

ANNUAL EDITIONS

Early Childhood Education

06/07



A·N·N·U·A·L E·D·I·T·I·O·N·S

Early Childhood Education

06/07

Twenty-seventh Edition

EDITOR

Karen Menke Paciorek

Eastern Michigan University

Karen Menke Paciorek is a professor of early childhood education at Eastern Michigan University in Ypsilanti. Her degrees in early childhood education include a B.A. from the University of Pittsburgh, an M.A. from George Washington University, and a Ph.D. from Peabody College of Vanderbilt University. She co-edits, with Joyce Huth Munro, *Sources: Notable Selections in Early Childhood Education* and is the editor of *Taking Sides: Clashing Views on Controversial Issues in Early Childhood Education*. (McGraw-Hill). She has served as president of the Michigan Association for the Education of Young Children and the Michigan Early Childhood Education Consortium. She presents at local, state, and national conferences on curriculum planning, guiding behavior, preparing the learning environment and working with families. She currently serves as President of the school board for the Northville Public Schools, Northville, Michigan and on the Board of Directors for Wolverine Human Services and The Karla Fund—supporting reading to young children.



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Twenty-seventh Edition

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Members of the Advisory Board are instrumental in the final selection of articles for each edition of ANNUAL EDITIONS. Their review of articles for content, level, currentness, and appropriateness provides critical direction to the editor and staff. We think that you will find their careful consideration well reflected in this volume.

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Preface

In publishing ANNUAL EDITIONS we recognize the enormous role played by the magazines, newspapers, and journals of the public press in providing current, first-rate educational information in a broad spectrum of interest areas. Many of these articles are appropriate for students, researchers, and professionals seeking accurate, current material to help bridge the gap between principles and theories and the real world. These articles, however, become more useful for study when those of lasting value are carefully collected, organized, indexed, and reproduced in a low-cost format, which provides easy and permanent access when the material is needed. That is the role played by ANNUAL EDITIONS.

Twenty-seven years ago the profession of early childhood education was just beginning to take shape as schools around the country were beginning to offer a degree in the new field. A collection of readings was developed to help the new professionals understand the abilities and needs of young children. This annual reader is used today at over 550 colleges and universities. In addition it may be found in public libraries, pediatricians' offices, and teacher reference sections of school libraries. I have worked diligently to bring you the best and most significant articles in the field. I realize this is a tremendous responsibility to provide a thorough review of the current literature—a responsibility I take seriously. I am always on the look out for possible articles for the next *Annual Editions*. My goal is to provide the reader with a snapshot of the critical issues facing professionals in early childhood education.

Early childhood education is an interdisciplinary field that includes child development, family issues, educational practices, behavior guidance, and curriculum. *Annual Editions: Early Childhood Education 06/07* brings you the latest information in the field from a wide variety of recent journals, newspapers, and magazines. In selecting articles for this edition, I was careful to provide the reader with a well-balanced look at the issues and concerns facing teachers, families, society, and children. There are four themes found in the readings chosen for this twenty-seventh edition of *Annual Editions: Early Childhood Education*. They are: (1) the assessment of young children and the settings in which they play and learn, (2) the continued focus on early literacy experiences being critical for young children prior to public school entry age, (3) the increasing attention on requiring preschool programs for all young children prior to public school entry, and (4) the importance of age appropriate standards for programs serving young children. It is especially gratifying to see issues affecting children and families covered in magazines other than professional association journals. The general public needs to be aware of the impact of positive early learning and family experiences on the growth and development of children.

Continuing in this edition of *Annual Editions: Early Childhood Education* are selected World Wide Web sites that can be used to further explore topics addressed in the articles. I have chosen to include only a few high-quality sites. Students are encouraged to explore these sites on their own, or in collaboration with others for extended learning opportunities.

Given the wide range of topics included, *Annual Editions: Early Childhood Education 06/07* may be used by sev-

eral groups—undergraduate or graduate students, professionals, parents or administrators—who want to develop an understanding of the critical issues in the field.

The selection of readings for this edition has been a cooperative effort between the editor and the advisory board members. I appreciate the time the advisory board members have taken to provide suggestions for improvement and possible articles for consideration. I couldn't produce this book without the assistance of many. The assistance of Clay Paciorek was valuable in compiling the articles and making final selections. The production and editorial staff of McGraw-Hill ably support and coordinate my efforts.

To the instructor or reader interested in the history of early childhood care and education programs throughout the years, I invite you to view my other books, also published by McGraw-Hill. *Sources: Notable Selections in Early Childhood Education, 2nd edition* (1999) is a collection of 46 writings of enduring historical value by influential people in the field, all of the selections are primary sources which allow you to experience first hand the thoughts and views of these important educators. *Taking Sides: Clashing Views on Controversial Issues in Early Childhood Education* (2002) contains eighteen critical issues facing early childhood professionals or parents. The book can be used in a seminar or issues course.

