

10th Edition

Working with Young Children

Dr. Judy Herr

Early Childhood Consultant and Author
Professor Emerita, Early Childhood Education
School of Education
University of Wisconsin-Stout
Menomonie, Wisconsin



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About the Author

The quality of this textbook reflects Judy Herr's intense dedication to early childhood education, with over 40 years of experience in the field: teaching, writing, consulting, and service. Judy supervised and administered seven children's programs in the Child and Family Study Center at the University of Wisconsin-Stout. She also served as the early childhood program director, graduate home economics program director, mentor to graduate students, and Associate Dean of the College of Human Development.

Judy has published numerous early childhood education books, curriculum guides, and journal articles. Her articles have been printed in journals such as *Young Children*, *Journal of Family and Consumer Sciences*, *Early Childhood News*, and *Texas Child Care Quarterly*. This text, *Working with Young Children*, has been published in English, Spanish, Chinese, and Arabic.

Judy has been a guest speaker at local, state, regional, national, and international conferences. She was invited to Pai Chi University in Korea as the Distinguished Invitational International Scholar. She has participated in the prestigious Management Development Program at Harvard University. She is active in professional associations, including the National Association for the Education of Young Children. Judy has received many awards, including the Shirley Dean Award for Distinguished Service to the Midwestern Association for the Education of Young Children. She was also named a Dahlgren Professor at the University of Wisconsin-Stout. Judy received an Outstanding Teaching Award at the University of Wisconsin-Stout.

The University of Wisconsin-Stout also awarded Judy the prestigious James Huff Stout Award for outstanding achievement. The award recognized her as a national and international educator, a prominent leader in early childhood education, a notable, prolific author, and an esteemed researcher.

Reviewers

The author and the publisher are grateful to the following reviewers who provided valuable input to this edition.

Donna Abbey

Teacher
Liberty High School
Renton, Washington

Amanda Abbott

Early Childhood Education Teacher and
Center Director
Bristol-Plymouth Regional Technical
School
Taunton, Massachusetts

Miskee Blatner

Career and Technical Education Teacher
Eldorado High School
Albuquerque, New Mexico

Irma Bode

Career Development Coordinator
Johnson County Public Schools
Wake Forest, North Carolina

Carlli Bryan

Teacher
New Smyrna Beach High School
New Smyrna Beach, Florida

Monica Carnahan

Teacher
Kingwood High School
Kingwood, Texas

Marnie Cunniff

Early Childhood Education Teacher
Bristol-Plymouth Regional Technical
School
Taunton, Massachusetts

Megan Droste

Teacher
Cedar Falls High School
Cedar Falls, Iowa

Kayla Godbey

Office of Career and Technical
Education
Kentucky Department of Education
Frankfort, Kentucky

Jill Harrison

Professor/Program Coordinator, Child
Development
Delta College
Auburn, Michigan

Holly Hartman

Family and Consumer Sciences Teacher
Veterans Memorial High School
Corpus Christi, Texas

Beth Luhman

Family and Consumer Sciences Teacher
Blue Valley High School
Randolph, Kansas

Jamie Lynch

Early Childhood Education Faculty
WITC
Rice Lake, Wisconsin

Lisa McCauley

Child Guidance Teacher
Cypress Creek High School
Houston, TX

Rebecca McGrath-Hinkle

Career and Technical Education Early
Childhood Education Teacher
Columbus City Schools
Columbus, Ohio

Alyson McIntyre-Reiger

Director
Advancing Connections
Indianapolis, Indiana

Diane Richards

Teacher
Trumbull High School
Trumbull, Connecticut

Ginger Voegel

Family and Consumer Sciences Teacher
Arthur Lovington Atwood High School
Arthur, Illinois

Karen Zellis

Family and Consumer Sciences Teacher
Brandywine High School
Wilmington, Delaware

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New to This Edition

The tenth edition of *Working with Young Children* has been revised and updated to reflect the most effective practices for promoting children's growth and development and guidelines for developmentally appropriate practice. For instructor convenience, the chapters have been organized into lessons with corresponding review questions and auto-grading capabilities. The NAEYC Essentials for High-Quality Programs and Code of Ethical Standards have been updated. STEM activities and technology engagement have been added in all curriculum-related chapters. New social studies strategies are included to promote inclusion, acceptance, and enabling children of diverse cultures. The importance of the development of executive function and self-regulation is stressed. Recognizing the child's cultural background and home language is emphasized throughout the text. Recently published and classic children's books have been recommended for all classroom curriculum areas. New photographs appear throughout the textbook of children from birth through school-age. Under many of the pictures are questions to challenge students' thinking. In addition, content in individual chapters has been updated. Examples include:

