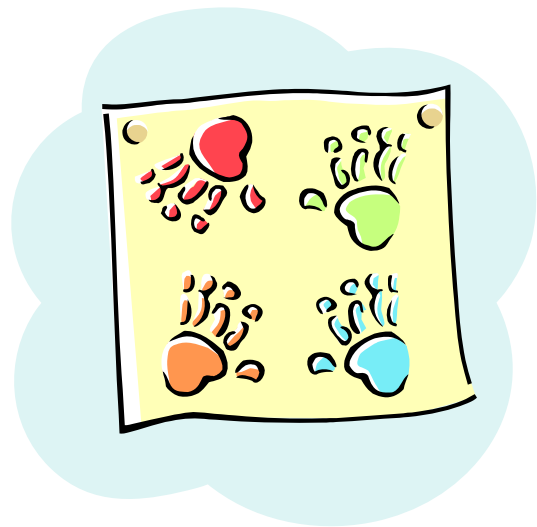


Connecting Curriculum to Inquiry, Play-Based Learning and Projects



*A list of professional materials available for borrowing
from the Stewart Resources Centre – July 2016*



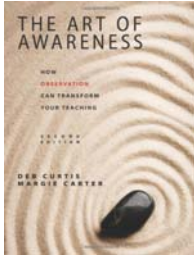
The STF Stewart Resources Centre – CHECK US OUT!

In order to serve you better, we have compiled the following list of resources that directly address some of your professional needs. We hope you find this publication helpful, and we would be pleased to hear from you if you would like us to continue producing more specialized resource lists, or if you have suggestions on how we can improve our service to you. We want to serve you better!

We make it easy for you to use the Stewart Resources Centre:

- For schools outside of Saskatoon, we mail our resources directly to you and provide a postage-paid mailing label for you to use to mail the resources back to us. (Audiovisual resources are excluded from the Canada Post library mailing rate, so you will need to pay postage to return these items.)
- For schools in Saskatoon, your resources arrive at your school through the weekly interschool mail delivery. Materials may also be returned to us using this courier system.
- You don't need to know the exact titles for resources you need. Provide a topic and an approximate grade level at which you would like to use the materials, and we will do the rest!
- We are accessible 24 hours a day through the STF website: www.stf.sk.ca You may search our catalog online or email us your resource requests at: src@stf.sk.ca
- Call us! STF members may call the Stewart Resources Centre toll-free at 1-800-667-7762, ext. 6323, or we can be reached at 373-1660, ext. 6323 for local calls.
- Visit us in person! We are open 8:30 a.m. to 5:00 p.m. from Monday to Friday.





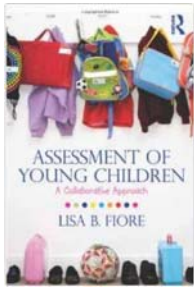
372.21 C978

The art of awareness : how observation can transform your teaching (2nd ed.) / Curtis, Deb. Carter, Margie.

St. Paul, MN: Redleaf Press, 2013.

Subjects: Early childhood education. Early childhood teachers. Observation (Educational method).

Summary: Learning to closely observe children requires commitment to systematic study and ongoing practice. With activities, experiences, and stories, this book provides that opportunity. Nine observation study sessions help educators of young children discover the many ways that being observant can enhance their teaching. Updates to this second edition reflect current issues in early childhood education, including learning standards, assessment, and technology.



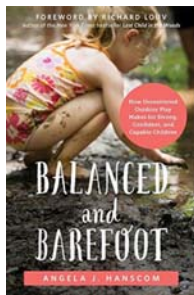
372.21 F518

Assessment of young children: a collaborative approach / Fiore, Lisa B.

New York, NY: Routledge, 2012.

Subjects: Early childhood education—Evaluation.

Summary: This book explores both standardized and authentic assessment, work sampling systems, and observation skills. Readers will walk away with strategies for communicating information about children and portfolio assessment, and how the use of formal and informal methods of observation, documentation, and assessment are connected to teacher and student inquiry.



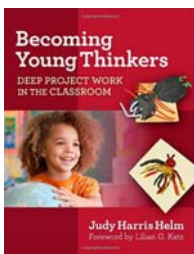
306.481 H249

Balanced and barefoot : how unrestricted outdoor play makes for strong, confident, and capable children / Hanscom, Angela J.

Oakland, CA: New Harbinger, 2016.

Subjects: Play. Nature.

Summary: In this book, a pediatric occupational therapist explains why unrestrained movement and outdoor play are vital for children's cognitive development, and offers fun, engaging activities to help ensure that kids grow into healthy, balanced, and resilient adults.



