

*The Lazy
Parent's Guide
to Getting
Your Child to
Think*

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Types of Parents – www.loveandlogic.com (adapted)

CONSULTANT Guides and consultants	HELICOPTER Hovers and rescues	DRILL SERGEANT Commands and directs
Seldom mentions responsibilities	Makes excuses for the child,	Makes demands and has lots of expectations about responsibility
Demonstrates how to take care of self and be responsible	“Takes on” the responsibility of the child	Tells the child how he/she should handle responsibility
Helps child explore alternatives and allows child to make own decision	Makes decisions for the child	Provides absolutes: "This is the decision you should make!"
Provides "time frames" in which child may complete responsibilities	Provides no structure, but complains, "After all I've done for you..."	Demands that jobs or responsibilities be done now
Helps the child explore solutions to his/her problem	Complains about having an irresponsible child who causes "me" much work and responsibility	Takes over ownership of the problem using threats and orders to solve the problem

Levels of Thinking

Bloom's Revised

Taxonomy

Higher Order thinking

Create

Design, build
construct, plan
produce
devise

Evaluate

Check, Judge,
Critique, experiment
hypothesis,
test, detect

Analyse

Compare, organise
question, research
deconstruct
outline, attribute

Apply

Do, carry out, use,
run, implement

Understand

Interpret, summarise,
explain, rephrase
classify, infer,
paraphrase, compare

Remember

Recall, list, retrieve,
find, name, recognise
identify, locate
describe

Lower Order Thinking



Love & Logic + Bloom's

Your child asks, “Why...???”

Be a consultant...

- “Good question, what do you think about that?”
- “Good question, how could you find out?”
- “I don’t know, what ideas do you have?”
 - Why do cars have doors?

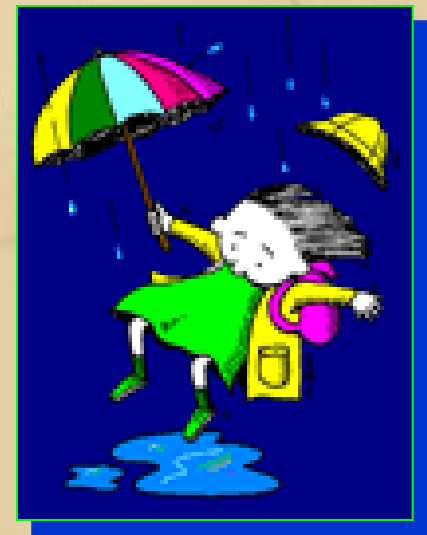
Applying, Analyzing, Evaluating



Psychological Safety

As a consultant you create an atmosphere that is psychologically safe and results in children who:

- Are more willing to take mental risks**
- Have more time to process information**
- Are more open-minded**
- Develop their creativity**
- Are secure in their thinking**

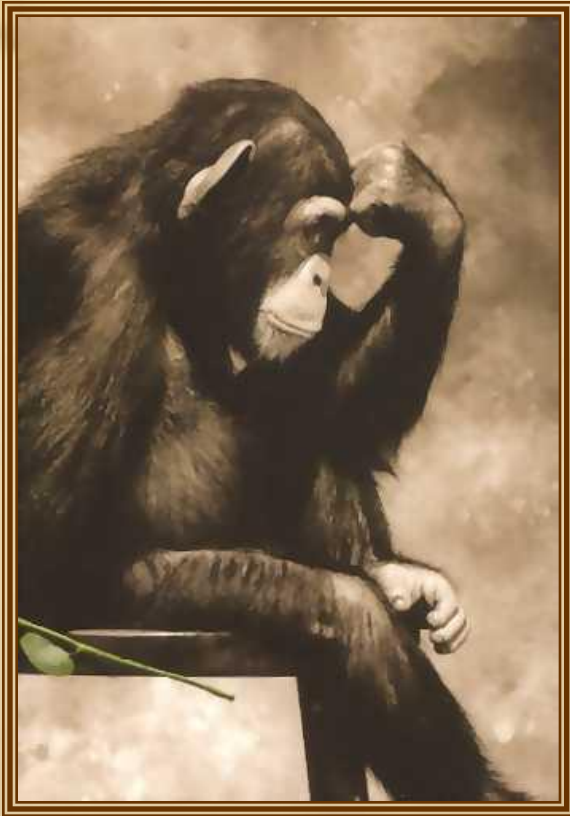


Asking Questions

Teachers asking questions:

- **60% Recall**
- **20% Procedural**
- **20% Foster Thinking**

Don't fall into the trap of consistently asking recall questions!



Fat and Skinny Questions

How do these 2 questions differ?

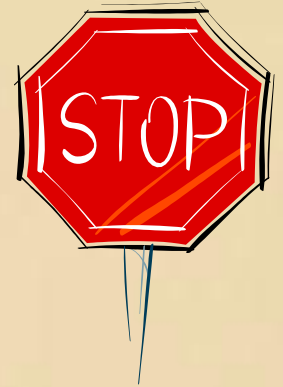
- **How many legs to you have?**
- **How would your life be different if you had 3 legs?**

“I think the 3 legs question is fat because it takes up a lot of space in your brain to think of an answer. The 2 legs one is skinny because it hardly takes up any thinking space.”

Mackenzie, 2nd grade

<i>Fat Question Starters</i>	<i>Skinny Question Starters</i>
How might...?	How many...?
Who should...?	Who was...?
When might...?	When did...?
Predict...?	What is...?
Why do you think...?	Can...?
Where might...?	Where did...?
In what ways...?	Did...?
What do you think about...?	Will...?
Why do you agree/disagree with...?	Do you agree/disagree with...?
What advice would you give...?	How did...?
What else could...?	What did...?

