

CHART 1.1 Language development

Characteristics	Teaching Recommendations	Literature Suggestions
Preschool: Ages 2–3		
1 Very rapid language growth occurs. By the end of this period, children have vocabularies of about 900 words.	1 Provide many activities to stimulate language growth, including picture books and Mother Goose rhymes.	Ho, Minfong. <i>Hush! A Thai Lullaby</i> . Lewis, Kim. <i>Good Night, Harry</i> . Lobel, Arnold. <i>The Random House Book of Mother Goose</i> . O'Connell, Rebecca. <i>The Baby Goes Beep</i> . Simmons, Jane. <i>Daisy Says "Cool!"</i>
2 Children learn to identify and name actions in pictures.	2 Read books that contain clear, familiar action pictures; encourage children to identify actions.	Baicker, Karen. <i>Tumble Me Tumbily</i> . Fleming, Denise. <i>In the Tall, Tall Grass</i> . Opie, Iona. <i>Here Comes Mother Goose</i> .
3 Children learn to identify large and small body parts.	3 Allow children to identify familiar body parts in picture books.	Oxenbury, Helen. <i>Dressing</i> .
Preschool: Ages 3–4		
1 Vocabularies have increased to about 1,500 words. Children enjoy playing with sound and rhythm in language.	1 Include opportunities to listen to and say rhymes, poetry, and riddles.	Gerber, Carole. <i>Leaf Jumpers</i> . Griego, Margot C., et al. <i>Tortillitas Para Mama</i> . Krauss, Ruth. <i>Bears</i> . Rosen, Michael. <i>We're Going on a Bear Hunt</i> . Whybrow, Ian. <i>The Noisy Way to Bed</i> . Wilson, Karma. <i>Bear Snores On</i> . Yolen, Jane. <i>The Three Bears Rhyme Book</i> .
2 Children develop the ability to use past tense but may overgeneralize the <i>ed</i> and <i>s</i> markers.	2 Allow children to talk about what they did yesterday; discuss actions in books.	Cooper, Helen. <i>Pumpkin Soup</i> . Hill, Eric. <i>Spot Goes to School</i> . Keats, Ezra Jack. <i>The Snowy Day</i> . Fleming, Denise. <i>In the Small, Small Pond</i> .
3 Children use language to help find out about the world.	3 Read picture storybooks to allow children to find out about and discuss pets, families, people, and the environment.	Markes, Julie. <i>Shhhhhh! Everybody's Sleeping</i> . Potter, Beatrix. <i>The Tale of Peter Rabbit</i> . Shannon, David. <i>Alice the Fairy</i> . Tafari, Nancy. <i>Early Morning in the Barn</i> . Thompson, Lauren. <i>Polar Bear Night</i> . Wheeler, Lisa. <i>Jazz Baby</i> .
4 Speech becomes more complex, with more adjectives, adverbs, pronouns, and prepositions.	4 Expand the use of descriptive words through detailed picture books and picture storybooks. Allow children to tell stories and describe characters and their actions.	Barton, Byron. <i>Machines at Work</i> . Narahashi, Keiko. <i>I Have a Friend</i> . Rohmann, Eric. <i>My Friend Rabbit</i> .
Preschool: Ages 4–5		
1 Language is more abstract; children produce grammatically correct sentences. Their vocabularies contain approximately 2,500 words.	1 Children enjoy books with slightly more complex plots. Ask them to tell longer and more detailed stories. They enjoy retelling folktales and can tell stories using wordless books.	Brett, Jan. <i>Goldilocks and the Three Bears</i> . Fleischman, Paul. <i>Sidewalk Circus</i> . Kulka, Joe. <i>Wolf's Coming!</i> McCully, Emily Arnold. <i>School</i> . Wiesner, David. <i>Free Fall</i> . ———. <i>Tuesday</i> .

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Characteristics	Teaching Recommendations	Literature Suggestions
Preschool: Ages 4-5 (continued)		
<p>2 Children understand the prepositions <i>over, under, in, out, in front of, and behind</i>.</p> <p>3 Children enjoy asking many questions, especially those related to <i>why</i> and <i>how</i>.</p>	<p>2 Use concept books or other picture books in which prepositions can be reinforced.</p> <p>3 Take advantage of natural curiosity and find books to help answer children's questions. Allow them to answer each other's questions.</p>	<p>Henkes, Kevin. <i>Kitten's First Full Moon</i>. hooks, bell. <i>Skin Again</i>.</p> <p>Hutchins, Pat. <i>What Game Shall We Play?</i> Juan, Ana. <i>The Night Eater</i>. Noll, Sally. <i>Watch Where You Go</i>.</p>
Preschool-Kindergarten: Ages 5-6		
<p>1 Most children use complex sentences frequently and begin to use correct pronouns and verbs in present and past tense. They understand approximately 6,000 words.</p> <p>2 Children enjoy taking part in dramatic play and producing dialogue about everyday activities such as those at home and at the grocery store.</p> <p>3 Children are curious about the written appearance of their own language.</p>	<p>1 Give children many opportunities for oral language activities connected with literature.</p> <p>2 Read stories about the home and community. Allow children to act out their own stories.</p> <p>3 Write chart stories using the children's own words. Have children dictate descriptions of pictures.</p>	<p>Aardema, Verna. <i>Bringing the Rain to Kapiti Plain</i>. Appelt, Kathi. <i>Where, Where Is Swamp Bear?</i> Crow, Kristyn. <i>Cool Daddy Rat</i>. Gág, Wanda. <i>Millions of Cats</i>. Martin, Bill, Jr. <i>Baby Bear, Baby Bear, What Do You See?</i> Moss, Lloyd. <i>Zin! Zin! Zin! A Violin</i>. Opie, Iona. <i>My Very First Mother Goose</i>. Swanson, Susan Marie. <i>The House in the Night</i>.</p> <p>Demarest, Chris L. <i>Firefighters A to Z</i>. Dorros, Arthur. <i>Papá and Me</i>. Gravett, Emily. <i>Monkey and Me</i>. Martin, Rafe. <i>Will's Mammoth</i>. Pullen, Zachary. <i>Friday My Radio Flyer Flew</i>. Seuss, Dr. <i>And to Think That I Saw It on Mulberry Street</i>. Baker, Jeannie. <i>Window</i>. Dodds, Dayle Ann. <i>The Prince Won't Go to Bed</i>. Edwards, Pamela Duncan. <i>The Neat Line</i>. McCully, Emily Arnold. <i>Picnic</i>. Willard, Nancy. <i>Night Story</i>.</p>
Early Elementary: Ages 6-8		
<p>1 Language development continues. Children add many new words to their vocabularies.</p> <p>2 Most children use complex sentences with adjectival clauses and conditional clauses beginning with <i>if</i>. The average oral sentence length is seven and one half words.</p>	<p>1 Provide daily time for reading to children and allow for oral interaction.</p> <p>2 Read stories that provide models for children's expanding language structure.</p>	<p>DeFelice, Cynthia. <i>Willy's Silly Grandma</i>. Falwell, Cathryn. <i>Scoot!</i> Hoberman, Mary Ann. <i>You Read to Me, I'll Read to You</i>. Kajikawa, Kimiko. <i>Tsunami!</i> Katz, Susan. <i>Oh, Theodore! Guinea Pig Poems</i>. Prelutsky, Jack. <i>The Wizard</i>. Silverstein, Shel. <i>A Light in the Attic</i>. Washington, Donna L. <i>A Pride of African Tales</i>. Yep, Laurence. <i>Auntie Tiger</i>. Banks, Kate. <i>Max's Words</i>. Burton, Virginia Lee. <i>The Little House</i>. Cleary, Brian P. <i>Quirky, Jerky, Extra Perky: More About Adjectives</i>. McCloskey, Robert. <i>Make Way for Ducklings</i>.</p>

