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**Childhood Education: Annual
Theme 2009, Volume 85, Number 5
-Journal of the Association for Childhood
Education International**

J11/09/ANN/085/278

1. Inextricably linked: An international human rights perspective on child health and education

Todres, Jonathan

pp. 278-282

Health and education are deeply intertwined - educators are well positioned to foster change that advances children's rights to both - international human rights law offers educators a vital tool to hold governments accountable when children in their classrooms are not realising their right for the highest attainable standard of health or fulfilling their right to education - engaging both health and education issues in a comprehensive manner will improve children's health, strengthen educational systems, and ultimately improve the long-term well-being of all children - global state of affairs - impact of health status on education - international human rights law - a human rights approach to education - the human rights mandate on child health - what educators can do.

J11/09/ANN/085/283

2. Childhood obesity in the testing era: What teachers and schools can do!

Winter, Suzanne M.

pp. 283-288

In this era of increasing accountability and high-stakes testing in schools, a serious paradox has surfaced - children are becoming overweight at an alarming rate, and mounting evidence points to a relationship between obesity and poor school performance - ironically, pressure to improve children's academic achievement has led many schools to reduce sports which puts children at greater risk of obesity - critics have labeled schools as "obesogenic" environments that promote obesity through sedentary academic work, limited physical activity and cafeteria food of low nutritional value - describes five strategies to guide teachers and schools in the fight against childhood obesity - stay informed - design a school action plan - promote positive psychosocial development of children - promote healthy diet and nutrition - encourage physical activity.

J11/09/ANN/085/289

3. What kids don't get to do anymore and why

Sutterby, John A.

pp. 289-292

Recent historical look at the role of parents in keeping children safe - while safety of children is paramount this article explores the idea that the obsession with "safety" can become a major roadblock to children's overall health - safer kids may be becoming fatter kids - concludes with a call for caregivers to use both common sense and research, rather than media hype, to guide their child-rearing practices.

J11/09/ANN/085/293

4. Sun protection education for healthy children

**Fulmore, Jason S. Geiger, Brian F.
Werner, Karen A. Talbott, Laura A. Jones,
Dina C.**

pp. 293-299

Comprehensive sun protection programs may enhance awareness of health risks associated with ultraviolet radiation and alter behaviours to reduce prevalence of skin cancer - seven sun protection behaviours which teachers should emphasize.

J11/09/ANN/085/300

5. Eating disorders in childhood: Prevention and treatment supports

Cook-Cottone, Catherine

pp. 300-305

Eating disorders have become an area of increasing concern for childhood educators, as they are disruptive to the psychological, academic and social development of children and adolescents, as well as damaging to their physical health - the incidence and prevalence of eating disorders are increasing while the age of onset appears to be decreasing - concludes that with proper knowledge and commitment, schools can be a safe, protective, and healing place for students with eating disorders.

J11/09/ANN/085/306-I

**6. Build a positive classroom environment:
Avoid competition**

Chakraborty, Basanti and Stone, Sandra

pp. 306-I - 306-L

Build a positive classroom environment: Avoid competition - new approaches to avoid competition - recommended books and websites.

J11/09/ANN/085/307

**7. Understanding children with asthma:
Trouble and triggers**

Lim, JungHa; Wood, Beatrice L.; Cheah, PoAnn

pp. 307-312

Education on the characteristics of asthma, along with the implications of the disease for the child, caregivers, teachers, and friends, is essential to prevent problems with asthma in the school setting, and to improve the child's quality of life at school - signs of asthma and triggering factors -emotions and asthma -emotions and asthma disease activity - medication adherence and asthma disease activity in stressful family contexts - asthma information and balanced management are key.

J11/09/ANN/085/313

**8. Culturally and linguistically diverse students
with Autism**

Rodriguez, Diane

pp. 313-317

Identifying autism in culturally and linguistically diverse children - role of families - support for families -services – socio-cultural and language implications - social competence - roles of first and second languages - evaluating children's language.