371.36 H478

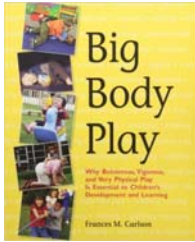
Becoming young thinkers : deep project work in the classroom / Helm, Judy Harris.

New York, NY: Teachers College Press, 2015.

Subjects: Project method in teaching.

Summary: Focusing on how children become young thinkers, the book begins with mind, brain, and education science and instructional guidelines for all learning experiences, and then connects these to the rich foundation of the project approach. The author provides specific strategies for deepening project work, including how to select meaningful topics, plan for projects, support children's questioning, create provocations to promote engagement, and help children represent their ideas.

*Annotations have been excerpted from book descriptions provided by the publishers.



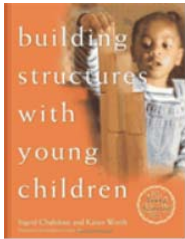
155.418 C285

Big body play : why boisterous, vigorous, and very physical play is essential to children's development and learning / Carlson, Frances M.

Washington, DC: NAEYC, 2011.

Subjects: Movement education. Motor learning. Play. Child development. Physical education for children. Early childhood education.

Summary: Drawing from evidence-based practice and the latest research, this book explains the multitude of benefits of big body play for young children's social-emotional, cognitive, and physical development. Also learn how to organize the physical environment, set rules and policies, and supervise the play.



372.35 C441

Building structures with young children / Chalufour, Ingrid. Worth, Karen.

St. Paul, MN: Redleaf Press, 2004.

Subjects: Block building (Children's activity). Building—Study and teaching (Early childhood).

Summary: Help deepen children's understanding of the physical science present in building block structures – including concepts such as gravity, stability, and balance.



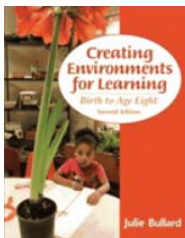
CURR SASK KIND

Children first : a resource for kindergarten

Regina, SK: Saskatchewan Ministry of Education, 2009.

Subjects: Kindergarten—Saskatchewan—Curricula.

Summary: This resource supports educators in providing a positive experience for kindergarten children. The resource is set up in such a way that allows educators to connect curriculum outcomes into meaningful associations. This resource offers a framework for planning based on principles of early learning.

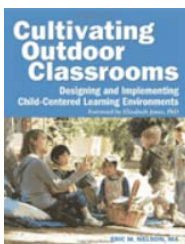


372.13 B935

Creating environments for learning : birth to age eight (2nd ed.) / Bullard, Julie. Boston, MA: Pearson, 2014.

Subjects: Classroom learning centers. Early childhood education—Activity programs.

Summary: Covering birth through age eight, this book provides a balance of theory and application to help novices and practicing early childhood professionals understand why and how to set up, arrange, and make changes to early childhood learning environments.



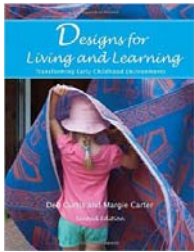
371.3 N425

Cultivating outdoor classrooms : designing and implementing child-centered learning environments / Nelson, Eric M .

St. Paul, MN: Redleaf Press, 2012.

Subjects: Outdoor education—Study and teaching. Experiential learning.

Summary: This book is filled with guidance to help you plan, design, and create an outdoor learning program that is a rich, natural extension of your indoor curriculum. It also includes information to help you: understand how outdoor classrooms benefits children's learning and development; collaborate with other teachers, administrators, and families to make your outdoor classroom a reality; create development and action plans to strategize and implement changes; and evaluate your outdoor environment, program, and practices.



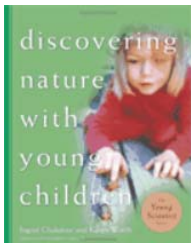
372.21 C978

Designs for living and learning : transforming early childhood environments (2nd ed.) / Curtis, Debbie. Carter, Margie.

St. Paul, MN: Redleaf Press, 2015.

Subjects: Early childhood education. Child care—Planning. Classroom environment. Education, Preschool.

Summary: This book outlines many ways for early childhood educators to develop healthy and appealing physical, social, and emotional environments for young children. It offers numerous simple, practical suggestions for creative indoor and outdoor spaces and materials.



372.357 C441

Discovering nature with young children / Chalufour, Ingrid. Worth, Karen.

St. Paul, MN: Redleaf Press, 2003.

Subjects: Nature study. Science—Study and teaching (Early childhood).

