Imagine the possibilities: incorporating picture books into the English language arts classroom: an honors thesis (HONRS 499)

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Abstract:
Teaching and learning requires a delicate balance of dedication, willingness, and innovation. Teachers step into a classroom with students who often have the desire to learn, but each do it differently. The teacher is then faced with the challenge of discovering how each student acquires the information. As an English language arts teacher, I realize that not all of my students will possess my passion for reading and writing. However, it is my goal to reach every one of my learners in finding their niche in the English language arts classroom. Students are bombarded with visual images every day - the Internet, magazines, television, etc. However, much of the focus in education revolves around linguistic expression and mathematical/logical skills. The scope of learning extends way beyond these two realms. The following research discusses the possibilities of incorporating picture books into the secondary classroom. Deeply rooted in Howard Gardner's theories of multiple intelligence and Louis Rosenblatt's transactional theory of reading, this research explores the many benefits picture books can offer to visual learners and to those students who are searching for more interaction with a text. Following the research is a picture book story developed after I concluded my research. It is still in the process of being illustrated by a fellow Ball State University art student. I have included descriptions of the plans for the pictures with the text.

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Teachers step into a classroom with students who often have the desire to learn, but each do it differently. The teacher is then faced with the challenge of discovering how each student acquires the information. As an English language arts teacher, I realize that not all of my students will possess my passion for reading and writing. However, it is my goal to reach everyone of my learners in finding their niche in the English language arts classroom. In the English language arts classroom, I want to address the linguistic intelligence and extensively explore possibilities for enhancing the spatial intelligence. Both of these intelligences are inherent to the English classroom, however, many English teachers place much of the focus of the instruction on the linguistic form of intelligence. Everyone knows the English language is changing. Every three months, the OED (Oxford English Dictionary) publishes updates to its online dictionary. One recent update contained 900 new words, new expressions, or new meanings for existing words. But where do they all come from? New words are created in many different ways. We can make a new word by combining two words, like gastropub (gastronomy + pub) or emoticon (emotion + icon). Sometimes we put two words together in a new way, for example road rage or toy boy. We also find that nouns can change into verbs. Take the word text. Text was always...