

Burman, L. 2009. *Are You Listening? Fostering Conversations That Help Young Children Learn*. St. Paul, MN: Redleaf. 210 pp. ISBN 9781933653464. \$27.95.

In this invaluable teaching tool, Burman shows teachers how classroom dialogue can engage children's minds, clarify their ideas, and expand their learning. Illustrating with stories and conversations between teachers and children in public school pre-K classrooms, she offers practical strategies for learning to listen beyond children's words to their thinking. The text demonstrates how to collect, transcribe, and interpret conversations and use them to guide curriculum planning and encourage children to be more reflective and direct their own learning.

"Taking Ownership" sections include suggestions to help teachers guide their thinking and plan pedagogical conversations with colleagues to make sense of children's emerging theories and to make the author's ideas relevant to the teachers' contexts. The author shows how the children's conversations are valuable in communicating with families and the community, and she offers techniques for supporting children who have difficulty using language.

DeMille, T. 2008. *Making Believe on Paper: Fiction Writing with Young Children*. Portsmouth, NH: Heinemann. 192 pp. ISBN 9780325017488. \$22.00.

Young children enter literacy through hearing and reading fiction—why not write it? Illustrated by delightful children's stories, a teacher shares his passion and the strategies he uses to help his first- and second-graders become competent authors of fiction. He begins by helping the children understand story elements, evaluate literature, and become skilled in storytelling—creating a natural bridge from talk to text.

A unit on art techniques helps children learn to make their drawings more detailed, based on the premise that as children become better at communicating their ideas through pictorial documentation, they can connect more easily to the spoken and written word. The reader follows different children through the entire composing process: deciding on a character, drawing, developing rough drafts, editing, revising, and final publication. DeMille's transcribed interactions with the children show how he motivates and supports them and assesses their writing during writing conferences and minilessons. This book is ideal for teachers new to teaching the process of fiction writing.

Gandini, L., S. Etheredge, & L. Hill, eds. 2008. *Insights and Inspirations from Reggio Emilia: Stories of Teachers and Children from North America*. Worcester, MA: Davis. 228 pp. ISBN 9780871928948. \$27.95.

True to its title, this volume of writings and images will delight, inspire, and provide insights to educators new to the ideas of the Reggio Emilia approach to education and to those working to deepen their understanding and practice. This is not a how-to book; rather, it gives tangible evidence of what is possible in early education. The text celebrates 30 years of Reggio Emilia in North America with 60 contributions from teachers and scholars present at the origin of the Reggio program in Northern Italy and those with more recent professional connections. Most of the writing is new, although quotations from Reggio's founder, Loris Malaguzzi, appear throughout. The most important contributors are the children in Reggio-inspired schools, whose voices have been captured by their sensitive teachers through compelling photographs, children's

art, conversations, and stories. While the many adult interpretations provide a broad view of this educational process, the children's voices uniquely highlight the features, passion, and benefits of this approach.

The authors address the history, values, and principles that frame the deep level of rigorous thought and debate that infuses daily life in Reggio schools. Content includes the special image of the child, the role of the teacher, and relationships; the dialogue, thought, and learning made visible through documentation; the role of space, materials, and the atelier; and communication of the Reggio approach through exhibits, periodicals, and the North American Reggio Emilia Alliance.

Genishi, C., & A.L. Goodwin, eds. 2008. *Diversities in Early Childhood Education: Rethinking and Doing*. New York: Routledge. 293 pp. ISBN 9780415957141. \$41.95.

In this provocative collection of essays, early childhood scholars offer insights into the way teachers, teacher educators, and policy makers can address diversity. Using their own studies of diversity practices in early childhood settings and on college campuses, the authors offer fresh perspectives on everyday issues of social justice and how young children construct their identities—who they are, how they see and understand the world, and who they might become.

In one project, researchers in five countries study how teachers work with young children of recent immigrants, with the goal of enhancing the dialogue between parents, practitioners, and scholars. College students describe their digital storytelling project in an after-school program in which children created short movies about significant events in their lives. A group of primary teachers improved their sensitivity by initiating activities to move them outside their cultural comfort zones to examine their biases and create spaces for often difficult conversations in the classroom and with families.

Some authors report that the teacher education system is not up to the task of preparing teachers to work in a global society. They present ideas for improving professional preparation programs, such as a course that uses autobiographical analysis to enable preservice teachers to examine their own interpretations of diversity and develop a "teacher as ethnographer" perspective to understand children.

Koplow, L. 2008. *Bears Bears Everywhere! Supporting Children's Emotional Health in the Classroom*. New York: Teachers College Press. 128 pp. ISBN 9780807749036. \$19.95.

Teddy bears as part of an educational setting? The director of the Center for Emotionally Responsive Practice at Bank Street College describes an innovative and powerful project in which teachers use teddy bears to alleviate children's stress and help them feel safe and connected to the teacher, each other, their feelings, and the curriculum. With examples from teachers in pre-K through fifth grade classrooms, where each child receives a bear to care for, Koplow shows how to weave the bears into the classroom routine in meaningful ways.

Strategies for implementing the program highlight discussions with children about emotional issues and activities linking the bears to the curriculum, such as reading to the bears and writing in bear journals. While the bear project is effective for helping particular children handle specific traumas, it also gives all children a way to express the fears, worries, and conflicts that are part of young children's lives and may derail them during the course of the day.

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.