

Children

Following the international success of The Art Book for Children (Book One), this second volume features a fresh variety of paintings, sculptures and photographs by artists from the Renaissance to the present day, offering a perfect introduction to art for children everywhere. Thirty new artists, from Dürer to Hockney, appear in this book, with work specially selected to encourage children to learn and interact with art - inviting them to ask questions about why artists do what they do. With interactive features and intriguing topics for discussion, both volumes of The Art Book for Children are great fun for young readers, ideal tools for educators and parents, and perfect introductions for those approaching art for the first time.

This book studies children’s and young adult literature of genocide since 1945, considering issues of representation and using postcolonial theory to provide both literary analysis and implications for educating the young. Many of the authors visited accurately and authentically portray the genocide about which they write; others perpetuate stereotypes or otherwise distort, demean, or oversimplify. In this focus on young people’s literature of specific genocides, Gangi profiles and critiques works on the Cambodian genocide (1975-1979); the Iraqi Kurds (1988); the Maya of Guatemala (1981-1983); Bosnia, Kosovo, and Srebrenica (1990s); Rwanda (1994); and Darfur (2003-present). In addition to critical analysis, each chapter also provides historical background based on the work of prominent genocide scholars. To conduct research for the book, Gangi traveled to Bosnia, engaged in conversation with young people from Rwanda, and spoke with scholars who had traveled to or lived in Guatemala and Cambodia. This book analyses the ways contemporary children, typically ages ten and up, are engaged in the study of genocide, and addresses the ways in which child survivors who have witnessed genocide are helped by literature that mirrors their experiences.

Max’s dream is to live in Paris and be a poet. But do you think it is easy for a dog to pack a small brown suitcase, put on a beret, and hop on a plane? Ha! No one will buy Max’s poems, so without money he must stay put. But living in New York City isn’t so bad. Where else could he have friends like Bruno, with his invisible paintings, or Marcello, who builds upside down houses? And where else could he drop in at Baby Henry’s Candy Shop? It’s all possible in New York, a jumping jazzy city. And for Max, it’s a dog’s life that only Maira Kalman could invent.

This book deals with themes concerning religious education and the spirituality of children. Throughout the seventeen chapters, the book stimulates a scholarly discussion about children and theology. The book makes clear that classical Christian theology can benefit from taking seriously children’s voices and reflections about children. The volume demonstrates how nuanced and interdisciplinary reflections can be relevant for Christian and social practices of adults with children and how these practices can influence theology.

This volume asks the following questions : Why is it important that we hear the ‘voices of children’ and what does this mean for how we treat children and relate to them? - What do the ‘voices of children’ express? How do children experience society and, in particular, religion, and what do they have to say about it? - What do the ‘voices of children’ mean for theology, ethics and religious education? In what way can our theology change when we see reality from the perspective of children? This book consists of five parts. In the first part the reader receives an overview of the current challenges concerning children and spirituality. The two chapters of this part offer an introduction to contemporary thinking about children, theology and spirituality and the place of ‘children’s voices’ within this scope. The second part refers to biblical sources for contemporary theological reflection on children. The third part contains pedagogical and ethical reflections on children, as well as a view from practical theology about children in the world and the responsibility of churches. This third part looks mainly at children in relation to society, both in the past and in the present. The fourth part focuses on children living in the family, which is seen as a domestic church. The fifth part takes up the theme of children’s spirituality again, showing children’s own spiritual reflection and ways of theologizing with children in church and family contexts, by communication, literature and all forms of religious education and/or catechesis.

How to Make a Rainbow

All Kinds of Children

A Novel

Postcolonial Approaches to Latin American Children’s Literature

Humanitarianism, Internationalism, and Empire

Rethinking Children’s Rights

This two-volume critical history of French children’s literature from 1600 to the present helps bring awareness of the range, quality, and importance of French children’s literature to a wider audience. The works of a number of French writers, notably La Fontaine, Charles Perrault, Jules Verne, and Saint-Exupéry were, and continue to be, widely translated and adapted, and have influenced the development of the genre in other countries.