**The First Years: Volume 11,
Issue 1, 2009
New Zealand Journal of Infant and
Toddler Education**

J213/09/011/001/007

9. Who should care for our babies?

Sims, Margaret

pp. 7-10

For decades Western Society has emphasised the importance of mothers as their children's first carers, and the research agenda has supported this - however the world is changing around us and successful approaches to childrearing from

the past do not necessarily meet the needs of today's families - author argues that an exclusive focus on maternal care is detrimental to the well-being of many infants - involvement of others in a circle of attachment around infants is a strong protective factor, buffering infants against the risks in their environment.

J213/09/011/001/012

**10. Equal but different: Exploring perceptions of
male teachers in New Zealand early
childhood sector**

Cottam, Stuart

pp.12-13

Enquiry based on interviews with nine male professionals working with infants and toddlers ages 0-2 years - this article focuses on professional leadership, training and male teachers' perceptions about their roles as educators of infants and toddlers - examines the challenges and issues for male professionals in this area and looks at the implications for infants, their families and the teaching profession in education and care for children under-two years.

J213/09/011/001/014

**11. Improving infant and toddler teachers
visions: yesterday, today and tomorrow**

Bary, Raewyne

pp. 14-15

Explored how professional leadership develops to promote the attachment based learning concept and the necessary team approach and philosophy required to promote security in infants within a child care setting - presents research findings that look specifically at how video footage can be interpreted to reveal practice with infants, changes in that practice and reflective processes that practitioners must undergo to improve their understanding of the child's learning in an infant care environment.

J213/09/011/001/016

**12. Investigating sleep routines in early
childhood care and education centres**

Albon, Glenda and Barnes, Jacqui

pp. 16-18

Focuses on sleep and the relationship between best practice models and infant mental health principles to ensure that early experiences, the infant's neurobiology and the primary care-giving context are taken into account.

J213/09/011/001/021

13. A pedagogy of listening

Sandvik, Ninni

pp. 21-25

In the Nordic countries of Sweden and Norway there is a growing interest in a 'pedagogy of listening' as an approach to teaching and learning. With some exceptions, however, listening is constructed normatively as positive and unproblematic. It is argued in this article that such an approach would silence the paradoxes and risks many practitioners confront when interacting with children under three years in early childhood education and care. This process could transform the notion of a pedagogy of listening into an empty slogan rather than ethical practice. This article explores some examples of a 'pedagogy of listening', welcoming the complexity of teaching and learning and accepting the insecurity of not finding answers. In short, involving oneself in the risky business of listening.

J213/09/011/001/026

14. Nature live: Experiencing nature naturally

Chettleburgh, Ingrid

pp. 26-29

In order to truly understand something you need to have the first-hand experience - describes a programme operating in New Zealand which helps adults and children to become immersed and soaked within the natural world and to really understand ourselves and our relationships with nature first hand.

J213/09/011/001/033

15. Hush little baby, don't you cry: Re-examining the issue of crying for infant-toddler pedagogy

pp. 33-39

Is crying deliberate? - adult reactions to crying - the effects of stress on development - to respond or not respond? - can certain cries carry certain meanings - reasons for crying - extreme crying - the right to cry - cultural differences - images of the child - minimising crying minimises stress - soothing infants in respectful ways - responses that promote a sense of security - responses that promote positive identity formation - responses that support exploration - infant cries should be responded to consistently, gently, reliably and respectfully.

**Young Children: November 2008,
Volume 63, Number 6**

J605/08/NOV/063/014

16. Young children assess their learning: The power of the quick check strategy

Brown, William

pp. 14-20

School-age children - today's teachers are increasingly aware that opportunities for student self-assessment can lead to children's feelings of ownership of their learning and a greater responsibility for it - the quick check strategy and the related teaching behaviours developed and outlined in this article offer teachers a practical approach to enhancing student engagement and confidence through self-assessment.