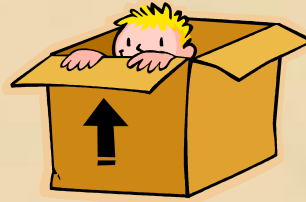
Wait Time



- Provide time for reflection
- Children may be resistant to “having to think”
- Wait Time
 - In school, wait time averages one second or less
 - Increase the wait time and you increase the quality of the questions you ask

Have you ever tried...

- **Hide and seek**
 - **In the car???**



- **Changing the lyrics to a song?**
- **Round Robin storytelling?**
- **Playing “What if...”**
 - **What if your feet were on your head.**
 - **What if all food tasted the same.**
 - **If we didn’t have a paperclip, what could we use instead?.**

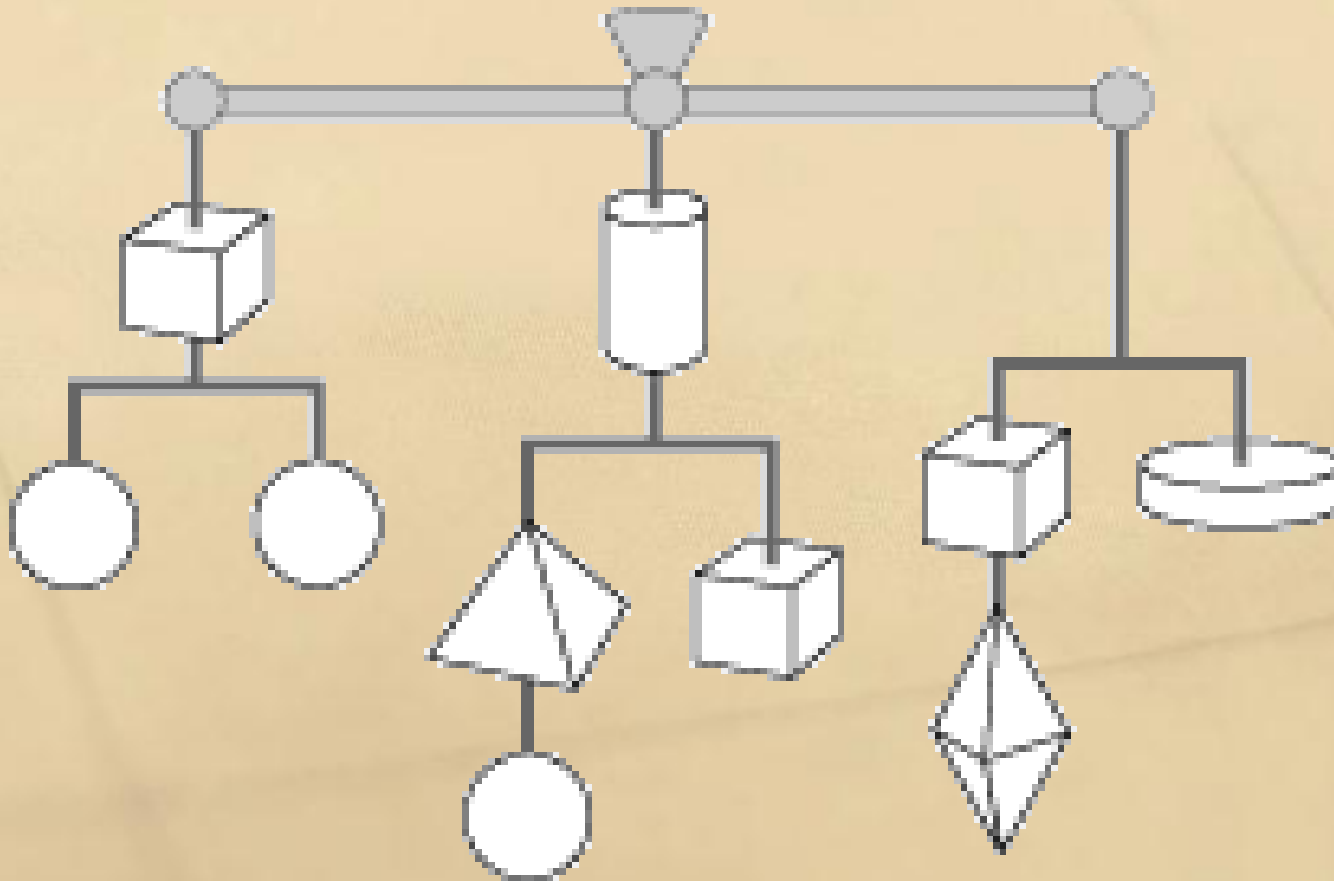
- **How many ways...**
 - **Can you make a dollar?**
 - **Can you think of to fling a paper wad at a bowl?**
- **And the answer is...**
- **What belongs?**
 - **Find 3 things that belong together and one that does not. Explain...**
 - **Inches, feet, yard – meters**
 - **Paper clip, bobby pin, staple - glue**

Synecotics

How are _____ and _____
alike/different?

- Blue and Purple
- Blue Jeans and Blue Jays
- The Sky and Elephants
- Mailboxes and Lakes

Discover the value of each of the shapes. The total weight is 54. The three arms are equal in weight.



Logic problems

Can you challenge me?

Vivian, Arley, Scarlet, and Owen all have favorite trees. Their favorite trees are birch, oak, maple, and ash. Who likes which tree? Nobody's name starts with the same letter as their favorite tree.

Owen and the girl who's favorite tree doesn't start with "O" don't like maples.

Neither of the girls like birch.

Arley and Scarlet don't like trees that turn red.

