

# The Building Blocks of the English Classroom

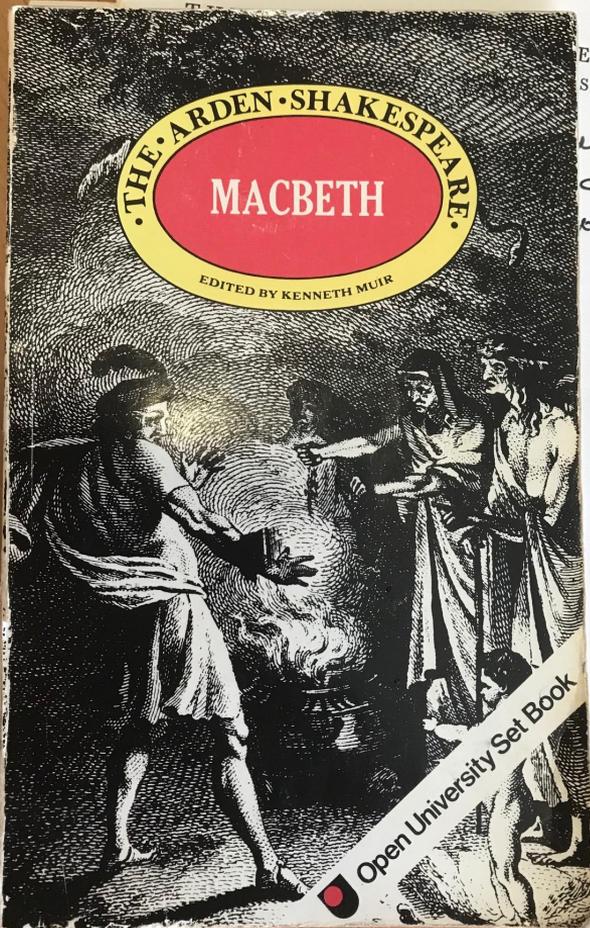
Julian Girdham, St Columba's College, Dublin 16.

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THE ARDEN SHAKESPEARE

MACBETH

EDITED BY KENNETH MUIR



Open University Set Book

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t '78

- 3 *Witch.* That will be ere the set of sun. 5  
 1 *Witch.* Where the place?  
 2 *Witch.* Upon the heath.  
 3 *Witch.* There to meet with Macbeth.  
 1 *Witch.* I come, Graymalkin!  
 2 *Witch.* Paddock calls.  
 3 *Witch.* Anon!  
 All. Fair is foul, and foul is fair: *cf. p. 14, McB's 182a* 10  
 Hover through the fog and filthy air. [Exeunt.]

9-11. Paddock . . . fair] so *Singer* (1856), *Hunter, Globe, Kittredge, Wilson*; one line spoken by All Paddock calls anon: faire is foule, and foule is faire F; two lines, the first ending anon! Pope; Paddock calls.—Anon! Rowe and Capell, subst.

8. *Graymalkin*] or *Grimalkin*, a grey cat; with the toad, a common witches' familiar. Cf. 'brinded cat' (iv. i. 1 *post*). 'Malkin' is a diminutive of *Mary*. Upton observes that 'to understand this passage we should suppose one familiar calling with the voice of a cat, and another with the croaking of a toad.' Cf. James L. *Demonology* (*Winkles*, 1616), p. 103: 'either in likenes of a Dog, a Cat, an Ape, or such-like other beast; or else to answer by a voice onely'. Cf. Scot, *Discouerie of Witchcraft*, ed. 1930, p. 6: 'Some say they can keepe diuels and spirits in the likenesse of todes and cats.'

9-11. *Paddock . . . fair*] printed as one line in the Folios. Most editors retain the speech-prefix, *All*, and divide into two lines. Hunter's rearrangement, which I have adopted, allows the witches to speak in turn. It is obviously improbable that Shakespeare intended all the witches to address the paddock, the familiar of one.

9. *Paddock*] a toad. The word is still found in provincial English. But Cot-

grave seems to regard the word as equivalent to *grenouille*, a frog, and not to *crapaud*, a toad. Topssell, *History of Serpents*, 1608, p. 187, refers to the 'Paddock or crooked back Frog'—'It is not altogether mute, for in time of perrill . . . they have a crying voyce, which I have often times proved by experience' (quoted by Furness, Jr.).

11. *Fair . . . fair*] Farmer pointed out the proverbial character of this phrase, and quoted Spenser's *Faerie Queene*, iv. viii. 32: 'Then faire grew foule, and foule grew faire in sight.' R. Walker, *The Time is Free*, p. 9, points out that the picture of Sclaunder in stanza 26 may have contributed to Shakespeare's picture of the witches. Furness, Jr., quotes Nashe, *Terrors of the Night* (1594, ed. McKerrow, 1, p. 361): 'euery thing must be interpreted backward as Witches say their Pater-noster, good being the character of bad, and bad of good.' The line is the first statement of one of the main themes of the play, of 'the reversal of values' (Knights).

SCENE II.—[*A camp.*]

*Alarum within.* Enter KING DUNCAN, MALCOLM, DONALBAIN, LENOX, with Attendants, meeting a bleeding Captain.

*Dum.* What bloody man is that? He can report,  
 As seemeth by his plight, of the revolt  
 The newest state.

*Mal.* This is the Sergeant,  
 Who, like a good and hardy soldier, fought  
 'Gainst my captivity.—Hail, brave friend!

5

## Scene II

S.D. *Duncan*] *Capell*; King *Fr.* *Captain*] *F*; Sergeant *Old Camb.* 5. *Hail, brave friend*] *Halle: haille brave friend F2-4.*

The authenticity of this scene has been questioned by Cunningham, following Clark and Wright; but it has been successfully defended by modern critics, inc. Knights, Nosworthy, *R.E.S.*, April 1946, and Flatter, *Shakespeare's Producing Hand* (1948). It may, however, have been badly cut. See Introduction, p. xx.

Theobald and Capell, followed by most modern editors, deduced from i. iii. 99 and from Holinshed that Sc. ii was laid at Forres. But Macbeth—assuming he is Bellona's bridegroom—was fighting in Fife (l. 49) which, as Wilson points out, is 100 miles from Forres, and could not be in two places at once. The two battles have been run together in place as well as in time. Cf. note on i. iii. 91. The Captain begins to tell the story of the second phase of the battle (ll. 29-43), i.e. with the Norwegian lord; and Rosse completes the tale (ll. 51-9). But not even an audience of Scotsmen would notice the geographical difficulties.

R. Walker, *op. cit.*, pp. 19-30, argues for the authenticity of this scene by showing that in Sc. iii 'Shakespeare means us to give most of our attention to Macbeth's reception of the news,

not to the news and its bearers. He achieves this by a measure of repetition.'

1. *bloody*] Kolbe points out, *Shakespeare's Way*, p. 3, that 'blood' is mentioned over 100 times in the course of the play. Dowden makes a similar observation.

3. *Sergeant*] Steevens suggests that Shakespeare borrowed the term from Holinshed, who mentions that Duncan sent a Sergeant at Arms to bring up the chief rebels to answer the charges preferred against them, but they slew him. Cf. Appendix, p. 168.

3, 5, 7.] The various attempts which have been made to regularize the metre are superfluous. The gap in 5 may indicate a pause for a gesture, and there might be a pause in 7 while the wounded captain collects himself to speak. Flatter (*op. cit.*) defends many of the irregularities in the metre in a similar way.

5. *my captivity*] This may have been suggested by Holinshed's mention of a Captain Malcolme, who was headed by Makdowald in an earlier phase of the revolt. But Case thinks that Malcolm merely means that the Captain had resisted an attempt to take him prisoner.

