



Kindergarten Individual Development Survey  
Every Illinois Child Ready for Kindergarten

KIDS BOOK LIST		
<p><i>Purposeful Play - A Teacher's Guide to Igniting Deep &amp; Joyful Learning Across the Day</i></p>	<p>Play is serious business.</p> <p>Whether it's reenacting a favorite book (comprehension and close reading), negotiating the rules for a game (speaking and listening), or collaborating over building blocks (college and career readiness and STEM), play helps students reach standards and goals in ways that in-their-seat instruction alone can't do. And not just during playtimes. "We believe there is play in work and work in play," they write. "It helps to have practical ways to carry that mindset into all aspects of the curriculum." In <i>Purposeful Play</i>, they share ways to:</p> <ul style="list-style-type: none"> <li>• optimize and balance different types of play to deepen regular classroom learning</li> <li>• teach into play to foster social-emotional skills and a growth mindset</li> <li>• bring the impact of play into all your lessons across the day.</li> </ul> <p>Play doesn't only happen when work is over. Children show us time and time again that play <i>is</i> the way they work. In <i>Purposeful Play</i>, you'll find research-driven methods for making play an engine for rigorous learning in your classroom.</p>	<p>Kristine Mraz, Alison Porcelli and Cheryl Tyler</p>
<p><i>Developmentally Appropriate Practice: Focus on Kindergartners</i></p>	<p><b>Bestseller!</b> Edited and compiled just for kindergarten teachers, this resource explains developmentally appropriate practice (DAP) so teachers can apply DAP in their work with kindergartners. Chapters include:</p>	<p>Carole Copple, Derry Koralek, Kathy Charner and Sue Bredekamp</p>



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	<ul style="list-style-type: none"> <li>• What Is Developmentally Appropriate Practice?</li> <li>• Teaching in the Kindergarten Year</li> <li>• An Overview of Development in the Kindergarten Year</li> <li>• <b>Developmentally</b> Appropriate Examples to Consider</li> <li>• The Common Core State Standards and Developmentally Appropriate Practices</li> <li>• <i>Young Children</i> Articles</li> </ul>	
<p><i>Developmentally Appropriate Practice in Early Childhood Programs – Serving Children From Birth Through Age 8</i></p>	<p>Since the first edition in 1987, NAEYC's book <i>Developmentally Appropriate Practice in Early Childhood Programs</i> has been an essential resource for the early child care field. Fully revised and expanded, the 2009 version comes with a supplementary CD containing readings on key topics, plus video examples showing developmentally appropriate practice in action.</p> <p>Based on what the research says about development, learning, and effective practices, as well as what experience tells us about teaching intentionally, <i>DAP</i> articulates the principles that should guide our decision making. Chapters describe children from birth through age 8 in detail, with extensive examples of appropriate practice for infant/toddler, preschool, kindergarten, and primary levels.</p>	<p>Carol Copple and Sue Bredekamp</p>
<p><i>Developmentally Appropriate Practice: Focus on Children in First, Second, and Third Grades</i></p>	<p>Edited and compiled just for teachers, this resource explains developmentally appropriate practice (DAP) so teachers can apply DAP in their work with children in first, second, and third grades. Chapters include:</p> <ul style="list-style-type: none"> <li>• What Is Developmentally Appropriate Practice?</li> </ul>	<p>Carole Copple, Derry Koralek, Kathy Charner and Sue Bredekamp</p>



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	<ul style="list-style-type: none"> <li>• Teaching Children in First, Second, and Third Grades</li> <li>• An Overview of Development in the Primary Grades Developmentally Appropriate Examples to Consider</li> <li>• Supporting Children’s Learning While Meeting Standards <i>Young Children</i> Articles</li> </ul>	
<p><i>Big Questions for Young Minds: Extending Children's Thinking</i></p>	<p>Questions are powerful tools, especially in the classroom. Asking rich, thoughtful questions can spark young children’s natural curiosity and illuminate a whole new world of possibility and insight. But what are “big” questions, and how do they encourage children to think deeply? With this intentional approach—rooted in Bloom’s Taxonomy—teachers working with children ages 3 through 6 will discover how to meet children at their individual developmental levels and stretch their thinking. Featuring contributions from respected names in the field, this book</p> <ul style="list-style-type: none"> <li>• Offers a foundation for using high-level questions in preschool and kindergarten interest areas</li> <li>• Provides tips for getting started and examples of questions at each of the six levels of questioning</li> <li>• Explores the use of high-level questions during daily classroom routines and in a variety of contexts</li> <li>• Recommends picture books that support the use of high-level questions</li> </ul>	<p>Janis Strasser and Lisa Mufson Bresson</p>