CHART 1.1 Continued Language Development

Characteristics	Teaching Recommendations	Literature Suggestions
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Middle Elementary: Ages 8–10

1 Children begin to relate concepts to general ideas. They use connectors such as <i>meanwhile</i> and <i>unless</i> .	1 Supply books as models. Let children use these terms during oral language activities.	Schotter, Roni. <i>Nothing Ever Happens on 90th Street</i> . Steptoe, John. <i>Mufaro's Beautiful Daughters: An African Tale</i> . Young, Ed. <i>Lon Po Po: A Red Riding Hood Story From China</i> .
2 The subordinating connector <i>although</i> is used correctly by 50% of children. Present participle active and perfect participle appear. The average sentence length is nine words.	2 Use written models and oral models to help children master their language skills. Literature discussions allow many opportunities for oral sentence expansion.	Dabrowski, Kristen. <i>My First Monologue Book: 100 Monologues for Young Children</i> . DiCamillo, Kate. <i>The Tale of Despereaux</i> . Kennedy, Caroline. <i>The Best-Loved Poems of Jacqueline Kennedy Onassis</i> . Levine, Arthur A. <i>The Boy Who Drew Cats: A Japanese Folktale</i> . Paolilli, Paul, and Dan Brewer. <i>Silver Seeds: A Book of Nature Poems</i> . Sandburg, Carl. <i>More Rootabagas</i> . Sierra, Judy. <i>Tasty Baby Belly Buttons</i> .

Upper Elementary: Ages 10–12

1 Children use complex sentences with subordinate clauses of concession introduced by <i>nevertheless</i> and <i>in spite of</i> . Auxiliary verbs <i>might</i> , <i>could</i> , and <i>should</i> appear frequently.	1 Encourage oral language and written activities that permit children to use more complex sentence structures.	Bryan, Ashley. <i>Words to My Life's Song</i> . Hahn, Daniel, and Leonie Flynn. <i>The Ultimate Teen Book Guide</i> . L'Engle, Madeleine. <i>A Swiftly Tilting Planet</i> . McKinley, Robin. <i>The Hero and the Crown</i> . Paulsen, Gary. <i>Hatchet</i> . Pullman, Philip. <i>The Golden Compass</i> . Rogers, Gregory. <i>The Boy, The Bear, The Baron, The Bard</i> . Whelan, Gloria. <i>Homeless Bird</i> .
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Adolescence: Ages 12–14

1 Students have a better understanding of figurative language such as metaphors and hyperbole.	1 Read and discuss poetry that uses figurative language. Use in creative writing.	Grandits, John. <i>Blue Lipstick: Concrete Poems</i> . Grimes, Nikki. <i>Bronx Masquerade</i> . Nelson, Marilyn. <i>Carver: A Life in Poems</i> . Thomas, Dylan. <i>A Child's Christmas in Wales</i> .
2 Students acquire vocabulary related to academic disciplines.	2 Identify and use the specific vocabulary associated with each discipline. Read a wide variety of nonfictional materials.	Delannoy, Isabelle. <i>Our Living Earth</i> . Heiligman, Deborah. <i>Charles and Emma: The Darwins' Leap of Faith</i> . Macaulay, David. <i>The Way We Work</i> .

Sources: Bartel (1995), Gage and Berliner (1992), Hendrick (1996), Loban (1976), Peck (2008), and Sullivan (2009).

Kevin Henkes's *Kitten's First Full Moon* is a highly illustrated book that focuses on interactions with the moon. This humorous story introduces each action with repetitive phrases as the kitten tries to catch the elusive moon. The author uses language such as "So she chased it—down

the sidewalk, through the garden, past the field, and by the pond" (unnumbered).

Many of the books enjoyed by preschool children have strong rhythms, rhymes, or repetitions that encourage children to join in the telling of the text. Lisa Wheeler's *Jazz*

CHART 1.2 Cognitive development

Characteristics	Teaching Recommendations	Literature Suggestions
Preschool: Ages 2–3		
1 Children learn new ways to organize and classify their worlds by putting together things that they perceive to be alike.	1 Provide opportunities for children to discuss and group things according to color, shape, size, or use. Use picture concept books with large, colorful pictures.	Crews, Donald. <i>Freight Train</i> . Hoban, Tana. <i>Look! Look! Look!</i> ———. <i>Of Colors and Things</i> . ———. <i>1, 2, 3</i> . Lobel, Anita. <i>Hello, Day!</i>
2 Children begin to remember two or three items.	2 Exercise children's short-term memories by providing opportunities to recall information.	Gunson, Christopher. <i>Over on the Farm: A Counting Picture Book Rhyme</i> .
Preschool: Ages 3–4		
1 Children develop an understanding of how things relate to each other: how parts go together to make a whole, and how they are arranged in space in relation to each other.	1 Give children opportunities to find the correct part of a picture to match another picture. Use simple picture puzzles.	Hutchins, Pat. <i>Changes, Changes</i> . Oxenbury, Helen. <i>I See</i> .
2 Children begin to understand relationships and classify things according to certain perceptual attributes that they share, such as color, size, shape, and what they are used for.	2 Share concept books on color, size, shape, and use. Provide opportunities for children to group and classify objects and pictures.	Carle, Eric. <i>My Very First Book of Colors</i> . Hoban, Tana. <i>Shapes, Shapes, Shapes</i> . ———. <i>So Many Circles, So Many Squares</i> . Seeger, Laura Vaccaro. <i>Lemons Are Not Red</i> .
3 Children begin to understand how objects relate to each other in terms of number and amount.	3 Give picture counting books to children. Allow them to count.	Bang, Molly. <i>Ten, Nine, Eight</i> . Carle, Eric. <i>My Very First Book of Numbers</i> . Christelow, Eileen. <i>Five Little Monkeys Jumping on the Bed</i> . Fleming, Denise. <i>Count!</i> Reiser, Lynn. <i>Ten Puppies</i> .
4 Children begin to compare two things and tell which is bigger and which is smaller.	4 Share and discuss books that allow comparisons in size, such as a giant and a boy, a big item and a small item, or a series of animals.	Campbell, Rod. <i>Dear Zoo</i> . Krauss, Ruth. <i>The Growing Story</i> . Voake, Charlotte. <i>Mrs. Goose's Baby</i> .
Preschool: Ages 4–5		
1 Children remember to do three things told to them or retell a short story if the material is presented in a meaningful sequence.	1 Tell short, meaningful stories and allow children to retell them. Use flannel-board and picture stories to help children organize the story. Give practice in following three-step directions.	Asbjørnsen, Peter Christen. <i>Three Billy Goats Gruff</i> . Cullen, Catherine Ann. <i>Thirsty Baby</i> . Gág, Wanda. <i>Millions of Cats</i> . Galdone, Paul. <i>The Gingerbread Boy</i> .

