

### Chapter 1 : Choices - Kids Read Now | K-3 Summer Reading Program

*Children's Choices Reading List* Children's Choices is a reading list with a twist, in which children themselves evaluate the books and vote for their favorites. Since , Children's Choices has been a trusted source of book recommendations used by teachers, librarians, parents, and children themselves.

Getting Kids to Read by Choice By Zenobia Jackson July 28, Allowing children, and specifically boys to select what they read can be a powerful change agent in the motivation to read. In the majority of schools, student choice is an education phrase that is thrown around to say that we are giving students choice in their learning. But in reality students have little choice about what they read in school. In other words people learn best when they have the freedom of choice and the learning process is immensely enjoyable. Children need to be given plenty of opportunities to choose books that are simply put, fun to read. As a foodie, I love to cook, try new recipes, and of course new restaurants! We can compare reading to an extensive menu. There are many choices, many new foods to try. By providing an extensive menu of books for children, we open their eyes to possibilities and pique their interests in a variety of ways. Here are some ways you can be sure children have choices about what to read. They can recommend new titles that children will want to explore. Be sure to visit regularly as new titles are frequently being added. Expose children to each and every genre " from poetry and prose to mysteries and myths! When purchasing books give children a choice. You can even try used book stores. Libraries often have annual used book sales. Give a gift card. Children love to shop. Become familiar with online reading resources for children. And then share them with your child. Exposing children to the various genres available to them is sure to broaden their minds and to get them reading more and more. Why not start today?

## Chapter 2 : Healthy Reading for Kids - Food & Fitness Food & Fitness . PBS Parents | PBS

*These Children's Choices can be counted on as books children really enjoy reading. Each year, children from Kindergarten - 8th grade in five regions of the United States read newly-published children's trade books and vote for the ones they like best.*

Why is choosing important? If children are allowed choices, are they in control of the curriculum? There are several reasons that giving children choices throughout the day is beneficial, even crucial to their development. Providing choices for children is a fundamental aspect of high-quality early childhood curriculum Hendrick, In order to provide children with a number of choices, the teacher must understand the importance of choices, and be willing and able to allow a variety of activities and behaviors in the classroom. This approach to learning is child-centered, rather than teacher-centered. Then they all sit together on the rug for about 10 minutes of group time. Throughout the morning, children move from center to center as they wish. A visitor would notice talking, laughing, and movement. When the children arrive in Mr. The activities of the day, each with a correct way of completing the task, are explained. The children are to work quietly, follow directions carefully, obey the numerous classroom rules, and move to the next activity when he rings a bell. Purdy values order and quiet because he believes children learn better under those conditions. He keeps a list and checks off the name of each child to ensure that each one finishes every task. Children often become angry or frustrated and do not finish the tasks to Mr. Purdy often complains about the misbehavior of his class. Which is the better learning environment for children? A Feeling of Control All human beings need to feel as if they have control over themselves and their lives. We cannot expect children to be totally independent, of course, since they are small and incapable of many things adults can do. Erikson believed that at the second level of psychosocial development, beginning soon after one year of age, young children must resolve the conflict between autonomy and shame and doubt. Children who do not develop autonomy are liable to remain dependent on adults or to be overly influenced by peers. In addition, they may feel hostility toward adults who allow them little freedom to choose Edwards, Learning to be autonomous and self-reliant takes time and practice. When we offer children choices, we are allowing them to practice the skills of independence and responsibility, while we guard their health and safety by controlling and monitoring the options Maxim, Building Self-Esteem Being autonomous and in control feels good “ simply watch the face of a toddler who has just learned to walk. Self-esteem grows when we successfully do things for ourselves. Children can handle mistakes or failure with equanimity and good humor when they feel good about themselves. A child who has a solid sense of self-worth can make a poor decision, evaluate it calmly, rethink the situation, and make a different choice. When asked if he wanted to do it himself or have help, three-year-old Tom decided to pour his own juice. As he lifted and tipped the pitcher he discovered his small hand was not strong enough to hold the pitcher steady. A stream of apple juice spilled onto the table and the floor. The teacher helped him deal with the consequences by not criticizing his attempt but by helping him rectify the situation. Next time he may make another choice, or he may try to do it alone again. Either way, he has made his own choice. You just made a bad choice! Children, like adults, do not always consciously choose their behaviors. They may be satisfying a need, imitating behaviors of others, or acting out of an instinct such as self-protection. He may believe that he had no right to make any decision at all, which in the end will lower his self-confidence and self-esteem as well as teach him that making decisions is very risky. Cognitive Development Making choices is part of problem solving. When given choices, children stretch their minds and create new and unique combinations of ideas and materials. Before they can make wise choices, however, children need to learn the skills of convergent thinking, knowing the right answer as well as divergent thinking, seeing many possible answers. If we expect teenagers to make healthful choices about important issues such as sexual activity or the use of alcohol or illegal drugs, we must allow them many opportunities in their early years to make meaningful choices Morrison, By allowing children to determine what goes on in a room, the teacher promotes their self-regulation. As children learn to make decisions for themselves and to develop autonomy, they learn to behave morally and to take the needs of others into consideration when making choices Kamii,

**Accepting Responsibility** When children do not like the results of their own choices, adults often want to pacify them by neutralizing the consequences. Alicia was so busy in the housekeeping area that she did not take time to visit the art table and make a glittery snow picture. When it was time to go home, she saw the beautiful creations other children had made, and she was very upset. Anderson could have taken her to the art table, which was not completely cleaned up yet, and allowed her to make a quick picture so she could have one to take home, too. No one had told her what choice to make; she made her choice independently. The teacher offered help in the future, so Alicia knows she will have support to make better decisions.