“People in this country have had enough of experts”



Michael Gove, pre-Brexit vote, June 2016



# The Curse of Knowledge



# Some of our problems

- The curse of knowledge
- Word poverty
- Time poverty
- Workload
- The screen world

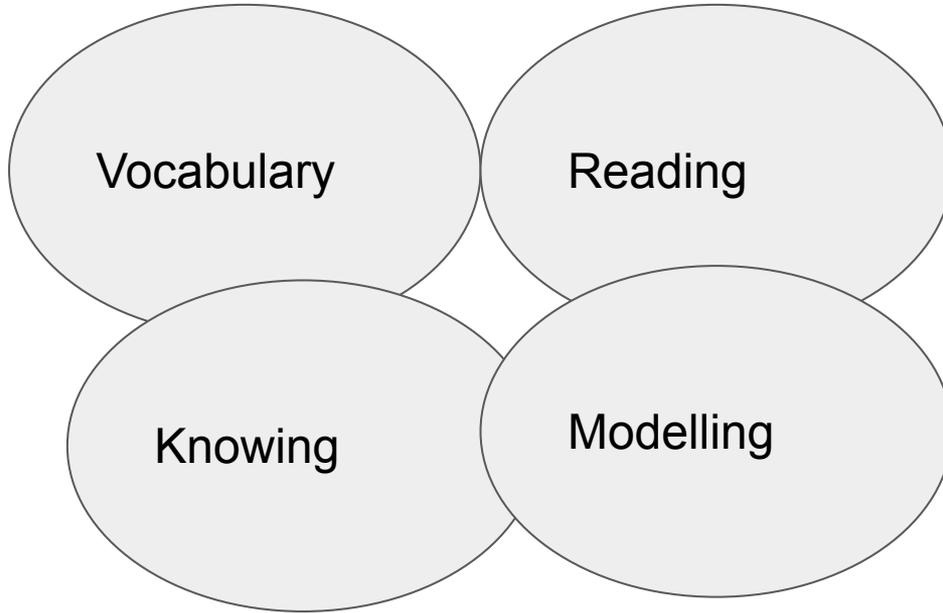


# The Building Blocks

- Vocabulary
- Knowing
- Reading
- Modelling



# The Building Blocks

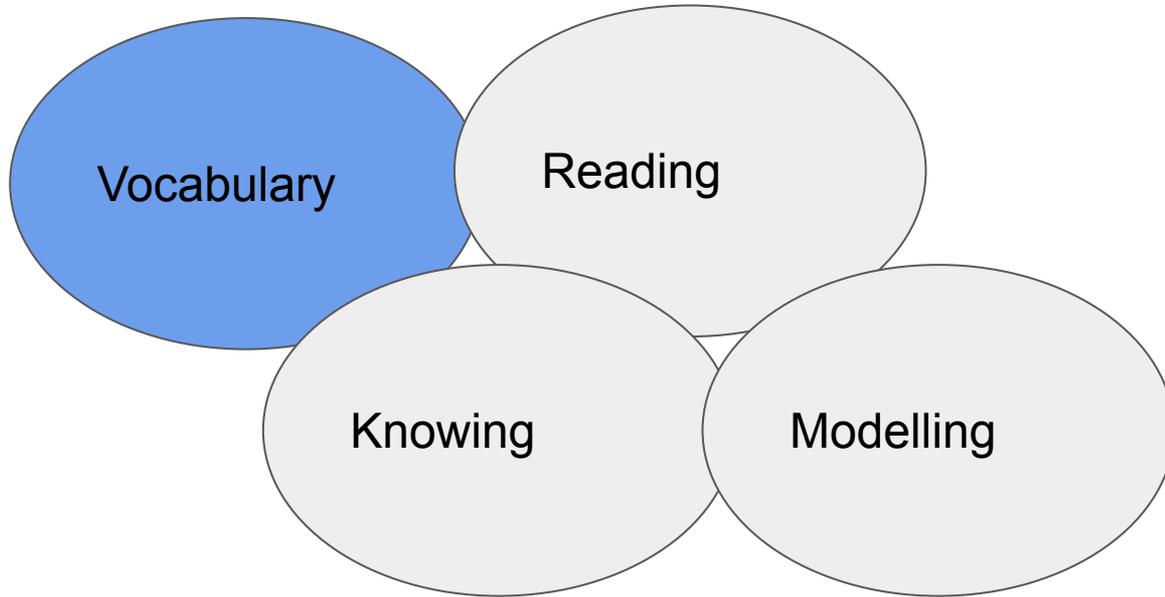


“The children now love luxury; they have bad manners, contempt for authority; they show disrespect for elders and love chatter in place of exercise. Children are now tyrants, not the servants of their households. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up dainties at the table, cross their legs, and tyrannize their teachers.”

*Socrates (469–399 B.C).*



# The Building Blocks



# Vocabulary

affirms / sustains / Elizabethan England / cloned objects / capitalism / commodity / orthodoxy / materialism / the Taliban / Franco / Picasso / Guernica / potent / muzzle / value system / intimation / monolith / corporate culture / counterculture / disparate / venture capital / junk bonds / Queen Anne chair



# Vocabulary

What is the percentage of words in a text known to ensure reading comprehension?

51 | 55 | 63 | 69 | 70 | 75 | 82 | 88 | 90 | 98

Daniel Willingham, *The Reading Mind*:

98%+



# Vocabulary

People don't understand [REDACTED]. They think they always [REDACTED] the moment in time but the truth is that they set the moment free from it and what the [REDACTED] has caught [REDACTED] forever outside its onward [REDACTED]. So it will always [REDACTED], always live just as it was in that precise second, with the same [REDACTED] or scowl, the same colour of [REDACTED], the same fall of light and shade, the very same thought or pulse of the heart. It's the most perfect [REDACTED] that sets free the [REDACTED] in the sudden stillness of the [REDACTED] click. I find a [REDACTED] in that and I'll take comfort anywhere it offers itself.



# Vocabulary

People don't understand **photographs**. They think they always **freeze** the moment in time but the truth is that they set the moment free from it and what the **camera** has caught **steps** forever outside its onward **roll**. So it will always **exist**, always live just as it was in that precise second, with the same **smile** or scowl, the same colour of **sky**, the same fall of light and shade, the very same thought or pulse of the heart. It's the most perfect **thing** that sets free the **eternal** in the sudden stillness of the **camera's** click. I find a **comfort** in that and I'll take comfort anywhere it offers itself.



# Vocabulary

The 'Sound Off' series of articles in *The Irish Times*, gives people an opportunity to air their own views, in their own unique way, on an issue that annoys them. Read the article below by Aoife Dooley and respond to the tasks that follow it.



Is there anything worse than the idiots you share the bus with in rush-hour traffic? No matter how many times you travel on public transport you never get used to it.

There's always that one person who sits beside you and opens a fresh pack of Mega Meanies pickled-onion crisps at half-seven in the morning and doesn't give a damn. Then there are the people who bring on hot food from the deli and the absolute *bang* stench of sausage rolls (they don't even smell like sausage rolls, they smell like some aul lad's feet.)

Then there's the ones who talk really loud on the phone when you're on the way home, it's dark out, the window is steamed up and you're trying to get a little nap in before you get home to watch a double *Coronation Street*, but no, "Oh it was great! You should have seen Saoirse last night she was sooo funny, OMG. Did you watch *Stranger Things* yet actually?" and then they proceed to spoil the series for every single poor unfortunate who forgot to bring their earphones to work that day.

Don't even get me started on the idiots who sit on the edge of their seat on a packed bus so you can't sit beside them – that wrecks my head. You can usually tell. They look at the ground or out the window and pretend that they have no idea that there are people getting on the bus. People have no consideration, I tell you, none at all.



# Vocabulary



**Pete Souza**  @PeteSouza · Aug 20

During his entire Presidency, Barack Obama sent out 352 tweets.  
Trump is now at 43,600.



3.1K



18K



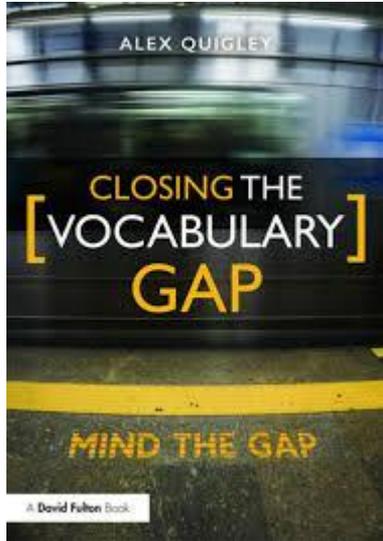
57K



3.1K



# Vocabulary



Alex Quigley

@huntingenglish

[www.theconfidentteacher.com/resources](http://www.theconfidentteacher.com/resources)





# The Vocabulary Gap

Alex Quigley:

“The future success of all of our students rests predominantly on their ability to become proficient and fluent readers. Their capacity to learn, and enjoy learning, is bound inexorably to their reading skill.”

