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Autore	Varelas Maria
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Altri autori (Persone)	ArsenaultAmy PappasChristine C
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Nota di contenuto	Cover; Title; Copyright; Dedication; Contents; Preface; SECTION I Theoretical Perspectives and ISLE Curricular and Instructional Features; 1. Integrating Science and Literacy: Forms and Functions; SECTION II Exploring ISLE Curriculum Genres; 2. Read-Alouds of Children's Literature Information Books: Dialogic Sharing and Intertextuality; 3. Children's Language Acts: Diverse Forms of Participation in Read-Alouds; 4. Hands-On Explorations That Nurture Scientific Practices: Linking Doing with Thinking and Talking; 5. Book Writing and Illustrating: Ways with Text and Pictures 6. Dramatizing as a Tool for Thinking and Speech7. Scientific Practices in Home Projects: Exploring at Home, Sharing at School; SECTION III Evolution of Learning in ISLE Classrooms; 8. Learning Together Over Time: Young Children Making Meaning; 9. Children's Conceptions of Being Scientists; SECTION IV ISLE in Urban Early-Grade Classrooms; 10. Young Children in Urban Classrooms: Possibilities for Sciencing; Author Index; Subject Index

## Sommario/riassunto

"Science is often a forgotten subject in early elementary grades as various mandates require teachers to focus on teaching young students to achieve specific reading and mathematical competencies. This book offers specific examples and empirical evidence of how integrated science-literacy curriculum and teaching in urban primary-grade classrooms give students opportunities to learn science and to develop positive images of themselves as scientists. The Integrated Science Literacy Enactments (ISLE) approach builds on multimodal, multidimensional, and dialogically-oriented teaching and learning principles. Readers see how, as children engage with texts, material objects, dialogue, ideas, and symbols in their classroom community, they are helped to bridge their own understandings and ways with words and images with those of science. In doing so, they become learners of both science and literacy. The book features both researcher and teacher perspectives. It explores science learning and its intersection with literacy development in schools that educate predominately children of color, many of whom struggle with poverty and have been traditionally underestimated, underserved, and underrated in science classrooms. In all these ways, this volume is a significant contribution to a critically under-researched area of science education"--

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