

References

- Administration for Children and Families, Head Start Bureau. 2002, October. *Program Performance Standards and Other Regulations*. Washington, DC: US Government Printing Office.
- Althouse, R., M.H. Johnson, & S.T. Mitchell. 2003. *The Colors of Learning: Integrating the Visual Arts Into the Early Childhood Curriculum*. New York: Teachers College Press; Washington, DC: NAEYC.
- American Academy of Pediatrics. 2011. "Policy Statement: Media Use by Children Younger Than 2 Years." *Pediatrics* 128 (5): 1–7.
- Aronson, S.S., ed. 2012. *Healthy Young Children: A Manual for Programs*. 5th ed. Washington, DC: NAEYC.
- Arts Education Partnership. 1998. *Young Children and the Arts: Making Creative Connections—A Report of the Task Force on Children's Learning and the Arts: Birth to Age Eight*. Washington, DC: Arts Education Partnership.
- Baroody, A.J. 2000. "Does Mathematics Instruction for Three- to Five-Year-olds Really Make Sense?" *Young Children* 55 (4): 61–67.
- Baroody, A.J. 2004a. "The Developmental Bases for Early Childhood Number and Operations Standards." In *Engaging Young Children in Mathematics*, eds. D.H. Clements, J. Sarama, & A-M. DiBiase, 173–219. Mahwah, NJ: Lawrence Erlbaum Associates.
- Baroody, A.J. 2004b. "The Role of Psychological Research in the Development of Early Childhood Mathematics Standards." In *Engaging Young Children in Mathematics*, eds. D.H. Clements, J. Sarama, & A-M. DiBiase, 149–72. Mahwah, NJ: Lawrence Erlbaum Associates.
- Berk, L.E. 2008. *Infants and Children: Prenatal Through Middle Childhood*. 6th ed. Boston: Pearson/Allyn & Bacon.
- Berliner, D.C. 1987. "Simple Views of Effective Teaching and a Simple Theory of Classroom Instruction." In *Talks to Teachers*, eds. D.C. Berliner & B.V. Rosenshine, 99–110. New York: Random House.
- Berliner, D.C. 1992. "The Nature of Expertise in Teaching." In *Effective and Responsible Teaching: The New Synthesis*, eds. F.K. Oser, A. Dick, & J.L. Patry, 227–48. San Francisco: Jossey-Bass.
- Bialystok, E. 2001. *Bilingualism in Development: Language, Literacy, and Cognition*. Cambridge, UK: Cambridge University Press.
- Bodrova, E., & D. Leong. 2007. *Tools of the Mind: The Vygotskian Approach to Early Childhood Education*. 2nd ed. New York: Prentice Hall.
- Bredenkamp, S., & T. Rosegrant. 1992. "Reaching Potentials: Introduction." In *Reaching Potentials. Vol. 1: Appropriate Curriculum and Assessment for Young Children*, eds. S. Bredenkamp & T. Rosegrant, 2–8. Washington, DC: NAEYC.
- Brenneman, K. 2009. "Let's Find Out! Preschoolers as Explorers." *Young Children* 64 (6): 54–60.

- Bruner, J.S. 1986. *Actual Minds, Possible Worlds*. Cambridge, MA: Harvard University Press.
- Bruner, J.S., R.R. Olver, & P.M. Greenfield. 1996. *Studies in Cognitive Growth*. New York: Wiley.
- Brussoni, M., L.L. Olsen, I. Pike, & D.A. Sleet. 2012. "Risky Play and Children's Safety: Balancing Priorities for Optimal Child Development." *International Journal of Environmental Research and Public Health* 9: 3134–48. doi:10.3390/ijerph9093134
- Buckleitner, W., & C. Hohmann. 1991. "Blocks, Sand, Paint . . . and Computers." In *Supporting Young Learners: Ideas for Preschool and Day Care Providers*, eds. N.A. Brickman & L.S. Taylor, 174–83. Ypsilanti, MI: HighScope Press.
- Burton, J. 2000. "The Configuration of Meaning: Learner-Centered Art Education Revisited." *Studies in Art Education* 41 (4): 330–42.
- Campbell, P.F. 1999. "Fostering Each Child's Understanding of Mathematics." In *The Early Childhood Curriculum: Current Findings in Theory and Practice*, 3d ed., ed. C. Seefeldt, 106–32. New York: Teachers College Press.
- Carlson, F.M. 2011. *Big Body Play: Why Boisterous, Vigorous, and Very Physical Play Is Essential to Children's Development and Learning*. Washington, DC: NAEYC.
- Center on the Social and Emotional Foundations for Early Learning (CSEFEL). 2003. *What Works Briefs*. Champaign, IL: University of Illinois at Urbana-Champaign.
- Centers for Disease Control and Prevention (CDC). 2009. "Overweight Children Ages 6–17: Percentage Has Increased From 6% in 1976 to 17% in 2006." Atlanta, GA: Centers for Disease Control and Prevention. www.cdc.gov/features/dsoverweightchildren/.
- Centers for Disease Control and Prevention (CDC). 2013. "Progress on Childhood Obesity: Many States Show Decline." Atlanta, GA: Centers for Disease Control and Prevention. www.cdc.gov/VitalSigns/ChildhoodObesity/.
- Chafel, J.A. 1984. "'Call the Police, Okay?': Social Comparison by Young Children During Play in Preschool." *Early Child Development and Care* 14: 201–216.
- Chalufour, I., & K. Worth. 2004. *Building Structures With Young Children* (The Young Scientist Series). St. Paul, MN: Redleaf Press; Washington, DC: NAEYC.
- Cheatham, G.A., & Y.E. Ro. 2010. "Young English Learners' Interlanguage as a Context for Language and Early Literacy Development." *Young Children* 65 (4): 18–23.
- Chess, S., & A. Thomas. 1996. "Temperament." In *Child and Adolescent Psychiatry: A Comprehensive Textbook*, 2nd ed., ed. M. Lewis, 170–81. Baltimore: Williams & Wilkins.
- Christ, T., & X.C. Wang. 2012. "Supporting Preschoolers' Vocabulary Learning: Using a Decision-Making Model to Select Appropriate Words and Methods." *Young Children* 67 (2): 74–80.
- Church, E.L. 2003. "Scientific Thinking: Step-by-Step." *Scholastic Early Childhood Today* 17 (6): 35–41.
- Clements, D.H. 1999. "The Effective Use of Computers With Young Children." In *Mathematics in the Early Years*, ed. J.V. Copley, 119–28. Reston, VA: National Council of Teachers of Mathematics; Washington, DC: NAEYC.
- Clements, D.H. 2001. "Mathematics in the Preschool." *Teaching Children Mathematics* 7 (5): 270–75.
- Clements, D.H. 2004. "Major Themes and Recommendations." In *Engaging Young Children in Mathematics: Standards for Early Childhood Mathematics Education*, eds. D.H. Clements, J. Sarama, & A.-M. DiBiase, 7–72. Mahwah, NJ: Erlbaum.
- Clements, D.H., & J. Sarama. 2009. *Learning and Teaching Early Math: The Learning Trajectories Approach*. New York: Routledge.
- Colker, L.J. 2005. *The Cooking Book: Fostering Young Children's Learning and Delight*. Washington, DC: NAEYC.

