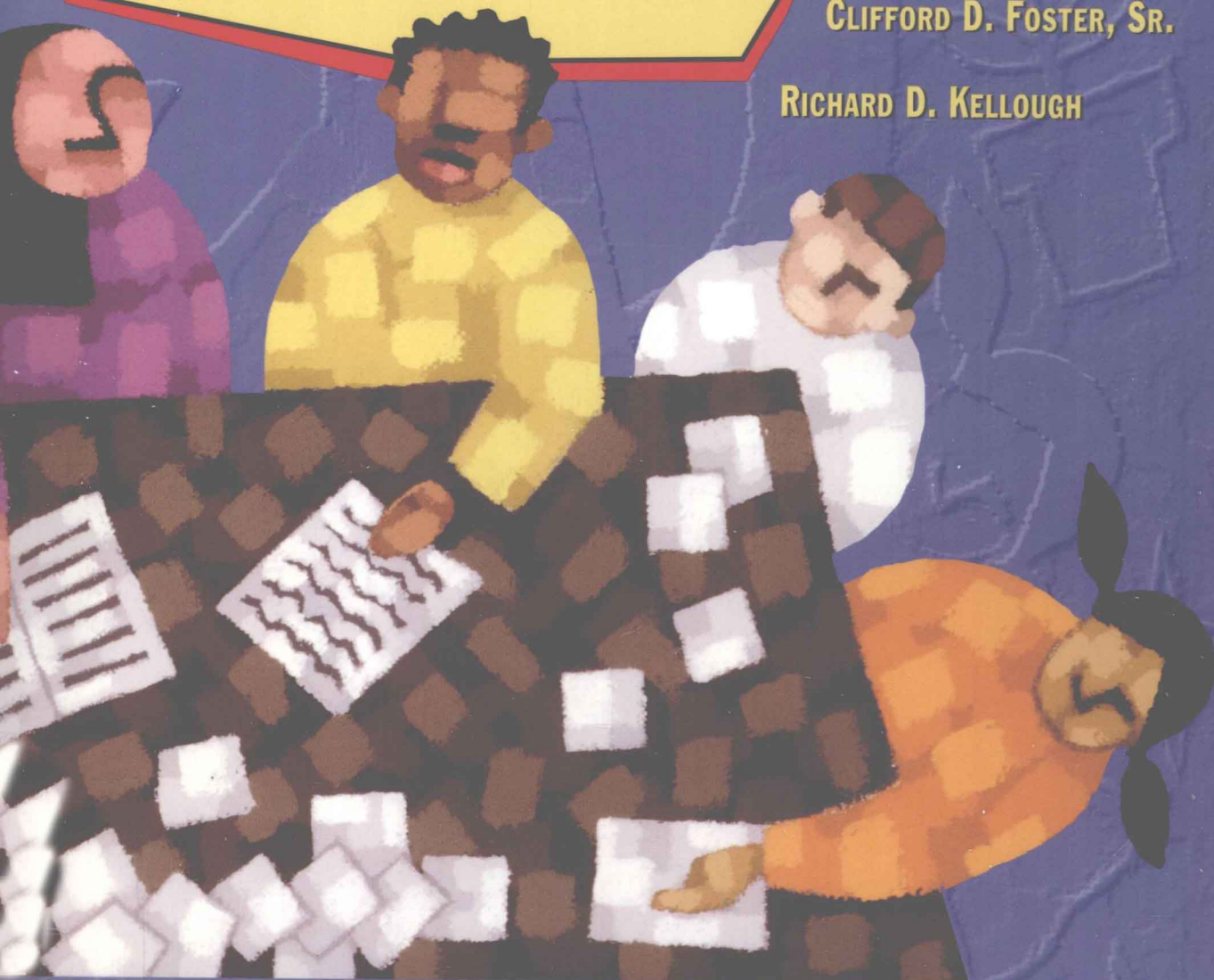


# Teaching and Learning in the Elementary School

JOHN JAROLIMEK

CLIFFORD D. FOSTER, SR.

