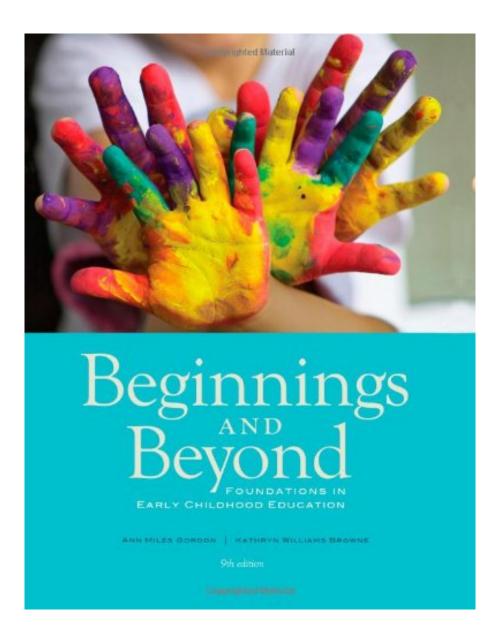


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#### Review

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#### About the Author

Ann Gordon has been in the early childhood field for over 45 years as a teacher of young children, of parents, and of college students. She has taught in lab schools, church-related centers, and private and public preschool and kindergarten programs. While at Stanford, Ann was at the Bing Nursery School for 11 years and was a lecturer in the Psychology Department. For 10 years she also served as an adjunct faculty member in four colleges, teaching the full gamut of early childhood courses. Ann served as executive director of the National Association of Episcopal Schools for 14 years, where more than 1,100 early childhood programs were a part of her network. She is now consulting in the areas of early childhood curriculum governance and professional development.

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The primary strength of BEGINNINGS AND BEYOND, 9TH EDITION, is its blend of simplicity and depth. In a clear and easy-to-understand style, the book's five sections lay out basic questions any student of early childhood education would want answered. At the same time, the chapters present key concepts, the latest research, and practical examples so that questions are thoroughly answered. Coverage of the current Developmentally Appropriate Practices (DAP) are woven throughout the text and highlighted by a new boxed feature. Diversity and development are also integrated throughout and highlighted with a new boxed feature, enabling readers to understand that issues of age, gender, race/ethnicity, ability, and family are part of every aspect of teaching and learning. Every chapter has a new interactive feature focused on how brain-based research is connected to development. Intentional teaching is another new strand highlighted by a new Teaching with Intention feature in each chapter. Through its tone, numerous visuals, and carefully crafted pedagogy, the book is accessible to and respectful of readers with a range of abilities and learning styles. Available with InfoTrac Student Collections http://gocengage.com/infotrac.

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By Rhonda-Marie Tuivai

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Writing style is very confusing

By Sarah

I HATE this book. Here is an exact copy of a sentence from it: "It is called maturation because it sets out a sequence of cognitive (thinking) stages that is governed by heredity--how the body is structured biologically, with automatic (instinctive) behaviors such as an infant sucking at birth." I don't know if it's just me, but this book is soooo painful to read because the author slams WAY too much info into every sentence. The whole (thinking), --how the body is structured, (instinctive), such as an infant sucking at birth.....it's useless info, it distracts me from the main point. The author does this A LOT. Anytime a "big word" is used there's an explanation in parenthesis or an example after it. There's also a lot of sentences that just go on and on and on and I'm finding myself having to break it down to try to understand the main idea. For some people I guess it may be helpful to have the explanations like that but to me it's just confusing!!! I know what cognitive means, I know what heredity is, I know what automatic means, I know an example of an automatic behavior. I do not need to have all of these explained to me in one sentence, it's too much to try to focus on and I have to go back and weed out the useless information to get the main idea out of the sentence. When you're assigned to read about 50 pages a night for your class, there's no way I'm going to sit there and sift through everything to see what's important and what isn't. So, if you can easily weed out or skim over the extra info this book may be better suited for you, but if you're like me and need things to be straightforward and to the

point, be warned.

1 of 1 people found the following review helpful.

GREAT BOOK

By Donna Chipps

This textbook is a must have for early childhood educators. Packed with a lot of interesting material. Glad to have it.

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