“I am proposing the notion that conscious, deliberate attention to word learning is necessary if we are to give each child access to the academic code needed for school success.”

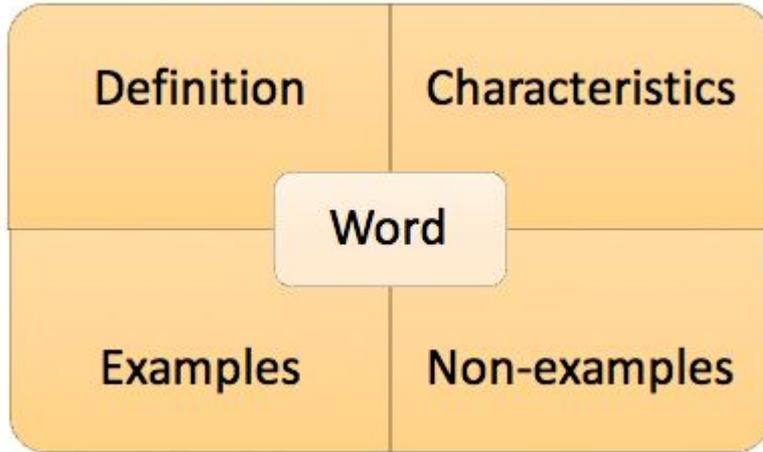


# The Vocabulary Gap

- Word consciousness
- Etymology & morphology, esp. Latin & Greek origins
- High-quality academic writing
- Independent word-learning strategies
- Tier 2 English words



# Vocabulary



The Frayer Model

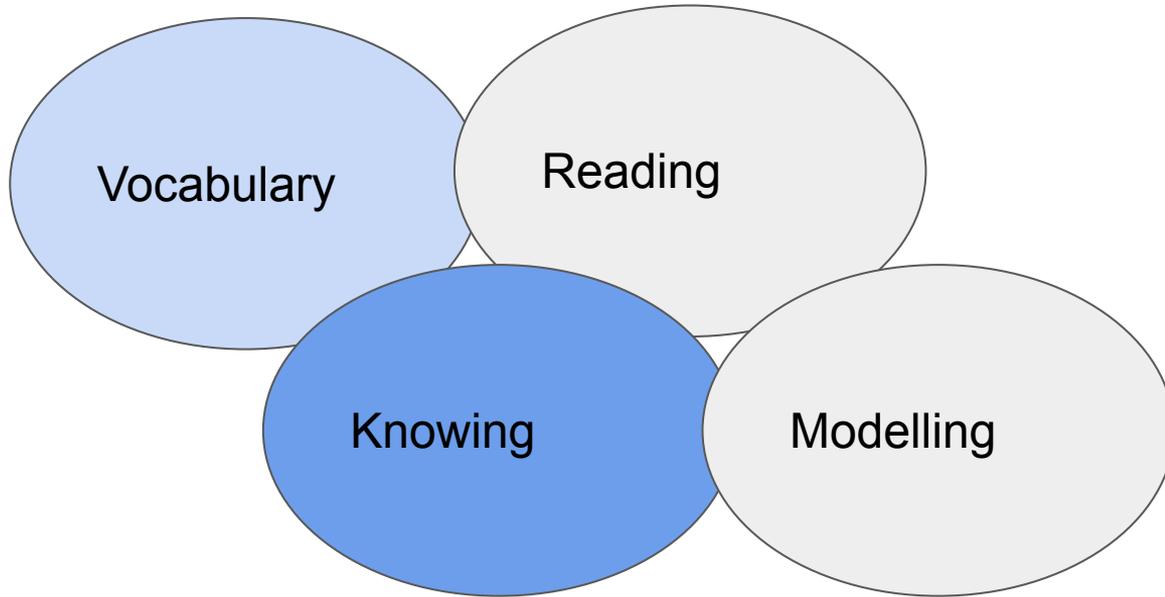


# Vocabulary

- @HaggardHawks | [www.haggardhawks.com](http://www.haggardhawks.com)
- Susie Dent | @susie\_dent
- T.P. Dolan: *A Dictionary of Hiberno-English*
- The Allusionist podcast
- Word of the Week
- @RobGMacfarlane - Word of the Day
- Robert Macfarlane and Jackie Morris: *The Lost Words*



# The Building Blocks



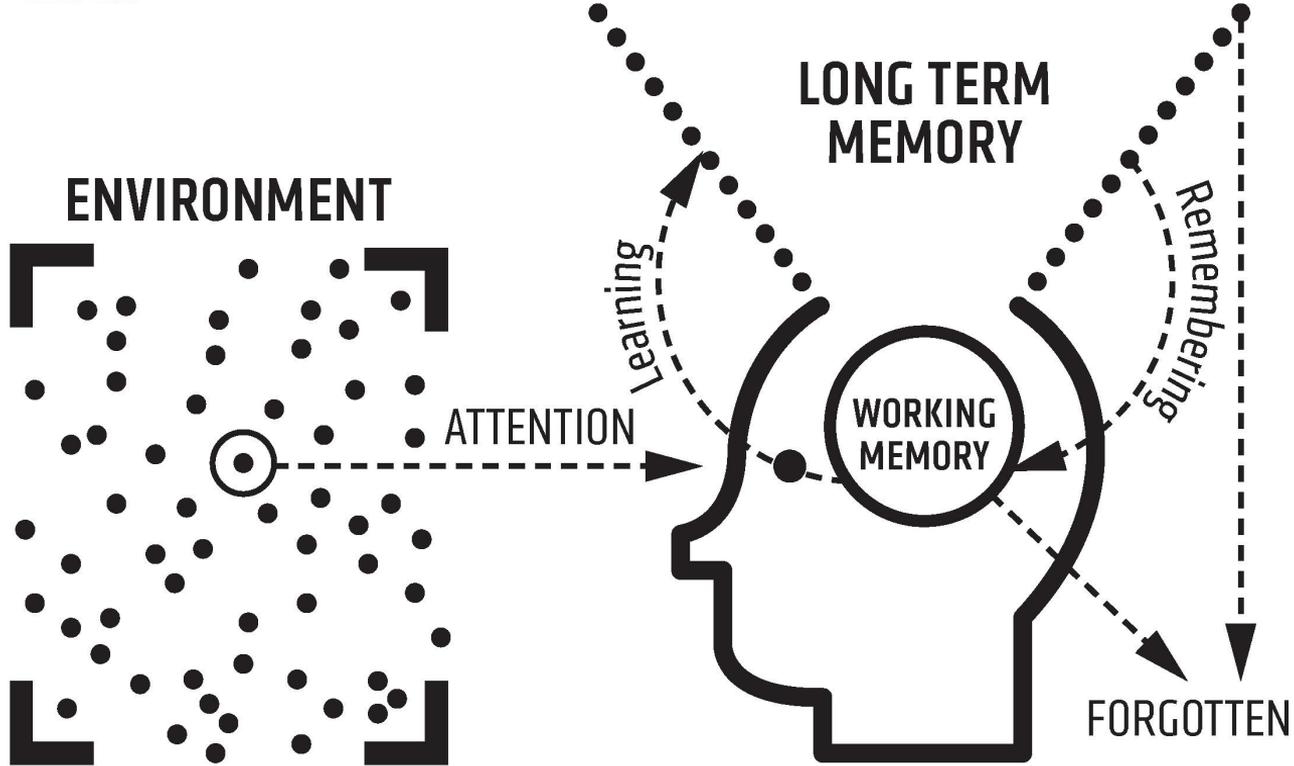


Illustration: Oliver Caviglioli



DANIEL T.  
WILLINGHAM

WHY DON'T  
STUDENTS

*Like*

SCHOOL?



