

DAP Symposium June 9-10, 2021!

This virtual event will be an opportunity for anyone involved with early education to explore the rationale and consequences to their work from the recent revisions to the DAP positions statement and the upcoming 4th edition of Developmentally Appropriate Practice in Early Childhood Programs.



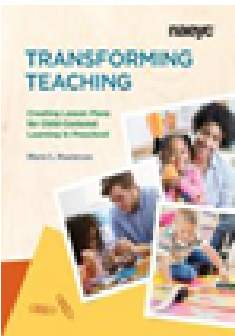
DAP Symposium participants will hear directly from the authors on the “why” behind the changes that appear in the new statement, and have online access to over 25 NAEYC-curated sessions presented by early learning industry thought leaders. Opening and closing sessions over the two days will share the

summative recommendations for meeting the intent of DAP.

The NAEYC DAP Position Statement has been a guide post for the field since it was first released. Join the NAEYC learning community on DAP this June as we seek to ensure all young children have access to high-quality early learning.

[Registration is Open! | NAEYC](#)

Whether you are just beginning your career in early childhood education or have many



years of experience in the classroom, this book helps you to assess where you are and what you are doing and provides you with tips and resources to inspire creative,

developmentally appropriate teaching approaches.



[free preschool treasure hunt image - Bing images](#)



[Spanish TYC V4N2 16-32.indd \(naeyc.org\)](#) [Matemáticas y Objetos Manipulables | NAEYC](#)

Matemáticas Qué hacen y aprenden los niños

- Juegan a la lotería con tarjetas de imágenes (coincidencia).
- Enhebran abalorios en secuencias repetitivas como, por ejemplo, un abalorio amarillo y dos azules (patrones).
- Clasifican dinosaurios de goma (categorización, secuenciación).
- Arman rompecabezas (formas, conciencia espacial).
- Colocan chinches en un tablero (recuento, conciencia espacial, patrones).
- Juegan con números imantados (reconocimiento de los números, recuento).
- Estiran bandas elásticas en un geotablero (formas, geometría).
- Hacen construcciones con bloques de encastrar (solución de problemas).
- Sitúan bloques de formas geométricas

en tarjetas de patrones de mosaicos de madera (coincidencia, geometría).

- Ordenan varillas Cuisenaire (secuenciación, proporciones, fracciones).
- Hacen gráficas (recolección, organización y representación de datos).

[Technology and Media | NAEYC](#)



[Technology and Interactive Media in Early Childhood Programs: What We've Learned from Five Years of Research, Policy, and Practice | NAEYC](#)

The NAEYC and Fred Rogers Center joint position statement was the first in a series of guidelines and research-based recommendations about technology and young children published by organizations focused on child development and early childhood education (Donohue 2016, 2017).

The following resources summarize recent research, which reinforces central tenets of the NAEYC and Fred Rogers Center position statement. "Screen Sense: Setting the Record Straight—Research-Based Guidelines for Screen Use for Children under 3 Years Old." 2014. ZERO TO THREE.

www.zerotothree.org/resources/series/screen-sense-setting-the-record-straight

"Using Early Childhood Education to Bridge the Digital Divide." 2014. Santa Monica, CA: RAND Corporation.
www.rand.org/pubs/perspectives/PE119.html

"Using Technology Appropriately in the Preschool Classroom." 2015. HighScope Extensions 28 (1): 1–12.
<http://membership.highscope.org/app/issues/162.pdf>

"Early Learning and Educational Technology Policy Brief." 2016. US Department of

Education and Department of Health and Human Services.

<https://tech.ed.gov/files/2016/10/Early-Learning-Tech-Policy-Brief.pdf>

"Media and Young Minds." 2016. Policy statement. American Academy of Pediatrics, Council on Communications and Media.
<http://pediatrics.aappublications.org/content/pediatrics/early/2016/10/19/peds.2016-2591.full.pdf>

"Technology and Interactive Media for Young Children: A Whole Child Approach Connecting the Vision of Fred Rogers with Research and Practice." 2017. Fred Rogers Center
www.fredrogerscenter.org/frctecreport and the Technology in Early Childhood (TEC) Center at Erikson Institute
<http://teccenter.erikson.edu/tec/tecfrcreport/>.

Open ended Project Art ideas:

[free preschool project approach art - Bing images](#)



Saw My Teacher on a Saturday



Saw my teacher on a Saturday!
I can't believe it's true!
I saw her buying groceries,
like normal people do!

She reached for bread and turned around,
and then she caught my eye.
She gave a smile and said, "Hello."
I thought that I would die!

"Oh, hi . . . hello, Miss Appleton,"
I mumbled like a fool.
I guess I thought that teacher types
spend all their time at school.

To make the situation worse,
my mom was at my side.
So many rows of jars and cans.
So little room to hide.

Oh, please, I thought, *don't tell my mom*
what I did yesterday!
I closed my eyes and held my breath
and hoped she'd go away.

Some people think it's fine to let
our teachers walk about.
But when it comes to Saturdays,
they shouldn't let them out!