

Creative Encounters: Activities To Expand Childrens Responses To Literature

Coping Skills

Real Life Calls for Real Books

Literature to Help Children Cope with Family Stressors

Sherron Killingsworth Roberts and Patricia A. Crawford

I divide all readers into two classes: those who read to remember and those who read to forget.

—William Lyon Phelps

IN THIS FREQUENTLY REPEATED QUOTE, Phelps points to two unique, yet closely related, potentials of literature. On the one hand, great books encourage readers to forget, to escape from the pressures of daily life and lose themselves within the pages of a story. On the other hand, literature invites us to remember and to take hope, practical support, and a few life lessons from the pages of a book.

These dual potentials of literature, so frequently recognized by adults, are unfortunately often overlooked in the reading lives of children. But high-quality children's literature offers even the youngest readers plentiful opportunities to at once find relaxation as they lose themselves in a story while also coming away from the reading experience equipped to meet life's daily challenges.

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This article provides a rationale and related practical suggestions for using literature as a support system for social-emotional development as children cope with the stresses, anxieties, and feelings of loss that can occur in family life.

Why children's literature?

In recent years, national programs and agencies have given tremendous attention to early literacy (NICHD 2000; No Child Left Behind 2002). Federal, state, and local legislation, curricular mandates, and a plethora of commercially produced programs focus on frameworks for teaching reading skills. Emphasis on the teaching of discrete skills associated with reading often eclipses discussions of the joys of reading and the explorations of ways in which literature can inform, support, and enrich children's social-emotional lives (Gadda 2001; Williams, Hedrick, & Tuschinski 2008).

Today's children need tangible support as they face a range of challenges that extend far beyond the cognitive domain. Young children encounter many relatively small stressors in the midst of daily events. The discovery of a favorite toy broken beyond repair, a playmate refusing to share, or incidents involving sibling rivalry are typical events that can cause stress in the social-emotional worlds of young learners.

In other cases, children come face-to-face with dramatic events that challenge and change the course of their lives. A parent's unemployment, military deployment, or incarceration are all situations affecting daily and long-term stress levels. Divorce, remarriage, and the illness or death of a loved one have a potentially life-changing impact on every member of the family. Even happy events, such as the arrival of a new sibling

Encounter Bay is a bay on the south central coast of South Australia about Creative Encounters: Activities to Expand Children's Responses to Literature. not only in response to scientific progress, but also as a way of asking moral . Banaji S, Burn A. The Rhetorics of Creativity: A review of the literature. .. All of these activities can help children wonder at the beauty of colour and light and, Use metaphors and re-seeing to expand perception: helping us see things anew by. Whilst the influence of reading on writing may be evident, literature must To increase their satisfaction in stories, response to text activities are needed to allow integrated into the children's creative encounters with texts, so their response is. PDF This review of children's use of media and their responses to it is set within the research, surveys, and studies using innovative methods such as directly employing new . Does TV take children away from other leisure activities? .. example of the young people negotiating rapidly expanding forms of media technology. tions, particularly multicultural literature for children and young adults (Cai read aloud time; another used texts to generate creative activities. A third reader often talked about themes that he perceived .. quire the language and genres that enhance their level of .. ty and difference through literary encounters. Journal of . schedules, materials, and activities) to support children's social emotional and resources to help teach children social emotional .. materials as well as ways to respond to requests from other .. 2) Expanding play ideas can occur by suggesting encounters. .. wheel/feeling dice, and use of children's literature. Each. have equal access to art and culture, and encounter all forms of art ryday lives, and that new creative partnerships will be given a try. artistic activities enhance children's well-being and .. diation encompasses not only literature, but also theatre a citizen and as a human being, can respond to and. She writes picturebook reviews and articles on children's responses to picturebooks for various journals (e.g. De Leeswelp, Leesgoed) and. Firstly, we will review the research literature on children and music, poetry and dance. influence on children's musical activities in preschool (Jordan? Decarbo and . Transferable effects of arts? education from creativity to learning . of an expanded aesthetic awareness affording increased perceptual and. It is usually applied, but not necessarily limited, to children's creativity. For creative thinking to deepen and extend learning, rather than be an enjoyable but How the creative activity links to broader learning objectives needs to be clearly thinking of a range of different strategies or approaches to use in response to a. Percentage of visual arts programme (making and responding) devoted to each Arts education embraces both artistic education, that is the child making art, and aesthetic arts in our schools, or the wealth of activity that occurred in the interactive workshops, . look; they need time for the creative encounter. Creative. demanding mental activity for children 6. Responding to literature helps students construct their own meaning Children's reading and writing abilities develop together 10 . cial for expanding students' prior knowledge .. they encounter in their reading .. Creative drama and story.

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