

- c. Print center names in two languages.
- d. Take photos for signs.
- e. Make an illustrated floor plan.
- f. Make an illustrated schedule chart.

**3. Develop a child's self-regulating method.**

- a. Use tickets.
- b. Use name tags.
- c. Use photo tags of each child.
- d. Use learning center necklaces.

**4. Develop children's trust in the teacher.**

- a. Accept children unconditionally.
- b. Give children enough time to get involved.
- c. Show delight in meeting parents.
- d. Refrain from correcting a child's speech.
- e. Have children bring a toy from home.

**5. Develop children's trust in peers.**

- a. Help children gain access to ongoing play.
- b. Ask a child to perform a task that will include other children.
- c. Help the child set up a similar activity parallel to a group activity.

**6. Develop children's trust in the environment.**

- a. Have materials similar to those in the home.
- b. Make own materials.
- c. Demonstrate that this classroom cares.
- d. Place overstuffed chair in corner for private space.
- e. Provide tiny toys to borrow.
- f. Provide picture books for home lending.

### Try It Yourself

1. Make a classroom floor plan for your program showing learning centers according to the ideas presented under Section 1-7a, "Perceiving the Activities Available."
2. Design picture and sign labels for all of your learning centers according to ideas presented under Section 1-7b, "Learning Center Labels, Maps, and Schedules."
3. Make an illustrated schedule chart showing the daily schedule of activities in your program according to ideas under Section 1-7b, "Learning Center Labels, Maps, and Schedules."
4. Provide a self-regulating method to help children choose activities in your classroom according to ideas discussed under "A Self-Regulating Method." Have children use it.
5. Carry out one of the ideas under "This Classroom Cares for You" that has not already been done in your classroom.

---

### References and Suggested Readings

- Anderson, G. T., & Robinson, C. C. (2006). Rethinking the dynamics of young children's play. *Dimensions of Early Childhood*, 34(1), 11–16.
- Beatty, J. J. (2017). *Skills for preschool teachers* (10th ed.). Columbus: Pearson.

- Berk, L. E., & Winsler, A. (1995). *Scaffolding children's learning: Vygotsky and early childhood education*. Washington, DC: NAEYC.
- Bottini, M., & Grossman, S. (2005). Center-based teaching and learning: The effects of learning centers on young children's growth and development. *Childhood Education*, 81(5), 274–277.
- Bredekamp, S. (Ed.). (1986). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington, DC: NAEYC.
- Bredekamp, S., & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs* (Rev. ed.). Washington, DC: NAEYC.
- Brillante, P., & Mankiw, S. (2015). A sense of place: Human geography in the early childhood classroom. *Young Children*, 70(3), 16–23.
- Bruner, J. S. (1966). *Toward a theory of instruction*. Cambridge: Harvard University Press.
- Bullard, J. (2017). *Creating environments for learning: Birth to age eight*. Columbus: Pearson.
- Copple, C., & Bredekamp, S. (Eds.). (2009). *Developmentally appropriate practice in early childhood programs: Serving children from birth through age 8* (3rd ed.). Washington, DC: NAEYC.
- Fortunati, A. (2016). Can design be sustainable? No, design must be sustainable. *Exchange*, 38(4), 56–61.
- Gestwicki, C. (2017). *Developmentally appropriate practice: Curriculum and development in early education* (6th ed.). Boston: Cengage Learning.
- Greenman, J. (2005). *Caring spaces, learning places: Children's environments that work*. Redmond: Exchange Press.
- Gronlund, G., & James, M. (2008). *Early learning standards and staff development: Best practices in the face of change*. St. Paul: Redleaf Press.
- Hancock, C. L., & Carter, D. R. (2016). Building environments that encourage positive behavior: The preschool behavior support self-assessment. *Young Children*, 71(1), 66–73.
- Kamii, C. (Ed.). (1990). *Achievement testing in the early grades: The games grown-ups play*. Washington, DC: National Association for the Education of Young Children.
- National Association for the Education of Young Children. (1986). NAEYC position statements on developmentally appropriate practice in early childhood programs. *Young Children*, 41(6), 3–29.
- National Association for the Education of Young Children. (2015). *NAEYC early childhood program standards and accreditation criteria*. Washington, DC: NAEYC.
- Piaget, J. (1962). *Play, dreams, and imitation in childhood*. New York: Norton.
- Salinas-Gonzalez, I., Arreguin-Anderson, M. G., & Alanís, I. (2015). Classroom labels that young children can use: Enhancing biliteracy development in a dual language classroom. *Dimensions of Early Childhood*, 43(1), 25–32.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge: Harvard University Press.
- Zane, L. M. (2015). *Pedagogy and space: Design inspirations for early childhood classrooms*. St. Paul: Redleaf Press.

- c. Note how children construct knowledge through interactions with materials, activities, and people in their environment.
- d. Describe interactions with validating, personal, respectful, and accepting qualities.
- e. Understand that much new technology may be appropriate for kindergarten but not for preschool.
- f. Use an observation tool to help focus on particular aspects of child behavior.
- g. Record important information at the same time or at the end of the day.
- h. Use these data as the basis for individual planning.

### 3. Responding to individual children

- a. Give support, encouragement, and direction.
- b. Make sure your interactions with children help them develop positive feelings about themselves and a positive relationship with you.
- c. Make comments that reflect specifically what you see.
- d. Ask questions in a way that will elicit a statement about the child's work.
- e. Avoid using terms of judgment.

### 4. Serving as a behavior model for the children

- a. Put yourself in the place of the child.
- b. Set the stage and lead the way about caring.
- c. Present yourself as a happy, confident person.
- d. Show your delight in what children are doing.
- e. Listen seriously to children.
- f. Avoid "talking down" to children.
- g. Treat assistants and interns as you would like to be treated.
- h. Add beauty to your learning environment.

## Try It Yourself

1. Observe the children in your class and record (giving specific details) three different examples of children in the manipulative level of interaction. Based on your evidence, what is their level of social interaction?
2. Observe and record three different examples of children interacting at the mastery level, giving specific details. Give evidence for their level of social interaction.
3. Record any children interacting at the meaning level, and try to capture on paper or a recording device their conversations as well as their actions. What social levels of interaction do they display?
4. How would you respond to the children you have recorded in #1? Why?
5. How can you serve as a learning model for the children recorded in #2? Why?

## References and Suggested Readings

- Anderson, G. T., & Robinson, C. C. (2006). Rethinking the dynamics of young children's social play. *Dimensions of Early Childhood*, 34(1), 11–16.
- Bates, C. C. (2013). How do *Wii* know? Anecdotal records go digital. *The Reading Teacher*, 67(1), 25–29.
- Beaty, J. J., & Tucker, W. H. (1987). *The computer as a paintbrush: Creative use for the PC in the preschool classroom*. Columbus: Pearson.

- Carlsson-Paige, N., McLaughlin, G. B., & Almon, J. W. (2015). *Reading instruction in kindergarten: Little to gain and much to lose*. Retrieved from [www.deyproject.org](http://www.deyproject.org).
- Chattin-McNichols, J. (1992). *The Montessori controversy*. Albany: Delmar/Cengage Learning.
- Dombro, A. L., Jablon, J. R., & Stetson, C. (2011). Powerful interactions. *Young Children*, 66(1), 12–20.
- Donohue, C. (Ed.). (2015). *Technology and digital media in the early years: Tools for teaching and learning*. Washington, DC/New York: NAEYC and Routledge.
- Frost, J. L., Wortham, S. C., & Reifel, S. (2005). *Play and child development* (4th ed.). Upper Saddle River: Prentice Hall.
- Gallagher, K. C., & Mayer, K. (2006). Teacher–child relationships at the forefront of effective practice. *Young Children*, 61(6), 44–49.
- Gallagher, K. C., & Mayer, K. (2008). Enhancing development and learning through teacher–child relationships. *Young Children*, 63(6), 80–87.
- Gestwicki, C. (2017). *Developmentally appropriate practice: Curriculum and development in early education* (6th ed.). Boston: Cengage Learning.
- Hendrick, J. (2003). *Total learning: Developmental curriculum for the young child* (6th ed.). Upper Saddle River: Merrill/Prentice Hall.
- Johnson, J. E., Christie, J. F., & Yawkey, T. D. (1987). *Play and early childhood development*. Glenview: Scott Foresman.
- Parten, M. B. (1932). Social participation among pre-school children. *Journal of Abnormal and Social Psychology*, 27(3), 243–269.
- Schultz, T., Kagan, S., & Shore, R. (2013). *Taking stock: Assessing and improving early childhood learning and program quality*. The Report of the National Early Childhood Accountability Task Force. Retrieved from <http://policyforchildren.org/wp-content/uploads/2013/07/Taking-Stock.pdf>.
- Vera, D., & Trejo, M. C. (2016). Using video to enhance observational assessment. *Dimensions of Early Childhood*, 44(2), 4–10.

- c. Serve as a block-building role model for a reluctant child.
- d. Tailor interventions to fit the situation for a child with special needs.
- e. Redirect disintegrating activity with specific suggestions.
- f. Help disruptive children put emotions into words.
- g. Reiterate the caring motto of the program.
- h. Pool blocks from several classes.

### Try It Yourself

1. Label each type of block and each accessory with picture and word signs on your Block Center shelves.
2. Observe and record the behaviors, interactions, and talk of three different children in the Block Center for three days. Make comments on their developmental and social play levels and how you were able to determine the levels.
3. Go on a field trip to a building or a construction site with some or all of the children. Do a follow-up activity in the Block Center by bringing in new accessories to support your trip, by mounting pictures of the building in the Block Center, or by reading a picture book about buildings or construction to a small group. Record what happens with blocks.
4. When cognitive concepts such as *circle*, *square*, *rectangle*, and *triangle* are being presented, put masking tape in the Block Center for children to build those shapes. Record what the children do.
5. Make up a new block pickup game. Use it for a week and record the results.

