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PDF Jim And The
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***Jim And
The
Beanstalk
Puffin
Picture
Books***

*'This is a
fantastic book
which provides*

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*creative and
practical
suggestions of
how to engage
all children in
writing' -
Sarah Martin-
Denham, Senior
Lecturer in
Primary
Education,
University of
Sunderland This*

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book is a practical guide designed to stimulate story writing in the early years and primary classroom. It offers a collection of novel and effective Ideas which can be

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*used by
educators to
energise,
excite and
motivate
children to
willingly write
stories across
the 3-11 age
phase. Each
chapter offers
creative and
innovative*

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*Ideas to get
children
writing
stories,
including: -
how to help
children 'see
the point' of
story writing -
how speaking
and listening,
reading and
phonics can be*

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*utilised to
enhance written
stories - how
technology can
facilitate
refreshing
story writing -
how story
writing can be
physically
interactive. By
combining
theory with*

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*practice, this
book is ideal
for those
training to
teach the 3 to
11 age range,
those beginning
their teaching
career, and
those who are
established in
their
professional*

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*role. Simon
Brownhill is
Senior Teaching
Associate at
the University
of Cambridge.*

*"Marian
Whitehead's re-
focused
priorities of
babies as
powerful
thinkers, the*

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*significance of
non-verbal*

*communication,
the importance
of language
play, the roots
of emergent
literacy and
the notion of
language and
education as
shared*

community

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endeavours make her book the one to choose for today's world." Early Years Update Radically rewritten and updated in light of new research and developments, the new edition

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of this important book gives clear guidance to early years practitioners on how to support young children's language and literacy development. The book covers

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*the age range
0-7 years and
highlights the
speed and
complexity of
this period of
growth in
children's
thinking,
communicative
abilities,
language,
social and*

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cultural awareness and physical skills. Child observations and case studies and photographs are used to demonstrate the learning that goes on in a variety of

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*homes and early
years settings.*

*New and key
features*

*include: An
expanded*

*chapter showing
a range of good
practices in
three different
settings*

*(nursery
school,*

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*integrated
children's
centre and
Steiner
kindergartens)
A new chapter
reviewing the
statutory
national
requirements
for
communication,
language and*

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*literacy in the
UK Additional
case studies
(including
children in the
final year of
the Foundation
Stage) End of
chapter
summaries
Updated further
reading Notes
on provision*

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*and activities
for supporting
young
children's
development at
ends of each
chapter
Supporting
Language and
Literacy
Development in
the Early Years
is valuable*

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*reading for
early years
students and
practitioners.
This revision
builds on the
author's work
of the last
five years
spent
developing a
program to
support parents*

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*and care givers
with children
from birth to
four years in
disadvantaged
areas.*

*The allure and
marketplace
power of
digital
technologies
continues to
hold sway over*

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*the field of
education with
billions spent
annually on
technology in
the United
States alone.
Literacy
instruction at
all levels is
influenced by
these evolving
and ever-*

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*changing tools.
While this
opens the door
to innovations
in literacy
curricula, it
also adds a
pedagogical
responsibility
to operate
within a well-
developed
conceptual*

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*framework to
ensure*

*instruction is
complemented or
augmented by
technology and
does not become
secondary to
it. The*

*Handbook of
Research on
Integrating
Digital*

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*Technology With
Literacy*

*Pedagogies is a
comprehensive
research*

publication

*that considers
the integration
of digital*

*technologies in
all levels of
literacy*

instruction and

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*prepares the
reader for
inevitable
technological
advancements
and changes.
Covering a wide
range of topics
such as
augmented
reality,
literacy, and
online games,*

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*this book is
essential for
educators,
administrators,
IT specialists,
curriculum
developers,
instructional
designers,
teaching
professionals,
academicians,
researchers,*

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*education
stakeholders,
and students.*

*An Intertextual
Dialogue*

*Between Fairy-
tale*

*Scholarship and
Postmodern*

Retellings

*An Integrated
Approach*

Getting

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Children
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Writing

*The Puffin Twen
tieth-century
Collection of
Verse*

Child

*Development in
Practice*

*Self-Esteem and
Early Learning*

Fully updated to

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reflect the current status and understandings regarding outdoor provision within early childhood education frameworks across the UK, this new edition shows early years practitioners how to get the very

