



Jane M. Gangi

Encountering
Children's Literature
An Arts Approach

With an Introduction
by Joseph Bruchac

Encountering Childrens Literature An Arts Approach

Anthony S. Fauci



Encountering Children's Literature An Arts Approach:

Encountering Children's Literature Jane M. Gangi, 2004 In this text Jane M Gangi gives us a new perspective on how integrating the fine arts and literature fosters the active participation and in depth understanding that is as important for children as it is for teachers The heart of the book is a comprehensive treatment of children's literature with a strong emphasis on multicultural and international literature Jaquette

Spirituality across Disciplines: Research and Practice: Marian de Souza, Jane Bone, Jacqueline Watson, 2016-06-29 This book collects multiple disciplinary voices which explore current research and perspectives to discuss how spirituality is understood interpreted and applied in a range of contexts It addresses spirituality in combination with such topics as Christian mysticism childhood and adolescent education midwifery and sustainability It links spirituality to a variety of disciplines including cognitive neuroscience sociology and psychology Finally it discusses the application of spirituality within the context of social work teaching health care and occupational therapy A final chapter provides an analytical discussion of the different voices that appear in the book and offers a holistic description of spirituality which has the potential to bring some unity to the meaning expression and practice of spirituality across a variety of disciplines as well as across cultural religious and secular worldviews A strength of the book is that each chapter is characterized by a fearless confronting of oppositional perspectives and use of the latest research in addressing them The book takes the difficult topic of spirituality into almost every nook and cranny of personal and professional life There is a persistent grasping of the contentiousness of the topic together with addressing counter positions and utilizing updated research across a range of fields in doing this The opening and closing chapters serve as book ends that keep the whole volume together Terence Lovat The University of Newcastle Australia The interdisciplinary nature of the work is by far the strongest aspect of this volume It has the potential to contribute to a dialogue between different professions and disciplines This prospective publication promises to promote a more holistic approach to the study of spirituality This volume takes into consideration a wide variety of issues The way the editors have structured the sequence of chapters contributes to facilitate any possible dialogue between the different areas Adrian Mario Gellé University of Malta Malta

Multicultural Literature for Latino Bilingual Children Ellen Riojas Clark, Belinda Bustos Flores, Daniel Alejandro González, 2025-09-18 Multicultural Literature for Latino Bilingual Children Their Words Their Worlds 2nd Edition makes a needed contribution to the field of children's literature by addressing the social cultural academic and linguistic needs of bilingual learners who continue to be underserved through current school practices This 2nd edition presents a balance of theory research and practice The authors conceptualize different forms of social knowledge that can serve as cultural resources for acquiring knowledge and transforming self and identity This volume creates a heightened awareness of the cultural and linguistic capital held by the Latino community The design of critical pedagogical practices enhances Latino students academic cultural and social capital Unique in this volume is the artwork that reflects the experiences of the Latino