- Colker, L.J. 2013. "A Place for Building Your Community." *Teaching Young Children* 7 (1): 18–19.
- Collaborative for Academic, Social, and Emotional Learning (CASEL). 2013. *2013 CASEL Guide: Effective Social and Emotional Learning Programs: Preschool and Elementary School Edition*. Chicago: Collaborative for Academic, Social, and Emotional Learning. www.casel.org/guide/.
- Collins, M.F. 2012. "Sagacious, Sophisticated, and Sedulous: The Importance of Using 50-Cent Words With Preschoolers." *Young Children* 67 (5): 66–71.
- Copley, J.V., ed. 2004. *Showcasing Mathematics for the Young Child: Activities for Three-, Four-, and Five-Year-Olds*. Reston, VA: National Council of Teachers of Mathematics.
- Copley, J.V. 2010. *The Young Child and Mathematics*, 2nd ed. Washington, DC: NAEYC; Reston, VA: National Council for Teachers of Mathematics.
- Copple, C., & S. Bredekamp. 2006. *Basics of Developmentally Appropriate Practice: An Introduction for Teachers of Children 3 to 6*. Washington, DC: NAEYC.
- Copple, C., & S. Bredekamp, eds. 2009. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*. 3rd ed. Washington, DC: NAEYC.
- Corsaro, W., & L. Molinari. 2005. *I Compagni: Understanding Children's Transition From Preschool to Elementary School*. New York: Teachers College Press.
- Creasey, G.L., P.A. Jarvis, & L.E. Berk. 1998. "Play and Social Competence." In *Multiple Perspectives on Play in Early Childhood Education*, eds. O.N. Saracho & B. Spodek, 116–143. Albany: State University of New York.
- Deasy, R., & L. Stevenson. 2002. *The Arts: Critical Links to Student Success*. Washington, DC: Arts Education Partnership, Council of Chief State School Officers.
- De Houwer, A., M.H. Bornstein, & D.L. Putnick. 2013. "A Bilingual–Monolingual Comparison of Young Children's Vocabulary Size: Evidence From Comprehension and Production." *Applied Psycholinguistics*: 1–23. doi: 10.1017/50142716412000744
- DeBruin-Parecki, A., & M. Hohmann. 2003. *Letter Links: Alphabet Learning With Children's Names*. Ypsilanti, MI: HighScope Press.
- Denham, S. 2006. "The Emotional Basis of Learning and Development in Early Childhood Education." In *Handbook of Research on the Education of Young Children*, eds. B. Spodek & O.N. Saracho, 85–104. Mahwah, NJ: Erlbaum.
- Derman-Sparks, L., & J.O. Edwards. 2010. *Anti-Bias Education for Young Children and Ourselves*. Washington, DC: NAEYC.
- DeVries, R., & C. Sales. 2011. *Ramps & Pathways: A Constructivist Approach to Physics With Young Children*. Washington, DC: NAEYC.
- Dewey, J. 1934. *Art as Experience*. New York: Perigee Books.
- Dombro, A.L., J. Jablon, & C. Stetson. 2011. *Powerful Interactions: How to Connect With Children to Extend Their Learning*. Washington, DC: NAEYC.
- Dow, C.B. 2010. "Young Children and Movement: The Power of Creative Dance." *Young Children* 65 (2): 30–35.
- Drew, W.F., & B. Rankin. 2005. "Promoting Creativity for Life Using Open-Ended Materials." In *Spotlight on Young Children and the Creative Arts*, ed. D. Koralek, 32–39. Washington, DC: NAEYC.
- Driscoll, K.C., A.J. Mashburn, L. Wang, & R.C. Pianta. 2011. "Fostering Supportive Teacher–Child Relationships: Intervention Implementation in a State-Funded Preschool Program." *Early Education and Development* 22 (4): 593–619. doi:10.1080/10409289.2010.502015
- Dweck, C.S. 2002. "The Development of Ability Conceptions." In *Development of Achievement Motivation*, eds. A. Wigfield & J.S. Eccles, 57–90. San Diego, CA: Academic Press.