### References and Suggested Readings

- Andrews, N. (2015). Building curriculum during block play. *Dimensions of Early Childhood*, 43(1), 11–15.
- Beaty, J. J. (2017). *Skills for preschool teachers* (10th ed.). Columbus: Pearson.
- Christenson, L. A., & James, J. (2015). Building bridges to understanding in a preschool classroom: A morning in the Block Center. *Young Children*, 70(1), 26–31.
- Hansel, R. R. (2017). *Creative block play: A comprehensive guide to learning through building*. St. Paul: Redleaf Press.
- Lee, J., Collins, D. A., & Winkelman, L. (2015). Connecting 2-D and 3-D: Drafting, blueprints, building, and playing with blocks. *Young Children*, 70(1), 32–35.
- Lindeman, K. W., & Anderson, E. M. (2015). Using blocks to develop 21st century skills. *Young Children*, 70(1), 36–43.
- NAEYC. (2015). Introduction. *Young Children*, 70(1), 6–7.
- NAEYC. (2016). *NAEYC early childhood program standards and accreditation criteria*. Washington, DC: NAEYC.
- Newburger, A., & Vaughn, E. (2006). *Teaching numeracy, language, and literacy with blocks*. St. Paul: Redleaf Press.
- Pate, M. (2009). Language and social development in a multilingual classroom. *Young Children*, 64(4), 12–19.
- Smith, T. B., & Ammentorp, L. (2013). From cinder blocks to building blocks: Creating beautiful places in challenging spaces. *Young Children*, 68(4), 8–15.
- Tepylo, D. H., Moss, J., & Stephenson, C. (2015). A developmental look at a rigorous block play program. *Young Children*, 70(1), 18–25.
- Tunks, K. W. (2009). Block play: Practical suggestions for common dilemmas. *Dimensions of Early Childhood*, 37(1), 3–8.

- Tunks, K. W. (2013). Happy 100th birthday, unit blocks! *Young Children*, 68(5), 82–87.
- Wellhousen, K., & Crowther, I. (2004). *Creating effective learning environments*. Clifton Park: Delmar/Thomson Learning.
- Wellhousen, K., & Giles, R. M. (2005/2006). Building literacy opportunities into children's block play: What every teacher should know. *Childhood Education*, 82(2), 74–78.
- Wellhousen, K., & Kieff, J. (2001). *A constructivist approach to block play in early childhood*. Albany: Delmar/Thomson Learning.
- Wright, F. L. (1977). *Frank Lloyd Wright: An autobiography*. New York: Horizon Press.

---

## Children's Books

- Alling, N. (2012). *When I build with blocks*. (no publisher)
- Beaty, A. (2007). *Iggy Peck, architect*. New York: Abrams Books.
- Beaty, A. (2013). *Rosie Revere, engineer*. New York: Abrams Books.
- Begaye, L. S. (1993). *Building a bridge*. Flagstaff: Northland.
- Biggs, B. (2016). *Tinyville Town gets to work!* New York: Abrams Appleseed.
- Buchanan, K. (1991). *This house is made of mud*. Flagstaff: Northland.
- Edwards, P. D. (2004). *Gigi and Lulu's gigantic fight*. New York: Katherine Tegen Books.
- Hale, C. (2012). *Dreaming up: A celebration of building*. New York: Lee and Low Books.
- Hoffman, E. (1999). *Play lady*. St. Paul: Redleaf Press.
- Johnson, D. B. (2002). *Henry builds a cabin*. New York: Houghton Mifflin.
- Murray, D. (2016). *City shapes*. New York: Little, Brown Books.
- Patrick, D. L. (2004). *Ma Dear's old green house*. East Orange: Just Us Books.
- Ritchie, S. (2011). *Look at that building! A first book of structures*. Tonawanda: Kids Can Press.
- Rosen, M. (1996). *This is our house*. Cambridge: Candlewick Press.
- Taback, S. (2002). *This is the house that Jack built*. New York: G. P. Putnam's Sons.
- Van Dusen, C. (2012). *If I built a house*. New York: Dial Books.

**3. Promoting emotional development**

- a. Give children real practice with their ideas of resolving conflict in dramatic play.
- b. Help children deal with dramatic play conflicts with activities conducted outside the Dramatic Play Center.
- c. Read stories centered around play conflicts and discuss with children how conflicts were resolved.

**4. Promoting cognitive development**

- a. Give children practice in real play situations to discover what works and what doesn't work for them.
- b. Have dramatic play serve as a follow-up to field trips.
- c. Stimulate field trip follow-up play with photos and theme stories.
- d. Read books related to the trip.
- e. Put out field trip props for the children's use.
- f. Use the driving bench and chairs as a fire truck.

**5. Promoting language development**

- a. Allow enough time for children to become deeply involved in play.
- b. Have two toy cell phones in the Dramatic Play Center.
- c. Have calendars on the wall, phone books and notepads near the phone, and magazines and newspapers in the family area.
- d. Have children make up stories about their play episodes.

**6. Promoting creative development**

- a. Motivate creative play themes through fantasy role play by making up stories featuring imagination.
- b. Have children use their imaginations to create "impossible" mental images.
- c. Have children try out different ways to differentiate fantasy from reality.

**Try It Yourself**

1. Set up the Dramatic Play Center to include a family/housekeeping area with appropriate props as described in this chapter and a second "sitting room" area for other play themes.
2. Observe and record the levels of social play that your children demonstrate, according to Parten's levels (see Chapter 2).
3. Help onlookers or solitary players become involved in dramatic play by inviting them to share an undemanding role with you. Be sure to include dual-language learners and children with special needs.
4. Record several episodes of dramatic play that give evidence of leader and follower roles.
5. Take children on a field trip and follow it up with dramatic play activities, using appropriate props and a story. Record the results.

---

**References and Suggested Readings**

- Beaty, J. J. (2017). *Skills for preschool teachers* (10th ed.). Columbus: Pearson.
- Beaver, N., Wyatt, S., & Jackman, H. (2018). *Early education curriculum: A child's connection to the world* (7th ed.). Boston: Cengage Learning.



- Edwards, L. C. (2006). *The creative arts: A process approach for teachers and children* (4th ed.). Upper Saddle River: Merrill/Pearson.
- Garvey, C. (1977). *Play*. Cambridge: Harvard University Press.
- Greenman, J. (2005). *Caring spaces, learning places: Children's environments that work*. Redmond: Exchange Press.
- Hall, A. (2015). Intentionally changing dramatic play. *Dimensions of Early Childhood*, 43(3), 31–38.
- Hoffman, E. (2004). *Magic capes, amazing powers: Transforming superhero play in the classroom*. St. Paul: Redleaf Press.
- Isbell, R. T., & Raines, S. C. (2013). *Creativity and the arts with young children* (3rd ed.). Belmont: Wadsworth/Cengage Learning.
- Lobman, C. L., & Clark, K. (2015). From the dress-up corner to the stage: Dramatic activities for early childhood classrooms. *Young Children*, 70(2), 92–99.
- NAEYC. (2016). *NAEYC early childhood program standards and accreditation criteria*. Washington, DC: NAEYC.
- Prairie, A. P. (2013). Supporting sociodramatic play in ways that enhance academic learning. *Young Children*, 68(2), 62–69.
- Singer, D. G., & Singer, J. L. (1990). *The house of make-believe: Children's play and the developing imagination*. Cambridge: Harvard University Press.
- Wellhausen, K., & Crowther, I. (2004). *Creating effective learning environments*. Clifton Park: Delmar/Thomson Learning.

---

## Children's Books

- Bailey, C. (2015). *Mind your monsters*. New York: Sterling.
- Bell, B. (2004). *The bridge is up!* New York: HarperCollins.
- Bottner, B. (1992). *Bootsie Barker bites*. New York: G. P. Putnam's Sons.
- Cuyler, M. (2009). *Bullies never win*. New York: Simon & Schuster.
- Dale, P. (2013). *Dinosaur rescue!* Somerville: Candlewick.
- Dean, J. (2013). *Pete the cat: The wheels on the bus*. New York: Harper.
- Ellery, T., & Ellery, A. (2006). *If I had a dragon*. New York: Simon & Schuster.
- Fredrickson, L. (2015). *Monster trouble*. New York: Sterling.
- Friend, D. (2016). *With any luck, I'll drive a truck*. New York: Nancy Paulsen Books.
- Godwin, L. (2009). *This is the firefighter*. New York: Hyperion Books.
- Harper, J. (2009). *Miss Mingo and the fire drill*. Somerville: Candlewick.
- Kirk, D. (2001). *Bus stop, bus go!* New York: G. P. Putnam's Sons.
- Lord, C. (2010). *Hot rod hamster*. New York: Scholastic.
- MacLean, C. K. (2002). *Even firefighters hug their moms!* New York: Dutton.
- Marin, C. (2008). *Captain Cheech*. New York: HarperCollins.
- McKenzie, H. (2015). *I wanna be a great big dinosaur!* Naperville: Sourcebooks.
- Roth, C. (2002). *The little school bus*. New York: North-South Books.
- Sehgel, K., & Sehgel, S. (2015). *The wheels on the tuk tuk*. New York: Beach Lane Books.
- Shaskan, S. (2016). *Max speed*. New York: Simon & Schuster.
- Singer, M. (2009). *I'm your bus*. New York: Scholastic.
- Soman, D., & Davis, J. (2008). *Ladybug Girl*. New York: Dial.