RICHARD D. KELLOUGH



SEVENTH EDITION

# **Teaching and Learning** in the Elementary School

## **Seventh Edition**

**JOHN JAROLIMEK**

Professor Emeritus, University of Washington

**CLIFFORD D. FOSTER, SR.**

University of Washington, Seattle

**RICHARD D. KELLOUGH**

California State University, Sacramento

Merrill  
Prentice Hall

Upper Saddle River, New Jersey  
Columbus, Ohio

## Library of Congress Cataloging-in-Publication Data

Jarolimek, John.

Teaching and learning in the elementary school/John Jarolimek, Clifford D. Foster, Sr., Richard D. Kellough.—  
7th ed.

p. cm.

Includes bibliographical references and index.

ISBN 0-13-022642-4

1. Elementary school teaching. 2. Lesson planning. I. Foster, Clifford Donald. II. Kellough, Richard D.  
(Richard Dean) III. Title.

LB1555.J34 2001

372.1102—dc21

00-025180

**Vice President and Publisher:** Jeffery W. Johnston

**Editor:** Debra A. Stollenwerk

**Editorial Assistant:** Penny S. Burleson

**Production Editor:** Mary Harlan

**Copy Editor:** Robert L. Marcum

**Design Coordinator:** Robin G. Chukes

**Photo Coordinator:** Sherry Mitchell

**Text Design:** Ed Horcharik/Pagination

**Cover Design:** Ceri Fitzgerald

**Cover art:** Stephen Schildbach

**Production Manager:** Pamela D. Bennett

**Electronic Text Management:** Marilyn Wilson Phelps, Karen L. Bretz, Melanie N. Ortega

**Illustrations:** Tom Kennedy

**Director of Marketing:** Kevin Flanagan

**Marketing Manager:** Amy June

**Marketing Services Manager:** Krista Groshong

This book was set in Dutch 823 and Franklin Gothic by Prentice Hall. It was printed and bound by R. R. Donnelley & Sons Company. The cover was printed by Phoenix Color Corp.

Earlier editions ©1993, 1989, 1985, 1981, 1976 by Macmillan Publishing Company.

**Photo Credits:** Scott Cunningham/Merrill: facing p. 1; pp. 107, 133, 167, 304; Lloyd Lemmerman/Merrill: p. 43; Anthony Magnacca/Merrill: pp. 9, 26, 126, 169; Linda Peterson/Merrill: p. 96; Barbara Schwartz/Merrill: pp. 233, 250, 283; Anne Vega/Merrill: 5, 60, 74, 83, 199, 218, 259, 280, 322; Tom Watson/Merrill: p. 194; and Todd Yarrington/Merrill: 156.

---

**Copyright © 2001, 1997 by Prentice-Hall, Inc., Upper Saddle River, New Jersey 07458.** All rights reserved.  
Printed in the United States of America. This publication is protected by Copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. For information regarding permission(s), write to: Rights and Permissions Department.

Merrill  
Prentice Hall

10 9 8 7 6 5 4 3 2 1  
ISBN: 0-13-022642-4

## Preface

---

In this textbook we emphasize the social importance of the elementary school teacher. Amid the social unrest swirling around them—families falling apart, communities in conflict over local issues, children suffering from neglect and abuse, domestic violence, and battered mothers—stand elementary school teachers, each Monday through Friday during the school year, teaching their charges the three Rs, how to think critically and creatively, how to live with one another, what it means to be an American, and a whole lot more! For countless numbers of children, only their teacher stands between them and the abyss of ignorance and anomie. Accordingly, in this text we paint a realistic picture of what it means to be an elementary school teacher today.

As in previous editions, two important themes permeate this book: that elementary school teaching is basically a call to the service of humanity, and that the most effective elementary school teaching involves continual, thoughtful, and reflective decision making. This means that you must understand that teaching is a profession and, among other things, that there is no “magical bag of tricks” that can be passed from one person to another that will work for every teacher in every situation in every classroom with every group of children.

Children need teachers who care deeply about them and who can inspire them with the confidence they need to face their future. To motivate, to encourage, to stimulate, to build strong self-esteem, and most important, to care—these descriptors really define the most important work that a teacher does with elementary school children. Saying this in no way diminishes the importance of the teacher’s responsibility to teach essential subject matter.

The fundamental teaching skills presented in this text—centered around the categories of planning for instruction, grouping children for instruction, establishing and maintaining a safe and effective learning environment, and assessing student learning—have been derived from the best and most current research and practice. We list anticipated learning outcomes at the beginning of each chapter as mental organizers for your study.

