadable tools to facilitate classroom observation, feedback sessions, and professional development. This is an essential guide for any K–8 instructional leader who wants to empower all teachers to provide all students with rich science experiences and develop the cognitive and noncognitive skills students will need to thrive in more advanced courses, work, and society.

Go beyond gamification's badges and leaderboards with the new edition of the book, first published in 2011, that helped transform education. Going far beyond the first edition's *Multiplayer Classroom*, forthrightly examining what worked and what didn't over years of development, here are the tools to design any structured learning experience as a game to engage your students, raise their grades, and ensure their attendance. Suitable for use in the classroom or the boardroom, this book features a reader-friendly style that introduces concepts and vocabulary in a logical way. Also included are case studies, both past and present, from others teaching in their own multiplayer classrooms around the world. You

don't need any experience making games or even playing games to use this book. You even need a computer. Yet, you will join many hundreds of educators who have learned to create multiplayer games for any age on any subject. Lee Sheldon began his writing in television as a writer-producer, eventually writing more than 200 shows ranging from Charlie's Angels (writer) to Edge of Night (head writer) to Star Trek: The Next Generation (writer-producer). Having written and designed more than 40 commercial and applied games, Lee spearheaded the first full writing for games concentration in North America at Rensselaer Polytechnic Institute and the second writing concentration at Worcester Polytechnic Institute, where he is now a professor of practice. Lee is a regular lecture consultant on game design and writing in the United States and abroad. His most recent commercial game, the award-winning The Lion's Song, is currently on Steam.

Translate standards-based content into enriched learning projects that build 21st century skills. A valuable tool for teachers, this book uses an enriched learning projects model to develop student skills in communication, collaboration, critical thinking, creativity, and and cross-cultural awareness. It highlights e-tools that enhance projects and presents research-based instructional strategies that engage students.

Change the entire school culture with this collaborative method of supervision! For years the classic supervision model has frustrated both principals and teachers by fostering superior-subordinate relationships, focusing on teacher conformity rather than growth, or producing checklist data that are irrelevant to the curriculum. The Three-Minute Classroom Walk-Through offers a practical, time-saving alternative that impacts student achievement by cultivating self-reliant teachers who are continuously improving their practice. This method answers principals' key questions: Is the work of my teachers aligned with district curriculum? Are my teachers using research-based "best practices"? Are they choosing instructional strategies that will promote student achievement?

How to Work Smart, Build Collaboration, and Close the Achievement Gap
Guide to Effective Practice

The Cart That Carried Martin

Practical Applications

Brain Science for Principals

Responding to the Needs of All Learners

Enriched Learning Projects

This title provides teachers with the tools they need to help students learn in an integrated, real-world instructional environment.

Design and teach effective learning goals and objectives by following strategies based on the strongest research available. This book includes a summary of key research behind these classroom practices and shows how to implement them using step-by-step hands-on strategies. Short quizzes help readers assess their understanding of the instructional best practices explained in each section.

The popular author of Classroom Instruction That Works discusses 10 questions that can help teachers sharpen their craft and do what really works for the particular students in their classroom.

The framework for teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching. The framework may be used

as the foundation of a school's or district's recruitment and hiring, mentoring, coaching, professional development, and teacher evaluation processes, thus linking all those activities together and helping teachers become more thoughtful practitioners. The actions teachers can take to improve student learning are clearly identified and fall under four domains of teaching responsibility: Planning and Preparation, the School Environment, Instruction, and Professional Responsibilities. Within the domains are 22 components and 76 descriptive elements that further refine our understanding of what teaching is all about. The framework defines four levels of performance--Unsatisfactory, Basic, Proficient, and Distinguished--for each element, providing a valuable tool that all teachers can use. This second edition has been revised and updated and also includes frameworks for school specialists, such as school nurses, counselors, library and media specialists, and instructional coaches. Comprehensive, clear, and applicable to teaching across the K-12 spectrum, the framework for teaching described in this book is based on the PRAXIS III: Classroom Performance Assessment criteria developed by Educational Testing Service and is compatible with INTASC standards.

The Periodic Table of Elements Coloring Book

Physical Education Scope and Sequence

Strategies for English Learners

Mission, Action, and Achievement

A Lesson Plan for Teachers (New and Old!)

