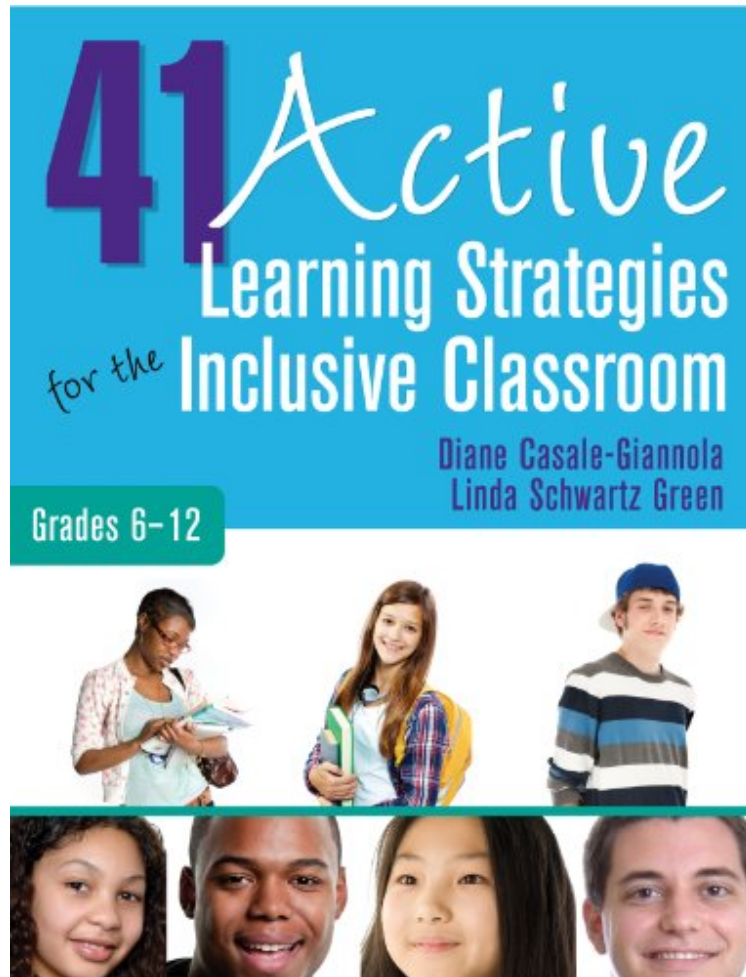


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Diane P. Casale-Giannola, Linda S. Green
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Diane P. Casale-Giannola, Linda S. Green : 41 Active Learning Strategies for the Inclusive Classroom, Grades 6–12 before purchasing it in order to gauge whether or not it would be worth my time, and all praised 41 Active Learning Strategies for the Inclusive Classroom, Grades 6–12:

1 of 1 people found the following review helpful. Great resource for any classroom teacher! By lexiegerraputa This book is very well written in the respect that it is organized splendidly. There is an easy to read Table of Contents that has the strategies listed in alphabetical order with each one's page number. Each strategy is easy to read, understandable, and has step-by-step directions so the application to the classroom is very successful. As a student teacher, I have used one of the strategies, Why and Because, for a social studies review on the Civil War in my field class. This strategy was extremely useful in getting the students to make connections between the events and why they occurred. This in turn helped them remember the information better, which can sometimes be hard especially with so

many dates, people, and events involved. The sample template in the book was awesome, as well. I used it because it was a good organizer to put all the events in sequential order by date. I love the book and will definitely be using more of the strategies in my field and also when I have a classroom of my own. 1 of 1 people found the following review helpful. This book has effective strategies that you can implement in your classroom! By Jodi Hunt 41 Active Strategies for the Inclusive Classroom is an excellent book and you can easily navigate through the strategies because of the table of contents provided with page numbers. The descriptive introduction is a great foundation to this book, it helped me understand and comprehend how to effectively teach in an inclusive classroom at the secondary level. The book is written in clear and understandable language and has step by step instructions for each strategy. I used the strategy Traveling Teams for a literacy novel, Walk Two Moons, which my students previously read in class. Using this strategy helped my students understand and comprehend what happened throughout the novel as well as the meaning. I had to describe how the students would move during traveling teams to make their groups bigger each cycle so that they would gain more insight about Walk Two Moons from a variety of their peers. This strategy showed me how the strategies in this book are easy to implement as well as effective.