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CHART 1.2 Continued . . . Cognitive Development

Characteristics	Teaching Recommendations	Literature Suggestions
<p>Preschool: Ages 4–5 (continued)</p> <p>2 Children increase their ability to group objects according to important characteristics but still base their rules on how things look to them.</p> <p>3 Children pretend to tell time but do not understand the concept. Things happen “now” or “before now.”</p>	<p>2 Provide many opportunities to share concept books and activities designed to develop ideas of shape, color, size, feel, and use.</p> <p>3 Share books to help children understand sequence of time and when things happen, such as the seasons of the year and different times of the day or different days of the week.</p>	<p>Carle, Eric. <i>My Very First Book of Shapes</i>. Hoban, Tana. <i>Circles, Triangles, and Squares</i>. Nye, Naomi Shihab. <i>Baby Radar</i>. Sis, Peter. <i>Trucks Trucks Trucks</i>.</p> <p>Peters, Lisa Westberg. <i>October Smiled Back</i>. Rockwell, Anne. <i>First Comes Spring</i>.</p>
<p>Preschool–Kindergarten: Ages 5–6</p> <p>1 Children learn to follow one type of classification (such as color or shape) through to completion without changing the main characteristic partway through the task.</p> <p>2 Children count to 10 and discriminate 10 objects.</p> <p>3 Children identify primary colors.</p> <p>4 Children learn to distinguish between “a lot of” something and “a little of” something.</p> <p>5 Children require trial and error before they can arrange things in order from smallest to biggest.</p> <p>6 Children still have vague concepts of time.</p>	<p>1 Continue to share concept books and encourage activities that allow children to group and classify.</p> <p>2 Reinforce counting skills with counting books and other counting activities.</p> <p>3 Reinforce identification through the use of color concept books and colors found in other picture books.</p> <p>4 Provide opportunities for children to identify and discuss the differences between concepts.</p> <p>5 Share books that progress from smallest to largest. Have children retell stories using flannelboard characters drawn in appropriate sizes.</p> <p>6 Share books to help children understand time sequence.</p>	<p>Leuck, Laura. <i>One Witch</i>. Lobel, Arnold. <i>On Market Street</i>.</p> <p>Carle, Eric. <i>10 Little Rubber Ducks</i>. Dillon, Leo, and Diane Dillon. <i>Mother Goose Numbers on the Loose</i>. Gorbachev, Valeri. <i>Christopher Counting</i>. Parker, Vic. <i>Bearobics: A Hip-Hop Counting Story</i>.</p> <p>Hutchins, Pat. <i>Changes, Changes</i>.</p> <p>Rumford, James. <i>Calabash Cat and His Amazing Journey</i>. Zemach, Margot. <i>It Could Always Be Worse</i>.</p> <p>Galdone, Paul. <i>The Three Billy Goats Gruff</i>. Jenkins, Steve. <i>Big & Little</i>.</p> <p>Davies, Nicola. <i>White Owl, Barn Owl</i>. Moser, Barry. <i>The Three Little Pigs</i>. Rohmann, Eric. <i>A Kitten Tale</i>. Young, Ed. I, <i>Doko: The Tale of a Basket</i>.</p>

CHART 1.2 Continued . . . Cognitive Development

Characteristics	Teaching Recommendations	Literature Suggestions
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Early Elementary: Ages 6-8

- 1 Children are learning to read; they enjoy reading easy books and demonstrating their new abilities.
- 2 Children are learning to write and enjoy creating their own stories.
- 3 Children enjoy longer stories than they did when they were 5 because their attention spans are increasing.
- 4 Children younger than 7 still base their rules on immediate perception and learn through real situations.
- 5 Sometime during this age range, children pass into the stage that Piaget refers to as *concrete operational*. Children have developed a new set of rules, called *groupings*, so they don't have to see all objects to group; they can understand relationships among categories.

- 1 Provide easy-to-read books geared to children's developing reading skills.
- 2 Allow children to write, illustrate, and share their own picture books. Use wordless books to suggest plot.
- 3 Read longer storybooks to children, such as books in which the chapters can be completed in a short time.
- 4 Provide experiences that allow children to see, discuss, and verify information and relationships.
- 5 Provide opportunities for children to read and discuss concept books.

Byars, Betsy. *My Brother, Ant*.
 George, Jean Craighead. *Goose and Duck*.
 Lobel, Arnold. *Frog and Toad All Year*.
 Newgarden, Mark. *Bow-Wow Bugs a Bug*.
 Rylant, Cynthia. *Henry and Mudge and the Long Weekend*.
 ———. *Mr. Putter and Tabby See the Stars*.
 Seuss, Dr. *The Cat in the Hat*.

Van Leeuwen, Jean. *Oliver Pig at School*.
 Fleischman, Paul. *Sidewalk Circus*.
 Van Allsburg, Chris. *The Mysteries of Harris Burdick*.
 Wiesner, David. *Free Fall*.
 ———. *Tuesday*.

Alexander, Lloyd. *The Fortune-Tellers*.
 Lester, Julius. *The Last Tales of Uncle Remus*.
 Milne, A. A. *The House at Pooh Corner*.
 Shulevitz, Uri. *How I Learned Geography*.
 Van Allsburg, Chris. *The Polar Express*.