- Soman, D., & Davis, J. (2009). *Ladybug Girl and Bumblebee Boy*. New York: Dial.
- Soman, D., & Davis, J. (2011). *Ladybug Girl and the bug squad*. New York: Dial.
- Soman, D., & Davis, J. (2011). *The amazing adventures of Bumblebee Boy*. New York: Dial.
- Soman, D., & Davis, J. (2015). *Ladybug Girl and the best ever playdate*. New York: Dial.
- Teague, M. (2010). *Firehouse!* New York: Orchard Books.
- Timmers, L. (2007). *Who is driving?* New York: Bloomsbury.

### 8. Doing follow-up book activities

- a. Scan book illustrations to cut up for puzzles, flannel board characters, board games, paper dolls, stick puppets, and counting games.
- b. Do follow-up activities with *On Top of Spaghetti* in many centers.
- c. Make pizza with the children as a follow-up to *The Lady with the Alligator Purse*.

### Try It Yourself

1. Set up your Book Center as described in this chapter, with rugs, pillows, bright colors, posters, games, puppets, and a core of good early childhood picture books displayed attractively. If you are not yet in a classroom, make a similar diorama.
2. Read a book to a small group in the center that will promote their language development based on “sound play.” Have a follow-up activity that extends the learning based on the book.
3. Use a book with children to promote their social development. Follow up with an activity based on the book in another part of the classroom.
4. Bring in several predictable books, and tell what makes them predictable. Then use them with children and report on the results.
5. Put an appropriate book in each of your learning centers. Which books will you choose? How do you plan to use them? Report the results.

### References and Suggested Readings

- Baker, C. (2013). Print-referencing: A key to interactive shared reading. *Dimensions of Early Childhood*, 41(1), 25–33.
- Baker, I., & Schiffer, M. B. (2007). The reading chair: All interest areas need books, so spread those books around. *Young Children*, 62(3), 44–49.
- Beaty, J. J. (1997). *Building bridges with multicultural picture books: For children 3–5*. Upper Saddle River: Merrill/Prentice Hall.
- Campbell, R. E. (1998). A day of literacy learning in a nursery classroom. In R. Campbell (Ed.), *Facilitating preschool literacy*. Newark: International Literacy Association.
- Cheatham, G. A., & Ro, Y. E. (2010). Young English learner’s interlanguage as a context for language and early literacy development. *Young Children*, 65(4), 18–23.
- Corsaro, W. A. (2003). *We’re friends, right? Inside kids’ culture*. Washington, DC: Joseph Henry Press.
- Ellis, S. M., Galligane, C., & Kemple, K. M. (2006). Fiction, fables, and fairytales: Children’s books can support friendships. *Dimensions of Early Childhood*, 34(3), 28.
- Gillanders, C., & Castro, D. C. (2011). Storybook reading for young dual language learners. *Young Children*, 66(1), 91–96.
- Harper, L. J. (2016). Using picture books to promote social–emotional literacy. *Young Children*, 71(3), 80–86.
- Kiefer, B. Z. (1995). *The potential of picture books: From visual literacy to aesthetic understanding*. Englewood Cliffs: Merrill.
- Klestad, J. M., & Martinez, K. C. (2013). Promoting young children’s cultural awareness and appreciation through multicultural books. *Young Children*, 68(5), 74–81.
- Lacina, J., & Stetson, R. (2013). Using children’s literature to support positive behaviors. *Young Children*, 68(5), 34–41.

- Magruder, E. S., Hayslip, W. W., Espinosa, L. M., & Matera, C. (2013). Many languages, one teacher: Supporting language and literacy development for preschool dual language learners. *Young Children*, 68(1), 8–15.
- Morrow, L. M., Freitag, E., & Gambrell, L. B. (2009). *Using children's literature in preschool to develop comprehension: Understanding and enjoying books* (2nd ed.). Newark: International Literacy Association.
- Nemeth, K. N. (2012). *Basics of supporting dual language learners: An introduction for educators of children from birth through age 8*. Washington, DC: NAEYC.
- Neuman, S. B., & Roskos, K. A. (1993). *Language and learning in the early years: An integrated approach*. Fort Worth: Harcourt Brace.
- Ramsey, P. G. (1991). *Making friends in school: Promoting peer relationships in early childhood*. New York: Teachers College Press.
- Sawyer, W. E. (2012). *Growing up with literature*. Belmont: Wadsworth/Cengage.
- Schwartz, J. I. (1981). Child's experiments with language. *Young Children*, 36(5), 16–26.
- Seefeldt, C., & Wasik, B. W. (2006). *Early education: Three-, four-, and five-year-olds go to school* (2nd ed.). Upper Saddle River: Merrill/Prentice Hall.
- Strasser, J., & Seplocha, H. (2007). Using picture books to support young children's literacy. *Childhood Education*, 83(4), 219–224.
- Towell, J. L., Powell, K. C., & Brown, S. L. (2018). *Creative literacy in action: Birth through age nine*. Boston: Cengage Learning.
- Wolfe, P., & Nevills, P. (2004). *Building the reading brain: PreK–3* (2nd ed.). Thousand Oaks: Corwin Press.

---

## Children's Books

- Alexie, S. (2016). *Thunder Boy, Jr.* New York: Little, Brown.
- Antony, S. (2014). *Please, Mr. Panda*. New York: Scholastic.
- Ashman, L. (2013). *Peace, baby!* San Francisco: Chronicle Books.
- Bang, M. (1999). *When Sophie gets angry—really, really angry*. New York: Blue Sky Press.
- Barton, B. (2016). *My car*. New York: Greenwillow Books.
- Becker, S. (2006). *Mine! Mine! Mine!* New York: Sterling Publishing.
- Begaye, L. S. (1993). *Building a bridge*. Flagstaff: Northland.
- Berger, S. (2013). *Crankenstein*. New York: Little, Brown.
- Bergman, M. (2005). *Snip snap! What's that?* New York: Greenwillow Books.
- Bertrand, D. G. (2003). *The empanadas that Abuela made*. Houston: Pinata.
- Bluemle, E. (2009). *How do you wokka-wokka?* Somerville: Candlestick.
- Bluemle, E. (2014). *Tap tap BOOM BOOM*. Somerville: Candlewick.
- Breen, S. (2016). *Woodpecker wants a waffle*. New York: Harper.
- Bright, R. (2012). *Love monster*. New York: Farrar, Straus & Giroux.
- Cave, K. (2004). *That's what friends do*. New York: Hyperion Books.
- Child, L. (2008). *You can be my friend*. New York: Grosset & Dunlap.
- Chodos-Irvine, M. (2006). *Best best friends*. Orlando: Harcourt.
- Craig, L. (2010). *Dancing feet*. New York: Knopf.
- Dean, J., & Dean, K. (2013). *Pete the cat and his magic sunglasses*. New York: Harper.
- Dominguez, A. (2013). *Maria had a little llama*. New York: Henry Holt.

- Dominguez, A. (2016). *How do you say?* New York: Henry Holt.
- Eastman, P. D. (2016). *Are you my mother?* New York: Random House.
- Geringer, L. (2010). *Boom boom go away!* New York: Atheneum.
- Jabar, C. (2006). *Wow! It sure is good to be you!* Boston: Houghton Mifflin.
- Jarvis. (2016). *Alan's big, scary teeth.* Somerville: Candlewick.
- Johnson, P. B. (2006). *On top of spaghetti.* New York: Scholastic Press.
- Litwin, E. (2015). *The Nuts: Sing and dance in your polka-dot pants.* New York: Little, Brown.
- Litwin, E. (2016). *Groovy Joe: Ice cream & dinosaurs.* New York: Orchard Books.
- Loggins, K. (2016). *Footloose.* Lake Forest: MoonDance. (CD included)
- Lord, C. (2010). *Hot rod hamster.* New York: Scholastic Press.
- Moore, J. (2016). *Freckleface Strawberry and the very big voice.* New York: Doubleday.
- Mora, P. (2009). *Book fiesta.* New York: HarperCollins.
- Norman, K. (2016). *The bot that Scott built.* New York: Sterling.
- Novak, M. (2005). *Flip flop bop.* Brookfield: Roaring Brook Press.
- Ohora, Z. (2013). *No fits, Nilson!* New York: Dial Books.
- Park, L. S. (2005). *Bee-bim bop!* New York: Clarion Books.
- Parsley, E. (2016). *If you ever want to bring a piano to the beach, DON'T!* New York: Little, Brown.
- Pippin-Mathur, C. *Maya was grumpy.* Brooklyn: Flash Light Press.
- Ramos, J. (2008). *I'm just like my mom.* New York: HarperCollins.
- Root, P. (2006). *Looking for a moose.* Somerville: Candlewick.
- Swirles, R. (2013). *Hernando Fandango the great dancing dog!* London: Parragon.
- Thomson, P. (2003). *Drat that fat cat!* New York: Scholastic Press.
- Vail, R. (2002). *Sometimes I'm BOMBALOO.* New York: Scholastic Press.
- Wargin, K-J. (2010). *Scare a bear.* Ann Arbor: Sleeping Bear Press.
- Yolen, J. (2013). *How do dinosaurs say I'm MAD?* New York: Blue Sky Press.

**4. CD players, computers, and cell phones**

- a. Make sure children can operate equipment.
- b. Purchase sets of books along with each CD.
- c. Have children be Word Detectives finding rhyming words in books.
- d. Have book available when using each computer program.
- e. Have children make up own stories about going to the beach.

**5. Dual-language learners**

- a. Use Living Book series, now available via Wonderful.
- b. Practice listening to English/Spanish pages with dual-language partner.
- c. Partners say words in English and Spanish until they sound right.