A **COGNITIVE SCIENTIST**  
ANSWERS QUESTIONS ABOUT HOW  
**THE MIND** WORKS AND WHAT IT  
MEANS FOR **THE CLASSROOM**



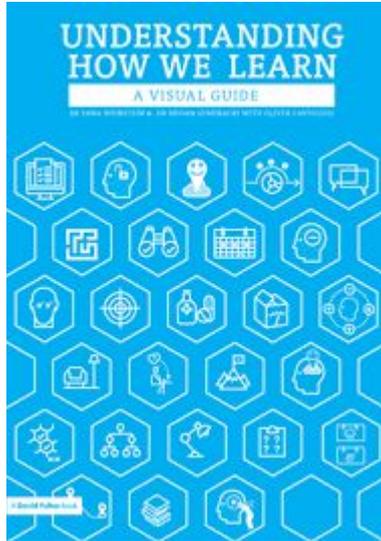
“Memory is the residue of thought”



Daniel Willingham



# Knowing



## The Learning Scientists

Yana Weinstein, Megan Sumeracki &

Oliver Caviglioi

[www.learningscientists.org](http://www.learningscientists.org)

posters, videos, PowerPoints, newsletter





LEARN TO STUDY USING ...

# Retrieval Practice

PRACTICE BRINGING INFORMATION TO MIND

LEARNINGSCIENTISTS.ORG



## HOW TO DO IT

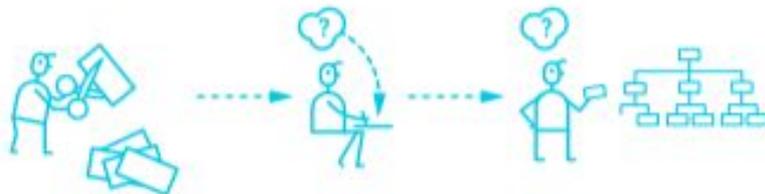
Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.





When we think about learning, we typically focus on getting information **into** students' heads. What if, instead, we focus on getting information **out** of students' heads?

**Retrieval practice** is a learning strategy where we focus on getting information **out**. It's even more powerful when combined with additional research-based strategies including **spacing**, **interleaving**, and **feedback-driven metacognition**.

Established by nearly 100 years of cognitive science research, our **free Practice Guides**, our **weekly teaching tips**, and our book **Powerful Teaching** empower you to transform teaching – and most importantly – learning.

[SUBSCRIBE FOR WEEKLY UPDATES](#)

**Hamlet: sequence of events. Write in and highlight key events, and small number of key quotations per scene.**

1) I.i: Barnardo, Francisco/ Horatio on battlements.  →	2) I.ii: Claudius with the court/ Soliloquy 1 / Hamlet and Horatio.	3) I.iii: Ophelia: advice from Laertes/ then Polonius.	4) I.iv: Hamlet sees Ghost, with Horatio etc  →	5) I.v: follows on: Hamlet & Ghost talk.	6) II.i: Polonius & Reynaldo/ Ophelia 'affrighted'.  ↵
7) II.ii: King with R&G; ambassadors return/ Polonius to King on Hamlet's madness / Hamlet & Polonius ('Fishmonger') / Hamlet with R&G on the world / Players / the Pyrrhus story / Soliloquy 2.  →			8) III.i: The King's conscience / Soliloquy 3 / H & Ophelia - nunnery	9) III.ii: H and Players / The Play	10) III.iii. King & Rosencrantz / Claudius soliloquy / Prayer scene  ↵
11) III.iv: Hamlet and Gertude – closet scene. Death of Polonius  →	12) IV.i: King & Queen; R&G. Aftermath of III.iv	13) IV.ii: Hamlet with R&G – 'sponge'.  →	14) IV.iii: King& Hamlet; the body.	15) IV.iv: Fortinbras & Army; Soliloquy 4.	16) IV.v: Queen, & Ophelia in distress / Laertes bursts in.  ↵
17) IV.vi: Horatio reads letter from H.  →	18) IV.vii: King & Laertes / Ophelia's death.	19) V.i: Graveyard / Ophelia's funeral  →		20) V.ii: Hamlet & Horatio / Osric /duel etc and the end.	



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**Hamlet: sequence of events. What are the key events in each scene? Identify them by the quotations.**  = 'soliloquy'

<p>'This bodes some strange eruption to our state'</p> <p>→</p>	<p>'Heaven and earth, / Must I remember?' </p>	<p>'From this time / Be somewhat scater of your maiden presence.'</p>	<p>'Why, what should be the fear? / I do not set my life at a pin's fee.'</p> <p>→</p>	<p>'Haste me to know't, that I with wings as swift / As meditation or the thoughts of love, / May sweep to my revenge.'</p>	<p>'I did repel his letters, and denied / His access to me.'</p> <p>←</p>
<p>1) 'Lord Hamlet is a prince, out of thy star/ This must not be.'                  2) 'O God, I could be bounded in a nutshell and count myself a king of infinite space, were it not that I have bad dreams.'                  3) 'The hellish Pyrrhus / Old grandsire Priam seeks.'                  4)  'Am I coward? Who calls me villain?'</p> <p>→</p>			<p>'How smart a lash that speech doth give my conscience!' </p>	<p>'The purpose of playing, whose end... is to hold as 'twere the mirror up to nature.'</p>	<p>O my offence is rank, it smells to heaven.' </p> <p>←</p>
<p>'O shame, where is thy blush?'                  'O Hamlet, thou hast cleft my heart in twain.'</p> <p>→</p>	<p>'A weeps for what is done.'</p>	<p>'The King is a thing... of nothing.'</p> <p>→</p>	<p>'Do it England, for like the hectic in my blood he rages.'</p>	<p>'Examples gross as earth exhort me.' </p>	<p>'O, this is the poison of deep grief; it springs/ All from her father's death.'</p> <p>←</p>
<p>[Horatio reads out Hamlet's letter about the pirates]</p> <p>→</p>	<p>1) 'No place indeed should murder sanctuaries.' 2) 'As one incapable of her own distress.'</p>		<p>'What is he whose grief/ Bears such an emphasis?'</p> <p>→</p>	<p>1) 'The readiness is all.' 2) 'He is justly served./ It is a poison tempered by himself.'</p>	





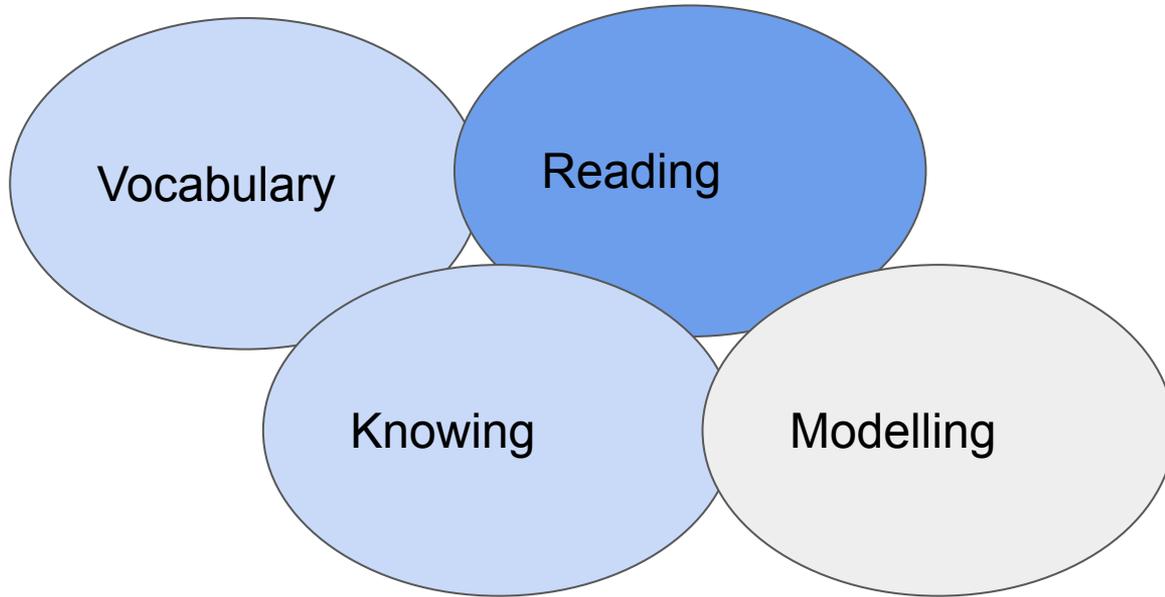
Macbeth: "But now **blank**, bound in to saucy doubts and fears."



