



This list of helpful resources can provide background information for anyone who might want to learn more about the practices presented in the suite.

## ARTICLES

Bosse, S., Jacobs, G., Anderson T. (2009). Science in the air. *Young Children* 64, 10–15. Retrieved from <http://www.naeyc.org/files/yc/file/200911/BosseWeb1109.pdf>

The focus of this article is science, but it gives good advice for making learning meaningful. Tips for seeking the child's point of view, connecting learning to children's everyday lives, and using hands-on activities are given.

Dubosarsky, M., Murphy, B., Roehrig, G., Frost, L. C., Joes, J., & Carlson, S. (2011). Incorporating cultural themes to promote preschoolers' critical thinking in American Indian Head Start classrooms. *Young Children*, 66, (5), 20–29. Retrieved from [http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/culture\\_and\\_diversity/Incorportaing-cultural-themes.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/ecd/culture_and_diversity/Incorportaing-cultural-themes.pdf)

This article describes an approach to designing and implementing a culturally-based science inquiry unit. Guidelines and examples illustrate how teachers make learning meaningful to children by relating concepts to children's lives, providing children with hands-on experiences, and expanding new concepts and skills to other situations and topics.

Schiller, P., & Willis, C. A. (2008). Using brain-based teaching strategies to create supportive early childhood environments that address learning standards. *Beyond the Journal Young Children on the Web*. Retrieved from <http://www.naeyc.org/files/yc/file/200807/BTJPrimaryInterest.pdf>

This resource outlines six brain-research-based strategies to optimize learning for children. Strategies four and six are particularly relevant to the topic of making learning meaningful through addressing use of hands-on experiences and tying in prior knowledge to children's learning.

## BOOKS

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

This book emphasizes the importance of intentional everyday teacher-child interactions for extending young children's learning across the preschool curriculum. The book contains chapters that specifically address strategies for making learning meaningful to children, including linking the new to the familiar.