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UNIT 1 Building a Strong Foundation

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1. **Want Success in School? Start with Babies!**, J. Ronald Lally, *Kappa Delta Pi Record*, Jan–March 2012, pgs. 10–16

The title of this unit is Building a Strong Foundation and that starts with our **infants and toddlers**. To assume that a child who languishes through the first few years of life in a non-stimulating and uncaring environment will suddenly be successful when entering school is inaccurate to say the least. **Brain development** and **readiness** for future learning depends on early development. Lally outlines four key periods in a young child's life and provides recommendations for **parents** and educators for enhancing each stage.

4

2. **A Poverty Solution That Starts with a Hug**, Nicholas D. Kristof, *The New York Times*, January 7, 2012

This very short article has one key message grandparents have been saying for years, "You can't spoil a child by hugging." In fact just the opposite happens as children grow up knowing they are cared for and develop strong **relationships** with the protectors in their lives. Wiring a house under construction is easier than after it is built and the same holds true for wiring a child's **brain** to be receptive to learning and being successful in school. Children in **poverty** are especially vulnerable to the **stressors** facing them in life if they don't build trust in their environment and caregivers.

10

3. **Why Pre-K Is Critical to Closing the Achievement Gap**, Ellen Frede and W. Steven Barnett, *Principal*, May/June 2011

Aimed at school administrators, but with a message for all, this article focuses on the role of a quality pre-K program in closing the **achievement gap**. An early formal school experience prior to **kindergarten** entry helps children develop the learning skills that will serve them for a lifetime of learning. The authors encourage administrators to educate themselves on the importance of early childhood education, **readiness**, and the components of a quality program. Hiring highly effective **teachers** of young children and offering support services for families are important components of a successful program.

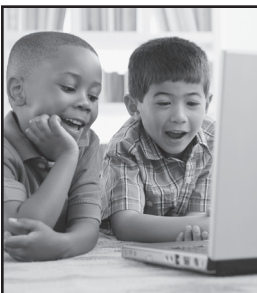
12

4. **Those Persistent Gaps**, Paul E. Barton and Richard J. Coley, *Educational Leadership*, December 2009/January 2010, vol. 67, no. 4, pgs. 18–23

In the ongoing quest to solve the **achievement gap** dilemma, educators are examining the many reasons for gaps between **at-risk** children and those not living in risk situations. Factors such as birth weight, exposure to language and literacy, and **parent** participation all contribute to school success or low achievement on tests. **Collaboration** among the individual and groups working with children in **poverty** is needed if the many factors affecting the achievement gaps among children are to be addressed.

15

5. **The Messiness of Readiness**, Pamela Jane Powell, *Kappan*, November 2010, pgs. 26–28
Powell shares her concerns about the current practice of making young children ready for school instead of getting schools ready for all children. **Readiness** is defined in many different ways and educators are responsible for ensuring formal settings are **developmentally appropriate** and ready to meet the needs of all children in a **child-centered** learning setting. 19
6. **Don't Dismiss Early Education as Just Cute; It's Critical**, Lisa Guernsey, *USA Today*, April 28, 2010
Early Childhood educators know the importance of what they do and how quality early childhood experiences can make a significant difference in the life of a child and his or her family. Now the challenge is to help others realize that as well. Efforts at **school reform**, programs to close the **achievement gap** and efforts to guarantee a better prepared work force often miss starting the reform process with **preschool** children. Just as the roots of a tree can affect the other parts, the foundation for future learning needs support early in the life of the child. 22
7. **\$320,000 Kindergarten Teachers**, Raj Chetty et al., *Kappan*, November 2010, pgs. 22–24
Despite the wishes of **kindergarten teachers** to actually earn \$320,000 per year, the authors of this article report findings from their research on the long-term benefits of a high quality kindergarten experience on the students' life-long earnings. They found a strong relationship between the kindergarten classroom and the quality of the teacher on the adult wages which they reported to be a lifetime increase of \$10,000 per student. Multiplying \$10,000 times 20 students in each class produced the eye popping six-figures. Experienced teachers committed to their job were most successful in implementing **best practices** and raising test scores and adult income. 24
8. **Are We Paving Paradise?**, Elizabeth Graue, *Educational Leadership*, vol. 68, no. 7, pgs. 12–17
The benefits of a **play** based **child-centered kindergarten** is the focus of Graue's article. **Teachers** must remind themselves of their knowledge base of child development and stay strong when asked to implement teaching practices not in the best interest of ever changing five year old children. She builds a strong case for a play based program. This is a must share article with administrators and families pushing for more academics. 28
9. **Take Charge of Your Personal and Professional Development**, Carla B. Goble and Diane M. Horm, *Young Children*, November 2010, vol. 65, no. 6, pgs. 86–91
Unlike the other articles in this edition which all focus on the care and education of young children, this article is included for the professional educator reading this book. **Teachers** and caregivers are responsible for keeping up to date on **best practices** and must develop a plan for ongoing professional development. The children in your care deserve the very best. 32