J605/08/NOV/063/022

17. The power of planning: Developing effective read-alouds

Shedd, Meagan K. and Duke, Nell K.

pp. 22-27

In the midst of nearly every circle time, one can overhear small voices adding to the words from the book being read aloud by the teacher - sometimes the children's words relate to the text, sometimes to anything but the text - the importance of reading aloud every day to develop children's language and early literacy skills - there are many recommendations about how to read aloud to children - it is no easy feat to regularly include all the strategies while managing an active group of children - this article discusses the value of planning read-alouds as one way to improve practice so children can develop emergent literacy skills.

J605/08/NOV/063/028

18. Infants and Toddlers in group care: Feeding practices that foster emotional health

Branscomb, Kathryn R. and Goble, Carla B.

pp. 28-33

Appropriate practices in feeding - tuning in to infant and toddler needs - infants show signs of fullness by turning away, slowing down, and/or arching their backs, and they may become fussy if their cues are ignored - developmentally typical mealtime behaviours of infants and toddlers - self-reflection, familial communication and diversity - responsive feeding practices for healthy

emotional development - when families and teachers discuss practices and explain approaches to one another, they are building positive relationships that make it easier to reconcile differences, should they occur.

J605/08/NOV/063/034

19. Joint productive activity: Collaboration that builds new understandings

Yamauchi, Lois A. and Kuwahara, Rheta H.
pp. 34-38

Joint Productive Activity is a research-based strategy for effective teaching and learning - theoretical foundations - joint productive activity in practice - collaboration - community - compatibility in early education - the effects of joint productive activity - tips for beginning to use joint productive activity.

J605/08/NOV/063/040

20. Classroom quality rating systems: How do teachers prepare and what do they think about the process?

Scott-Little, Catherine; Brown, Glyn E.; Hooks, Laura McDonald; Marshall, Betty Jo
pp. 40-45

In 2003 the South Carolina Department of Education initiated a quality rating system to provide information on the quality of care and education children receive in prekindergarten and kindergarten classrooms housed in primary schools - the department selected the early childhood environment rating scale - Revised (Harms, Clifford and Cryer 1998) - data from the teachers indicate that given the right circumstances, the use of quality rating instruments can provide critical data for policy and program decisions and be effective impetus for changing teachers' practices.

J605/08/NOV/063/056

21. Social-emotional learning in the primary curriculum

Mindess, Mary; Chen, Min-hua; Brenner, Ronda
pp. 56-60

Every primary grade program needs a carefully planned social-emotional component - all children - those who have an ability to control their emotions and make friends and those whom these skills are more difficult benefit from

intentional teaching of emotional and social skills - approaches to building social skills - responsive classroom - a violence prevention program - interplay solutions - a teacher-developed activity.

J605/08/NOV/063/068

22. Engaging young children in activities and conversations about race and social class

Lee, Rebekka; Ramsey, Patricia G.; Sweeney, Barbara
pp. 68-76

Conversations are a vital part of early childhood antibias and multicultural education because they enable children to connect with others and to begin to see the implications of certain assumptions -when encouraged with meaningful activities and questions, children often do express, compare and challenge their views and discuss social justice issues among themselves and with teachers -art activities - materials and activities - books - puzzles and games - role play - doll's -a child's view of poverty - reflecting on money - recommendations for activities and teaching practices.

J605/08/NOV/063/077

23. What happens when a child plays at the sensory table?

Hunter, Debra
pp. 77-79

What is a sensory table? what do children learn at a sensory table? sensory play through different stages of development - sensory integration - examples of how children can use the sensory table to enhance learning.

J605/08/NOV/063/080

24. Enhancing development and learning through teacher-child relationships

Gallagher, Kathleen Cranley and Mayer, Kelley
pp. 80-87

This article reviews research on relationships between young children (birth to age 8) and their teachers, with the goal of offering research-proven strategies teachers can use to develop and sustain high-quality relationships with children at each stage of early childhood - it considers the unique qualities and influences of teacher-child relationships for infants and toddlers, preschoolers and primary-age children and

provides ideas for how teachers can reflect on and enhance relationships in their daily classroom routines - how to be in relationship may be the most important skill children ever learn.