Summary: This book explores the wide-ranging elements that make up the natural world around us. The curriculum replaces simple fact-feeding practices with the development of long-term scientific reasoning, including literacy skills and numeracy skills, such as hypothesis, inference, prediction, and estimation.



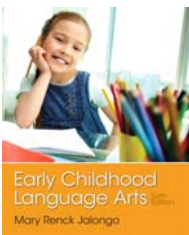
372.21 C675

Dramatic play in the early years / Coffman, Elizabeth.

Markham, ON: Pembroke Publishers, 2015.

Subjects: Play. Drama in education.

Summary: This book offers unique and powerful ways to use play to investigate stories, big ideas, and events. It focuses on dramatic play as a natural response to learning. It argues that dramatic play is not theatre, but a dynamic process that involves planning, playing, and practice, so that children become the story, live the life of the characters, bump up against issues, and better appreciate the complexities of real life.



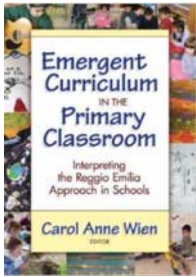
372.6 J26

Early childhood language arts (6th ed.) / Jalongo, Mary Renck.

Don Mills, ON: Pearson Education, 2014.

Subjects: Language arts (Early childhood). Language arts (Preschool).

Summary: This resource for early childhood educators offers a comprehensive look at early childhood literacy education, focusing on five themes: language learning in context, oral language, literacy with print, written language and symbol systems and the teacher of language arts. In response to the call for evidence-based reading instruction, the book provides research-based teaching strategies and incorporates information on bilingual education, technology tools and links with literature. The text responds to the increasingly diverse needs of young language learners in inclusive settings, working with parents and families and collaborating with professionals in other fields. Each chapter contains a section on teacher concerns and basic strategies, Web 2.0 teaching tools and picture book picks. Included are a table of contents, references and an index.



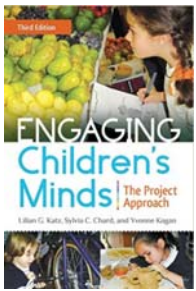
372.19 E53

Emergent curriculum in the primary classroom : interpreting the Reggio Emilia approach in schools / Wien, Carol Anne (Ed.).

New York, NY: Teachers College Press, 2008.

Subjects: Education, Primary—Curricula. Reggio Emilia approach (Early childhood education).

Summary: The inspiring stories presented here illustrate ways that early childhood values and practices have been sustained and promoted in elementary schools, exemplary teaching practice where children want to learn and teachers want to teach, how the influence of the Reggio Emilia approach is reaching into urban public school environments with diverse populations, and democratic participatory teaching that offers visions of responsible citizenship for children.



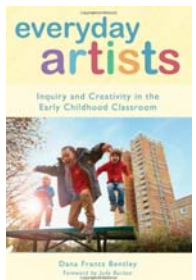
371.36 K19

Engaging children's minds : the project approach (3rd ed.) / Katz, Lilian G. Chard, Sylvia C.

Santa Barbara, CA: Praeger, 2014.

Subjects: Early childhood education. Project method in teaching.

Summary: This book shows teachers how to incorporate the project approach into early childhood curricula, engaging children intellectually and heightening their capacities for thinking, hypothesizing, reasoning, and expressing their natural curiosity.



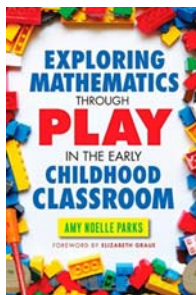
372.5 B477

Everyday artists : inquiry and creativity in the early childhood classroom / Bentley, Dana Frantz.

New York, NY: Teachers College Press, 2013.

Subjects: Education, Preschool—Activity programs. Art—Study and teaching (Preschool). Creative activities and seat work.

Summary: The author addresses the disconnect that exists between the teaching of art and the way young children actually experience art. In doing so, this book questions commonly held notions and opens up exciting new possibilities for art education in the early childhood classroom.



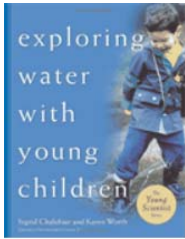
372.7 P252

Exploring mathematics through play in the early childhood classroom / Parks, Amy Noelle.

New York, NY: Teachers College Press, 2015.

Subjects: Mathematics—Study and teaching (Early childhood)—Activity programs.