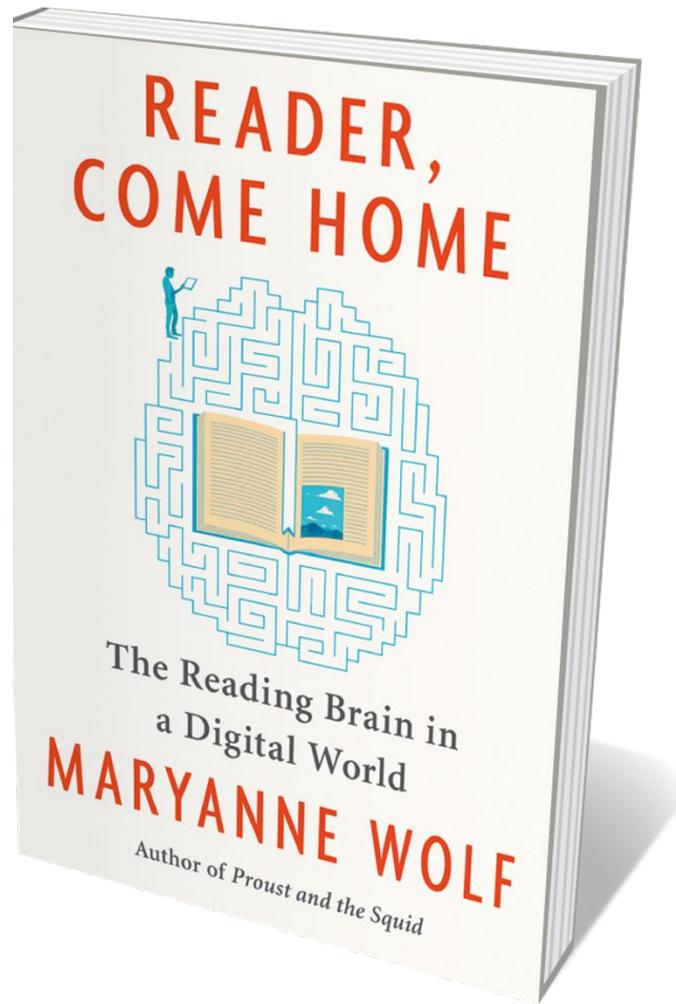
"But now **I am cabined, cribbed, confined**, bound in to saucy doubts and fears." III.iv



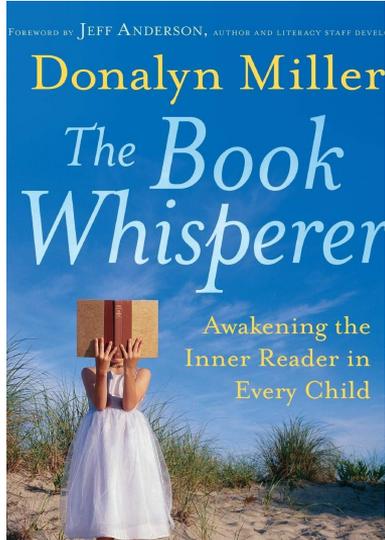
# The Building Blocks







# Reading



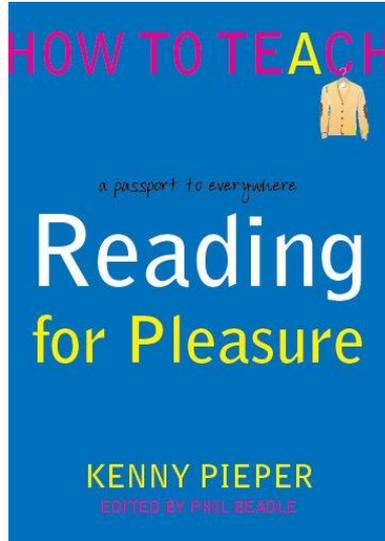
Donalyn Miller

@donalynbooks

[www.bookwhisperer.com](http://www.bookwhisperer.com)



# Reading



Kenny Pieper

@kennypieper

[justtryingtobebetter.wordpress.com](http://justtryingtobebetter.wordpress.com)



# Reading: Kenny Pieper / 1

- We seem to be too accepting of a society that has stopped reading, or at least stopped seeing reading as being something important. In this book, I want to argue that we too easily take our children's reluctance to read as something we can do nothing about.
- We need to step up and be their reading mentors, getting involved in their lives, or at least be the ones who will properly encourage them to turn the key. It won't happen by accident.



# Reading: Kenny Pieper / 2

What scares me rather more than the admittedly borderline unlikely possibility of a generation of illiterate kids is the rather more real possibility of them being what Donalyn Miller describes as 'aliterate': a generation of kids who can read perfectly well but who choose not to.



# Reading for Pleasure

- Interest inventory: prior knowledge
- The Library
- Classroom books
- 10 minutes
- Parents
- Dialogue journals
- A conversation, a sharing
- Book speed-dating: peer recommendations
- Book talks





## CASE STUDY: DEVELOPING READERS IN THE SCREEN AGE

**General Area:** English

**Author:** Evan Jameson, English teacher

My approach to teaching English changed quite radically last year, after I became involved in the WellRead initiative, a scheme in Ireland to promote reading in schools and in the wider community. The goal of WellRead is to create a reading culture in schools, in other words to make books more visible, to make school a place where people talk about books, share books. Thus the school's book club has been joined by an annual book week and a strenuous effort has been made to make the library a friendlier and more attractive place. Coupled with what I learned from Kenny Pieper's book *How to Teach: Learning to Read*, WellRead made me re-think my role as an English teacher and also re-examine my relationship with my pupils. One year on, I can say it has made my job at once more interesting and more challenging.

After reading Pieper's book, I asked all of my junior pupils to bring in whatever book they were reading and began to devote the first ten minutes of every lesson to reading. Of course, many of them weren't reading anything so I allowed them to go to the school's library or to choose a book from the bookcase in my classroom, almost all of which I got at knockdown prices from charity shops. After a week of this, I gave each pupil a slimline exercise copy which included a table at the back with spaces into which they would write the titles of books they had read over the course of the year. At the front of this reading response journal I wrote them a letter, asking them about the book they were currently reading. Over the week, in their own time, they wrote a reply. Every Saturday, I collected the journals and then wrote a reply which contained some more questions about the book they were reading. My questions were lower order for the most part – What

has happened since you last wrote here? Has anything surprised you about the book? Do you have anything in common with the main character? I didn't 'mark' their responses for grammar or spelling.

The aim was to give them a place where they could comment on their independent reading and give some recognition to this quiet but important activity. And for the most part it was a success. Most of the pupils quickly got into the habit of reading from the moment they sat down in class. Most of them liked the journals and the idea of filling in the table at the back. Many said they found it a relaxing way to start the lesson. I got to see the books they were reading and to see how quickly or slowly they read. I was able to talk to them about their books and recommend other ones (with mixed results, naturally). At the end of term, I was able to commend them on achievements in independent reading and mention their progress as readers in their report.

One major change the reading strategy has made to my teaching is that it has altered my view of success, which I now link to the number and quality of books they read over the course of a term. What I like best about the strategy is that I am less fatalistic about the pupils. Previously I would have simply shrugged my shoulders and written some of them off as reluctant readers, whereas now I can at least say that they have read one or two books outside of the course. I also like being able to correspond with pupils on different levels. At one end of the group, I can congratulate someone on reading *Diary of a Wimpy Kid*, while at the other end I can ask a pupil high-order questions about *To Kill a Mockingbird* and encourage them to read similarly sophisticated books. From reading their responses and seeing which books are popular, I've also become better at recommending Young Adult and children's novels.

Caveats? It is an inevitably quiet, low-energy and repetitive way to start a lesson. This suits some groups but not others. The other problem has been finding a book that suits certain reluctant readers. A small minority of pupils have been very vocal in their insistence that they don't like any of the books I or the librarian or their peers recommend. In a few cases, there has been real resistance to reading and my gentle coaxing has had little impact. I have suggested non-fiction titles, sports autobiographies, books of facts, newspapers and comics but the idea of reading for pleasure just doesn't seem to be part of their culture.