- Eisner, E.W. 2004. *The Arts and the Creation of Mind*. New Haven, CT: Yale University Press.
- Elias, M.J., J.E. Zins, R.P. Weissberg, K.S. Frey, M.T. Greenberg, N.M. Haynes, R. Kessler, M.E. Schwab-Stone, & T.P. Shriver. 1997. *Promoting Social and Emotional Learning: Guidelines for Educators*. Alexandria, VA: ASCD.
- Epstein, A.S. 1993. *Training for Quality: Improving Early Childhood Programs Through Systematic Inservice Training*. Ypsilanti, MI: HighScope Press.
- Epstein, A.S. 2003. "How Planning and Reflection Develop Young Children's Thinking Skills." *Young Children* 58 (5): 28–36.
- Epstein, A.S. 2009a. *Me, You, Us: Social-Emotional Learning in Preschool*. Ypsilanti, MI: HighScope Press; Washington, DC: NAEYC.
- Epstein, A.S. 2009b. *Numbers Plus Preschool Mathematics Curriculum*. Ypsilanti, MI: HighScope Press.
- Epstein, A.S. 2012a. *The HighScope Preschool Curriculum: Approaches to Learning*. Ypsilanti, MI: HighScope Press.
- Epstein, A.S. 2012b. *The HighScope Preschool Curriculum: Creative Arts*. Ypsilanti, MI: HighScope Press.
- Epstein, A.S. 2012c. *The HighScope Preschool Curriculum: Physical Development and Health*. Ypsilanti, MI: HighScope Press.
- Epstein, A.S. & M. Hohmann. 2012. *The HighScope Preschool Curriculum*. Ypsilanti, MI: HighScope Press.
- Epstein, A.S., & E. Trimis. 2002. *Supporting Young Artists: The Development of the Visual Arts in Young Children*. Ypsilanti, MI: HighScope Press.
- Eshach, H., & M.N. Fried. 2005. "Should Science Be Taught in Early Childhood?" *Journal of Science Education and Technology* 14 (3): 315–36.
- Espinosa, L. 1992. "The Process of Change: The Redwood City Story." In *Reaching Potentials (Volume 1): Appropriate Curriculum and Assessment for Young Children*, eds. S. Bredekamp & T. Rosegrant, 159–66. Washington, DC: NAEYC.
- Espinosa, L. 2010. *Getting It RIGHT for Young Children From Diverse Backgrounds: Applying Research to Improve Practice*. Boston: Pearson Learning Solutions; Washington, DC: NAEYC.
- Espinosa, L. 2013. *PreK-3rd: Challenging Common Myths About Dual Language Learners (PreK-3rd Policy to Action Brief No. 10)*. New York: Foundation for Child Development. <http://fcd-us.org/sites/default/files/Challenging%20Common%20Myths%20Update.pdf>.
- Evans, B. 2002. *You Can't Come to My Birthday Party! Conflict Resolution With Young Children*. Ypsilanti, MI: HighScope Press.
- Evans, B. 2005. "Bye Mommy! Bye Daddy! Easing Separations for Preschoolers." In *Supporting Young Learners 4: Ideas for Child Care Providers and Teachers*, eds. N.A. Brickman, H. Barton, & J. Burd, 49–57. Ypsilanti, MI: HighScope Press.
- Fantuzzo, J.W., M.A. Perry, & P. McDermott. 2004. "Preschool Approaches to Learning and Their Relationship to Other Relevant Classroom Competencies for Low-Income Children." *School Psychology Quarterly* 19 (3): 212–230. doi:10.1521/scpq.19.3.212.40276
- Fernald, A., V.A. Marchman, & A. Weisleder. 2012. "SES Differences in Language Processing Skill and Vocabulary Are Evident at 18 Months." *Developmental Science* 16 (2): 234–48. doi: 10.1111/desc.12019
- Fight Crime: Invest in Kids. 2000. *America's Child Care Crisis: A Crime Prevention Tragedy*. Washington, DC: Fight Crime: Invest in Kids.
- Fight Crime: Invest in Kids. 2013. *From America's Front Line Against Crime: Proven Investments in Kids Will Prevent Crime and Violence*. Washington, DC: Fight Crime: Invest in Kids. www.fightcrime.org/wp-content/uploads/sites/default/files/violence_reports/Our%20Plan%20to%20Reduce%20Crime%20and%20Violence.pdf.

- Flavell, J.H., P.H. Miller, & S.A. Miller. 2001. *Cognitive Development*. 4th ed. New York: Prentice Hall.
- Fox, J.E., & R. Schirrmacher. 2012. *Art and Creative Development for Young Children*. 7th ed. Belmont, CA: Wadsworth.
- Fox, L., & R.H. Lentini. 2006. “‘You Got It!’ Teaching Social and Emotional Skills.” *Young Children* 61 (6): 36–42.
- French, L. 2004. “Science as the Center of a Coherent, Integrated Early Childhood Curriculum.” *Early Childhood Research Quarterly* 19 (1): 138–49. doi: 10.1016/j.ecresq.2004.01.004
- Gallahue, D.L. 1995. “Transforming Physical Education Curriculum.” In *Reaching Potentials (Volume 2): Transforming Early Childhood Curriculum and Assessment*, eds. S. Bredekamp & T. Rosegrant, 125–44. Washington, DC: NAEYC.
- Gambrell, L.B., & S.A. Mazzoni. 1999. “Emergent Literacy: What Research Reveals About Learning to Read.” In *The Early Childhood Curriculum: Current Findings in Theory and Practice*, 3rd ed., ed. C. Seefeldt, 80–105. New York: Teachers College Press.
- Gandini, L., L. Hill, L. Cadwell, & C. Schwall. 2005. *In the Spirit of the Studio: Learning From the Atelier of Reggio Emilia*. New York: Teachers College Press.
- Gardner, H. 1991. *The Unschooled Mind: How Children Think and How Schools Should Teach*. New York: Basic Books.
- Gartrell, D. 2012. *Education for a Civil Society: How Guidance Teaches Young Children Democratic Life Skills*. Washington, DC: NAEYC.
- Geist, K., & E.A. Geist 2008. “Do-Re-Mi, 1, 2, 3—That’s How Easy Math Can Be: Using Music to Support Emergent Mathematics.” *Young Children* 63 (2): 20–25.
- Geist, K., E.A. Geist, & K. Kuznik. 2012. “The Patterns of Music: Young Children Learning Mathematics Through Beat, Rhythm, and Melody.” *Young Children* 67 (1): 74–79.
- Gelman, R., & K. Brenneman. 2004. “Science Learning Pathways for Young Children.” *Early Childhood Research Quarterly* 19 (1): 150–58.
- Gelman, R., & C.R. Gallistel. 1978. *The Child’s Understanding of Number*. Cambridge, MA: Harvard University Press.
- Genishi, C., & A.H. Dyson. 2009. *Children, Language, and Literacy: Diverse Learners in Diverse Times*. New York: Teachers College Press; Washington, DC: NAEYC.
- Genishi, C., & R. Fassler. 1999. “Oral Language in the Early Childhood Classroom: Building on Diverse Foundations.” In *The Early Childhood Curriculum: Current Findings in Theory and Practice*, 3rd ed., ed. C. Seefeldt, 54–79. New York: Teachers College Press.
- Geography Education Standards Project (GESP). 1994. *Geography for Life: National Education Standards—1994*. Washington, DC: Geography Education Standards Project.
- Gerecke, K., & P. Weatherby. 2001. “HighScope Strategies for Specific Disabilities.” In *Supporting Young Learners 3: Ideas for Child Care Providers and Teachers*, ed. N.A. Brickman, 255–66. Ypsilanti, MI: HighScope Press.
- Ginsburg, H.P., J. Cannon, J. Eisenband, & S. Pappas. 2006. “Mathematical Thinking and Learning.” In *The Blackwell Handbook of Early Childhood Development*, eds. K. McCartney & D. Phillips, 208–20. Malden, MA: Blackwell Publishing.
- Ginsburg, H.P., & S.L. Golbeck. 2004. “Thoughts on the Future of Research on Mathematics and Science Learning and Education.” *Early Childhood Research Quarterly* 19 (1): 190–200. doi: 10.1016/j.jeqresq.2004.01.013
- Ginsburg, H.P., N. Inoue, & K.-H. Seo. 1999. “Young Children Doing Mathematics: Observations of Everyday Activities.” In *Mathematics in the Early Years*, ed. J.V. Copley, 88–99. Reston, VA: National Council of Teachers of Mathematics; Washington, DC: NAEYC.
- Goleman, D. 1995. *Emotional Intelligence*. New York: Random House.