Summary: The author helps teachers to recognize the mathematical learning that occurs during play, to develop strategies for mathematizing that play, and to design formal lessons that make connections between mathematics and play. Classroom examples illustrate that, unlike most formal tasks, play offers children opportunities to solve non-routine problems and to demonstrate a variety of mathematical ways of thinking – such as perseverance and attention to precision.



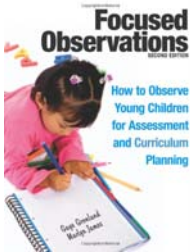
372.35 C441

Exploring water with young children / Chalufour, Ingrid. Worth, Karen.
St. Paul, MN: Redleaf Press, 2005.

Subjects: Water—Study and teaching (Early childhood). Water—Experiments.

Summary: This resource focuses children’s explorations to help deepen their understanding of water and its properties – including concepts related to water’s flow, appearance and effect on objects. This field-tested curriculum supports the early development of important science inquiry skills such as questioning,

investigating, discussing and formulating ideas and theories.



371.39 G876

Focused observations : how to observe young children for assessment and curriculum planning (2nd ed.) / Gronlund, Gaye. James, Marlyn.
St. Paul, MN: Redleaf Press, 2013.

Subjects: Observation (Educational method). Curriculum planning. Educational tests and measurements. Early childhood education.

Summary: This book explains why observation is one of the best methods to get to know each child well, track progress, and plan individualized curriculum. It also

provides tools and techniques to help you strengthen your observations, create portfolios with rich documentation, and support each child. You will also learn how to share your findings with families and grow as an observer through review and reflection activities.



372.21 G539

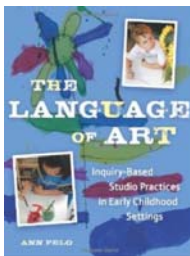
Giving children more languages : study examples from early childhood programs [CD-ROM]

Seattle, WA: Harvest Resources, 2006.

Subjects: Early childhood education. Day care centers. Child development.

Education, Preschool. Classroom environment.

Summary: This PowerPoint presentation presents examples of environments where children see themselves as artists, learn about materials, and explore light and colour. Included are photos taken inside the colourful, expressive and sense-filled classrooms of early childhood programs where the young students will be inspired and motivated to explore a variety of materials for expressing feelings, ideas and questions.



372.5 P392

The language of art : inquiry-based studio practices in early childhood settings / Pelo, Ann.

St. Paul, MN: Redleaf Press, 2007.

Subjects: Art—Study and teaching (Early childhood). Reggio Emilia approach (Early childhood education).

Summary: This book includes practical tips for setting up Reggio-inspired studio space in any early childhood environment. This book explores using art to expand

thinking across curricula and features ideas for using media such as fingerpaint, clay, found objects, and pen and ink.



371.384 B219

Lens on outdoor learning / Banning, Wendy. Sullivan, Ginny.

St. Paul, MN: Redleaf Press, 2011.

Subjects: Play environments. Adventure education. Outdoor education. Outdoor recreation for children.

Summary: This book is filled with stories and colorful photographs that illustrate how the outdoors supports children's early learning. Each story is connected to an early learning standard such as curiosity and initiative; engagement and persistence; imagination, invention, and creativity; reasoning and problem-solving; risk-taking, responsibility, and confidence; reflection, application, and interpretation; and flexibility and resilience. Much of the teaching in these experiences is indirect and involves provisioning, observing, and conversing with children as they spend quality time in nature. Children's dialogue and actions are included in each story to show just how engaged they became during these experiences.



155.418 M978

Lisa Murphy on play : the foundation of children's learning (2nd ed.) / Murphy, Lisa.

St. Paul, MN: Redleaf Press, 2016.

Subjects: Early childhood education. Play.

Summary: Timely research and new stories highlight how play is vital to the social, physical, cognitive, and spiritual development of children. Learn the seven meaningful experiences we should provide children with every day and why they are so important.



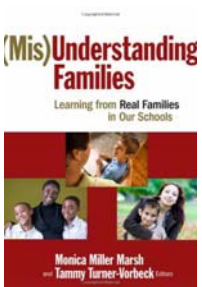
371.21 D153

Loose parts : inspiring play in young children / Daly, Lisa. Beloglovsky, Miriam.

St. Paul, MN: Redleaf Press, 2015.

Subjects: Play. Early childhood education—Activity programs.

Summary: Loose parts are natural or synthetic found, bought, or upcycled materials that children can move, manipulate, control, and change within their play. These photographs showcase an array of loose parts in real early childhood settings. And the overviews of concepts children can learn when using loose parts provide the foundation for incorporating loose parts into your teaching to enhance play and empower children.



