THE NATIONAL CENTER ON
Quality Teaching and Learning

EARLY HEAD START
National Resource Center™

HELPFUL RESOURCES
EXPANSIONS

Birth to Five

RESOURCES—PRESCHOOLERS

ARTICLES

Dombro, A., Jablon, J., & Stetson, C. (2010). Powerful interactions begin with you. *Teaching Young Children, 4*(1), 12–14. Retrieved from http://www.naeyc.org/files0.25 in/tyc/file/TYC_V4N1_Powerful_Interactions.pdf

This article focuses in on the importance of meaningful and powerful interactions with children. Engaging in conversations with children is one way to foster these powerful interactions. The authors offer examples of various expansion strategies.

Epstein, A. S. (2003). How planning and reflection develop young children's thinking skills. *Beyond the Journal – Young Children on the Web*, September 2003, 1–8.

Retrieved from http://www.naeyc.org/files/yc/file/200309/Planning&Reflection.pdf

This article describes how teachers and caregivers can support children's thinking skills by providing children with opportunities to plan and make choices. Examples of how teachers can interpret and expand on what children say and do are provided throughout the article.

Hart, B., & Risley, T. R. (2003). The early catastrophe: The 30 million word gap by age 3. *American Educator, 27*(1).

Retrieved from http://www.aft.org/pdfs/americaneducator/spring2003/TheEarlyCatastrophe.pdf

This article summarizes a longitudinal study on identifying features of children's early experiences in the home that contribute to later language and cognitive development. Findings showed large differences in the amount and quality of children's experiences with language and interactions by their third birthday associated with families' socio-economic levels.

BOOKS

Weitzman, E., & Greenberg, J. (2002). *Learning language and loving it: A guide to promoting children's social, language and literacy development in early childhood settings* (2nd ed.), Toronto, Canada: The Hanen Centre.

This book is a resource for supporting children's emerging language skills. Several chapters outline strategies for engaging children in conversations. Chapter seven offers techniques for expanding on children's words for various levels of language users.

VIDEOS

Cole, K., Maddox, M., Notari-Syverson, A., & Lim, Y. S. (2006). *Language is the key: Video programs for building language and literacy in early childhood*. Seattle, WA: Washington Learning Systems.

This video-based program demonstrates the use of evidence-based language facilitation strategies in the contexts of play and picture-book interactions. One strategy focuses on expanding children's words to engage in conversations. The videos are available in multiple languages.