- **Chapter 2: Types of Early Childhood Programs** includes a section on military child care.
- **Chapter 3: Child Development Principles and Theories** recognizes the historical influences on educating children of Beverly Prosser and Martha Bernal.
- **Chapter 9: Preparing the Environment** includes a section on infant and toddler environments.
- **Chapter 10: Selecting Toys, Equipment, and Educational Materials** now has a distinct section on infants and toddlers.
- **Chapter 11:** Reflects the most recent USDA guidelines.
- **Chapter 19: Guiding Art, Block building, and Sensory Experiences,** includes suggestions for promoting children's creativity and STEM.
- **Chapter 22:** includes the use of smart boards in teaching manuscript writing and the impact on emergence literacy.
- **Chapter 28: Guiding Field Trip Experiences** includes a section on virtual field trips.
- **Chapter 32: Engaging Parents and Families** includes strategies for family capacity building, engagement, and supporting military families.
- **Chapter 33: A Career for You in Early Childhood Education** includes expanded avenues for seeking employment.

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Working with Young Children is correlated to the Basic and Advanced Job Ready Early Childhood Education and Care credentials offered by NOCTI and to the Early Childhood Education certification offered by Precision Exams by YouScience.

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Precision Exams Standards and Career Skill Exams™ are created in concert with industry and subject matter experts to match real-world skills and marketplace demands. Students who pass the exam and performance portion of the exam can earn a Career Skills Certification™. For more information about Precision Exams by YouScience, including a complete listing of their 150+ Career Skills Exams™ and certificates, please visit www.youscience.com/certifications/career-clusters/.

To see how *Working With Young Children* correlates to credentialing and certification standards, visit the Correlations tab at <https://www.g-w.com/working-with-young-children-2024>.

TOOLS FOR STUDENT AND INSTRUCTOR SUCCESS

Student Tools

Student Text

Working with Young Children covers the knowledge and skills required to prepare students for a career in early care and education. The lesson-based structure includes extensive assessment opportunities and a selection of Workplace Connection features, which provide students with information about early childhood careers. The following supplemental materials to the text are available for students with access to digital resources. The workbook is also available in print.



Workbook

- Hands-on practice includes questions and activities.
- Organized to follow the textbook lessons to help students achieve essential learning outcomes.

Observation Guide

- Activities help guide students through the observation process that is fundamental to evaluating children's development.
- Chapters are coordinated for use with the text, providing forms and instructions to help students benefit from their time with children. Students will also have opportunities to plan, lead, and evaluate their own activities.

Companion Website

- For digital learners, e-flash cards and vocabulary exercises allow interaction with the content to create opportunities to increase achievement.

Instructor Tools

G-W Ignite

G-W Ignite provides a seamless user experience for both you and your students. The easy-to-navigate interface and class rostering capabilities make setting up a course easy and intuitive. Instructors can quickly and easily share assignments with students. Auto-graded activities and assignments make grading easier than ever, and rubrics are provided for ease of grading when required. Extensive reporting capabilities allow instructors to view students' progress and evaluate performance against learning outcomes and key standards. Students have their own My Progress dashboard where they can view grades and comments from their instructor.

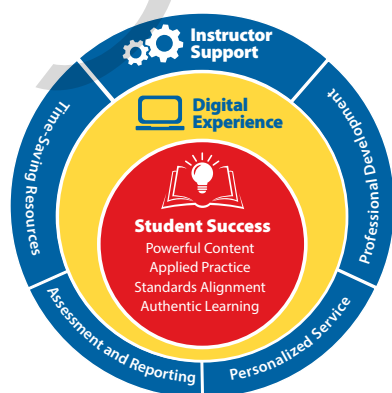
G-W Ignite provides a complete learning package for you and your students. The included digital resources help your students remain engaged and learn effectively.