I want to thank Dr. Joyce Huth Munro for her fourteen years of work as a co-editor for this text. I am grateful for the friendship and professional growth we have both realized as a result of working on this project. As job changes brought additional responsibilities, her efforts to make *Annual Editions: Early Childhood Education* a relevant and useful text never wavered. I appreciate readers who have corresponded with me about the selection and organization of previous editions. Comments and articles sent for consideration are welcomed and will serve to modify future volumes. Take time to fill out and return the postage-paid article rating form on the last page. You may also contact me at: kpaciorek@emich.edu

I look forward to hearing from you.



Karen Menki Paciorek
Editor

Topic Guide

This topic guide suggests how the selections in this book relate to the subjects covered in your course. You may want to use the topics listed on these pages to search the Web more easily.

On the following pages a number of Web sites have been gathered specifically for this book. They are arranged to reflect the units of this *Annual Edition*. You can link to these sites by going to the student online support site at <http://www.mhcls.com/online/>.

ALL THE ARTICLES THAT RELATE TO EACH TOPIC ARE LISTED BELOW THE BOLD-FACED TERM.

Academics

- 4. Class and the Classroom
- 23. The Ultimate Guide to Preschool
- 28. Building Positive Teacher-Child Relationships

Accountability

- 13. What Does It Mean to Educate the Whole Child?

Achievement

- 3. The Preschool Promise
- 4. Class and the Classroom
- 5. Blended Perspectives: A Global Vision for High-Quality Early Childhood Education
- 13. What Does It Mean to Educate the Whole Child?

Assessment

- 13. What Does It Mean to Educate the Whole Child?
- 20. Second Time Around

At-risk children

- 1. Preschool Pays

Behavior

- 26. From Policing to Participation: Overturning the Rules and Creating Amiable Classrooms
- 28. Building Positive Teacher-Child Relationships
- 29. Heading Off Disruptive Behavior
- 30. Beyond Banning War and Superhero Play

Brain development

- 12. Reading Your Baby's Mind
- 27. With Boys and Girls in Mind
- 40. Movement and Learning: A Valuable Connection

Cognitive development

- 13. What Does It Mean to Educate the Whole Child?
- 16. Uniquely Preschool
- 18. Rethinking Early Childhood Practices

Computers

- 39. Educating Early Childhood Teachers about Computers

Creativity

- 30. Beyond Banning War and Superhero Play

Cultures

- 5. Blended Perspectives: A Global Vision for High-Quality Early Childhood Education
- 25. Planning Holiday Celebrations: An Ethical Approach to Developing Policy and Practices
- 27. With Boys and Girls in Mind

Curriculum

- 5. Blended Perspectives: A Global Vision for High-Quality Early Childhood Education
- 18. Rethinking Early Childhood Practices

- 32. Understanding Curriculum: An Umbrella View
- 33. Reggio Emilia: New Ways to Think About Schooling
- 35. Emergent Curriculum and Kindergarten Readiness

Development

- 7. Children of Teen Parents: Challenges and Hope
- 22. Essential Contributions from Playgrounds
- 42. Promoting Creativity for Life Using Open-Ended Materials

Developmentally appropriate practice

- 6. Taking a Stand: Strategies for Activism
- 17. Achieving High Standards and Implementing Developmentally Appropriate Practice—Both ARE Possible
- 26. From Policing to Participation: Overturning the Rules and Creating Amiable Classrooms
- 28. Building Positive Teacher-Child Relationships
- 32. Understanding Curriculum: An Umbrella View
- 35. Emergent Curriculum and Kindergarten Readiness

Divorce

- 10. The Friendly Divorce

Emergent curriculum

- 33. Reggio Emilia: New Ways to Think About Schooling

Emotional competence

- 13. What Does It Mean to Educate the Whole Child?

Environment

- 16. Uniquely Preschool
- 24. Basic Premises of Classroom Design: The Teacher's Perspective
- 35. Emergent Curriculum and Kindergarten Readiness
- 40. Movement and Learning: A Valuable Connection

Families

- 7. Children of Teen Parents: Challenges and Hope
- 8. Supporting Grandparents Who Raise Grandchildren
- 9. The Case for Staying Home
- 10. The Friendly Divorce
- 11. The Dynamics of Families Who Are Homeless: Implications for Early Childhood Educators
- 14. What Can We Do To Prevent Childhood Obesity?
- 25. Planning Holiday Celebrations: An Ethical Approach to Developing Policy and Practices
- 33. Reggio Emilia: New Ways to Think About Schooling

Federal government

- 3. The Preschool Promise

Guidance

- 8. Supporting Grandparents Who Raise Grandchildren
- 26. From Policing to Participation: Overturning the Rules and Creating Amiable Classrooms
- 28. Building Positive Teacher-Child Relationships
- 29. Heading Off Disruptive Behavior

Health and safety

- 14. What Can We Do To Prevent Childhood Obesity?

