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