**6. Cell phone activities**

- a. Read picture books with phoning themes.
- b. Leave two cell phones (without batteries) in Listening Center so children and teachers can make pretend phone calls to one another.

**7. Puppet activities**

- a. Read an exciting picture book with an impressive main character.
- b. Find or make a puppet of the character.
- c. Have children take turns saying the character's words as you read the story.

**Try It Yourself**

1. Bring in several books and their CDs. Observe how children use them. Are they keeping up with their page turning as the CD plays? Talk to them about the story. What do they like about the characters?
2. Help a young beginner to get started using a book, a CD, and a headset by herself. How can you help her overcome any problems?
3. Play a word game using a sound-play book with a small group of children. What words do they like? Can they find any other words in their book that sound like their words? Can they find any objects in the room that sound like their words?
4. Bring in a computer book program. Be sure to have the print book on hand. Read the book to a small group before two children use the computer program. Ask them how the computer program is different from the book. Which do they like better? Why?
5. Use the online book *Just Grandma and Me* with a Spanish-speaking child and an English speaker. Have them choose a page to look at where they can switch to each of the languages. What words can they say in the other child's language?

---

**References and Suggested Readings**

- Beaty, J. J. (2017). *Skills for preschool teachers* (10th ed.). Columbus: Pearson.
- Dollins, C. (2014). Expanding the power of read-alouds. *Young Children*, 69(3), 8–13.
- eBook Architects. (2017). *Children's eBooks*. Retrieved from <http://ebookarchitects.com/learn-about-ebooks/childrens-ebooks/>.
- Geist, E. (2014). Using tablet computers with toddlers and young preschoolers. *Young Children*, 69(1), 58–63.
- Gillanders, C., & Castro, D. C. (2011). Storybook reading for young dual language learners. *Young Children*, 66(1), 91–95.
- Guernsey, L., & Levine, M. H. (2016). Getting smarter about e-books for children. *Young Children*, 71(2), 38–43.

- Jalongo, M. R. (2008). *Learning to listen, listening to learn: Building essential skills in young children*. Washington, DC: National Association for the Education of Young Children.
- Lacina, J., & Mathews, S. (2012). Using online storybooks to build comprehension. *Childhood Education*, 88(3), 155–161.
- Opitz, M. F. (2000). *Rhymes and reasons: Literature and language play for phonological awareness*. Portsmouth: Heinemann.
- Yopp, H. K., & Yopp, R. H. (2009). Phonological awareness is child's play! *Young Children*, 64(1), 12–18.

## Children's Books

- Dewdney, A. (2006). *Grumpy Gloria*. New York: Viking.
- Dewdney, A. (2009). *Llama Llama misses Mama*. New York: Viking.
- Friend, D. (2016). *With any luck, I'll drive a truck*. New York: Nancy Paulsen Books.
- Gall, C. (2015). *Dinotrux dig the beach*. New York: Little, Brown.
- Jordan, M. E. (2011). *Lazy Daisy, Cranky Frankie*. Chicago: Albert Whitman.
- Kurtz, J. (1990). *I'm calling Molly*. Niles: Albert Whitman.
- Norman, K. (2016). *She'll be coming up the mountain*. New York: Sterling.
- Pippin-Mathur, C. (2013). *Maya was grumpy*. Brooklyn: Flashlight Press.
- Roosa, K. (2001). *Beach day*. New York: Clarion Books.
- Urbanovic, J. (2007). *Duck at the door*. New York: HarperCollins.
- Urbanovic, J. (2008). *Duck soup*. New York: HarperCollins.
- Urbanovic, J. (2009). *Duck and cover*. New York: HarperCollins.
- Wargin, K.-J. (2009). *Moose on the loose*. Ann Arbor: Sleeping Bear Press.
- Wells, R. (2002). *Ruby's beauty shop*. New York: Puffin.
- Wells, R. (2008). *Max's bunny business*. New York: Viking.
- Wheeler, L. (2006). *Mammoths on the move*. Orlando: Harcourt.
- Whybrow, I. (2008). *Hello! Is this Grandma?* Wilton: Tiger Tales.

## Living Books Online Books

*Arthur's Birthday*  
*Arthur's Teacher Trouble*  
*The Berenstain Bears series*  
*The Cat in the Hat*  
*Dr. Seuss' ABC*  
*Green Eggs and Ham*  
*Harry and the Haunted House*  
*Just Grandma and Me*  
*Little Monster at School*  
*The New Kid on the Block*  
*Ruff's Bone*  
*Stellaluna*  
*The Tortoise and the Hare*

(Programs and books available from Amazon.com or through Wonderful Interactive Storybooks)

**2. Promoting cognitive development**

- a. Have simple alphabet computer programs.
- b. Trace around set of alphabet letters and have children match real letters.
- c. Have alphabet books appropriate for preschoolers.
- d. Make alphabet letters personal for each child.
- e. Ask children to sign their names, even scribbles.
- f. Take photo of child's name made from alphabet blocks.
- g. Read books featuring names.
- h. Have children collect letters.
- i. Make letter cards from old playing cards.

**3. Promoting small-motor development**

- a. Add a new writing tool and activity.
- b. Have a wet chalk activity.
- c. Do finger painting on small trays of salt.

**4. Promoting social development**

- a. Do a total group thank-you note on newsprint.
- b. Bring in all kinds of greeting cards.
- c. Make mail boxes from half-gallon milk cartons.
- d. Have children sign up to take a turn.

**5. Promoting language development**

- a. Involve children in making lists.
- b. Involve children in daily journaling.
- c. Put out several paper punches.
- d. Write own shopping list in English and Spanish.

**Try It Yourself**

1. Set up a Writing Center in your classroom with shelves full of writing tools, equipment, activities, computer programs, books, posters, a typewriter, and a bulletin board as described in this chapter. (Or make a diorama of one.)
2. Set up a print-rich environment in other areas of your classroom with labels, signs, children's names, charts, sign-up sheets, bulletin boards, and other print materials.
3. Do an alphabet letter activity with a small group as described in the chapter, using wood, plastic, or metal letters; books; a computer program; cards; or a field trip.
4. Do a writing activity with a small group as described in the chapter, involving the children in actually "writing" a story, an experience, a letter, a note, or something else.
5. Make an assessment of five of your children as to the level of involvement they display in writing or printing letters (i.e., manipulation, mastery, or meaning) and describe how you determined their level.

**References and Suggested Readings**

- Ashton-Warner, S. (1963). *Teacher*. New York: Simon & Schuster.
- Barbour, N., Webster, T. D., & Drosdeck, S. (1987). Sand: A resource for the language arts. *Young Children*, 42(2), 20–25.
- Cahill, M. A., & Gregory, A. E. (2016). "Please let us write!" Sharing writing in the early childhood classroom. *Young Children*, 71(2), 64–69.
- Clay, M. (1975). *What did I write? Beginning writing behavior*. Auckland, New Zealand: Heinemann.



- Green, C. R. (1998). This is my name. *Childhood Education*, 74(4), 226–231.
- Hall, A. H. (2014). Interactive writing: Developmentally appropriate practice in blended classrooms. *Young Children*, 69(3), 34–39.
- Kellogg, R. (1970). *Analyzing children's art*. Palo Alto: National Press Books.
- Kirk, E. W., & Clark, P. (2005). Beginning with names: Using children's names to facilitate literacy learning. *Childhood Education*, 81(3), 139.
- Lamme, L. L. (1984). *Growing up writing: Sharing with your children the joys of good writing*. Washington, DC: Acropolis Books.
- Norton, D. E. (2011). *Through the eyes of a child: An introduction to children's literature* (8th ed.). Columbus: Merrill/Prentice Hall.
- Norton-Meier, L., & Whitmore, K. F. (2015). Developmental moments: Teacher decision making to support young writers. *Young Children*, 70(4), 76–83.
- Pilonieta, P., Shue, P. L., & Kissel, B. T. (2014). Reading books, writing books: Reading and writing come together in a dual language classroom. *Young Children*, 69(3), 14–21.
- Prior, J. (2009). Environmental print: Real-world early reading. *Dimensions of Early Childhood*, 37(1), 9–14.
- Rainville, K. N., & Gordh, B. (2016). Toward a narrative classroom: Storytelling, media, and literacy. *Young Children*, 71(4), 76–81.
- Schickedanz, J. A., & Casbergue, R. M. (2009). *Writing in preschool: Learning to orchestrate meaning and marks* (2nd ed.). Newark: International Reading Association.
- Schickedanz, J. A., & Collins, M. F. (2013). *So much more than the ABCs: The early phases of reading and writing*. Washington, DC: NAEYC.
- Shagoury, R. (2009a). *Raising writers: Understanding and nurturing young children's writing development*. Boston: Pearson.
- Shagoury, R. (2009b). Language to language: Nurturing writing development in multilingual classrooms. *Young Children*, 64(2), 52–57.
- Shin, S. J. (2010). Teaching English language learners: Recommendations for early childhood educators. *Dimensions of Early Childhood*, 38(2), 13–21.
- Temple, C. A., Nathan, R. G., & Burris, N. A. (1993). *The beginnings of writing*. Boston: Allyn & Bacon.
- Towell, J. L., Powell, K. C., & Brown, S. L. (2018). *Creative literacy in action: Birth through age nine*. Boston: Cengage Learning.