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	<ul style="list-style-type: none"> <li>Includes an extensive resource section for teachers and families</li> </ul> <p>With the guidance in this book as a cornerstone in your day-to-day teaching practices, learn how to be more intentional in your teaching, scaffold children’s learning, and promote deeper understanding.</p>	
<p><i>Driven By Data - A Practical Guide to Improve Instruction</i></p>	<p><i>Driven by Data</i> offers valuable tips and general guidelines about data-based methods and the difficulties surrounding the implementation of data-driven instruction. Through a CD-ROM, this guidebook provides all the tools needed to launch data-driven instruction effectively, such as an implementation rubric, meeting agendas, calendars, assessment templates, and more. Written by Paul Bambrick-Santoyo, who has worked with over 1,000 schools across the nation, the book clearly shows how to maneuver through assessments and statistics. Bambrick-Santoyo offers vital tips, such as: how to create a data culture, how to run a successful data analysis meeting, how to write quality assessments, and how to deal with resistance from your teachers. The book also includes twenty case studies of high-performing schools. School leaders will find this resource useful for achieving remarkable results and immense gains, regardless of the school's background, leader, or demographic.</p>	<p>Paul Bambrick-Santoyo</p>
<p><i>Powerful Interactions – How to Connect with Children to Extend Their Learning</i></p>	<p>In early childhood settings, children and teachers interact all day long. The benefits to everyone—teachers and children—will be huge if just some of those “everyday” interactions can become intentional and purposeful Powerful Interactions!</p>	<p>Laura Dombro, Judy Jablon and Charlotte Stetson</p>



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	<p>In extending a child’s learning hand-in-hand with nurturing a positive relationship, a Powerful Interaction creates the optimal condition for you to teach and the child to learn.</p>	
<p><i>The Power of Observation – Birth to Age 8</i></p>	<p>The Power of Observation helps educators recognize the connection between observation and responsive teaching, making the observation process an integral part of their work with young children. Filled with the personal experiences of the authors and others in the early childhood field, this resource offers specific strategies for building and refining observation skills and for applying what is learned from observation to daily practice. It includes a study guide based on the recommendations of university and community college professors who use this resource as a textbook for their courses.</p>	<p>Judy R. Jablon, Amy Laura Dombro and Margo L. Dichtelmiller</p>
<p><i>Play: How it Shapes the Brain, Opens the Imagination, and Invigorates the Soul</i></p>	<p>We've all seen the happiness on the face of a child while playing in the school yard. Or the blissful abandon of a golden retriever racing across a lawn. This is the joy of play. By definition, play is purposeless, all-consuming, and fun. But as Dr. Stuart Brown illustrates, play is anything but trivial. It is a biological drive as integral to our health as sleep or nutrition. We are designed by nature to flourish through play.</p> <p>Dr. Brown has spent his career studying animal behavior and conducting more than six-thousand "play histories" of humans from all walks of life—from serial murderers to Nobel Prize winners. Backed by the latest research, <i>Play</i> (20,000 copies in print) explains why play is essential to our social skills, adaptability, intelligence, creativity, ability to problem solve and more.</p>	<p>Christopher Vaughan and Stuart Brown</p>



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	<p>Particularly in tough times, we need to play more than ever, as it's the very means by which we prepare for the unexpected, search out new solutions, and remain optimistic. A fascinating blend of cutting-edge neuroscience, biology, psychology, social science, and inspiring human stories of the transformative power of play, this book proves why play just might be the most important work we can ever do.</p>	
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