UNIT 2

Young Children, Their Families, and Communities

Unit Overview 38

10. **Stopping Childhood Obesity Before It Begins**, Deborah Mazzeo et al., *Kappan*, April 2012, pgs. 10–14.
The abundance of articles on childhood **obesity** speaks strongly of the urgency of this issue. Early intervention, daily **physical activity** and staff aware of the importance of prevention of obesity during the early childhood years is critical. First Lady Michelle Obama's Let's Move program is developing awareness, but more work is needed. 41

11. **The Impact of Teachers and Families on Young Children’s Eating Behaviors**, Erin K. Eliassen, *Young Children*, March 2011, vol. 66, no. 2, pgs. 84–89
The ongoing focus on childhood **obesity** has forced school personnel and families to work together to find solutions. The author shares strategies for encouraging children to develop healthy **eating behaviors** during the early childhood years that will serve them well throughout their lifetime. 43
12. **The Power of Birth Order**, Linda DiProperzio, *Parents*, October 2010, pgs. 18–184
We have heard for years that one’s **birth order** in a **family** can predict many outcomes. In this interesting examination into the world of family order and **siblings** the reader may see glimpses of themselves or brothers and sisters. 47
13. **Teachers Connecting with Families—In the Best Interest of Children**, Katherine C. Kersey and Marie L. Masterson, *Young Children*, September 2009, vol. 64, no. 5, pgs. 34–38
Establishing positive **relationships** with the **families** and young children with whom teachers work is paramount to engaging the child in meaningful experiences. This article included many strategies for before and during the year all with the purpose of developing connections and **collaboration** between the families and the school setting. 50
14. **Creating a Welcoming Classroom for Homeless Students**, Jennifer J. Slopek, *Education Update, Association for Staff and Curriculum Development*, June 2010, vol. 52, no. 6, pgs. 1 & 6–7
With a close to 50% increase in the population of **homeless** children since 2008, educators must alter the ways they interact with homeless children in school settings. **Academic achievement** for homeless children, many who are **at-risk** for academic success, first hinges on their ability to form a trusting relationship with their teachers, deal with **stress**, and to feel safe in the learning environment. Communicating with **families** in creative ways is the responsibility of the teacher. 54
15. **Keys to Quality Infant Care: Nurturing Every Baby’s Life Journey**, Alice Sterling Honig, *Young Children*, September 2010, vol. 65, no. 5, pgs. 40–47
When Dr. Honig speaks or writes about infants, we listen. She asks caregivers who work with **infants** to spend time exploring the different temperament and individual skills and interests babies bring to a group care setting. Developing nurturing **relationships** with infants and their families hinges on the caregiver using a variety of techniques which Honig presents. Excellent strategies for caregivers are included. 56
16. **Gaga for Gadgets**, Margery D. Rosen, *Parents*, February 2011, pgs. 110–116
Watching a DVD on the way to the grocery store, playing with mom’s smart phone, and downloading an app to the family i-Pad are all daily encounters for many young children, including infants and **toddlers**. The escalation of **technology** into our lives means adults must be vigilant in introducing appropriate technology to children. 61



