

## Content Resources

### *Developing partnerships with families through children's literature*

Lilly, E., & Green, C. (2004). Upper Saddle River, NJ: Pearson Education. Cost: \$38.20

When a pair of authors who are interested in family involvement, emergent literacy and children's literature collaborate, wonderful things, like this book, can occur. This thoughtful text blends information on contemporary families, research on early literacy, and practical strategies for sharing high-quality resources in homes as well as child care and preschool settings. This book celebrates families in their many culturally and linguistically diverse forms and reflects that in the books and ideas it conveys.

### *Including all of us: Diversity in children's books*

Catlett, C., & George, S. (2005). *Children and families*, XVIII (1), 34-38

Among other features, this article includes a list to use to check for cultural, linguistic and ability diversity in children's books.

Activity - Using the list in the article above, ask students to review favorite children's books to see if they portray positive images of individuals who are culturally-, linguistically- and ability-diverse.

## Instructional Resources

### *Play in practice: Case studies in young children's play*

Brown, C.R., & Marchant, C. (2002). St. Paul, MN: Redleaf Press. Cost: \$34.95

This collection of teaching cases explores the many roles play has in children's lives. Each case addresses an issue of play from one of three categories--the role of adults in play, the cultural meanings of play or the issues related to play in special settings. Background material, discussion questions, suggested readings and resources as well as other materials for using the case instructionally, are included with each story.

## Program Resources

### *Becoming culturally responsive educators: Rethinking teacher education pedagogy*

Kea, C., Campbell-Whatley, G.D., & Richards, H.V. (2004). Denver, CO: National Center for Culturally Responsive Educational Systems. Download at [http://www.nccrest.org/Briefs/Teacher\\_Ed\\_Brief.pdf](http://www.nccrest.org/Briefs/Teacher_Ed_Brief.pdf)

This brief has a twofold purpose. The first is to demonstrate the need for rethinking current approaches to teacher education pedagogy. The second is to provide guidelines for developing culturally responsive teacher education pedagogy. Among other things, you may want to look at *Guidelines for a Culturally Responsive Curriculum* (page 6) to see if this framework could be useful in your work.

### *EDUC 008: Introduction to schooling in a diverse society*

Burant, T. (2004). Milwaukee, WI: Marquette University. Download at

[http://www.rethinkingschools.org/archive/19\\_02/19\\_02\\_syllabus.pdf](http://www.rethinkingschools.org/archive/19_02/19_02_syllabus.pdf)

This syllabus was designed to invite prospective teachers to think in new ways about the common construct of school. It focuses on the impact of race, ethnicity, culture, socioeconomic class, gender and identity on schooling opportunities and experiences. The course is designed to support students in developing more complex understanding and questions, both as students and as future teachers.

## Questions? Comments? Suggestions for future care packages?

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