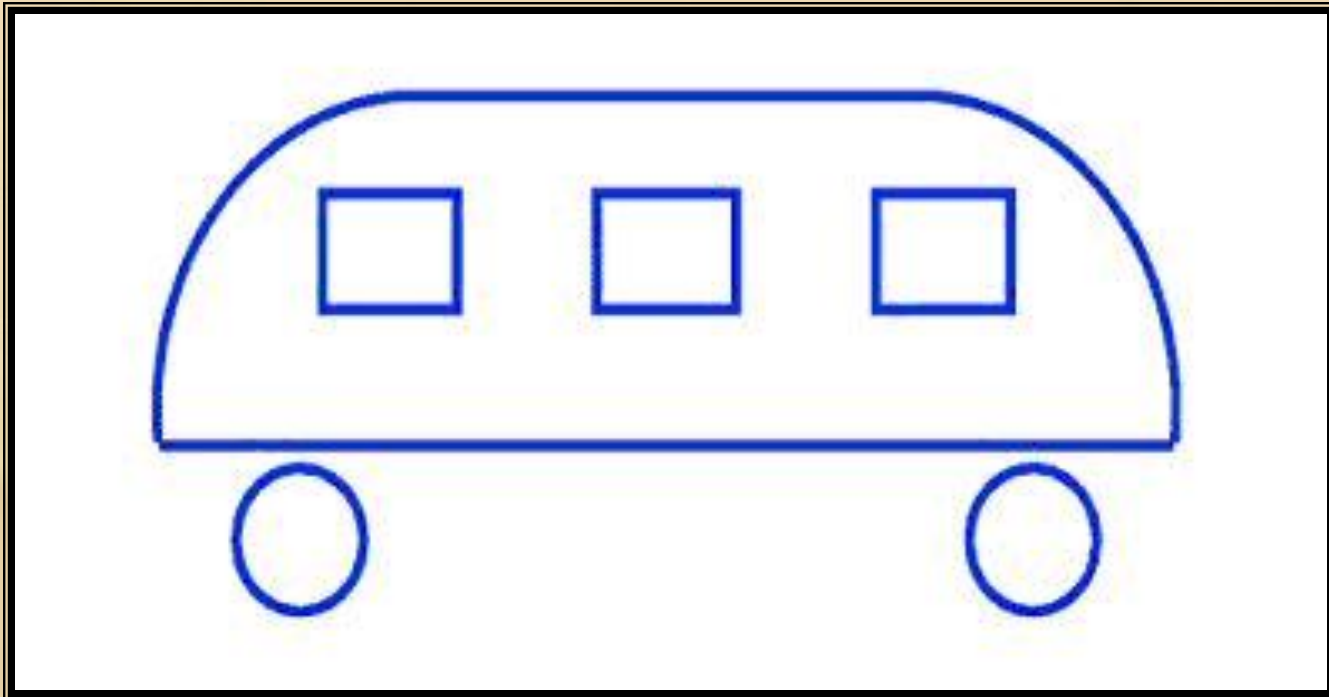
No one with a four letter name likes a three letter tree.



(by Alena)

Bus Problem

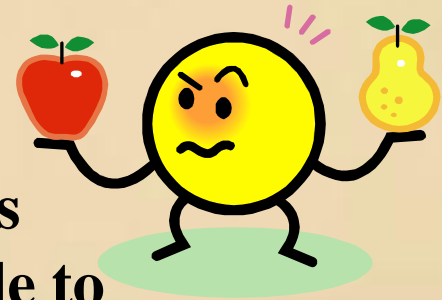
"In which direction is the bus pictured below traveling?"



(The only possible answers are "left" or "right.")

Choices

- **Allow your child the opportunity to become a decision-maker.**
- **Allow him or her to make choices often; always making either of the possible options acceptable to you!**
- **Let him choose what to wear or what to put in his lunch.**
- **Expand the opportunities for decision making as he or she gets older and do not second guess the decision even if the outcome is less than desirable.**
- **The ability to make little decision leads one to be able to make better judgments as a teenager and beyond.**



Watch out for Killer Statements...

- **You can't do that.**
- **Why would you want to do that?**
- **What ever were you thinking?**
- **That won't work.**
- **That's easy.**
- **You should know that.**
- **You're smart.**

Self-Esteem Builders and Stealers

(www.loveandlogic.com)

Builders	Stealers
Focus on their children's strengths.	Focus on their weaknesses.
Expect their children to work for most of the things they want.	Give their children everything.
Set loving limits and expect their children to behave.	Are afraid to set limits.
Make discipline look easy.	Show frustration and make it look hard.
Show their children that arguing and manipulation doesn't work.	Get sucked into arguments and power struggles.
Guide their children to own and solve the problems the children create.	Rescue or punish.
Avoid lectures and repeated warnings.	Use lectures and repeated warnings often.
Love their kids for who they are.	Love their kids for what they do.

Environment

- **Encourage your child to develop his or her own ideas.**
- **Ask - What were you thinking when....How was your brain working when you were solving that problem?**
- **Be non-judgmental even when you are sure the child will not be successful.**
- **Ask open-ended questions.**
- **Be lazy – let your child work harder than you!**

Resources

- www.bsu.edu/sis
- www.hoagiesgifted.org
- www.nagc.org
- www.loveandlogic.com

More good stuff...

