

Φθενάκειος Βιβλιοθήκη

Κατάλογος βιβλίων

LITERACY

1. Teale, W.H., Justice, L.M., & Carol Vukelich, C. (2008). *Achieving excellence in preschool literacy instruction (Solving problems in teaching of literacy)*. New York: Guilford Press.
2. Neuman, S.B., & Dickinson, D.K. (2011). *Handbook of early literacy research, Volume 3*. New York London: The Guilford Press.
3. DeBruin-Parecki, A. (2008). *Effective early literacy practice. Here's how, here's why*. Publisher: Brookes Publishing.
4. Morrow, L.M. (2007). *Developing literacy in preschool*. Publisher: Guilford Press.
5. Beers, C.S., Beers, J.W., & Smith, J.O. (2010). *A principal's guide to literacy instruction (Tools for teaching literacy series)*. New York: Guilford Press.
6. Beauchat, K.A., & Blamey, K.L., & Walpole, S. (2010). *The building blocks of preschool success*. New York, London The Guilford Press.
7. McGee, L.M., & Morrow, L.M. (2005). *Teaching literacy in Kindergarten*. Publisher: Guilford Press.
8. Morrow, L.M., Rueda, R., & Lapp, D. (2010). *Handbook of research on literacy and diversity*. Publisher: Guilford Press.
9. Flint, A. (2008). *Literate Lives: Teaching Reading and Writing in Elementary Classrooms, (1st Edition)*. Publisher: Wiley-Blackwell.
10. Beaty, J.J. (2008). *50 early childhood literacy strategies, 2/E*. Publisher: Allyn & Bacon.
11. Rhyner, P.M. (2009). *Emergent Literacy and Language Development. Promoting Learning in Early Childhood*. Publisher: Guilford Press.

ENVIROMENTAL PRINT

1. Mueller, S.R. (2005). *Everyday literacy: Environmental print activities for children 3 to 8*. Publisher: Gryphon House.
2. Prior, J.O., & Gerard, M. (2007). *Reading is all around us: Using environmental print to teach beginning literacy skills, early learning*. Publisher: Shell Education Publishing.
3. Prior, J., & Gerard, M.R. (2010). *Environmental print for early childhood literacy skills: Literacy, language, & learning*. Publisher: Shell Education Publishing.
4. Kirkland, L., Aldridge, J., & Kuby, P. (2007). *Integrating environmental print across the curriculum, PreK-3: Making literacy instruction meaningful*. California, U.S.A.: Corwin Press.
5. Justice, L.M. & Sofka, A.E. (2010). *Engaging children with print. Building early literacy skills through quality read-alouds*. Publisher: Guilford Press.

VOCABULARY

1. Bishop, A., & Bishop, S. (2010). *Teaching word analysis skills*. U.S.A.: Shell Education.
2. Diamond, L. & Gutlohn, L. (2006). *Vocabulary handbook*. Berkeley, CA: Consortium on Reading Excellence, Inc. (CORE).
3. Graves, M.F. (2009). *Teaching individual words: One size does not fit all*. New York: Teachers College Press.
4. Dimino, J., & Taylor, M.J. (2009). *Learning how to improve vocabulary instruction through teacher study groups*. Publisher: Brooks Publishing.
5. Beck, I.L., Margaret G. McKeown, M.G., & Kucan, L. (2008). *Creating robust vocabulary: Frequently asked questions and extended examples (Solving problems in the teaching of literacy)*. New York ,London: The Guilford Press.
6. Hiebert E.H. & Kamil, M.L. (Eds.). (2005). *Teaching and learning vocabulary: Bring research to practice*. Mahwh, NJ: Lawrence Erlbaum Associates, Publ.
7. Graves, M. (2006). *The vocabulary book: Learning & instruction*. New York: Teachers College Press.

COMPREHENSION

1. Stebick, D.M., & Dain, J.M. (2007). *Comprehension strategies for your K-6 literacy classroom: Thinking before, during, and after reading*. California, U.S.A.: Corwin Press.
2. Cain, K., & Oakhill, J. (2007). *Children's comprehension problems in oral and written language: A cognitive perspective (Challenges in Language and Literacy)*. New York, London: The Guilford Press.
3. Cunningham, A., & Shagoury, R. (2005). *Starting with comprehension: Reading strategies for the youngest learners*. Publisher: Stenhouse Publishers.