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best from outdoor
play and learning
for the enjoyment,
health and
education of young
children up to age
seven. This
invaluable
resource gives
sound practical
guidance for
providing: play with

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water, sand and other natural materials;
experiences with plants, growing and living things;
movement and physical play;
construction, imaginative and creative play; and explorations into

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the locality and
community just
beyond your
garden. This full-
colour third edition
has been further
developed to act
as a
comprehensive
source book of
relevant materials,
books and

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resources
Picture Books

supporting the
core ingredients of
high-quality
outdoor provision,
while each chapter
also includes
extensive
collections of
children's picture
books relating to
the themes within

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Picture Books

each chapter.

Playing and

Learning Outdoors

has become the

essential practical

guide to

excellence in

outdoor provision

and pedagogy for

all early years

services. This

lively, inspiring and

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Beanstalk Puffin
Picture Books

accessible book
will help every
educator to
develop truly
successful and
satisfying
approach to
learning through
play outdoors for
every child.

An illustrated
collection of

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Beanstalk Puffin
Picture Books

poems by famous
children's poets.

Reviewersâ€™™

comments on the
first edition:

â€™œJane Johnston
communicates a
sense of
effervescent
enthusiasm for
teaching and
science, and her

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treatment is
comprehensive.â€
TES â€œThe ideas
and
recommendations,
based on
considerable
classroom
experience, make
this book a
valuable aid to
students and

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reflective early
years

practitioners.â€

Primary Science

Review â€œAt last!

A serious attempt

to explore the

scientific potential

of infant and pre-

school childrenâ€!

The author

explains how

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scientific skills can be developed at an early stage, stimulating the natural inquisitive streak in children. This book will start you thinking about science in a much more positive light.â€

Child Education

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This accessible
and practical book
supports good
scientific practice
in the early years.
It helps
practitioners to be
creative providers,
and shows them
how to develop
awe and wonder of
the world in the

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children they teach. The book highlights the importance of a motivating learning environment and skilled interaction with well-trained adults. In addition, fundamental issues are explored such as

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the range, nature
and philosophical
underpinning of
early years
experiences and
the development
of emergent
scientific skills,
understandings
and attitudes. New
features for this
edition include: An

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extended age
range

encompassing
early learning from
0 “ 8 Updated
material for the
Foundation Stage
Curriculum for 3
“ 5-year-olds
and the National
Curriculum 2000
for 5 “ 8-year-

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olds A new
chapter focusing
on conceptual
understanding and
thinking skills in
the early years An
emphasis on the
importance of
informal learning
and play in early
development The
book introduces

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and discusses new
research and
thinking in early
years and science
education
throughout,
making it relevant
for current
practice. This is an
indispensable
resource for all
trainee and

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practising primary
school teachers
and early years
practitioners.

Promoting
Academic Talk in
Schools brings
together a rich
array of recent
research to
explore how
academic talk

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helps transform
student experience
across a variety of
learning
environments.

Drawing on
conceptual
frameworks and
evidence-based
strategies, each
chapter analyses
the implications for

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practice in both formal and informal classroom settings. The book covers topics from collaborative and productive talk to increasing student participation and parent-student talk outside of the classroom. With

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contributions from
academics in
Australia, the UK,
the USA, and
Spain, it provides
a comprehensive
Western
perspective of
academic talk in
schools. Promoting
Academic Talk in
Schools offers

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both theoretical perspectives and practical implications, making it an ideal resource for both researchers and postgraduate students in this burgeoning field. Creating Drama with 4-7 Year Olds

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Lesson Ideas to
Integrate Drama
Into the Primary
Curriculum
Problem-Solving,
Reasoning and
Numeracy in
Primary Schools
Children's
Literature and
Learner
Empowerment

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Exploring
Children's
Literature
A Guide for
Parents
***Teaching
Science and
Technology in
the Early Years
(3-7) celebrates
young
children's***

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***amazing
capabilities as
scientists,
designers and
technologists.
Research-based
yet practical
and accessible,
it demonstrates
how scientific
designing and
making
activities are***