UNIT 3 Diverse Learners

Unit Overview

17. **Teach Up for Excellence**, Carol Ann Tomlinson and Edwin Lou Javrus, *Educational Leadership*, February 2012, pgs. 28–33
The phrase *engage their minds* is a powerful reminder to all **teachers** of what we need to do to foster the love of and joy in learning. Setting the academic **achievement** bar high then providing the support and services to help **diverse learners** 64

achieve is one of the most important jobs for a teacher. The authors provide principles for teaching up to afford all students, especially those **at-risk**, the opportunities to learn in an excellent environment.

67

18. **The Wonder Years**, Annie Papero, *American School Board Journal*, vol. 198, no. 8, pgs. 29–31

When Papero speaks of the wonder years, she is referring to those most important years prior to public school entry age when the foundation for future learning is often set. **Poverty**, family instability, and low quality child care all contribute to many children not maximizing learning experiences during those early childhood years. When school districts start to recognize assisting **diverse learners** starts long before they enter school, progress will be made in closing the **achievement gap**.

71

19. **Individualizing Instruction in Preschool Classrooms**, Mary B. Boat, Laurie A. Dinnebeil, and Youlmi Bae, *Dimensions of Early Childhood*, Winter 2010, vol. 38, no. 1, pgs. 3–10

Interest in **differentiating** or **individualizing** learning experiences to meet the needs of all children is high among teachers. Teachers first need to know how to differentiate and how to best support each child in his or her learning. Strategies for **scaffolding** are included.

74

20. **The Why Behind RTI**, Austin Buffum, Mike Mattos, and Chris Weber, *Educational Leadership*, October 2010, vol. 68, no. 2, pgs. 10–15

Teachers of all levels of children must be familiar with **Response to Intervention** tiers and the strategies implemented to prevent future failure. When educators look for ways to **differentiate** the learning, so every child can learn, success will happen.

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UNIT 4

Supporting Young Children’s Development

Unit Overview

84

21. **Assessing Young Children’s Learning and Development**, Jacqueline Jones, *Principal*, May/June 2011, vol. 90, no. 5, pgs. 13–15

The key question in this article is the third one in the opening paragraph, “What do the teachers and parents need to do so that each child is prepared to succeed in **kindergarten** and beyond?” That removes the heavy burden of the child not being ready and requires the adults to accurately **assess** each child’s developmental level before planning the learning based on the **standards**.

87

22. **Assessing and Scaffolding Make-Believe Play**, Deborah J. Leong and Elena Bodrova, *Young Children*, January 2012

Teachers have a critical role to **play** in the fostering and encouraging of pretend play for young children. We scaffold their play through our planning, the **environment** and materials we provide, the language we use and the way we extend the learning. Become supportive of the play going on in your classroom.

90

23. **Using Toys to Support Infant-Toddler Learning and Development**, Gabriel Guyton, *Young Children*, September 2012, pgs. 50–56

A solid background in child **development**, coupled with a keen understanding of the needs and interests of young children, will enable a teacher to select and offer **developmentally appropriate materials** and toys in his or her **infant** and **toddler** classroom. Guyton provides suggestions for choosing and using materials with young children.

95

24. **Helping Children Play and Learn Together**, Michaelene M. Ostrocky and Hedda Meadan, *Young Children*, January 2010, vol. 65, no. 1, pgs. 104–109
 Helping **preschool** children learn how to **play** and cooperate with their peers is a critical part of an early childhood educator’s job. Young children today are having fewer opportunities to engage in freely chosen play where they make the decisions. Through engagement in cooperative experiences, children develop **social and emotional competence** and enhance their learning opportunities. 110
25. **Rough Play: One of the Most Challenging Behaviors**, Frances M. Carlson, *Young Children*, July 2011, vol. 66, no. 4, pgs. 18–25
 Every teacher and parent deals with the dilemma of how to best handle rough and tumble or **rough play**. Young children need clear expectations for behavior along with ample opportunities to use **large muscles** as they practice **physical** skills through play. 105
26. **Play and Social Interaction in Middle Childhood**, Doris Bergen and Doris Pronin Fromberg, *Phi Delta Kappan*, February 2009
 At a time when **recess** and free **play** are disappearing from early childhood programs, Bergen and Fromberg discuss the importance of play during the middle childhood years. **Social, emotional, physical, cognitive, and creative development** are enhanced through play. 110