Bender & Bender. *Rabbit! Flip and See Who Froggy Can Be*.
 Dodds, Dayle Ann. *Full House: An Invitation to Fractions*.
 Emberley, Ed. *The Wing on a Flea: A Book About Shapes*.
 hooks, bell. *Skin Again*.
 McMullan, Kate. *I'm Bad!*
 Micklethwait, Lucy. *A Child's Book of Play in Art: Great Pictures Great Fun*.
 Priceman, Marjorie. *How to Make an Apple Pie and See the World*.

Anderson, Maxine. *Explore Spring! 25 Great Ways to Learn About Spring*.
 Feelings, Muriel. *Moja Means One: Swahili Counting Book*.
 Frost, Helen. *Monarch and Milkweed*.
 Hirschi, Ron. *Ocean Seasons*.
 Hoban, Tana. *26 Letters and 99 Cents*.
 Inkpen, Mick. *Kipper's A to Z: An Alphabet Adventure*.
 Jenkins, Steve. *Living Color*.
 McElligott, Matthew. *The Lion's Share*.
 Talbot, Hudson. *United Tweets of America*.
 Wells, Rosemary. *Emily's First 100 Days of School*.

Writing with wordless books
 children write & share their own picture books

Winnie-the-Pooh

CHART 1.2 Continued . . . Cognitive Development

Characteristics	Teaching Recommendations	Literature Suggestions
Middle Elementary: Ages 8–10		
<p>1 Children's reading skills improve rapidly, although <u>there are wide variations in reading ability among children within the same age group.</u></p>	<p>1 For independent reading, provide books at appropriate reading levels. Allow children opportunities to share their book experiences with peers, parents, teachers, and other adults.</p>	<p>Appelt, Kathi. <i>The Underneath</i>. Blume, Judy. <i>Tales of a Fourth Grade Nothing</i>. Schulman, Janet. <i>Pale Male: Citizen Hawk of New York City</i>. Scott, Elaine. <i>When Is a Planet Not a Planet? The Story of Pluto</i>. Wilder, Laura Ingalls. <i>Little House in the Big Woods</i>.</p>
<p>2 Children's level of interest in literature may still be above their reading levels.</p>	<p>2 Provide a daily time during which children can listen to a variety of books being <u>read aloud.</u></p>	<p>Burnett, Frances Hodgson. <i>The Secret Garden</i>. Florian, Douglas. <i>Comets, Stars, the Moon, and Mars: Space Poems and Paintings</i>. Gantos, Jack. <i>Joey Pigzta Loses Control</i>. Grahame, Kenneth. <i>The Wind in the Willows</i>. Lewis, C. S. <i>The Lion, the Witch and the Wardrobe</i>. Tan, Shaun. <i>Tales from Outer Suburbia</i>. White, E. B. <i>Charlotte's Web</i>.</p>
<p>3 Memory improves as children learn to attend to certain stimuli and ignore others.</p>	<p>3 Help children set purposes for listening or reading before the actual literature experience.</p>	<p>Adler, David A. <i>Working With Fractions</i>. Ammon, Richard. <i>Valley Forge</i>. Floca, Brian. <i>Moonshot: The Flight of Apollo 11</i>. Freedman, Russell. <i>The Wright Brothers: How They Invented the Airplane</i>. Martin, Laura. <i>Nature's Art Box</i>.</p>
Upper Elementary: Ages 10–12		
<p>1 Children develop an understanding of the chronological ordering of past events.</p>	<p>1 Encourage children to read historical fiction and books depicting historical changes to help them understand differing viewpoints and historical perspectives.</p>	<p>Bolden, Tonya. <i>George Washington Carver</i>. Forbes, Esther. <i>Johnny Tremain</i>. Rappaport, Doreen. <i>Lady Liberty: A Biography</i>. Schanzer, Rosalyn. <i>George vs. George: The American Revolution as Seen From Both Sides</i>. Speare, Elizabeth George. <i>The Sign of the Beaver</i>. Stolley, Richard B. <i>Life: Our Century in Pictures for Young People</i>. Orlev, Uri. <i>The Man From the Other Side</i>. Walker, Alice. <i>Why War Is Never a Good Idea</i>.</p>
<p>2 Children apply logical rules, reasoning, and formal operations to abstract problems.</p>	<p>2 Use questioning and discussion strategies to develop higher-level thought processes. Children enjoy more complex books.</p>	<p>Avi. <i>Nothing but the Truth: A Documentary Novel</i>. <i>Beowulf</i>. Blumberg, Rhoda. <i>The Incredible Journey of Lewis & Clark</i>. Dowd, Siobhan. <i>The London Eye Mystery</i>. Freedman, Russell. <i>Lincoln: A Photobiography</i>. Turner, Pamela S. <i>Life on Earth—and Beyond: An Astrobiologist's Quest</i>.</p>

CHART 1.2 Continued . . . Cognitive Development

Characteristics	Teaching Recommendations	Literature Suggestions
Adolescence: Ages 12–14		
1 Most students have the ability to attend to a task for longer periods.	1 Give assignments that require focusing on a task for longer periods.	Clee, Paul. <i>Photography and the Making of the American West</i> . Hill, Laban Carrick. <i>Harlem Stomp! A Cultural History of the Harlem Renaissance</i> . Holtz, Thomas R., Jr. <i>Dinosaurs: The Most Complete, Up-to-Date Encyclopedia</i> . Murphy, Jim. <i>The Real Benedict Arnold</i> .
2 Many students can integrate knowledge and understand relationships.	2 Encourage students to conduct research and to use inquiry approaches.	Broderick, James F., and Darren W. Miller. <i>Consider the Source</i> . Holzhey, Magdalena. <i>Frida Kahlo: The Artist in the Blue House</i> . Laidlaw, Rob. <i>Wild Animals in Captivity</i> . Lauber, Patricia. <i>Who Came First? New Clues to Prehistoric Americans</i> .

Sources: Maxim (1997); Mussen, Conger, and Kagan (1989); Peck (2008); Piaget and Inhelder (1969); and Sullivan (2009).

Scientist and author Chet Raymo (1992) highlights the role of children's books in developing a scientific imagination. He states, "Creative science depends crucially upon habits of mind that are most readily acquired by children: curiosity; voracious observation; sensitivity to rules and variations within the rules; and fantasy. Children's books that instill these habits of mind sustain science" (p. 561).

All of the preceding processes are essential for success in both school and adult life. Each is also closely related to understanding and enjoying literature. Without visual and auditory perception, literature could not be read or heard; without memory, there would be no way to see the relationships among literary works and to recognize new relationships as experiences are extended. Literature also is important in stimulating cognitive development by encouraging the oral exchange of ideas and the development of thought processes. Children's literature is especially effective for developing the basic operations associated with thinking: (1) observing, (2) comparing, (3) classifying, (4) hypothesizing, (5) organizing, (6) summarizing, (7) applying, and (8) criticizing.