Infants and toddlers

- 7. Children of Teen Parents: Challenges and Hope
- 12. Reading Your Baby's Mind
- 24. Basic Premises of Classroom Design: The Teacher's Perspective

Kindergarten

- 17. Achieving High Standards and Implementing Developmentally Appropriate Practice—Both ARE Possible
- 35. Emergent Curriculum and Kindergarten Readiness

Learning

- 24. Basic Premises of Classroom Design: The Teacher's Perspective
- 27. With Boys and Girls in Mind
- 35. Emergent Curriculum and Kindergarten Readiness
- 40. Movement and Learning: A Valuable Connection

Literacy

- 4. Class and the Classroom
- 36. Early Literacy and Very Young Children
- 37. Writing First!

Multi-cultural

- 43. Building Culturally and Linguistically Competent Services

Obesity

- 14. What Can We Do To Prevent Childhood Obesity?

Parenting and parents

- 7. Children of Teen Parents: Challenges and Hope
- 8. Supporting Grandparents Who Raise Grandchildren
- 10. The Friendly Divorce
- 21. Making the Case for Play Policy: Research-Based Resons to Support Play-Based Environments
- 23. The Ultimate Guide to Preschool

Physical development

- 22. Essential Contributions from Playgrounds

Play

- 15. Stop the Insanity!: It Takes a Team to Leave No Child Behind
- 21. Making the Case for Play Policy: Research-Based Resons to Support Play-Based Environments
- 22. Essential Contributions from Playgrounds
- 30. Beyond Banning War and Superhero Play

Policy

- 3. The Preschool Promise
- 4. Class and the Classroom

Poverty

- 2. The High/Scope Perry Preschool Study and the Man Who Began It
- 5. Blended Perspectives: A Global Vision for High-Quality Early Childhood Education
- 7. Children of Teen Parents: Challenges and Hope
- 8. Supporting Grandparents Who Raise Grandchildren
- 11. The Dynamics of Families Who Are Homeless: Implications for Early Childhood Educators

Preschool

- 1. Preschool Pays
- 2. The High/Scope Perry Preschool Study and the Man Who Began It

- 3. The Preschool Promise
- 16. Uniquely Preschool
- 23. The Ultimate Guide to Preschool

Primary grades

- 17. Achieving High Standards and Implementing Developmentally Appropriate Practice—Both ARE Possible
- 21. Making the Case for Play Policy: Research-Based Resons to Support Play-Based Environments

Project approach

- 31. Beyond the Basics: Using the Project Approach in Standards-Based Classrooms
- 41. Beyond Community Helpers: The Project Approach in the Early Childhood Social Studies Curriculum

Reading

- 36. Early Literacy and Very Young Children
- 37. Writing First!
- 38. The Sweet Work of Reading

Reggio Emilia

- 33. Reggio Emilia: New Ways to Think About Schooling

Research

- 2. The High/Scope Perry Preschool Study and the Man Who Began It
- 12. Reading Your Baby's Mind
- 19. One District's Study on the Propriety of Transition-Grade Classrooms
- 20. Second Time Around
- 21. Making the Case for Play Policy: Research-Based Resons to Support Play-Based Environments
- 27. With Boys and Girls in Mind

Safety

- 22. Essential Contributions from Playgrounds

Social and emotional development

- 16. Uniquely Preschool
- 20. Second Time Around
- 22. Essential Contributions from Playgrounds
- 28. Building Positive Teacher-Child Relationships

Standards

- 15. Stop the Insanity!: It Takes a Team to Leave No Child Behind
- 17. Achieving High Standards and Implementing Developmentally Appropriate Practice—Both ARE Possible
- 31. Beyond the Basics: Using the Project Approach in Standards-Based Classrooms
- 41. Beyond Community Helpers: The Project Approach in the Early Childhood Social Studies Curriculum

Stress

- 8. Supporting Grandparents Who Raise Grandchildren
- 11. The Dynamics of Families Who Are Homeless: Implications for Early Childhood Educators

Teachers and teaching

- 5. Blended Perspectives: A Global Vision for High-Quality Early Childhood Education
- 6. Taking a Stand: Strategies for Activism
- 15. Stop the Insanity!: It Takes a Team to Leave No Child Behind
- 20. Second Time Around
- 21. Making the Case for Play Policy: Research-Based Resons to Support Play-Based Environments
- 24. Basic Premises of Classroom Design: The Teacher's Perspective
- 25. Planning Holiday Celebrations: An Ethical Approach to Developing Policy and Practices

- 27. With Boys and Girls in Mind
- 30. Beyond Banning War and Superhero Play
- 31. Beyond the Basics: Using the Project Approach in Standards-Based Classrooms
- 32. Understanding Curriculum: An Umbrella View
- 34. Fostering Prosocial Behavior in Young Children
- 35. Emergent Curriculum and Kindergarten Readiness
- 36. Early Literacy and Very Young Children
- 37. Writing First!
- 38. The Sweet Work of Reading
- 42. Promoting Creativity for Life Using Open-Ended Materials
- 43. Building Culturally and Linguistically Competent Services

Technology

- 39. Educating Early Childhood Teachers about Computers

Toys

- 30. Beyond Banning War and Superhero Play

Violence

- 7. Children of Teen Parents: Challenges and Hope
- 30. Beyond Banning War and Superhero Play

Writing

- 37. Writing First!