- www.criticalthinkingpress.com
- www.creativelearningpress.com
- www.giftedbooks.com
- www.sengifted.org
- www.ditd.org
- Indiana Mandate:
<http://www.doe.in.gov/exceptional/gt/legislation.html>
- Curriculum Compacting:
<http://www.gifted.uconn.edu/siegle/CurriculumCompacting/INDEX.HTM>

ADHD vs. Gifted

ADHD (DSM-IV, 1994)

- ~difficulty with sustained attention, daydreams
- ~failure to concentrate unless one-to-one
- ~failure to complete independent activities
- ~ability to listen attentively seems diminishes
- ~messy, disorganized environment
- ~impulsivity, poor judgment
- ~problems adhering to rules for regulating behavior
- ~activity level often heightened
- ~trouble following directions

G/T (Silverman, 1993)

- ~poor attention, often due to, boredom, daydreams
- ~lack of persistence on tasks in that seem irrelevant
- ~task completion often reliant on personal interests
- ~often appears bored during discussions
- ~possible disinterest in organization
- ~judgment lags behind intellect
- ~intensity possibly leading to struggles with authority
- ~frequently high activity
- ~questions rules, directions

ADHD**HIGHLY CREATIVE**

~often fails to finish tasks, especially those demanded externally	~broad range of interest often prohibits task completion
~distractible but not in all situations	~great attention in self-selected work
~frequent shifts in activities	~adaptable and sometimes erratic
~does not appear to listen	~hypomanic to the point of not listening
~daydreams	~imaginative
~misplaces items needed for work completion	~so preoccupied as often to overlook the concrete
~difficulty organizing work	~finds order amidst chaos
~needs a lot of supervision in order to meet deadlines	~freedom of spirit that rejects externally imposed limits
~excessive activity	~high energy level
~often engages in challenges without considering consequences	~willing to take risks in order to satisfy plans for creative pursuits
~frequently acts without thinking	~often impulsive in actions
~solitary activities often preferred	~independent often preferring to be alone
~social interactions may be negative	~little interest in relationships
~talks while tackling tasks	~self-talk during creative work
~prone to rapid changes in mood	~often experiences emotional variability

Is it ADHD or Giftedness?

Does the child show these behaviors at home?

Could a lack of interest or relevancy play a part?

Is the child unable to concentrate even when interested in the subject?

Have any curricular modifications been made in an attempt to change the behaviors?

Has the child been interviewed? What are his or her feelings about the behaviors?

Does the child feel out of control?

Do the parents perceive the child to be out of control?

Has the child been taught strategies to limit stimuli and deal with stress?

Has the child been taught appropriate social skills?

Can the "inattentive" child repeat the instructions?

Do the behaviors occur at certain times of the day, during certain subjects, with certain teachers, in certain environments and not in other circumstances?

Is the child getting the appropriate amount of teacher attention?

Does the child demand constant attention from the teacher?

Is the child just demonstrating his or her personality, type of giftedness, or intensity?



Good Books for Verbally Talented Learners

Compiled by

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Illinois State University

Fiction

Picture Books for Young Readers

Bedard, Michael, *Emily* il. by Barbara Cooney (1992). New York: Delacort Press. One spring day, a young girl goes with her mother to visit her reclusive neighbor, the poet, Emily Dickinson. The visit prompts an exchange of gifts between Emily and the child. The language of the book is poetic itself. This story could provide an introduction to the life and writings of Dickinson.

Brett, Jan, *Annie and the Wild Animals* (1985). Boston: Houghton Mifflin. In this beautiful winter story for young children, Annie makes corn cakes to try to attract a new pet after her cat disappears. A number of wild animals come to visit, including a moose, a bear, and a deer. This book, like others by the same author, has illustrations that tell their own stories on the border of each page.

Brett, Jan, *Trouble with Trolls* (1992). New York: G.P. Putnam's Sons. On a trip up Mount Baldy, Treva and her dog, Tuffi, encounter a group of persistent trolls in search of a dog. They manage to capture Tuffi several times, but Treva cleverly outwits them. As is characteristic of Jan Brett's books, the illustrations tell the main story as well as the secondary tale that takes place in the trolls' underground home.

Chesworth, Michael, *Archibald Frisby* (1994). New York: Farrar, Straus and Giroux. Young Archibald is crazy about science! He creates experiments and opportunities for learning from everything he encounters. His well-intentioned mother packs him off to camp, urging him to forget about science and "have fun." Is it possible? Many bright children will see themselves in this humorous story.

Cooney, Barbara, *Miss Rumphius* (1982). New York: Puffin Books. Young Alice chooses to live her life as her grandfather lived his, by traveling the world and then living by the sea. This independent young woman is challenged by her grandfather to do something to make the world more beautiful. The book tells her story in words and pictures.

Fox, Mem, *Wilfred Gordon McDonald Partridge* (1985). New York: Kane/Miller Book Publishers. Wilfred lives next door to an old people's home, and those who live there are his special friends. When he hears that one of his friends has lost her memory, he asks the others to tell him what a memory is. He then gathers up things that will help her find her memory. This is a sensitive story with charming illustrations.

Hoffman, Mary & Caroline Binch, *Amazing Grace* (1991). New York: Dial Books for Young Readers. Grace's imagination leads her to act out many roles. When she wants to play Peter Pan, her classmates tell her that she can't because Grace isn't a boy and Peter Pan isn't black. Her supportive mother and grandmother help her realize that she can achieve her goals. Three additional stories about Grace have been published.

Martin, Ann il. by Nancy Poydar, *Rachel Parker, Kindergarten Show-off* (1992). New York: Holiday House. Olivia is the only kindergartner in her class who can read and write--until Rachel Elizabeth Parker moves in next door and joins the kindergarten class. Not only can Rachel also read and write, but she has two first names, a baby sister, and a puppet theatre. Can rivals become friends?

McDonald, Megan, *Insects Are My Life* il. by Paul Brett Johnson (1995). New York: Orchard Books. "Amanda Frankenstein was a bug's best friend." Protector of ants, fireflies, and all other flying, crawling insects, Amanda finds little companionship among her classmates who do not share her passion for entomology.