LANGUAGE DEVELOPMENT

1. Levey, S., & Polirstok, S. (2011). *Language development. Understanding language diversity in the classroom*. Los Angeles, London, New Delhi: SAGE Publications.

READING

2. Leslie, L., & Caldwell, J. (2010). *Qualitative reading inventory. (5th Edition)*. Boston: Pearson Custom Education.
3. Fields, M.V., Groth, L., & Spangler, K. (2007). *Let's begin reading right: A developmental approach to emergent literacy, (6th edition)*. New Jersey: Allyn & Bacon.
4. Cain, K. (2010). *Reading development and difficulties*. UK: BPS & Blackwell Publications.
5. Israel, S.E. (2008). *Early reading first and beyond: A Guide to building early literacy skills*. California, U.S.A.: Corwin Press.
6. McCardle, P., & Chhabra, V. (2004). *The voice of evidence in reading research*. Baltimore, London, Sydney: Brookes Publishing.

7. Snow, C., Griffin, P. & Burns, M.S. (2007). *Knowledge to support the teaching of reading: Preparing teachers for a changing world*. San Francisco: Jossey-Bass.

TEACHING STRATEGIES

1. Sousa, D.A., & Dodge, J. (2006). *Differentiation in action: A complete resource with research-supported strategies to help you plan and organize differentiated instruction--and achieve success for all learners (Scholastic Teaching Strategies)*. New York: Scholastic.
2. Moore, K.D., & Hansen, J. (2011). *Effective strategies for teaching in K-8 classrooms*. Los Angeles, London, New Delhi: SAGE Publications, Inc
3. Miller, C.P. (2010). *Before they read: Teaching language and literacy development through conversations, interactive read-alouds, and listening games*. Guinesville: Maupin House Publishing.
4. van den Linden, J., & Renshaw, P. (2010). *Dialogic learning: Shifting perspectives to learning, instruction, and teaching*. Dordrecht, The Netherlands: The Kluwer Academic Publishers.

FAMILY

1. Turner, L.H. & West, R. (2006). *The family communication sourcebook*. Los Angeles, London, New Delhi: SAGE Publications, Inc.

STORYBOOK READING

2. DeBruin-Parecki, A. (2007). *Let's read together improving literacy outcomes with the adult-child interactive reading inventory (ACIRI)*. Baltimore: Brookes Publishing.
3. Morrow, L.M., Freitag, E., & Gambrell, L.B. (2009.) *Using children's literature in preschool to develop comprehension: Understanding and enjoying books. (2nd edition)*. USA: International Reading Association.
4. Ezell, H.K., & Justice, L.M. (2005). *Shared storybook reading building young children's language and emergent literacy skills*. Baltimore: Brookes Publishing.
5. Justice, L.M., & Pence, K.L. (2005). *Scaffolding with storybooks. A guide for enhancing young children's language and literacy achievement*. Newark, DE: International Reading Association.

BILINGUALISM/SECOND LANGUAGE LEARNING

1. Genesee, F., Paradis, J., & Crago, M.B. (2004). *Dual language development & disorders. A handbook on bilingualism & second language learning*. Baltimore: Paul Brooks Publishing.
2. Brisk, M.E., & Harrington, M.M. (2007). *Literacy and bilingualism. A handbook for all teachers. (2 edition)*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
3. Grosjean, F. (2008). *Studying bilinguals*. Oxford: O.U.P.
4. Munoz, C. (2006). *Age and the rate of foreign language learning*. Clevedon: Multilingual Matters.
5. Cook, V., & Bassetti, B. (2005). *Second language writing systems*. Clevedon: Multilingual Matters.

