

## Children's Literature that Supports a Growth Mindset AND Young Children's Language Development

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Strongly Agree (SA)

Agree (A)

Disagree (D)

Strongly Disagree (SD)

- \_\_\_ 1. Intelligence is something people are born with that can't be changed.
- \_\_\_ 2. No matter how intelligent you are, you can always be more intelligent.
- \_\_\_ 3. You can always substantially change how intelligent you are.
- \_\_\_ 4. You are a certain kind of person, and there is not much that can be done to really change that.
- \_\_\_ 5. You can always change basic things about the kind of person you are.
- \_\_\_ 6. Musical talent can be learned by anyone.
- \_\_\_ 7. Only a few people will be truly good at sports—you have to be “born with it.”
- \_\_\_ 8. Math is much easier to learn if you are male or maybe come from a culture who values math.
- \_\_\_ 9. The harder you work at something, the better you will be at it.
- \_\_\_ 10. No matter what kind of person you are, you can always change substantially.
- \_\_\_ 11. Trying new things is stressful for me and I avoid it.
- \_\_\_ 12. Some people are good and kind, and some are not—it's not often that people change.
- \_\_\_ 13. I appreciate when people, parents, coaches, teachers give me feedback about my performance.
- \_\_\_ 14. I often get angry when I get negative feedback about my performance.
- \_\_\_ 15. All human beings are capable of learning.
- \_\_\_ 16. You can learn new things, but you can't really change how intelligent you are.
- \_\_\_ 17. You can do things differently, but the important parts of who you are can't really be changed.
- \_\_\_ 18. Human beings are basically good, but sometimes make terrible decisions.
- \_\_\_ 19. An important reason why I do my school work is that I like to learn new things.
- \_\_\_ 20. Truly smart people do not need to try hard.

### **BOOK LIST for supporting Growth Mindset in Early Childhood**

*Salt In His Shoes: Michael Jordan in Pursuit of a Dream* by Deloris Jordan with Roslyn M. Jordan

*The Girl Who Never Made Mistakes* by Mark Pett and Gary Rubenstein

*What Do You Do with a Problem?* By Kobi Yamada

*What Do You Do with an Idea?* By Kobi Yamada

*Hana Hashimoto: The Sixth Violin* by Chieri Uegaki

*Nadia: The Girl Who Couldn't Sit Still* by Karlin Gray

*Beautiful OOPS* by Barney Saltzberg

*The OK Book* by Amy Krouse Rosenthal and Tom Lichtenheld

*Rosie Revere Engineer* by Andrea Beaty

*The dot* by Peter H. Reynolds

*Ish* by Peter H. Reynolds

*How To Catch a Star* by Peter Jeffers

*Whistle for Willie* by Ezra Jack Keats

*Thanks for the Feedback, I Think* by Julia Cook

<https://selfsufficientkids.com/growth-mindset-childrens-books/>

*Everyone Can Learn to Ride a Bicycle* by Chris Rashka

*Flight School* by Lita Judge

*A Splash or Red: The Life and Art of Horace Pippin* by Jen Bryant

*Emmanuel's Dream* by Laurie Ann Thompson

*Brave Irene* by William Steig

*Drum Dream Girl: How One Girl's Courage Changed Music* by Margarita Engle and Rafael López

*Ruby's Wish* by Shirin Yim Bridges

<https://www.weareteachers.com/perfect-read-alouds-for-teaching-growth-mindset/>

*The Thing Lou Couldn't Do* by Ashley Spires

*Not Yet* by Lisa Cox & Lori Hockema



IN OUR CLASSROOM,

**WE SAY...**



“How can I improve?”

**Instead of...**

“I’m no good at this.”

“Let me try a different way.”

**Instead of...**

“I give up.”

“Mistakes are part of learning.”

**Instead of...**

“I failed.”

“Have I done my best work?”

**Instead of...**

“I’m all done.”

“Learning takes time.”

**Instead of...**

“This is too hard.”

“How can we learn from one another?”

**Instead of...**

“He/she is smarter than me.”

“I like a challenge.”

**Instead of...**

“I’ll stick with what I know.”

“My effort and attitude are everything.”

**Instead of...**

“My abilities determine everything.”

# Language Development Activities: Dramatic Play Vignettes & Asking Questions

## Vignette 1

T: What are you making?

C: Eggs.

T: They look delicious. May I have some?

C: Okay!

## Vignette 2

T: What are you cooking?

C: Eggs.

T: Oh, I love eggs! What ingredients are you going to use?

