



ARTICLES

Dombro, A. L., Jablon, J. R., & Stetson, C. (2011). Powerful interactions. *Young Children*, 66 (1), 12–16.

Teachers' powerful interactions with children play an important role in children's emotional well-being and learning. These interactions are opportunities to support the development of children's emotional intelligence: the ability to perceive, understand, and use their emotions and emotional knowledge to enhance thinking. The authors discuss supporting children's learning, being intentional, and having powerful rather than perfect interactions.

BOOKS AND CHAPTERS

Copple, C., & Bredekamp, S. (2009). To be an excellent teacher. In C. Copple & S. Bredekamp (Eds.), *Developmentally appropriate practice in early childhood programs* (3rd ed., pp. 33–50). Washington, DC: National Association for the Education of Young Children.

This chapter describes characteristics of excellent teachers with a focus on intentional teaching practices. The chapter emphasizes the importance of teacher planning of curriculum to achieve important learning goals and discusses use of various learning formats to teach concepts and skills.

Dombro, A. L., Jablon, J. R., & 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 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 keeping children engaged and extending their learning.

WEB RESOURCES

Fu, V. R. (2003). Learning and teaching in preschool. Retrieved from <http://www.pbs.org/teachers/earlychildhood/articles/learning.html>

This article describes what effective preschool learning environments look like, including explicit instruction, while explaining the National Research Council's three principles of learning.