---

## Children's Books

- Agee, J. (2003). *Z goes home*. New York: Hyperion.
- Alexie, S. (2016). *Thunder Boy Jr*. New York: Little, Brown.
- Baker, K. (2010). *L M N O Peas*. New York: Beach Lane Books.
- Barrett, J. (2016). *An excessive alphabet: Avalanches of As to zillions of Zs*. New York: Atheneum Books.
- Bottner, B., & Kruglik, G. (2004). *Wallace's lists*. New York: Katherine Tegen Books.
- Clanton, B. (2016). *It came in the mail*. New York: Simon & Schuster.
- Cronin, D. (2000). *Click, clack, moo: Cows that type*. New York: Simon & Schuster.
- Cronin, D. (2002). *Giggle, giggle, quack*. New York: Simon & Schuster.
- Cronin, D. (2003). *Diary of a worm*. New York: Joanna Cotler Books.
- Cronin, D. (2005). *Diary of a spider*. New York: Joanna Cotler Books.

- Cronin, D. (2007). *Diary of a fly*. New York: Joanna Cotler Books.
- Elya, S. M. (2006). *Bebé goes shopping*. Orlando: Harcourt.
- Elya, S. M., & Banks, M. (2007). *N is for Navidad*. San Francisco: Chronicle Books.
- Fosberry, J. (2010). *My name is not Isabella*. Naperville: Sourcebooks.
- Fosberry, J. (2011). *My name is not Alexander*. Naperville: Sourcebooks.
- Fosberry, J. (2013). *Isabella: Star of the story*. Naperville: Sourcebooks.
- Fosberry, J. (2016). *Isabella: Girl in charge*. Naperville: Sourcebooks.
- Heide, F. P., & Gilliland, J. H. (1990). *The day of Ahmed's secret*. New York: Lothrop, Lee, & Shepard.
- Hills, T. (2012). *Rocket writes a story*. New York: Schwartz & Wade Books.
- Kontis, A. (2006). *Alpha oops! The day Z went first*. Cambridge: Candlewick.
- Kroll, S. (2001). *Patches lost and found*. Delray Beach: Winslow Press.
- Larsen, A. (2016). *A squiggly story*. Toronto: Kids Can Press.
- Lopez, M., & Lopez-Wong, M. (2009). *Mud tacos!* New York: Celebra Children's Books.
- Martin, B., & Archambault, J. (1989). *Chicka chicka boom boom*. New York: Simon & Schuster.
- McLeod, B. (2006). *SuperHero ABC*. New York: HarperCollins.
- Niemann, C. (2008). *The pet dragon*. New York: Greenwillow Books.
- Raffi. (1985). *Like me and you*. New York: Crown.
- Raschka, C. (2013). *Daisy gets lost*. New York: Schwartz & Wade Books.
- Recorvits, H. (2003). *My name is Yoon*. New York: Frances Foster Books.
- Roeser, M. (2016). *Oh no, Astro!* New York: Simon & Schuster.
- Rubin, C. M. (2003). *Eleanor, Ellatony, Ellencake, and me*. Columbus: Gingham Dog Press.
- Scillian, D. (2010). *Memoirs of a goldfish*. Ann Arbor: Sleeping Bear Press.
- Sheneman, D. (2017). *Nope!* New York: Viking.
- Stevens, J., & Crummel, S. S. (2011). *The little red pen*. Boston: Harcourt Children's Books.
- Ulmer, W. (2008). *A isn't for fox: An isn't alphabet*. Ann Arbor: Sleeping Bear Press.
- Wan, J. (2015). *The whale in my swimming pool*. New York: Farrar Straus Giroux.
- Watkins, A. F. (2014). *R is for robot: A noisy alphabet*. New York: Price Stern Sloan.
- Wells, R. (1997). *Bunny cakes*. New York: Dial Books.
- Wells, R. (2006). *Max's ABC*. New York: Viking.
- Yelchin, E. (2017). *Spring hare*. New York: Henry Holt and Company.

3. Do an art activity with a small group of children that begins with your reading to them one of the children's books suggested in this chapter.
4. Set up a color-mixing activity for your children to discover on their own how colors can combine to make a new color.
5. Set up a clay activity for your children and observe what they do with it.

## References and Suggested Readings

- Althouse, R., Johnson, M. H., & Mitchell, S. T. (2003). *The colors of learning: Integrating the visual arts into the early childhood curriculum*. New York: Teachers College Press.
- Beaty, J. J., & Pratt, L. (2015). *Early literacy in preschool and kindergarten: A multicultural perspective* (4th ed.). Boston: Pearson.
- Cherry, C. (1972). *Creative art for the developing child: A teacher's handbook for early childhood education*. Belmont: Fearon.
- Edwards, L. C. (2006). *The creative arts: A process approach for teachers and children* (4th ed.). Upper Saddle River: Merrill/Prentice Hall.
- Fox, J. E., & Schirmacher, R. (2015). *Art and creative development for young children* (8th ed.). Stamford: Cengage Learning.
- Galuski, T., & Bardsley, M. E. (2015). Open-ended art: Challenges and solutions. *Exchange*, 226, 96–99.
- Jinan k. b. (2016). Children draw the world to know the world. *Exchange*, 229, 61–64.
- Kellogg, R. (1970). *Analyzing children's art*. Palo Alto: National Press Books.
- Mulcahey, C. (2009). Providing rich art activities for young children. *Young Children*, 64(4), 107–112.
- Pelo, A. (2017). *The language of art* (2nd ed.). St. Paul: Redleaf Press.
- Rogers, L., & Steffan, D. (2009). Clay play. *Young Children*, 64(3), 78–81.
- Shedd, M. K., & Coyner, R. L. (2015). Every color on the canvas: Using art to explore preschoolers' understanding of differences. *Young Children*, 70(3), 84–87.
- Soundy, C. (2015). Making sense of children's drawings and semiotic explorations. *Dimensions of Early Childhood*, 43(3), 39–46.
- Soundy, C. S., & Lee, Y. H. (2013). A medley of pictures and patterns in children's drawings. *Young Children*, 68(2), 70–77.
- Swartz, M. I. (2005). Playdough: What's standard about it? *Young Children*, 60(2), 100–109.
- Wien, C., Keating, B-L., Coates, A., & Bigelow, B. (2008). Moving into uncertainty: Sculpture with three- to five-year-olds. *Young Children*, 63(4), 78–86.

## Children's Books

- Alba, J. (1995). *Calor: A story of warmth for all ages*. New York: Lectorum.
- Alexie, S. (2016). *Thunder Boy Jr*. New York: Little, Brown.
- Ashley, B. (1991). *Cleversticks*. New York: Crown.
- Austin, M. (2013). *Monsters love colors*. New York: HarperCollins.
- Barnes, B. (2011). *Colors of me*. Ann Arbor: Sleeping Bear Press.
- Brown, T. F. (2013). *My cold plum, lemon pie, bluesy mood*. New York: Viking.
- Carle, E. (2011). *The artist who painted a blue horse*. New York: Philomel Books.

- Carle, E. (2017). *What's your favorite color?* New York: Goodwin Books.
- Daywalt, D. (2015). *The day the crayons came home*. New York: Philomel Books.
- Denos, J. (2016). *Swatch: The girl who loved color*. New York: Balzer + Bray.
- Diggs, T. (2011). *Chocolate me!* New York: Feiwel and Friends.
- Dole, M. L. (2003). *Drum, Chavi, drum!* San Francisco: Children's Book Press.
- Godwin, L. (2009). *This is the firefighter*. New York: Disney-Hyperion.
- Hall, M. (2015). *Red: A crayon's story*. New York: Greenwillow Books.
- Horacek, J. (2010). *Yellow is my color star*. New York: Beach Lane Books.
- James, B. (1994). *The mud family*. New York: G. P. Putnam's Sons.
- John, R. (2003). *Red is beautiful*. Flagstaff: Salina Bookshelf.
- Johnson, C. (1955). *Harold and the purple crayon*. New York: HarperCollins.
- Joosse, B. M. (2008). *Grandma calls me beautiful*. San Francisco: Chronicle Books.
- Katz, K. (1999). *The colors of us*. New York: Henry Holt.
- McDonnell, P. (2006). *Art*. Boston: Little, Brown.
- Mora, P. (1994). *Pablo's tree*. New York: Simon & Schuster.
- Morales, Y. (2014). *Viva Frida*. New York: Roaring Brook Press.
- Otoshi, K., & Baumgarten, B. (2015). *Beautiful hands*. Novato: Blue Dot Press.
- Pinkney, S. L. (2000). *Shades of black: A celebration of our children*. New York: Scholastic.
- Pinkney, S. L. (2007). *I am Latino: The beauty in me*. New York: Little, Brown.
- Pippin-Mathur, C. (2013). *Maya was grumpy*. Brooklyn: Flashlight Press.
- Rodriguez, R. (2006). *Through Georgia's eyes*. New York: Henry Holt.
- Smith, C. L. (2000). *Jingle dancer*. New York: Morrow Junior Books.
- Spires, E. (2009). *I heard God talking to me: William Edmondson and his stone carvings*. New York: Farrar, Straus and Giroux.
- Troiano, J. (2004). *It's your cloud*. New York: Barnes & Noble Books.
- Tullet, H. (2014). *Mix it up!* San Francisco: Chronicle Books.
- Whitehead, K. (2008). *Art from her heart: Folk artist Clementine Hunter*. New York: G. P. Putnam's Sons.
- Winter, J. (1998). *My name is Georgia*. Orlando: Harcourt.
- Winter, J. (2002). *Frida*. New York: Arthur A. Levine Books.

- c. Make collection of musical finger plays for transitions.
- d. Bring children into a group to learn new finger play songs.
- e. Use CDs for musical games.
- f. Involve children directly in making music.
- g. Do not force uncomfortable children to join in.
- h. Allow shy children to hide behind an object while singing.
- i. Have a weekly puppet sing.