Internet References

The following internet sites have been carefully researched and selected to support the articles found in this reader. The easiest way to access these selected sites is to go to our student online support site at <http://www.mhcls.com/online/>.

AE: Early Childhood Education 06/07

The following sites were available at the time of publication. Visit our Web site—we update our student online support site regularly to reflect any changes.

General Sources

Children's Defense Fund (CDF)

<http://www.childrensdefense.org>

At this site of the CDF, an organization that seeks to ensure that every child is treated fairly, there are reports and resources regarding current issues facing today's youth, along with national statistics on various subjects.

Connect for Kids

<http://www.connectforkids.org>

This nonprofit site provides news and information on issues affecting children and families, with over 1,500 helpful links to national and local resources.

National Association for the Education of Young Children

<http://www.naeyc.org>

The NAEYC Web site is a valuable tool for anyone working with young children. Also see the National Education Association site: <http://www.nea.org>.

U.S. Department of Education

<http://www.ed.gov/pubs/TeachersGuide/>

Government goals, projects, grants, and other educational programs are listed here as well as many links to teacher services and resources.

UNIT 1: How the World Treats Young Children

Child Care Directory: Careguide

<http://www.careguide.net>

Find licensed/registered child care by state, city, region, or age of child at this site. Site contains providers' pages, parents' pages, and many links.

Complementary Learning Approach to the Achievement Gap

<http://www.gse.harvard.edu/hfrp/projects/complementary-learning.html>

Complementary learning provides a variety of support services for all children to be successful. These supports reach beyond the school and work toward consistent learning and developmental outcomes for children.

Early Childhood Care and Development

<http://www.ecdgroup.com>

This site concerns international resources in support of children to age 8 and their families. It includes research and evaluation, policy matters, programming matters, and related Web sites.

Global SchoolNet Foundation

<http://www.gsn.org>

Access this site for multicultural education information. The site includes news for teachers, students, and parents as well as chat rooms, links to educational resources, programs, and contests and competitions.

Goals 2000: A Progress Report

<http://www.ed.gov/pubs/goals/progrpt/index.html>

Open this site to survey a progress report by the U.S. Department of Education on the Goals 2000 reform initiative. It provides a sense of educators' future goals.

Mid-Continent Research for Education and Learning

<http://www.mcrel.org/standards-benchmarks>

This site provides a listing of standards and benchmarks that include content descriptions from 112 significant subject areas and documents from across 14 content areas.

The National Association of State Boards of Education

<http://www.nasbe.org/>

Included on this site is an extensive overview of the No Child Left Behind Act. There are links to specific state's plans.

UNIT 2: Young Children and Their Families

Administration for Children and Families

<http://www.dhhs.gov>

This site provides information on federally funded programs that promote the economic and social well-being of families, children, and communities.

The AARP Grandparent Information Center

<http://www.aarp.org/grandparents>

The center offers tips for raising grandchildren, activities, health and safety, visitations, and other resources to assist grandparents.

All About Asthma

http://pbskids.org/arthur/grownups/teacherguides/health/asthma_tips.html

This is a fact sheet/activity book used to educate children about asthma. It gives tips on how to decrease asthma triggers within your house or school. It has both English and Spanish versions of some of the materials.

Changing the Scene on Nutrition

<http://www.fns.usda.gov/tn/Healthy/changing.html>

This is a free toolkit for parents, school administrators, and teachers to help change the attitudes toward health and nutrition in their schools.

I Am Your Child

<http://www.iamyourchild.org>

Rob Reiner's I Am Your Child Foundation features excellent information on child development.

Internet Resources for Education

http://web.hamline.edu/personal/kfmeyer/cla_education.html#hamline

This site, which aims for "educational collaboration," takes you to Internet links that examine virtual classrooms, trends, policy, and infrastructure development. It leads to information about school reform, multiculturalism, technology in education, and much more.

The National Academy for Child Development

<http://www.nacd.org>

The NACD, an international organization, is dedicated to helping children and adults reach their full potential. Its home page presents links to various programs, research, and resources into

such topics as learning disabilities, ADD/ADHD, brain injuries, autism, accelerated and gifted, and other similar topic areas.

National Safe Kids Campaign

<http://www.babycenter.com>

This site includes an easy-to-follow milestone chart and advice on when to call the doctor.

Zero to Three

<http://www.zerotothree.org>

Find here developmental information on the first 3 years of life—an excellent site for both parents and professionals.