J605/08/NOV/063/088

25. Should rewards have a place in early childhood programs?

Shiller, Virginia M.; O'Flynn, Janet C.; Reineke, June; Sonsteng, Kathleen; Gartrell, Dan

pp. 88-97

Using rewards in the early childhood classroom: a reexamination of the issues - what research tells us - nurturing Mastery Motivation: No need for rewards - the Montessori-to-Kohn response - motivation in the real world -reward plans that empower - reinforcement that fuels interest -the babushka model - children's intrigue-driven experiences stimulate mastery motivation.

J605/08/NOV/063/098

26. Plant parts snack - A way to family involvement, science learning and nutrition

Matt, Megan Mason

pp. 98-99

Author shares her fascination with watching children become increasingly adventurous in their tastes for vegetables the more they handle and understand plants - describes a program which explores the children's interest further and draws parents into the learning process by instituting a healthy, daily snack program involving them - how to organise, document and carry out the program.

**Child Health Alert: April 2009,
Volume 27**

J100/09/APR/027/001

27. Glass table injuries in children - An underestimated hazard

pp. 1-2

Report which encourages strongly that if you are buying a new glass table or one with glass inserts be sure it is made of tempered glass which is designed to break into pieces that don't have sharp edges.

J100/09/APR/027/002

28. A cure for peanut allergy? Don't try this at home!

p. 2

There is a lot of excitement about the possibility of reducing children's food allergies by giving them small doses of allergen by mouth and gradually increasing the amount of allergen until they get to the point where they no longer are allergic to that food - worry is that some parents of food-allergic children might feel they could try this approach at home - this could lead to severe or even fatal reaction - don't ever try this at home - requires close management of a food allergist under strictly controlled.

J100/09/APR/027/003

29. Health information and medical links on the internet - A caution

p. 3

Most experts recommend when using Google and other search engines, it is important to look at sources that reflect professional medical organisations, such as the American Academy of Pediatrics or Government agencies such as the Food and Drug Authority - as with any information, we should first be sure that the source is legitimate before we believe what we read.

J100/09/APR/027/003A

30. How safe are children's toiletries?

pp. 3A-4

A recent USA study reported that two toxic chemicals were found in children's bath and personal care products - the chemicals were found in trace amounts in children's shampoos, bath gels, lotions and wipes - those who know most about these chemicals believe that these amounts are so small and contact with the skin is so brief that there is little likelihood that they pose any health risks - that's reassuring but it would be preferable that such chemicals stay out of these products.

Child Health Alert: June 2009, Volume 27

J100/09/JUN/027/001

31. Reducing vaccine pain.../...and more benefit from sugar for vaccine pain relief

pp. 1-2

Vaccine injections despite their benefits are the most painful procedures that occur in routine childhood care - with all the vaccines now recommended, it's common for a child to get multiple injections on a single visit to the doctor - noting that some vaccines hurt more than others - a hospital in Toronto conducted an experiment to see if a child's pain response would vary depending on which of two vaccines were given first / it remains a mystery why sugar has such a remarkable pain reducing effects in newborns and infants, but here have been so many studies with consistent results that there is little doubt that it works -the fact that it might provide longer lasting benefits then we would expect is something else researchers now need to consider.

J100/09/JUN/027/002

32. Can providing drinking water in schools help reduce obesity?

pp. 2-3

Scientists in Germany studied children in 32 elementary schools -water fountains (bubblers) were installed in 17 of the schools and the teachers in those schools were given lesson plans to encourage water consumption by the children - the other 15 schools did not receive the fountains or encouragement to drink water -data on almost 3'000 children showed that the risk of being overweight was reduced by 31% in the intervention group compared to the children in the schools where no intervention was attempted.