### 5. Promoting language development

- a. Make up words to familiar tunes about children's names or clothing.
- b. Sing one song at a time over and over, inserting different names.
- c. Make guessing game songs about children's pets.
- d. Print out words of these songs in family newsletters.
- e. Have song and picture books of familiar songs to read and sing.

### 6. Promoting cognitive development

- a. Have children learn concepts (loud–soft, high–low) by tapping.
- b. Fill glass containers with different amounts and then tap.

### 7. Promoting creative development

- a. Have children paint to stories and music.
- b. Play night music while children do night art activities.
- c. Play *Nutcracker Suite* when Sendak's *In the Night Kitchen* is read.
- d. Make a night collage after hearing the story of *Owl Babies*.
- e. Have children record their own rhythm-band music.
- f. Have children try whistling after hearing "Whistle While You Work."

## Try It Yourself

1. Develop and implement a series of personal music experiences for children based on their hands. Use the ideas described in this chapter about "shoe music" as a model. Record what happens.
2. Involve the children in making their own rhythm instruments to promote eye–hand coordination and fun with music. Record the results.
3. Teach the children some new songs in the informal manner described here. Also use a picture book with the children that is based on the lyrics of a song or chant. Record the results.
4. Help shy children to become involved in music by using puppets. Record the results.
5. Record on 3-by-5 cards the lyrics of all the songs you sing with children in your program. Then add cards with the lyrics you make up for personal songs about every child using a familiar tune as described.

## References and Suggested Readings

- Barclay, K. D., & Walwer, L. (1992). Linking lyrics and literacy through song picture books. *Young Children*, 47(4), 76–85.
- Cerniglia, E. G. (2013). Musical play in early childhood classrooms: Taking it one step further. *Young Children*, 68(5), 68–73.
- Davies, M. A. (2000). Learning...the beat goes on. *Childhood Education*, 76(3), 148–153.
- Edwards, L. C., Bayless, K. M., & Ramsey, M. E. (2005). *Music: A way of life for the young child* (5th ed.). Upper Saddle River: Merrill/Prentice Hall.

- Fox, J. E., & Schirrmacher, R. (2015). *Art & creative development for young children* (8th ed.). Stamford: Cengage Learning.
- Freeman, R. (2012). Elements of a musical foundation for children. *Exchange*, 34(1), 46–48.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Gould, E., Kaplan, R., & Wilson, T. (2012). Changing lives and developing brains. *Exchange*, 34(1), 49–51.
- Greata, J. (2006). *An introduction to music in early childhood education*. Clifton Park: Delmar/Cengage.
- Hill-Clarke, K., & Robinson, N. R. (2004). It's easy as A-B-C and do-re-mi: Music, rhythm, and rhyme enhance children's literacy skills. *Young Children*, 59(5), 91–95.
- Jalongo, M. R., & Ribblett, D. M. (1997). Using song picture books to support emergent literacy. *Childhood Education*, 74(1), 15–22.
- Kemple, K. M., Batey, J. J., & Hartle, L. C. (2004). Music play: Creating centers for musical play and exploration. *Young Children*, 59(4), 30–37.
- Matthews, K. (2012). Singing ourselves: How to offer music to children. *Exchange*, 34(1), 52–55.
- Mayesky, M. (2015). *Creative activities and curriculum for young children* (11th ed.). Stamford: Cengage Learning.
- McLennan, D. P., & Bombardier, J. (2015). "Paper shoes aren't for dancing!" Children's explorations of music and movement through inquiry. *Young Children*, 70(3), 70–75.
- Morehouse, P. G. (2013). The importance of music making in child development. *Young Children*, 68(4), 82–89.
- Neelly, L. P. (2001). Developmentally appropriate music practice: Children learn what they live. *Young Children*, 56(3), 32–37.
- Parlakian, R., & Lerner, C. (2010). Beyond Twinkle, Twinkle: Using music with infants and toddlers. *Young Children*, 65(2), 14–19.
- Pica, R. (2009). Make a little music. *Young Children*, 64(6), 74–75.

---

## Children's Books

- Andreae, G. (1999). *Giraffes can't dance*. New York: Orchard Books.
- Bluemle, E. (2009). *How do you wokka-wokka?* Somerville: Candlewick Press.
- Burton, M. R. (1994). *My best shoes*. New York: Tambourine.
- Cox, J. (2001). *My family plays music*. New York: Holiday House.
- Craig, L. (2010). *Dancing feet!* New York: Knopf.
- Dean, J. (2010). *Pete the Cat: I love my white shoes*. New York: Harper.
- Dean, J. (2013). *Pete the Cat: The wheels on the bus*. New York: Harper.
- Dean, J. (2015). *Pete the Cat and the bedtime blues*. New York: Harper.
- Dillon, L., & Dillon, D. (2002). *Rap a tap tap: Here's Bojangles—Think of that!* New York: The Blue Sky Press.
- Dole, M. L. (2003). *Drum, Chavi, drum!* San Francisco: Children's Book Press.
- Fredrickson, L. (2015). *Monster trouble!* New York: Sterling Children's Books.
- Geringer, L. (2010). *Boom boom go away!* New York: Atheneum.
- Goetz, S. (2016). *Old MacDonald had a truck*. San Francisco: Chronicle Books.



- Havill, J. (1993). *Jamaica and Brianna*. Boston: Houghton Mifflin.
- Hurwitz, J. (1993). *New shoes for Silvia*. New York: Morrow.
- Johnson, P. B. (2008). *On top of spaghetti*. New York: Scholastic Press.
- Joosse, B. M. (1991). *Mama, do you love me?* San Francisco: Chronicle Books.
- Litwin, E. (2015). *The Nuts: Sing and dance in your polka dot pants*. New York: Little, Brown.
- Lithgow, J. (2013). *Never play music right next to the zoo*. New York: Simon & Schuster. (CD included)
- Loggins, K. (2016). *Footloose*. Lake Forest: Moondance Press. (CD included)
- Norman, K. (2016). *She'll be coming up the mountain*. New York: Sterling.
- Novak, M. (2005). *Flip flop bop*. Brookfield: Roaring Brook Press.
- Ormerod, J. (2003). *If you're happy and you know it!* New York: Star Bright Books.
- Page, N. (2008). *Do you do a didgeridoo?* Berkhamsted, England: Make Believe Ideas. (CD included)
- Richmond, M. (2006). *My shoes take me where I want to go*. Minneapolis: Richmond Studios.
- Rinker, S. D. (2013). *Steam train, dream train*. San Francisco: Chronicle Books.
- Roeser, M. (2016). *Oh no, Astro!* New York: Simon & Schuster.
- Sehgal, K., & Sehgal, S. (2015). *The wheels on the tuk tuk*. New York: Beach Lane Books.
- Sendak, M. (1963). *Where the wild things are*. New York: Harper & Row.
- Sendak, M. (1970). *In the night kitchen*. New York: Harper & Row.
- Shoulders, D., & Shoulders, M. (2006). *D is for drum: A Native American alphabet*. Ann Arbor: Sleeping Bear Press.
- Smith, C. L. (2000). *Jingle dancer*. New York: Morrow Junior Books.
- Soetoro-Ng, M. (2011). *Ladder to the moon*. Somerville: Candlewick Press.
- Swirles, R. (2013). *Hernando Fandango, the great dancing dog!* Bath, England: Parragon.
- Taback, S. (1997, reissued). *There was an old lady who swallowed a fly*. New York: Viking.
- Thompson, L. (2007). *Ballerina dreams: A true story*. New York: Feiwel and Friends.
- Toms, K. (2009). *Itsy bitsy spider*. Berkhamsted, England: Make Believe Ideas.
- Virján, E. J. (2017). *What this story needs is a bang and a clang*. New York: Harper.
- Waddell, M. (1992). *Owl babies*. Cambridge: Candlewick Press.
- Wargin, K-J. (2004). *M is for melody: A music alphabet*. Ann Arbor: Sleeping Bear Press.
- Warhola, J. (2007). *If you're happy and you know it*. New York: Orchard Books.
- Wells, R. (2005). *I love you! A bushel and a peck*. New York: HarperCollins.
- Wolkstein, D. (1981). *The banza: A Haitian story*. New York: The Dial Press.



3. Read a book to stimulate children to pursue the activity at one of the stations you have set up. Record the results.
4. Observe and record the numbers and names of children using the stations in the Large-Motor Center on three different days.
5. Add a large-motor activity for children with special physical needs, and have everyone participate in it.

---

## References and Suggested Readings

- Allen, K. E., & Cowdery, G. E. (2015). *The exceptional child: Inclusion in early childhood education* (8th ed.). Stamford: Cengage Learning.
- Benzwie, T. (1987). *A moving experience: Dance for lovers of children and the child within*. Tucson: Zephyr Press.
- Clements, R. L., & Schneider, S. L. (2006). *Movement-based learning: Academic concepts and physical activity for ages three through eight*. Reston: National Association for Sport and Physical Education.
- Dow, C. B. (2010). Young children and movement: The power of creative dance. *Young Children*, 65(2), 30–35.
- Izuma-Taylor, S., Morris, V. G., Meredith, C. D., & Hicks, C. (2012). Music and movement for young children's healthy development. *Dimensions of Early Childhood*, 40(2), 33–40.
- Marie, N. (2015). Dance your heart out! *Exchange*, 32(1), 82–84.
- Orlowski, M. A., & Hart, A. (2010). Go! Including movement during routines and transitions. *Young Children*, 65(5), 88–93.
- Pica, R. (2007). *Moving and learning across the curriculum* (2nd ed.). Clifton Park: Delmar/Cengage Learning.
- Pica, R. (2008). *Physical education for young children: Movement ABCs for the little ones*. Champaign: Human Kinetics.
- Pica, R. (2011). Why preschoolers need physical education. *Young Children*, 66(2), 56–57.
- Pica, R. (2013). *Experiences in movement and music: Birth to age eight* (5th ed.). Belmont: Wadsworth/Cengage Learning.
- Poest, C. A., Williams, J. R., Witt, D. D., & Atwood, M. E. (1990). Challenge me to move: Large muscle development in young children. *Young Children*, 45(5), 4–10.
- Roffman, L., & Wanerman, R. (2011). *Including one, including all: A guide to relationship-based early childhood inclusion*. St. Paul: Redleaf Press.
- Sanders, S. W. (2006). Physically active for life: Eight essential motor skills for all children. *Dimensions of Early Childhood*, 34(1), 3–10.