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***natural to
young children,
and have the
potential for
contributing to
all aspects of
their learning.
By identifying
the scientific
and
technological
concepts, skills
and activities***

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Beanstalk Puffin
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being developed, the book enables the reader to make more focused diagnostic observations of young children and plan for how they can help move them forward in their

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***learning. This
third edition
has been
thoroughly
updated and
features: fresh
insights into
young
children's
learning from
neuroscience
and 'new-
materialist'***

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Beanstalk, Puffin
***perspectives; a
UK-wide***

***perspective on
Early Years
curricula and
how they
support the
inclusion of
science and
technology as
an entitlement
for young
children; new***

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***case studies of
successful,
evidence-based
Early Years
practice,
alongside new
examples of
practical
planning for
learning, and
advice on
documenting
children's***

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***learning
stories; an
updated
chapter on
assessing and
documenting
children's
learning,
drawing upon
findings from
the Teacher
Assessment in
Primary Science***

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***(TAPS) project
at Bath Spa***

University.

***Based on the
latest research
and first-hand
experience, this
practical and
accessible book
is essential
reading for
Early Years and
Primary***

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Beanstalk Puffin
Picture Books

***students on
undergraduate,
PGCE and
Masters-level
courses.***

***The New
Reading 360
series is
designed to
provide a solid
literary
foundation for
infants and***

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***build on
previous
literacy
knowledge for
juniors.
Teachers'
resources
provide
suggestions and
tips for lessons
and also
include
photocopiable***

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Beanstalk Puffin
***masters for
class use.***

***Emergent
Science is
essential
reading for
anyone involved
in supporting
scientific
learning and
development
with young
children aged***

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between birth and 8. Drawing on theory, the book helps to develop the essential skills needed to understand and support science in this age range. The book is organised into three

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***parts:
development,
contexts and
pedagogy,
exploring the
underpinning
theory
alongside
practical ideas
to help
trainees,
teachers and
childcare***

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***practitioners to
create high-
quality science
experiences for
the children
they teach. The
text includes
guidance on
developing
professional,
study and
research skills
to graduate and***

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***postgraduate
level, as well as
all the
information
needed to
develop
scientific skills,
attitudes,
understanding
and language
through
concrete, social
experiences for***

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young children.
Picture Books

include:

**Reflective tasks-
at three levels
of professional
development;-
early
career/student,
developing
career/teacher
and later
career/leader.**

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***Case studies
that exemplify
good practice
and practical
ideas. Tools for
learning -
explain how
science
professionals
can develop
their
professional,
study skills and***

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***research skills
to Masters level
"With
freshness,
humour and
originality, Sue
Gifford
demonstrates
the interactive
strategies that
are required to
teach
mathematics to***

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**young children.
The text is both
refreshingly
free from
conventional
wisdom and
solidly
grounded in
recent research
on learning and
teaching early
mathematics. At
the same time,**

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***it is unfailing in
its accuracy in
uncovering
children's own
humour and
instinct for
subverting
'teacherly'
overtures.
Given the
demonstrated
lack of
spontaneous***

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***mathematics in
early childhood
setting, this
assembled
collage of
children's own
observations,
activities and
comments is in
itself a work of
art." Professor
Carol Aubrey,
Institute of***

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***Education,
University of
Warwick, UK.
What are the
most important
aspects of
mathematics
for young
children to
learn? How do
children learn
mathematics?
How can adults***

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***best 'teach'
mathematics to
children so
young? The
book informs
practitioners,
students and
parents about
how three- to
five-year-olds
learn
mathematics,
and shows them***

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***how best to
develop
enjoyable
mathematical
learning in
early years
settings. The
book includes a
summary of
relevant
research and
considers issues
relating to***

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**current
practice. This
book:**

***Establishes
principles for
teaching
mathematics to
young children
Takes into
account the way
children learn,
including
social,***

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Beanstalk Puffin

***emotional,
physical and
cognitive
aspects Helps
practitioners
find the middle
ground between
not initiating
enough
mathematical
activity and
being too
directive***

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Beanstalk Puffin
Picture Books

Suggests principles and frameworks for planning and assessment.

