**Additional resources about developing vocabulary in context and block play**

Researchers study classroom procedures designed to help children increase the number of words they know and understand. A study of “Picture Walks,” Know-Want to Learn-Learned (K-W-L) charts, and the Directed Reading Thinking Activity (DRTA) strategies (Reading Rockets) found that second graders made similar vocabulary gains in all three methods and that small group settings seemed to be essential (Stahl and Dougherty 2008, p. 381). Stahl notes that that small group reading allows more children to have the opportunity to discuss the text and that parents should have conversations with their children while reading, especially informational texts (Baker and Stahl 2009).

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**Books for children depicting block play and architecture**

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**Resources for adults**

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Lindeman, K.W., and E. McKendry Anderson. 2015. Using blocks to develop 21st century skills. *Young Children* 70 (1): 36–43.

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