

## Annotated Bibliography

### Books to accompany the talk: "Beyond Beautiful Stuff"

- Campbell, Don (2000). *The Mozart Effect for Children: Awakening Your Child's Health and Creativity with Music*. New York: William Morrow.  
Discussion of music and the brain and excellent suggestions, by age, from birth to 10-years. Tip: Use the suggestions, but not the CD's. Better to use top orchestras and performers.
- Chugani, H. M.D. (2004). Fine-tuning the baby brain. New York: The Dana Foundation. <http://www.dana.org/prINTERfriendly.aspx?id=1228>.  
Pediatric neuroscientist whose research has contributed to the knowledge of brain development from birth through the early years, and especially the impact of stress on brain development.
- Chukovsky, K. (1963). *From Two to Five*. Trans: Miriam Morton. Berkeley: University of California Press.  
Classic descriptions of children's inventive use of language from (as titled) ages two to five.
- Edwards, C., Gandini, L., & Forman, George (1998). *The Hundred Languages of Children: The Reggio Emilia Approach Advanced Reflections, 2<sup>nd</sup> Edition*. Greenwich, CT: Ablex Publishing Corporation.  
Essays from many perspectives about the philosophy and practices in Reggio schools.
- Eisner, E. (2002). *Arts and the Creation of Mind*. New Haven: Yale University Press. P. 117  
The renowned Stanford professor makes a strong case for why education in the arts is essential.
- Feuerstein, Reuven & Lewin-Benham, Ann (2012). *What Learning Looks Like: Mediated Learning in Theory and Practice, K-6*. New York: Teachers College Press. Feuerstein's theory of mediation described with examples from Lewin-Benham's work as an educator/museum director.
- Feuerstein, R., Rand, Y., & Feuerstein, R. S. (1997, 2<sup>nd</sup> edition). *You Love Me!! . . . Don't Accept Me as I Am*. Jerusalem, IL.: ICELP Publications. P. 169.  
The theories of the psychologist who brought about a revolution in raising and educating children with Down Syndrome so they could live independent lives.
- Fontanili, M. (2007). PLAY+ (2005). *furniture for children*. Reggio Emilia, Italy: Reggio Children.  
Examples of innovation in classroom furnishings from the Reggio educators.
- Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.  
The classic book that revolutionized thinking about human intelligence.
- Gardner, H. (1980). *Artful Scribbles: The Significance of Children's Drawings*. New York: Basic Books.  
Gardner traces the development of children's mark-making from their earliest use of pencil, crayon, and pen. Many examples from his own children's and others' works.
- Gelman, R. & Gallistel, C. R. (1978, 1986). *The Child's Understanding of Number*. Cambridge, MA: Harvard University Press.  
*The book on number concepts by two leading cognitive scientists with examples of how to weave mathematical thinking into early education.*
- Gelman, R. and Au. T. (1996). *Perceptual and Cognitive Development*. San Diego, CA: Academic Press.  
Gelman trained those who today are big name researchers in infant intelligence. This classic reference contains 12 chapters by Phillip Kellman, Susan Carey, Elizabeth Spelke, and others.

Gopnik, A., Meltzoff, A.N., Kuhl, P. K. (1999). *The Scientist in the Crib: Minds, brains, and how children learn*. New York: William Morrow.

Three researchers' work on how young children, beginning in infancy, learn.

Greenspan, Stanley & Shanker, Stuart (2004). *The First Idea: How Symbols, Language, and Intelligence Evolved from our Primate Ancestors to Modern Humans*. Cambridge, MA: Da Capo Press.

An emphasis on language development by the founder of the organization 0 TO 3 and originator of the concept of floor time.

Greenspan, S. I. (1995). *The Challenging Child: Understanding, Raising, and Enjoying the Five "Difficult" Types of Children*. New York: Merloyd Lawrence.

An expert clinician (psychiatrist, pediatrician), creator of "Floor Time" and 0 TO 3, shows how to begin anew if from infancy on a child has gotten off on the "wrong foot."

Hawkins, D. (1983). Scientific literacy. *Dædalus*. 112 (2), 65-89.

An important essay on children, teaching, and learning.

Hawkins, David (1974). *The Informed Vision: Essays on Learning and Human Nature*. New York: Agathon Press.

Collected essays by a philosopher/educator/physicist express important ideas about humanistic education.

Hawkins, F. P. (1986). *The Logic of Action*. Boulder: Colorado Associated University Press.

A break-the-mold preschool teacher recounts experiences with her class of profoundly deaf preschoolers.

ISAFF (2002). *ATELIER<sup>3</sup>: Furnishings for Young Children*. Reggio Emilia, Italy: Grafitalia

Innovative ideas accompanied by philosophical descriptions based on Reggio educators' beliefs in how children learn.

Lewin-Benham, A.

(2018). *Eco-Education for Young Children: Revolutionary Ways to Teach and Learn Environmental Sciences*. New York: Routledge.

