

## Workshop, Grades 2-3

### Recommended Reading

#### Books

Bereiter, C. and Scardamalia, M. (1987). *The Psychology of Written Composition*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Bereiter, C. and Scardamalia, M. (1993). *Surpassing Ourselves: An Inquiry into the Nature and Implications of Expertise*. Chicago: Open Court.

Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.) (1999). *How People Learn: Brain, Mind, Experience, and School*. Washington, DC: National Academy Press.

Dewey, J. (1997). *How We Think*. New York: Houghton-Mifflin College.

Giere, R. (1991). *Understanding Scientific Reasoning* (3rd ed.). Fort Worth, TX: Harcourt Brace.

Lehrer, A., & Chazan, D. (1998). *New Directions for Teaching and Learning Geometry*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Matthews, M. (1994). *Science Teaching: The Role of History and Philosophy of Science*. New York: Routledge & Kegan Paul.

Popper, K. (1992). *Conjectures and Refutations*. London: Routledge & Kegan Paul.

Pressley, M. and Woloshyn, V. (1995). *Cognitive Strategy Instruction That Really Improves Children's Academic Performance*. Cambridge, MA: Brookline Books.

#### Articles

Anderson, R. C. & Pearson, P. D. (1984). A Schema-Theoretic View of Basic Processes in Reading. In P. D. Pearson, R. Barr, L. Kamil, & P. Mosenthal (Eds.), *Handbook of Reading Research* (pp. 255-292). New York: Longman.

Bereiter, C. and Scardamalia, M. (1989). Intentional Learning as a Goal of Instruction. In L. B. Resnick, (Ed.), *Knowing, Learning, and Instruction: Essays in Honor of Robert Glaser*. Mahwah, NJ: Lawrence Erlbaum Associates.

Brewer, W. F. (1989). The Activation and Acquisition of Knowledge. In S. Vosniadou, & A. Ortony (Eds.), *Similarity and Analogical Reasoning*. New York: Cambridge University Press.

Brown, A. (1987). Metacognition, Executive Control, Self-Regulation, and Other More Mysterious Mechanisms. In F. E. Weinert, & R. H. Kluwe (Eds.), *Metacognition, Motivation, and Understanding*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Brown, A., Bransford, J., Ferrara, R., & Campione, J. (1983). Learning, Remembering, and Understanding. In J. Flavell, & E. Markman (Eds.), *Handbook of Child Psychology: Vol. 3. Cognitive Development* (4th ed.). New York: Wiley.

Brown, A., & Campione, J. (1990). Communities of Learning and Thinking, or a Context by Any Other Name. *Human*

*Development*, 21, 109-125.

Bruer, J. T. (1993). The Mind's Journey from Novice to Expert. *American Educator*, 17, 6-15, 38-46.

Palincsar, A. S., & Brown, A. L. (1984). Reciprocal Teaching of Comprehension-Fostering and Monitoring Activities. *Cognition & Instruction*, 1, 117-175.

Schack, G. D. (April, 1993). Involving Students in Authentic Research. *Educational Leadership*, 29-31.

Vosniadou, S. (1991a). Children's Naive Models and the Comprehension of Expository Text. In M. Carretero, M. Pope, R. J. Simons, & J. I. Pozo (Eds.), *Learning and Instruction: European Research in an International Context* (Vol. 3, pp. 325-336). Oxford: Pergamon Press.

Vosniadou, S. (1991b). Designing Curricula for Conceptual Restructuring: Lessons from the Study of Knowledge Acquisition in Astronomy. *Journal of Curriculum Studies*, 23, 219-237.

White, B. Y., & Frederickson, J. R. (1988). Inquiry, Modeling, and Metacognition: Making Science Accessible to All Students. *Cognition & Instruction*, 16, 13-17.

### **Web Sites**

<http://www.aft.org>

Homepage of the American Federation of Teachers

<http://www.eric.ed.gov>

Homepage of the Educational Resources Information Center (ERIC)

<http://www.ciera.org>

Homepage of the Center for the Improvement of Early Reading Achievement

<http://www.ed.gov>

Homepage of the United States Department of Education

<http://www.ed.gov/NLE>

Homepage of the National Library of Education

<http://ncee.org>

Homepage of the National Center on Education and the Economy

<http://www.nea.org>

Homepage of the National Education Association

<http://nrconline.org>

Homepage of the National Reading Conference

<http://www.reading.org>

Homepage of the International Reading Association