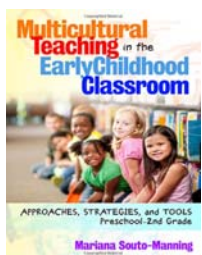
371.192 M678

(Mis)Understanding families : learning from real families in our schools / Marsh, Monica Miller. Turner-Vorbeck, Tammy.

New York, NY: Teachers College Press, 2010.

Subjects: Child rearing. Active learning. Education—Parent participation.

Summary: This practical resource will help educators to identify, address, and meet the needs of the diverse families in today's classrooms. It critically examines how families are represented in the media, schools, and other institutions and apply that information to building effective home-school partnerships.



370.117 S726

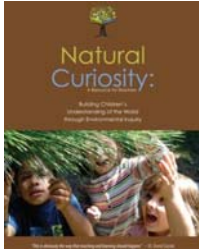
Multicultural teaching in the early childhood classroom : approaches, strategies, and tools, preschool-2nd grade / Souto-Manning, Mariana.

New York, NY: Teachers College Press, 2013.

Subjects: Early childhood education. Multicultural education—Study and teaching.

Summary: This book features an array of approaches, strategies, and tools for teaching multiculturally in the early years. The teachers and classrooms portrayed

here provide young children with rich educational experiences that empower them to understand themselves in relation to others. You will see how amazing teachers engage in culturally responsive teaching that fosters educational equity while also meeting standards. This book is sprinkled with questions for reflection and implementation that encourage educators to start planning ways of enhancing their own teaching, making their early childhood setting a more equitable learning space.



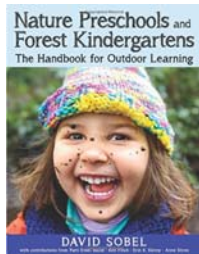
372.357 N285

Natural curiosity : building children's understanding of the world through environmental inquiry

Toronto, ON: University of Toronto, 2011.

Subjects: Nature study. Inquiry-based learning. Curiosity in children.

Summary: The resource offers elementary school teachers a guide to making both the content and process of learning about the world more engaging and relevant to their students. This is possible when students become personally invested in a collective learning process that is shaped by their very own questions and theories about the world – their natural curiosity – and a process that places them in direct contact and relationship with the natural environment.



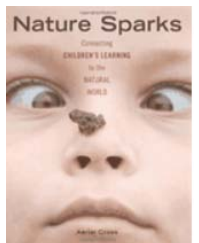
372.35044 S677

Nature preschools and forest kindergartens : the handbook for outdoor learning / Sobel, David.

St. Paul, MN: Redleaf Press, 2016.

Subjects: Outdoor education. Nature study.

Summary: This book gives guidance on how to create a successful nature-learning experience and making the most of the time children spend outdoors. It provides the framework to understand the concepts and build a learning community that stimulates curiosity and inquisitiveness in a natural environment.



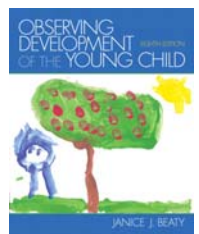
372.357 C951

Nature sparks : connecting children's learning to the natural world / Cross, Aerial.

St. Paul, MN: Redleaf Press, 2012.

Subjects: Nature study. Nature study—Activity programs.

Summary: This book is filled with inspiration and instruction to help educators and caregivers of children ages three to eight reclaim and strengthen connections to the outdoors. This resource supplies ideas to create a nature-oriented classroom and curriculum, incorporates Howard Gardner's theory of multiple intelligences to encourage children's individual talents as they experience the natural world, and includes more than 50 sensory-integrated activities, crafts, and instructional strategies.



305.233 B369

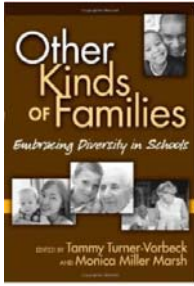
Observing development of the young child (8th ed.) / Beaty, Janice J.

Don Mills, ON: Pearson Education Canada, 2014.

Subjects: Preschool teachers—Training of. Observation (Educational method).

Child development. Education, Preschool.

Summary: Designed as a university text, this eighth edition presents a system for observing and recording the development of children in early childhood settings. It focuses on observation of children's social, emotional, physical, cognitive, language and creative development. A comprehensive checklist for recording observations and information on sharing data with parents/caregivers is provided. Each of the 12 chapters offers suggested readings for teachers, children's learning resources and activities. The book includes a table of contents, an index of children's books recommended in the text and a general index.