The treatment of fundamental teaching skills in this book does not substitute for content-specific teaching methodologies. You will acquire specific teaching skills that apply to reading, mathematics, social studies, science, and the other subjects and skills of the elementary school curriculum by enrolling in special methods courses and studying the texts for those specific disciplines.

Throughout this text you will find vignettes, “verbal snapshots” of classroom situations that a teacher might encounter. Based on real incidents, these provide provocative springboards for class discussion about teaching. Teaching involves decision making, and good teaching is the result of making wise decisions at appropriate times.

Study questions, activities, and a list of references for further study appear at the end of each chapter.

## NEW FOR THIS EDITION

We have tried to make this seventh edition of *Teaching and Learning in the Elementary School* as succinct and as user friendly as possible. Each chapter begins with an **introduction** and a list of **anticipated outcomes** and concludes with a **summary**. A **glossary** appears at the end of the book.

We have added **Internet resources** and emphasis on **interweaving multimedia with lessons and learning**. See, for example, figures on recommended Internet sites in Chapter 2 and the sample lesson plan in Chapter 7.

Subject to further directions from your course instructor, you will develop two major performance outcomes from your study of this book: (1) the first draft of your personal plan for a **classroom management system** (see Chapter 5), and (2) a unit plan of instruction for use in your teaching. The unit plan will help you connect the essence of content from one chapter to the next, especially in Chapters 6 through 11, which specifically incorporate this assignment. Both performance outcomes provide meaningful and useful performance exhibits of your study.

We have restructured this seventh edition to update and more efficiently present the information (revisions from previous editions are noted in parentheses). Chapter 1 includes discussion of grade-level organization (former Chapter 3) and new content about today’s reforms. Chapter 2 adds information on competency testing, children who are at risk, the gifted and talented, student rights, and responsive school practices. Chapter 3 discusses skills instruction (former Chapter 11).

The bulk of Chapter 4 is new for this edition. It also includes information on professional development for elementary school teachers (former Chapter 15). Chapter 5 is updated with emphasis on defining classroom management as establishing and managing an environment for learning. It is in this chapter that, as a performance product, you will start the draft of your classroom management system.

Chapter 6 includes some of former Chapter 8, new content about unit planning, and more on the importance of reflection. Beginning with this chapter and continuing through the text you will develop your second performance product, a unit plan that you will complete in Chapter 11. Chapter 7 revises and expands our discussion of objectives, and includes content on

affective learning and values teaching (former Chapter 13). Chapter 8 updates content on theoretical considerations and comparing and contrasting direct and indirect instruction (former Chapters 6 and 11). Chapter 9 adds sections on quality (mastery) learning, learning alone, learning in pairs, the learning center, and cooperative learning. Chapter 10 thoroughly explores questioning as a teaching tool and adds a section on teaching thinking. Chapter 11, on assessment, discusses portfolios, and checklists and rubrics, with a new section on marking, grading, and reporting (former Chapter 15), and includes material about reporting from former Chapter 1.

## PEOPLE WE WANT TO THANK

The preparation of this seventh edition has resulted in a book that we hope you find useful now and for at least the first several years of your professional career. We appreciate the help we have received from others who have shared their ideas and successes and who have permitted us to include their names in the book, from authors and publishers who have graciously permitted us to reprint their materials, and from chapter and manuscript reviewers who have helped us immensely to avoid errors and improve the book's content. As always, though, we assume full responsibility for any errors or shortcomings that slipped through the several screenings the manuscript received.

We are deeply grateful for the important contributions of the following reviewers: Denise Ann Finazzo, Edinboro University of Pennsylvania; Elizabeth Simons, George Mason University; Norma J. Strickland, Rust College; and Fred A. Taylor, Illinois State University. We also thank Kaye Moore, California State University at Sacramento, for her invaluable assistance.

We express our special admiration to our copyeditor, freelancer Robert L. Marcum, for making our writing intelligible, and our continued appreciation to the efficacious professionals at Merrill, with whom we have had a long, productive, and satisfying professional relationship.