- The **Online Textbook** is a reflowable digital textbook that works well on all devices. It also works well with screen readers and accessibility tools.
- The **Workbook** content in digital format provides opportunities for students to reinforce their understanding of learning outcomes in the text. Instructors can easily assign activities and grade student work using the rubrics provided.
- The **Observation Guide** in digital format helps students log and evaluate their observations when working with young children.
- **Videos** dive deeper into key concepts with guided worksheets and quiz questions.
- **Drill and Practice Vocabulary Activities**, provided for all key terms in every lesson, provide an active, engaging, and effective way for students to learn the required terminology.
- Use the **Pretests**, **Posttests**, and **Exams** to assess students' knowledge of learning outcomes and key standards. These prebuilt assessments help you measure student knowledge and track progress in achieving learning outcomes.
- The **Instructor Resources** provide instructors with time-saving preparation tools such as answer keys, editable lesson plans, and other teaching aids.
- **Instructor's Presentations for PowerPoint®** are fully customizable, richly illustrated slides that help you teach and visually reinforce the key concepts from each chapter.

See <https://www.g-w.com/working-with-young-children-2024> for a list of all available resources.

Professional Development

- Expert Content Specialists
- Research-Based Pedagogy and Instructional Practices
- Options for virtual and in-person PD



Guided Tour

The instructional design includes student-focused learning tools to help students succeed. This visual guide highlights the features designed for the textbook.

Reading Advantage provides reading comprehension advice at the beginning of each chapter.

Case Study describes a real-world scenario with application questions to consider.

Essential Question provides a starting point for thinking about the material in the lesson.

Learning Outcomes identify the knowledge and skills to be obtained when the lesson is completed.

Key Terms lists the vocabulary words to be defined in each lesson.

Lesson Review Questions provides an opportunity to assess student learning.

Chapter 1
You: Working with Young Children

Lesson 1.1 Evaluating Careers in Early Childhood

Case Study
Choosing an Early Childhood Career

Lesson 1.1 Evaluating Careers in Early Childhood

Essential Question
What factors do I need to evaluate about career opportunities on my journey to becoming an early childhood professional?

Learning Outcomes
After studying this lesson, you will be able to:

- 1.1.1 analyze how the effects of social, cultural, and economic changes will increase the need for childcare services and early childhood teachers.
- 1.1.2 analyze career opportunities in the early childhood field.
- 1.1.3 summarize the education and training required to work with young children.

Key Terms
early childhood entrepreneur, cultural diversity, skipped generational families, preschool/center (pre-K), nanny, head teacher, family childcare home, licensing specialist, quality rating and improvement systems (QRIS), quality-rating specialist (QRS)

Figure 1.1 Many care of toddlers is one of early job opportunities for people who study early childhood.

Lesson 1.2 Review

- Which of the following is not present in an appropriate and stimulating learning environment? (1.2.1)
 - A variety of engaging learning materials
 - Safe, age-appropriate toys
 - Books
 - Tall shelving units
- Which of the following is a common characteristic of successful early childhood teachers? (1.2.2)
 - Promotes positive classroom behaviors
 - Loses patience easily
 - Does not enjoy challenges
 - Low energy level
- Teachers can do each of the following to help maintain their physical and emotional health except (1.2.2)
 - get enough sleep.
 - eat nutritious meals.
 - stay physically fit.
 - not seek help if they are suffering from depression or anxiety.
- True or False:** Intrinsic motivation is driven by internal rewards that you find satisfying.

Early Childhood Insights provide insight into early learning environments.

Workplace Connections explore policies and guidelines in early learning environments.

Health Highlights identify policies and procedures that promote children's health.

Early Childhood Insight
Making Felt Figures

Felt figures can also be made from storybooks. To make figures for a flannel board, purchase two copies of the same book. Cut out the pictures from the even-numbered pages of one book. Then cut out the pictures from the odd-numbered pages of the other book. When finished, glue a piece of felt to the back of each picture. Write the name of the character on the back of each piece to keep track of the sequence. This will prevent the pictures from getting mixed up. Keep the flannel board ready for the children to retell the story.

Workplace Connections
Volunteer Opportunities for Storytelling

Contact local early care and education programs, libraries, after-school programs, or family childcare providers to find opportunities for your services during story time. Consider the following when setting up the story area:

- Use a table or chairs during story time; or reading area.
- Use a variety of seating options.
- Use a variety of props.
- Use a variety of materials to enhance the story.
- Use a variety of materials to enhance the story.
- Use a variety of materials to enhance the story.

Health Highlights
Using Books to Teach About Health

Children love stories. Using storybooks about health, such as *Taking Care of My Teeth* by Terri DeGezelle, *My Tooth is LOST!* by Drew Daywalt, or *First Time Dentist* by Jess Stockham, is an excellent way to teach young children about important health concepts for everyone. In addition, teachers can use books to teach about healthy habits children can develop. One such book is *Healthy Habits* by Rebecca Weber. Review *Children's Literature About Health, Nutrition, and Safety* on the NAEYC website for a complete list of books on health-related topics for young children.