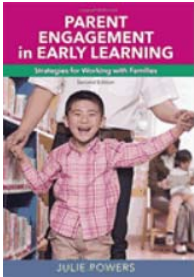
371.192 O88

Other kinds of families : embracing diversity in schools / Turner-Vorbeck, Tammy. Marsh, Monica Miller.

New York, NY: Teachers College Press, 2008.

Subjects: Multicultural education. Parent-teacher relationships. Home and school.

Summary: The authors provide critical and theoretical analyses combined with narrative experiences to address such issues as multi-generational views of the schooling experiences of immigrant families, the educational needs of gay and lesbian families, the representation of adoption and adoptive families in children's literature, and the experiences of homeless students and their families with the educational system.



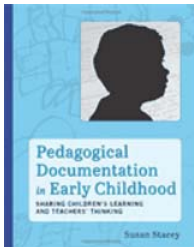
372.21 P888

Parent engagement in early learning : strategies for working with families (2nd ed.) / Powers, Julie.

St. Paul, MN: Redleaf Press, 2016.

Subjects: Early childhood education—Parent participation. Parent-teacher relationships.

Summary: This book brings to life real scenarios that care providers face in today's world. We know parent engagement is important for a child's success, but how do you turn parent-provider relationships into partnerships? Learn how to improve parent-teacher communication, deal with family issues and special complications, and how to work with the modern family.



372.21 P776

Pedagogical documentation in early childhood : sharing children's learning and teachers' thinking / Stacey, Susan.

St. Paul, MN: Redleaf Press, 2015.

Subjects: Inquiry-based learning. Early childhood education.

Summary: A step-by-step guide to documenting children's ideas, questions, play, and learning in a way that enhances teachers' thinking and understanding at the same time. This book supports teachers on their journey to tell the stories behind children's work and inquiry.



372.21 B239

Play today : building the young brain through creative expression / Barbour, Ann.

Lewisville, NC: Gryphon House, 2016.

Subjects: Early childhood education. Play.

Summary: Using simple props and donated items, the book shows how centers can be transformed into rich and rewarding learning spaces for children. It also offers dozens of easy-to-do scenarios that will spark open-ended play explorations.



371.192 P987

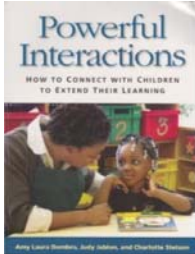
Portals of promise : transforming beliefs and practices through a curriculum of parents / Pushor, Debbie.

Rotterdam, The Netherlands: Sense Publishers, 2013.

Subjects: Educational change. Education—Parent participation. Early childhood education—Parent participation.

Summary: This book begins with Pushor's conceptualization of a curriculum of parents, a curriculum which explores beliefs and assumptions about parents, a vision for education in which educators work alongside parents and family members in the learning and care of children, and a desire for reform. She describes a curriculum of

parents, in the form of three graduate teacher education courses, which she lived out in relationship with students. Graduate students then capture their experiences immersed in this curriculum – what they each took up, how it shaped their knowledge, attitudes, and practices, and how they lived it out as they returned to their classrooms, schools, and early learning centres. This book is a storied account of their intense immersion in a curriculum of parents and the resulting impact living that curriculum has had on who they are in relation to parents and families.



371.1023 D667

Powerful interactions : how to connect with children to extend their learning /

Dombro, Amy Laura. Jablon, Judy R.

Washington, DC: NAEYC, 2011.

Subjects: Child development. Teacher-student relationships—Handbooks, manuals, etc. Interaction analysis in education.

Summary: A teacher interacts with the children all day long. A powerful interaction may last only a few minutes, but in that time the teacher tunes out any distractions, tunes into the child, and then presents a learning experience tailored to that child at that moment. This book will guide you through these three steps of a Powerful Interaction (Be Present, Connect, Extend Learning) in a series of self-guided lessons enlivened with tips, hints, invitations to reflect, and vignettes.



372.21 E22

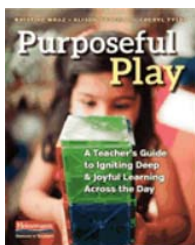
Primarily play : engaging primary learners through play / Edén, Susanne.

Grant, Janet Millar.

Toronto, ON: Elementary Teachers' Federation of Ontario, 2011.

Subjects: Early childhood education. Active learning. Play. Education, Primary—Activity programs.

Summary: This is a resource for Grade 1-3 educators who are interested in improving their practice, reflecting, and moving to a play-based program. The resource includes important research in the field about the benefits of play-based learning, scenarios to illustrate important ideas, and questions to get one thinking about their practice and to engage in personal reflection about the children they teach each day. It provides a wealth of knowledge about implementing and planning for play-based learning in the primary grades.