The book places particular emphasis on adult-initiated, number-focused activities and playful, challenging and

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***sensitive
teaching
strategies to
engage younger
children. The
strategies are
based on
research and
work with
practitioners,
and are
illustrated by
children's own***

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Picture Books
**responses, such
as making
number jokes.
It covers key
areas of
mathematics,
including
number, shape
and space,
measures and
problem
solving, with
appropriate**

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Beanstalk, Puffin
Picture Books

***expectations
and common
difficulties as
well as
suggested
activities.
Essential
reading for
those teaching
or preparing to
teach
mathematics to
young children,***

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as well as
Picture Books
parents

*interested in
the
mathematical
education of
their children.*

*The Bear
Promoting
Academic Talk
in Schools
Responsive
Teaching and*

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***Learning from
Birth to Five
Literacy Hour
and Language
Knowledge
Teaching
Mathematics
3-5***

Levels 1-5

**A poor woodcutter
lives with his wife
and two children,
Hansel and Gretel.**

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Weak-willed and easily manipulated, the wood cutter gives in to his overbearing, badgering wife who insists he abandons his children to the wilderness of the forest because, well, they eat too much food There,

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**as they try and
find their way
home, Hansel and
Gretel come across
a beautiful sugar-
spun, candy
cottage and, as the
fairytale goes, a
horrendous, red-
eyed witch who
loves to dine on
nice, fat children
Primary maths is
stereotypically**

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**loved by a few
hairy oddballs,
tolerated by most
sane primary
practitioners;
loathed by many.
With the right
approach,
however; the right
mindset and sense
of the impossible
being achievable,
maths can be
moulded into the**

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diamond in the rough of the primary curriculum. Enter Nick Tiley-Nunn: Britain's most imaginative, most exciting primary maths specialist. Over years of practice he has generated ideas about the teaching of maths that are

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**so distinct, so far
out and so utterly
brilliant that any
primary teacher
struggling to grasp
the nettle of
teaching long
division will
emerge from
communing with
his ideas not just
with some clichéd
sense that 'maths
can be fun', but**

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that it can be brilliant, life-enhancing and truly hilarious. This book presents ideas for primary maths teaching so wildly creative and so full of the joy of life that any classroom of kids will be grateful you read it.

This highly

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**practical book
gives you all the
ideas you need to
make drama an
exciting, regular
and integral part
of your primary
school's KS1
curriculum.**

**A re-telling of the
classic children's
story by the author
and illustrator of
the best-selling**

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**Snowman. Jim
finds a beanstalk
growing outside
his window one
morning, and
follows his famous
predecessor up to
the top . . .**

**Jacques and de
Beanstalk
Emergent Science
Developing
Language and
Literacy with**

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**Young Children
Hansel and Gretel
Early Explorations
In Science
Playing and
Learning Outdoors**

"The guide covers:
the foundations of
literacy in the first
five years of life;
current approaches
to teaching reading,
writing and spelling

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in Australian primary schools; ways for parents to help children develop as readers and writers at home; the kinds of books to include in a family collection; issues such as homework, school reports and parent-teacher interviews."

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- back cover.

Picture Books
First published in
2008. Routledge is
an imprint of Taylor
& Francis, an
informa company.
The first systematic
approach to the
parallels between
fairy-tale retellings
and fairy-tale
theory.

Teaching students

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to make
connections across
related texts
promotes
engagement and
improves reading
comprehension and
content learning.
This practical guide
explains how to
select and teach a
wide range of
picture books as

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paired text--two books related by topic, theme, or genre--in grades K-8. The author provides mini-lessons across the content areas, along with hundreds of recommendations for paired text, each linked to

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specific Common Core standards for reading literature and informational texts. In a large-size format for easy photocopying, the book includes 22 reproducible graphic organizers and other useful tools. Purchasers also get access to a

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Web page where
they can download
and print the
reproducible
materials.

