

The resources in this issue of Natural Resources can help professionals to respond to the question: *How do we design learning experiences that reflect who children are and who they're becoming?* They include free resources for designing curriculum that connects — to children's cultures, identities, ideas, and sense of belonging. These tools can help educators listen deeply, document richly, and co-create curriculum that resonates with the lived experiences of young children and their families.

### Six Fundamentals of Learning

This values-based framework from the [Fred Rogers Institute](#) highlights the importance of relationships, reflection, and play in the learning process. **Each principle helps educators focus on what matters most.**

[Explore the Six Fundamentals](#)

### Build a Sense of Belonging in the Early Childhood Classroom

This article from [Teacher Created Materials](#) offers specific classroom strategies — greeting rituals, classroom jobs, identity portraits, and collaborative group norms — to foster belonging from day one. Resources include printable posters and conversation prompts. [Read the Article](#)

### The Importance of Greeting Rituals for Babies

Janet Lansbury's article underscores the importance of brief, consistent rituals that empower infants with predictability, security, and connection. [Read the Article](#)

### Rituals and Traditions in Programs That Serve Young Dual Language Learners

The authors of this article present examples of routines and rituals that contribute to a sense of community among program staff and families. For example, a favorite routine could be singing songs and reading stories that children also hear at home. [Access the article](#)

Los ritos y las tradiciones en programas que sirven a niños que aprenden dos idiomas [Access the article in Spanish](#)

### It's Hard to Be What You Can't See

Marion Wright Edelman penned this essential piece to convey how important piece to underscore the importance of children seeing themselves in the books and stories we share. [https://www.huffpost.com/entry/its-hard-to-be-what-you-c\\_b\\_8022776](https://www.huffpost.com/entry/its-hard-to-be-what-you-c_b_8022776) If the idea of helping children to both see themselves and to connect with diverse people and places is something you value, consider exploring these resources.

- Many Kids of Color Don't See Themselves in the Books They Read [https://www.marketwatch.com/story/males-particularly-white-males-are-persistently-overrepresented-many-kids-of-color-dont-see-themselves-in-the-books-they-read-11628535154?link=MW\\_latest\\_news](https://www.marketwatch.com/story/males-particularly-white-males-are-persistently-overrepresented-many-kids-of-color-dont-see-themselves-in-the-books-they-read-11628535154?link=MW_latest_news)
- Mirrors, Windows, and Sliding Glass Doors <https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf>

### Gumdrop: Let's Make a Movie!

In this joyful class project from Meridian Hills Cooperative Nursery School, children co-created a movie — complete with storyboarding, costuming, and set-building. This story is a powerful reminder that when educators truly listen, children show us how they want to learn. **Read the Story**

Natural Resources is a free, one-way listserv that is distributed monthly. Each issue features readily available and free resources on a specific topic related to children from birth through Grade 3 and their families. Resources available in Spanish are **highlighted**. Natural Resources is compiled and distributed by Camille Catlett. Past issues are archived at <https://scriptnc.fpg.unc.edu/natural-resources-monthly-newsletter> To subscribe or unsubscribe, suggest resources, or get more information, please contact Camille Catlett at [camille.catlett@unc.edu](mailto:camille.catlett@unc.edu)