Observing. Colorful picture books are excellent vehicles for developing observational skills in both younger and older children. The vivid colors and illustrations showing familiar animals provide preschool children with opportunities to observe and describe what they see in Anita Lobel's *Hello, Day!* Keith Baker's *Hide and Snake* encourages viewers to search through the illustrations to find the snake that is mixed in with colored yarns, curled around hats, wrapped among presents, and napping with cats. The colors of the snake blend

with the colors in the illustrations; consequently, this book becomes a game of hide-and-seek. Using Stephen T. Johnson's *Alphabet City*, students can search for the various letters of the alphabet captured through paintings of various scenes. For example, the letter A is a construction sawhorse, the letter M is a bridge structure, and the letter Z is formed with fire escapes. Illustrations of forest foliage that partially hide edible creatures from a hungry T. Rex provide a source for careful observation in Kate McMullan's *I'm Bad!* Children can find the animals that the T. Rex can smell but cannot locate. The observational challenge in Roxie Munro's *Mazeways* is to locate objects in maze locations that proceed from A to Z—airport to zoo. The illustrations are filled with numerous details that require careful observation.

Paul Fleischman's wordless book *Sidewalk Circus* provides many opportunities for observation and comparisons. The story begins as a girl watches activities across the street from her bus stop. A marquee reads: "World-Renowned Garibaldi Circus!!!! Coming Soon." Kevin Hawkes's illustrations show that workers in the town are already performing as tightrope walkers, strong men, sword swallows, and clowns. Children can describe how the illustrations show each of these circus acts in real life. They can also observe their own towns and relate to Kevin Hawkes when he describes how he prepared for the illustrations: "As I worked on *Sidewalk Circus*, I spent a lot of time in Portland, Maine. I was amazed by all the things going on in the city, and all the people and things I had never really noticed before. I am grateful to Paul Fleischman for opening my eyes" (unnumbered book cover).

In the nonfiction book *When Is a Planet Not a Planet?* Elaine Scott defines the term *observation* as "carefully

CHART 1.3 Personality development

Characteristics	Teaching Recommendations	Literature Suggestions
Preschool: Ages 2–3		
1 Some children show anxiety when they encounter strangers.	1 Realize that young children may be cautious or fearful in new situations.	Fox, Mem. <i>Night Noises</i> . Waddell, Martin. <i>Tiny's Big Adventure</i> .
2 Children begin to understand that they can influence caregivers.	2 Respond to genuine needs by showing warmth.	Gág, Wanda. <i>Millions of Cats</i> . Whybrow, Ian. <i>The Noisy Way to Bed</i> .
3 Most children develop secure attachments and realize that parents will return when they leave their children with caregivers.	3 Establish a routine when leaving and when returning.	Brown, Marc. <i>Kiss Hello, Kiss Good-bye</i> . Harris, Robie H. <i>Maybe a Bear Ate It!</i>
Preschool: Ages 3–4		
1 Children talk about emotions and realize that emotions are connected to people's desires.	1 Help children by modeling ways to express feelings.	McGhee, Alison. <i>Bye-Bye, Crib</i> . Wormell, Mary. <i>Why Not?</i>
2 Children tend to go to adults for reassurance, and they seek support from parents.	2 Share books that show warm relationships.	Foley, Greg. <i>Don't Worry Bear</i> . Greenspun, Adele. <i>Grandparents Are the Greatest Because . . .</i>
3 Children develop egocentric feelings and consider themselves the center of the universe.	3 Develop warm, loving environments that show families value children.	Curtis, Jamie Lee. <i>Tell Me Again About the Night I Was Born</i> . Gerstein, Mordicai. <i>Leaving the Nest</i> .
Preschool-Kindergarten: Ages 5–6		
1 Beginning in preschool years, boys show more anger than girls.	1 Help children develop appropriate ways to handle their emotions.	Horse, Harry. <i>Little Rabbit's New Baby</i> . Rotner, Shelley. <i>Lots of Feelings</i> .
2 Children are shy about interacting with new groups.	2 Help them enter into groups on the playground and in school.	Dyer, Jane. <i>Little Brown Bear Won't Go to School</i> . McPhail, David. <i>The Searcher and Old Tree</i> . Wells, Rosemary. <i>My Kindergarten</i> .
3 Many children need reassurances before they are comfortable with new experiences.	3 Share books in which characters face similar problems.	Stadler, Alexander. <i>Beverly Billingsly Can't Catch</i> .
Early Elementary: Ages 6–8		
1 For emotional stability, children want to do activities that emphasize their strengths.	1 Help children identify their strengths, but also work on less developed areas.	Leedy, Loreen. <i>Look at My Book: How Kids Can Write and Illustrate Terrific Books</i> . Madison, Alan. <i>Velma Gratch & the Way Cool Butterfly</i> .
2 Boys begin to put on a self-confident front when they feel vulnerable.	2 Share books in which boys overcome difficulties and show success.	Krull, Kathleen. <i>The Boy on Fairfield Street</i> . McCarthy, Meghan. <i>Strong Man</i> .
3 Girls respond more negatively to failure.	3 Share books in which girls overcome failure and show success.	Barasch, Lynne. <i>Knockin' on Wood</i> . Kerley, Barbara. <i>What to Do About Alice?</i> O'Neill, Alexis. <i>Loud Emily</i> .
4 Children tend to base self-evaluations on their own improvements over time.	4 Easy-to-read books help students evaluate their own improvements.	McMullan, Kate. <i>Pearl and Wagner: Three Secrets</i> . Van Leeuwen, Jean. <i>Oliver the Mighty Pig</i> .

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CHART 1.3 Continued . . . Personality Development

Characteristics	Teaching Recommendations	Literature Suggestions
Middle Elementary: Ages 8–10		
1 Experiences help children develop a positive or negative sense of their worth.	1 Children who are treated warmly by others tend to develop positive feelings about self-worth.	Parker, Robert Andrew. <i>Piano Starts Here</i> . Prelutsky, Jack. <i>Me I Am!</i>
2 Children may minimize the mistakes they make in ways that enhance their sense of self.	2 Praise children for their accomplishments in numerous areas.	Jacobson, Jennifer. <i>Truly Winnie</i> . Kimmel, Eric A. <i>Don Quixote and the Windmills</i> .
3 Major family disruptions such as divorce or death may undermine children's security.	3 Discuss feelings of characters in literature to help children understand how other children face emotional experiences.	Butler, Dori Hillestad. <i>My Grandpa Had a Stroke</i> . Dennison, Amy, et al. <i>Our Dad Died</i> . Van Den Abeele, Veronique. <i>Still My Grandma</i> .
Early Adolescence: Ages 10–14		
1 Adolescents tend to be more emotionally volatile and experience more anxieties.	1 Be supportive when they want to share their anxieties.	Henkes, Kevin. <i>Bird Lake Moon</i> . McKay, Hilary. <i>Forever Rose</i> . Tolan, Stephanie S. <i>Surviving the Applewhites</i> .
2 Boys especially may hide their emotions in order to appear "cool."	2 Help students discover that some moodiness is normal and it is all right to express emotions.	Applegate, Katherine. <i>Home of the Brave</i> . Patneade, David. <i>Thin Wood Walls</i> . Wynne-Jones, Tim. <i>Rex Zero: King of Nothing</i> .
3 Adolescents may feel self-conscious and awkward.	3 Share books that show that many people have these feelings.	Henkes, Kevin. <i>Olive's Ocean</i> . Ryan, Pam Muñoz. <i>Becoming Naomi León</i> . Sonnenblick, Jordan. <i>Zen and the Art of Faking It</i> .