Most studies claim that the best way to get young people to read is through peer influence and as part of book week (and occasionally in my own lessons) we do sessions of book speed dating. Also, we are trying to get pupils to write recommendations that we will display on the shelves of the library. I am a strong believer in the power of chat – I've always thought that much of the popularity of sport is that it gives people something to talk about rather than watch – and the more pupils share their reading experiences with one another, the better.

### Link to Learning Rainforest:

Reading is central to education, not just to English. So much of our pupils' knowledge comes from reading, and we have to go out of our way explicitly to create the conditions for periods of sustained reading. Without this, their knowledge base is thin. With it, their ability to express themselves and read critically is enhanced. We certainly can't assume they will read: we have to nourish those roots.



**We wanted to create spaces for joy, wonder and awe.**

MARY SINGLETON  
HEAD OF SCIENCE  
AND  
HUMPHREY JONES  
HEAD OF BIOLOGY

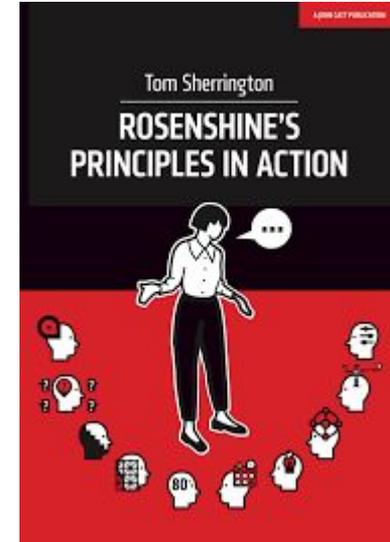
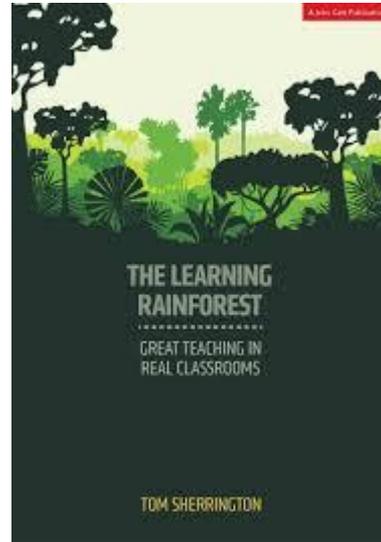
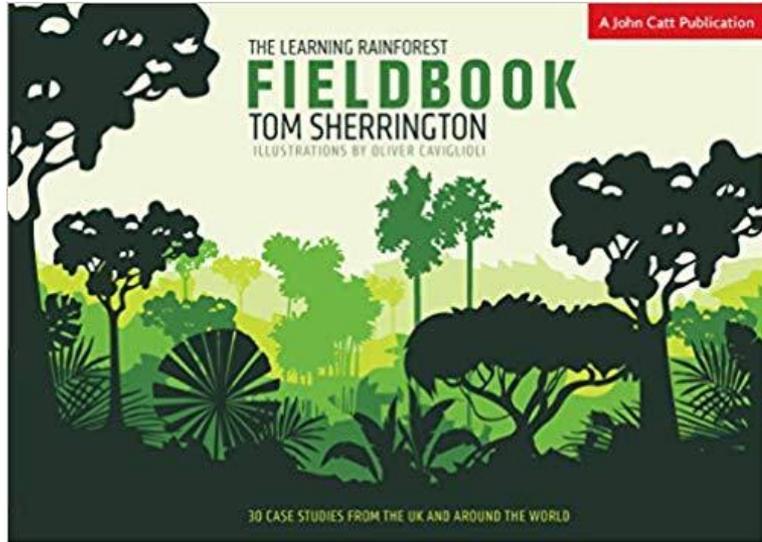


**The aim was to give pupils a place where they could comment on their independent reading and give some recognition to quiet but important activity.**

EVAN JAMESON  
ENGLISH TEACHER



Tom Sherrington @teacherhead



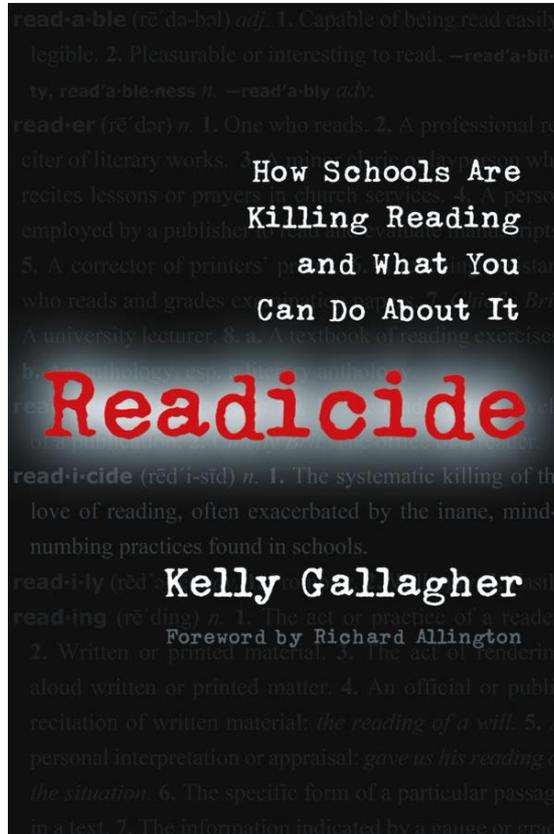


# Rosenshine's Principles

- Sequencing concepts & modelling
- Questioning
- Reviewing material
- Stages of Practice



# Reading



# Reading: Article of the Week

- Read in advance.
- Mark the text.
- 15 minutes' discussion/debating in class.
- Low-stakes questioning.
- Vocabulary acquisition. “Ramification”.
- Practice for Paper 1 Comprehension.
- Possible written follow-through.



# Reading: Article of the Week



**Kelly Gallagher**  
@KellyGToGo



The English department at St. Columbia College in Dublin, Ireland has collected an impressive array of articles of the week here: [sccenglish.ie/2013/09/articl...](http://sccenglish.ie/2013/09/articl...)

2:44 PM · Feb 3, 2019 · [Twitter Web Client](#)