Guided Tour

Ethical Responsibilities

Do No Harm

According to the NAEYC Code of Ethical Conduct and Statement of Commitment, the primary responsibility of early childhood professionals above all others is to “do no harm.” This principle guides the foundation of early childhood programs, practices, and classrooms.

Dig deeper

Think about the principle “do no harm.” Write a few thoughtful sentences indicating what this principle means to you in regard to becoming an early childhood professional. Then review Principle P.1.1 under Section 1 of the NAEYC Code found in Appendix A of *Working with Young Children*. Why is it important for individuals who are pursuing a career in early childhood to examine themselves and any personal biases to ensure they do not participate in any practices that may harm children in any way? If needed, review the text references and online resources to further explore the meaning of “do no harm” as it relates to early childhood practice. Write a summary of your findings.

Safety First

Choosing Stories Wisely

As an early childhood teacher, you will select books and stories for a variety of children. Books and stories can have a strong emotional impact on young children. Always consider the age, developmental level, interests, and cultural background of the children to whom you will tell a story. Although a classic tale such as *Little Red Riding Hood* may be fun for four- and five-year-olds, it may be truly frightening for two- or three-year-olds.

Ethical Responsibilities identifies ethical guidelines to be followed in early learning environments.

Safety First defines best practices to ensure a safe early learning environment.

Focus on Careers identifies specific career paths in early learning environments.

Focus on Careers

Librarians and Library Media Specialists

Librarians and library media specialists who work with children generally work in school or public libraries. Their responsibilities may vary depending on the library. Librarians and library media specialists may create and use databases of library materials; organize library materials; research new books, materials, and equipment for purchase; teach children about using library resources; and plan programs for various audiences, such as story time for children. Additionally, they may also train and supervise library technicians and other library staff.

Career cluster: Education and Training

Librarians and library media specialists require a master's degree in library science. **Job outlook:** Employment for librarians or library media specialists is expected to grow 9 percent through 2030, which is about as fast as average for all occupations. **To learn more about a librarian or library media specialist,** visit US Department of Labor websites for the Occupational Outlook Handbook (OOH) and O*NET Online. You will be able to compare the job responsibilities, educational requirements, job outlook, and average pay for librarians with similar occupations.

Summary provides an additional review tool and reinforces key learning outcomes.

Vocabulary Activity reinforces the vocabulary words learned in each chapter.

Critical Thinking questions develop higher-order thinking and problem-solving, personal, and workplace skills.

Core Skills questions develop higher-order thinking and problem-solving, personal, and workplace skills.

Portfolio Project develops higher-order thinking and problem-solving, as well as personal and workplace skills.

Chapter 20 Review and Assessment

Summary

Lesson 20.1

- 20.1-1 Early childhood programs must nurture a child's sense of joy and wonder. Books and storytelling promote children's cognitive and social-emotional development.
- 20.1-1 For optimum growth, it is important that they see and hear their home language in the early childhood setting.
- 20.1-2 Two major groups of books are picture books and storybooks.
- 20.1-2 Books in these groups are further divided into family life stories, animal stories, fables, and fairy tales.
- 20.1-3 Storytelling and language experiences support children's overall language and literacy development and should reflect the rich diversity of all children.
- 20.1-3 Teachers must select stories carefully so content matches the children's developmental levels, experiences, cultural backgrounds, interests, and needs. In addition, the content must be free of stereotypes and sexism.

Lesson 20.2

- 20.2-1 As part of preparing to read, teachers must think through how they will introduce and read the story, handle interruptions and maintain children's interest, and how they will end the story.
- 20.2-1 Teachers must collaborate with the parents or guardians of non-English-speaking children to learn key words and phrases to use when speaking with their children and labeling classroom areas and equipment.
- 20.2-2 Besides reading a book, there are several ways to share a story. Draw and tell, audio and video recordings, puppets, and flannel boards are a few options.
- 20.2-2 E-books and e-readers can provide children with new literature and language opportunities.

- 20.2-3 The library area is an important classroom area. Locate it away from traffic.
- 20.2-3 Choose books for the library area carefully. Consider children's development, experiences, and interests to stimulate enthusiasm for books and reading.