## Discover the Companion Website

## Accompanying This Book

### THE PRENTICE HALL COMPANION WEBSITE: A VIRTUAL LEARNING ENVIRONMENT

Technology is a constantly growing and changing aspect of our field that is creating a need for content and resources. To address this emerging need, Prentice Hall has developed an online learning environment for students and professors alike—Companion Websites—to support our textbooks.

In creating a Companion Website, our goal is to build on and enhance what the textbook already offers. For this reason, the content for each user-friendly website is organized by topic and provides the professor and student with a variety of meaningful resources. Common features of a Companion Website include:

#### For the Professor—

Every Companion Website integrates **Syllabus Manager™**, an online syllabus creation and management utility.

- **Syllabus Manager™** provides you, the instructor, with an easy, step-by-step process to create and revise syllabi, with direct links into Companion Website and other online content without having to learn HTML.
- Students may logon to your syllabus during any study session. All they need to know is the web address for the Companion Website and the password you've assigned to your syllabus.
- After you have created a syllabus using **Syllabus Manager™**, students may enter the syllabus for their course section from any point in the Companion Website.
- Clicking on a date, the student is shown the list of activities for the assignment. The activities for each assignment are linked directly to actual content, saving time for students.
- Adding assignments consists of clicking on the desired due date, then filling in the details of the assignment—name of the assignment, instructions, and whether or not it is a one-time or repeating assignment.
- In addition, links to other activities can be created easily. If the activity is online, a URL can be entered in the space provided, and it will be linked automatically in the final syllabus.

- Your completed syllabus is hosted on our servers, allowing convenient updates from any computer on the Internet. Changes you make to your syllabus are immediately available to your students at their next logon.

### For the Student—

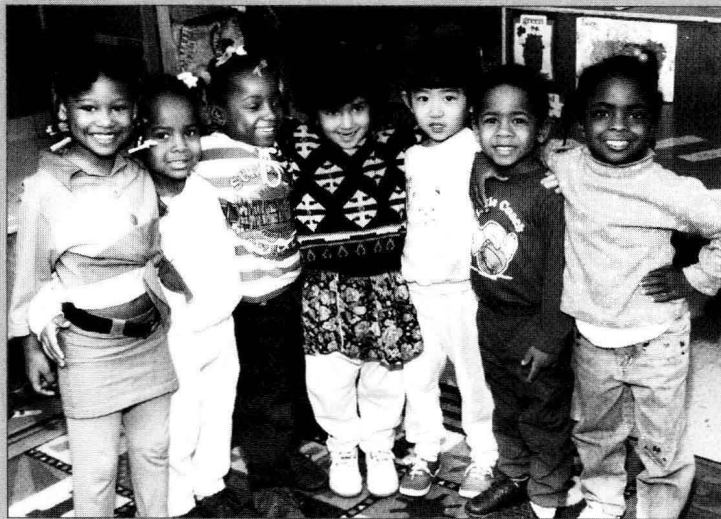
- **Topic Overviews**—outline key concepts in topic areas
- **Electronic Bluebook**—send homework or essays directly to your instructor's email with this paperless form
- **Message Board**—serves as a virtual bulletin board to post—or respond to—questions or comments to/from a national audience
- **Chat**—real-time chat with anyone who is using the text anywhere in the country—ideal for discussion and study groups, class projects, etc.
- **Web Destinations**—links to www sites that relate to each topic area
- **Professional Organizations**—links to organizations that relate to topic areas
- **Additional Resources**—access to topic-specific content that enhances material found in the text

To take advantage of these and other resources, please visit the *Teaching and Learning in the Elementary School* Companion Website at

**[www.prenhall.com/jarolimek](http://www.prenhall.com/jarolimek)**



## Chapter 1



## **Brief Contents**

---

<b>Chapter 1</b>	
The Social Context of Teaching in the Elementary School	1
<b>Chapter 2</b>	
Professional Challenges for Today's Teachers	27
<b>Chapter 3</b>	
The Elementary School Curriculum	61
<b>Chapter 4</b>	
The Professional Responsibilities of the Elementary School Teacher	97
<b>Chapter 5</b>	
Managing the Classroom Learning Environment	127
<b>Chapter 6</b>	
Planning for Teaching and Learning	157
<b>Chapter 7</b>	
Setting the Learning Expectations	195
<b>Chapter 8</b>	
Modes of Teaching	219
<b>Chapter 9</b>	
Organizing and Guiding Children's Learning in Groups	251
<b>Chapter 10</b>	
Questioning and Thinking for Intelligent Behavior	281
<b>Chapter 11</b>	
Assessing and Evaluating Student Performance	305