6. Goldenberg, C., & Coleman, R. (2010). *Promoting academic achievement among English learners . A guide to the research*. California: Corwin.
7. Cohen, A. (1998). *Strategies in learning and using a second language*. London/New York: Longman.
8. Bialystok, E. (2001). *Bilingualism in development. Language, literacy and cognition* .Cambridge: C.U.P.
9. Lems, K., Miller, L.D., & Soro, T.M. (2010). *Teaching reading to English language learners. Insights from Linguistics*. London/New York: Guilford Press.
10. Han, Z.-H. (2004). *Fossilization in adult second language acquisition*. Clevedon: Multilingual Matters.
11. McCardle, P. & E. Hoff, E. (2006). *Childhood bilingualism. Research on infancy through school age*. Clevedon: Multilingual Matters.
12. Tabors, P.O. (2008). *One child, two languages. A guide for early childhood educators of English as a second language*. Baltimore: Brookes Publishing.
13. Reyes, S.A. & Kleyn, T. (2010). *Teaching in Two Languages A Guide for K–12 Bilingual Educators*. California: Corwin

ISSUES IN EARLY CHILDHOOD DEVELOPMENT/EDUCATION

1. Feeney, S., Galper, A., & Seefeldt, C. (2008). *Continuing issues in early childhood education, 3/E*. New Jersey: Merrill.
2. Waller, T. (2009). *An introduction to early childhood. A multidisciplinary approach. (2nd Edition)*. Los Angeles, London, New Delhi: SAGE Publications.
3. Johnston, J., & Nahmad-Williams, L. (2008). *Early childhood studies*. Harlow, England: Pearson Education.

ART EDUCATION

1. Armstrong, C. (1994). *Designing assessment in art*. Reston, VA: National Art Education Association.
2. De La Pierre, S. & Zimmerman, E. (Ed). (1997). *Research methods and methodologies for art education*. Reston, VA: National Art Education Association.
3. Eisner, E. W. (2004). *The arts and the creation of mind*. New Haven, CT: Yale University Press.
4. Efland, A. (2002). *Integrating the visual arts in the curriculum*. New York: Teachers College Press, Columbia University.
5. Douglas, K.M., & Jaquith, D.M. (2009). *Engaging learners through art making: Choice-based art education in the classroom*. New York: Teachers College Press.
6. Eisner, E., & Day, M. (2004). *Handbook of research and policy in art education*. London: Lawrence Erlbaum Associates.

SEVERAL SCIENCIES

1. Wyatt, J. (1998). *Questions de vie et de mort la foi et l'éthique médicale*. Excelsis, Charols (Drôme).
2. Durand, G. (1999). *Introduction générale à la bioéthique*. Le Cerf.
3. Fthenakis, E.W. (2003). *Elementar Pädagogik nach PISA*. Freiburg, Basel,

Wien: Herder.

4. Fthenakis, E.W., Schmitt, A., Eitel, A., Gerlach, F., Wendell, A., & Daut, M. (2009). *Natur-Wissen schaffen. Band 5: Frühe Medienbildung*. Troidorf: Bildungsverlag EINS.
5. Fthenakis, E.W. (2008). *Begleiteter umgang von kindern*. München: Verlag C.H. Beck.
6. Fthenakis, E.W., & Oberhuemer, P. (2000). *Ausbildungs Qualität. Strategiekonzepte zur Weiterentwicklung der Ausbildung von Erzieherinnen und Erziehern*. Berlin: Luchterhand.
7. Fthenakis, E.W., & Textor, M.R. (2002). *Mutterschaft, Vaterschaft*. Beltz Verlag Weinheim und Basel.
8. Bayerisches staatsministerium für arbeit und sozialordnung, familie und frauen staatsinstitut für frühpädagogik München. *Der bayerische bildungs und Erziehungsplan für kinder in Tageseinrich-tungen bis zur Einschulung*. Weinheim und Basel: Beltz Verlag.
9. Fthenakis, E.W., Kalicki, B., & Peitz, G. (2002). *Paare werden Eltern. Die Ergebnisse der LBS-Familien-Studie*. Leske + Budrich, Opladen.
10. Fthenakis, E.W. (2002). *Die rolle des vaters in der familie*. Stuttgart: Kohlhammer
11. Fthenakis, E.W., Hanssen, K., Oberhuemer, P., & Schreyer, I. (2003). *Träger zeigen profil. Qualitätshandbuch für Träger von kindertageseinrichtungen*. Berlin: BELTZ
12. *Familie zwischen flexibilität und Verlässlichkeit*
13. Kauder, V., & Beust, von O. (2008). *Chancen für alle*. Freiburg, Basel, Wien: Herder.
14. Fthenakis, E.W., & Oberhuemer, P. (2004). *Frühpädagogok international*. Wiesbaden: Vs Verlag für Sozialwissenschaften.
15. Fthenakis, E.W., Schmitt, A., Eitel, A., Gerlach, F., Wendell, A., & Daut, M. (2009). *Natur-Wissen schaffen. Band 2: Frühe mathematische*. Troidorf: Bildungsverlag EINS.
16. Fthenakis, E.W., Schmitt, A., Eitel, A., Gerlach, F., Wendell, A., & Daut, M. (2009). *Natur-Wissen schaffen. Band 3: Frühe naturwissenschaftliche bildung*. Troidorf: Bildungsverlag EINS.
17. Fthenakis, E.W., Schmitt, A., Eitel, A., Gerlach, F., Wendell, A., & Daut, M. (2009). *Natur-Wissen schaffen. Band 4: Frühe technische bildung*. Troidorf: Bildungsverlag EINS.
18. Fthenakis, E.W., Schmitt, A., Eitel, A., Gerlach, F., Wendell, A., & Daut, M. (2009). *Natur-Wissen schaffen. Band 5: Frühe medienbildung*. Troidorf: Bildungsverlag EINS.
19. Hoppe, M., & Schack, A. (2008). *Rohstoff Bildung: Lebenslang lernen! Präzis-Druck*, Karlsruhe.
20. Fthenakis, E.W. (2008). *Die familie nach der familie. Wissen und hilfen bei elterntrennung und neuen beziehungen*. München: Verlag C.H. Beck.
21. Fthenakis, E.W. (2003). *Auf den Anfang Kommt es an! Perspektiven zur Weiterentwicklung des Systems der Tageseinrichtungen für kinder n Deutschland*. Berlin: Beltz Verlag.
22. Wustmann, C. (2004). *Resilienz Widerstndsfähigkeit von Kindern in Tageseinrichtungen fördern*. Weinheim und Basel: Beltz Verlag.

