



# Course Syllabus

## EDU 308 F. L1

### Early Childhood Education

### Fall 2025

#### Class Information

**Day and Time:** Tuesdays/Thursdays 12:15 pm -1:30 pm

**Room Number:** E-202

#### Contact Information

**Instructor Name:** Mrs. Danette Morrison

**Instructor Email:** [dmorrison@criswell.edu](mailto:dmorrison@criswell.edu)

**Instructor Phone:** 832-398-1427

**Instructor Office Hours:** [By Appointment](#)

#### Course Description and Prerequisites

Studies the disciplines that make up the curriculum for EC-3<sup>rd</sup> grade students. Other areas of emphasis include the history of the education of young children; issues in early childhood education; trends in early childhood education; state and federal mandates regarding programs for young children; foundations for EC-3<sup>rd</sup> learning environments such as planning curriculum based on play; partner shipping with families; and appropriate assessment. Incorporation of TEKS into the lesson planning process is a key element of this course.

#### Course Objectives

1. Identify the characteristics of learning in young children.
2. Identify many of the challenges and issues that affect the education of young children.
3. Discuss the reform initiatives that have recently changed the methods of educating young children in Texas.
4. Present the contributions of an historical educator to the education of American young children.
5. Plan a model of an early childhood classroom and play area.
6. Plan, using appropriate TEKS, and present various methods for teaching young children in each of the curriculum areas.
7. Address the need for modifications in instruction to enhance the learning experience for children with special needs.
8. Demonstrate biblically based ways of guiding the behavior of young children through encouragement of self-control.
9. Design a program for including parents and paraprofessionals in the learning process.
10. Plan, incorporate Texas Essential Knowledge and Skills, and demonstrate the learning center-based teaching model.

## Required Textbooks and Material

### 2" Binder and 8 pack dividers

Brewer, J., *Introduction to Early Childhood Education: Preschool Primary Grades*, 6<sup>th</sup> edition, Massachusetts: Allyn & Bacon, 2007. ISBN:9780205491452

## Course Requirements and Assignments: **No Late Work Will Be Accepted.\***

1. **Educational Theories Baseball Cards:** Choose two people who have made a significant contribution to early childhood education by creating "educational baseball cards". Be creative!

**Due: 9/04/25**

**POINTS: 5 points**

2. **Reform Proposals Paper:** After choosing an early childhood reform to investigate, you will write a two (2) page research paper. This paper must be typed, double-spaced, and 12cpi. You will be expected to share what you have learned.

**Due: 9/11/25**

**POINTS: 5 points**

3. **Classroom/Playground Design:** You will design a classroom and playground area for the "ideal" school setting. This design is to take into consideration the concepts of early childhood design discussed in Chapter 3 of your textbook. There will be one page for the classroom plan and one for the playground plan. The classroom plan must incorporate all 13 learning areas. The outdoor area must incorporate at least five of the discussed components and demonstrate an emphasis on safety. The designs are to demonstrate your thoughtfulness and reflect professionalism.

**Due: 9/30/25**

**POINTS: 10 points**

4. **Discipline Philosophy Paper:** After reading your text, participating in class discussions, and doing research, you will write a two-page philosophy paper on the disciplining of children in a school setting. This is not a research paper, therefore, it is to be written in "first person." **You are to support your position with a minimum of five scriptures.**

**Due: 10/07/25**

**POINTS: 10 points**

5. **Parent Program Proposal:** You will submit a one-to-two-page program proposal for involving parents in the learning process. This proposal is to be typed, double-spaced, and 12cpi. You will be expected to share your program idea with your peers.

**Due: 10/23/25**

**POINTS: 5 points**

**6. Literacy Activity Lesson Plan:** You will plan and conduct a 10-minute portion of a literacy lesson activity which is developmentally appropriate for early childhood students. You will provide all the needed materials and a typed lesson plan in the correct form. The lesson must incorporate a teaching model discussed in class and be “hands-on” in nature. All teaching is to be conducted in a professional manner.