## Contents

### **Chapter 1** **The Social Context of Teaching in the Elementary School 1**

RECOGNIZING AND UNDERSTANDING THE CHALLENGE	3
Diversity in Elementary School Children • Maintaining a Perspective	
FUNDAMENTAL PURPOSES OF ELEMENTARY EDUCATION	6
Literacy • Citizenship Education • Personal Development	
CONTEMPORARY FAMILY LIFE	11
SOCIOECONOMIC INFLUENCES ON EDUCATION	12
Children at Risk	
EQUALITY OF EDUCATIONAL OPPORTUNITY	13
RACE AND RACISM	14
GENDER EQUITY EDUCATION	16
GRADE-LEVEL ORGANIZATION	18
The Graded School Concept • Striving to Present Quality Education to All Students	
• The Self-Contained Classroom: Still the Commonest Arrangement	
SUMMARY	22

### **Chapter 2** **Professional Challenges for Today's Teachers 27**

SCHOOL EFFECTIVENESS, STUDENT ACHIEVEMENT, AND COMPETENCY TESTING	28
MANDATORY INCLUSION	30
BILINGUAL EDUCATION AND ENGLISH AS A SECOND LANGUAGE	31
THE AGE OF INFORMATION TECHNOLOGY	33
LEARNING STYLES	35
Learning Capacities: The Theory of Multiple Intelligences	
EDUCATION OF CHILDREN WHO ARE AT RISK	36
Responsive Practices for Helping All Children Succeed in School • The Fundamental Characteristic of Exemplary Education	
EDUCATION OF CHILDREN WHO ARE GIFTED AND TALENTED	38

SCHOOL CHOICE	40
SCHOOL RESTRUCTURING	42
PARENT INVOLVEMENT	45
THE STANDARDS MOVEMENT	46
What the National Standards Are	
STUDENT RIGHTS AND SEXUAL HARASSMENT	48
SOCIAL TRAGEDIES	50
HIV/AIDS • Illicit Drug Use • Child Abuse and Neglect • Youth Gangs	
SUMMARY	54

### **Chapter 3**

## **The Elementary School Curriculum 61**

THE OVERT CURRICULUM	62
English and the Language Arts • Mathematics • Science • Social Studies • Health and Physical Education • The Expressive Arts • Skills in the Curriculum • Foreign Language Study	
THE COVERT CURRICULUM	88
SUMMARY	89

### **Chapter 4**

## **The Professional Responsibilities of the Elementary School Teacher 97**

THE TEACHER AS A REFLECTIVE DECISION MAKER	99
Decision-Making Phases of Instruction • Reflection, Locus of Control, and Teacher Responsibility • Teaching Style	
COMMITMENT AND PROFESSIONALISM	102
Noninstructional Responsibilities • Instructional Responsibilities	
IDENTIFYING AND BUILDING YOUR INSTRUCTIONAL COMPETENCIES	104
Characteristics of the Competent Classroom Teacher: An Annotated List	
TEACHER BEHAVIORS THAT PROMOTE STUDENT LEARNING	109
Facilitating Behaviors and Instructional Strategies: A Clarification • Structuring the Learning Environment • Accepting and Sharing Instructional Accountability • Demonstrating Withitness and Overlapping • Providing a Variety of Motivating and Challenging Activities • Modeling Appropriate Behaviors • Facilitating Student Acquisition of Data • Creating a Psychologically Safe Environment • Clarifying Whenever Necessary • Using Periods of Silence • Questioning Thoughtfully	
YOUR CONTINUING PROFESSIONAL DEVELOPMENT	116
Searching for Professional Employment • The Professional Career Portfolio • Professional Development through Reflection and Self-Assessment • Professional Development through Mentoring • Professional Development through Inservice and	

Graduate Study • Professional Development through Participation in Professional Organizations • Professional Development through Communication with Other Teachers	
SUMMARY	121