Chapter Books – Elementary and Middle School

Anderson, Laurie Halse, *Fever 1793* (2000). New York: Simon & Schuster. How does a 14-year-old rise to the challenges of running a business during the plague sweeping the city of Philadelphia? Based on well-documented events, this story weaves a thread of fiction into a historical event.

Balliett, Blue, *Chasing Vermeer* il. by Brett Helquist (2004). New York: Scholastic Press. It's a mystery! It's filled with puzzles! It's populated by intriguing characters. The story is set in Chicago's Hyde Park and the University of Chicago Laboratory School. A painting has disappeared and two talented 6th graders are drawn into the crime by their connections to the seemingly unrelated people and events.

Brooks, Bruce, *Midnight Hour Encores* (1986). New York: Harper Keypoint. Sib is a gifted cellist raised by her father after her mother gave her up when she was a day old. At sixteen, she decides to go west to meet her mother. During the trip, Sib's father helps her understand, primarily through music, who her parents were then and what the times were like. (MS)

Brooks, Bruce, *What Hearts* (1992). New York: HarperTrophy. When we first meet Asa as a bright, happy first grader, he has no idea how many sharp turns his young life will take before we leave him in seventh grade. He copes with an emotionally fragile mother, a difficult stepfather and frequent relocations, all the while maintaining his brilliance, his sensitivity, his curiosity and his insights into others' feelings and lives. Newbery Honor Book.

Canfield, Dorothy, *Understood Betsy* (1916). New York: Holt, Rinehart and Winston. Betsy is a gifted 8-year old, but she is so coddled by her overprotective aunts that she had no chance to show it until she goes to live with other relatives on their farm. She blossoms as she finds that she can do many things and solve problems now that she has a chance to trust her knowledge and intuition. Her school experiences will warm the heart of every gifted child!

Curtis, Christopher Paul, *The Watsons Go to Birmingham – 1963* (1995). New York: Bantam Doubleday. Humor, family bonds, and a dark moment in the country's history come together in this award-winning novel. Kenny, age 10, and his "juvenile delinquent" 13-year-old brother and their little sister head south with their parents to visit their grandmother. Events in Birmingham change their lives.

Curtis, Christopher Paul, *Bud, Not Buddy*, (1999). New York: Delcorte Press. It's 1936, and 10-year-old Bud sets out to find his father, whom he has never met. Following clues left by his mother, Bud seeks the musician who may be his dad. There is laugh-out-loud humor in the story, and genuine warmth among those he encounters along his quest.

Cushman, Karen, *Catherine, Called Birdy* (1994). New York: HarperTrophy. The adventures of a 14-year-old girl who lives in the Middle Ages are told through her diary. Catherine is a spirited young woman whose independent character and sensitive nature often put her at odds with her father whose goal is to marry her off quickly. Her "diary" entries present a detailed view of daily life during medieval times. There is much humor among the historical facts. (MS)

Dahl, Roald, *Matilda* (1988). New York: Puffin Books. Here is another gifted character to whom other bright children can relate. Matilda is a genius who survives parents too stupid to be believed and a school principal who mercilessly terrorizes children. Matilda speaks the thoughts that many gifted children may suppress when confronted with ignorance and malice.

Enright, Elizabeth, *The Saturdays* (1941). New York: Dell Publishing. In this classic, a family of four bright, creative children devise a plan for allowing each member the freedom to explore her or his dream through the Independent Saturday Afternoon Adventure Club. There are three sequels about this family, the Melendys, and all have recently been reprinted and remain popular.

Estes, Eleanor, *The Hundred Dresses* il. by Louis Slobodkin (1944). New York: Voyager Books. A timeless classic tells the story of children's insensitivity to one who is different because she is poor and comes from an immigrant family. One of the characters recognizes the unfairness of the taunting, and comes to regret stand by silently.

Fenner, Carol, *Yolanda's Genius* (1995). New York: Simon & Schuster. Yolanda struggles to adapt to life in the calm of small-town Michigan after the excitement of Chicago. In addition to the challenge of making new friends, Yolanda has to watch out for her little brother, Andrew, whose gift is describing the world through his harmonica. Yolanda knows he's a genius, but how can she protect him from those who don't understand his talent.

Hesse, Karen, *Out of the Dust* (1997). Scholastic Press, New York. This powerful book, recipient of the Newbery Award for 1997, is a series of free verse poems that comprise the journal of a 14-year-old girl who lives in the Oklahoma dust bowl during the Depression. Billie Jo endures hardship and profound tragedy, but her words teach us about resiliency and strength.

Konigsburg, E. L., *Father's Arcane Daughter* (1976). New York: Dell Publishing. An especially intriguing book by an author with great appeal for gifted readers. This mystery revolves around Winston, his sister Heidi, and their half-sister, Caroline, who returns after a long absence.

Konigsburg, E. L., *(George)* (1970). New York: Atheneum. This book is somewhat hard to find, but it is worth the search for its portrayal of an extremely precocious sixth grader, Ben, and "the funniest little man in the whole world," George, who lives inside Ben. Many of Konigsburg's books are peopled with gifted characters, and she writes of them insightfully.

Konigsburg, E. L., *Outcasts of 19 Schuyler Place* (2004). New York: Atheneum Books. This author, who “gets” gifted kids, has done it again. This book links the cruelty of 12-year-old girls at camp with young Margaret’s fight back home to save a piece of art that is threatened with destruction by powerful members of the community who seem to place their own interests ahead of those of the public.

Konigsburg, E. L., *The View from Saturday* (1996). Atheneum. Four gifted 6th graders and their teacher are the heart of this story of an academic competition team who find each other. Konigsburg again portrays gifted children with sensitivity and luminescence. Bright children will recognize their thoughts, their humor, and their frustration in these young people. Winner of the 1997 Newbery Award.