The articles in this volume shed light on some of the major tensions in the field of children’s rights (such as the ways in which children’s best interests and respect for their autonomy can be reconciled), challenges (such as how the CRC can be made a reality in the lives of children in the face of ignorance, apathy or outright opposition) and critiques (whether children’s rights are a Western imposition or a successful global consensus). Along the way, the writing covers a myriad of issues, encompassing the opposition to the CRC in the US, gay parenting, Dr Seuss’s take on children’s autonomy, the voice of neonates on their health care, the role of NGO in supporting child labourers in India, and young people in detention and more.

Exploring the ethical questions posed by, in, and about children’s literature, this collection examines the way texts intended for children raise questions of value, depict the moral development of their characters, and call into attention shared moral presuppositions. The essays in Part I look at various past attempts at conveying moral messages to children and interrogate their underlying assumptions. What visions of childhood were conveyed by explicit attempts to cultivate specific virtues in children? What unstated cultural assumptions were expressed by growing resistance to didacticism? How should we prepare children to respond to racism in their books and in their society? Part II takes up the ethical orientations of various classic and contemporary texts, including ‘prosaic ethics’ in the Hundred Acre Wood, moral discernment in Narnia, ethical recognition in the distant worlds traversed by L’Engle, and virtuous transgression in recent Anglo-American children’s literature and in the emerging children’s literature of 1960s Taiwan. Part III’s essays engage in ethical criticism of arguably problematic messages about our relationship to nonhuman animals, about war, and about prejudice. The final section considers how we respond to children’s literature with ethically focused essays exploring a range of ways in which child readers and adult authorities react to children’s literature. Even as children’s literature has evolved in opposition to its origins in didactic Sunday school tracts and moralizing fables, authors, parents, librarians, and scholars remain sensitive to the values conveyed to children through the texts they choose to share with them.

From Newbery Medalist Meg Medina comes the bittersweet story of two girls who will always be each other’s numero uno, even though one is moving away. A big truck with its mouth wide open is parked at the curb, ready to gobble up Evelyn’s mirror with the stickers around the edge. . . . and the sofa that we bounce on to get to the moon. Evelyn Del Rey is Daniela’s best friend. They do everything together and even live in twin apartments across the street from each other. Daniela’s her mami and hamster, and Evelyn with her mami, papi, and cat. But not after today—not after Evelyn moves away. Until then, the girls play amid the moving boxes until it’s time to say goodbye, making promises to keep in touch, because they know that their friendship will always be special. The tenderness of Meg Medina’s beautifully written story about friendship and change is balanced by Sonia Sánchez’s colorful and vibrant depictions of the girls’ urban neighborhood.

Women Education Scholars and their Children’s Schooling

The Very Hungry Caterpillar

Goodnight Scarlett and the Moon, It’s Almost Bedtime

A Step Ahead: Movement Activities to Help Develop Children’s Ability to Learn

A Crayola Color Story

A Cause-and-Effect Investigation

Children, Film and Literacy explores the role of film in children’s lives. The films children engage in provide them with imaginative spaces in which they create, play and perform familiar and unfamiliar, fantasy and everyday narratives and this narrative play is closely connected to identity, literacy and textual practices. Family is key to the encouragement of this social play and, at school, the playground is also an important site for this activity. However, in the literacy classroom, some children encounter a discontinuity between their experiences of narrative at home and those that are valued in school. Through film children develop understandings of the common characteristics of narrative and the particular ‘language’ of film. This book demonstrates the ways in which children are able to express and develop distinct and complex understandings of narrative, that is to say, where they can draw on their own experiences (including those in a moving image form). Children whose primary experiences of narrative are moving images face particular challenges when their experiences are not given opportunities for expression in the classroom, and this has urgent implications for the teaching of literacy.

No Such Thing As Normal speaks to the curiosities and difficult questions that arise in a world full of diversity. Equipped with discussion questions, this story provides a creative, honest, and interactive way to instill dignity and respect for all people.