- Graham, G., S. Holt/Hale, & M. Parker. 2004. *Children Moving: A Reflective Approach to Teaching Physical Education*. St. Louis, MO: McGraw-Hill.
- Graves, M. 1996. "Classification: Collecting, Sorting, and Organizing." In *Supporting Young Learners 2: Ideas for Child Care Providers and Teachers*, ed. N.A. Brickman, 207–214. Ypsilanti, MI: HighScope Press.
- Greenes, C. 1999. "Ready to Learn: Developing Young Children's Mathematical Powers." In *Mathematics in the Early Years*, ed. J.V. Copley, 39–47. Reston, VA: National Council of Teachers of Mathematics; Washington, DC: NAEYC.
- Greenes, C., H.P. Ginsburg, & R. Balfanz. 2004. "Big Math for Little Kids." *Early Childhood Research Quarterly* 19 (1): 159–166. doi: 10.1016/j.ecresq.2004.01/010
- Greer, W.D. 1984. "Discipline-Based Art Education: Approaching Art as a Subject of Study." *Studies in Art Education* 25 (4): 212–18.
- Gronlund, G. 2006. *Make Early Learning Standards Come Alive: Connecting Your Practice and Curriculum to State Guidelines*. St. Paul, MN: Redleaf Press; Washington, DC: NAEYC.
- Guernsey, L. 2012. *Screen Time: How Electronic Media—From Baby Videos to Educational Software—Affects Your Young Child*. New York: Basic Books.
- Harris, V. 1991. "The Playground: An Outdoor Setting for Learning." In *Supporting Young Learners: Ideas for Preschool and Day Care Providers*, eds. N.A. Brickman & L.S. Taylor, 167–73. Ypsilanti, MI: HighScope Press.
- Hart, B., & T. Risley. 1995. *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore: Brookes.
- Haugen, K. 2010. "Learning to Use Tools and Learning Through Tools: Brain Development and Tool Use." *Exchange* 32 (5), 50–52.
- Healy, J.M. 1994. *Your Child's Growing Mind: A Practical Guide to Brain Development and Learning From Birth to Adolescence*. New York: Doubleday.
- Heckman, J.J., & D.V. Masterov. 2007. "The Productivity Argument for Investing in Young Children." *Review of Agricultural Economics* 29 (3): 446–93.
- Helm, J.H., & L. Katz. 2011. *Young Investigators: The Project Approach in the Early Years*. 2nd ed. New York: Teachers College Press; Washington, DC: NAEYC.
- HighScope Educational Research Foundation. 2004. *Growing Readers Early Literacy Curriculum*. Ypsilanti, MI: HighScope Press.
- Hildreth, G. 1936. "Developmental Sequences in Name Writing." *Child Development* 7: 291–303.
- Hoffman, M. 2000. *Empathy and Moral Development: Implications for Caring and Justice*. New York: Cambridge University Press.
- Hohmann, M. 2005. "Vocabulary-Building Strategies." In *Supporting Young Learners 4: Ideas for Child Care Providers and Teachers*, eds. N.A. Brickman, H. Barton, & J. Burd, 245–52. Ypsilanti, MI: HighScope Press.
- Howes, C. 1988. "Peer Interaction of Young Children." *Monographs of the Society for Research in Child Development*, 53 (1): 1–92.
- Huffman, J.M., & C. Fortenberry. 2011. "Helping Preschoolers Prepare for Writing: Developing Fine Motor Skills." *Young Children* 66 (5): 100–103.
- Hyson, M. 2000. "Is It Okay to Have Calendar Time? Look Up to the Star . . . Look Within Yourself." *Young Children* 55 (6): 60–61.
- Hyson, M., ed. 2003. *Preparing Early Childhood Professionals: NAEYC's Standards for Programs*. Washington, DC: NAEYC.
- Hyson, M. 2004. *The Emotional Development of Young Children: Building an Emotion-Centered Curriculum*. 2nd ed. New York: Teachers College Press.