UNIT 3: Supporting Young Children's Development

Canada's Schoolnet Staff Room

<http://www.schoolnet.ca/home/e/>

Here is a resource and link site for anyone involved in education, including special-needs educators, teachers, parents, volunteers, and administrators.

Classroom Connect

<http://www.classroom.com/login/home.jhtml>

A major Web site for K–12 teachers and students, this site provides links to schools, teachers, and resources online. It includes discussion of the use of technology in the classroom.

The Council for Exceptional Children

<http://www.cec.sped.org/index.html>

Information on identifying and teaching gifted children, attention deficit disorders, and other topics in disabilities and gifted education may be accessed at this site.

Early Learning Standards: Full report

http://www.naeyc.org/resources/position_statements/positions_2003.asp

This site provides the full joint position statement by the National Association for the Education of Young Children (NAEYC) and The National Association of Early Childhood Specialists in the State Department of Education (NAECS/SDE) on early learning standards.

Early Learning Standards: Executive Summary

http://www.naeyc.org/resources/position_statements/creating_conditions.asp

This site provides the executive summary for the joint position statement by the National Association for the Education of Young Children (NAEYC) and The National Association of Early Childhood Specialists in the State Department of Education (NAECS/SDE) on early learning standards.

National Resource Center for Health and Safety in Child Care

<http://nrc.uchsc.edu>

Search through this site's extensive links to find information on health and safety in child care. Health and safety tips are provided, as are other child-care information resources.

Online Innovation Institute

<http://oii.org>

A collaborative project among Internet-using educators, proponents of systemic reform, content-area experts, and teachers who desire professional growth, this site provides a learning environment for integrating the Internet into educators' individual teaching styles.

Make your own Web page

<http://www.teacherweb.com>

Easy step by step directions for teachers at all levels to construct their own web page. Parents can log on and check out what is going on in their child's classroom.

UNIT 4: Educational Practices

Child Welfare League of America (CWLA)

<http://www.cwla.org>

The CWLA is the United States' oldest and largest organization devoted entirely to the well-being of vulnerable children and their families. Its Web site provides links to information about issues related to morality and values in education.

You Can Handle Them All

<http://www.disciplinehelp.com>

This site describes different types of behavioral problems and offers suggestions for managing these problems.

Tips for Teachers

<http://www.counselorandteachertips.com>

This site includes links for various topics of interest to teachers such as behavior management, peer mediation, and new teacher resources.

UNIT 5: Guiding and Supporting Young Children

Association for Childhood Education International (ACEI)

<http://www.acei.org/>

This site, established by the oldest professional early childhood education organization, describes the association, its programs, and the services it offers to both teachers and families.

Early Childhood Education Online

<http://www.umaine.edu/eceol/>

This site gives information on developmental guidelines and issues in the field, presents tips for observation and assessment, and gives information on advocacy.

International Reading Association

<http://www.reading.org>

This organization for professionals who are interested in literacy contains information about the reading process and assists teachers in dealing with literacy issues.

PE Central

<http://www.pecentral.org>

Included in this site are developmentally appropriate physical activities for children, also containing one section dedicated to preschool physical education. It also includes resources and research in physical education.

Phi Delta Kappa

<http://www.pdkintl.org>

This important organization publishes articles about all facets of education. By clicking on the links in this site, for example, you can check out the journal's online archive, which has resources such as articles having to do with assessment.

Reggio Emilia

<http://www.ericdigests.org/2001-3/reggio.htm>

Through ERIC, link to publications related to the Reggio Emilia approach and to resources, videos, and contact information.

Teacher Quick Source

<http://www.teacherquicksources.com>

Originally designed to help Head Start teachers meet the child outcomes, this site can be useful to all preschool teachers.

Domains can be linked to developmentally appropriate activities for classroom use.

Teachers Helping Teachers

<http://www.pacificnet.net/~mandel/>

Basic teaching tips, new teaching methodologies, and forums for teachers to share experiences are provided on this site. Download software and participate in chats. It features educational resources on the Web, with new ones added each week.

Tech Learning

<http://www.techlearning.com>

An award-winning K–12 educational technology resource, this site offers thousands of classroom and administrative tools, case studies, curricular resources, and solutions.

The Family Involvement Storybook Corner

<http://www.gse.harvard.edu/hfrp/projects/fine.html>

In partnership with Reading is Fundamental (RIF) the Family Involvement Storybook Corner is a place to find compilations of family involvement, children's storybooks, and related tools and information.

Awesome Library for Teachers

<http://www.neat-schoolhouse.org/teacher.html>

Open this page for links and access to teacher information on everything from educational assessment to general child development topics.

Future of Children

<http://www.futureofchildren.org>

Produced by the David and Lucille Packard Foundation, the primary purpose of this page is to disseminate timely information on major issues related to children's well-being.

Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity

<http://www.ed.gov/pubs/Prospects/index.html>

This report analyzes cross-sectional data on language-minority and LEP students and outlines what actions are needed to improve their educational performance. Family and economic situations are addressed plus information on related reports and sites.