The world is your laboratory!’s time to make a rainbow! Bursting with color, this book takes a delightful approach to learning the colors of the rainbow and how they progress along a spectrum. Vibrant photos, charming illustrations, and lyrical text introduce readers to all the colors of the rainbow. A back matter feature shows the Crayola colors in the photos and illustrations throughout the book.

Many children find it difficult to behave and function adequately in a classroom setting. In A Step Ahead, author Dr. David L. Biles discusses the practical activities that can help to eliminate the symptoms that come with this problem. This booklet, designed for parents and teachers to use with children, presents activities intended to improve eye tracking for better reading, balance, memory, and concentration for overall academic improvement. A Step Ahead includes information to help you identify potential academic inefficiencies in children; it also provides activities to help with the remediation. Backed by years of research, each section of A Step Ahead lays out its premise, analysis, treatment, and expected results. Guide your children to achieve the academic success they deserve and take the opportunity to create play time with them. You can prepare your children for their future and have fun while doing it with A Step Ahead.

The Children’s Folklore Review

Children’s Rights

Saving the Children

Hachette Children’s Yearbook& Infopedia 2016

Report on Escape-clause Investigation No. 7-82 Under Section 7 of the Trade Agreements Extension Act of 1951, as Amended

Cambodia to Darfur

From the renowned author of *Possession*, *The Children’s Book* is the absorbing story of the close of what has been called the Edwardian summer: the deceptively languid, blissful period that ended with the cataclysmic destruction of World War I. In this compelling novel, A.S. Byatt summons up a whole era, revealing that beneath its golden surface lay tensions that would explode into war, revolution and unbelievable change — for the generation that came of age before 1914 and, most of all, for their children. The novel centres around Olive Wellwood, a fairy tale writer, and her circle, which includes the brilliant, erratic craftsman Benedict Fludd and his apprentice Phillip Warren, a runaway from the poverty of the Potteries; Prosper Cain, the soldier who directs what will become the Victoria and Albert Museum; Olive’s brother-in-law Basil Wellwood, an officer of the Bank of England; and many others from every layer of society. A.S. Byatt traces their lives in intimate detail and moves between generations, following the children who must choose whether to follow the roles expected of them or stand up to their parents’ “porcelain socialism.” Olive’s daughter Dorothy wishes to become a doctor, while her other daughter, Hedda, wants to fight for votes for women. Her son Tom, sent to an upper-class school, wants nothing more than to spend time in the woods, tracking birds and foxes. Her nephew Charles becomes embroiled with German-influenced revolutionaries. Their portraits connect the political issues at the heart of nascent feminism and socialism with grave personal dilemmas, interlacing until *The Children’s Book* comes a perfect depiction of an entire world. Olive is a fairy tale writer in the era of Peter Pan and Kenneth Grahame’s *The Wind in the Willows*, not long after Alice’s *Adventures in Wonderland*. At a time when children in England suffered deprivation by the millions, the concept of childhood was being refined and elaborated in ways that still influence us today. For each of her children, Olive writes a special, private book, bound in a different colour and placed on a shelf; when these same children are ferried off into the unremitting destruction of the Great War, the reader is left to wonder who the real children in this novel are. *The Children’s Book* is an astonishing novel. It is an historical feat that brings to life an era that helped shape our own as well as a gripping, personal novel about parents and children, life’s most painful struggles and its richest pleasures. No other writer could have imagined it or created it.

A beautiful hardback edition of the bestselling story about the very hungry caterpillar by Eric Carle with an audio CD, packaged in a sturdy slipcase. Read by Eric Carle himself with both straight reading and read-along tracks with music. The read-along track has a special sound to indicate when to turn the page.