---

## Children's Books

- Andreae, G. (1999). *Giraffes can't dance*. New York: Orchard Books.
- Aston, D. H. (2008). *The moon over star*. New York: Dial Books.
- Best, C. (2006). *Sally Jean, the bicycle queen*. New York: Farrar, Straus and Giroux.
- Bissett, J. (2011). *Boogie monster*. Seattle: Compendium.
- Bluemle, E. (2009). *How do you wokka-wokka?* Somerville: Candlewick Press.
- Brett, J. (2006). *Hedgie blasts off!* New York: G. P. Putnam's Sons.

- Carroll, J. C. (2010). *The boy and the moon*. Ann Arbor: Sleeping Bear Press.
- Child, L. (2009). *I really, really need actual ice skates*. New York: Dial Books.
- Craig, L. (2010). *Dancing feet!* New York: Knopf.
- Cronin, D. (2007). *Bounce*. New York: Atheneum.
- Cronin, D. (2009). *Stretch*. New York: Atheneum.
- Dahl, M. (2013). *Goodnight baseball*. North Mankato: Capstone.
- Dahl, M. (2015). *Goodnight football*. North Mankato: Capstone.
- Eaton, J. C. (2016). *How to track a truck*. Somerville: Candlewick Press.
- Fischer, S. M. (2010). *Jump!* New York: Simon & Schuster.
- Friend, D. (2016). *With any luck, I'll drive a truck*. New York: Nancy Paulsen Books.
- Gates, M. (2016). *Good morning yoga: A pose-by-pose wake up story*. Boulder: Sounds True.
- Gerstein, M. (2013). *How to bicycle to the moon to plant sunflowers: A simple but brilliant plan in 24 easy steps*. New York: Roaring Book Press.
- Goetz, S. (2016). *Old MacDonald had a truck*. San Francisco: Chronicle Books.
- Isadora, R. (2005). *Luke goes to bat*. New York: G. P. Putnam's Sons.
- Jenkins, S. (2006). *Move!* Boston: Houghton Mifflin.
- Johnson, A. (2004). *Just like Josh Gibson*. New York: Simon & Schuster.
- Kuklin, S. (2001). *Hoops with Swoopes*. New York: Hyperion.
- Lund, D. (2006). *All aboard the dinotrain*. Orlando: Harcourt.
- McNulty, F. (2005). *If you decide to go to the moon*. New York: Scholastic Press.
- Merino, G. (2016). *The cow who climbed a tree*. Chicago: Albert Whitman.
- Milbourne, A. (2002). *Mouse on the moon*. London, England: Usborne.
- Miller, P. Z. (2015). *Wherever you go*. New York: Little, Brown.
- Mitton, T. (2002). *Dinosaurumpus!* New York: Orchard Books.
- Norman, K. (2015). *This old van*. New York: Sterling.
- O'Connor, J. (2007). *Ready, set, skip!* New York: Viking.
- Ray, M. L. (2002). *All aboard!* Boston: Little, Brown.
- Rinker, S. D. (2017). *Mighty, mighty construction site*. San Francisco: Chronicle Books.
- Rueda, C. (2016). *Bunny slopes*. San Francisco: Chronicle Books.
- Shannon, D. (2002). *Duck on a bike*. New York: Scholastic.
- Shannon, D. (2016). *Duck on a tractor*. New York: Blue Sky Press.
- Shaskan, S. (2016). *Max speed*. New York: Simon & Schuster.
- Smallcomb, P. (2011). *Earth to Clunk*. New York: Dial Books.
- Soetoro-Ng, M. (2011). *Ladder to the moon*. Somerville: Candlewick Press.
- Tabor, C. R. (2016). *Fox and the jumping contest*. New York: Balzer + Bray.
- Ward, M. (2005). *Mike and the bike*. Salt Lake City: Cookie Jar Publishing.

3. Do a counting field trip with children using picture punch cards of objects to be counted.
4. Do a weighing or measuring activity with children, using real tools and recording the results.
5. Introduce a new math concept to a small group of children, bringing in a new activity or material for them to use.

## References and Suggested Readings

- Beaty, J. J. (2014). *Observing development of the young child* (8th ed.). Columbus: Pearson.
- Butera, G., Friesen, A., Palmer, S. B., Lieber, J., Horn, E. M., Hanson, M. J., & Czaja, C. (2014). Integrating mathematics problem solving and critical thinking into the curriculum. *Young Children*, 69(1), 70–77.
- Copley, J. V. (2010). *The young child and mathematics* (2nd ed.). Washington, DC: NAEYC.
- Eisenhauer, M. J., & Feikes, D. (2009). Dolls, blocks, and puzzles: Playing with mathematical understandings. *Young Children*, 64(3), 18–24.
- Erikson Institute. (2014). *Big ideas of early mathematics: What teachers of young children need to know*. Boston: Pearson (CD included).
- Hunter-Doniger, T. (2016). Snapdragons and math: Using creativity to inspire, motivate, and engage. *Young Children*, 71(3), 30–35.
- Kamii, C. (2005). *Number in preschool and kindergarten: Educational implications of Piaget's theory*. Washington, DC: National Association for the Education of Young Children.
- Lee, J., Collins, D., & Melton, J. (2016). What does algebra look like in early childhood? *Childhood Education*, 92(4), 305–310.
- Linder, S. M. (2012). Interactive whiteboards in early childhood mathematics: Strategies for effective implementation in Pre-K–Grade 3. *Young Children*, 67(3), 26–35.
- Newberger, A., & Vaughan, E. (2006). *Teaching numeracy, language, and literacy with blocks*. St. Paul: Redleaf Press.
- Rudd, L. C., Satterwhite, M., & Lambert, M. L. (2010). One, two, buckle my shoe: Using math-mediated language in preschool. *Dimensions of Early Childhood*, 38(2), 30–37.
- Shillady, A. (Ed.). (2012). *Spotlight on young children: Exploring math*. Washington, DC: NAEYC.
- Taylor-Cox, J. (2003). Algebra in the early years? Yes! *Young Children*, 58(1), 14–21.
- Wenig, H. (2016).  $6 \times 7 = \text{Yikes!}$  Coaching teachers past their math anxiety. *Exchange*, 38(1), 63–65.
- Williams, C. K., & Kamii, C. (1986). How do children learn by handling objects? *Young Children*, 42(1), 23–46.
- Whittaker, J. V. (2014). Good thinking! Fostering children's reasoning and problem solving. *Young Children*, 69(3), 80–87.

## Children's Books

- Angelou, M. (1994). *My painted house, my friendly chicken, and me*. New York: Crown.
- Angelou, M. (1996). *Kofi and his magic*. New York: Clarkson Potter.

- Arena, J. (2016). *Marta! Big & small*. New York: Roaring Brook Press.
- Bonney Press (2015). *There were 10 in the bed and other counting nursery rhymes*. Heatherton, Victoria, Australia: Author.
- Cronin, D. (2006). *Click, clack, splish, splash: A counting adventure*. New York: Atheneum.
- Cuyler, M. (2010). *Guinea pigs add up*. New York: Walker & Company.
- Cyrus, K. (2016). *Billions of bricks: A counting book about building*. New York: Henry Holt.
- Dean, J. (2012). *Pete the cat and his four groovy buttons*. New York: HarperCollins.
- Dillon, L., & Dillon, D. (2007). *Mother Goose: Numbers on the loose*. Orlando: Harcourt.
- Hutchins, H. (2004). *A second is a hiccup*. New York: Arthur A. Levine Books.
- Isadora, R. (2000). *1 2 3 Pop!* New York: Viking.
- Martin, B., & Sampson, M. (2004). *Chicka chicka 1, 2, 3*. New York: Simon & Schuster.
- McKellar, D. (2017). *Goodnight, numbers*. New York: Crown Books.
- McKissack, P. C. (2008). *Stitchin' and pullin': A Gee's Bend quilt*. New York: Random.
- Merino, G. (2016). *The cow who climbed a tree*. Chicago: Albert Whitman.
- Morales, Y. (2003). *Just a minute: A trickster tale and counting book*. San Francisco: Chronicle Books.
- Murray, D. (2016). *City shapes*. New York: Little, Brown.
- Olson, K. C. (2004). *Construction countdown*. New York: Henry Holt.
- Rosenthal, A. K. (2015). *Friendshape*. New York: Scholastic Press.
- Sidman, J. (2017). *Round*. New York: Houghton Mifflin Harcourt.
- Sturges, P. (2006). *I love tools!* New York: HarperCollins.
- Ulmer, W. (2010). *Zero, zilch, nada: Counting to none*. Ann Arbor: Sleeping Bear Press.

**12. Promoting language development**

- a. Record results of science exploration by audio recording, charts, or journals.
- b. Keep a tree diary.
- c. Keep a group journal for ant farms.

**13. Promoting creative development**

- a. Read books to stimulate curiosity.
- b. Make science personal.
- c. Have children pretend to be creatures they collect.
- d. Give children freedom and time to explore on their own.