L'Engle, Madeleine, *A Wrinkle in Time* (1962). New York: Farrar, Straus and Giroux. A brilliantly written classic filled with intelligent and sensitive children and adults, and other less easily described characters. *Wrinkle* is a complex combination of science fiction and fantasy with a fair amount of humor, mystery and philosophy. There are three additional books about this family.

Lowry, Lois, *Anastasia Krupnik* (1979). Boston: Houghton Mifflin. Anastasia is typical bright 10-year-old in this first of a series of Anastasia books. She encounters frustrations ranging from a teacher who insists that poems must rhyme to the inconvenience of having a baby brother.

Lowry, Lois, *The Giver* (1993), New York: Bantam, Doubleday Dell Publishing. Winner of the 1994 Newbery Award, this book offers challenges and opportunities for the insightful reader. Jonas, a precocious 12-year-old living in a “perfect” society, is chosen to be the recipient of his society’s memories of pain and pleasure. The book is filled with dilemmas, choices and questions about the future and efforts to manipulate it. Two subsequent books, *Gathering Blue* and *The Messenger*, comprise the trilogy.

Tolan, Stephanie, *Welcome to the Ark* (1996). New York: Morrow. Not only are the main characters prodigiously gifted, but the story focuses on issues that resonate with gifted individuals: heightened sensitivities, feelings of alienation, and fears about the future. In the very near future, in a world of increasing violence, four young people come together in a residential treatment facility. Their meeting has the potential to change the world. A sequel, *Flight of the Raven*, has been published. (MS)

Fiction – Secondary (Most older readers are selecting their own literature; these are too good to miss!)

Lightman, Alan, *Einstein's Dreams* (1993). New York: Pantheon Books. What if time moved backward? What if time progressed more slowly at higher altitudes? What if time exists only in the present; there is no past to remember, no future to anticipate? These are only three of the dreams of a young patent clerk named Albert Einstein. This novel is provocative in its varied conceptions of time, and it is beautifully written. This combination should appeal to many bright young people who enjoy conjecturing about the world they know.

Gibbons, Kaye, *Ellen Foster* (1987). New York: Vintage Books. Ellen is one of the most resilient characters in contemporary literature, an 11-year-old whose family has disintegrated, leaving her to bounce among relatives and compassionate others. Ellen knows what she is looking for, and she goes about getting it.

Gloss, Molly, *The Jump-Off Creek* (1989). Boston: Houghton Mifflin Company. Although this is a fictional work, the author credits journals and diaries of women who settled the west. This is the story of Lydia Sanderson, a pioneer who moves alone to homestead in Oregon in the 1890s. The book offers a riveting account of daily life, physical and emotional hardship, loneliness, friendship by interspersing diary entries with narrative.

Biography and Autobiography:

Angelou, Maya, *I Know Why the Caged Bird Sings* (1969). New York: Random House. This poet, teacher, actress, lecturer writes of her childhood and the people and events that shaped her early years. This eloquent work captures what it was to grow up in the rural south in the 1930s. Early influences on Maya Angelou, including her grandmother; her teacher, Mrs. Flowers; her Sunday School, and members of the community, both Black and white, are vividly portrayed. (M, S)

Carson, Ben M.D., *Gifted Hands* (1990). New York: Harper Paperbacks. This inspirational, insightful book traces a life which begins in inner-city Detroit and culminates in a brilliant career as a neurosurgeon. Ben Carson is a gifted young man whose mother, a single parent with a third grade education, instills in him the values of achievement and perseverance, along with a deep spiritual foundation. As Dr. Carson recounts his life story, the reader sees vividly many of the textbook characteristics of giftedness. There are touches of the miraculous throughout the book as Ben and his family overcome potential obstacles. (M, S)

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Cleary, Beverly, *A Girl from Yamhill* (1988). New York: Dell Publishing. A favorite author for several generations, Beverly Cleary writes in great detail about growing up. Those who are familiar with her books and her characters will enjoy finding the antecedents of a number of fictional events. Readers will discover with delight that in at least one of the photographs included in the book, Beverly Cleary looks remarkably like her most popular character, Ramona. In *My Own Two Feet*, published in 1995 by William Morrow, Cleary's story continues with the years from college through the publication of her first book.

Cooper, Floyd, *Coming Home* (1994) New York: Philomel Books. Langston Hughes, African-American poet, was always a dreamer. As a young man, he turned his dreams into writing and created memorable poems that are familiar to many today. This story focuses mostly on his early life with his grandmother, a gifted storyteller. (E)

Dillard, Annie, *An American Childhood* (1987). New York: Harper & Row. Annie Dillard's memories go back to age five when she was a child in Pittsburgh and continue through her mid-teen years. Her vivid descriptions of childhood, school, her family and friends, and her increasing fascination with nature and literature, capture the humor, pathos, insights and intelligence of a brilliant young woman. (S)

Feynman, Richard P., *"Surely You're Joking, Mr. Feynman!"* (1985). New York: Bantam Books. Feynman, winner of the Nobel Prize in Physics, weaves the story of his life by recounting events from his childhood, his years at Princeton, Los Alamos, and other locations around the globe. The book is laugh-out-loud funny, instructive in science, education and human nature, and remarkably insightful about creativity and intellect. Feynman was a brilliant story-teller with the ability to translate complex scientific material into the language of the general reader. Best of all, however, are his recollections of his own thinking and problem solving processes. Feynman's other autobiographical book is *"What Do You Care What Other People Think,"* describes his problem solving as he joins the commission to investigate the causes of the *Challenger* disaster. (S)

