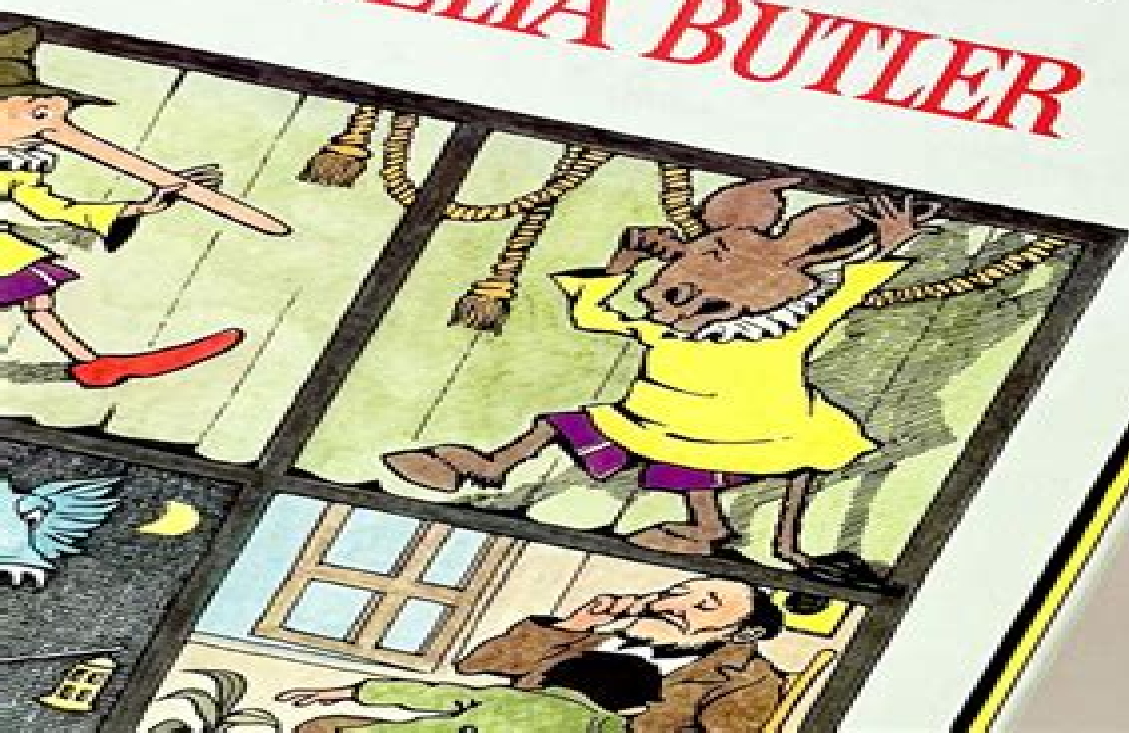


SHARING LITERATURE WITH CHILDREN

FRANCELLIA BUTLER



Sharing Literature With Children

Kristen Mary Kemple



Sharing Literature With Children:

Sharing the Journey: Literature for Young Children David Yellin, 2017-05-12 This wonderful resource from two authors with an infectious enthusiasm for children's literature will help readers select and share quality books for and with young children. Specifically focused on infants through the third grade, *Sharing the Journey* contains descriptive book annotations, instructive commentary, and creative teaching activities tailored for those important years. Extensive book lists throughout will help readers build a library of quality children's literature. Books representing other cultures are included to help celebrate diversity as well as cultural connection. Genre chapters include poetry, fantasy, and realistic and historical fiction. A chapter on informational books demonstrates how young children can be introduced to and learn to enjoy nonfiction.