**Try It Yourself**

1. Set up the Science Center in your classroom with tools for investigating things, for measuring things, for containing things, for collecting things, and for recording things as discussed in this chapter. Or bring in all of the tools and demonstrate how they will be used.
2. Do an activity with a small group of children that encourages them to explore with one or more of the five senses. Be sure to include children who speak little English and children with special needs. Record the results.
3. Read a picture book to a small group of children to stimulate their interest in a personal science topic, and come prepared to follow up on this interest with materials or a project they can do. Record the results.
4. Write down the questions and comments you hear children making about the scientific investigating they are doing and then make and write out plans to extend this activity based on the children's comments.
5. Invite parents to go along on a collecting trip and record the results in one of the ways mentioned in this chapter.

---

**References and Suggested Readings**

- Beaver, N. H., Wyatt, S. S., & Jackman, H. L. (2018). *Early education curriculum: A child's connection to the world* (7th ed.). Boston: Cengage Learning.
- Blake, S. (2009). Engage, investigate, and report: Enhancing the curriculum with scientific inquiry. *Young Children*, 64(6), 49–53.
- Brenneman, K. (2009). Let's find out! Preschoolers as scientific explorers. *Young Children*, 64(6), 54–60.
- Charlesworth, R. (2016). *Math and science for young children* (8th ed.). Boston: Cengage Learning.
- Conezio, K., & French, L. (2002). Science in the preschool classroom: Capitalizing on children's fascination with the everyday world to foster language and literacy development. *Young Children*, 57(5), 12–18.
- Epstein, A. S. (2007). *The intentional teacher: Choosing the best strategies for young children's learning*. Washington, DC: National Association for the Education of Young Children.
- Galvin, E. S. (1994). The joy of seasons: With the children, discover the joys of nature. *Young Children*, 49(4), 4–9.
- Helm, J. H., Beneke, S., & Steinheimer, K. (2007). *Windows on learning: Documenting young children's work* (2nd ed.). New York: Teachers College Press.

- Hoisington, C., Chalufour, I., Winokur, J., & Clark-Chiarelli, N. (2014). Promoting children's science inquiry and learning through water investigations. *Young Children*, 69(4), 72–79.
- Holt, B. G. (1989). *Science with young children*. Washington, DC: National Association for the Education of Young Children.
- Neumann-Hinds, C. (2007). *Picture science: Using digital photography to teach young children*. St. Paul: Redleaf Press.
- Roseno, A., Geist, E., Carraway-Stage, V., & Duffrin, M. W. (2015). Exploring sunflower seeds: A thematic approach to science inquiry. *Young Children*, 70(3), 88–91.
- Shaffer, L. F., Hall, E., & Lynch, M. (2009). Toddlers' scientific explorations: Encounters with insects. *Young Children*, 64(6), 18–23.
- Shillady, A. (ed.). (2013). *Spotlight on young children: Exploring science*. Washington, DC: NAEYC.
- Spangler, S. (2009). Beyond the fizz: Getting children excited about doing real science. *Young Children*, 64(4), 62–64.
- Trundle, K. C., & Smith, M. M. (2017). A hearts-on, hands-on, minds-on model for preschool science learning. *Young Children*, 72(1), 80–86.

## Children's Books

- Agee, J. (2017). *Life on Mars*. New York: Dial.
- Allen, J., & Humphries, T. (2002). *Are you an ant?* Boston: Kingfisher.
- Allen, J., & Humphries, T. (2001). *Are you a bee?* Boston: Kingfisher.
- Allen, J., & Humphries, T. (2003). *Are you a butterfly?* Boston: Kingfisher.
- Allen, J., & Humphries, T. (2001). *Are you a dragonfly?* Boston: Kingfisher.
- Allen, J., & Humphries, T. (2002). *Are you a grasshopper?* Boston: Kingfisher.
- Allen, J., & Humphries, T. (2000). *Are you a ladybug?* Boston: Kingfisher.
- Allen, J., & Humphries, T. (2000). *Are you a snail?* Boston: Kingfisher.
- Allen, J., & Humphries, T. (2000). *Are you a spider?* Boston: Kingfisher.
- Andros, C. (2017). *Charlotte the scientist is squished*. Boston: Clarion Books.
- Beaty, A. (2016). *Ada Twist, scientist*. New York: Abrams Books.
- Bluemle, E. (2014). *Tap tap BOOM BOOM*. Somerville: Candlewick.
- Cannon, J. (1993). *Stellaluna*. San Diego: Harcourt.
- Child, L. (2009). *I really, really need actual ice skates*. New York: Dial.
- Choldenko, G. (2017). *Dad and the dinosaur*. New York: G. P. Putnam's Sons.
- Cronin, D. (2007). *Diary of a fly*. New York: Joanna Cotler Books.
- Dean, J. (2016). *Freddy the frogcaster and the terrible tornado*. Washington, DC: Regnery Kids.
- Dodd, E. (2010). *I love bugs*. New York: Holiday House.
- Doolittle, B. (1998). *The forest has eyes*. Shelton: The Greenwich Workshop.
- Frost, R. (1978). *Stopping by woods on a snowy evening*. New York: E. P. Dutton.
- Hadfield, C. (2016). *The darkest dark*. New York: Little, Brown.
- Hall, M. (2016). *Wonderfall*. New York: Greenwillow.
- Harkness, A. (2016). *Bug zoo*. Los Angeles: Disney-Hyperion.
- Hawcock, D., & Montgomery, L. (1994). *Ant*. New York: Random House.

- Jeffers, S. (1991). *Brother Eagle, Sister Sky*. New York: Dial.
- Keats, E. J. (1962). *The snowy day*. New York: The Viking Press.
- Keats, E. J. (1964). *Whistle for Willie*. New York: The Viking Press.
- Keats, E. J. (1974). *Dreams*. New York: Collier Books.
- King-Chai, S. (2016). *Lucy Ladybug*. New York: Random House.
- Matheson, C. (2013). *Tap the magic tree*. New York: Greenwillow.
- Matheson, C. (2015). *Touch the brightest star*. New York: Greenwillow.
- Pallotta, J. (2004). *The beetle alphabet book*. Watertown: Charlesbridge.
- Philpot, L., & Philpot, G. (2006). *Find Anthony Ant*. New York: Sterling.
- Raschka, C. (2006). *Five for a little one*. New York: Richard Jackson Books.
- Ray, M. L. (2013). *BOOM! Big, big thunder & one small dog*. New York: Disney-Hyperion Books.
- Sisson, S. R. (2014). *Star stuff: Carl Sagan and the mysteries of the cosmos*. New York: Roaring Brook Press.
- Soman, D., & Davis, J. (2011). *Ladybug Girl and the Bug Squad*. New York: Dial.
- Stevenson, R. L. (1957). *A child's garden of verses*. New York: Grosset & Dunlap.



5. Attend a weekly or monthly planning session, and write out plans for an individual child based on observations recorded on the Child Interaction Form and interpreted by you.

## References and Suggested Readings

- Biermeier, M. A. (2015). Inspired by Reggio Emilia: Emergent curriculum in relationship-driven learning environments. *Young Children*, 70(5), 72–79.
- Casey, M. B., & Lippman, M. (1991). Learning to plan through play. *Young Children*, 46(4), 52–58.
- Curtis, D., & Carter, M. (2011). *Reflecting children's lives: A handbook for planning your child-centered curriculum* (2nd ed.). St. Paul: Redleaf Press.
- Gestwicki, C. (2017). *Developmentally appropriate practice: Curriculum and development in early education* (6th ed.). Boston: Cengage Learning.
- Gordon, A. M., & Browne, K. W. (2017). *Beginnings and beyond: Foundations in early childhood education* (10th ed.). Boston: Cengage Learning.
- Gronlund, G., & James, M. (2005). *Focused observations: How to observe children for assessment and curriculum planning*. St. Paul: Redleaf Press.
- Jones, E., & Nimmo, J. (1994). *Emergent curriculum*. Washington, DC: National Association for the Education of Young Children.
- McAfee, O. D. (1985). Circle time: Getting past “Two Little Pumpkins.” *Young Children*, 40(6), 24–29.
- Reifel, S. (2011). Observation and early childhood teaching: Evolving fundamentals. *Young Children*, 66(2), 62–65.
- Shabazian, A. N. (2016). The role of documentation in fostering learning. *Young Children*, 71(3), 73–79.
- Workman, S., & Anziano, M. C. (1993). Curriculum webs: Weaving connections from children to teachers. *Young Children*, 48(2), 4–9.
- Wortham, S. C. (2006). *Early childhood curriculum: Developmental bases for learning and teaching* (4th ed.). Upper Saddle River: Merrill/Pearson.

## Children's Books

- Bell, B. (2004). *The bridge is up!* New York: HarperCollins.
- Begaye, L. S. (1993). *Building a bridge*. Flagstaff: Northland.
- Berenzy, A. (2005). *Sammy, the classroom guinea pig*. New York: Henry Holt.
- Biggs, B. (2016). *Tinyville Town gets to work!* New York: Abrams Appleseed.
- Brown, D. J. (1992). *The Random House book of how things were built*. New York: Random House.
- Carter, P. (1992). *The bridge book*. New York: Simon & Schuster.
- Galdone, P. (1973). *The three billy goats Gruff*. New York: Clarion.
- Kroll, S. (2001). *Patches lost and found*. Delray Beach: Winslow Press.
- Murray, D. (2016). *City shapes*. New York: Little, Brown.
- Ringgold, F. (1991). *Tar beach*. New York: Crown.
- Silverman, E. (2016). *Wake up, city!* New York: Little Bee Books.