Originating in a recent CIERA conference held at the University of Michigan, this book brings together the nation’s most distinguished researchers to examine how readers understand text and how comprehension is assessed. The first part provides both national and historical contexts for the study of reading comprehension. The second part examines how vocabulary, motivation, and expertise influence comprehension, and it includes analyses of the developmental course and correlates of comprehension. Chapters in the third part consider how schools focus on comprehension for instruction and assessment. The fourth part includes chapters on large-scale assessment that analyze how test formats and psychometric characteristics influence measures of reading comprehension. At the end of each part is a commentary—written by an expert—that reviews the chapters, critiques the main points, and synthesizes critical issues. Key features of this outstanding new book include: “Integration of Research and Practice--provides a bridge between conceptual issues studied by researchers concerned with reading comprehension theories and practical issues addressed by educators concerned with classroom instruction and assessment. *Comprehension Focus--provides a thorough history and rigorous research-based analyses of reading comprehension. *Assessment Focus--provides innovative approaches to comprehension assessment that include the influences of vocabulary, decoding, and motivation. *Synthetic Commentaries--provides periodic summaries that analyze and synthesize research, practices, and issues discussed in each part. *Expertise--contributing authors and commentators are highly respected authorities on reading comprehension (see table of contents). This text is appropriate for educational and psychological researchers, reading educators, and graduate students in education and psychology. It is part of the CIERA series, which includes the following volumes: Taylor and Pearson: Teaching Reading: Effective Schools, Accomplished Teachers (2002) Van Kleeck, Stahl, and Bauer: On Reading Books to Children: Parents and Teachers (2003) Hoffman and Schaller: The Texts in Elementary Classrooms (2005)

In this volume González explores how the effects of a traumatic colonial experience are (re)presented to Latin American children today, almost two centuries after the dismantling of colonialism proper. Central to this study is the argument that the historical constraints of colonialism, neocolonialism, and postcolonialism have generated certain repeating themes and literary strategies in children’s literature throughout the Spanish-speaking Americas. From the outset of Spanish domination, fundamental tensions emerged between the colonizers and native groups that still exist to this day. Rather than a felicitous mixing of these two opposing groups, the mestizo is caught between contrasting worldviews, contending explanations of reality, and different values, beliefs, and epistemologies (that is, different ways of seeing and knowing). Postcolonial subjects experience these contending cultural beliefs and practices as a double bind, a no-win situation, in which they feel pressured by mutually exclusive expectations and imperatives. Latin American mestizos, therefore, are inevitably conflicted. Despite the vastness of the geography in question and the innumerable variations in regional histories, oral traditions, and natural settings, these contradictory demands create a pervasive dynamic that penetrates the very fabric of society, showing up intentionally or not in the stories passed from generation to generation as well as in new stories written or adapted for Spanish-speaking children. The goal of this study, therefore, is to examine a variety of children’s texts from the region to determine how national and hemispheric perceptions of reality, identity, and values are passed to the next generation. This book will appeal to scholars in the fields of Latin American literary and cultural studies, children’s literature, postcolonial studies, and comparative literature.

An Integrated Play-based Curriculum for Young Children

Evelyn Del Rey Is Moving Away

Drawing the Self and the Other

The Children’s Book

Children’s Voices

The Bell Jar

Using children’s and young adult literature is a great way to enhance a variety of college classes in fields as varied as biology, computer game development, political science and history. This collection of new essays by educators from a number of disciplines describes how to use such works as Where the Wild Things Are, The Tale of Peter Rabbit, Swamp Thing, Percy Jackson, and Harry Potter to introduce complex concepts and spark interest in difficult subjects. The contributors describe innovative teaching strategies using dystopian fiction, graphic narratives, fairy tales and mythology. Often overlooked or dismissed by teachers, children’s literature can support student learning by raising levels of academic rigor, creativity and critical thinking.

This is a children’s story book about cute little talking animals and people.

A realistic and emotional look at a woman battling mental illness and societal pressures written by iconic American writer Sylvia Plath. “It is this perfectly wrought prose and the freshness of Plath’s voice in The Bell Jar that make this book enduring in its appeal.” — USA Today The Bell Jar chronicles the crack-up of Esther Greenwood: brilliant, beautiful, enormously talented, and successful, but slowly going under—maybe for the last time. Sylvia Plath masterfully draws the reader into Esther’s breakdown with such intensity that Esther’s neurosis becomes completely real and even rational, as probable and accessible an experience as going to the movies. Such deep penetration into the dark and harrowing corners of the psyche is an extraordinary accomplishment and has made The Bell Jar a haunting American classic. This P.S. edition features an extra 16 pages of insights into the book, including author interviews, recommended reading, and more.

