



Enticing Reads

This year, Heinemann brought out two series focusing on the needs of International Schools.

Jamboree, an exciting interactive approach to school children 3 to 5 years old who are learning English for the first time

Heinemann English Readers, a targeted series of fiction, non-fiction and Science readers from elementary to advanced levels.

In this edition of T-Break we are going to focus on the benefits

that the Science Titles can bring to your students.

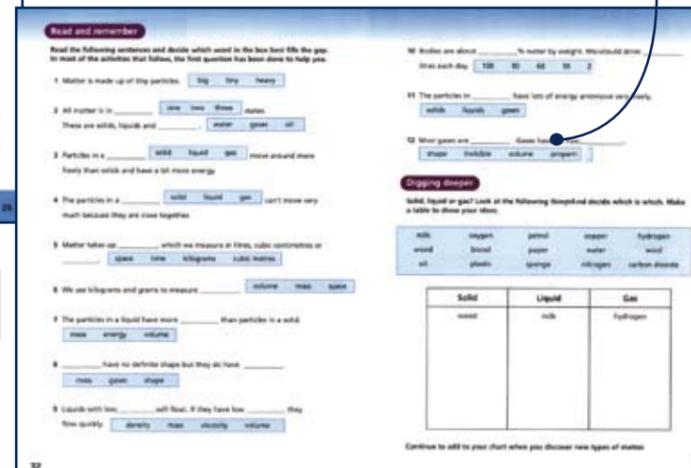
The Science readers reinforce the vocabulary and the concepts of key parts of the science curricula.

Heinemann English Readers have been developed by ESL experts to really meet the needs of language learners in specialised areas. Each reader is designed to make important vocabulary memorable, through methods that strengthen every student's understanding.



Heinemann English Readers are high quality books from first class authors and illustrators

Comprehension, language and grammar exercises develop language skills based on the themes and content of the reader



The readers are colourful and accesible with lots of visual support

Reinforcement bands on every page provide focused language support

Accompanying Heinemann English Readers is a programme organiser with advice to teachers and parents on getting the most out of the books. This includes photocopy masters as well as key guidance for the teaching of English as another language

Elementary Science Titles	Intermediate Titles	Advanced Titles
• The Water Cycle,	• Breathing	• Magnetism
• Changing Material	• Hot and Cold	• Energy Transfers
• Sound	• Matter	• Forces
• Circuit Challenge	• Electricity and Magnetism	• Elements and Compounds
• Life in a Colony – Ants	• Coral Reef Explorer	• Chemicals in Action
• The life Cycle of the Grasshopper	• Life Cycles	• Cells and Cell function
• The Planets	• Minerals	• Materials Technology
• Energy	• Eyes	• Bones
• Thunder and Lightening	• Classifying Reptiles	• Acid and bases
• Colours	• Energy Alternatives	• Incredible Mammals

Reap The Benefits

Incorporating HER into your students' library and reading list will ensure that each student raises their standard of achievement. Although the titles are divided into Elementary, Intermediate and Advanced, the information is presented in such a way that students aged 7 to 17 can relate and benefit from the information.

There are 30 Science titles to date and 60 other Heinemann English Readers in the series.

REARDEN presents The T-Break

in its 39th issue
January 2007

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

Encouraging Creativity in Early Childhood Classrooms

Adults are often amazed by young children's unexpected perceptions of the world and the unique ways in which they express their imagination. We also know, however, that children usually need adult support to find the means and the confidence to bring forth their ideas and offer them, day after day, to teachers, parents, and friends.

What Teachers Can Do

Given what is known about young children's learning and about their amazing competence to express their visions of themselves and their world, how can the classroom be modified to best support children's emerging creativity?

Time. Creativity does not follow the clock. Children need extended, unhurried time to explore and do their best work.

Space. Children need a place to leave unfinished work to continue the next day, and space that inspires them to do their best work.



A space that has natural light, harmonious colors, comfortable and child-sized areas, examples of their own and others' work (not only their classmates, but as appropriate, also their teachers and selected adult artists), and inviting materials.

Materials. These materials can include paper goods of all kinds, writing and drawing tools, materials for constructions and collages, such as buttons, stones, shells, beads, and seeds, and sculpting materials, such as play dough, goop, clay, and shaving cream. These materials are used most productively and imaginatively by children when they themselves have helped select, organize, sort, and arrange them.

Climate. The classroom atmosphere should reflect the adults' encouragement and acceptance of mistakes, risk-taking, innovation, and uniqueness, along with a certain amount of mess, noise, and freedom. In order to create such a climate, teachers must give themselves permission to try artistic activity themselves, even when they have not been so fortunate as to have had formal art training or to feel they are naturally "good at art."

Occasions. Children's best and most exciting work involves an intense or arousing encounter between themselves and their inner or outer world. Teachers provide the occasions for these adventures. For example, teachers can encourage children to represent their knowledge and ideas before and after they have watched an absorbing show, taken a field trip, or observed and discussed an interesting plant or animal brought into class. Teachers can put up a mirror or photos of the children in the art area, so children can study their faces as they draw their self- portrait. Teachers can offer children the opportunity to check what they have drawn against an original model and then let them revise and improve upon their first representation.

Agenda



BSME Conference (British Schools in the Middle East), Oman:

30th of January till the 3rd of February 2007
(Rearden Team will be there!)

