

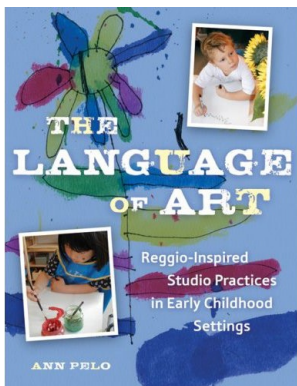
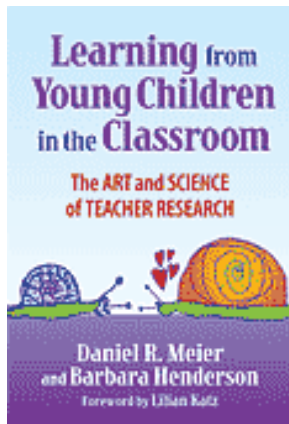
New books

Meier, D.R., & B. Henderson. 2007. *Learning from Young Children in the Classroom: The Art and Science of Teacher Research*. New York: Teachers College Press. 216 pp. ISBN 978-0-8077-4767-4. \$27.95.

This comprehensive and engaging book demonstrates the power of teacher research to help teachers construct new understandings of their practice and improve their professional competence. The authors show how teachers can carry out a teacher research project in their own classrooms—from developing a question to designing a way to study the question through data collection, analysis, and interpretation. Innovative ways for representing and writing up the research project include techniques, such as memoirs or stories, and documentation.

The process comes to life through the voices of teacher researchers (both new and veteran teachers) in infant/toddler, preschool, and primary settings. In each chapter a wealth of teacher research projects address a range of classroom issues. For example, teachers use their research to strengthen the way they bring literacy to children, or to gain insight into the way children's spontaneous play with peers affects their social competence and how infant/toddler attachment affects their teaching.

Graphic and sometimes poetic language evokes images of real children seeing, touching, tasting, and describing their worlds of experience. Teachers illustrate how to embed teacher research in a teaching day and the benefits of collaborative partnerships, as they become experts on the self-defined issues having the most impact on their teaching.



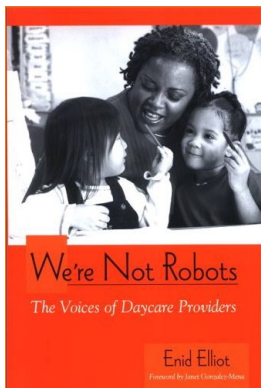
Pelo, A. 2007. *The Language of Art: Reggio-Inspired Studio Practices in Early Childhood Settings*. St. Paul, MN: Redleaf. 152 pp. ISBN 978-1-929610-99-0. \$29.95.

Pelo shows how to implement an art program in which children build mastery and fluency over time with a range of art materials and turn to art media to help communicate their ideas or record their experiences. Because child care centers rarely have a separate art studio or full-time art teacher, Pelo's text offers strategies for setting up studio spaces in a classroom or a family child care home. She helps teachers create aesthetically pleasing art studios that also address practical issues, such as cleanup and systems for labeling and storage that allow children to save their work and come back to it later.

The author presents strategies for helping children develop skills in using art materials as they explore colors, textures, lines, and shapes; sculpt and build; and make representational drawings and paintings. Photos and vignettes of teacher-child interactions and descriptions of materials further highlight the teacher's role during initial art explorations. For instance, she suggests that teachers help children see their work in new ways by representing the same ideas with different media, like making a sketch of a clay sculpture.

Pelo demonstrates how teachers can help children use the skills of expression gained in the studio as tools of learning in curriculum projects. The children construct new ways of perceiving and understanding the curriculum topics as they make their thinking visible to themselves and others, through art.

Titles are selected from the many new books received by NAEYC. Educator **Gail Perry** writes the brief annotations. The books are available from the publishers listed, your local bookstore, or online retailers.

