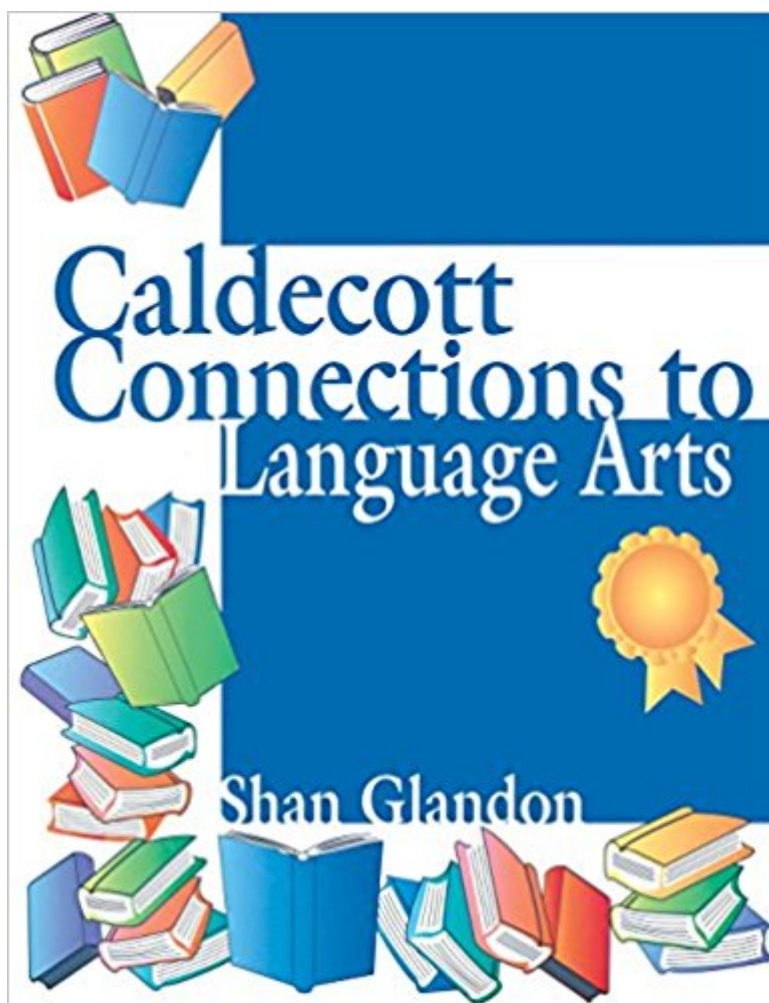


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# Caldecott Connections To Language Arts



## Synopsis

Take advantage of the appeal and power of Caldecott award literature to extend and promote learning across the curriculum. In these three volumes the author demonstrates how to use award-winning books as springboards to science, social studies, and language arts learning in the library and classroom-and to expand student awareness and appreciation of illustration techniques. For each Caldecott title there is background information on the illustrations, curriculum connections, lesson plans, and support materials for teaching. Glandon also integrates Gardner's multiple intelligences with curriculum content. With a flexible, discovery approach, these activity units focus on student-centered, experiential, holistic, and authentic learning and they are ready for instant implementation. Targeted to primary grade objectives and abilities, the books include an array of individual projects and collaborative ones. They also foster collaborations between library media specialists and classroom teachers.

## Book Information

Paperback: 232 pages

Publisher: Libraries Unlimited (September 15, 2000)

Language: English

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Product Dimensions: 8.5 x 0.5 x 11 inches

Shipping Weight: 1.6 pounds (View shipping rates and policies)

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## Customer Reviews

Using Caldecott medalists as a starting point for language-arts exploration and connections across the curriculum, Glandon offers a broad field of lesson ideas. Eleven winners are featured, followed by carefully detailed directions for study, including many writing activities. For those who have an aversion to canned lesson plans, this book offers intelligent and creative ideas. Activities range beyond reading and writing to art, kinesthetics, and drama. An exploration of Jane Yolen's Owl

Moon yields the opportunity to research birds, their anatomy, and habits. By their nature, these lessons beg for collaboration between library media specialists and classroom teachers. The activities are comprehensive enough to carry through for several meetings and use both classroom and library resources.-Mara Bright, Mark's Meadow School, Amherst, MA Copyright 2001 Cahners Business Information, Inc.

Chelton confronts the prevailing stereotype of teens as trouble in the library, and her introduction should be required reading for library administrators as well as for those who work with young people. She makes a strong case that libraries are not just for shy loners seeking refuge, but for teens in the mainstream who need a place to do homework, talk about books, learn and teach the technology, and find a safe place in the community. Her argument is supported by descriptions of 30 prizewinning programs, chosen from 99 submissions, which show teens as volunteers, employees, and mentors, as well as users of every service from computers to ESL poetry readings to cross-generational reading programs that connect school, library, and community. Ilene Cooper Copyright © American Library Association. All rights reserved

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