Children's Literature Barbara Stoodt, 1996 **Children's Literature in Primary Schools** David Waugh, Sally Neaum, Rosemary Waugh, 2016-07-15 How can you help children to develop a love of reading and books? Which books are the best ones to use in primary teaching? How do you make the most of children's literature in teaching across the curriculum? Trainee and experienced primary school teachers need an advanced knowledge of children's literature. This is your guide to the range of and scope of children's literature for the primary classroom. Through the exploration of different genres, it covers a wide range of literature and helps you to consider what we mean by literature. Case studies that model good practice are included with suggestions for practical activities using literature to enhance teaching across the curriculum. Throughout, book recommendations show how specific texts can be used for teaching in exciting and innovative ways. What's new to this edition: updated in line with the new Primary National Curriculum, includes new content on supporting children for whom English is an Additional Language, an extensive list of book recommendations for primary teaching, how to get more out of classic texts, introduces new texts and new children's authors. **Sharing Literature with Children** Orlando Public Library. Children's Department, 1977 **Teaching Reading Strategies in the Primary Grades** Bette S. Bergeron, Melody Bradbury-Wolff, 2003-04 A clear and concise guide to teaching reading strategies to young learners. *For Reading Out Loud!* Margaret Mary Kimmel, Elizabeth Segel, Betsy Byars, 1983 *For Reading Out Loud* shows how to enrich children's lives and improve their reading skills through this inexpensive, enjoyable activity. The authors explain why it's important to read aloud all through the childhood years and suggest how to find or make the time to do it at home and in the classroom. They discuss effective ways of reading and recommend what to read, describing in detail more than 140 books that have time-tested appeal to children. *Literature and Literacy for Young Children* Cyndi Giorgis, 2024-01-22 The 8th edition of this bestselling text provides a framework and instructional strategies for identifying, selecting, and teaching high-quality children's literature for ages 0-8. This new edition's emphasis on diverse literature will assist in positively impacting the lives of all young people. Effective instructional approaches for using literature as a teaching tool are coupled with developmentally appropriate methods for sharing literature with young children. This book is a foundational text for graduate and

undergraduate students in early childhood education early literacy literacy methods children s literature and literature instruction The Children's Literature Selection Handbook, K-8 Christie Kaaland,2025-08-21 Offering future school librarians teachers and working librarians an alternative to lengthier textbooks on children s literature this engaging book introduces readers to the most important genres and current conversations in the field while leaving them time to read children s literature directly As school librarian and teacher certification programs become more abridged students require succinct textbooks that still provide a valuable introduction to the field Working librarians need reference books that allow them to make good selections for their collections Students and professionals will appreciate The Children s Literature Selection Handbook K 8 because it offers a needed overview of the field while allowing for plenty of time to read children s literature Author Christie Kaaland s conversational tone speaks directly to readers and the book offers students a pathway to engage with literature directly and effectively scaffold their learning Beginning with an introduction to standard literary fiction genres including a discussion of literature trends and children s reading interests and needs the chapters turn to the most important genres fiction biography folk literature picture books informational texts poetry and graphic novels A focus on book series a deep discussion of graphic novels the inclusion of global literature and review sources for selection and information on publishers and the publishing industry set this timely book apart from others in the field Reader voices add perspective and charm This compact and engaging book is the perfect companion to the vast wealth of children s literature that future teachers and school librarians will read during their professional preparation and share with children and youth as working librarians Children's Literature in the Classroom Diane M. Barone,2011-03-08 Many reading programs today overlook an essential component of literacy instruction helping children develop an enduring love of reading This authoritative and accessible guide provides a wealth of ideas for incorporating high quality children s books of all kinds into K 6 classrooms Numerous practical strategies are presented for engaging students with picturebooks fiction nonfiction and nontraditional texts Lively descriptions of recommended books and activities are interspersed with invaluable tips for fitting authentic reading experiences into the busy school day Every chapter concludes with reflection questions and suggestions for further reading The volume also features reproducible worksheets and forms Essentials of Children's Literature Kathy Gnagey Short,Carol Lynch-Brown,Carl M. Tomlinson,2014 In the new edition of this widely popular resource the well known highly respected author team presents a brief compendium of information about and resources for helping future and new teachers share literature with children Essentials of Children s Literature 8 e is designed to awaken and motivate readers to the joy of reading It presents a rich array of available trade books that can be used effectively to teach children s literature while also ensuring coverage of the most important knowledge about literature and about teaching literature to children Clear concise and direct the book uses recommended book lists examples figures and tables in combination with narrative and prose to empower teachers to free classroom time to involve children with literature *Developing Literacy in*