Rearden Educational's Teacher Training sessions:

28th & 29th of March 2007

London's 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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Kids' Fitness in the Classroom

Adult runners can brave the cold with their high tech gear, but it's TOO cold to take the kids out at school for their classroom run. Worse, yet, it's TOO cold for them to go outside for recess. They play quiet games inside. They're not getting enough exercise so what to do? Here are a few indoor ideas for you to try. The kids will have a ball and so will you.

Dance

"Bring in your Chubby Checker CD. Swing your arms back and forth, round and round, and swivel your body down to the ground."

Dance with the kids. Time to sign up for dance lessons, but anything goes. For something different, make a big circle, call out one child's name, and have him/her get in the middle of the circle and DANCE. Everyone claps! Take turns until all the kids get a chance to perform.

Jog In Place Crunch It

"Work on muscle strength."

Take a break and do crunches with the kids. Cross your arms over your chest and use your ab muscles to lift your upper body slightly. Do leg lifts, and modified push-ups. Practice your numeration skills while you do this. Count up to 20 then back from 20 to 1 or count by 5's, 10's, 2's, or any multiplication pattern that you are studying.

Workout

"Movie Time"

Check out a kids' exercise video or simple aerobic video and have fun with your class. The kids will remember this video more than any other you show all year. They'll forget all about the cold. Promise them some air-popped popcorn for an after exercise treat.

Write

"Journal Time"

After each of the above, get out your classroom journals and have the kids write about their classroom fitness fun. You'll find out how special they think this is.

<http://www.kidsrunning.com/columns/danceparty.html>

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:

Dubai
00971 4 390 2227

Beirut
00961 1 392 492

Amman
00962 77 788 4686

Or email us on
training@rearden-educational.com

Teaching Breakthroughs

The six-step plan to teach anything more effectively:

1. Establish the right "state"

Every good teacher needs to orchestrate an optimum learning environment, and set the right learning mood.

2. The right presentation

Every good teacher needs to cover the big picture first, and to cater to all different learning styles and all different types of intelligence. The presentation must always vary between visual, auditory, kinesthetic (movement) and tactile (feeling), and should preferably include music, visuals, dance and movement.

3. Encourage new forms of thinking

Including creative thinking, critical thinking, creative problem solving and activities to store information in long-term memory, and then techniques to retrieve it.

4. Design activities to draw students out

Students learn best by doing, and by becoming emotionally involved. So "activitations", games, skits, discussions and plays are vital.

5. Apply it

To learn it, do it. So students must be encouraged to act out what they have learned. Encourage all students to be teachers – and to link all new information with existing information ("the more you link the more you learn").

6. Review, evaluate and celebrate

With praise, celebration, recaps and orchestrated reviews.

<http://www.thelearningweb.net/teacher-teaching-breakthrough.html>

Teach Teamwork Essential Skills

Teach your students how to work as a team

Working as a Team, What I do...

- Listen to my teams' ideas and use their ideas to help get information.
- Question my team to help them figure out what to do and to extend their thinking.
- Persuade my team by exchanging ideas, defending my ideas and trying to explain my thinking.
- Respect the opinions in my team. Offer encouragement and support for new ideas and efforts.
- Help my team by offering my assistance.
- Share my ideas and thinking. I share the jobs.
- Participate by contributing to the team assignment. I am actively involved with the work.

<http://www.rightinclass.com/integrate/teamwork.htm>

Tattling Versus Reporting

Tattling is telling or complaining about the actions of a person or group. Children often go to an adult to solve their problems rather than try to work their troubles out themselves. Many teachers are unsure as to what to do about tattling. They need to be aware of some information, yet they cannot spend their entire day listening to accounts of minor infractions. Examples of tattling are: "Sam took Lilly's book." "Sara won't play fair." "Cameron pushed ahead in line." Children need to be taught that it is necessary to tell if they or others are hurt, in danger or being bullied. Examples of reporting or informing are: "Clyde is beating up Adam on the playground." "Melissa keeps calling Natalie mean names in the rest room." "Sam was making fun of the way Bill runs and will not let him play." Some teachers maintain that tattling is appropriate only when someone is being physically hurt, but psychological injury caused by habitual ridicule or exclusion are also valid complaints.

There are several reasons why children tattle on others. When possible, listen to the child, and try to decipher what need he or she is trying to fulfill. A child who tattles continuously may have low self-esteem and/or poor social interaction skills.

Motives and Methods for Dealing with Tattling

- To seek attention
Solution: Observe the child at other times and provide needed feedback and compliments for appropriate behaviors.
- To pursue power
Solution: Give the child opportunities for leadership and focus on his/her strengths.
- To manipulate or threaten
Solution: Try to facilitate the child's positive social interactions with peers and/or refer the child to the school counselor for additional assistance.
- To gain an understanding of the rules
(For example, a young child might say to him or herself, "We are supposed to obey the rules, but some children do not follow them. If I tell the teacher, she will call it tattling. Is it a rule if they



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do not get caught? Which rules are the ones that children really have to follow?")
Solution: Point out examples of the rules and be as consistent as possible.

- To understand the difference between right and wrong (Children may want to confirm their assumption that what they observed was wrong.)
Solution: Say something like, "I'm pleased that you did not do that because it is against the rule. Thank you for telling me; I will take care of it." In this case you are acknowledging that the child knows the rule but explaining that discipline is the teacher's responsibility and not the child's duty.

<http://www.kellybear.com/TeacherArticles/TeacherTip63.html>

Declaration of the Rights of the Child

Principle 6

The child, for the full and harmonious development of his personality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and, in any case, in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of State and other assistance towards the maintenance of children of large families is desirable.