This book is uniquely original and can be personalized with any girl’s name. How fun is that? Over 500 book names already published on Amazon! Think of the possibilities: baby or shower gifts, birthdays, a special something from grandma, and more. You can purchase the book’s title as shown (this book is in SCARLETT’S NAME). OR you can request a new book be published in the name you desire. It’s easy to order in 3 steps:
1. Go to estortytime.com BEFORE placing your Amazon order to let Melissa know the name you want personalized on your book.
2. Click on the “Personalize It!” tab and add the name and book title you would like. Send this information to Melissa.
3. Melissa will take care of the rest. She will publish your new book title on Amazon, and once published, will get a link from Amazon to email to you. Once you receive this link, you can order your book just like any Amazon product. Easy! We’ve taken the worry out of the process and your child will be thrilled with the final product. Who doesn’t like to see their name on the cover or hear it related throughout the story? The author, Melissa Ryan, is the mother of five children and knows the importance of reading to your little ones. It instills a love of books and fosters an active imagination in the youngest of readers. Help start them on a path of discovery with Melissa’s stories. The tale of Scarlett is perfect for bedtime, especially when unleashing the child’s wonder by using her own name. This is a book that can be enjoyed over and over again, and will be remembered long after the last page is read and the lights turned out. Goodnight Scarlett and the Moon is beautifully illustrated with full color images that will hold your child’s attention while you read the delightful story. Walk along with Scarlett through a day of happy smiles, sleepy-eyed dreams, and a bedtime that’s sure to please. She will capture your heart, and the moments spent reading it together will build fond memories that will be cherished throughout the years. This is just one of several books offered by Melissa in her ever-expanding children’s book series. You’ll learn to love and appreciate the extra attention that goes into each volume. Special care is taken to keep the child’s heart at the center of each story, helping them build character and learn something along the way. Help that special child in your life reach for the stars, and let Goodnight Scarlett into your home to cast a moonbeam over the most precious of your possessions. Build a binding relationship with the power of reading...you’ll look back in awe at the foundations you’ve built. Please customize and purchase this book for a special little girl in your life today. Tags: Scarlett, personalized children’s books, personalized gifts, personalized baby gifts, personalized, bedtime stories, bedtime story, 1st birthday gifts

Volume Two: 1830-Present

The Feminine Subject in Children’s Literature

Children’s Literature

Ethics and Children’s Literature

Max Makes a Million

The idea of children having rights dates back some 30 years to the time when Hillary Rodham commented that such rights were a slogan in search of a definition. These essays explore how far the rights of children have advanced during these past 30 years.

It’s a fact-finder, it’s an almanac, it’s a G.K. book, it’s a notable notes diary. . . Yes. It’s indispensable for every student who wants to know what in the world is going on. The Hachette Children’s Yearbook and Infopedia 2016 is a ready reference book packed with essential information. It’s the perfect tool for homework and projects for every student. And that’s not all! There’s a special section on the newsmakers of 2015 with unique illustrations to help you boost your general knowledge. The book covers a range of topics: * News: India & World News Round-up * People to Remember * Countries Fact Files: Location * Capital * Area * Main Religion * Currency * Literacy Rate * Life Expectancy * Time Zone * Head of State/Head of Government * GDP per Capita * Population * ISD Code * Internet TLD * Earth: The Structure of the Earth * The Continents * Seasons * Making Sense of Climate Change * Geographical Records * States and Union Territories of India Fact Files: Capital * Location * No. of Districts * Area * Population * Main Languages * Literacy Rate * Governor/Chief Minister * Festivals * Tourist Attractions * History and much, much more...

Norma Simon uses both the neighborhood and the international stage to celebrate children. Each carefully chosen example and comparison will help to forge a connection to friends and neighbors, other cultures, and faraway lands. As children enjoy this book, the world will grow a little smaller while understanding and acceptance will grow larger.

