



## ARTICLES

Miles, L. R. (2009). The general store: Reflections on children at play. *Young Children*, 64, (4), 36–41.

In this article, the author describes how she and her colleagues set up the general store in the dramatic play area and stresses the importance of following a child's lead, guiding young children's discoveries, and allowing them uninterrupted time with each other. The author shares how classroom goals were achieved and what lessons were learned from the general store experience.

Seitz, H. J. (2006). The plan: Building on children's interests. *Young Children*, 61, (2), 36–41. Retrieved from: <http://www.naeyc.org/files/yc/file/200603/SeitzBTJ.pdf>

The author walks readers through The Plan, a four-step investigative process which includes: identifying children's interests; holding conversations with interested participants; providing meaningful, authentic opportunities for investigation; and thinking further about the process. Children, teachers, and families collaborate in reflecting, documenting, and interpreting ideas to form deeper meanings.

## BOOKS

Dombro, A. L., Jablon, J., & Stetson, C. (2011). *Powerful interactions: How to connect with children to extend their learning*. Washington, DC: National Association for the Education of Young Children.

This book provides practical strategies, vignettes, and questions that invite readers to reflect on key characteristics of interactions that support children's development and learning. The importance of listening to children, building on their interest, responding to their curiosity, and encouraging them to express their ideas is stressed throughout the book.

Epstein, A. S. (2009). Developing a sense of competence. In A. S. Epstein, *Me, you, us: Social emotional learning in preschool* (pp. 45–55). Ypsilanti, MI: HighScope Press.

Chapter 5 provides an overview on the development of self-efficacy in young children and suggestions for teaching strategies that help promote feelings of competence including supporting children's ideas and initiatives by encouraging them to make plans and choices.