Busy Teacher's Cafe

<http://www.busyteacherscafe.com>

This is a website for early childhood educators with resource pages for everything from worksheets to classroom management.

The Educators' Network

<http://www.theeducatorsnetwork.com>

A very useful site for teachers at every level in every subject area. Includes lesson plans, theme units, teacher tools, rubrics, books, educational news, and much more.

Technology Help

<http://www.apples4theteacher.com>

This site helps teachers incorporate technology into the classroom. Full of interactive activities children can do alone, with a partner, or for full group instruction in all subject areas.

Grade Level Reading Lists

<http://www.gradelevelreadinglists.org>

Recommended reading lists for grades kindergarten - eight can be downloaded through this site.

We highly recommend that you review our Web site for expanded information and our other product lines. We are continually updating and adding links to our Web site in order to offer you the most usable and useful information that will support and expand the value of your Annual Editions. You can reach us at: <http://www.mhcls.com/annualeditions/>.

UNIT 1

How the World Treats Young Children

Unit Selections

1. **Preschool Pays**, Robert G. Lynch
2. **The High/Scope Perry Preschool Study and the Man Who Began It**, High/Scope Resource
3. **The Preschool Promise**, Julie Poppe and Steffanie Clothier
4. **Class and the Classroom**, Richard Rothstein
5. **Blended Perspectives: A Global Vision for High-Quality Early Childhood Education**, Mary Renck Jalongo et al.
6. **Taking a Stand: Strategies for Activism**, Richard J. Meyer

Key Points to Consider

- What would a crystal ball show for the future of early childhood education?
- If our nation wants to make high-quality preschool education a priority, what are some challenges we face?
- What drove David Weikart to begin his Perry Preschool Project in 1963?
- How much emphasis should be placed on academics in a preschool program?
- What can we learn about young children from observing education in other countries?
- How are social disadvantage and poverty related to low achievement of young children?
- How can teachers become more involved in advocacy issues related to the care and education of young children?
- What are some of the benefits to children and their families of statewide universal pre-K programs?

Student Website

www.mhcls.com/online

Internet References

Further information regarding these websites may be found in this book's preface or online.

Child Care Directory: Careguide

<http://www.careguide.net>

Complementary Learning Approach to the Achievement Gap

<http://www.gse.harvard.edu/hfrp/projects/complementary-learning.html>

Early Childhood Care and Development

<http://www.ecdgroup.com>

Global SchoolNet Foundation

<http://www.gsn.org>

Goals 2000: A Progress Report

<http://www.ed.gov/pubs/goals/progrpt/index.html>

Mid-Continent Research for Education and Learning

<http://www.mcrel.org/standards-benchmarks>

The National Association of State Boards of Education

<http://www.nasbe.org/>

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UNIT 1 How the World Treats Young Children

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- 1. Preschool Pays**, Robert G. Lynch, *American Educator*, Winter 2004/2005
 The classic, "A stitch in time saves nine" saying from a century ago certainly applies to **preschool** programs for **at-risk children**. **Investing** in quality programs for our youngest learners prior to public school entry age has huge payoffs down the road. Policy makers have to be convinced to invest in the future for long term **cost** savings.

3
- 2. The High/Scope Perry Preschool Study and the Man Who Began It**, *High/Scope Resource*, Spring 2005
 The idea by Dr. David Weikart back in 1963 that a **preschool** program could affect the future learning of children living in **poverty** for years to come has made a huge impact on our profession. The history of the High/Scope Perry Preschool Study in Ypsilanti, MI is presented.

8
- 3. The Preschool Promise**, Julie Poppe and Steffanie Clothier, *State Legislatures*, June 2005
 This article highlights the recent interest in **preschool** by those who enact **policy**. Legislators are normally concerned with short term gains to impress voters, but the evidence on the long term **achievement** benefits of preschool is so strong, **government** officials cannot ignore it. Many states have already passed laws requiring programs for their youngest learners.

14
- 4. Class and the Classroom**, Richard Rothstein, *The American School Board Journal*, October 2004
Achievement differences between children of **poverty** and middle class children are wide and this author states that the gap is not the schools' fault alone. Class background accounts for some differences in family literacy and socialization that relate to achievement. Rothstein calls for **policies** that are based on identifying social class characteristics.

18
- 5. Blended Perspectives: A Global Vision for High-Quality Early Childhood Education**, Mary Renck Jalongo et al., *Early Childhood Education Journal*, December 2004
 Programs for young children across the world were examined by a panel of experts. There are lessons for us to learn in examining the philosophy, **curriculum**, **achievement**, and **teaching staff** in other **cultures**.

23

6. **Taking a Stand: Strategies for Activism**, Richard J. Meyer, *Young Children*, May 2005

Teachers can no longer just work with the children in their class and their families. Early childhood educators today must become strong **advocates** for **developmentally appropriate** programs for young children. Learning how to take action and standing up for the best practices goes hand in hand with teaching.

