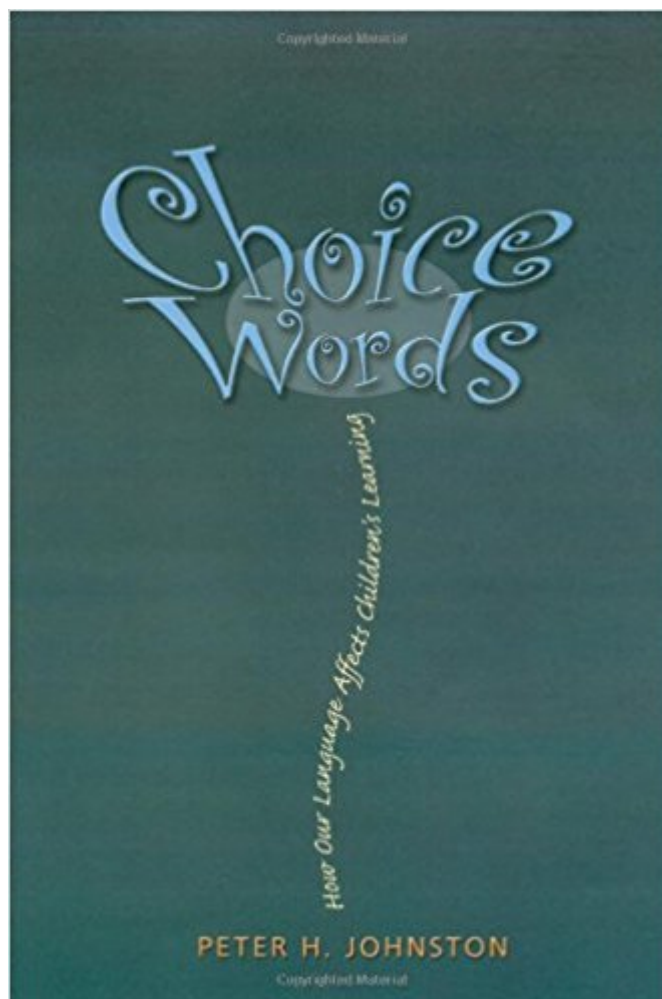


The book was found

# Choice Words: How Our Language Affects Children's Learning



## Synopsis

In productive classrooms, teachers don't just teach children skills: they build emotionally and relationally healthy learning communities. Teachers create intellectual environments that produce not only technically competent students, but also caring, secure, actively literate human beings. *Choice Words* shows how teachers accomplish this using their most powerful teaching tool: language. Throughout, Peter Johnston provides examples of apparently ordinary words, phrases, and uses of language that are pivotal in the orchestration of the classroom. Grounded in a study by accomplished literacy teachers, the book demonstrates how the things we say (and don't say) have surprising consequences for what children learn and for who they become as literate people. Through language, children learn how to become strategic thinkers, not merely learning the literacy strategies. In addition, Johnston examines the complex learning that teachers produce in classrooms that is hard to name and thus is not recognized by tests, by policy-makers, by the general public, and often by teachers themselves, yet is vitally important. This book will be enlightening for any teacher who wishes to be more conscious of the many ways their language helps children acquire literacy skills and view the world, their peers, and themselves in new ways.

## Book Information

Paperback: 120 pages

Publisher: Stenhouse Publishers (January 1, 2004)

Language: English

ISBN-10: 1571103899

ISBN-13: 978-1571103895

Product Dimensions: 6 x 0.3 x 9 inches

Shipping Weight: 6.4 ounces (View shipping rates and policies)

Average Customer Review: 4.5 out of 5 stars 91 customer reviews

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## Customer Reviews

"This small book is packed with big ideas about the importance of teacher language." -

Instructor  
"Not only is the information important, but reading *Choice Words* will make you a better communicator with anyone, anywhere." - Language Arts  
"This slim book will provoke conversation

and question in professional development discussions and serves as a beginning for inquiry into vocabulary as cultural practice." - NERA Journal "In this accessible, exciting, and important book, teachers will find rich examples of ways to consciously use language to build classroom communities." - Voices from the Middle "This is a powerful book, one that will reinforce the language thoughtful teachers employ to help students become independent active learners." - English Journal "Teachers can use this book as a guide to enhancing the climates in their classrooms, and encourage their students to development agency." - Education Book Review "Now, when someone asks me "What is your favorite book?" I must say, &#39;Considering all the fiction, nonfiction, books, articles, children&#39;s books, magazines, and professional texts I have read over almost forty years, my favorite piece of writing is Choice Words.&#39;" - LiteracyHead blog

If you have small children or if you are a teacher of small children, buy this book now. What you are saying, how you are saying it is socially constructing that child with every word that comes out of your mouth. The book points out that subtle changes can be made that are very influential to a child's ears - "Remember to..." as opposed to "Don't forget...". The latter phrase is negative, whereas the former is a positive reinforcer.

As described -- fast shipping -- thank you!!

Whole the book is talking about literacy instruction, the focus on a teacher's language and interactions with their students can be used in all classroom situations.

This book is written unlike any other textbook I have read. I loved it.

Excellent text about the importance of how we talk to students on a daily basis. The slightest changes in our language can have a huge impact on students' self esteem, motivation, and growth mindset. I am an instructional coach and have used this book more than once in my work with teachers. A must read.

Any first time educators or any current educator, please read this book! It will change your perspective of education and how we present ourselves to our students.

A must read for teachers and parents!

This book does a good job, with direct classroom observations as examples, of showing what a difference a teacher makes in developing student thinking processes. In the good old days of the "three R's," Readin', Writin', and 'Rithmetic," students were rewarded for knowing the right answer. And it is true that you can't think without some stored knowledge, including bare facts, with which to do the cogitating. Readers may think, "There's nothing new here," or "I've been doing that," but they may also be reminded how students are influenced in how they respond to life's problems and challenges. The book also makes clear the ways that teachers can give student classroom approval without making that student a "teacher's pet" to his/her peers. How to co-operate in groups and learning pairs can be encouraged and facilitated with the well-chosen teacher's comments and questions. Reading the book will remind you of what you know and possibly practice, and put it all in perspective. The difference between the teacher as Fount of All Knowledge and the teacher who helps children develop intellectual curiosity is a strong point made throughout. **Teach the Way the Brain Learns: Curriculum Themes Build Neuron Networks**

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