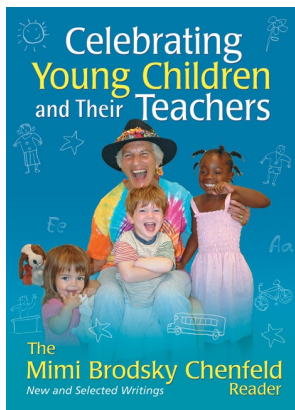


Elliot, E. 2007. *We're Not Robots: The Voices of Daycare Providers*. Albany: State University of New York Press. 199 pp. ISBN 978-0-7914-6942-2. \$21.95.

Unlike most books on infant/toddler programs, which focus on the children, this book addresses the needs, feelings, and thoughts of the caregiver providing the care. Elliot combines a comprehensive review of the literature, caregivers' personal perspectives, and vignettes from her own extensive experience as a child care provider to portray the ups and downs of an infant/toddler caregiver's life.

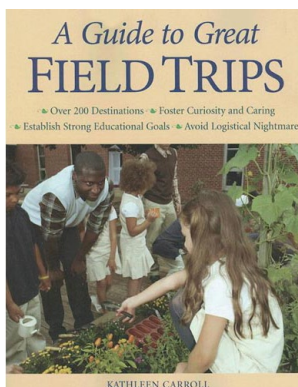
Responsive caregiving is centered in an emotional attachment and intimacy with the babies and toddlers in one's care and requires a trusting and close connection to families and coworkers. The author presents a compelling picture of the caregiver's daily challenge to maintain these complex relationships, which conveys new understanding of and appreciation for a job that often leaves caregivers emotionally drained.

The author describes the many factors influencing a caregiver's interpretation of and response to an infant's gurgle or cry. These include the cultural values of each child's family, the caregiver's memories of past and present attachments, society's assumption that caring for babies is easy, and the sometimes conflicting standards of the early childhood profession. Elliot highlights four dimensions of infant/toddler care practice—intellectual, spiritual, sensual, and practical—and the kinds of support caregivers need to raise the standard of early education and care.



Chenfeld, M. 2007. *Celebrating Young Children and Their Teachers*. St. Paul, MN: Redleaf. 120 pp. ISBN 1-933653-27-2. \$14.95. Available from NAEYC.

In this collection of new and old works, an accomplished author and long-time teacher of children and adults writes about teaching young children. Each chapter in this first-person, present-tense style is a story about children, teachers, and families. Tucked into the stories are important ideas about the needs and development of young children, teaching strategies, professional development, current educational trends, and conditions to promote learning. Prepare to laugh appreciatively at children's original and wise quotes that remind us of the delights of being in the early childhood profession. Chenfeld's humorous writing style begins with the chapter titles—"My Puppy Is on Ritalin" and "Get the Elephant out of the Room, We're Finished with the Es"—but belies the book's serious content, such as coping with children's emotional hurts in the classroom or a discussion of early education techniques that derail a child's learning.



Carroll, K. 2007. *A Guide to Great Field Trips*. Chicago: Zephyr. Distributed by Independent Publishers Group. 262 pp. ISBN 978-1-56976-209-7. \$19.95.

Designed for teachers, group leaders, parents, and grandparents, this guidebook addresses all aspects of taking field trips with 5- to 11-year-old children. The author uses a review of educational and psychological literature to explain why field trips are vital to children's education and development. She presents more than 200 ideas for visits to the school grounds, the community, and faraway places. Contributions from teachers and children as well as museum and folklife educators from across the country enrich this book. They describe trips that fostered curiosity and gave children opportunities to think, solve problems, and connect their school curriculum and learning to the natural and social worlds outside the classroom. One section covers virtual field trips, like designing Web quests that take children to see dinosaurs or ocean animals in distant museums, zoos, or in nature. The author suggests ways to avoid logistical nightmares, such as establishing ground rules for behavior and assessing children's learning from a field trip to meet school standards or requirements.

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