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UNIT 2

Young Children and Their Families

Unit Overview

32

7. **Children of Teen Parents: Challenges and Hope**, Barbara A. White, Mimi Graham, and Seaton K. Bradford, *Zero to Three*, March 2005

When **parents** are merely children themselves, special services are needed to support these vulnerable parents of **infants and toddlers**. Their children are often at-risk from lack of prenatal care, **poverty**, **violence**, and other **developmental** delays as a result of being raised in a **teen parent family**.

34

8. **Supporting Grandparents Who Raise Grandchildren**, Jennifer Birckmayer et al., *Young Children*, May 2005

Grandparents raising their grandchildren often report parenting isn't any easier, in fact it is often more challenging, the second time around. Grandparents have special support needs such as isolation, physical limitations, **stress**, **poverty**, and **guidance**. Teachers can offer special services aimed at this unique group of **parents**.

37

9. **The Case for Staying Home**, Claudia Wallis, *Time*, March 22, 2004

The extremely challenging world of a high-powered career woman with young children is coming to a crashing halt for many women today. The demands of work and **family** are blending to force unrealistic expectations on many women. Finding the balance between home and work is becoming more and more elusive; these dedicated **moms** and professionals are increasingly choosing to put work on hold while they tend to young children at home.

41

10. **The Friendly Divorce**, Sarah Mahoney, *Parents*, May 2004

Researchers have been studying the effects of their **parents' divorce** on children for over 30 years. Strategies for helping children from birth through age 12 deal with divorce, as well as strategies for **families** to make divorce less stressful for children are included.

45

11. **The Dynamics of Families Who Are Homeless: Implications for Early Childhood Educators**, Kevin J. Swick, *Childhood Education*, Spring 2004

Swick provides information on the unique characteristics of homeless **families** and the special needs of their children. He addresses the implications for early childhood professionals in helping **homeless** children.

48



UNIT 3

Supporting Young Children's Development

Unit Overview

54

12. **Reading Your Baby's Mind**, Pat Wingert and Martha Brant, *News-week*, August 15, 2005

Research on early **brain development** has been in mainstream magazines for over ten years. We are now beginning to learn even more about the remarkable learning capabilities of **infants and toddlers**.

56

13. **What Does It Mean to Educate the Whole Child?**, Nel Noddings, *Educational Leadership*, September 2005

As schools put more and more effort on **accountability**, **assessment**, and **achievement**, educators are starting to step back and recognize the critical role **emotional competence** and **pro-social skills** play in a child's **cognitive development**. Education is more than, "reading, 'riting, and 'rithmetic." Nel Noddings challenges us to reflect on the real purpose of education.

61

14. **What Can We Do To Prevent Childhood Obesity?**, Julie Lumeng, *Zero to Three*, January 2005

Childhood **obesity** is increasing at an alarming rate. Teachers and caregivers can educate **families** on how to provide **healthy** meals to their children, especially infants and toddlers. Research has found that overweight three year olds are likely to be overweight adults.

65



UNIT 4

Educational Practices

Unit Overview

72

15. **Stop the Insanity!: It Takes a Team to Leave No Child Behind**, Sarah M. Butzin, *Phi Delta Kappan*, December 2004

Sarah Butzin contends **teaching** is rocket science and requires highly trained individuals who are knowledgeable with best teaching practices. She challenges the reader to find the best ways to reach all students and indicates **play** and fun can go hand in hand with high **standards**.

75

16. **Uniquely Preschool**, Elena Bodrova and Deborah J. Leong, *Educational Leadership*, September 2005

Cognitive and social-emotional development take center stage in this article focusing on the basic needs of **preschool** children for **authentic learning** to take place. An **environment** where they are safe to take risks will challenge children to become lifelong learners.

78

17. **Achieving High Standards and Implementing Developmentally Appropriate Practice—Both ARE Possible**, Harriet A. Egertson, *Dimensions of Early Childhood*, Winter 2004

As high learning **standards** for preschool and **primary grades** are adopted, some practitioners fail to change their teaching practices and cling to earlier methods. The result is ineffective practices such as increasing the age of entrance to **kindergarten** and **retention** in a grade. **Developmentally appropriate practices** that are thoughtfully used are more beneficial for accommodating the variability of young children in classrooms.