new challenges in very humorous ways. He answers yes to questions such as, "Is your backpack ready?" The illustration shows the backpack loaded with his toys. In a very childlike ending Cornelius realizes that he is not yet ready for school because his mother has not given him a kiss.

An example of Erikson's elementary school stage of Industry Versus Inferiority is found in Alan Madison's *Velma Gratch & the Way Cool Butterfly*, a book for early elementary ages. Velma's lack of recognition and feelings of failure result because her two older sisters excelled when they were in first grade. She searches for a way to excel until she discovers the class will study butterflies in science. Now she studies books about butterflies and learns wonderful words like *migration* and *conservatory*. The experience develops her positive self-concept and shows her that she can be special. In Max's Words, Kate Banks develops a protagonist whose brothers refuse to share their collections. Max decides to begin his own collection, and discovers that his collection of words has important results. By putting words together he creates a story. He even excites his brothers, who discover the excitement of creating stories with words.

Animal characters in books for young children frequently act very much like people. The problems the characters face, especially their fears, can assist the personality development of young children. Books with animal characters are very satisfying for readers because the authors allow the animal characters to face and overcome common fears and emotions. For example, Martin Waddell's *Can't You Sleep, Little Bear?* focuses on a young bear's fear of the dark. In *Let's Go Home, Little Bear*, Waddell's characters focus on overcoming fears of sounds. In both books, Big Bear's compassion and understanding help the young bear overcome his fears. The animal character in Greg Foley's *Don't Worry Bear* fears that he will never see his friend Caterpillar again. His mood turns to worry and dejection when he discovers an empty cocoon. His mood turns to joy, however, when he discovers his friend transformed into a butterfly and the two friends can continue their conversations.

Jealousy is an emotion that is familiar to most children when they feel threatened by a new baby. Books about new babies can help children express their fears and realize that their parents still love them but that it is not unusual to

shows a girl what she can be special

CHART 1.4 Social development

Characteristics	Teaching Recommendations	Literature Suggestions
<p>Preschool: Ages 2-3</p> <ol style="list-style-type: none"> 1 Children learn to organize and represent their world; they imitate actions and behaviors they have observed. 2 Children transform things into make-believe: a yardstick may be a horse. 	<ol style="list-style-type: none"> 1 Encourage children to role-play so they can begin to take others' points of view and learn about other behavior. 2 Provide objects and books that suggest creative interpretations. 	<p>Burningham, John. <i>Mr. Gumpy's Outing</i>. Carle, Eric. <i>The Mixed-Up Chameleon</i>. Oxenbury, Helen. <i>Family</i>.</p> <p>Hutchins, Pat. <i>Changes, Changes</i>.</p>
<p>Preschool: Ages 3-4</p> <ol style="list-style-type: none"> 1 Children begin to realize that other people have feelings, just as they do. 2 Children enjoy playing together and develop strong attachments to other children. 3 Children begin to enjoy participating in group activities and group games. 4 Children begin to identify others' feelings by observing facial expressions. 	<ol style="list-style-type: none"> 1 Encourage children to talk about how they felt when something similar happened to them; provide books that show feelings. 2 Encourage the growing social skills of sharing, taking turns, and playing cooperatively. 3 Let children be both leaders and followers during group activities after reading a book. 4 Encourage children to become sensitive to their own and others' feelings by talking about the feelings that accompany different facial expressions in books. 	<p>Keats, Ezra Jack. <i>Peter's Chair</i>. Winthrop, Elizabeth. <i>Bear and Mrs. Duck</i>.</p> <p>Hoban, Russell. <i>Best Friends for Frances</i>. Lindgren, Barbro. <i>Sam's Ball</i>.</p> <p>Bemelmans, Ludwig. <i>Madeline</i>.</p> <p>Henkes, Kevin. <i>Jessica</i>. Hutchins, Pat. <i>Where's the Baby?</i> Schaefer, Carol Lexa. <i>Snow Pumpkin</i>. Wells, Rosemary. <i>Bunny Cakes</i>.</p>
<p>Preschool: Ages 4-5</p> <ol style="list-style-type: none"> 1 Children start to avoid aggression when angry and instead look for compromises. They are, however, frequently bossy, assertive, and prone to using alibis. 2 Children begin to understand consequences of good and bad behavior and may engage in unacceptable behavior to elicit reactions. 3 Children seldom play alone, but they begin to work by themselves. 	<ol style="list-style-type: none"> 1 Praise children for talking out anger, help them to calm down and talk about the situation, direct them toward finding solutions. Choose books in which aggression is avoided. 2 Explain actions in terms that children understand. Let children discuss alternative actions. 3 Encourage persistence; let children work at something until it is completed to their satisfaction. This is crucial for problem solving and self-directed learning. 	<p>Becker, Bonny. <i>A Visitor for Bear</i>. Reiser, Lynn. <i>Best Friends Think Alike</i>. Savadier, Elivia. <i>Will Sheila Share?</i></p> <p>Galdone, Paul. <i>The Little Red Hen</i>. Howe, James. <i>Horace and Morris but Mostly Dolores</i>.</p> <p>Burton, Virginia Lee. <i>Mike Mulligan and His Steam Shovel</i>. Horse, Harry. <i>Little Rabbit Goes to School</i>.</p>