**Due: 11/11/25**

**POINTS: 5 points**

**7. Math Activity Lesson Plan:** You will plan and conduct a 10-minute portion of a mathematics lesson activity which is developmentally appropriate for early childhood students. You will provide all the needed materials and a typed lesson plan in the correct form. The lesson must incorporate a teaching model discussed in class and be “hands-on” in nature. All teaching is to be conducted in a professional manner.

**Due: 11/13/25**

**POINTS: 5 points**

**8. Science Activity Lesson Plan:** You will plan and conduct a 10-minute portion of a science lesson activity which is developmentally appropriate for early childhood students. You will provide all the needed materials and a typed lesson plan in the correct form. The lesson must incorporate a teaching model discussed in class and be “hands-on” in nature. All teaching is to be conducted in a professional manner.

**Due: 11/18/25**

**POINTS: 5 points**

**9. Dramatic Play Lesson Plan:** You will plan and conduct a 10-minute portion of a dramatic play lesson activity which is developmentally appropriate for early childhood students. You will provide all the needed materials and a typed lesson plan in the correct form. The lesson must incorporate a teaching model discussed in class and be “hands-on” in nature. All teaching is to be conducted in a professional manner.

**Due: 11/20/25**

**POINTS: 5 points**

**10. Social Studies Activity Lesson Plan:** You will plan and conduct a 10-minute portion of a social studies lesson activity which is developmentally appropriate for early childhood students. You will provide all the needed materials and a typed lesson plan in the correct form. The lesson must incorporate a teaching model discussed in class and be “hands-on” in nature. All teaching is to be conducted in a professional manner.

**Due: 12/02/25**

**POINTS: 5 points**

**11. Chapter Summary Notes:** You will choose five (5) chapters from your textbook and use the 5-2-1 strategy as discussed in class.

**Due: 12/04/25**

**POINTS: 5 points**

**12. Learning Stations Unity Plans:** After investigating what constitutes a quality early childhood program, you will design a unit of study. You will choose the appropriate grade level for your

unit. It may range from Pre-K through 3<sup>rd</sup> grade. The unit is to have a lesson plan for each of these curriculum areas: Bible, language, reading, mathematics, science, social studies, creative arts, and motor development. All eight (8) lesson plans are to follow the form that will be covered in class. They are to be typed, single-spaced, 12cpi, and bound in a binder with a title page. \*\*Each lesson is to revolve around a learning station which utilizes independent learning activities. You will fully explain your unit and demonstrate one of the stations at the time of the presentation. Your presentation is to be from 15-20 minutes in length. **This project is your Final Exam.**

**Due: 12/11/25**

**POINTS: 15 points**

**13. Tests:** Two tests will be administered during the semester. They will cover material from the text and class discussions.

**Due: 9/18/25 10/30/25**

**POINTS: 10 points each/Total of 20 points**

## **Course Information/Classroom Policies and Information**

### **Pedagogy and Professional Responsibilities EC–12 Standard I**

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

### **Pedagogy and Professional Responsibilities EC–12 Standard II**

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

### **Pedagogy and Professional Responsibilities EC–12 Standard III**

The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

### **Pedagogy and Professional Responsibilities EC–12 Standard IV**

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

### **Technology Applications Standard I**

All teachers use technology-related terms, concepts, data input strategies and ethical practices to make informed decisions about current technologies and their applications.

### **Technology Applications Standard V**

All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

## Core Subjects EC-6 Standards:

### English Language Arts and Reading EC–6 Standard I

**Oral Language:** Teachers of young students understand the importance of oral language, know the developmental processes of oral language and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

### English Language Arts and Reading EC–6 Standard II

**Phonological and Phonemic Awareness:** Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

### English Language Arts and Reading EC–6 Standard III

**Alphabetic Principle:** Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

### English Language Arts and Reading EC–6 Standard IV

**Literacy Development and Practice:** Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

### English Language Arts and Reading EC–6 Standard IX

**Writing Conventions:** Teachers understand how young students use writing conventions and how to help students develop those conventions.