81

18. **Rethinking Early Childhood Practices**, Francis Wardle, *Early Childhood News*, January/February 2005
Francis Wardle makes us put on our thinking caps and challenges us to reflect on everyday practices in most programs for young children. Only after careful examination of the benefits of an activity or **curricular** practice should we continue doing things in classrooms that have been carried on for years without much thought. 86

19. **One District's Study on the Propriety of Transition-Grade Classrooms**, Vera Estok, *Young Children*, March 2005
Vera Estok did what any teacher should do when faced with a dilemma, she went about the task of finding **research** that would support the best practice. Estok presents an overview of the research on **transitional grades** and then chronicles the work she undertook to ensure the children in her district had educational opportunities consistent with the best practices. She describes some of the negative effects of **retention** and transitional year programs. 92

20. **Second Time Around**, Susan Black, *The American School Board Journal*, November 2004
Despite overwhelming evidence from **research**, many teachers and parents still assume that **retention** is beneficial for young children. Yet repeating a grade does not improve reading or math, nor does it foster **social** adjustment and self-concept. **Teachers** play a crucial role in stopping wholesale retention by individualizing instruction and using student **assessment** to adapt strategies. 96

21. **Making the Case for Play Policy: Research-Based Reasons to Support Play-Based Environments**, Dolores A. Stegelin, *Young Children*, March 2005
Any **primary** teacher faced with the challenge of defending **play** will benefit from reading Stegelin's article. **Teachers** who have a well defined play policy supported by the **research** will be able to articulate to **parents** and administrators how children can best learn. **Equipment and materials** are important for hands on learning to occur. 99

22. **Essential Contributions from Playgrounds**, John A. Sutterby and Candra D. Thornton, *Young Children*, May 2005
Playgrounds, once those metal structures permanently placed on hard surfaces, play a significant role in the overall **development** of young children. Educators need to put thought and careful planning into designing the **outside** spaces for children to **play** and develop. Playgrounds that are **safe** and challenging have a great deal to offer in terms of **movement** and **physical development** as well as **social and emotional** experiences. 107

23. **The Ultimate Guide to Preschool**, Beth Livermore and Ilisa Cohen, *Parents*, October 2004
When deciding whether to send a child to **preschool**, today's **parents** need to be aware of the range of options, including private, public, full-time, and part-time schools. **Quality** preschool programs offer small **class size**, plenty of play materials, and low child-teacher ratios. **Academics** should not be the sole focus of the curriculum—social, emotional, and physical development are also important. 113

24. **Basic Premises of Classroom Design: The Teacher's Perspective**, Terri Jo Swim, *Early Childhood News*, November/December 2004
Creating a quality **physical** environment for young children is an important factor for meaningful **learning** to take place. **Teachers** should consider how to balance different aspects of the environment to meet children's needs. For **infants and toddlers**, this includes eating, toileting, sleeping, and comfort. 117

25. **Planning Holiday Celebrations: An Ethical Approach to Developing Policy and Practices**, Katie Campbell, Mary Jamsek, and P.D. Jolley, *Texas Child Care*, Fall 2004

Rather than base **holiday** celebrations on activity books and local culture, early childhood **teachers** can establish a holiday policy based on **ethical** principles. By collaborating with **families**, teachers can determine a process for holiday celebrations that respects the **diversity** of children and is inclusive of many customs and **cultures**.

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UNIT 5

Guiding and Supporting Young Children

Unit Overview

130

26. **From Policing to Participation: Overturning the Rules and Creating Amiable Classrooms**, Carol Anne Wien, *Young Children*, January 2004

The message that comes through in Wien's article is lighten up teacher and enjoy the time spent caring for and educating young children. When **guidance** and **behavior** issues consume teachers' and students' days, the purpose of education can be lost. Wein helps teachers to reexamine rules and establish policies that are child centered and **developmentally appropriate**.

133

27. **With Boys and Girls in Mind**, Michael Gurian and Kathy Stevens, *Educational Leadership*, November 2004

Compelling **research** in **brain functioning** shows significant differences between how **boys** and girls **learn**. Since children tend to do the activities that their brains experience as enjoyable, the implications for **teaching** are enormous. The authors advocate for the use of gender-specific strategies, instead of **culturally-based** traditional approaches, to close the gap between boys and girls.

140

28. **Building Positive Teacher-Child Relationships**, M.M. Ostrosky and E.Y. Jung, *What Works Briefs*, #12

It is important for teachers to use positive **guidance** techniques to help children understand classroom expectations and lower the amount of challenging **behaviors**. By using **developmentally appropriate practices** that help establish secure relationships, teachers can influence **academic** achievement and **social** development.

144

29. **Heading Off Disruptive Behavior**, Hill M. Walker, Elizabeth Ramsey, and Frank M. Gresham, *American Educator*, Winter 2003/2004

Not only has curriculum once only found in our elementary schools made its way into preschools, **behavior** problems have as well. Teachers are now dealing with challenging issues as they work to **guide** the behavior of all young children. A proactive approach is suggested by the authors of this article.

147

30. **Beyond Banning War and Superhero Play**, Diane E. Levin, *Young Children*, May 2003

In times of violence, young children's **play** often has **violent** and graphic themes. Their **behavior** can turn negative and harmful. **Teachers** should use approaches that promote **creative** play while dealing with children's needs. Open-ended **toys**, such as **blocks**, should be selected rather than toys that mimic media-related violence.

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