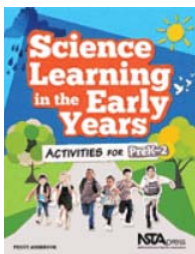
371.21 M941

Purposeful play : a teacher's guide to igniting deep and joyful learning across the day / Mraz, Kristine. Porcelli, Alison.

Portsmouth, NH: Heinemann, 2016.

Subjects: Early childhood education—Activity programs. Play.

Summary: The authors share ways to optimize and balance different types of play to deepen regular classroom learning, teach into play to foster social-emotional skills and a growth mindset, and bring the impact of play into all your lessons across the day.



372.35044 A819

Science learning in the early years : activities for preK-2 / Ashbrook, Peggy.

Arlington, VA: NSTA Press, 2016.

Subjects: Early childhood education. Science—Study and teaching (Early childhood)—Activity programs.

Summary: This book shows how to go beyond demonstrations to experiences that actually get children engaged. The activities focus on science concepts that are important, clearly presented, and developmentally appropriate. It will also help

group individual activities into an ongoing science unit so students can develop science inquiry skills over time.



372.4 S331

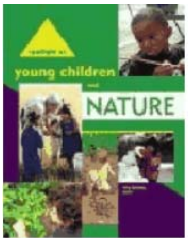
So much more than the ABCs : the early phases of reading and writing /

Schickedanz, Judith A. Collins, Molly F.

Washington, DC: NAEYC, 2013.

Subjects: Reading (Preschool). Children—Writing. Language arts (Early childhood). Language arts (Preschool). Reading (Early childhood).

Summary: This book addresses what children need to learn in the early years, the strategies that teachers can use to help children acquire these foundations, the features of emergent literacy and language understandings and skills, and how to design the physical environment to support language and literacy learning.



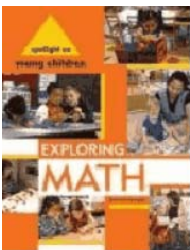
372.21 S765

Spotlight on young children and nature

Washington, DC: NAEYC, 2011.

Subjects: Child development. Environmental education—Study and teaching (Early childhood). Environmental education—Study and teaching (Preschool). Nature (Aesthetics). Environmental education—Study and teaching (Primary).

Summary: Nature exploration is fundamental to young children's curiosity, discovery, and sense of wonder- it supports their growth in all developmental domains. In this collection of engaging articles from NAEYC's journal *Young Children*, teachers of children from infancy through age 8 will learn about using nature education to address early learning standards, to involve families and the community, and to encourage children's appreciation of the natural world. The book offers a comprehensive resource list and a professional development guide with questions and activities to help readers reflect on current practices and incorporate new ones.



372.21 S765

Spotlight on young children. Exploring math

Washington, DC: NAEYC, 2012.

Subjects: Mathematics—Study and teaching (Primary). Child development. Mathematics—Study and teaching (Early childhood). Mathematics—Study and teaching (Preschool).

Summary: In this collection of articles from NAEYC's journal, *Young Children*, teachers of children from infancy through age 8 will learn how to help children develop, construct, test, and reflect on their mathematical understandings. Articles offer ways to provide in-depth, engaging learning experiences focusing on key math concept areas: number and operations, geometry, measurement, and data analysis. The book offers a comprehensive resource list and a professional development guide with questions and activities to help readers reflect on current practices and incorporate new ones.



372.21 S765

Spotlight on young children. Exploring play

Washington, DC: NAEYC, 2015.

Subjects: Early childhood education. Play.

Summary: The articles in this collection emphasize the importance of play – from infancy through the primary grades, how to support and scaffold children's play, and how to connect play to learning.



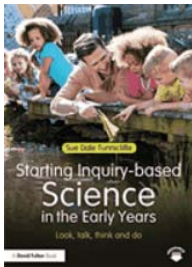
372.21 S765

Spotlight on young children. Exploring science

Washington, DC: NAEYC, 2013.

Subjects: Child development. Science—Study and teaching (Primary). Early childhood education. Science—Study and teaching (Preschool). Science—Study and teaching (Early childhood).

Summary: This book supports children's science explorations from infancy through age 8 with: ideas for science-rich environments; hands-on activities that promote young learners' investigations and discovery; and teaching approaches and child-initiated projects that introduce children to scientific and engineering practices, and concepts in the physical, life, and earth and space sciences and in engineering and technology.