### English Language Arts and Reading EC–6 Standard X

**Assessment and Instruction of Developing Literacy:** Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

### Mathematics Standard I

**Number Concepts:** The mathematics teacher understands and uses numbers, number systems and their structure, operations and algorithms, quantitative reasoning and technology appropriate to teach the statewide curriculum (Texas Essential Knowledge and Skills [TEKS]) in order to prepare students to use mathematics.

### Mathematics Standard VII

**Mathematical Learning and Instruction:** The mathematics teacher understands how children learn and develop mathematical skills, procedures and concepts; knows typical errors students make; and uses this knowledge to plan, organize and implement instruction; to meet curriculum goals; and to teach all students to understand and use mathematics.

**Mathematics Standard VIII**

**Mathematical Assessment:** The mathematics teacher understands assessment and uses a variety of formal and informal assessment techniques appropriate to the learner on an ongoing basis to monitor and guide instruction and to evaluate and report student progress.

**Social Studies Standard I**

The social studies teacher has a comprehensive knowledge of the social sciences and recognizes the value of the social sciences.

**Social Studies Standard II**

The social studies teacher effectively integrates the various social science disciplines.

**Social Studies Standard III**

The social studies teacher uses knowledge and skills of social studies, as defined by the Texas Essential Knowledge and Skills (TEKS), to plan and implement effective curriculum, instruction, assessment and evaluation.

**Social Studies Standard IX**

**Culture:** The social studies teacher understands cultures and how they develop and adapt and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States and the world.

**Science Standard I**

The science teacher manages classroom, field and laboratory activities to ensure the safety of all students and the ethical care and treatment of organisms and specimens.

**Science Standard II**

The science teacher understands the correct use of tools, materials, equipment and technologies.

**Science Standard III**

The science teacher understands the process of scientific inquiry and its role in science instruction.

**Science Standard IV**

The science teacher has theoretical and practical knowledge about teaching science and about how students learn science.

**Science Standard V**

The science teacher knows the varied and appropriate assessments and assessment practices to monitor science learning.

**Art Standard II**

The art teacher understands the skills and techniques needed for personal and creative expression through the creation of original works of art in a wide variety of media and helps students develop those skills and techniques.

**Art Standard III** The art teacher understands and promotes students' appreciation of art histories and diverse cultures.

**Art Standard V**

The art teacher understands how children develop cognitively and artistically and knows how to implement effective, age-appropriate art instruction and assessment.

**Music Standard I** The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.

**Music Standard VII**

The music teacher understands how to plan and implement effective music instruction and provides students with learning experiences that enhance their musical knowledge, skills and appreciation.

**Health Standard I**

The health teacher applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

**Health Standard II**

The health teacher communicates concepts and purposes of health education.

**Physical Education Standard I**

The physical education teacher demonstrates competency in a variety of movement skills and helps students develop these skills.

**Physical Education Standard II**

The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

**Physical Education Standard III**

The physical education teacher uses knowledge of individual and group motivation and behavior to create and manage a safe, productive learning environment and promotes students' self-management, self motivation and social skills through participation in physical activities.

**Physical Education Standard IV**

The physical education teacher uses knowledge of how students learn and develop to provide opportunities that support students' physical, cognitive, social and emotional development.

**Theatre Standard I**

The theatre teacher knows how to plan and implement effective theatre instruction and assessment and provide students with learning experiences that enhance their knowledge, skills and appreciation in theatre.

**Theatre Standard II**

The theatre teacher understands and applies skills for creating, utilizing and/or performing dramatic material.

## Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

## Class Attendance:

Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.
- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.
- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

## Missed Classes:

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
  - Instructors are **not required** to allow make-up work for missed classes.

## Attendance & Financial Aid:

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student's responsibility to:
  - Review relevant sections of the Academic Catalog.
  - Contact the **Financial Aid Office** for details on how attendance affects aid.
  - Understand the consequences of non-participation.

## Census Period Attendance Requirement:

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

## Examples of Qualifying Activities:

- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

## Important Note:

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

## Canvas:

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
  - Organize course content on a module basis using organizational tools within Canvas
  - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term
  - Accept assignments from students only inside the Canvas course (emailed assignments are not acceptable)
  - Provide written feedback on assignments only within Canvas, preferably through Speedgrader

- Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
- Use Zoom in Canvas for all “live” (synchronous) class sessions

**Important Note:**

Students needing assistance with Canvas should contact the Canvas Help Support line at 844-358-6140. Tech support is available at this number, twenty-four hours a day.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure’s impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student’s Criswell College e-mail account.)