## **Chapter 5**

### **Managing the Classroom Learning Environment 127**

A VALUES-BASED MANAGEMENT PLAN	129
A Clarification of Terms	
CHARACTERISTICS OF EFFECTIVE CLASSROOM MANAGEMENT	132
Enhancing Mental and Social Development • Facilitating the Achievement of Instructional Goals • Providing Boundaries of Intellectual and Physical Freedom • Procedures Rather Than Rules; Consequences Rather Than Punishment • Developing Skills of Self-Direction and Responsible Involvement • Working toward Warm Human Relations	
SERIOUSNESS OF CLASSROOM MANAGEMENT PROBLEMS	137
Goofing Off • Disruptions to Learning • Defiance, Cheating, Lying, and Stealing • Violence	
CONFLICT RESOLUTION	140
Minimizing Conflict and Encouraging Harmonious Social Relations • Resolving Conflicts Immediately, with a Plan for Longer-Range Solutions • Providing Instruction on Conflict and Conflict Resolution	
ORGANIZATIONAL ASPECTS OF CLASSROOM MANAGEMENT	142
Starting the School Term Well • Schedule and Routines • Clarity of Directions and Goals • Physical Arrangements • Transitions	
SUMMARY	150

## **Chapter 6**

### **Planning for Teaching and Learning 157**

RATIONALE FOR WRITTEN LESSON PLANS	158
Written Plans Are Not Irrevocable • Making Adjustments as Needed	
TASKS THAT REQUIRE SPECIAL PLANNING	160
Introducing Teachers Ellen Baxter and Jim Bond	
GETTING ACQUAINTED WITH A SCHOOL	161
Making an Onsite Visit	
PLANNING THE FIRST FEW DAYS OF INSTRUCTION	165
Perusing Permanent Records: Do So with Caution • Facing the Realities of Teaching	
PLANNING FOR INSTRUCTION	174
Sketch Plan • Lesson Planning	
THE INSTRUCTIONAL UNIT	186

Types of Instructional Units • Planning and Developing Any Unit of Instruction • Unit Format, Inclusive Elements, and Duration	
PREPARING FOR AND DEALING WITH CONTROVERSY	189
SUMMARY	190

## **Chapter 7**

### **Setting the Learning Expectations 195**

RESULTS-DRIVEN EDUCATION	198
USING INSTRUCTIONAL OBJECTIVES	199
ELEMENTS OF MEASURABLE INSTRUCTIONAL OBJECTIVES	200
INSTRUCTIONAL OBJECTIVES IN THE CURRICULUM	201
Cognitive Domain Hierarchy • Affective Domain Hierarchy • Psychomotor Domain Hierarchy	
SEQUENCING OBJECTIVES	214
SUMMARY	214

## **Chapter 8**

### **Modes of Teaching 219**

THEORETICAL CONSIDERATIONS WHEN SELECTING INSTRUCTIONAL STRATEGIES	221
Direct and Indirect Instruction: A Clarification of Terms • Degrees of Directness • Direct versus Indirect Instructional Modes: Strengths and Weaknesses of Each • Selecting Developmentally Appropriate Learning Activities • The Learning Experiences Ladder	
CONTRASTING EXPOSITORY, INQUIRY, AND DEMONSTRATION TEACHING	227
Expository Teaching • Inquiry Teaching • The Demonstration	
SKILLS INSTRUCTION	237
Meaningfulness • Learner Involvement • Practice • Feedback • Application • Maintenance	
BASIC SKILLS—THE THREE Rs	241
Developing a Structured, Systematic, and Sequential Program • Making the Program Interesting and Stimulating • Conducting Frequent Assessments • Personalizing the Program • Using Methods and Materials That Stress Purposeful and Functional Use of Skills • Encouraging Habits of Independence	
SUMMARY	246