Planning for
Learning through
People Who Help Us
Effective Teaching
Across the K-8
Curriculum

Anyone can feed
sweets to sharks

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EBOOK: Supporting
Language and
Literacy

Development in the
Early Years

The Picture Book

Almanac: Picture

Books and Activities

to Celebrate 365

Familiar and

Unusual Holidays

Literacy at Home

and School

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I don't know for sure
if dat story is true,
But down where de
Cajuns live on de
bayou, When dey
tell dem stories, dey
shore like to talk
About dat boy
Jacques and his
magic beanstalk.
You know the
classic story of Jack
and the Beanstalk,

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but you've never heard it like this before. Told in Cajun dialect with a distinct bayou flair, this book is perfect for reading aloud. There is even a glossary and pronunciation guide to help! The creators of Petite Rouge (which

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Beanstalk Puffin
Picture Books

Publishers Weekly called "a sassy, spicy outing") once again deliver a hilarious twist on a well-known fairy tale.

This revised and updated third edition offers a range of strategies, activities and ideas to bring mathematics to life

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in the primary classroom. Taking an innovative and playful approach to maths teaching, this book promotes creativity as a key element of practice and offers ideas to help your students develop knowledge, understanding and enjoyment of the

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subject. In the creative classroom, mathematics becomes a tool to build confidence, develop problem solving skills and motivate children. The fresh approaches explored in this book include a range of activities

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such as storytelling,
music and

construction,
elevating maths
learning beyond
subject knowledge
itself to enable
students to see
mathematics in a
new way. Key
chapters of this
book explore: •
Learning maths

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outdoors - make
more noise, make
more mess or work
on a larger scale •
Everyday maths -
making sense of the
numbers, patterns,
shapes and
measures children
see around them •
Music and maths –
the role of rhythm in
learning, and music

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and pattern in maths
Stimulating,
accessible and
underpinned by the
latest research and
theory, this is
essential reading for
trainee and
practising teachers
who wish to embed
creative approaches
to maths teaching in
their classroom.

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Children's literature can be a powerful way to encourage and empower EFL students but is less commonly used in the classroom than adult literature. This text provides a comprehensive introduction to children's and young adult literature in

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EFL teaching. It demonstrates the complexity of children's literature and how it can encourage an active community of second language readers: with multilayered picturebooks, fairy tales, graphic novels and radical young

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adult fiction. It examines the opportunities of children's literature in EFL teacher education, including: the intertextuality of children's literature as a gate-opener for canonised adult literature; the rich patterning of children's literature

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supporting Creative Writing; the potential of interactive drama projects. Close readings of texts at the centre of contemporary literary scholarship, yet largely unknown in the EFL world, provide an invaluable guide for teacher educators

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and student
teachers, including
works by David
Almond, Anthony
Browne, Philip
Pullman and
J.K.Rowling.

Introducing a range
of genres and their
significance for EFL
teaching, this study
makes an important
new approach

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accessible for EFL teachers, student teachers and teacher educators. Focusing on the period from birth to school, this book is about babies' and young children's feelings, their learning; and the ways in which the adults in their lives

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can support their
emotional, social
and cognitive
development.

Looking at the
perspectives both of
the child and the
adult, it presents
thought-provoking
ideas and questions
on how adults can
make the most of
opportunities to

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support the children with whom they live and work. A story, in episodes embedded throughout the book, makes this an accessible and enjoyable read. In this third edition, there are new and updated chapters on: • Young children's

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transitions, with a particular focus on starting school • Young children's positive 'learning dispositions' • Brain research and its possible implications • Further reading, signposting some enchanting children's books as

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well as important new texts. The book explores the basis of the 'key person' relationship, looking at attachment 'in practice', and linking developmental issues with the early development of self esteem. Written for students on early childhood courses

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and staff in early
childhood care and
education settings
and integrated
Children's Centres,
the book will also be
of interest to parents
and carers.

A Step-by-step
Guide to Creating
and Using a Garden
with Young Children
Drama, Narrative

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and Moral
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The Puffin Book of
Nursery Rhymes
Developing Literacy
Through Fiction and
Poetry
Mathematics Across
the Curriculum
Story Ideas for
Children Aged 3 to
11

This book guides
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**you through the
process of creating
a garden, however
small, for young
children. It looks at
the impact a
garden area can
have on children's
overall
development and
the benefits of
using natural**

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**materials as
learning tools.**

**With over 250
nursery rhymes,
including both well-
known favourites
and hidden gems,
this collection has
something for every
child. Beautiful
illustrated by
Raymond Briggs,**