23. Gisbert, K. (2004). Lernen lernen Lernmethodische Kompetenzen von Kindern Tageseinrichtungen fördern. Weinheim und Basel: Beltz Verlag.
24. Fthenakis, E.W., & Oberhuemer, P. (2002). *Ausbildungsqualität. Strategiekonzepte zur Weiterentwicklung der Ausbildung von Erzieherinnen und Erziehern*. Berlin: Luchterhand.
25. Gisbert, K., & Niesel, R. (2004). *Transitionen Fähigkeit von Kindern in Tageseinrichtungen fördern, Veränderungen erfolgreich zu bewältigen*. Weinheim und Basel: Beltz Verlag.
26. Fthenakis, E.W., & Textor, M.R. (2004). *Knaurs Handbuch Familie*. München: Knaur Ratgeber Verlage.
27. Fthenakis, E.W. (2010). Kinder in den ersten drei Lebensjahren: Was können sie, was brauchen sie? Hessisches Sozialministerium
28. Fthenakis, E.W. (2007). Bildung von Anfang an. Bidungs - und Erziehungsplan für Kinder von 0 bis 10 in Hessen. Hessisches Sozialministerium, Hessisches Kultusministerium
29. Bildung, Erziehung und Betreuung von Kindern in den ersten drei Lebensjahren. Weimar, Berlin: verlag das netz
30. Fthenakis, E.W., & Eitel, A. (2008). Natur-Wissen schaffen. Band 1: Dokumentation des Forschkönige-Wettbewerbs. Universität Bremen: Deutsche Telekom Stiftung.
31. Fthenakis, E.W., Gisbert, K., Griebel, W., Kunze, H.R., Niesel, R., & Wustmann, C. (2005). Auf den Anfang kommt es an: Perspektiven für eine Neuorientierung frühkindlicher Bildung. Bonn, Berlin: Bildungsreform
32. didacta. Kinderzeit. Professionalisierung der Fachkräfte.
33. didacta. Das Magazin für lebenslanges Lernen. Schule trifft Wirtschaft Gemeinsam den Nachwuchs fördern
34. RAHMEN-RICHTLINIEN Für den Kindergarten in südtirol
35. Fthenakis, E.W., Daut, M., Eitel, A., Schmitt A., & Wendell, A. (2009). Natur-Wissen schaffen. Portfolios in Elementarbereich. Universität Bremen
36. Natur-Wissen schaffen. Bildungsqualität im Elementarbereich stärken