

Annotated Bibliography

Carter, A. (2019). *Dear Ally, how do you write a book?* (First ed.). Scholastic Press, an imprint of Scholastic Inc.

Carter writes to fans of hers that have asked her how to write their own novel. This book is formatted in a Q and A style, where Carter gives a question she has been asked about writing and then answers it with personal anecdotes and advice. I used this book to start my journey toward writing my own children's book. Though this book is directed toward writing a teen novel, I used the advice Carter gives like using different perspectives, reading different genres, and using different drafts instead of only building off of one.

Castrillón, Melissa. (2019). *The Balcony*. Simon & Schuster Books for Young Readers, an imprint of Simon & Schuster Children's Publishing Division.

The Balcony, written by Melissa Castrillon, shows the journey and emotions of a young girl who has moved from her home to an apartment in the city. There are a sparse amount of words within the picture book, Castrillon allows the illustrations to tell the story. The portion of the book I feel was most applicable to my project was having the first and last page say only the word "Home". I applied the idea of showing that both a known place and a new place can be seen as home, and the rest of the story shows the ups and downs of the journey of getting to that mindset.

Cordes, Sarah A., Amy E. Schwartz, and Leanna Stiefel. "The Effect of Residential Mobility on Student Performance: Evidence from New York City." *American Educational Research Journal*, vol. 56, no. 4, 2019, pp. 1380-1411.

The researchers utilized data from the residential moves of New York City public school students to estimate the effects of moving on student performance. The sample of students was from three cohorts of third-grade students that were followed up to their eighth-grade school year. They found that long-distance moves have more negative effects, while short-distance moves improve student performance. A quote I found important to my project was “[w]hile it is true that long-distance movers who also change schools see the largest declines in performance, students who make long-distance moves only also experience a significant reduction in performance” (p. 1407). I utilized this research to support my reasoning for including a long-distance move within my book. The research showed that some short-distance moves could have positive outcomes if the move was into better neighborhoods and school districts. I feel it is important to focus on the long-distance move, as the performance rate declined in those students.

de la Peña, M., & Robinson, C. (2021). *Milo imagines the world*. G. P. Putnam's Sons.

Milo Imagines the World by Matt de la Pena is about a boy taking a trip on a train in the city. Milo is nervous about something, but the reader does not find out until more than halfway through the book what that is. After this is discovered, the book fully transforms as the reader is also enveloped in why Milo feels a certain way. This formatting was the main inspiration for *A Ruff Day on the Road*. I typed out every word in this book to see how a picture book looks typed out.

Hazen, B. S., & Bryant, M. (1999). *Goodbye/hello*. Harcourt.

Good-bye/hello by Barbara Shook Hazen depicts a young girl moving from an urban area to a suburb. The book talks about what the girl will miss about her old home in the city,

but what she is excited to experience in her new home. The book uses a rhyming scheme and a very gentle tone. Though this book is older, the way the book evens out the positives and negatives of a situation is something I utilized within my story. I used the idea of both good and bad within a situation but ultimately find the good.

Herbers, J., Reynolds, A., & Chen, C. (2013). School mobility and developmental outcomes in young adulthood. *Development and Psychopathology*, 25(2), 501-515.
doi:10.1017/S0954579412001204

The researchers in this article, published by the Cambridge University Press, analyze the impact that school mobility has on students from kindergarten to 12th grade. The study compares 1,539 non-mobile students to 1,410 mobile students. They concluded that school mobility increases the risk of poor achievement, being held back in grades, behavioral problems, and high school dropout. They also concluded that the more moves children have from kindergarten to 12th grade, the more likely they are to experience depression, drop out of high school or not complete high school on time, and be arrested. The most important factor that I applied to my honors project is that there were more negative outcomes if the move took place between 4th and 8th grade. I utilized this finding to support why I am focusing on children from pre-kindergarten to third grade, showing that this is the best time for families to move and have open conversations.