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**the much-loved
creator of the
Snowman, this
revised edition of a
famous classic first
won the Kate
Greenaway in 1966
and is now
available again for
a whole new
generation.**

Looks at the theory

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**and practice of
providing inspiring,
challenging and
engaging cross
curricular
mathematics lesson.**

>

**This book is based
on the belief that
deep subject
knowledge of
language and**

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**literature provides
a foundation for
effective teaching
and learning. It
provides a
comprehensive
guide to the range
of genres and
characteristic
features of English
language fiction
written for**

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children. It will help readers to: o develop their understanding of literature within social, cultural and political reading practices o extend their knowledge of language features and conventions of different genres o

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**develop skills in
analytical and
critical reading.
The scope of the
first edition has
been expanded
from solely fiction
to cover a range of
contemporary
literature,
including poetry,
plays and picture**

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books. The case study material, investigative activities and practical exercises promote an active approach to learning. The second edition focuses on a range of fiction relevant to the National

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**Curriculum for
England and the
National Literacy
Strategy. It
provides examples
from a range of
world literature
written in English.
Examples from
work in translation
are also included. It
also addresses the**

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**requirements of the
primary**

curriculum for ITT

English. This book

is essential reading

for student teachers

on PGCE, and

undergraduate

teacher education

courses, and for

teachers

undertaking CPD

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**in English, literacy
or children's
literature. It
provides useful
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for language
coordinators,
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coordinators and
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consultants.
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**Teenagers in
English Language
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Beanstalk**

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The Practical
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Sourcebook for
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Outdoor Provision
and Practice with
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This essential guide
has exactly the right
books to help you
celebrate special days

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throughout the year—even "holidays" you've never heard of—and provides hundreds of fun titles and activities that could inspire your students to become life-long readers. • Includes more than 365 recommended picture books selected for their genuine worth as well as for their

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diversity • Offers fun, quick, and easily completed activities coordinated to daily holidays throughout the year • Provides a useful resource for anyone who works with young children in schools, public libraries, or in the home, for those new to picture books and experienced veterans

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alike • Helps
educators to stress the
joy of reading and
enable students to
learn new and
interesting things
every day of the year
Child Development in
Practice provides an
approachable, user-
friendly base from
which to plan ways of
working with children
that are

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developmentally appropriate and will enable them to learn enjoyably and effectively.

Jim climbs the beanstalk and discovers a toothless old giant who can no longer eat little boys. One night a great big, white polar comes to stay with Tilly. The bear's got black

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hooked claws and huge yellow teeth; but his white furry coat is warm and soft and Tilly decides he's the cuddliest thing in the whole world. Tilly soon finds out that a big bear can cause big problems - he takes a LOT of looking after! But when she describes the bear's latest antics to her

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parents they think he's
a figment of her

imagination - but is

he? From the creator

of The Snowman,

Father Christmas and

Fungus the Bogeyman

- now a live theatre

show!

Using Paired Text to

Meet the Common

Core

Teaching Science and

Technology in the

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Picture Books
Teaching Mathematics
Creatively
Every Nursery Needs
a Garden
Key People from Birth
to School
Keepsake Stories
Jack and the
Beanstalk
*First Published in
1999. Routledge
is an imprint of*

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*Taylor & Francis,
an informa
company.*

*This 16-page,
oversized board
book tells the
beloved tale of
Jack as he
watches in
amazement as his
magic beans grow
into a beanstalk*

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*that reaches
beyond the
clouds! Children
will eagerly
continue reading
to see whether
Jack can sneak
past a hungry
giant to rescue
the golden harp.
Between the
covers of this*

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*durable board
book is a classic
tale of magic,
imagination, and
inspiration that
delights children
again and again.
The stories in this
series capture
children's interest
and spark their
imagination page*

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after page. With rounded corners and captivating illustrations, this 10" x 10" board book for toddlers can inspire a lifelong love for literature and reading

Teachers are expected to take

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*responsibility for
children's moral
development,
particularly in the
primary years, but
how best to go
about
approaching the
issues? In this
book, the author
explores a
classroom*

