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Book Review of A young writer's world: Creating early childhood classrooms where authors abound.

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Review of Giles, R. M. (2020). *A young writer's world: Creating early childhood classrooms where authors abound*. Exchange Press.

Dr. Rebecca McMahon Giles is a professor in early childhood and elementary education at the University of South Alabama in Mobile, Alabama. Drawing from her vast experience researching and publishing on early childhood topics, she explores multiple aspects of the early childhood classroom learning environment as it relates to writing in *A Young Writer's World: Creating Early Childhood Classrooms Where Authors Abound* (Giles, 2020). As eloquently stated by Giles, this text will provide early childhood educators with the background knowledge and resources necessary to create “preschool and kindergarten classrooms where children’s thoughts and ideas take written form in a setting that encourages children to share their writing with others on a continual basis, rather than in rare moments” (p.12).

The text consists of an introduction followed by five chapters delving into creating and implementing writing within an early childhood classroom setting. The introduction provides rationale for the emphasis of the text as well as a brief overview of the layout and content within each of the five chapters. Chapter 1 of the text focuses on creating a literacy-rich environment within the classroom; whereas the remaining four chapters provide additional detail and suggestions in order to implement writing through Playing with Print (chapter 2), Plenty of Print (chapter 3), Places to Publish (chapter 4), and Writing Role Models (chapter 5).

Theory and Research

Giles (2020) lays out the foundation of the text when she discusses, within the introductory chapter, the importance of immersion based on Cambourne’s (1988) eight components of an environment that fosters language learning. Additional incorporation of research and theory is found interspersed throughout the remaining chapters. For instance,

numerous charts are dedicated to research as it relates to the literacy-play relationship within an early childhood classroom. Giles presents the plethora of findings in a cohesive format in order to connect to real-life application with the classroom. The research and theory incorporated within the text ranges from Vygostky's (1966, 1980) assertions about the interaction between play and development to Neuman & Koskos' (1990, 1991, 1994, 2005) findings on literacy within early childhood classrooms.

Implementation of Learning Centers

Giles (2020) provides a practitioner perspective that is easily devoured by a novice or experienced educator wanting to strengthen their own knowledge of an early childhood classroom environment that fosters writing. This is clearly evident in the chapter dedicated to establishing a learning environment through learning centers that uses children's natural inquisitiveness to explore and express themselves. This chapter specifically delves into how to create and implement centers within a classroom and refers to additional resources (found in the appendices) such as checklists to record student preferences and establishing a learning center organizational system. Each time a learning center is described, Giles emphasizes the developmental appropriateness, as well as practical and inexpensive methods and materials needed to establish and implement the center. In addition, there are numerous learning centers that address a variety of subject areas and developmentally appropriate incorporation within an early childhood classroom while also fostering written expression.

Additional Resources

This text is bursting with additional tips, classroom inspiration, and extra resources. Teacher tips are interspersed throughout the text in order to provide additional strategies to develop and promote literacy within the classroom. Tips are presented in easy-to-read formatted

bullets that allow for quick referencing whether closely reading chapters or during spur-of-the moment glances back at the text. In addition, the appendices provide a wealth of resources for teachers. The resources range from checklists to detailed lists for collecting materials and children's literature ideal for a variety of different literacy centers. Furthermore, nearly every page of the text contains inspirational images from authentic early childhood classrooms.

Overall, *A Young Writer's World: Creating Early Childhood Classrooms Where Authors Abound* (Giles, 2020) provides early childhood educators with numerous resources and knowledge in order to practically, inexpensively, and extensively create a learning environment that supports young children's writing development. As a literacy educator who has a desire to gain additional insight into creating and implementing a purposeful and engaging learning environment with rich emphasis in writing, I highly recommend *A Young Writer's World* to early childhood pre-service teachers, in-service teachers, and teacher educators.

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