CHART 1.4 Continued . . . SOCIAL DEVELOPMENT

Characteristics	Teaching Recommendations	Literature Suggestions
Preschool: Ages 4–5 (continued)		
4 Children increase their awareness of the different roles people play—nurse, police officer, grocery clerk, man, woman, etc.	4 Provide opportunities to meet different kinds of people through real life and books; encourage dramatic play around different roles.	Banks, Kate. <i>Mama's Coming Home</i> .
5 Children exhibit unreasonable fears, such as fear of the dark, thunder, and animals.	5 Help children overcome fears by sharing experiences of others who had fears but overcame them.	Ernst, Lisa Campbell. <i>Ginger Jumps</i> .
Preschool–Kindergarten: Ages 5–6		
1 Children like to help parents around the house; they are developing dependable behavior.	1 Allow children to be responsible for jobs that they can realistically complete. Read stories about children helping.	Rylant, Cynthia. <i>When I Was Young in the Mountains</i> . Spinelli, Eileen. <i>Night Shift Daddy</i> . Williams, Vera B. <i>A Chair for My Mother</i> .
2 Children protect younger brothers and sisters and other children.	2 Let children help and read to younger children; encourage them to become aware that they are growing into independent people. Share reasons why all people need security.	Chen, Chih-Yuan. <i>Guji Guji</i> . Krauss, Ruth. <i>Bears</i> .
3 Children are proud of their accomplishments; they take pride in going to school and in their possessions.	3 Encourage a feeling of self-worth: Praise accomplishments, encourage children to share school and home experiences, and allow them to talk about their possessions.	Forward, Toby. <i>What Did You Do Today?</i> Kraus, Robert. <i>Leo the Late Bloomer</i> . Schwartz, Amy. <i>Annabelle Swift, Kindergarten</i> .
4 Children continue to show anxiety and unreasonable fear.	4 Help children overcome their fears and anxieties; stress that these are normal.	Leaf, Munro. <i>The Story of Ferdinand</i> . Neubecker, Robert. <i>Wow! School</i> .
5 Children enjoy playing outside on their favorite toys, such as tricycles and sleds.	5 Provide opportunities for play, discussions about play, reading and drawing about outside play, and dictating stories about outside play.	Keats, Ezra Jack. <i>The Snowy Day</i> . Martin, Rafe. <i>Will's Mammoth</i> . Smalls-Hector, Irene. <i>Jonathan and His Mommy</i> .
6 Children enjoy excursions to new places and familiar ones.	6 Plan trips to zoos, fire stations, historic sites, and such. Read about these places, and encourage children to tell about family trips.	Asch, Frank. <i>Moonbear's Pet</i> . Griffith, Helen V. <i>Granddaddy's Place</i> . McCloskey, Robert. <i>Make Way for Ducklings</i> .
7 Children enjoy dressing up, role playing, and creative play.	7 Provide opportunities for children to dress up and play different roles. Read stories that can be used for creative play.	Aardema, Verna. <i>Who's in Rabbit's House?</i>

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CHART 1.4 Continued . . . SOCIAL DEVELOPMENT

Characteristics	Teaching Recommendations	Literature Suggestions
Early Elementary: Ages 6–8		
1 Children may defy parents when they are under pressure; they have difficulty getting along with younger siblings.	1 Encourage children to become more sensitive to family needs and to talk and read stories about similar situations. Direct children toward finding solutions.	Blume, Judy. <i>The One in the Middle Is the Green Kangaroo</i> . Hartmann, Wendy, and Niki Daly. <i>The Dinosaurs Are Back and It's All Your Fault Edward!</i> Keller, Laurie. <i>Do Unto Otters: A Book About Manners</i> . Milway, Katie Smith. <i>One Hen</i> . Ness, Evaline. <i>Sam, Bangs, and Moonshine</i> . Nomura, Takaaki. <i>Grandpa's Town</i> . Sendak, Maurice. <i>Where the Wild Things Are</i> .
2 Children want to play with other children but frequently insist on being first.	2 Encourage children to both lead and follow; read books in which children overcome similar problems.	Hughes, Shirley. <i>Ella's Big Chance</i> . Jenkins, Emily. <i>Skunkdog</i> . Rodman, Mary Ann. <i>My Best Friend</i> .
3 Children respond to teachers' help or praise. They try to conform and please teachers.	3 Allow children to share work and receive praise. Show-and-tell is especially enjoyable for 6- and 7-year-olds. Praise their reading and sharing of books.	Henkes, Kevin. <i>Lilly's Purple Plastic Purse</i> . Lobel, Arnold. <i>Frog and Toad All Year</i> . Van Leeuwen, Jean. <i>More Tales of Oliver Pig</i> .
4 Children enjoy sitting still and listening to stories read at school, at home, or in the library.	4 Provide frequent storytelling and story-reading times.	Fleischman, Sid. <i>The Scarebird</i> . Kerby, Mona. <i>Owney, the Mail-Pouch Pooch</i> . Orgel, Doris. <i>The Bremen Town Musicians</i> . Say, Allen. <i>Grandfather's Journey</i> . Young, Ed. <i>Seven Blind Mice</i> .
5 Children have definite, inflexible ideas of right and wrong.	5 Discuss attitudes and standards of conduct in books.	Friedman, Ina R. <i>How My Parents Learned to Eat</i> . Hanson, Regina. <i>The Face at the Window</i> . Nivola, Claire. <i>Planting the Trees of Kenya: The Story of Wangari Maathai</i> . Wild, Margaret. <i>Mr. Nick's Knitting</i> .
Middle Elementary: Ages 8–10		
1 Concepts of right and wrong become more flexible; the situation in which the wrong action occurred is taken into consideration.	1 Provide experiences and books to help children relate to different points of view; they begin to realize there are attitudes, values, and standards different from those their parents stress.	Adler, David A. <i>America's Champion Swimmer: Gertrude Ederle</i> . Coerr, Eleanor. <i>Sadako and the Thousand Paper Cranes</i> . Goble, Paul. <i>The Girl Who Loved Wild Horses</i> . Wilson, Edwin Graves. <i>Maya Angelou</i> .
2 Children begin to be influenced by their peer groups.	2 Read and discuss books in which peer groups become more important; these groups can influence attitudes, values, and interests.	Ahlberg, Allan. <i>The Children Who Smelled a Rat</i> . Edwards, Michelle. <i>Stinky Stern Forever</i> . Soto, Gary. <i>Taking Sides</i> .