J100/09/JUN/027/003

33. Medication for ADHD and elementary school achievement

p. 3

Almost 8% of US children have been diagnosed with attention-deficit/hyperactive disorder (ADHD) and just over half these children take medication to treat the condition - researchers studied 600 children who were followed from kindergarten through fifth grade - found that among children with ADHD, those on medication had much better math scores on standardised

testing than their unmedicated peers, and children who were medicated for a longer duration had even better scores.

J100/09/JUN/027/004

34. Children at risk from testosterone gel

p. 4

The US Food and Drug Administration has received reports that 8 children who were exposed to testosterone gels, despite warnings, between the ages of 9 months and 5 years had several problems such as enlarged genitalia, pubic hair, advanced bone age and aggressive behaviours - both boys and girls are at risk -the warnings not to get any of the gel on children should be taken seriously.

J100/09/JUN/027/005

35. Seizures caused by camphor products

p. 5

Camphor products have been found to potentially cause seizures in young children (USA) -highlights a problem which is applicable to Australia - immigrant populations often seek out remedies that are familiar to them, without knowing the risks that some of these remedies might pose to their children.

The Challenge: July 2009, Volume 13, Number 2 Journal of the Reggio Emilia – Australia Information Exchange

J088/09/JUL/013/004

36. The rights of the child: A reflection by children, their teacher and parents about the development of a list of rights

Downes, Leesa

pp. 4-7

Beginning of a school year a teacher asks her students aged between six and nine years what they thought their rights as a student are rather than writing a list of class rules - embarked on a project to find out what rights the students felt were important and what impact this had on the classroom setting.

J088/09/JUL/013/008

37. Designing a flag

Sibritt, Jussara

pp. 8-14

Family donated a boat to a new outdoor area - children decided the boat needed a flag because all boats have flags - it was the children's idea so it was proposed that they design the flag - what is a flag - an initial design - other design drafts - ideas keep growing - project developed from April to December.

J088/09/JUL/013/015

38. I live in America, I am just visiting Taiwan (Nicolas -4 years)

Nixon, Liz Bawden

pp. 15-20

The author is currently teaching at the Taipei American School in Taiwan - the children in the class of 16 four and five year olds are from diverse backgrounds - some are English language learners and some are already tri-lingual - Nicolas' comment challenged the teacher's thinking as Nicolas actually lived in Taiwan with one Russian parent and one Taiwanese - prompted discussion about where we live and where we are from - author shares the discussion and project which emerged.

J088/09/JUL/013/021

39. The rights of the parent: The extraordinary in the ordinary

Schafer-Evans, Raelene and Mits, Leanne

pp. 21-23

Shares how mothers participate in the "extraordinary in the ordinary" moments with their children focusing on one mother's story of a beach holiday where her three year old was photographed drawing in the sand.

J088/09/JUL/013/024

40. The rights of the teacher: Rights in the context of the child at school

Sayers, Evelyn

pp. 24-26

Evelyn Sayers (foundation principal of Casey Grammar School and Balcombe School) is interviewed "I've never operated where I've felt that, as a Principal, I've had special rights or rights that other people don't have" - what rights mean - to feel and be safe - to be listened to and valued

as and individual - to be able to play and learn without unwarranted interference from others - teachers are learning from the children - how rights are expressed and valued.

J088/09/JUL/013/027

41. Rights: A conversation

Robertson, Janet and Giamminuti, Stefania
pp. 27-29

This conversation, a back-and-forth of emails over a few weeks, offers no answers and gives no apology for offering no answers - the conversation began as a reflection on the following questions: What do rights mean to you? What place do rights have in the classroom? Whose rights? How are they expressed and valued? The conversation continues.

J088/09/JUL/013/030

42. Connecting learning: Being part of a larger endeavour

Gould, Kerri

pp. 30-32

Kerri Gould, teacher at Galilee Catholic School, South Australia, shares her reflection about community and her sense of place within it - creating connections - Galilee, the larger endeavour - creating culture - making connections - what to next.