Freedman, Russell, *Eleanor Roosevelt, A Life of Discovery* (1993). New York: Scholastic, Inc. This Newbery Honor book recounts the life of a gifted woman, a dedicated teacher, a social activist, a first lady – all in the person of Eleanor Roosevelt. Born into a life of privilege, Eleanor, nonetheless, suffered personal pain as a child and as an adult. Her awareness of social ills and injustice increased as she worked alongside her husband during his terms as governor and president. Following his death, she continued her active involvement in civil rights, nuclear disarmament, and worked with the United Nations to ensure human rights for peoples throughout the world. (E, M)

Krull, Kathleen, *Lives of the Writers*, il. by Kathryn Hewitt (1994). San Diego: Harcourt Brace & Company. Subtitled, *Comedies, Tragedies (and What the Neighbors Thought)*, this book briefly presents the lives of 20 writers of note. Among them are Frances Hodgson Burnett, William Shakespeare, Emily Dickenson, Zora Neale Hurston, the Brontë Sisters, Louisa May Alcott, Mark Twain, Langston Hughes. Since a number of high ability students enjoy and appreciate literature and writing, this book may prove instructive and inspirational to them. (E, M)

Lanker, Brian, *I Dream a World* (1989). New York: Stewart, Tabori & Chang. Subtitled *Portraits of Black Women Who Changed America*, this book contains photographs and interviews with 75 women. Among the subjects are women well-known in their fields, like Maya Angelou, as well as women like Johnnie Tillmon who are not familiar faces, and those such as Althea Gibson who were instantly recognized in recent years, but who may be new to younger readers. (All)

L'Engle, Madeleine, *Circle of Quiet, The Summer of the Great-grandmother, Two-Part Invention*. Various publication dates, Harper & Row and Farrar, Straus & Giroux. This beloved author of children's books (*A Wrinkle in Time, A Swiftly Tilting Planet, The Wind in the Door*) writes of her life, recalling her childhood precocity, her beginnings as a writer, and her most fulfilling roles as a wife and mother. She poignantly tells of her struggles as a gifted youngster in an insensitive school, and of her negative physical self-image, formed in childhood, that persists even after her personal and professional successes. (S)

Nolan, Christopher, *Under the Eye of the Clock: The Life Story of Christopher Nolan* (1987). New York: St. Martin's Press. If Richard Feynman offers a look inside the mind of a gifted scientist, Christy Nolan renders a view of a gifted writer. This Irish youth creates his own life story in the third person as Joseph Meehan. The struggles of both author and character are centered in the fact that both were born spastic. Unable to communicate orally, Joseph finds a powerfully rich language to write of his struggles to live a life like others. His family is remarkable in their support of him as he fights to attend school, to be with friends, and to create, through his writing, a picture of his own brilliance and his gift for language. (S)

Sís, Peter, *Starry Messenger* (1996). New York: Farrar, Straus, Giroux. On the surface, a biography of Galileo Galilei, this richly illustrated book is much more. It is a testimony to the scientist who revealed the wonders of the heavens. When his discoveries threatened the Church, he was imprisoned, only to be pardoned 350 years later. The story is enhanced by beautifully rendered drawings and additional text.

Turner, Robyn Montana, *Faith Ringgold* (1993). Boston: Little, Brown and Company. Part of the series *Portraits of Women Artists for Children*. This is a biography of the artist who was born in Harlem and became a successful painter at a time when it was difficult for women, much less African-Americans, to gain recognition as artists. Faith has produced vibrant paintings, soft sculptures and story quilts. One of her best known works is the children's book *Tar Beach*. Also in the series are biographies of Rosa Bonheur, Frida Kahlo and Georgia O'Keeffe. This series contains many reproductions of the artists' works.

Welty, Eudora, *One Writer's Beginnings* (1983). New York: Warner Books. This autobiographical book captures the early life of an outstanding American writer. Welty recalls for her readers the early sights and sounds that remained with her to become the heart of her writing. (S)

Poetry Resources:

Attenborough, Liz (ed.), *Poetry by Heart* (2001). Somerset, UK: The Chicken House. The poems in this book, also available from Scholastic Inc., are selected because they are worth memorizing. Some are short, some are long. Themes include Uplifting and Brave, Love and Friendship, Peace and Quiet, and Fur and Feathers. Each section has a different illustrator creating the visual thread that ties the poems together.

Hale, Gloria (ed.), *Read-Aloud Poems for Young People* (1997). New York: Black Dog and Leventhal, Inc. Selections range from classic (Longfellow, Yeats) to contemporary (Angelou, Silverstein) and offer thematically organized poems chosen to introduce children to poetry and engage them in the joy of hearing and reading poems.

Heard, Georgia, *This Place I Know: Poems of Comfort*, il. by 18 noted picture book artists (2002). Cambridge, MA: Candlewick Press. After September 11, many people sought comfort in words and images. This book is comprised of 18 poems by authors including Maya Angelou, Wendell Berry, Emily Dickinson, Eloise Greenfield and others. Each poem is accompanied by an illustration by a noted picture book artist, among them William Steig, Peter Sís, and Chris Raschka.

Kennedy, X. J. & Kennedy, D. M., *Knock at a Star: A Child's Introduction to Poetry*. (1999). Boston: Little, Brown and Company. This volume is organized around the ideas of what poetry can do (for example, poetry can make you smile, help you understand people). Illustrative poetry by well-known and not-so-well known poets are included.

Koch, Kenneth & Farrell Kate (ed.), *Talking to the Sun* (1985). New York: Henry Holt and the Metropolitan Museum of Art. Art and language blend to present themes such as nature, cities, love, as well as different forms of poetry including haiku, sonnets, rhyming and those that do not. The poetry and the art that accompanies it are selected from diverse times and cultures. There are occasional brief notes defining vocabulary or explaining the circumstances of a poem's creation.