- Hyson, M. 2008. *Enthusiastic and Engaged Learners: Approaches to Learning in the Early Childhood Classroom*. New York: Teachers College Press; Washington, DC: NAEYC.
- International Reading Association (IRA). 2005. "Literacy Development in the Preschool Years." Position statement. Newark, DE: International Reading Association. www.reading.org/Libraries/position-statements-and-resolutions/ps1066_preschool.pdf.
- International Reading Association (IRA) & NAEYC. 1998. "Learning to Read and Write: Developmentally Appropriate Practices for Young Children." Joint position statement. Washington, DC: NAEYC. www.naeyc.org/files/naeyc/file/positions/PSREAD98.PDF.
- Iruka, I.U., & P.R. Carver. 2006. *Initial Results From the 2005 NHES Early Childhood Program Participation Survey (NCES 2006-075)*. Washington, DC: US Department of Education, National Center for Education Statistics.
- Jantz, R.K., & C. Seefeldt. 1999. "Early Childhood Social Studies." In *The Early Childhood Curriculum: Current Findings in Theory and Practice*, 3rd ed., ed. C. Seefeldt, 159–78. New York: Teachers College Press.
- Kagan, J. 2005. "Temperament and the Reactions to Unfamiliarity." In *Readings on the Development of Children*, 4th ed., eds. M. Gauvain & M. Cole, 73–78. New York: Worth Publishers.
- Kagan, S.L., E. Moore, & S. Bredekamp, eds. 1995, June. *Reconsidering Children's Early Development and Learning: Toward Common Views and Vocabulary*. Goal 1 Technical Planning Group Report 95-03. Washington, DC: National Education Goals Panel.
- Kaiser, B., & J.S. Rasminsky. 1999. *Meeting the Challenge: Effective Strategies for Challenging Behaviours in Early Childhood Environments*. Ottawa, Ontario: Canadian Child Care Federation.
- Kamii, C. 2000. *Young Children Reinvent Arithmetic*. 2nd ed. New York: Teachers College Press.
- Katz, L. 1993. *Dispositions, Definitions, and Implications for Early Childhood Practice*. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.
- Katz, L.G., & S.C. Chard. 2000. *Engaging Children's Minds: The Project Approach*. 2nd ed. Greenwich, CT: Ablex.
- Katz, L.G., & D.E. McClellan. 1997. *Fostering Children's Social Competence: The Teacher's Role*. Washington, DC: NAEYC.
- Kellert, S.R. 2002. *Children and Nature: Psychological, Sociocultural, and Evolutionary Investigations*. Cambridge, MA: MIT Press.
- Kellogg, R., & S. O'Dell. 1967. *The Psychology of Children's Art*. New York: Psychology Today/CRM-Random House.
- Kemple, K.M., J.J. Batey, & L.C. Hartle. 2004. "Music Play: Creating Centers for Musical Play and Exploration." In *Spotlight on Young Children and the Creative Arts*, ed. D. Koralek, 24–31. Washington, DC: NAEYC.
- Kim, J., & Robinson, H.M. 2010. "Four Steps for Becoming Familiar With Early Music Standards." *Young Children* 65 (2): 42–47.
- Kindler, A.M. 2005. "Art and Art in Early Childhood: What Can Young Children Learn From 'a/ Art Activities?'" *International Art in Early Childhood Research Journal*, 2 (1): 1–14.
- Kolodziej, S. 1995. "The Picture Museum: Creating a Photography Museum With Children." In *The Visual Arts and Early Childhood Learning*, ed. C.M. Thompson, 52–55. Reston, VA: National Art Education Association.
- Kontos, S., C. Howes, B. Shinn, & E. Galinsky. 1994. *Quality in Family Child Care and Relative Care*. New York: Teachers College Press.
- Koralek, D. 2005. "Introduction." In *Spotlight on Young Children and the Creative Arts*, ed. D. Koralek, 2–3. Washington, DC: NAEYC.

- Ladd, G.W., Herald, S.L., & Andrews, R.K. 2006. "Young Children's Peer Relations and Social Competence." In *Handbook of Research on the Education of Young Children*, 2nd ed., eds. B. Spodek & O.N. Saracho, 23–54. Mahwah, NJ: Lawrence Erlbaum.
- LaMore, R., R. Root-Bernstein, M. Root-Bernstein, J.H. Schweitzer, J.L. Lawton, E. Roraback, A. Peruski, M. VanDyke, & L. Fernandez. 2013. "Arts and Crafts: Critical to Economic Innovation." *Economic Development Quarterly* 27 (3): 221–29. doi:10.1177/0891242413486186
- Landry, C.E., & G.E. Forman. 1999. "Research on Early Science Education." In *The Early Childhood Curriculum: Current Findings in Theory and Practice*, 3rd ed., ed. C. Seefeldt, 133–57. New York: Teachers College Press.
- Langer, J., S. Rivera, M. Schlesinger, & A. Wakeley. 2003. "Early Cognitive Development: Ontogeny and Phylogeny." In *Handbook of Developmental Psychology*, eds. J. Valsiner & K. Connolly, 141–71. London: Sage.
- Levin, D.E. 2003. *Teaching Young Children in Violent Times: Building a Peaceable Classroom*. Washington, DC: Educators for Social Responsibility & NAEYC.
- Levin, D.E. 2013. *Beyond Remote-Controlled Childhood: Teaching Young Children in the Media Age*. Washington, DC: NAEYC.
- Liben, L.S., & R.M. Downs. 1993. "Understanding Person-Space-Map Relations: Cartographic and Developmental Perspectives." *Developmental Psychology* 29 (4): 739–52. doi:10.1037/0012-1649.29.4.739
- Li-Grining, C., C. Maldonado-Carreno, E. Votruba-Drzal, & K. Haas. 2010. "Children's Early Approaches to Learning and Academic Trajectories Through Fifth Grade." *Developmental Psychology* 46 (5): 1062–77.
- Manross, M.A. 2000. "Learning to Throw in Physical Education Class: Part 3." *Teaching Elementary Physical Education* 11 (3): 26–29.
- Matlock, R. & J. Hornstein. 2005. "Saber-Toothed Tiger: Learning and the Arts Through the Ages." In *Spotlight on Young Children and the Creative Arts*, ed. D. Koralek, 6–11. Washington, DC: NAEYC.
- Mayer, R.H. 1995. "Inquiry Into Place as an Introduction to World Geography—Starting With Ourselves." *Social Studies* 86: 74–77.
- McMullen, M.B., J.M. Addleman, A.M. Fulford, S.L. Moore, S.J. Mooney, S.S. Sisk, & J. Zachariah. 2009. "Learning to Be *Me* While Coming to Understand *We*." *Young Children* 64 (4): 20–27.
- Medina, J. 2008. *Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School*. Seattle, WA: Pear Press.
- Miles, L.R. 2009. "The General Store: Reflections on Children at Play." *Young Children* 64 (4): 36–41.
- Mindes, G. 2005. "Social Studies in Today's Early Childhood Curricula." *Young Children* 60 (5): 12–18.
- Mitchell, L.C. 2005. "Making the MOST of Creativity in Activities for Young Children With Disabilities." In *Spotlight on Young Children and the Creative Arts*, ed. D. Koralek, 40–43. Washington, DC: NAEYC.
- Mitchell, L.S. 1934. *Young Geographers*. New York: Bank Street College.
- Mix, K.S., S.C. Levine, & J. Huttenlocher. 1999. "Early Fraction Calculation Ability." *Developmental Psychology* 35 (1): 164–74.
- Montie, J.E., Z. Xiang, & L.J. Schweinhart. 2006. "Preschool Experience in 10 Countries: Cognitive and Language Performance at Age 7." *Early Childhood Research Quarterly* 21 (3), 313–331. doi:10.1016/j.ecresq.2006.07.007
- NAEYC. 2001. "NAEYC Standards for Early Childhood Professional Preparation: Initial Licensure Programs." Washington, DC: NAEYC. www.naeyc.org/files/ncate/file/faculty/initialLicensureProg.pdf.