**Minimizing Conflicts** One of the effects of offering children choices throughout the day is the reduction of conflict among children and between children and adults. Adults can understand this frustration if they think about having a job in which they are told every little thing to do, even when to use the restroom or get a drink of water. Most of us would either complain or get another job. Children have no choice about going to school or child care; they cannot leave an unhappy situation.

**Maximizing Learning** Children feel more committed to an activity they have chosen themselves. Therefore, their attention span will likely be longer if they choose an activity than if they work at a task assigned by the teacher.

Fromberg, ; Maxim, Making choices helps children learn persistence and task completion. Katz and Chard point out that when only one teaching method is used, such as workbooks, some children will achieve the learning objective, but many will not, since each learns in a slightly different way. In order to ensure that all children learn a particular skill, like reading, we must use a variety of approaches so that each child can find the one that suits him or her. Purdy, for example, wants all of his children to learn some important concepts about weather, he can offer a variety of activities. Some children will learn by observing the water cycle in a terrarium, others will learn from fiction and nonfiction books, and others will explore their personal experiences with weather by using paints and expressive materials. Each child will learn in his or her own way, but all will learn about weather.

**How to Offer Choices** Choices offered to young children must be legitimate and meaningful to them and acceptable to adults. She actually meant that it was nearly time to go home and they must put toys and materials away. She had not intended to give children a choice and was unable to allow them to continue to play because it was in fact time to get ready to leave. Limiting choices for young children helps them select.

Morrison, In a restaurant with many menu options even adults have difficulty choosing their meal. It may be easier for a child to choose if we suggest she decide between the art table and the block corner than from all the activities available in the classroom. Younger children manage better with fewer options. Making direct suggestions may help the hesitant child to make a choice. Children whose parents make decisions for them may be overwhelmed by a situation in which they are now expected to choose for themselves. They need time, support, and practice as well as patient teachers to help them learn this skill. By offering children choices we are not giving them complete control of the classroom or the curriculum. Since children may choose only from the alternatives offered, the teacher maintains control of what the options are. Juan may want to choose the water table every day, but on the days Ms. Anderson does not put it out, he must choose something else.

**No Choice Situations** Each of us must deal with situations in which we have no choice. We are required to obey laws, for instance. Children, too, must learn that sometimes they have a choice. Children may not play with the burner controls on the stove while helping to make cookies. When time is an issue they may have to stop playing and clean up, or get dressed for school so Mom and Dad can get to work on time. After the adults have made the primary decision, however, children can make secondary ones. They may choose to pour in the sugar or crack the eggs for the cookies. They can select the red or the green plaid shirt to wear.

**Conclusion** The wise teacher understands that children make choices all day long, whether adults want them to or not. They choose to obey, ignore, or defy rules and directions and determine for themselves whether to speak kindly or angrily to others. They decide whether school or child care is a good place to be. Our task is to provide children with appropriate, healthful options and help them to make and accept their choices. In this way, we are developing confident, independent children who feel in control of themselves. Developmentally appropriate practice in.

## DOWNLOAD PDF CHILDRENS READING CHOICES

*What Is the Children's Choices Reading List? Each year, 12, school children from different regions of the United States read.*

### Chapter 4 : Earlychildhood NEWS - Article Reading Center

*Children's reading choices. [Christine Hall; Martin Coles] -- This text is a discussion of the reading habits of children aged Eight thousand children were asked about their reading, their t.v. viewing and their use of computers.*

### Chapter 5 : Help Your Child Find Appealing Books | Scholastic | Parents

*Children's Reading Choices discusses the reading habits of children aged between 10 and The book reports the findings of the Children's Reading Choices project - conducted by the authors from the University of Nottingham and the largest national survey of children's reading choices since the s.*

### Chapter 6 : Getting Kids to Read by Choice

*The children's reading choices project This was a large-scale national survey sponsored by the W H Smith bookshop chain. In in England the Schools Council commissioned an enquiry which.*

### Chapter 7 : The Must-Have Series for Children Ages 6 to 12 ( books)

*Kids Read Now empowers children through choice. Our summer reading program provides wish lists for students to select nine preferred books to receive throughout the summer program and ships three books per student to each school to be distributed at a Family Reading Night to kick off the program.*

### Chapter 8 : Preschool Book Lists

*Abstract. This paper presents evidence from The W H Smith Children's Reading Choices Project research in order to examine the relationship between achievement in English and the reading habits of 7-year-old children.*

### Chapter 9 : Children's Reading Choices - Martin Coles, Christine Hall - Google Books

*This book is the result of a major national survey aimed to discover the books children choose to read and why.*