Herberth, G., Weber, A., Lehmann, I., Röder, S., Herbarth, O., Krämer, U., Borte, M., Diez, U., Heinrich, J., & for the LISApplus study group. (2007). The stress of relocation and neuropeptides: An epidemiological study in children. *Journal of Psychosomatic Research*, 63(4), 451-452. <https://doi.org/10.1016/j.jpsychores.2007.06.012>

The study involved 565 6-year-old children that were tested for two neuropeptides referred to as VIP and SOM. The children who experienced relocation had high levels of VIP in their blood, which is a hormone that helps control digestion and secretion of water and salt. The researchers concluded that children who are relocated were more likely to develop immune sensitization. They also concluded that stress related to relocation increases the risk to develop atopy. Atopy is the genetic tendency to develop diseases such as allergies, asthma, and eczema. The study found that the stresses involved with relocation, such as loss of friends and family, lessened social activities, and adapting to new facilities will change a child's immune system. I used this finding to enhance the importance of lessening any controllable stresses that are involved with the relocation. Having conversations with children beforehand can help reduce stress. I also included these findings within my story, having my character experience anxiety and physical ailments due to the stress of moving.

McNicol, S., & Brewster, L. (2018). In Brewster L., McNicol S. (Eds.) *bibliotherapy* (1st ed.). Facet.

This book gives an in-depth, updated analysis of bibliotherapy. It utilizes case studies, practical and theoretical developments, and the history of bibliotherapy to support the idea that bibliotherapy is a source of growth and wellbeing for many people. Portions of this book that I will use to support my honors project will be part 2 section 5, reading to promote resilience, and part 2 section 11, engaging young people. These specific portions support the idea that reading can help build growth and strength within people and how books should be formatted in order to promote interest in younger people. I also used this book to show how my book will positively affect families.

Mollborn, S., Lawrence, E., & Root, E. D. (2018). Residential mobility across early childhood and children's kindergarten readiness. *Demography*, 55(2), 485-510.

<https://doi.org/10.1007/s13524-018-0652-0>

The researchers analyzed the Early Childhood Longitudinal Study, Birth Cohort. This includes a representative sample of children born in the U.S. at age 9 months, 2, 4, 5, and 6 years old. They found that 71% of children moved at least once and 14% of children moved four times or more. The researchers found that frequent movers had the lowest socioeconomic status, highest proportions of single mothers, came from suburban and rural areas, and came from the Western United States. I used this information to better format my book and parents' guide. The researchers found that frequent moves were mostly from the West, whether that be moving to different parts of the West or to different parts of the country. I included this information in my book as well, as this better reflects the reader.

Parsons, A. A., Ollberding, N. J., Copeland, K. A., & Phelan, K. J. (2021). Factors associated with residential relocation and effects on early childhood development in a low-income home visitation population. *The Journal of Primary Prevention*, 42(2), 125-141.

<https://doi.org/10.1007/s10935-021-00625-4>

The researchers used the Cincinnati Home Injury Prevention and Literacy Promotion Trial from 2011 to 2016. 416 children were tested on communication, gross and fine motor skills, problem-solving, and personal and social skills. The study was performed to identify factors associated with residential relocation and determine the effects of residential relocation on early childhood development. The researchers found that high residential relocation was associated with concern for delayed language development and

supported a need for early intervention. The researchers support that community and government-based resources need to be built into place to support those with high residential relocation. I used this study to support my why for creating this honors project. I believe that creating a focus on moving while also creating support that positively impacts children and families. Residential relocation has effects on children, and intervention and support can help relieve those negative effects.

Pribesh, S., & Downey, D. B. (1999). Why Are Residential and School Moves Associated with Poor School Performance? *Demography*, 36(4), 521–534.

<https://doi.org/10.2307/2648088>

The researchers used the National Education Longitudinal Study of 1988 and 1992 follow-up to analyze schools and students within each school sample. The 1988 sample included 24,000 eighth graders and in 1992, 14,929 students remained in the study. The researchers concluded that the loss of academic achievement among students who move is attributed to the decline in social relationships. I understand that this study is old, however, I utilized an interview with my father, whose father was a colonel in the air force, where he talks about a combatting view. He discussed how the continuous movement allowed him to develop strong social skills. The date of this study will align more with the time that he discussed.

Rozalski, M., Stewart, A., & Miller, J. (2010). Bibliotherapy: Helping children cope with life's challenges. *Kappa Delta Pi Record*, 47(1), 33–37.

