

# See and Learn

## A Picture = A Thousand Ideas

Earlier school experiences, the importance of pre-reader visual learning, and the need to acquire basic life skills inspired this appealing new series. **By Stuart J. Murphy**

“Go to school, too!” announced Grace, Robbie’s three-year-old sister. I had been talking with Robbie about first grade and the things he likes to do most during his school day. Grace wanted to tell me all about her school day, too.

Most three-year-olds are actively involved in some formal learning experience. Even at this early age, many children attend preschool. Others are part of the rapidly growing home-school movement. Sometimes it is a mix of preschool a few days a week and home-based activities and play time at early childhood centers on other days. More and more, young children are “going to school” at an earlier age.

To be successful in school, three- to five-year-olds must master critical social and emotional skills just as they are becoming developmentally mature enough to learn them. They

are, in a sense, “learning on the job,” figuring out how to make a friend and be a friend, and how to play and work in groups.

For the most part, these young children are not yet readers, though they are beginning to recognize letters and simple words. They are in the process of developing their literacy skills.

However, young children are accomplished visual learners—and they use their visual learning skills in everything they do. By observing others, they learn to consider and modify their own behaviors. Through drawings and image making, they express their ideas and feelings and share their thoughts with others. For them, a picture is equal to a thousand ideas.

It was these considerations—earlier school experiences, pre-reader visual learners, the need to learn basic life



Camille is a little leader—though she can sometimes be just a bit bossy.



Carlos is steady and friendly—and always ready for fun.



Emma can be quiet and shy—but she loves being part of the group.

skills—that inspired my new series of books, Stuart J. Murphy’s *I See I Learn*. The series is organized around four domains: social skills, emotional skills, health and safety skills, and cognitive skills. Simple stories, designed to be relevant to the lives of young children, focus on behaviors that help build specific skills in each domain.

*I See I Learn* books use a variety of visual learning strategies to help reinforce the skills being taught. These include symbolic icons, picture diagrams, visual sequences, and graphic models. These are all designed to help children learn.

Freda, Percy, Camille, Carlos, Ajay, Emma, and Emma’s wonderful green bulldog, Pickle, are the main

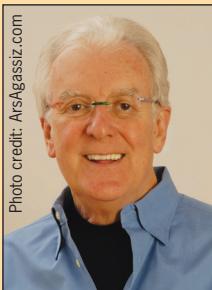


Photo credit: AisAgassiz.com

Stuart Murphy

### Essential Skills for Young Children

- Learning about friendship and cooperation
- Recognizing behaviors and how to deal with anger and frustration
- Regulating their actions and emotions
- Mastering basic health and safety skills
- Recognizing simple shapes and how to write their own names
- Developing number sense and the ability to consider size, quantity, and order

# WEB CONNECTIONS

For more about Stuart J. Murphy and the I See I Learn series, visit [www.booklistonline.com](http://www.booklistonline.com) and click on “Web Connections.”

characters in the series. They all live in See-and-Learn City where they attend Ready Set Pre-K. Their teacher is Miss Cathy. They love to visit Readalot Library and have fun at Stay and Play Park. They take field trips to Duck Duck Goose Pond and build sand castles at Friendly Waves Beach.

Before any of the stories were written, I worked with a team of editors and designers to develop each character’s “back story.” We described their homes, parents, and signature personality traits. These details help to assure that as we write about and illustrate each story, we are consistent in how we portray the characters. We know what they would say, what they would wear, and how they would act. As a kindergartner said when he saw a picture of me with Percy and Freda at the end of one of the books, “Wow! They’re real!”

It is my hope that these books will help young children become—as the mission states on every book—happier, healthier, and more confident. In short, they will be children who are better prepared to succeed in school and in life.



Freda always knows what to do—and how to do it.



Percy can get into trouble—but always learns how to get out.



Ajay needs to build up his confidence—he has so many new things that he wants to learn.

## I See I Learn

**Camille’s Team.** Illus. by Tim Jones Illustration. 2011. 32p. Charlesbridge, \$14.95 (9781580894586); paper, \$6.95 (9781580894593). PreS–Gr. 1.

**Emma’s Friendwich.** Illus. by Tim Jones Illustration. 2010. 32p. Charlesbridge, \$14.95 (9781580894500); paper, \$6.95 (9781580894517). PreS–Gr. 1.

**Freda Is Found.** Illus. by Tim Jones Illustration. July 2011. 32p. Charlesbridge, \$14.95 (9781580894623); paper, \$6.95 (9781580894630). PreS–Gr. 1.

**Freda Plans a Picnic.** Illus. by Tim Jones Illustration. 2010. 32p. Charlesbridge, \$14.95 (9781580894562); paper, \$6.95 (9781580894579). PreS–Gr. 1.

**Good Job, Ajay!** Illus. by Tim Jones Illustration. 2010. 32p. Charlesbridge, \$14.95 (9781580894548); paper, \$6.95 (9781580894555). PreS–Gr. 1.

**Percy Gets Upset.** Illus. by Tim Jones Illustration. 2011. 32p. Charlesbridge, \$14.95 (9781580894609); paper, \$6.95 (9781580894616). PreS–Gr. 1.

**Percy Plays It Safe.** Illus. by Tim Jones Illustration. 2010. 32p. Charlesbridge, \$14.95 (9781580894524); paper, \$6.95 (9781580894531). PreS–Gr. 1.

**Write On, Carlos!** Illus. by Tim Jones Illustration. July 2011. 32p. Charlesbridge, \$14.95 (9781580894647); paper, \$6.95 (9781580894654). PreS–Gr. 1. 

**Stuart J. Murphy** is the author of the award-winning 63-book MathStart series. A visual learning specialist, Murphy has also served on the authorship teams of a number of major educational programs.

## Visual Learning Strategies

- **Observation** is about seeing. “What is that?” “What makes it what it is?” “What are the details of what I see?”
- **Recognition** helps us to recall something based on our observations. “I’ve seen that before.” “I know what it is because . . .”
- **Interpretation** relies on comprehension and enhances our understanding of something based on what we see. “What does this mean?” “Is there more than one meaning?”
- **Perception** uses visual analysis to help us make predictions and expand our thinking beyond what we see. “How do I make sense of that?” “What might happen next?”
- **Visual self-expression, drawing and image making, allows us to share our ideas and demonstrate our creativity.** “This is how I feel.” “That’s what it’s about!”