How both to learn and learn to teach the hard sciences to very young children with classroom scenarios in every chapter and over 200 Try This's.

(2015). *Eight Essential Techniques for Teaching with Intention: What Makes Reggio and Other Inspired Approaches Effective*. New York: Teachers College Press.

The nuances of intentional teaching – use of hands, facial expression, gesture, voice, with chapters on mindfulness and a cognitive approach to behavior. Self-assessment tool included.

(2011). *Twelve Best Practices for Early Childhood Education: Integrating Reggio and Other Inspired Approaches*. New York: Teachers College Press. EXCEL: A self-assessment tool.

Step-by-step descriptions of how to design classrooms and develop focus, collaboration, conversation, and competence in preschoolers.

(2010). *Infants and Toddlers at Work: Using Reggio-Inspired Materials to Support Brain Development*. New York: Teachers College Press.

Classic book on what materials to use and how to use them with babies and toddlers from birth through age 3.

(2008). *Powerful Children: Understanding How to Teach and Learn Using the Reggio Approach*. New York: Teachers College Press.

Detailed descriptions of numerous projects at the Model Early Learning Center and how they relate to central issues in early education

(2006). *Possible Schools: The Reggio Approach to Urban Education*. New York: Teachers College

Classic book on the challenges of beginning to use a Reggio-inspired approach.

Malaguzzi, L. (1991). *Little Ones of the Silent Pictures*. Reggio Emilia, Italy: Reggio Children. Picture/ story of one-year-olds discovering a goldfish and their relations with one another and the fish.

Milne, A. A. (1927). "The Engineer" from his poetry book *Now We Are Six*. Illustrations: Ernest H. Shepard. New York: E. P. Dutton. Pp. 42-47.

Classic poems and drawings by the masterful author and illustrator who created Winnie the Pooh.

Montessori, M. (1967). *The Absorbent Mind*. C. A. Claremont, Trans. New York: Henry Holt.

Insights of a brilliant educator/philosopher/scientist on development from infancy into the early years.

Nelson, C. (2008). The timing and quality of early experiences combine to shape brain architecture: Working Paper 5. *National Scientific Council on the Developing Child*. Cambridge, MA: Harvard University.

Professor of Psychology, Psychiatry, Neurology, and Education whose research focuses on the intersection of brain research and developmental, behavioral, and social problems, including autism.

Neville, H., Andersson, A., Bagdade, O., et. al. (2008). Effects of Music Training on Brain and Cognitive Development in Under-Privileged 3- to 5-Year Old Children: Preliminary Results. In the Dana Consortium Report on Arts and Cognition. *Learning, Arts, and the Brain*. M. Gazzaniga, Ed., New York: Pp. 105-113.

Essay on how learning music impacts the brain in a collection of essays by leading brain researchers on the influence of the arts on the brain.

Perkins, D. (1986). *Knowledge as design*. Hillsdale, NY: Lawrence Erlbaum Associates.

Classic book about important variables in classroom practices that encourage children to learn.

Perkins, D. (1992). *Smart schools*. New York: Free Press.

Insight and examples on best classroom practices to stimulate understanding and judge it by students' performances.

Pinker, Steven

(1997). *How the Mind Works*. New York: Norton.

Wide-ranging explanations of the human brain, what influences it, and how it reacts.

(1994). *The Language Instinct: How the Mind Creates Language*. New York: HarperCollins.

Thorough research, discussion, and descriptions of English as a combinatorial language and the intersection of society, human development, and language.

Posner, Michael (2004). *Cognitive Neuroscience of Attention*. New York: Guilford Press.

Comprehensive explanation of the brain's attention systems.

Posner, M., Rothbart, M., Sheese, B., & Kieras, J. (2008). How arts training influences cognition. In the Dana Consortium Report on Arts and Cognition, *Learning, Arts, and the Brain*, M. Gazzaniga, Ed. New York: Dana Press. Pp. 1 – 10.

Significant information on the influence of arts training on the brain.

Ratey, John (2002). *A User's Guide to the Brain: Perception, Attention, and the Four Theaters of the Brain*. New York: Vintage Books.

Comprehensive book on the human brain; many sections on movement and the brain.

Rinaldi, Carlina (2006). *In Dialogue with Reggio Emilia: Listening, Researching, and Learning*. New York: Routledge.

Beliefs of educators in Reggio Emilia.

Vecchi, Vea & Giudici, Claudia (2004). *Children, Art, and Artists*. Reggio Emilia, Italy: Reggio Children.

Rich with philosophy and projects about children from 10 months on and their use of materials.

Permission is granted to reproduce from one up to all annotated references for educational purposes with the following attribution:

*From "Beyond Beautiful Stuff," Presentation to the DC Reggio Emilia Alliance, 3 May 18 ©Ann Lewin-Benham 2018*

For permission to publish from one up to all references, please contact: [ann@annlewn-benham.com](mailto:ann@annlewn-benham.com)