<https://doi.org/10.1080/00228958.2010.10516558>

The researchers discuss bibliotherapy, define the term, and then move on to utilizing bibliotherapy within a classroom. Though my project is not focused specifically on teaching, I feel that the points made within this article relate to my project. For example, it has a section focusing on choosing an appropriate book for students and the different factors that will lessen the effect of bibliotherapy on the student. I used these factors, such as presentation of character, context, amount, and type of illustrations, to better format my story to give the best impact.

Sharmat, M. W., Aruego, Jose, & Dewey, Ariane (1978). *Mitchell is Moving*. Simon & Schuster.

Mitchell is Moving by Marjorie W. Sharmat tells the story of a dinosaur named Mitchell. Mitchell decides that he has lived in the same home for 60 years and wants to find a new place to live. His friend and neighbor Margo doesn't see why someone would want to move away from a place they love so much. Though this story was written in 1978 and is less of a picture book, more so a chapter book with pictures, I feel that the theme placed within is important to my project. I involved a character within my story that has the volition to move. Throughout my research, this was one of the only books I found that depicted the main character as wanting to move.

Stead, P. C., Stead, E. E., & Duval, Élisabeth. (2015). *Lenny & Lucy*. Kaléidoscope.

Lenny & Lucy by Philip Stead tells the story of a boy named Peter and his dog Harold. They move to a new home in the woods and have to cope with being scared of a new place and the unknown inside the woods. They create two scarecrows named Lenny & Lucy that protect the new home. This story doesn't involve moving, but rather creating the good in a situation where you are scared or unhappy. I utilized the idea of accepting

the new situation and molding it to fit your own happiness into my own story. My characters see the things they don't like in the situations they are placed into but put in change and effort to find positive aspects.

Stephens, H., & Stephens, H. (2014). *Fleabag*. Scholastic.

Fleabag by Helen Stephens is the story of a young boy and a dog without a home meeting and becoming best friends. The dog, Fleabag, is the main character of the story with the text being in the third-person perspective. The story surrounds the theme of friendship rather than moving, but in the end, when the family does move, Fleabag is just happy to have a home. In my story, I involved the idea of the dog being the attentive main character. I wanted my story to be in first-person narrative from the dog, however, I found that the third person worked better. Unlike *Fleabag*, I want him to go through the struggles of moving just as a child main character in another book would.

Underwood, D., & Bean, J. (2014). *Bad bye, Good bye*. Houghton Mifflin Harcourt.

Bad bye, Good bye by Deborah Underwood is targeted at much younger grades. There is very little text, having only four words per page. It shows the journey of a boy and his family moving far away from his home. Most of the book is focused on the car ride they take and the things the boy sees along the way. In the end, the boy realizes that his new home can actually be nice and the things he misses from his old home could still be found here. Though I used more text, I did something similar to depict the road trip of the move and the change of emotions that can occur throughout that. I also liked how much emotion was conveyed through short, simple sentences.

Viorst, J., & Preiss-Glasser, R. (1995). *Alexander, who's not (Do you hear me? I mean it!) Going to move*. Atheneum Books for Young Readers.

In *Alexander, who's not (Do you hear me? I mean it!) Going to move*, the main character Alexander is shocked when his parents tell him that they are moving. This book depicts the strong emotions that a child can feel when being told that they are going to move. Alexander refuses to pack and his parents become increasingly frustrated with him. Finally, his parents explain why they are moving and Alexander changes his mind. I used this book to show a gap in children's literature. Many times in books, the idea of moving is brought up to children last minute and they are expected to not have an opposition to the idea. I, instead, had my children-type characters be involved in the conversation throughout the process of the move.

Wahl, P. (2020). *The Blue House*. Alfred A. Knopf.

The Blue House by Phoebe Wahl uses beautiful illustrations and long, moving text. It shows a girl and her father being evicted from their home for new apartment buildings to be put up in place. They have to find the good in their new home, though it is nothing like the blue house they used to live in. Throughout the book, the father shows emotion about leaving the blue house. Many books only depicted the parents as strong characters, however, *The Blue House* allowed the parents to also be sad and share what they missed about the house, while also being a guide to creating a new, positive adventure. My two-parent characters show emotion and worry about moving to the new home, creating a more real-life experience.