- NAEYC. 2007. "NAEYC Early Childhood Program Standards and Accreditation Criteria: The Mark of Quality in Early Childhood Education." Washington, DC: NAEYC.
- NAEYC & Fred Rogers Center for Early Learning and Children's Media. 2012. "Technology and Interactive Media as Tools in Early Childhood Programs Serving Children From Birth Through Age 8." Joint position statement. Washington, DC: NAEYC.
- NAEYC & National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). 1991. "Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8." Joint position statement. Washington, DC: NAEYC. www.naeyc.org/files/naeyc/file/positions/PSCAG98.PDF.
- NAEYC & National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). 2003. "Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth Through Age 8." Joint position statement. Washington, DC: NAEYC. www.naeyc.org/files/naeyc/file/positions/CAPEexpand.pdf.
- NAEYC & National Council of Teachers of Mathematics (NCTM). 2010. "Early Childhood Mathematics: Promoting Good Beginnings." Joint position statement. Washington, DC: NAEYC. www.naeyc.org/files/naeyc/file/positions/psmath.pdf.
- National Art Education Association. 1982. *Quality Goals Statement*. Washington, DC: National Art Education Association.
- National Association for Sport and Physical Education (NASPE). 2002. *Active Start: A Statement of Physical Activity Guidelines for Children Birth to Five Years*. Reston, VA: National Association for Sport and Physical Education.
- National Association for Sport and Physical Education (NASPE). 2009a. *Active Start: A Statement of Physical Activity Guidelines for Children Birth to Five Years*. 2nd ed. Reston, VA: National Association for Sport and Physical Education.
- National Association for Sport and Physical Education (NASPE). 2009b. *Appropriate Practices in Movement Programs for Children Ages 3–5*. 3rd ed. Reston, VA: National Association for Sport and Physical Education.
- National Center for Health Statistics. 2004. *Health, United States, 2004*. Hyattsville, MD: National Center for Health Statistics.
- National Committee on Science Education Standards and Assessment (NCSESA), National Research Council. 1996. *National Science Education Standards*. Washington, DC: The National Academies Press. www.csun.edu/science/ref/curriculum/reforms/nse/nse-complete.pdf.
- National Council for the Social Studies (NCSS). 1984. "Social Studies for Young Children." Position statement. Silver Spring, MD: National Council for the Social Studies.
- National Council for the Social Studies (NCSS). 2010. *National Curriculum Standards for the Social Studies: A Framework for Teaching, Learning, and Assessment*. Silver Spring, MD: National Council for the Social Studies.
- National Council of Teachers of Mathematics (NCTM). 2000. *Principles and Standards for School Mathematics*. Reston, VA: National Council of Teachers of Mathematics. www.nctm.org/standards/.
- National Council of Teachers of Mathematics (NCTM). 2006. *Curriculum Focal Points for Prekindergarten Through Grade 8 Mathematics: A Quest for Coherence*. Reston, VA: National Council of Teachers of Mathematics.
- National Education Goals Panel. 1994. *Goals 2000: Educate America Act*. Washington, DC: US Government Printing Office.
- National Endowment for the Arts. 1988. *Toward Civilization: A Report on Arts Education*. Washington, DC: US Government Printing Office.

- National Governors Association. 2013. *A Governor's Guide to Early Literacy: Getting All Students Reading by Third Grade*. Washington, DC: National Governors Association. www.nga.org/files/live/sites/NGA/files/pdf/2013/1310NGAEarlyLiteracyReportWeb.pdf.
- National Governors Association Center for Best Practices & Council of Chief State School Officers. 2010. *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*. Washington, DC: National Governors Association Center for Best Practices & Council of Chief State School Officers. www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf.
- National Mathematics Advisory Panel. 2008. *Foundations for Success: The Final Report of the National Mathematics Advisory Panel*. Washington, DC: US Department of Education.
- National Reading Panel (NRP). 2000. *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*. Washington, DC: National Institute of Child Health and Human Development, National Institutes of Health.
- National Research Council. 2000a. *Eager to Learn: Educating Our Preschoolers*. Washington, DC: The National Academies Press.
- National Research Council. 2000b. *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, DC: The National Academies Press.
- National Research Council. 2009. *Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity*. Washington, DC: The National Academies Press.
- Neill, P. 2008. *Real Science in Preschool: Here, There, and Everywhere*. Ypsilanti, MI: HighScope Press.
- Neill, P. 2013. "Open-Ended Materials Belong Outside Too." *HighScope Extensions Newsletter* 27 (2): 1–8.
- Nemeth, K.N. 2012. *Basics of Supporting Dual Language Learners: An Introduction for Educators of Children From Birth Through Age 8*. Washington, DC: NAEYC.
- Neuman, S.B., C. Copple, & S. Bredekamp. 2000. *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*. Washington, DC: NAEYC.
- Next Generation Science Standards (NGSS) Lead States. 2013. *Next Generation Science Standards: For States, By States*. Washington, DC: The National Academies Press.
- Nicolopoulou, A. & E.S. Richner. 2007. "From Actors to Agents to Persons: The Development of Character Representation in Young Children's Narratives." *Child Development* 78 (2): 412–429.
- No Child Left Behind Act of 2001. Pub. L. 107-110, 115 Stat. 1425 (Jan. 8, 2002).
- Paley, V.G. 2004. *A Child's Work: The Importance of Fantasy Play*. Chicago: University of Chicago Press.
- Perrett, B. 1996. "Group Times: What Makes Them Work?" In *Supporting Young Learners 2: Ideas for Child Care Providers and Teachers*, ed. N.A. Brickman, 71–76. Ypsilanti, MI: HighScope Press.
- Phillips, E.C., & A. Scrinzi. 2013. *Basics of Developmentally Appropriate Practice: An Introduction for Teachers of Kindergartners*. Washington, DC: NAEYC.
- Piaget, J. [1932] 1965. *The Moral Judgment of the Child*. New York: The Free Press.
- Piaget, J. 1950. *The Psychology of Intelligence*. London: Routledge.
- Pianta, R.C. 2003. *Standardized Classroom Observations From Pre-K to 3rd Grade: A Mechanism for Improving Access to Consistently High Quality Classroom Experiences and Practices During the P–3 Years*. New York: Foundation for Child Development.
- Pica, R. 1997. "Beyond Physical Development: Why Young Children Need to Move." *Young Children* 52 (6): 4–11.