Play provides young children with the opportunity to express their ideas, symbolize, and test their knowledge of the world. It provides the basis for inquiry in literacy, science, social studies, mathematics, art, music, and movement. Through play, young children become active learners engaged in explorations about themselves, their community, and their personal-social world. An Integrated Play-Based Curriculum for Young Children offers the theoretical framework for understanding the origins of an early childhood play-based curriculum and how young children learn and understand concepts in a social and physical environment. Distinguished author Olivia N. Saracho then explores how play fits into various curriculum areas in order to help teachers develop their early childhood curriculum using developmentally and culturally appropriate practice. Through this integrated approach, young children are able to actively engage in meaningful and functional experiences in their natural context. Special Features Include: Vignettes of children ’s conversations and actions in the classroom Suggestions for activities and classroom materials Practical examples and guidelines End-of-chapter summaries to enhance and extend the reader ’s understanding of young children By presenting appropriate theoretical practices for designing and implementing a play-based curriculum, An Integrated Play-Based Curriculum for Young Children offers pre-service teachers the foundational knowledge about the field, about the work that practitioners do with young children, and how to best assume a teacher ’s role effectively.

Children’s and YA Books in the College Classroom

Children, Film and Literacy

Children’s Story Book

Enjoy Your Cells

The World Book Encyclopedia

The Art Book for Children

“The understandings which children have of Indigenous identity provide means by which to explore the ways in which Indigenous identity is both projected and constructed in society. These understandings play a powerful part in the ways in which Indigenous peoples are positioned in the mainstream society with which they are connected. The research presented in this edited collection uses children’s drawings to illuminate and explore the ways in which children, both mainstream and Indigenous, have of Indigenous peoples. The data generated by this process allows exploration of the ways in which Indigenous identity is understood globally, through a series of locally focussed studies connected by theme and approach. The data serves to illuminate both the space made available by mainstream groups, and aspects of modernity accommodated within the Indigenous sense of self. Our aim within this project has been to analyse and discuss the ways in which children construct identity, both their own and that of others. Children were asked to share their thoughts through drawings which were then used as the basis for conversation with the researchers. In this way the interaction between mainstream modernity and traditional Indigenous identity is made available for discussion and the connection between children’s lived experiences of identity and the wider global discussion is both immediately enacted and located within broader international understandings of indigenous cultures and their place in the world.”

Rethinking Children’s Rights explores attitudes towards and experiences of children’s rights. Phil Jones and Sue Welch draw on a wide range of thought, research and practice from different fields and countries to debate, challenge and re-appraise long held beliefs, attitudes and ways of working and living with children. This second edition contains updated references to legislation and research underpinning children’s rights, reflecting on recent scholarship and on the current world context. New research and examples are discussed around: - online protection and privacy - evaluating UK progress and the children’s rights review by the United Nations - recent insights on the implementation of the United Nations Convention on the Rights of the Child (UNCRC) - new debates about the construction and development of children’s rights - new debates about the relationships between social exclusion and children’s rights Recent developments in the definition of rights are considered from a variety of perspectives and in relation to different arenas of children’s lives. This second edition brings an increased focus on exploring the notion of disjunction between the rhetoric of policy and legislation and the enacted and perceived experiences of children’s rights. Themes discussed include power relations between adults and children, the child’s voice, intercultural perspectives, social justice, gender and disability. Examples of research, activities, interviews with researchers and guidance on further reading make this an essential text for those studying childhood.

On January 12, 1888, a sudden blizzard barreled across Iowa, Minnesota, Nebraska, and the Dakota Territory. Blinding snow and howling wind took rural towns by surprise. Many children were stranded in one-room schoolhouses. Far from their homes on the Midwestern prairie, would the people caught in the storm survive? To understand the impact of a disaster, you must understand its causes. How did warm weather earlier in the day give people a false sense of safety? How did the lack of an accurate forecast contribute to the severity of the disaster? Investigate the disaster from a cause-and-effect perspective and find out!

