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**Words Walk Out: Vocabulary Best Practice with Elementary English Learners
In and Out of School**

**Gwen McAlpine, Debra Coffey and Beth Donaldson
Kennesaw State University**

Abstract

Beginning readers and second language learners follow essentially the same reading process that all students take in order to become competent readers. Thus, it is vital for all students to develop a strong motivation to read and a powerful repertoire of reading skills. This article describes best practice approaches for general education teachers to use in reaching their English language learners in elementary school. These best practices will work effectively with beginning readers who are native speakers of English. Best practice strategies detailed in this article include the teaching of vocabulary in different genres, content areas, and contexts.

**From “Eddie Enough” to “Eddie Just Right:” Using Children’s Literature to Help
Prospective Teachers Understand and Teach Students with ADHD**

**Alicja Rieger
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Abstract

Teacher education students can learn about the characteristics for identifying children with ADHD and strategies for supporting their positive behavioral development by using the children’s book, *Eddie Enough!* Characteristics of ADHD are outlined in the *Diagnostic and Statistical Manual of Mental Disorders* of the American Psychiatric Association. Teacher educators can employ many strategies, such as perspective taking, role play, and discussions of various strategies to help perspective teachers acquire the knowledge and skills to support children with ADHD in their classrooms.