

# Instructional Implications Of



# Research

## Brain



## Facts



## Concepts to Remember

Marcia Tate

<p>Reading and language arts skills and abilities are best acquired when students are actively engaged in learning. (National Reading Panel, 2000)</p>	<p>Combine both the brain and the body in English and Language Arts (ELA) activities. Ex. Body Spelling</p>
<p>When students listen to stories, they use the frontal lobes of their brains where higher-level thinking occurs. (Storm, 1999)</p>	<p>Teach skills and strategies through literature. Ex. Brian Cleary, Ruth Heller, Fred Gwynn</p>
<p>Graphic Organizers can be used to teach to both left and right hemispheres of the brain. (Buzan &amp; Buzan, 1994)</p>	<p>Teach Comprehension Skills through Graphic Organizers</p>
<p>Both long-and –short-term memory is improved through writing. (Hadwin, Kirby, &amp; Woodhouse, 1999)</p>	<p>Write across the curriculum in short chunks of information. Ex. Quick Writes</p>
<p>When students have fun, learning is facilitated. (Burgess, 2000; Pert, 1997)</p>	<p>Use riddles, jokes, and humor to teach ELA Ex. Summarizing “Once Upon A Time. The End” book</p>
<p>Brains grow better in the real world than in artificial learning environments. (Westwater &amp; Wolfe, 2000)</p>	<p>Make ELA instruction meaningful by connecting it to real life. Ex. Cause and Effect.</p>