This volume offers both theoretical and research-based accounts from mothers in academia who must balance their own intricate knowledge of school systems, curriculum and pedagogy with their children’s education and school lives. It explores the contextual advantages and disadvantages of “knowing too much” and how this impacts children’s actions, scholastics and developing consciousness along various lines. Additionally, it allows teachers, administrators and researchers to critically examine their own discourses and those of their students to better navigate their professional and domestic roles. Gathering narratives from academic women in traditional and nontraditional maternal roles, this volume presents both contemporary and retrospective experiences of what it’s like to raise children amidst educational and sociocultural change.

Essays on Instructional Methods

515 Photos from 94 Countries by 238 Photographers : 4th World Exhibition of Photography : Organised Jointly by Stern Magazine and the United Nations Children's Fund, UNICEF

Children’s Perspectives in Ethics, Theology and Religious Education

No Such Thing As Normal

Personalized Children’s Books, Personalized Gifts, and Bedtime Stories

Spanish Lessons with a Thematic Approach for Preschool Through the Primary Grades

Describes different kinds of cells and the way they do inside living things.

The focus of Learning with Children ’s Melodies/Aprende con Melod í as Infantes is to recognize the need to transition children of Hispanic heritage into an English-speaking school system by building a classroom culture that not only recognizes the bilingual reality of its students but uses the language difference of the students as a vehicle to create linguistic empowerment. Each of the lessons is based on children ’s songs from various ethnic cultures that make up the United States of America, including Latin American traditional songs. Literacy is accomplished more rapidly if reading materials have cultural relevance. If the protagonists of a story are Hispanic, the Hispanic students will be more attentive to the lesson. In the first lesson song, “ Los Pollitos ” (the little chicks), there are personifications of children with attributes of all children. The embodiment of childlike personality traits into the little chicks catches the interest of students that are English-speaking and Spanish-speaking. Repetition of vocabulary learned in the morning circle and in the other learning centers throughout the day will increase retention. Happy learning to you and your class!

The Children’s BookVintage Canada

How can you work with sick children! Sometimes the tone is almost accusing. As if I’m the one who has made them sick. I wish that my job wasn’t needed, that there were no sick children in the world. But here they are, and I want to make them feel better, or at least make them as comfortable as possible. It’s as simple as that. Glimpses from a Children’s Hospital is a poetry book about the life of a nurse assistant in Sweden. The poems are presented in both Swedish and English.

Women’s and Children’s Leather Gloves

Glimpses from a Children’s Hospital - Glimtar fr å ett barnsjukhus

Attitudes in Contemporary Society

By James Sully

Children ’s Images of Identity

Children’s Reading Comprehension and Assessment

An encyclopedia designed especially to meet the needs of elementary, junior high, and senior high school students.

This book builds upon and contributes to the growing academic interest in feminism within the field of children’s literature studies. Christie Wilkie-Stibbs draws upon the work of Luce Irigaray, Helene Cixous, Julia Kristeva, and Jacques Lacan in her analysis of particular children’s literature texts to demonstrate how a feminist analysis opens up textual possibilities that may be

applied to works of children's fiction in general, extending the range of textual engagements in children's literature through the application of a new poststructural critical apparatus.

Saving the Children analyzes the intersection of liberal internationalism and imperialism through the history of the humanitarian organization Save the Children, from its formation during the First World War through the era of decolonization. Whereas Save the Children claimed that it was "saving children to save the world," the vision of the world it sought to save was strictly delimited, characterized by international capitalism and colonial rule. Emily Baughan's groundbreaking analysis, across fifty years and eighteen countries, shows that Britain's desire to create an international order favorable to its imperial rule shaped international humanitarianism. In revealing that modern humanitarianism and its conception of childhood are products of the early twentieth-century imperial economy, Saving the Children argues that the contemporary aid sector must reckon with its past if it is to forge a new future.

The Children of this World

Learning with Children's Melodies/Aprende con Melodías Infantiles

Genocide in Contemporary Children's and Young Adult Literature

Where the Wild Things are

The Children's Blizzard of 1888

Children's Ways