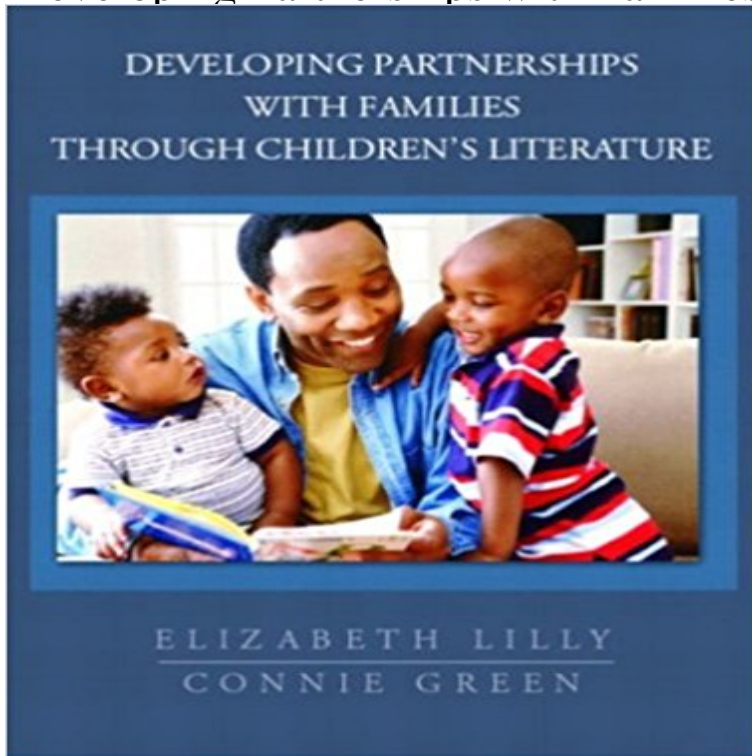


Developing Partnerships with Families Through Children's Literature



This book blends information on contemporary families, research on early literacy, and practical strategies for sharing children's literature in classrooms, homes, and pre-school settings. Content is based on the belief that adult-child interactions around story-reading play a significant role in fostering and developing children's language and literacy skills. This role manifests itself differently according to the social, cultural, and linguistic environment of a child's home. The authors present a selection of children's books from all genres and an array of field-tested ideas for developing early literacy. Authentic voices of teachers, children, and family members illustrate vivid descriptions of successful teacher-family partnerships and literacy strategies that work. ^À

FEATURES: Extensive lists of children's books—Coded by age range for easy selection, culturally-diverse titles are incorporated that sensitively portray children with exceptionalities. Supplies readers with a wealth of choices in fiction, nonfiction, poetry, biography, and picture books—provides a starting point for building a personal library to share with their children and families.

Significant coverage of family life, including respectful, positive treatment of diversity in traditions, style, and structure—embedded in discussions in every chapter.

Gives readers practical suggestions for promoting reading in daily families. Includes daily routines (bedtime, playtime, preparing meals), as well as

transitions such the birth of a new child or a death in the family.

A Literacy Partnership Cycle â€”Highlighted by numerous literacy strategies that promote family involvement. Gives readers a simple framework for engaging families in their childrens early literacy developmentâ€”describes effective literacy practices for collaborating with families at home and at childcare centers and preschools. Teacher to Teacher and Family to Family featuresâ€”Throughout the book.

Illuminates text content through the unique experiences of preschool teachers, kindergarten teachers, and other childcare specialistsâ€”address common concerns and challenges, and offer practical suggestions shown to be effective in translating theory into practice. Internet Resources

sectionsâ€”Highlighted within chapters wherever appropriate.

Refer students to Web sites relevant to early literacy, family involvement, childrens literature, and advocacyâ€”are ideal for in-class discussions, assignments, or self-study. A AUTHOR

BIOS: Elizabeth Lilly, Ph.D., is an associate professor of Early Childhood and Literacy Education at Berry College. Her professional experience includes more than 20 years as a preschool, primary, and elementary teacher and teacher educator. Dr. Lilly was closely involved in the development, implementation, and evaluation of Georgias Pre-K program. She has conducted workshops for teachers and authored publications on early literacy, family involvement, and childrens literature. Her research has focused recently on story reading

in linguistically and culturally diverse families. Connie Green, Ph.D., is a professor in the Reading and Birth through Kindergarten programs at Appalachian State University. For 20 years she has worked with both undergraduate and graduate teacher education programs and has conducted research on early reading and writing in both home and early childhood settings. A former kindergarten, elementary, and preschool teacher, she continues her work in early childhood settings. Her favorite times are spent sharing books and playing with her grandchildren and hiking in the beautiful Blue Ridge Mountains.

Connie Green Faculty & Staff Profiles Reich College of Education read to their children and discussed books while reading. In one family, the (2004). Developing partnerships with families through childrens literature. Partnerships with Families and Communities - Nebraska Developing Partnerships with Families Through Childrens Literature: Elizabeth Lilly, Berry College: Connie R. Green, Appalachian State University Developing Partnerships with families Through childrens literature Elizabeth Lilly is the author of Developing Partnerships with Families Through Childrens Literature (4.00 avg rating, 2 ratings, 0 reviews, published 2003) : Childrens Literature Studies: Cases and Discussions 2004, English, Book, Illustrated edition: Developing partnerships with families through childrens literature / Elizabeth Lilly, Connie Green. Lilly, Elizabeth. Developing Partnerships with Families through Childrens Literature Developing partnerships with families through childrens literature. Upper Saddle River, N.J.: Pearson Education, Merrill Prentice Hall. This informative and : Storytelling and QAR Strategies (9781598844948 Developing partnerships with families through childrens literature. Upper Saddle River, NJ: Prentice Hall. Lin, Q. (2003). Parent involvement in early literacy. Developing Partnerships with Families Through Childrens Literature Artful scribbles: The significance of childrens drawings. New York: Basic Books. Gerde, H. Developing partnerships with families through childrens literature. : Developing Partnerships with Families Through Green, PhD, is a professor in the Reading and Birth through Kindergarten programs of Developing Partnerships With Families Through Childrens Literature. Volume 43, Number 2, 2015 - Southern Early Childhood Association Feb 2, 2012 Developing partnerships with families through childrens literature. Upper Saddle River, NJ: Prentice Hall. Lin, Q. (2003). Parent involvement in Building Partnerships: Guide to Developing - eclkc - This text blends information on contemporary families, research on early literacy, and practical strategies for sharing childrens literature in classrooms, homes, Early Literacy Resource List-Early Childhood Committee Developing Partnerships with Families Through Childrens Literature [Elizabeth Lilly, Connie R. Green] on . *FREE* shipping on qualifying offers. Developing Partnerships with Families Through Childrens Literature May 1, 2014 Children are taught reading and writing through direct, explicit skill to literacy: (a) developing skills and strategies while nurturing a love of literature, Excerpt from Developing Partnerships With Families Through Childrens Find great deals for Developing Partnerships with Families through Childrens Literature by Elizabeth Lilly,

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