In order to make progress toward the courses’ objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus’s closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

## **Incomplete Grades**

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the “I” will become an “F.”

## **Academic Honesty**

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Course Policy on the use of Artificial Intelligence (AI)**

Students are permitted to use Artificial Intelligence (AI) for the sole purpose of brainstorming ideas, refining research questions, organizing thoughts, checking grammar and style. Therefore, students are required to document and cite any AI assistance used in their work. Students are not allowed to use Artificial Intelligence for writing entire assignments, impersonating students in discussions, or completing group work without consent.

## **Institutional Assessment**

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before submitting a student’s work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Research and Writing Standards**

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## **Resources and Supports**

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More

information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu) or visit [www.criswell.edu/academics/wallace-library/](http://www.criswell.edu/academics/wallace-library/).

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

### Course Outline/Calendar

Date	Topic	Reading Assignment	Assignments Due
8/19/25	Syllabus Explanation		
8/21/25	Observations		
8/26/25	Growing, Thinking, and Learning	Chapter 1	
8/28/25	Growing, Thinking, and Learning		
9/01/25	<b>**Labor Day**</b>		

9/02/25	Designing Schools	Chapter 2	
9/04/25	Designing Schools		Theorists Baseball Cards
9/09/25	An Environment for Learning	Chapter 3	

9/11/25	An Environment for Learning		Reforms Issues Paper
9/16/25	Planning & Assessing Learning	Chapter 4	
9/18/25	Test #1	Chapters 1-4	
9/23/25	Play: Learning at its Best	Chapter 5	Play Video Questions
9/25/25	Play: Learning at its Best		
9/30/25	Guiding Behavior	Chapter 6	Classroom/Playground Design
10/02/25	Guiding Behavior		
10/07/25	Assessment	Chapter 7	Discipline Philosophy Paper
10/09/25	Parents & Paraprofessionals	Chapter 8	
10/14/25	*Student Development Week*		
10/16/25	*Student Development Week*		
10/21/25	Parents & Paraprofessionals	Chapter 8	
10/23/25	Celebrating Language	Chapter 9	Parent Program Proposal
10/28/25	Celebrating Language	Chapter 9	Parent Program Proposal
10/30/25	Test #2	Chapters 5-9	
11/04/25	Developing Literacy		

11/06/25	Developing Literacy		
11/11/25	Developing Mathematics	Chapter 11	Literacy Lesson Plan
11/13/25	Developing Science	Chapter 12	Math Lesson Plan
11/18/25	Developing the Creative Arts	Chapter 13	Science Lesson Plan
11/20/25	Developing Social Studies	Chapter 14	Dramatic Play Lesson Plan
11/25/25	<b>**Thanksgiving Break**</b>		
11/27/25	<b>**Thanksgiving Break**</b>		
12/02/25	Developing Wellness	Chapter 15	Social Studies Lesson Plan
12/04/25	Unit Writing Day		Class Summary 5-2-1
12/09/25	Unit Writing Day		
12/11/25	Learning Stations Teaching Model		Learning Stations Unit Due

## Selected Bibliography

Bramscombe, A., *Early Childhood Curriculum: A Constructivist Perspective*, Houghton-Mifflin, Boston, MA, 2003

Lemov, D. *Teach Like a Champion: 49 Techniques That Put Students on the Path to College*. Jossey-Bass. 2010. ISBN 9780470550472

Mayesky, M., *Creative Activities for Young Children*, Delmar Publishers, Albany, NY, 1998.

Morrison, G., *Early Childhood Education Today*, Merrill-Prentice Hall, Columbus, OH, 2001.

Schickendanz, J., Pergantis, L., Kanosky, J., Blaney, A., & Ottinger, J., *Curriculum in Early Childhood*, Allyn & Bacon, Boston, MA, 1997