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*approach that
uses both drama
and narrative
stories to explore
moral issues:
drama gives
children an
opportunity to
work through
moral problems,
make decisions
and take up moral*

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positions; stories offer a resource for moral education whereby children can learn through the 'experiences' of those in the story. Through providing a number of case studies, the

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*author shows how
this may be done
by practitioners in
the lassroom.*

*Plan for six weeks
of learning
covering all six
areas of learning
and development
of the EYFS
through the topic
of people who*

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*help us. The
Planning for
Learning series is
a series of topic
books written
around the Early
Years Foundation
Stage designed to
make planning
easy. This book
takes you through
six weeks of*

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*activities on the
theme of people
who help us. Each
activity is linked
to a specific Early
Learning Goal,
and the book
contains a skills
overview so that
practitioners can
keep track of
which areas of*

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*learning and
development they
are promoting.
This book also
includes a
photocopiable
page to give to
parents with ideas
for them to get
involved with
their children's
topic, as well as*

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*ideas for bringing
the six weeks of
learning together.*

*The weekly
themes in this
book include:*

*people who help
keep us safe, help
us stay healthy,
help us to have
food and who help
us at home. Tie*

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*the learning
together with a
big thank you
party.*

*Handbook of
Research on
Integrating
Digital
Technology With
Literacy
Pedagogies
Science Through*

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*Children's
Literature*

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*Global Practices
and Perspectives*

New Reading 360

Teachers'

Resource Book

Critical and

Creative

Perspectives on

Fairy Tales

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This groundbreaking, critically acclaimed, and best-selling resource features more than 30 exciting instructional units that integrate all areas of the curriculum and serve as models to educators at all levels. Adopted as a

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**supplementary text
in schools of
education
nationwide, this
resource features
outstanding
children's fiction
books that are rich
in scientific
concepts yet equally
well known for their
strong story lines
and universal
appeal.**

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In its third edition...the author has included the latest research evidence relating to children aged from nought to eight. Her writing embraces the value of play, relationships, bilingualism and multilingualism in creating a rich language and

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literacy
environment.

**Developing
Language and
Literacy with Young
Children will appeal
to a wide range of
readers -
practitioners,
students, and their
tutors, as well as
parents and carers' -
Early Years Update
'Highly readable...**

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**Anybody working
with babies and
young children
needs to have the
knowledge that
Whitehead clearly
explains here' -
SureStart 'One of
the many excellent
features of this book
is the way it tackles
the issue of
bilingualism in early
childhood' - Early**

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Years Educator
(eye) Praise for

previous editions:
`Marian Whitehead
forces the reader to
attend to the "voice
of the child against
the encroachment of
inappropriate
curriculum
demands. Her total
fascination for
children's language
development

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**captures the reader
in an enthusiastic
and informed
voyage through "the
most exciting and
important aspect of
human development
- language in the
early years' - Early
Years `This is an
excellent read for all
parents and workers
with young children.
The style of the**

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book is friendly and accessible, with beautifully produced photographs of children and indeed of their own work. Marian Whitehead is not ashamed to draw on her experiences as a grandparent, as well as highly competent theoretical researcher; she

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**does both with
competence and
humour. This will
prove an excellent
source book for
those involved in
course design from
childminders to
university lecturers'
- Child Language
Teaching and
Therapy Looking at
the most exciting
and important**

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**aspect of human
development -
communication and
language in the
early years - this
accessible book
gives carers,
parents, teachers
and other
professionals who
work and play with
young children a
confident
understanding of**

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**children's
communication and
language
development in the
years from birth to
age eight. The book
examines the wide
range of elements
that are typical of all
our communication
and language
activities: thinking,
feeling, imagining,
talking, listening,**

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drawing, writing and reading. The author emphasizes the importance of children's relationships and communications with the people who care about them, spend time with them and share in the excitement of their developing languages and their

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investigations of literacy. Taking a holistic approach, she covers: o early communication and language o the achievements of young bilinguals o the significance of stories, narrative and language play o the emergence of literacy in homes, early years settings

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and classrooms.

**'This highly readable
guide discusses
how to help babies
become competent
communicators...An
ybody working with
babies and young
children needs to
have the knowledge
that Whitehead
clearly explains
here' - SureStart**