



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

ARTICLES

Pawlina, S., & Stanford, C. (2011). Preschoolers grow their brains: Shifting mindsets for greater resiliency and better problem solving. *Young Children*, 66 (5), 30–35.

This article focuses on how teachers can support young children when they face challenges, mistakes, and problem-solving situations. The article includes specific strategies to engage children in learning new things and encouraging children to seek and work on their own challenges.

Salmon, A. (2010). Tools to enhance children’s thinking. *Young Children*, 65 (5), 26–31. Retrieved from http://fiu.academia.edu/AngelaSalmon/Papers/623364/Tools_to_enhance_young_childrens_thinking

This article focuses on ways teachers can help young children become more aware of their own thinking by engaging children in “thinking routines” throughout the preschool curriculum. The article includes examples of teachers using a variety of questions designed to help children explain and understand their thinking.

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 discusses specific teaching strategies including encouraging children’s persistence and efforts, giving children specific feedback, and asking questions to provoke children’s thinking.

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 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 extending children’s thinking skills, including helping children see themselves as thinkers, supporting children’s curiosity, and persistence in staying with activities or solving a problem.