## **Chapter 9**

### **Organizing and Guiding Children's Learning in Groups 251**

GROUP PROCESS SKILLS	252
QUALITY LEARNING AND PERSONALIZED INSTRUCTION	254

Today's Emphasis: Quality Learning for All Students • Assumptions about Quality Learning • Components of Any Quality Learning Model • Strategies for Personalizing Instruction for Quality Learning	
LEARNING ALONE	256
LEARNING IN PAIRS (PAIRED TEAM LEARNING)	257
THE LEARNING CENTER	257
LEARNING IN SMALL GROUPS	259
Purposes for Using Small Groups	
COOPERATIVE LEARNING	260
The Cooperative Learning Group (CLG) • The Theory and Use of Cooperative Learning • Roles within the Cooperative Learning Group • What Students and Teachers Do When Using Cooperative Learning Groups • When to Use Cooperative Learning Groups • Outcomes of Using Cooperative Learning Groups • Why Some Teachers Have Difficulty Using CLGs	
LARGE-GROUP INSTRUCTION	263
EXAMPLES OF LARGE- AND SMALL-GROUP INSTRUCTION	263
Large- and Small-Group Instruction: Primary Grades • Large- and Small-Group Instruction: Intermediate Grades	
LEARNING FROM ASSIGNMENTS AND HOMEWORK	273
Strategies for Student Recovery	
SUMMARY	276

## Chapter 10

### Questioning and Thinking for Intelligent Behavior 281

TEACHING THINKING FOR INTELLIGENT BEHAVIOR	282
Characteristics of Intelligent Behavior • Direct Teaching for Thinking and Intelligent Behavior: The Research Imperatives • Direct Teaching of Skills Used in Thinking	
DEVELOPING SKILL IN USING QUESTIONS	286
Framing and Stating Questions • Sequencing Questions • Pacing Questions	
HANDLING STUDENT RESPONSES TO QUESTIONS	289
Passive Acceptance Responses • Evaluative (Judgmental) Responses • Restating and Clarifying • Probing • Cueing • Socratic Questioning	
QUESTIONS THAT FOCUS ON SPECIFIC PURPOSES	293
Procedural Questions • Questions That Check Literal Comprehension • Reflective or "Thought" Questions	
QUESTIONS FROM STUDENTS	298
The Question-Driven Classroom • Questioning: The Cornerstone of Critical Thinking, Real-World Problem Solving, and Meaningful Learning	
SUMMARY	300



**Chapter 11****Assessing and Evaluating Student Performance 305**

## THE LANGUAGE OF ASSESSMENT 306

Evaluation, Assessment, and Measurement • Authentic and Performance Assessment • Formative and Summative Assessment • Norm-Referenced and Criterion-Referenced Tests • Readiness Tests • Validity and Reliability

## ASSESSMENT IN THE CONTEXT OF INSTRUCTION 311

## ASSESSMENT IN THE CLASSROOM 317

## STUDENT PARTICIPATION IN ASSESSMENT 318

Using Student Portfolios • Using Checklists and Scoring Rubrics • Guidelines for Using Portfolios for Instruction and Assessment

## DIAGNOSTIC ASSESSMENT AND CORRECTIVE INSTRUCTION 323

The Teacher as Diagnostician • Diagnostic and Corrective Procedures

## GRADING AND MARKING STUDENT ACHIEVEMENT 327

Determining Grades

## REPORTING STUDENT ACHIEVEMENT 330

The Report Card • Planning for the First Student-Progress Report

## SUMMARY 333

**Glossary 337****Index 343****List of Lesson Plans**

FIGURE 6.5, COIN VALUE, PRIMARY GRADES 178

FIGURE 6.6, LEARNING ABOUT COMMUNITIES, PRIMARY GRADES 180

FIGURE 6.7, DEVELOPING OBSERVATION SKILLS, INTERMEDIATE GRADES 181

FIGURE 6.8, UNDERSTANDING ELECTROMAGNETS, INTERMEDIATE GRADES 183

FIGURE 7.3, WRITING RESPONSE AND PEER ASSESSMENT VIA INTERNET, INTERMEDIATE GRADES 203

## The Social Context of

## Teaching in the Elementary School

**Nearly** a century ago the author H. G. Wells described the teacher as that “sower of unseen harvests” because the results of what the teacher sows in students’ young minds may not be apparent until long after the teacher is gone, or perhaps even forgotten. But good teachers are rarely forgotten. They put their imprint on the students they teach just as surely as artists put their unique mark on their work. Your great challenge as an elementary school teacher, therefore, lies precisely in determining the kind of imprint you will leave on the character, sensitivity, curiosity, love of learning, and moral values of the children that you are given the privilege and responsibility of teaching.