Preschool Lesley Mandel Morrow, 2007-06-02 Preschoolers are passionate about learning and a high quality preschool program offers rich learning experiences in the areas of language and literacy This engaging book gives teachers and other professionals fresh ideas inspiration and practical tools for integrating age appropriate literacy instruction into the preschool curriculum Including helpful vignettes sample lesson plans and reproducibles the book shows how to create a motivating classroom environment balance child initiated exploration with structured activities and support students developing skills in reading writing speaking and comprehension Essential topics include preschool assessment and working with English language learners

The Use of Children's Literature in Teaching Alyson Simpson, 2016-03-22 The Use of Children's Literature in Teaching reveals the impact of politics professional guidelines and restrictive measurements of literacy on the emerging identities of young teachers It places renewed emphasis on the importance of creative teaching with children's literature for the empowerment of teacher agency to enhance the learning of their students Framing the debate alongside the issue of teacher autonomy Simpson describes results from a two year study which brings together information from interviews surveys document analysis and digital stories from Australia Canada the UK and the US to assess the role of children's literature in pre service teacher education Through cross cultural comparison this research captures the different levels of connection between politics education systems higher education and pre service teachers It exposes how politics narrow views of professionalism and program structures in teacher education may adversely affect the development of pre service teachers This book presents a strong case that reading and responding critically to literary texts leads to better educational outcomes than basic decoding and low level comprehension training As such this book will be of great interest to researchers and scholars working in the areas of teacher education and literacy and primary education It should also be essential reading for teacher educators and policymakers

Let's be Friends Kristen Mary Kemple, 2004 This book describes methods of support and intervention teachers can use to create social inclusion in preschool and the primary grades Combining general early childhood education with special education this unique volume explains a wide variety of strategies ranging from environmental arrangement on the spot teaching and cooperative learning to more intensive individually targeted interventions for children experiences challenges and disabilities

The Cornerstones to Early Literacy Katherine Luongo-Orlando, 2010 How can we build a strong literacy foundation for children This book appreciates that learning and language development start with the play episodes oral language practices wordplay activities print encounters reading events and writing experiences that children engage in during the early years of life Filled with rich language activities The Cornerstones to Early Literacy shows teachers how to create active learning experiences that are essential to building early literacy This comprehensive handbook is organized around the following topics Play Experiences Understanding the early stages of learning and all aspects of the play literacy connection Oral Language Supporting opportunities for child talk with suggested conversation starters and events that involve personal timelines and storytelling

Language Awareness and Word Play Creating a balanced approach to language learning using games and activities that involve literature music choral speaking sound games and more Print Encounters Discovering reproducing and creating all forms of environmental print Reading Events Integrating read aloud and shared book experiences with proven strategies for supporting and observing young readers Writing Experiences Identifying early writing characteristics and techniques for moving children along in their writing

Literacy Learning in the Early Years Caroline Barratt-Pugh, Mary

Rohl, 2020-07-16 Children's early experiences of literacy have a major influence on how they continue to learn as they grow older Children enter early childhood programs and school with a wealth of knowledge and understandings of literacy It is critical that early childhood professionals and teachers recognise and build on this learning Literacy Learning in the Early Years offers a practical introduction to literacy issues for early childhood professionals and teachers working with children aged 0-8 in childcare preschool and school contexts The authors take a socio-cultural approach to literacy learning emphasising the importance of understanding the various contexts in which young children are involved in literacy practices They explore a range of literacy issues that early childhood professionals and teachers are facing in the 21st century These issues include the role of play in literacy learning how to use information communication technologies with young children and ways of introducing critical literacy Literacy is understood broadly and readers are encouraged to explore a range of print and other media with children With chapters from both Australian and UK authors Literacy Learning in the Early Years is an ideal professional reference and student text a very useful introductory text to literacy development in early childhood It is clearly written and accessible to the wide range of professionals working with young children as well as to teachers and parents It will be a valuable text in training at initial and in service levels on a wide range of courses Lesley Abbott Professor of Early Childhood Education Manchester Metropolitan University this well written comprehensive book combines many practical examples of learning to do literacy and suggestions for action and all the while engages the reader with questions and starting points for reflection Susan Hill Associate professor The Centre for Studies in Literacy University of South Australia