UNIT 5 Educational Practices That Help Children Thrive in School

Unit Overview 114

27. **Knowing Is Not Understanding**, David Elkind, *Young Children*, January 2012, pgs. 84–87
 Parents and teachers are often looking for ways to bolster their children’s early **academic instruction** through curriculum and materials. Elkind gives an explanation of what is really happening when children develop the complex cognitive skills of reading and beginning math. Clarification between knowing and understanding can help teachers and parents find **developmentally appropriate** strategies to use in early childhood programs that truly engage and **motivate** young children in their learning. 117
28. **Kindergarten Dilemma: Hold Kids Back to Get Ahead?** Stephanie Pappas, *msnbc.com*, September 6, 2010
 The national trend for many middle and upper middle class parents to delay **kindergarten** entry for their children has hidden costs many economists state. Delayed kindergarten or “redshirted” children lose any gains they **achieve** by being older, often by the third grade. There is a slight academic advantage early in their academic career. 120
29. **Developmentally Appropriate Practice in the Age of Testing**, David McKay Wilson, *Harvard Education Letter*, May/June 2009
 Wilson’s message to all teachers is to hold strong to the principle of child **development** and provide an environment that is **developmentally appropriate** for all young children to learn. Pressure to use **scripted curriculum** and deny children the opportunity for **inquiry-based learning** is forcing many teachers to not follow what they know to be best practice. Four key foundations of development are described. 122

- 30. Making and Taking Virtual Field Trips in Pre-K and the Primary Grades**, Dennis J. Kirchen, *Young Children*, November 2011, pgs. 22–26
With funds being severely cut throughout many districts, field trips are usually the first to be eliminated. But now, field trips are available without leaving the classroom due to the creation of virtual field trips. Kirchen outlines suggestions for selecting pre-developed **virtual field trips**, the benefits of this new education strategy, and a helpful example of a planning outline for incorporating a virtual field trip in a unit plan. 125
- 31. Repeating Views on Grade Retention**, Pamela Jane Powell, *Childhood Education*, Winter 2010, vol. 87, no. 2, pgs. 90–92
Powell provides a historical look at the research on grade **retention** going back over 100 years. She provides a summary of the research on this ineffective practice and includes alternatives to holding children back a grade. **Differentiating** the learning environment and including practices that are **developmentally appropriate** are key. 130
- 32. When School Lunch Doesn't Make the Grade**, Elizabeth Foy Larsen, *Parents*, September 2010, pgs. 218–222
The battle to combat childhood **obesity** can start in the school cafeteria. **Eating behaviors** developed after consuming meals high in salt, sugar, and fat can last a lifetime. Parents and teachers can take charge and work for change in the food served to school children. Suggestions are provided to bring about changes in your school. 134
- 33. 5 Hallmarks of Good Homework**, Cathy Vatterott, *Educational Leadership*, September 2010, vol. 68, no. 1, pgs. 10–15
With pressure for academic **achievement** starting early, **homework** is viewed as a way to extend the learning into the home setting. Effective homework is purposeful, among other things, and not randomly assigned for all children to do the same work. **Families** of young children play a key role in the homework discussion with family support and supplies available, two factors that may affect its successful completion. 138



UNIT 6

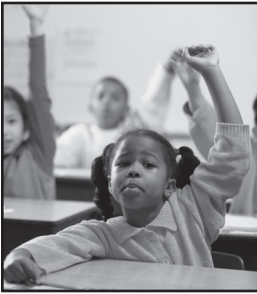
Teaching Practices That Help Children Thrive in School