J088/09/JUL/013/033

43. To be part of a larger endeavour

Moroney, Kim

pp. 33-36

Kim Moroney, assistant principal of St Joseph's Primary School, Newcastle - lists the larger endeavours she is part of - culture of childhood - transition to school - advising future generations - relationships - knowledge and skills - wellbeing - identity - Australian Early Development Index.

J088/09/JUL/013/036

44. From little things big things grow

Harris, Katie

pp. 36-38

Kate Harris is a coordinating teacher at Campus Kindergarten, University of Queensland, Brisbane - aims to explore the reconnaissance of Campus Kindy and convey the way in which it, a community kindergarten, operates as an integral component of a much larger endeavour.

J088/09/JUL/013/039

45. Rights

Millikan, Jan

pp. 39-40

"Unfortunately the phrase 'Right of the Child' as used by the Reggio Emilia educators has been misinterpreted by some Australian educators as children having complete freedom to do exactly as they wish, and consequently rejecting anything to do with the Reggio Emilia educational project".

Choice Health Reader: Volume 15, Number 6, July/August 2009

J238/09/JUL/015/002

46. Treatment unnecessary for mild fevers

Lavelle, Peter

p.2

It is not widely appreciated in the community that a mild fever is a good thing and doesn't need treatment - mild to moderate fevers, up to 40 degrees centigrade, are a normal part of the body's response to an invading organism and do not need to be reduced, the researchers say - by interfering with the body's normal immune response, reducing a fever might even be harmful.

J238/09/JUL/015/004

47. One million skinfolds don't lie - children are getting fatter

Cameron-Smith, David

p. 4

The results of almost a million skinfold thickness tests in children since the 1950s have shown how fat today's children are compared to their parents.

J238/09/JUL/015/005

48. Psychological assessment of refugee children and others

Montgomery, Bob

p. 5

Refugee children, numerous in Australia, are at risk of misleading psychological assessments which may lead to inappropriate or inadequate treatment.

J238/09/JUL/015/008

49. Benefits of sleep part 1: Sleep may be good for arteries

Lavelle, Peter

p. 8

Lack of sleep is associated with calcification of the arteries -researchers from the University of Chicago looked at nearly 500 healthy, middle-aged Americans -found a strong correlation between short sleep periods and the risk of artery calcification -one hour more of sleep a night decreased the risk of calcification by 33%.

J238/09/JUL/015/009

50. Upright in labour?

Lavelle, Peter

p. 9

Women who remain upright in the first stage of labour have a shorter labour and less requirement for epidural analgesia.

J238/09/JUL/015/010

51. Think twice before throwing a snag on the Barbie

Crowe, Tim

p. 10

How red meat is cooked may partly explain its link to colorectal cancer risk -when meat is cooked at high temperatures (such as from frying, grilling and barbequing), compounds called heterocyclic amines (HCAs) are produced - in rats these have been shown to induce cancer - evidence to link HCAs to cancer in humans so far has not been strong - cancer authorities in Australia advises limiting the consumption of burnt and charred meat.

J238/09/JUL/015/011

52. Benefits of sleep part 2: Less sleep may make a cold more likely

Lavelle, Peter

p. 11

Poor sleep is associated with an increase in the chances of catching a cold - getting fewer than seven hours of sleep a night triples your likelihood of catching a cold, and if you sleep poorly, you are five times more susceptible - conclusion from a study done in Pittsburgh - while this study focused on the common cold, the researchers also suggest poor immunity from sleeplessness probably lowers the body's resistance to illness generally.

Young Children: January 2009, Volume 64, Number 1

J605/09/JAN/064/012

53. Phonological awareness is child's play

Yopp, Hallie Kay and Yopp, Ruth Helen

pp. 12-18, 21

Define phonological awareness -review its many facets and discusses why it is crucial for reading development - describes developmentally appropriate activities, like singing and dramatisations, that engage young children in playful experimentation with language and help them develop the language awareness needed for reading.