Keys to engaging secondary students Research shows that all students—regardless of learning style, disability category, or language difference—learn more effectively when they are engaged in active learning. This book shows teachers how to help all students achieve positive learning outcomes. The authors provide a compilation of strategies that serve as blueprints for instructional design and directions for using them across a variety of content areas. The many benefits of active learning include: A more engaged and interactive classroom Increased self-directed learning Development of higher-order thinking skills such as analysis, synthesis, evaluation Improved reading, discussion, and writing competencies

"Diane Casale-Giannola and Linda Schwartz Green will reach educators of grades 6-12 with research motivating adolescents to learn. Strategies focus on creating a more engaged interactive classroom environment and also focus on self-directed learning processes, offering clear keys that include materials, directions, sample applications, and more." --Midwest Book , October 2012 "Teachers and their students will love this compilation of familiar and fresh active learning strategies, relevant for 21st century learners. This resource provides a 'no excuse' and comprehensive guide to planning active student engagement." --Angela Becton, Gifted Program Specialist (10/21/2011) "Diane Casale-Giannola and Linda Schwartz Green will reach educators of grades 6-12 with research motivating adolescents to learn. Strategies focus on creating a more engaged interactive classroom environment and also focus on self-directed learning processes, offering clear keys that include materials, directions, sample applications, and more." --Midwest Book , October 2012 "Teachers and their students will love this compilation of familiar and fresh active learning strategies, relevant for 21st century learners. This resource provides a 'no excuse' and comprehensive guide to planning active student engagement." --Angela Becton, Gifted Program Specialist (10/21/2011) "Diane Casale-Giannola and Linda Schwartz Green will reach educators of grades 6-12 with research motivating adolescents to learn. Strategies focus on creating a more engaged interactive classroom environment and also focus on self-directed learning processes, offering clear keys that include materials, directions, sample applications, and more." --Midwest Book , October 2012 "Teachers and their students will love this compilation of familiar and fresh active learning strategies, relevant for 21st century learners. This resource provides a prime; no excuse prime; and comprehensive guide to planning active student engagement." (Angela Becton, Gifted Program Specialist 2011-10-21) "Diane Casale-Giannola and Linda Schwartz Green will reach educators of grades 6-12 with research motivating adolescents to learn. Strategies focus on creating a more engaged interactive classroom environment and also focus on self-directed learning processes, offering clear keys that include materials, directions, sample applications, and more." (Midwest Book , October 2012) About the Author Learn more about Diane Casale-Giannola's PD offerings Consulting Description: Active Learning for the Inclusive Classroom, K-5 Consulting Description: Active Learning for the Inclusive Classroom, 6-12 Dr. Diane Casale-Giannola is currently an Associate Professor in the School of Education at Rider University. She received her Master's of Science, specializing in Special Education, from Albany University and her Ph.D. from New York University. She also holds an Advanced Certificate in Educational Supervision and Administration from Brooklyn College. Dr. Casale-Giannola is an active researcher, presenter, and consultant, focusing on how to assess and address the needs of diverse student populations. She is an active member of the New Jersey Council for Exceptional Children and Council for Exceptional Children, including participating in the CEC scholarship committee and sponsoring the first state-wide Student CEC professional conference. She also is on the Special Education Advisory Board, which consults with community and university members to support pre-service teachers to effectively teach and service individuals with disabilities in the community and their families. Learn more about Linda Green's PD offerings Consulting Description: Active Learning for the Inclusive Classroom, K-5 Consulting Description: Active Learning for the Inclusive Classroom, 6-12 Dr. Linda Green has a B.A. in English from University of Bridgeport, an M.A. in Special Education and Reading from Eastern New Mexico University, and a Ph.D. in Psychological Cultural Studies and Special Education from University of Nebraska at Lincoln. She holds

certifications in Special Education and Teacher of English and is currently as Associate Professor of Education at Centenary College. She has worked as a special education teacher and a consultant, preparing and implementing workshops on a variety of topics related to special education. Dr. Green is a member of the Council for Exceptional Children (CEC) and the Teacher Education Division of CEC. She presents regularly at national special education conferences, is a reviewer of conference proposals for national special education conferences, and a reviewer of manuscripts for special education texts for major education publishers. Dr. Green has taught most of the special education courses at Centenary on both the undergraduate and graduate level, and she developed and is the current director of the M.A. program in Special Education. She also serves as the director of the Teachers of Students with Disabilities Certification Program. She received the Centenary College Distinguished Teacher Award in 2000. She is the founding advisor of the Centenary College Student Chapter of the Council for Exceptional Children.