Paschen, Elise & Mosby, Presson Rebekah, *Poetry Speaks* Narrated by Charles Osgood, 2001, Naperville, IL: Sourcebooks. This is a treasure because it contains not only poems by 42 well-known poets, among them Walt Whitman, Gwendolyn Brooks, Carl Sandburg, Langston Hughes, and Robert Frost, but the book comes with 3 CDs of the poets reciting their own works. Imagine hearing Langston Hughes describe how he came to write "A Negro Speaks of Rivers!"

Poetry for Young People various editors and illustrators. New York: Sterling. Individual books feature classic poets whose works are selected for young readers. Titles include Shakespeare, Whitman, Lear, Dickinson, Poe, Kipling, Frost, Sandburg, and others. In addition to the poems, richly illustrated, each volume includes biographical information about the featured poet.

Tucker, Shelly, *Writing Poetry* (1992). Glenview, IL: Goodyear Books. This tidy little book is organized around poetic elements: metaphors, similes, imagery, rhyme, to name several. The author makes use of numerous examples of children's poetry to illustrate each of the elements, as well as suggestions for getting started. A user-friendly glossary is included.

Updike, John, *Child's Calendar* il. by Trina Schart Hyman (1999). New York: Holiday House. A poem for every month of the year with illustrations so warm and welcoming that you want to jump right into them. This collaboration between the noted author and an award-winning illustrator was a Caldecott Honor Book.

Wooldridge, Susan, *poemcrazy* (1996) New York: Clarkson Potter. If you've always wanted to write poetry and would like a jumpstart, here it is. Wooldridge takes the reader along as she explores her craft. You'll find yourself seeing poetry everywhere.

Non-Fiction with Literature and Curricular Ties:

Eisley, Loren, ***Immense Journey*** 1957, New York: Random House. The beauty of this work is its place in literature as well as science. Eisley conveys the wonder of science as he poses questions such as, How did man get his brain? How did flowers come to be? This book, written more than 40 years ago, is worth reading or rereading to reflect on what we have learned in the years since its publication.

Freedman, Russell, ***Children of the Wild West***, 1983, New York: Houghton Mifflin. So many bright readers want more than the textbooks provide, and this book delivers lively accounts of what it was like for families heading west in the 1840s. Period photographs show what the westward movement was like for children from different backgrounds, including white and Native American. The book focuses on kids' interests – wagon trains, schools, and games, subtly building knowledge of this period.

Freedman, Russell, ***Immigrant Kids*** 1980, New York: Penguin Books. Freedman's ability to see the world through the eyes of children is evident in this book. Photographs help the reader experience Ellis Island, life on the Lower East Side of New York, at school, at play, and in the workplace, where children in their teens worked in factories and enterprising younger ones earned money in the streets.

Freedman, Russell, ***Kids at Work: Lewis Hine and the Crusade Against Child Labor***, 1994, New York: Scholastic. Traveling throughout the country in the early 1900s with his camera, Lewis Hine documented the lives of working children. He found children as young as 4 years old, who worked long hours in unhealthy, often dangerous conditions in factories, on farms, in mines. His photos provided powerful support to the efforts of those demanding child labor laws. Freedman tells his story.

Murphy, Jim, ***An American Plague*** 2003. New York: Houghton Mifflin. This carefully researched account of the 1793 Yellow Fever Plague that devastated Philadelphia offers rich detail about the illness itself, its effect on the citizens, and the interplay between the medical and the political communities. Illustrated with original documents and photographs, this book is a companion to ***Fever***, a fictional account of this period in our nation's history.

Murphy, Jim, ***Blizzard!*** (2000). New York: Scholastic. For those who love stories of natural disaster, this book will fulfill their desire for vicarious adventure. Murphy traces the approach of the east coast blizzard of 1888 from its beginning to the peak of power, interspersing the experiences of individuals as they face this horrific storm. Period photographs and drawings support the narrative.

Roueché, Berton, ***Medical Detectives*** (1982). New York: Washington Square Press. Readers of *The New Yorker* may recognize Roueché as the author of one of the features, Annals of Medicine, a fascinating look at medical problem solving. Whether pursuing clues to the cause of illness among premature babies in hospital isolation, or investigating eleven men who turned blue after eating at the same place, these stories of medical sleuthing hold the reader in suspense, revealing bits of information that allow readers the pleasure of inquiry and speculation.

Schlissel, Lillian, ***Women's Diaries of the Westward Journey*** (1982). New York: Schocken Books. The journals of women making the torturous trip west lend new perspectives to the country and those who settled it. Details of daily life and milestone events blend together to create a picture of those who traveled the Overland Trail to settle the west. Women, often as young as fifteen and sixteen, left home with their husbands facing childbirth, widowhood, illness and hardship as they crossed the Plains. Photographs.

Stanley, Jerry, ***Children of the Dust Bowl*** (1993). New York: Crown Books. The book presents a realistic account of life in a farm-labor camp during the depression. It is a well researched and documented with photographs of the period and stories told by the teacher and pupils from the school. A good companion to the fiction title, *Out of the Dust*.

Woolf, Virginia ***A Room of One's Own***, (1929). New York: Harcourt Brace and Jovanovich, Inc. This classic essay develops the thesis that distinguished female writers will emerge when women have two requisite resources: income that ensures financial independence and rooms of their own. The ideas she puts forth, the comparisons and contrasts she draws between the lives of women and men which influence the products of their intellects, are worthy of consideration by all students of literature-female and male. (S)

For the Teacher:

Classics in the Classroom Michael Clay Thompson, 1995, Unionville, New York: Royal Fireworks Press. This "slim volume" is the author's love letter to literature. Mike Thompson writes convincingly of the need for a curriculum that brings exceptional ideas and words into the experience of all students. An experienced classroom teacher, he also suggests ways in which we can accomplish this.