C: I don't know.

T: Let's see. I made eggs on Sunday. Let's see if we can find some of the ingredients I used. (*Taking out spices and milk*). Here, I used pepper, parsley, and milk. What are some other ingredients that we can add to the eggs?

C: My mommy puts in cheese, and then she mixes it up like this (*stirs arm around*).

T: Your Mom adds cheese? Do you know what kind of cheese? There's cheddar cheese that's yellow. Swiss cheese is white with holes in it. Mozzarella cheese is the kind they put on pizza.

C: Yellow cheese.

T: So, maybe cheddar cheese. And does your Mom grate the cheese? That means does she run the cheese over a cheese grater to shred it into little tiny pieces so it will melt more easily?

C: (Shrugs shoulders)

T: That's ok. I'll see if the kitchen has a cheese grater that I can borrow to show you how it works. Now, what did you say your Mommy does to the eggs before she cooks them?

C: She goes like this (*stirs arm around*). Then puts them in a pan.

T: It sounds like you're describing scrambled eggs, where you beat them in a bowl, and then stir them in the pan.

C: Yeah, mix the eggs like this (*stirs arm around*).

T: When you stir them while they're cooking, that's called scrambling. I bet that's why they are called scrambled eggs because they are mixed and stirred and scrambled all up!

C: Yeah. I made scrambled eggs!

T: Scrambled eggs with cheddar cheese. You know other children might want your recipe? Why don't I get a big piece of paper and we can write down the ingredients we used to make our scrambled eggs. Now, what's the first thing the children will need to do?...

*How are these two vignettes different? What does the teacher do in vignette 2? How do the children respond?*

1. What is the difference between open-ended questions and closed-ended questions?

2. Identify the following questions or statements as either open-ended or closed-ended.

- |  |  |
|--|--|
| Tell me about your building. _____                                   | How was your weekend? _____  |
| What are you making? _____   | What did you do over the weekend? _____                            |
| Is it rough or smooth? _____   | How do you know what kind of clothes to wear in the morning? _____ |
| What does this feel like? _____                                      | What are you planning to do in Dramatic Play today? _____          |
| How would you describe this? _____                                   | What are some things that make you grouchy? _____                  |
| Have you ever felt grouchy? _____                                    | What are you building? _____                                       |
| What do you think made the ladybug in the story feel this way? _____ |  |

## Observing Read Aloud that Supports Growth Mindset AND Young Children's Language Development


**Instructions:** Read this vignette and prepare to discuss your thoughts about strengths and areas with room for growth with examples from the vignette.

### **Vignette - Opportunities for Language Items of ECERS-3**

The children are eating breakfast at three small tables in the classroom. The assistant teacher, Ms. Moore, is sitting with one table engaging in conversation about a recent trip to the zoo ("What was your favorite animal?" "If you could be any animal, which animal would you be? Why?"). She's also sharing her observations/likes (e.g., "I love watching the tiger prowl back and forth across the front of his cage. I think his stripes are so beautiful, like zebra's stripes. I love both their stripes. Oh look, Joshua is wearing stripes today. Is anyone else wearing stripes?"). The classroom teacher, Ms. Williams, turns off the lights and says, "Time to clean up. Wash your hands, and take your seat on the rug for Circle time."

10 minutes later, after dozens of repeated commands at children, Ms. Williams reviews the calendar ("What day is today? What month? What year? What was yesterday? What will tomorrow be?"), and the weather. She reads a book about Signs in the environment. She explains some of the signs (e.g., "This large X means railroad crossing, that means there are train tracks, and drivers and pedestrians need to be very careful to look out for trains crossing"), but does not invite children to share their experiences seeing different signs, or to ask them what they think signs mean. She then tells the children they will each be making a stop-light with pre-cut red, green, and yellow circles during small group time.

During center time, Ms. Williams supervises children in centers, offering brief comments ("I see you're building a tall building. Don't make it too tall or it might fall and the blocks could hurt someone" "What are you making to eat? Can I have some?"). Ms. Moore reads an alphabet book about dinosaurs to two second-language learners in the Library area, inviting labeling of the letters. Then Ms. Williams calls small groups of children to a table to do the traffic-light activity. Conversation is very limited, consisting mostly of questions ("What color is this? What shape is this? Which one goes on the top? What does the "red" mean?), management talk ("Don't forget to share the glue." "Don't grab, ask your friend to pass the green circle to you") and praise ("Good job, Nadine. That's right!"). Children seem disinterested, and repeatedly ask if they can go play.