Vocabulary Activity

Choose one of the Key Terms in this chapter. Then use online resources to locate photos that visually show the meaning of the term you chose. Share the photo and meaning of the term in class. Ask for clarification as necessary.

Critical Thinking

1. **Compare and Contrast.** Prepare a bibliography of six children's books you might use in storytelling. Divide the books into groups based on the age of the intended audience. Then, compare the books' subject matters, illustrations, and writing styles. How do the similarities and differences between these books make them appropriate for their audiences?
2. **Identify.** Visit a local library or bookstore and survey the children's books or magazines available. Select one book or magazine and identify the key information about it, including its content (appropriate or inappropriate), recommended ages, quality of illustrations, writing style, cost, and durability features. Write a short book review, including all this information.
3. **Analyze.** Listen to an audio recording of a children's story and take notes about how the speaker reads the story. Analyze strategies the speaker uses to hold children's attention and assess whether these strategies were effective.
4. **Evaluate.** Video record yourself reading a book to a group of children. Evaluate your presentation. What parts were of most interest to the children? What storytelling strategies were most effective in holding the children's interest? If you told the story again, what would you change? Then, trade recordings with

a classmate and evaluate each other's recordings. Compare your evaluations.

5. **Draw Conclusions.** Go to *Storyline Online* on YouTube. It provides read-aloud stories with famous storytellers. Listen to the book, *Skin You Live In* by Michael Tyler. What do you think appeals to young children about this book? What skills did the storyteller use to maintain the children's interest? What do you think a child will find appealing about this book? Describe why the inclusion of this children's book would make an important addition to the classroom. Could you use this site to download stories to a smart board? Why or why not?

Core Skills

1. **Writing.** Create a lesson plan for preschoolers that focuses on the development of their reading and language skills. How would you target the needs of this age group? If possible, implement your lesson plan in an early childhood program and assess its effectiveness.
2. **Reading.** Examine a book collection in an early childhood center. Browse all the books for dual-language (bilingual) teachings and those containing multicultural stories. Take notes about the cultures and languages that the collection covers. Then identify two to three cultural or language gaps in the collection. Search online for books to fill these gaps. Choose three books and read them. Write a letter recommending that these three books be added to the center's collection.
3. **Writing.** Enlist the cooperation of a creative-writing teacher and an art teacher for a joint children's book writing project. Interview a preschooler to help you come up with a story idea. Then, using one of the storytelling strategies explained in the chapter, write a children's story and create illustrations for it. Ask the creative-writing and art teachers to evaluate the illustrations and writing. After incorporating their feedback, share your story with the class.
4. **Research.** Conduct an online search for information about one popular children's book illustrator. Examples of popular illustrators include Tomi di Paola, Jack Kent, Patricia Polacco, Eric Carle, and Arnold Lobel. What influenced the artist to become an illustrator? How does the artist's work contribute to the enjoyment and understanding of a story? Get examples of the artist's illustrations. Discuss your findings and share your illustrations with the class.

5. **Speaking.** Choose a children's story that you find interesting and identify its target age range. Then, create an introduction for this story and practice reading the story as if to children within the intended age range. When reading, consider what strategies and props you could use when reading your introduction. Finally, implement these strategies and read your introduction and your story to the class.
6. **Technology.** Consider how a camera or digital device with video and auditory capabilities could be used to create a digital story. Then, choose one of these methods and create a digital story featuring an early childhood program. Your story should include the children as characters and should bring the center to life. Share your digital story at a parent-teacher conference or at preschool program functions and events. Include visual or audible captions for each picture, and be sure to get permission from people in the photos.
7. **Identify.** Go to YouTube and search for *The Hula-Hoopin' Queen* by Thelma Lynne Godin as read by Oprah Winfrey. Watch and listen to the video. Make a list of all of the effective strategies Oprah uses while reading the story. Discuss the strategies in class.
8. **CTE Career Readiness Practice.** Imagine that you are the director of a new preschool center. Recently, parents have been questioning the importance of storytelling for their children. They are complaining about how much time is scheduled for storytelling. You have planned a meeting to ensure that your staff is prepared to respond to the parents' questions. To prepare for this meeting, create fact sheets that outline what the staff must know and communicate about why storytelling is important in early childhood education. Also include sources that your staff can reference during this explanation.

Portfolio Project

How can early childhood teachers encourage parents to include storytelling activities at home? Write a brief letter to a preschool parent citing the benefits of reading to their child regularly. Include suggestions on the types of books appropriate for the age of the child. File a copy of the letter in your portfolio.

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