J605/09/JAN/064/020

54. Brushing log

p. 20

A teeth brushing 4 week log which children can colour in the sun when they brush their teeth in the morning and can color in the moon when they brush their teeth at night. When one of the family brushes with the child there is a space for them to tick. Photocopiable page with a space to put the child's name and the month of the year - produced by the Colgate-Palmolive Company, 2008.

J605/09/JAN/064/022

55. Writing their words: Strategies for supporting young authors

Tunks, Karyn W. and Giles, Rebecca M.

pp. 22-25

Explores the power of story dictation and early writing - explains the importance of writing down children's words and interpreting "kid writing", and how such experiences help children learn that putting their thoughts into writing is a meaningful way to share ideas.

J605/09/JAN/064/026

56. Behold the power of African American female characters! Reading to encourage self-worth, inform/inspire, and bring pleasure

Brinson, Sabrina A.

pp. 26-31

Focuses on children's literature that features strong African American female characters to

inspire awareness of the contributions and strengths of African American women - the author describes a number of books with such characters and reminds teachers to select culturally and socially authentic children's literature that affirms children's self worth and allows them to build skills and knowledge.

J605/09/JAN/064/032

57. When children have something to say, writers are born

Stonier, Francis W. and Dickerson, Daniel L.

pp. 32-36

Describes a literacy project involving high school students and second-graders -for both age groups, meaning, motivating writing activities helped to build the student's confidence in their ability to communicate effectively through writing -the project began when the high school students shared children's stories they wrote with the second-graders, and it culminated with the second-graders performing their own plays for the older students in the high school auditorium.

J605/09/JAN/064/037

58. Practice what you teach: Writer's lunch club in first grade

McCarry, Beth S. and Greenwood, Scott C.

pp. 37-41

Describe a lunchtime activity for first-graders (USA) – McCarry organised a voluntary club to inspire the children in her class to write - the children wrote in journals at home and then shared their writing during lunch with the teacher in a small supportive group - this activity encouraged children to express themselves and be creative and confident in their writing.

J605/09/JAN/064/042

59. Using stories effectively with infants and toddlers

Birckmayer, Jennifer; Kennedy, Anne; Stonehouse, Anne

pp. 42-49

Offers do's and don'ts for helping the youngest connect with storytelling and books - the authors also describe how to include children with visual impairments and hearing impairments.

J605/09/JAN/064/052

60. One language, two languages, three languages ... more?

Prieto, Victoria H.

pp. 52-53

An effective learning environment for the young dual language learner is one in which strategies are in place to intentionally and continuously support bilingualism - such practice validates children's home language and also helps them develop a sense of self.

J605/09/JAN/064/054

61. The mentor-student relationship - from observer to teacher

Strader, William H.

pp. 54-57

In guiding future teachers, working classroom teachers serve as mentors: they establish good communication, provide rich environments for classroom observation, model best classroom practices, create opportunities for reflection and support students' participation in curriculum planning and teaching.

J605/09/JAN/064/081

62. Young children with Autism Spectrum Disorder: Strategies that work

Willis, Clarissa

pp. 81-89

Characteristics of Autism Spectrum Disorder - how might a child with autism behave in the classroom - what is stereotypic behaviour - how do we know what a child with autism is trying to communicate with a behaviour - other ways a child with autism might communicate - what to do when a child won't interact with others - how to arrange a preschool environment for success - why children with autism have difficulty with sensory stimuli - how to prepare for a child with autism - setting up the daily routine for a child with autism.

J605/09/JAN/064/092

63. It's hard to smile with a binky in your mouth

Chenfeld, Mimi Brodsky

pp. 92-93

Shares briefly about the settling in of Shelley, Franklin and Brianna - binkies (dummies) in mouths, backpacks on backs, blankies in hands were consistently non-participatory for months - then one day it all changed.

J605/09/JAN/064/094

64. Building positive relationships

Helmes, Maegan

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Even at a young age children can learn that success does not have to come at the expense of others - as teachers we want our children to learn to be cooperative and supportive with their peers, while also experiencing success for themselves.