



DAP Position Statement:

Each and every child, birth through age 8, has the right to equitable learning opportunities—in centers, family child care homes, or schools—that fully support their optimal development and learning across all domains and content areas. Children are born eager to learn; they take delight exploring their world and making connections. The degree to which early learning programs support children’s delight and wonder in learning reflects the quality of that setting. Educators who engage in developmentally appropriate practice foster young children’s joyful learning and maximize the opportunities for each and every child to achieve their full potential.

Listen as early childhood education experts Sue Bredekamp, PhD, Marie Masterson, PhD, and Iheoma Iruka, PhD reflect on NAEYC’s newly revised [Developmentally Appropriate Practice \(DAP\) position statement](#). Get insights on the core considerations, principles of child development, and guidelines for DAP in action.

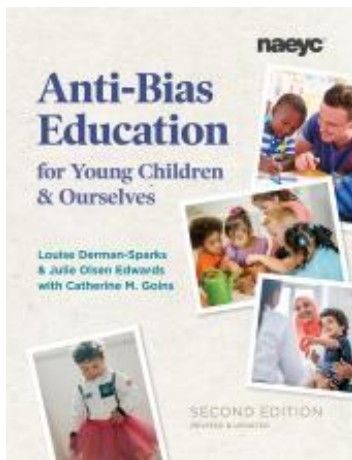
[Developmentally Appropriate Practice \(DAP\) Position Statement | NAEYC](#)

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[Anti-Bias Education for Young Children and Ourselves, Second Edition | NAEYC](#)

More than ever, young children need educators who can help them navigate and thrive in a world of great diversity, educators who can give them and their families the tools to make the world a more fair place for themselves and for each other.

You can be that educator in children’s lives. This classic resource, now expanded and updated, is your guide to building a strong anti-bias program, including learning to know yourself.

Whether you’re new to anti-bias work or seasoned in it, you’ll find inspiration and support here as you walk this journey and meet and work with other travelers.



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Toys as Tools: Everyday Science Experiences

By Peggy Ashbrook

Young children don't need highly specialized or expensive equipment to learn how to explore the natural world scientifically. They do need, as Rachel Carson mused in *The Sense of Wonder*, “the companionship of at least one adult who can share it.”

Simple toys and tools can engage children as they explore natural phenomena in ways that will support their later science learning. Adults who allow children to play and work through small difficulties by themselves support children as they build an understanding of how the world works. Resist the temptation to “fix it” or “make it go faster” or “use it the right way,” and you will build your child’s self-confidence and problem-solving ability.

1. Spinning Tops

Concept: Use these toys as tools to explore motion.

How to support exploration: Ask your child open-ended questions (questions with more than a yes or no answer). How hard do you have to push each type of top before it begins to spin? Are light or heavy tops easier to spin? Are tall or short tops easier to spin? Can a top with a penny taped to it maintain a spin?

Where to purchase: Look for tops in party stores or in catalogues that sell small plastic party favors.

Concept: Tools can extend our senses, allowing us to obtain more information than we would be able to on our own. Magnifiers extend our sight by making objects look bigger.

How to support exploration: This tool is fun to use to make the world look blurry and our eyes look huge, and to look closely at everything! Magnifiers reveal aspects of nature that are too small to see with just our eyes. Examine skin, coins, flower structures, and insects—all objects with small parts that make up the whole.

Variation: Fill a round, clear plastic jar with water and have your children look at their hands or a picture through the jar. Children often notice the change in apparent size. Ask them,

“Did your hand look bigger?” Then let them examine it and ask, “Did my hand really get bigger, or did it just look bigger?” Take another look so children can be certain of their answer. Have your children pinch the lens of a magnifying glass between two fingers and gently run their fingers across it to notice that the magnifier is not flat but has a curved surface, just like the jar!

Where to purchase: Drug stores and discount stores sell inexpensive plastic magnifiers, or you can order them from a scientific supply company.

3. Eye Droppers or Pipettes

Concept: As children use eyedroppers and pipettes to move liquids, they learn a lot about how liquids behave. For example, they learn that when they squeeze the bulb the dropper pushes air out, and when they release the bulb it pulls water in. Children this age can also observe that water forms drops.

How to support exploration: Show your child how to squeeze the dropper to force the air out of the bulb and how to release it to allow it to pop back into shape, drawing in air or liquid as it reforms. Your child can feel the air as it leaves the dropper by holding the dropper up to her cheek (away from her eyes) as she squeezes the bulb. Use the dropper to suck up small amounts of rain from a puddle or to mix colored water from one dish with water of a different color in another. Turn the dropper upside down to create a fountain. All of these activities have the added benefit of helping your child develop small motor control.

Where to purchase: Buy just a few at a pharmacy or dollar store or order many from a scientific education supply company....

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Becoming a Nature Explore® Classroom

Lakeshore Learning Materials has offered on-site care for employees' children for more than 20 years. In 2009 the program, Kids & Company, decided to become a Nature Explore Classroom. This meant changing the environment to encourage nature exploration at all times. The new outdoor space would become a classroom where all kinds of activities could take place.



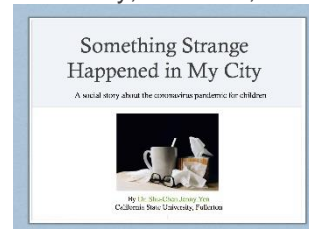
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The Power of Storytelling in Early Childhood: Helping Children Process the Coronavirus Crisis

SUSAN FRIEDMAN
04/02/2020

A social story to help children ages 3 to 8 understand the pandemic

Storytelling is one way adults can offer information and reassurance to young children during a difficult time. NAEYC Asian Interest Forum co-facilitator Shu-Chen Jenny Yen, associate professor at California State University, Fullerton, created a social story titled



"Something Strange Happened in My City: A Social Story about the Coronavirus Pandemic for Children" to help families and teachers explain social distancing and the coronavirus pandemic to

young children in ways they can understand. As Yen explains, “This can be a scary time for children, and they may not understand why they need to stay indoors or what is going on in the world. One of the best ways caretakers can help young children cope is by sharing age-appropriate information, reassuring their safety, and learning about the many people working to fight the virus.” The book is free and has been translated into nine languages (with more to come!). Children in more than 14 countries have access to the book.

[The Power of Storytelling in Early Childhood: Helping Children Process the Coronavirus Crisis | NAEYC](#)