community *Religious Diversity and Children's Literature* Connie R. Green,Sandra Brenneman Oldendorf,2011-05-01 This book is an invaluable resource for enabling teachers religious educators and families to learn about religious diversity themselves and to teach children about both their own religion as well as the beliefs of others The traditions featured include indigenous beliefs throughout the world Native American spirituality Hinduism Buddhism Judaism Christianity Orthodoxy Catholicism and Protestantism Islam Sikhism and other beliefs such as Bah Unitarian Universalism Humanism and Atheism Each chapter highlights a specific religion or spiritual tradition with a brief discussion about major beliefs misconceptions sacred texts and holy days or celebrations This summary of each tradition is followed by extensive annotated recommendations for children s and adolescent literature as well as suggested teaching strategies The recommended literature includes informational books traditional religious stories and fiction with religious themes Teachers religious educators and family members will find the literature from these genres to be invaluable tools for bridging the religious experience of the child with that of the global society in which they live Reading Diversity through Canadian Picture Books Ingrid Johnston,Joyce Bainbridge,2014-01-31 What is the value of picture books in educating a diverse society This collection of original essays explores how preservice teachers from faculties of education across Canada engage with issues of diversity and national identity as represented in children s picture books Based on research drawn from education courses and student teaching experiences the book illustrates new and culturally relevant approaches to curricula that meet the needs of increasingly diverse student bodies The volume focuses on picture books as a central body of texts drawing on recent reading theory and exploring the implications of bringing the works into school classrooms Together the essays offer a unique cross Canada perspective on how picture books can help students and teachers explore identities uncover personal and national histories and locate a sense of place Deepening Literacy Learning Mary Ann Reilly,Jane M. Gangi,Rob Cohen,2010-09-01 **Reading Assessment and Instruction for All Learners** Jeanne Shay Schumm,2017-02-13 Weaving together the latest knowledge and best practices for teaching children to read this indispensable text and professional resource provides a complete guide to differentiated instruction for diverse learners Uniquely integrative the book places the needs of English language learners and students with disabilities front and center instead of treating them as special topics Accessible chapters on each of the core components of literacy clearly demonstrate how to link formal and informal assessment to evidence based instruction Special features include Research Briefs Tech Tips Internet Resources Reflection and Action Questions and dozens of reproducible student activities and assessment tools **Black Boys are Lit** Brian L. Wright,Donna Y. Ford,James L. Moore,2021-11-01 This book of matrices with Black boys as the main character is designed to help gifted and talented education teachers leverage Black boys identities to inform and shape how they plan and deliver curriculum and instruction and manage the multicultural democratic and culturally responsive classroom Ford and colleagues 2005 spoke to the notion of and need for self reflective instruction We argue that all teachers must want to and

learn how to legitimize the everyday experiences that are learned and cultivated in the homes and communities of Black boys and how these experiences shape their self identities and contribute to agency Wright Counsell without hope versus hopeful or out of control and dangerous Tatum 2005 p 28 versus developing self control like all other children Wright et al 2018

Bulletin of the Center for Children's Books, 2003 *The Brilliance of Black Boys* Brian L. Wright, Shelley L. Counsell, 2018-03-09 2018 NAME Philip C Chinn Book Award Winner This much needed book will help schools and by extension society to better understand and identify the promise potential and possibilities of Black boys Drawing from their wealth of experience in early childhood education the authors present an asset and strengths based view of educating Black boys This positive approach enables practitioners and school leaders to recognize understand and cultivate the diversity of social skills of Black boys in the early grades pre K 3rd grade Each chapter begins with a vignette to illustrate what is lost when Black boys are prevented from participating freely in boyhood having to instead attend to adult and peer interactions and attitudes that view them as bad boys and troublemakers This accessible book provides teachers with classroom strategies to help young Black boys achieve their highest potential along with other resources for supporting their social emotional development such as a reading list of authentic multicultural children's books with Black boys as protagonists Book Features Challenges deficit views of Black boys in order to transform the way schools and society think talk and write about them Provides culturally responsive strategies for engaging Black boys and fostering healthy self identity and agency Discusses the importance of critical self reflection to examine attitudes and practices that inform how teachers engage with children and families Examines how school officials beginning in early childhood can stop the adultification and criminalization of Black boys Writing the Polish American Woman in Postwar Ethnic Fiction Grażyna J.

Kozaczka, 2019-02-26 Though often unnoticed by scholars of literature and history Polish American women have for decades been fighting back against the patriarchy they encountered in America and the patriarchy that followed them from Poland Through close readings of several Polish American and Polish Canadian novels and short stories published over the last seven decades Writing the Polish American Woman in Postwar Ethnic Fiction traces the evolution of this struggle and women's efforts to construct gendered and classed ethnicity Focusing predominantly on work by North American born and immigrant authors that represents the Polish American Catholic tradition Grażyna J Kozaczka puts texts in conversation with other American ethnic literatures She positions ethnic gender construction and performance at an intersection of social class race and sex She explores the marginalization of ethnic female characters in terms of migration studies theories of whiteness and the history of feminist discourse Writing the Polish American Woman in Postwar Ethnic Fiction tells the complex story of how Polish American women writers have shown a strong awareness of their oppression and sought empowerment through resistive and transgressive behaviors **Pagan Degrees for Children** Shanddaramon, 2009-09 This book provides a system of learning Pagan and good living concepts just for children and young adults through three main degrees Children from the