- Pica, R. 2009. "Can Movement Promote Creativity?" *Young Children* 64 (4): 60–61.
- Pinciotti, P. 2006. "Changing Lenses: It's All About Art!" In *Curriculum—Art, Music, Movement, Drama: A Beginnings Workshop Book*, ed. B. Neugebauer, 11–14. Redmond, WA: Exchange.
- Post, J., M. Hohmann, & A.S. Epstein. 2011. *Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings*. 2nd ed. Ypsilanti, MI: HighScope Press.
- Povinelli, D.J., A.M. Landry, L.A. Theall, B.R. Clark, & C.M. Castille. 1999. "Development of Young Children's Understanding That the Recent Past Is Causally Bound to the Present." *Developmental Psychology* 35 (6): 1426–1439.
- Quann, V., & C.A. Wien. 2014. "The Visible Empathy of Infants and Toddlers." In *The Power of Emergent Curriculum: Stories From Early Childhood Settings*, ed. C.A. Wien, 65–77. Washington, DC: NAEYC.
- Ranweiler, L. 2004. *Preschool Readers and Writers: Early Literacy Strategies for Teachers*. Ypsilanti, MI: HighScope Press.
- Raver, C.C., C. Izard, & C.B. Kopp. 2002. "Emotions Matter: Making the Case for the Role of Young Children's Emotional Development for Early School Readiness." *Society for Research in Child Development Social Policy Report* 16 (3): 1–19.
- Reusable Resources Association. 2014. "List of Resource Centers." <http://www.reuseresources.org/find-a-center.html>.
- Reuse Alliance. 2011. "An Overview of Creative Reuse Centers." <http://www.reusealliance.org/wp-content/uploads/RA-Creative-Reuse-Centers-Overview-8-11.pdf>.
- Reynolds, A.J., J.A. Temple, D.L. Robertson, & E.A. Mann. 2001. "Long-Term Effects of an Early Childhood Intervention on Educational Achievement and Juvenile Arrest: A 15-Year Follow-Up of Low-Income Children in Public Schools." *Journal of the American Medical Association* 285 (18): 2339–46.
- Riley, S.M. & L. Munson. 2013, February. *Art and the Common Core (Education Week Webinar)*. <http://www.aep-arts.org/wp-content/uploads/2013/02/Education-Week-Webinar-Slides.pdf>.
- Rogoff, B. 2003. *The Cultural Nature of Human Development*. New York: Oxford University Press.
- Rothbart, M.K., & J.E. Bates. 2006. "Temperament." In *Handbook of Child Psychology (Volume 3): Social, Emotional, and Personality Development*, ed. N. Eisenberg, 99–166. New York: Wiley.
- Rowe, D. 1994. *Preschoolers as Authors: Literacy Learning in the Social World*. Cresskill, NJ: Hampton Press.
- Sanders, S.W. 1992. *Designing Preschool Movement Programs*. Champaign, IL: Human Kinetics.
- Sanders, S.W. 2002. *Active for Life: Developmentally Appropriate Movement Programs for Young Children*. Washington, DC: NAEYC.
- Sanders, S.W. 2006. "Physical Education in Kindergarten." In *K Today: Teaching and Learning in the Kindergarten Year*, ed. D. Gullo, 127–37. Washington, DC: NAEYC.
- Sawyers, K.S. (With E. Colley & L. Icaza). 2010. *Moving With Purpose: 54 Activities for Learning, Fitness, and Fun*. Ypsilanti, MI: HighScope Press.
- Schickendanz, J.A., & M.F. Collins. 2013. *So Much More Than the ABCs: The Early Phases of Reading and Writing*. Washington DC: NAEYC.
- Schunk, D.H., & F. Pajares. 2005. "Competence Perceptions and Academic Functioning." In *Handbook of Competence and Motivation*, eds. A.J. Elliott & C.S. Dweck, 85–104. New York: Guilford.
- Schweinhart, L.J., J. Montie, Z. Xiang, W.S. Barnett, C.R. Belfield, & M. Nores. 2005. *Lifetime Effects: The HighScope Perry Preschool Study Through Age 40*. Ypsilanti, MI: HighScope Press.
- Scott-Kassner, C. 1992. "Research on Music in Early Childhood." In *Handbook of Research on Music Teaching and Learning*, ed. R. Colwell, 633–50. Reston, VA: Music Educators National Conference.

- Seefeldt, C., Castle, S., & Falconer, R. 2013. *Social Studies for the Preschool/Primary Child*. 9th ed. Upper Saddle River, NJ: Pearson.
- Seo, K.-H. 2003. "What Children's Play Tells Us About Teaching Mathematics." *Young Children* 58 (1): 28–34.
- Shillady, A., ed. 2012. *Spotlight on Young Children: Exploring Math*. Washington, DC: NAEYC.
- Shore, R. 2003. *Rethinking the Brain: New Insights Into Early Development*. Rev. ed. New York: Families and Work Institute.
- Simon, F. & C. Donohue. 2011. "Tools of Engagement: Status Report on Technology in Early Childhood Education." *Exchange* 199: 16–22.
- Simon, F.S., & K.N. Nemeth. 2013. "Using Technology as a Teaching Tool: Dual Language Learners in Preschool Through Grade 3." *Young Children* 68 (1): 48–52.
- Sims, W. L. (1985). "Young Children's Creative Movement to Music: Categories of Movement, Rhythmic Characteristics, and Reactions to Change." *Contributions to Music Education*, 12, 42–50.
- Snow, C.E., M.S. Burns, & P. Griffin, eds. 1998. *Preventing Reading Difficulties in Young Children*. Washington, DC: National Academy of Sciences.
- Sobel, D. 2008. *Children and Nature: Design Principles for Educators*. Portland, ME: Stenhouse.
- Spinrad, T.L., & C.A. Stifter. 2006. "Toddlers' Empathy-Related Responding to Distress: Predictions From Negative Emotionality and Maternal Behavior in Infancy." *Infancy* 10 (2): 97–121.
- Stellaccio, C.K., & M. McCarthy. 1999. "Research in Early Childhood Music and Movement Education." In *The Early Childhood Curriculum: Current Findings in Theory and Practice*, 3rd ed., ed. C. Seefeldt, 179–200. New York: Teachers College Press.
- Stipek, D. 2002. *Motivation to Learn: Integrating Theory and Practice*. 4th ed. Boston: Allyn & Bacon.
- Stipek, D., A. Shoenfeld, & D. Gomby. 2012. "Math Matters, Even for Little Kids." *Education Week*, March 28.
- Strauss, V. 2013. "Literacy Experts Say Reformers Reviving 'Reading Wars.'" *The Washington Post*, August 13. www.washingtonpost.com/blogs/answer-sheet/wp/2013/08/13/are-reformers-reviving-reading-wars/.
- Strickland, D.S., & T. Shanahan. 2004. "Laying the Groundwork for Literacy." *Educational Leadership* 6 (6), 74–77.
- Strubank, R. 1991. "Movement and Music Throughout the Daily Routine." In *Supporting Young Learners: Ideas for Preschool and Day Care Providers*, eds. N.A. Brickman & L.S. Taylor, 104–11. Ypsilanti, MI: HighScope Press.
- Tabors, P.O. 2008. *One Child, Two Languages: A Guide for Early Childhood Educators of Children Learning English as a Second Language*. 2nd ed. Baltimore: Brookes.
- The Task Force on Children's Learning and the Arts & S. Goldhawk. 1998. *Young Children and the Arts: Making Creative Connections*. Washington, DC: Arts Education Partnership. www.artsdel.org/ArtsEducation/YoungChildren.pdf.
- Taunton, M., & M. Colbert. 2000. "Art in the Early Childhood Classroom: Authentic Experiences and Extended Dialogues." In *Promoting Meaningful Learning: Innovations in Educating Early Childhood Professionals*, ed. N.J. Yelland, 67–76. Washington, DC: NAEYC.
- Tegano, D., J. Moran, A. DeLong, J. Brickley, & K. Ramanssini. 1996. "Designing Classroom Spaces: Making the Most of Time." *Early Childhood Education Journal* 23 (3): 135–41.
- Thompson, R.A. 2002. "The Roots of School Readiness in Social and Emotional Development." *The Kauffman Early Education Exchange* 1, 8–29.
- Thornton, S., & R. Vukelich. 1988. "Effects of Children's Understanding of Time Concepts on Historical Understanding." *Theory and Research in Social Education*, 16, 69–82.