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- 34. Supporting Children's Learning While Meeting State Standards**, Lisa S. Goldstein and Michelle Bauml, *Young Children*, May 2012, pgs. 96–103
Teachers are professional decision makers supporting their students' learning with daily decisions concerning classroom activities and lessons. Goldstein and Bauml suggest three traits necessary for teachers to balance the needs of the students and the rigorous demand of state **standards** and district-mandated **curriculum**. 145
- 35. Helping Young Boys Be Successful Learners in Today's Early Childhood Classrooms**, Nancy Gropper et al., *Young Children*, January 2011, vol. 66, no. 1, pgs. 34–40.
Gender differences in the **development** and learning styles of children have stymied teachers throughout the years. New research on learning styles, especially of young boys, and the role of the adult in fostering an optimal **kindergarten environment** are shared by the authors. 150

36. **Developmentally Appropriate Child Guidance: Helping Children Gain Self-Control**, Will Mosier, *Texas Child Care Quarterly*, Spring 2009
Our ultimate goal for **guiding** children's behavior is to have children express their emotions in **socially** acceptable ways as they learn to develop internal control. **Teachers** who employ natural consequences for inappropriate behavior help children develop the skills they will need throughout their life. 157

37. **Want to Get Your Kids into College? Let Them Play**, Erika Christakis and Nicholas Christakis, *CNN.com*, accessed September 2012
This article is a powerful statement on the importance of allowing ample opportunities during early childhood for children to hone those lifelong skills through **play**. **Cooperation, inquisitiveness, motivation**, creating, and sharing are just a few of the behaviors learned through play that help with achievement in all areas of development. 160



UNIT 7 Curricular Issues

Unit Overview 162

38. **From STEM to STEAM**, Hedda Sharapan, *Young Children*, January 2012, pgs. 36–40
STEAM, a Fred Rogers' philosophy and approach to early childhood education, is an acronym for science, technology, engineering, arts, and math, which builds the foundation to **math & science** related knowledge and skill base. Sharapan recommends the STEAM approach to facilitate **inquiry-based thinking** and discovery. Fans of Fred Rogers' approach will enjoy this comprehensive explanation of the different facets of his philosophy and technique. 165

39. **Supporting the Scientific Thinking and Inquiry of Toddlers and Preschoolers Through Play**, Maria Hamlin and Debora B. Wisneski, *Young Children*, May 2012, pgs. 82–88
Science and play come together in this article to support the development of scientific inquiry in young children. Hamlin and Wisneski provide a helpful chart for explaining how simple **materials** in an early childhood classroom can connect to scientific concepts through play activities. Teachers are able to combine content with their knowledge and understanding of play to help guide children's play **experiences** in the area of science. 169

40. **Every Child, Every Day**, Richard L. Allington and Rachael E. Gabriel, *Educational Leadership*, March 2012, pgs. 10–15
Allington and Gabriel introduce six research-based elements of **literacy** instruction that will ensure high-quality instructional activities for all students, every day. A student's personal choice is a key to the effectiveness of these elements even for struggling readers. 174

41. **Why We Should Not Cut P. E.**, Stewart G. Trost and Hans van der Mars, *Educational Leadership*, December 2009/January 2010, vol. 67, no. 4, pgs. 60–65
Eliminating **physical** education and **recess** so children can have more classroom learning time is happening all across the country. Trost and van der Mars provide research which shows **academic performance** did not change when physical education was decreased. They discuss the link between academic achievement and physical fitness and **obesity**. 178

42. **Developing Fine Motor Skills**, J. Michelle Huffman and Callie Fortenberry, *Young Children*, September 2011, pgs. 100–103
Proper muscle development is crucial for a young child's ***physical fine motor development*** and the acquisition of skills in conventional ***writing***. Huffman and Fortenberry provide a list of activities and materials that will engage children in different levels of motor development. 183
- Test-Your-Knowledge Form*** 186