ages of 5-18 can work on obtaining the Neophyte Apprentice and Mage Degrees by meeting specific goals designed for children and by completing the requirements for earning Achievement Awards The Neophyte Degree is subdivided into several Levels to help give young children small and easily obtainable goals Provided with each Degree and Award is a great deal of information and sources for learning and for exploring Standing Together Beverly J. Klug, 2012-11-28 The majority of American Indian students attend public schools in the United States However education mandated for American Indian students since the 1800s has been primarily education for assimilation with the goal of eliminating American Indian cultures and languages Indeed extreme measures were taken to ensure Native students would act white as a result of their involvement with Western education Today's educational mandates continue a hegemonic one size fits all approach to education This is in spite of evidence that these approaches have rarely worked for Native students and have been extremely detrimental to Native communities This book provides information about the importance of teaching American Indian students by bridging home and schools using students cultural capital as a springboard for academic success Culturally Responsive Pedagogy is explored from its earliest beginnings following the 1928 Meriam Report Successful education of Native students depends on all involved and respect for the voices of American Indians in calling for education that holds high expectations for native students and allows them to be grounded in their cultures and languages *Art in the Early Years* Kristen Ali Eglinton, 2003-12-16 For all involved in teaching young children this timely book offers the necessary tool with which to develop a broad creative and inspirational visual arts programme Presented in two parts this text covers both theoretical and practical angles part one investigates contemporary early childhood art education challenging what is traditionally considered an early years art experience part two puts theory to text by presenting the reader with numerous inventive visual art lessons that imaginatively meet goals for creative development issued by the QCA The author strikes the perfect balance between discussion of the subject and provision of hands on material for use in lessons which makes this book a complete art education resource for all involved in early years art education Teachers trainee teachers or nursery teachers who wish to implement a more holistic art curriculum in the classroom whilst meeting all the required standards will find this an essential companion **The British National Bibliography** Arthur James Wells, 2009 **Πρόμαχος** Μαρί Λου, 2016-03-10 **YC Young Children**, 2008 Literature and Philosophical Play in Early Childhood Education Viktor Johansson, 2018-12-07 Literature and Philosophical Play in Early Childhood Education explores the role of philosophy and the humanities as pedagogy in early childhood educational research and practice arguing that research should attend to questions about education and growth that concern social structures individual development and existential aspects of learning It demonstrates how we can think of pedagogy and educational practices in early childhood as artistic poetic and philosophical and exemplifies a humanities based approach by giving literature and artful play a place in shaping the ground of practice and research The book explores a range of alternative approaches to theory in education and the feasibility of a

curriculum of moral values for young children and contains a variety of scenes involving children's play and involvement with literature and fiction. It portrays how engaging with children's play can be a philosophical and pedagogical investigation where children's own philosophising is taken seriously where children's thoughts are put on a par with established research and philosophy. Moreover, the book engages with a range of different forms of literature: picture books, novels, auto-fiction, poetry, and develops these as portrayals that serve as a basis for non-theoretical and poetic pedagogical research. *Literature and Philosophical Play in Early Childhood Education* will be of great interest to academics, researchers, and post-graduate students in the fields of philosophy and education. It will also appeal to upper-level undergraduates, school psychologists, teachers, and therapists.

Book Review Index Cumulation Dana Ferguson, 2005-09. Book Review Index provides quick access to reviews of books, periodicals, books on tape, and electronic media representing a wide range of popular, academic, and professional interests. The up-to-date coverage, wide scope, and inclusion of citations for both newly published and older materials make Book Review Index an exceptionally useful reference tool. More than 600 publications are indexed, including journals and national general interest publications and newspapers. Book Review Index is available in a three-issue subscription covering the current year or as an annual cumulation covering the past year. [MultiCultural Review](#), 2008

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