**140** Retweets   **380** Likes

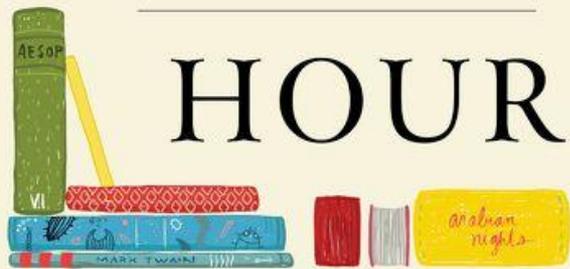




THE

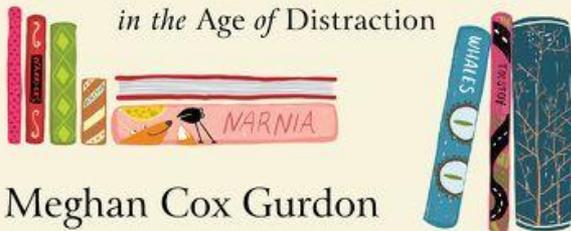
# *Enchanted*

# HOUR



*The Miraculous Power of Reading Aloud*

*in the Age of Distraction*



Meghan Cox Gurdon



# Meghan Cox Gurdon

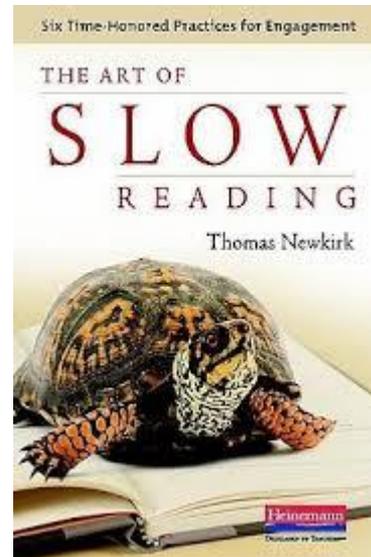
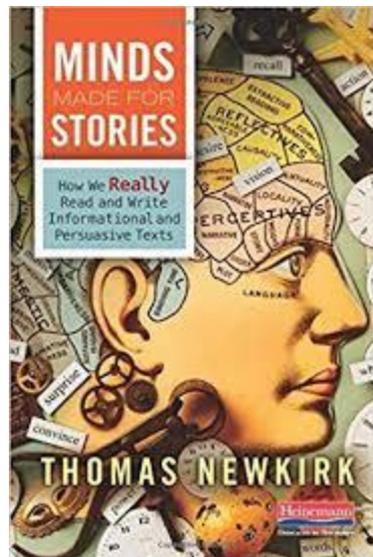
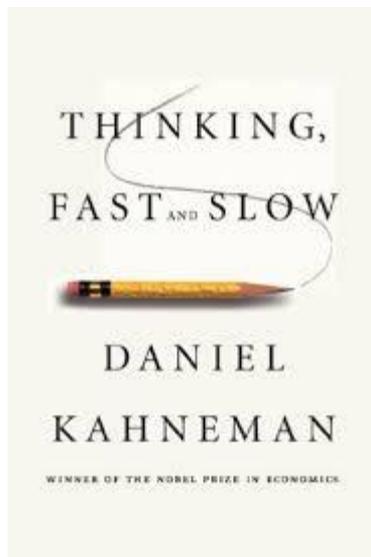
- Reading aloud is a restorative that can replenish what technology leaches away.
- Reading aloud is probably the least expensive and most effective intervention we can make for the good of our families, and for the wider culture.



Bananas

Vomit





For a few years now someone who I trusted to follow me on my personal Instagram account has been consistently informing The SUN newspaper of my private posts and stories.

There has been so much information given to them about me, my friends and my family - all without my permission or knowledge.

After a long time of trying to figure out who it could be, for various reasons, I had a suspicion.

To try and prove this, I came up with an idea. I blocked everyone from viewing my Instagram stories except ONE account. (Those on my private account must have been wondering why I haven't had stories on there for a while.)

Over the past five months I have posted a series of false stories to see if they made their way into the Sun newspaper. And you know what, they did! The story about gender selection in Mexico, the story about returning to TV and then the latest story about the basement flooding in my new house.

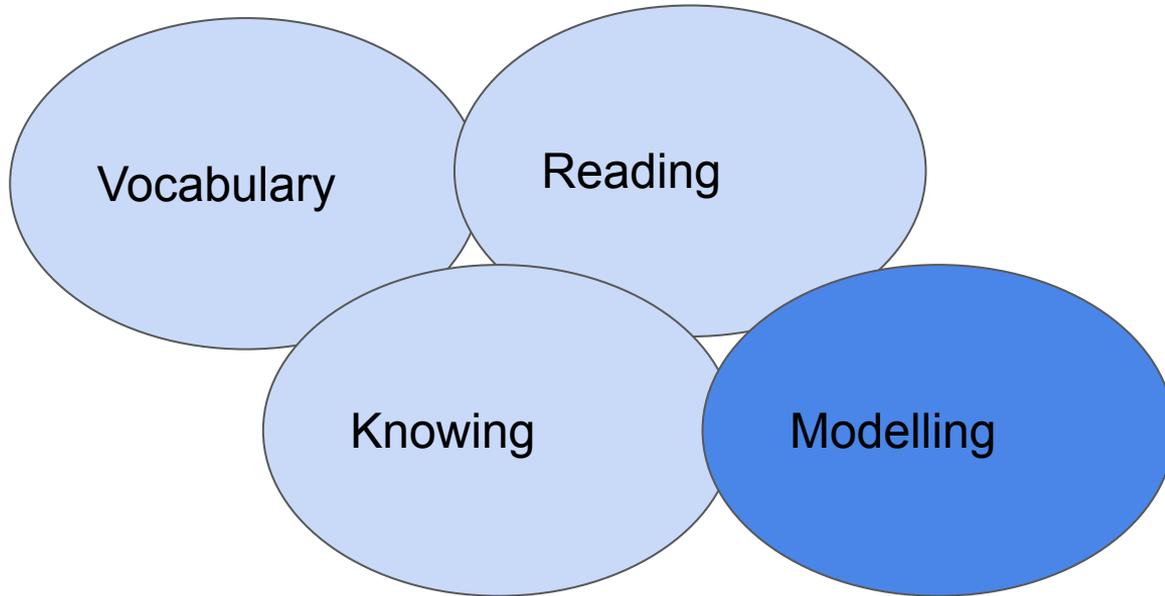
It's been tough keeping it to myself and not making any comment at all, especially when the stories have been leaked, however I had to. Now I know for certain which account / individual it's come from.

I have saved and screenshotted all the original stories which clearly show just one person has viewed them.

It's .....Rebekah Vardy's account.



# The Building Blocks



# Modelling

Of all the strategies I have learned in my 25 years of teaching, no strategy improves my students' writing more than having them watch and listen to me as I write and think aloud. None.

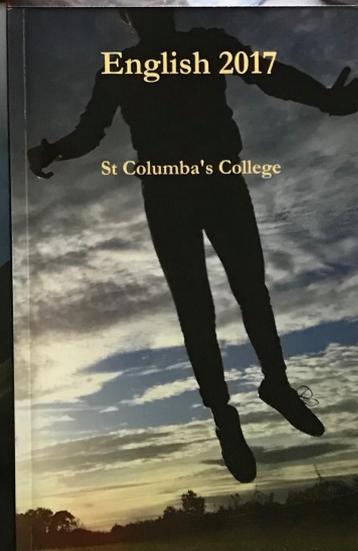
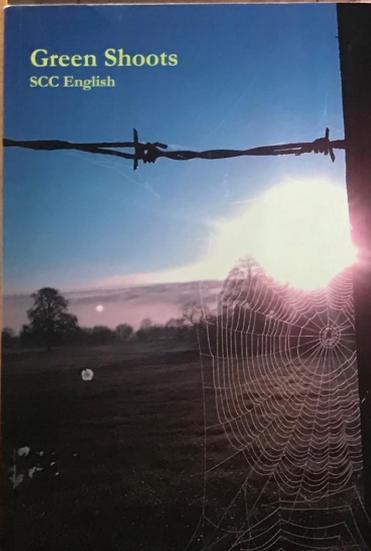
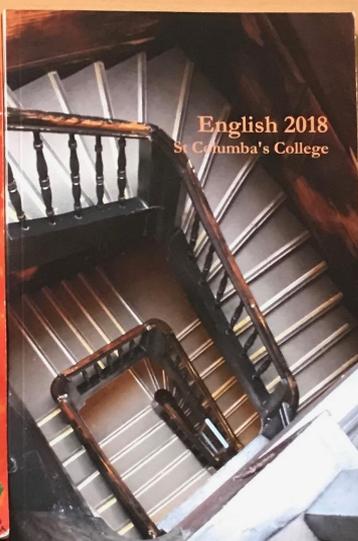
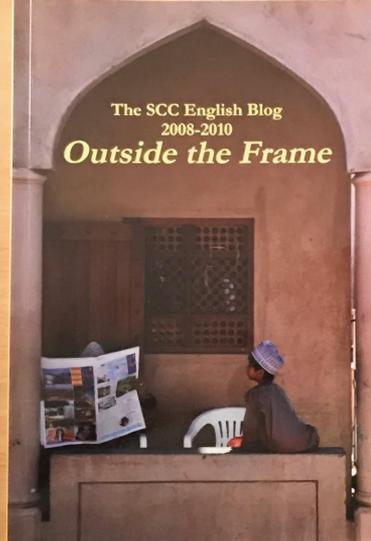
Kelly Gallagher