The Story Performance Handbook R. Craig Roney, 2000-11-01 The Story Performance Handbook provides

specific detailed information to help adults develop basic skills in reading aloud mediated storytelling and storytelling Organized sequentially each chapter moves the reader from the easiest reading aloud picture books to the most difficult creating your own stories for telling storytelling experience cumulatively building story performance skill in selecting preparing and delivering stories and poetry to audiences This structure allows individuals to begin reading at various points depending on their prior experience with story performance The text includes several features that make learning to perform stories and poetry easy to understand and manage Explicit thorough advice avoids confusion such as how to select prepare and deliver stories and poetry via reading aloud mediated storytelling and storytelling The sequential chapter organization progressing from easiest to most difficult and Developmental and Culminating Activities at the end of each skill chapter

enable this text to be used either independently or in conjunction with courses or workshops in story performance Unique among story performance texts instruction is based not only on the author s own extensive experience but also on empirical research related to teaching adults to tell stories Specific information is easily located throughout the text Processes are presented in bold type numbered sequentially and at the end of specific chapters skill building activities are provided Figures which provide additional detailed information are boxed Examples of processes are highlighted with background shading

The Administration and Supervision of Reading Programs Shelley B. Wepner,Joan T. Feeley,Dorothy S. Strickland,2002 Now in its Third Edition this popular textbook offers valuable information about administering effective reading programs from the pre elementary through the college level All chapters have been revised to include the most current information trends and research and a new chapters has been added on college university reading programs

Educating Second Language Children Fred Genesee,1994-03-25 This text brings together the work of 15 elementary education experts who support an integrative approach to educating second language children The paperback edition is a collection of articles from fourteen elementary education experts who espouse an integrative approach to second language education one that goes beyond language teaching methodology to cover a wide range of issues affecting the academic and social success of language minority children The volume deals not only with second language development but with the development of the whole child Rather than focusing on language instruction it addresses the entire curriculum and instead of restricting itself to classroom learning it examines the role of the school family and community *The Women Who Invented Twentieth-Century Children's Literature* Elizabeth West,2022-10-24 Publishing for children between 1930 and 1960 has been denigrated as a relatively fallow period for creativity and quality certainly in comparison with the golden ages of children s literature that preceded and succeeded it This book questions this perception by using archival evidence to argue that the work of what was predominantly a female group of editors illustrators authors and librarians collectively referred to as bookwomen resulted in many titles which are still considered as classics today The bookwomen reframed ideas about how children s publishing should be approached and valued and in doing so laid the foundations for a subsequent generation of children s authors and publishers who were to achieve far greater prominence The key to the success of the bookwomen was their willingness to experiment the strength of their relationships and their comprehensive understanding of the book production process By focusing on a selection of women working across all aspects of the book production process this book demonstrates that both individually and collectively women capitalised on their position as other to the existing male institutions **Empowering Students Through Multilingual and Content Discourse** Finley, Stacie Lynn,Correll, Pamela,Pearman, Cathy,Huffman, Stephanie,2023-07-25 Empowering Students Through Multilingual and Content Discourse is a peer reviewed research book that challenges the traditional monolingual classroom approach where the teacher s voice dominates and only the dominant culture s language is considered the path to success The book aims to empower students by

creating classroom spaces where all voices are heard valued and empowered It draws on research from scholars who study discourse and offers insights into how discourse can be used to promote language and literacy development honor all students voices and empower them This book also provides guidance on culturally and linguistically sustaining discourse practices and encourages educators to incorporate students home languages and discourse practices in classroom instruction It challenges educators to move away from centering White English and represent language more responsibly within the classroom This research is a valuable resource for academic scholars and a useful tool for teachers looking to cultivate student centered classroom practices By encouraging discourse among students educators can create a space where human life holds meaning and students feel empowered to act and use their voices

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