- Tomlinson, H.B., & M. Hyson. 2009. "Developmentally Appropriate Practice in the Preschool Years—Ages 3–5: An Overview." In *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*, 3rd ed., eds. C. Copple & S. Bredekamp, 111–48. Washington, DC: NAEYC.
- Tompkins, M. 1996a. "A Partnership With Young Artists." In *Supporting Young Learners 2: Ideas for Child Care Providers and Teachers*, ed. N.A. Brickman, 187–92. Ypsilanti, MI: HighScope Press.
- Tompkins, M. 1996b. "Spatial Learning: Beyond Circles, Squares, and Triangles." In *Supporting Young Learners 2: Ideas for Child Care Providers and Teachers*, ed. N.A. Brickman, 215–22. Ypsilanti, MI: HighScope Press.
- Tudge, J., & D. Caruso. 1988. "Cooperative Problem-Solving in the Classroom: Enhancing Young Children's Cognitive Development." *Young Children* 44 (1): 46–52.
- Tudge, J., & F. Doucet. 2004. "Early Mathematical Experiences: Observing Young Black and White Children's Everyday Activities." *Early Childhood Research Quarterly* 19 (1), 21–39. doi: 10.1016/j.ecresq.2004.01.007
- US Department of Agriculture Center for Nutrition Policy and Promotion. 2011. "Health and Nutrition Information for Preschoolers: ChooseMyPlate." Washington, DC: US Department of Agriculture. www.choosemyplate.gov/preschoolers.html.
- US Department of Education. 1994. *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts*. Washington, DC: US Government Printing Office.
- US Department of Health and Human Services. 2013. "The Head Start Child Development and Early Learning Framework: How Do Preschool Programs Support School Readiness?" <http://eclkc.ohs.acf.hhs.gov/hslc/sr/approach/cdelf>.
- Van Scoy, I.J., & S.H. Fairchild. 1993. "It's About Time! Helping Preschool and Primary Children Understand Time Concepts." *Young Children* 48 (2): 21–24.
- Vance, E. 2014. *Class Meetings: Young Children Solving Problems Together*. Rev. ed. Washington, DC: NAEYC.
- Vygotsky, L. 1978. *Mind and Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Wardle, F., & M.I. Cruz-Janzen. 2004. *Meeting the Needs of Multiethnic and Multiracial Children in Schools*. Boston: Allyn and Bacon.
- Weikart, P.S. 2000. *Round the Circle: Key Experiences in Movement for Young Children*. 2nd ed. Ypsilanti, MI: HighScope Press.
- West, N.T. 2005. "Art for All Children: A Conversation About Inclusion." *Exchange* 27 (5): 47–51.
- White House Task Force on Childhood Obesity. 2010. *Solving the Problem of Childhood Obesity Within a Generation: Report to the President*. Washington, DC: White House Task Force on Childhood Obesity. www.letsmove.gov/sites/letsmove.gov/files/TaskForce_on_Childhood_Obesity_May2010_FullReport.pdf.
- White, R., & V.L. Stoecklin. 2008, November. "Nurturing Children's Biophilia: Developmentally Appropriate Environmental Education for Young Children." *Collage: Resources for Early Childhood Educators*. www.communityplaythings.com/resources/articles/2008/nurturing-childrens-biophilia-environmental-education-for-young-children.
- Whitebook, M., C. Howes, & D. Phillips. 1989. *The National Child Care Staffing Study: Who Cares? Child Care Teachers and the Quality of Care in America*. Oakland, CA: Child Care Employee Project.
- World-Class Instructional Design and Assessment. 2014. "Early Language Development Standards." www.wida.us/standards/eeld.aspx#standards.

- World Forum Nature Action Collaborative for Children. 2010. *Connecting the World's Children With Nature Environmental Action Kit*. World Forum Foundation. www.worldforumfoundation.org.
- Worth, K., & S. Grollman. 2003. *Worms, Shadows, and Whirlpools: Science in the Early Childhood Classroom*. Portsmouth, NH: Heinemann; Washington, DC: NAEYC.
- Wright, S. 2003. *The Arts, Young Children, and Learning*. Boston: Pearson.
- Wyner, N., & E. Farquhar. 1991. "Cognitive, Emotional, and Social Development: Early Childhood Social Studies." In *Handbook of Research on Social Studies Teaching and Learning*, ed. J. Shaver, 101–146. New York: Macmillan.
- Yoshikawa, H. 1995. "Long-Term Effects of Early Childhood Programs on Social Outcomes and Delinquency." *The Future of Children* 5 (3): 51–75.
- Zelazo, P.D., & U. Mueller. 2002. "Executive Function in Typical and Atypical Development." In *Blackwell Handbook of Childhood Cognitive Development*, ed. U. Goswami, 445–69. Malden, MA: Blackwell.