# Modelling

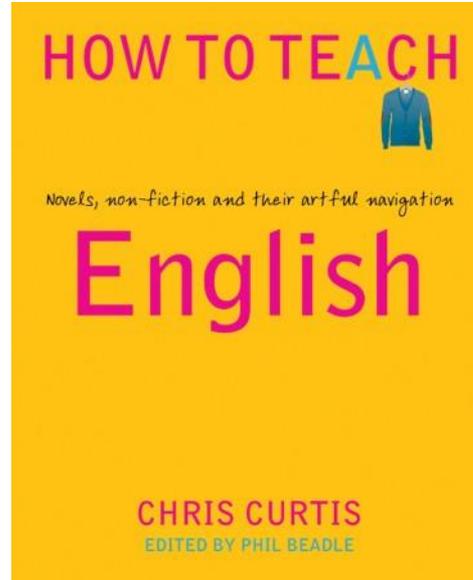
- The teacher as expert.
- The best models in writing. Share them.
- Exemplars from previous work: collect as a Department
- Live writing - visualiser-document camera / iPad
- The whiteboard ...
- The blackboard ...
- Poorer examples: comparative judgment
- Reverse engineer.
- I - we - you





# Recent English teaching books

@Xris32



@atharby

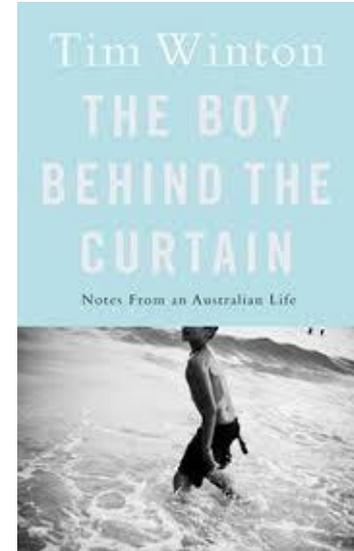
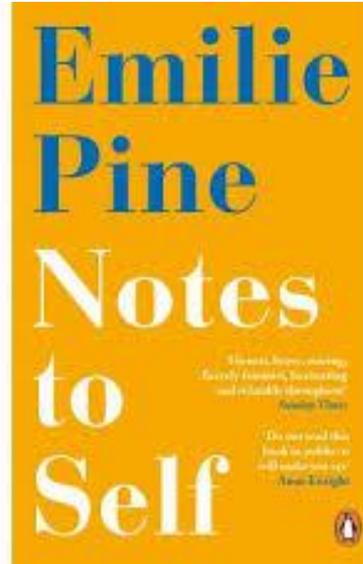
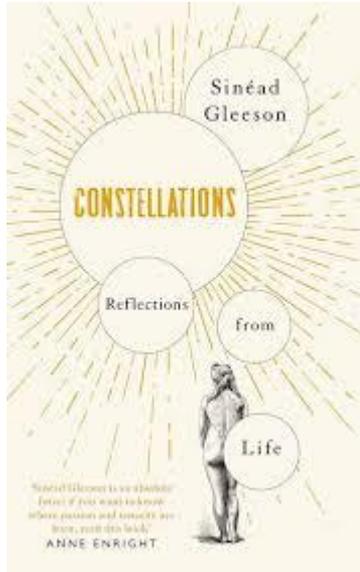
# Making every English lesson count



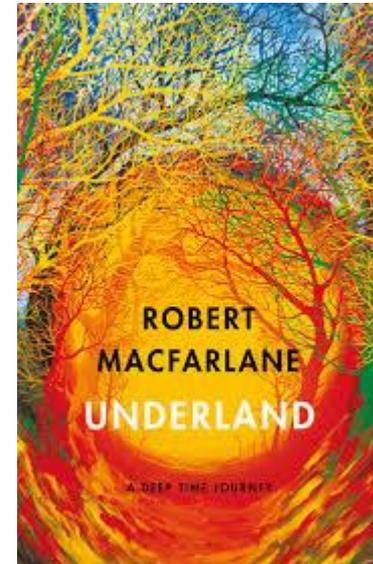
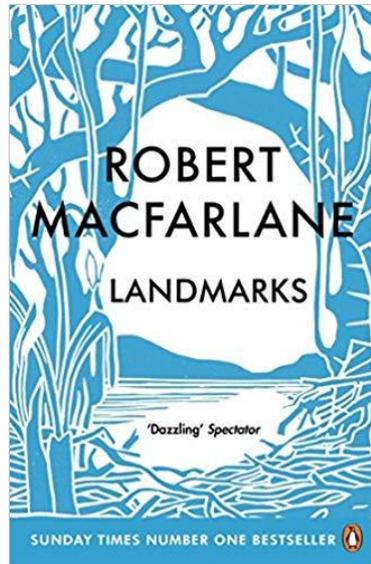
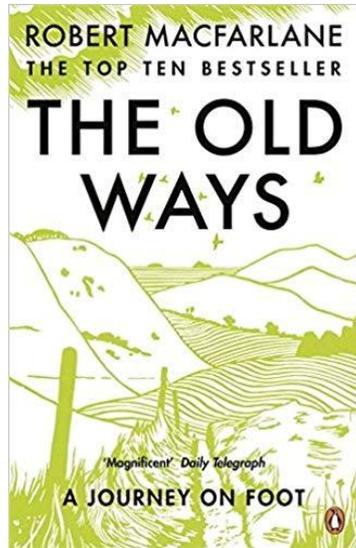
*Six principles to support  
great reading and writing*

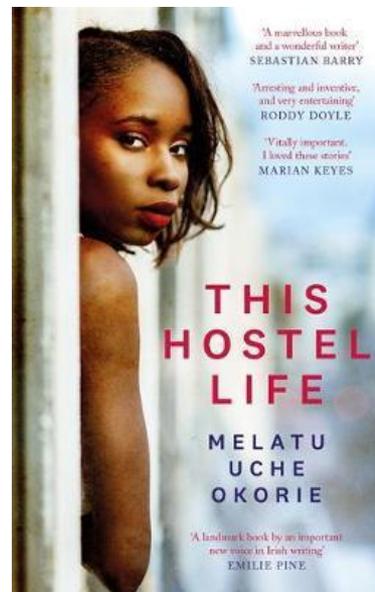
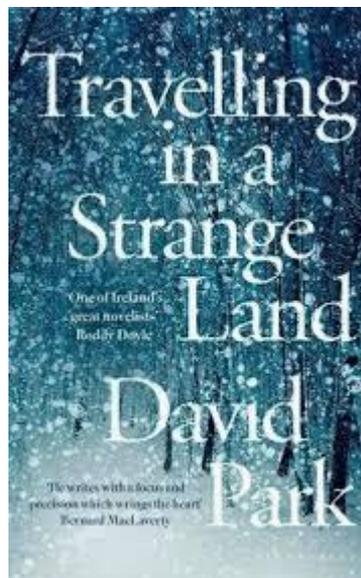
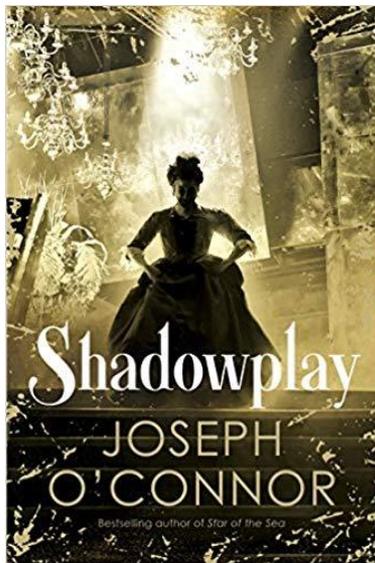


# Some books









# 12 (7) Things Great English Teachers Do, by Geoff Barton @RealGeoffBarton

- Great English teachers are passionate.
- Great English teachers are text maniacs.
- Great English teachers don't pretend to know all the answers.
- Great English teachers balance spontaneity with structure.
- Great English teachers are risk-takers.
- Great English teachers love the process of teaching.
- Great English teachers are more important than they realise.



# 12 Things Great English Teachers Do (Geoff Barton)

They teach the most important skills within the most important subject. They remind us of the power of language and the delights of literature. They help students to mediate a bewilderingly complex world, standing for certain values - for the confidence to ask questions, for the security of knowing there aren't always simple answers, for being prepared to argue your case, and doing so in a style that is powerfully appropriate. Great English teachers do all this and more. They have an impact beyond their knowledge, influencing generations of young people. They're the reason many of us are ourselves English teachers. They are, quite simply, great teachers in an age when teachers are almost automatically disparaged. We owe them a great deal - not least, our gratitude.



# Thank you

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