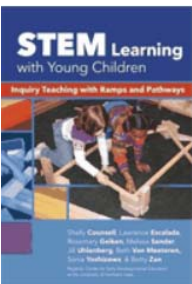
372.35 T956

Starting inquiry-based science in the early years : look, talk, think and do / Tunncliffe, Sue Dale.

New York, NY: Routledge, 2016.

Subjects: Early childhood education. Science—Study and teaching (Early childhood).

Summary: This books shows you how you can support children's emerging scientific skills by working with them and scaffolding their inquiries as they experiment, hypothesize and investigate building on their natural curiosity.



372.35 C856

STEM learning with young children : inquiry teaching with ramps and pathways / Counsell, Shelly. Escalada, Lawrence.

New York, NY: Teachers College Press, 2016.

Subjects: Early childhood education. Science—Study and teaching (Early childhood). Mathematics—Study and teaching (Early childhood).

Summary: This resource uses the Inquiry Teaching Model (ITM) as the conceptual framework and devotes specific attention to the importance of an inclusive, social, STEM learning environment in which children are free to collaborate, take risks, and investigate within the context of exploratory and constructive play.



372.7 M147

Supporting early mathematical development : practical approaches to play-based learning / McGrath, Caroline.

New York, NY: Routledge, 2010.

Subjects: Mathematics—Study and teaching (Early childhood). Early childhood education.

Summary: Promoting mathematical development through play-based learning, this book presents: practical multi-sensory teaching strategies; instructional methodologies; activity ideas incorporating play, books, songs, cooking and the outdoors; examples of children's work; advice on translating theory into practice; and questions for reflective practice.



372.11 T253

Teaching kindergarten : learner-centered classrooms for the 21st century / Diamond, Julie (Ed.).

New York, NY: Teachers College Press, 2015.

Subjects: Early childhood education. Student-centered learning.

Summary: This book presents a model for 21st-century kindergartens that is rooted in child-centred learning and also shaped by the needs and goals of the present day.

Classroom teachers working with diverse populations of students and focusing on issues of social justice provide vivid descriptions of classroom life across urban and rural communities. Teacher reflections and commentary from the editors link teacher decisions to principles of good practice.



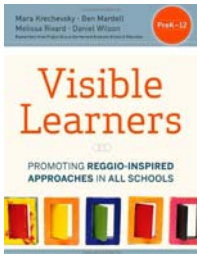
372.210945 T513

Understanding the Reggio approach : early years education in practice (3rd ed.) / Thornton, Linda. Brunton, Pat.

New York, NY: Routledge, 2015.

Subjects: Early childhood education—Philosophy.

Summary: This book describes the key features of the Reggio Approach to early childhood including the environment, creativity, relationships and documentation.



372.21 V831

Visible learners : promoting Reggio-inspired approaches in all schools /

Krechevsky, Mara. Mardell, Ben. Rivard, Melissa. Wilson, Daniel.

San Francisco, CA: Jossey-Bass, 2013.

Subjects: Group work in education. Reggio Emilia approach (Early childhood education).

Summary: Based on the Reggio Emilia approach to learning, *Visible Learners* highlights learning through interpreting objects and artifacts, group learning, and documentation to make students' learning evident to teachers.



303.32 H465

When play isn't easy : helping children enter and sustain play / Heidemann,

Sandra. Hewitt, Debbie.

St. Paul, MN: Redleaf Press, 2014.

Subjects: Play—Psychological aspects.

Summary: This interactive workbook encourages thought, reflection, and discussion as you carefully observe play, identify where children's strengths and struggles are, and offer strategies to improve their play skills. It provides a detailed look at the Play Checklist and an exploration of how play connects to

early learning.



303.32 H465

When play isn't fun : helping children resolve play conflicts / Heidemann,

Sandra. Hewitt, Debbie.

St. Paul, MN: Redleaf Press, 2014.

Subjects: Play—Psychological aspects.

Summary: This workbook outlines strategies to create an engaging play environment, provides information to help you understand skill development, and suggests ways you can encourage children's growth through rich play. It also

explains common challenges children might have during group play – like being unengaged in dramatic play, having conflicts with each other, or playing aggressively – and approaches you can use to address them.



371.36 H478

Young investigators : the project approach in the early years (3rd ed.) / Helm,

Judy Harris. Katz, Lilian G.

New York, NY: Teachers College Press, 2016.

Subjects: Project method in teaching. Early childhood education—Curricula.

Summary: This book provides an introduction to the project approach with step-by-step guidance for conducting meaningful investigations with young children.



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