CHART 1.4 Continued . . . SOCIAL DEVELOPMENT

Characteristics	Teaching Recommendations	Literature Suggestions
Middle Elementary: Ages 8–10 (continued)		
3 Children's thinking is becoming socialized; they can understand other people's points of view. They feel that their reasoning and solutions to problems should agree with others.	3 Provide many opportunities for children to investigate differing points of view. Literature is an excellent source.	Birdsall, Jeanne. <i>The Penderwicks on Gardam Street</i> . Byars, Betsy. <i>The Animal, the Vegetable, and John D. Jones</i> . Kerley, Barbara. <i>Walt Whitman: Words for America</i> . Prelutsky, Jack. <i>The New Kid on the Block</i> . Weatherford, Carole Boston. <i>I, Matthew Henson: Polar Explorer</i> .
Upper Elementary: Ages 10–12		
1 Children have developed racial attitudes; low-prejudiced children increase in perception of nonracial characteristics; high-prejudiced children increase in perception of racial characteristics.	1 Provide literature and instructional activities to develop multiethnic values and stress contributions of ethnic minorities.	Bat-Ami, Miriam. <i>Two Suns in the Sky</i> . Brimner, Larry Dane. <i>We Are One: The Story of Bayard Rustin</i> . Curtis, Christopher Paul. <i>Elijah of Buxton</i> . Freedman, Russell. <i>An Indian Winter</i> . McKissack, Patricia, and Fredrick McKissack. <i>The Civil Rights Movement in America From 1865 to the Present</i> . Paulsen, Gary. <i>Dogsong</i> . Soto, Gary. <i>Neighborhood Odes</i> .
2 Children want to do jobs well instead of starting and exploring them; feelings of inferiority and inadequacy may result if children feel that they cannot measure up to their own personal standards.	2 Encourage expansion of knowledge in high-interest areas; provide books in these areas; provide assistance and encouragement to allow children to finish jobs to meet their expectations.	Giblin, James Cross. <i>The Century That Was: Reflections on the Last One Hundred Years</i> . Macaulay, David. <i>The New Way Things Work</i> . Micklethwait, Lucy. <i>A Child's Book of Art</i> .
3 Children have a sense of justice and resist imperfections in the world.	3 Read and discuss stories where people overcome injustice, improve some aspect of life, or raise questions about life.	DiCamillo, Kate. <i>Because of Winn-Dixie</i> . Giblin, James Cross. <i>The Many Rides of Paul Revere</i> . Lowry, Lois. <i>Number the Stars</i> . Rappaport, Doreen. <i>Eleanor, Quiet No More</i> . Sachar, Louis. <i>Holes</i> . Yates, Elizabeth. <i>Amos Fortune, Free Man</i> .
4 Peer groups exert strong influences on children; conformity to parents decreases and conformity to peers increases in social situations. Children may challenge their parents.	4 If differences between peer and family values are too great, children may experience conflicts. Provide literature selections and discussions to help.	Brooks, Bruce. <i>The Moves Make the Man</i> . Byars, Betsy. <i>The Cybil War</i> . Greenberg, Jan. <i>The Iceberg and Its Shadow</i> . Lisle, Janet Taylor. <i>Afternoon of the Elves</i> . Lowry, Lois. <i>The Willoughbys</i> .
5 Children have developed strong associations with gender-typed expectations: Girls may fail in "masculine" tasks, boys in "feminine" tasks.	5 Provide books and discussions that avoid sex-stereotyped roles; emphasize that both sexes can succeed in many roles.	Cleary, Beverly. <i>A Girl From Yamhill: A Memoir</i> . Cummings, Pat. <i>Talking With Artists</i> . Freedman, Russell. <i>Eleanor Roosevelt: A Life of Discovery</i> . Gouley, Catherine. <i>Rosie and Mrs. America: Perceptions of Women in the 1930s and 1940s</i> . Macy, Sue. <i>Winning Ways: A Photohistory of American Women in Sports</i> .

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CHART 1.4 Continued SOCIAL DEVELOPMENT

Characteristics	Teaching Recommendations	Literature Suggestions
<p>Upper Elementary: Ages 10–12 (continued)</p> <p>6 Boys and girls accept the identity of the opposite sex. Girls more than boys begin to feel that marriage would be desirable.</p>	<p>6 Provide books that develop relationships with the opposite sex; such books interest girls especially.</p>	<p>Cole, Brock. <i>The Goats</i>. Lunn, Janet. <i>The Root Cellar</i>. MacLachlan, Patricia. <i>The Facts and Fictions of Minna Pratt</i>. Stewart, Trenton Lee. <i>The Mysterious Benedict Society and The Perilous Journey</i>.</p>
<p>Adolescence: Ages 12–18</p> <p>1 Students recognize that people may have conflicting emotions and purposes.</p> <p>2 Students recognize that rules help society and themselves and the legislative process.</p>	<p>1 Discuss controversial points of view in historical materials and science fiction.</p> <p>2 Discuss books in which rules help society make important decisions.</p>	<p>Aleshire, Peter. <i>Reaping the Whirlwind: The Apache Wars</i>. Bat-Ami, Miriam. <i>Two Suns in the Sky</i>. Farmer, Nancy. <i>The House of the Scorpion</i>. Haskins, James. <i>Freedom Riders</i>. McKernan, Victoria. <i>The Devil's Paintbox</i>. Myers, Walter Dean. <i>Sunrise Over Fallujah</i>. Shea, Pegi Deitz. <i>Tangled Threads: A Hmong Girl's Story</i>. Stokes, John A. <i>Students on Strike: Jim Crow, Civil Rights, Brown, and Me</i>. Giblin, James Cross. <i>The Century That Was: Reflecting on the Last One Hundred Years</i>. Lansford, Tom, and Thomas E. Woods. <i>Exploring American History: From Colonial Times to 1877</i>. Marrin, Albert. <i>The Great Adventure: Theodore Roosevelt and the Rise of Modern America</i>. Stolley, Richard B. <i>Life: Our Century in Pictures for Young People</i>.</p>

Sources: Mussen et al. (1989), Piaget and Inhelder (1969), Shaffer (1989), and Sullivan (2009).

Smith Milway's *One Hen* develops the theme that support and teamwork benefit the entire community. Based on a true incident, the story is set in an Ashanti village in Ghana, West Africa. This inspiring story concerns a microlending system in which money is loaned to one family who invests in a family project. When they succeed, they pay the community back and the money is loaned to another family. This book is about Kojo, a boy who uses his family's loan to buy a hen. He slowly expands his holdings from the initial hen and her eggs until he has the largest poultry farm in West Africa. The author concludes with sections about "A real Kojo," "What you can do to help?" and "Making changes in the world, one person, one family, one community at a time."

One of the greatest contributions literature and literature-related discussions make is the realization that both boys and girls can succeed in a wide range of roles.

Books that emphasize nonstereotyped sex roles and achievement are excellent models that can stimulate discussion. Biographies about female leaders and authors show that women have made many important contributions, even during historical time periods when women did not usually have leadership roles. For example, Diane Stanley and Peter Vennema's *Good Queen Bess: The Story of Elizabeth I of England* presents a strong female who overcame many obstacles to rule her people. Biographies such as Norma Johnston's *Louisa May: The World and Works of Louisa May Alcott* and Angelica Shirley Carpenter and Jean Shirley's *Frances Hodgson Burnett: Beyond the Secret Garden* show that there were important female authors even during a time when writing was dominated by male authors.

Becoming aware of different views of the world is important in socialization, and literature can help accomplish this.