Designing Coursework as a Game

Making Revolutionary Changes in Teaching and Learning

*Looking for advice and guidance on how to implement differentiated instruction throughout your school? Learn from the experts. Administrators and teachers alike will find viable ideas and answers to questions as leaders at two schools share milestones and vignettes from their real-life experiences in converting entire faculties to this dynamic approach to teaching and learning. The authors balance broadly applicable guidance with specific illustrations of how two schools—a middle-income elementary school and a mixed-income high school—experienced the change process in dramatically different ways. In both instances, the new approach to teaching and learning had sweeping, positive results for staff and students. Carol Ann Tomlinson, Kay Brimijoin, and Lane Narvaez have combined their expertise with differentiation in schools—including professional development, research, leadership, coaching, and teaching—to highlight factors that contributed to the continuing success of school reinvention efforts such as *Approaching change with the particular school culture in mind. *Leading a staff toward change with appropriate pushes, pauses, and acknowledgments. *Fostering continued growth in understanding and skill with differentiation in the classroom. *Encouraging teachers to reinforce one another's strengths. *Monitoring progress toward expanded flexibility in instructional approaches. *Nurturing teacher leaders who can sustain the effort beyond one principal's tenure. *Providing strong support and role models for deep and broad changes in the school's teaching practices and learning potential. Every educator seeking to move beyond isolated efforts to differentiate instruction will find practical support and inspiration in this book. At the same time, you'll gain understanding about the key characteristics needed for deep, lasting instructional change that taps into the learning potential of all students in your classrooms and schools.*

Teacher evaluation is arguably the hottest issue in education right now. Because of Race to the Top, many states and districts around the country are designing and implementing new teacher evaluation systems that--for the first time ever--evaluate teachers based on how much their students learn. However, there is limited research on how to build an evaluation system centered on classroom observations that can distinguish between effective and ineffective teaching. This report from the University of Chicago Consortium on School Research focuses on Chicago, but the lessons learned have significant applicability to districts across the country. The report is one of the first to provide research-based evidence showing that new teacher observation tools, when accompanied by thoughtful evaluation systems and professional development, can effectively measure teacher effectiveness and provide teachers with feedback on the factors that matter for improving student learning. This is especially relevant for those districts that are implementing the Charlotte Danielson Framework for Teaching, including Arkansas, Delaware, Florida, Idaho, Illinois, New Jersey, New York, South Dakota, Washington, Los Angeles, and Pittsburgh.

Based upon years of reviewing the work product of building principal's evaluations of their teaching staff, it has been evident to me there is a clear need to improve this critical aspect of school administration. This book is designed to provide building principals (and assistant principals) with guidance on (1) the necessary preparation of the principal to be effective at guiding and coaching their staff; (2) the laying of the foundation for their teachers to know the standard of performance expected by the school district as whole, and the specific building where they serve, guide, and teach their students; (3) the teaching of their instructional staff what constitutes good lesson planning and instruction as defined by the educational model adopted by the school and art of teaching under that model; (4) developing the skills for the writing of effective teacher formative and summative evaluations to assist in the improvement of instruction; and (5) the work required in (1) to (4) above to establish and qualify the principal as an expert witness under the Rules of Evidence if he/she is called upon to participate in the end game of moving an underperforming teacher along. The book is designed as a step-by-step process with reading assignments, and self-instruction tasks at the end of each chapter applying the concepts, teaching, supporting, and assisting teachers in the science of teaching needed to develop, maintain, and excel at their craft. It is shown scientifically that where teachers know the district's standards of performance, student learning improves, and students learn how to learn—essential in today's ever-changing society. Being an effective building principal thus requires you to be an expert in your field(i.e., that person who is rhetorically asked, "Who are you who are so wise in the science of teaching?").

About the Author As you will surmise quickly in reading this book, Rex Schultze has had the fortunate circumstance of being immersed in public education for his entire life from 1951 to the present - as a teacher's and administrator's kid; as a high school teacher for four years; as the brother of an elementary school teacher and administrator; and, as a lawyer with a 40 year practice focused on public education both K-12 and community college levels. As such, he brings to you in "Who are you who are so wise in the science of teaching" a lifetime of perspective on the value of an education, and particularly public education, the most important equalizer of the citizens of our country and the need to grow, support and nurture the best teachers possible. Rex is a Boomer - as in "Baby Boomer" ("OK Boomer") - an early version of that generation that grew up in the 50's and

60's, so you will find references to the movies and music of those days throughout the book to add perspective and some fun. (Apologies in advance for the succeeding generations; you can "google" the references - a contribution by Rex to your personal history journey).

"QR codes provide additional Pirate resources!"--Page 4 of cover.

Meeting the Needs of All Students

Read Along or Enhanced eBook

The Art and Science of Teaching

Teacher Evaluation

A Comprehensive Framework for Effective Instruction

The Structures of Life

Methods for Effective Teaching

Create an active learning environment in grades K-12 using the 5E inquiry-based science model! Featuring a practical guide to implementing the 5E model of instruction, this resource clearly explains each "E" in the 5E model of inquiry-based science. It provides teachers with practical strategies for stimulating inquiry with students and includes lesson ideas. Suggestions are provided for encouraging students to investigate and advance their understanding of science topics in meaningful and engaging ways. This resource supports core concepts of STEM instruction.

According to author Mike Schmoker, there is a yawning gap between the most well-known essential practices and the reality of most classrooms. This gap persists despite the hard, often heroic work done by many teachers and administrators. Schmoker believes that teachers and administrators may know what the best practices are, but they aren't using them or reinforcing them consistently. He asserts that our schools are protected by a buffer--a protective barrier that prevents scrutiny of instruction by outsiders. The buffer exists within the school as well. Teachers often know only what is going on in their classrooms--and they may be completely in the dark about what other teachers in the school are doing. Even principals, says Schmoker, don't have a clear view of the daily practices of teaching and learning in their schools. Schmoker suggests that we need to get beyond this buffer to confront the truth about what is happening in classrooms, and to allow teachers to learn from each other and to be supervised properly. He outlines a plan that focuses on the importance of consistent curriculum, authentic literacy education, and professional learning communities for teachers. What will students get out of this new approach? Learning for life. Schmoker argues passionately that students become learners for life when they have more opportunities to engage in strategic reading, writing with explicit guidance, and argument and discussion. Through strong teamwork, true leadership, and authentic learning, schools and their students can reach new heights. Results Now is a rally cry for educators to focus on what counts. If they do, Schmoker promises, the entire school community can count on unprecedented achievements.

Engineering education is emerging as an important component of US K-12 education. Across the country, students in classrooms and after- and out-of-school programs are participating in hands-on, problem-focused learning activities using the engineering design process. These experiences can be

engaging; support learning in other areas, such as science and mathematics; and provide a window into the important role of engineering in society. As the landscape of K-12 engineering education continues to grow and evolve, educators, administrators, and policy makers should consider the capacity of the US education system to meet current and anticipated needs for K-12 teachers of engineering. Building Capacity for Teaching Engineering in K-12 Education reviews existing curricula and programs as well as related research to understand current and anticipated future needs for engineering-literate K-12 educators in the United States and determine how these needs might be addressed. Key topics in this report include the preparation of K-12 engineering educators, professional pathways for K-12 engineering educators, and the role of higher education in preparing engineering educators. This report proposes steps that stakeholders - including professional development providers, postsecondary preservice education programs, postsecondary engineering and engineering technology programs, formal and informal educator credentialing organizations, and the education and learning sciences research communities - might take to increase the number, skill level, and confidence of K-12 teachers of engineering in the United States.

Read Along or Enhanced eBook: The strength and spirit of Dr. Martin Luther King, Jr. permeates this picture book about the funeral of Dr. King in Atlanta, Georgia, in 1968. Quiet, yet affecting, **THE CART THAT CARRIED MARTIN** is a unique tribute to the life of a man known world-wide for his outstanding efforts as a leader of the African-American Civil Rights Movement. Eve Bunting focuses on the funeral procession of Dr. King, beginning with the two men who found the cart to carry him through the streets of Atlanta. After painting it green, two mules named Belle and Ada are hitched to the cart where Dr. King's coffin is placed. Tens of thousands of mourners gather as the cart makes its way to Ebenezer Baptist Church, and then past the Georgia state capitol to Morehouse College. All the while, crowds of people pay their respects by singing songs of hope. Bunting's thoughtful, well-chosen words, coupled with Don Tate's soft colors provide the reader with a sense of hope and reverence, rather than the grief and despair one might expect. Back matter includes a brief introduction to Dr. Martin Luther King, Jr.'s work, assassination, and funeral, accompanied by a full-color historical photograph of the real cart, drawn by Belle and Ada.

The Three-Minute Classroom Walk-Through

The Instructional Leader's Guide to Implementing K-8 Science Practices

The Handbook for Enhancing Professional Practice

The 5Es of Inquiry-Based Science

The Differentiated School

Rethinking Teacher Supervision and Evaluation

NGSS for All Students