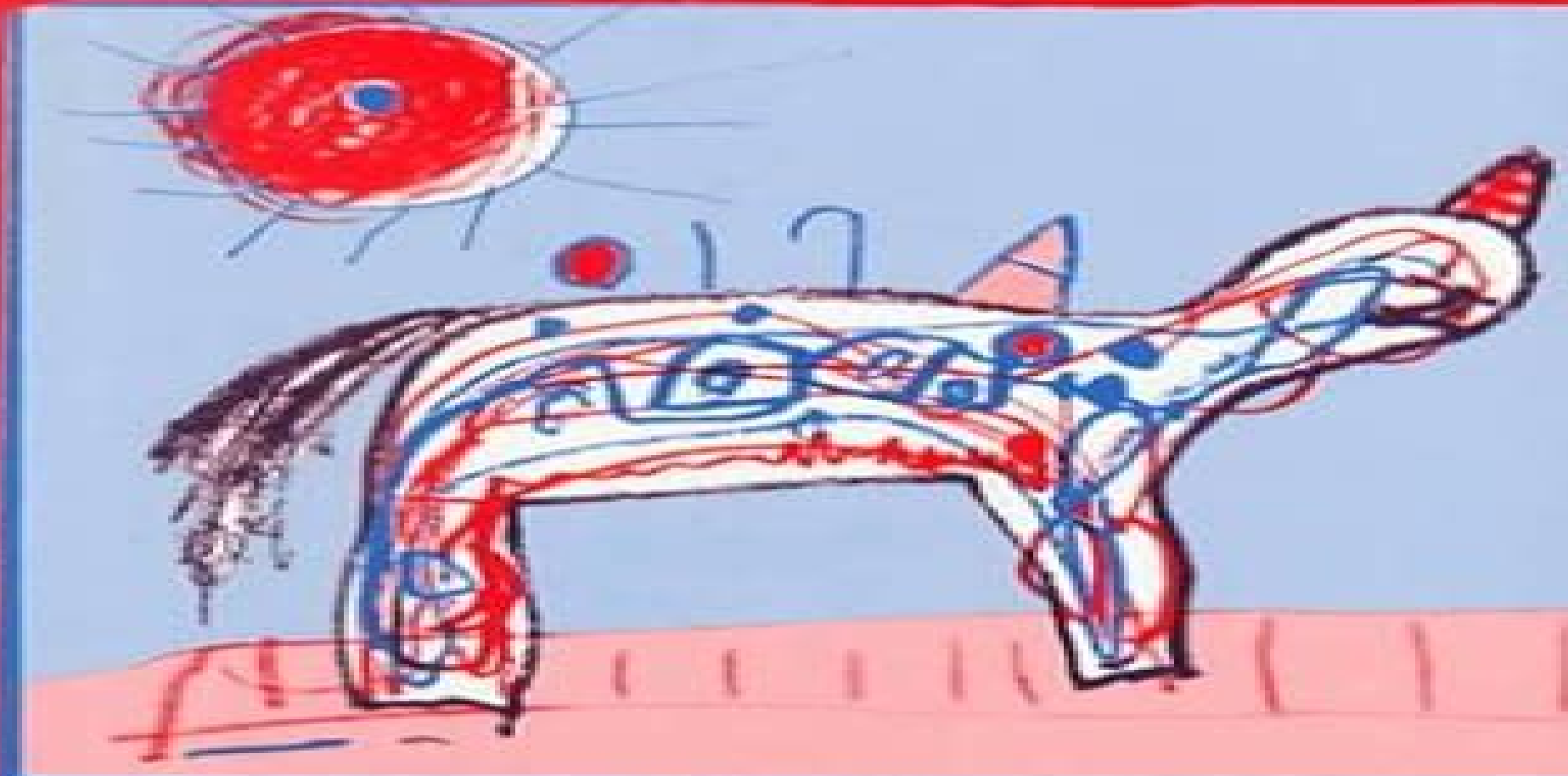


Serious Players in the Primary Classroom

Empowering Children Through Active Learning Experiences



Selma Wassermann

Serious Players In The Primary Classroom Empowering The Young Child Through Active Learning Experiences

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Serious Players In The Primary Classroom Empowering The Young Child Through Active Learning Experiences:

Serious Players in the Primary Classroom Selma Wassermann, 2000-07 After 10 years of accolades for *Serious Players in the Primary Classroom Empowering Children Through Active Learning Experiences* Selma Wassermann provides readers with a second edition to her classic *Building on the original work* this new edition offers further insight into Wassermann's notion of organizing for instruction known as *Play Debrief Replay* a way of structuring curriculum experiences to promote children's active learning in cooperative groups and to foster independent thinking The book also provides a theoretical framework for implementing teaching for thinking in primary classrooms By updating references and adding a new chapter on moral dilemmas including information that is consonant with constructivist ideologies Wassermann continues to promote ways of teaching that stimulate children's appreciation for social and ethical issues Her approach is holistic it not only honors the play of children but also the work of teachers Accessible and enlightening this new edition is a must read for all early childhood professionals Parents too will find this volume useful

Possible Schools Ann Lewin-Benham, 2006 Tells the story of the Model Early Learning Center MELC in Washington DC Presenting a new vision for early education the author describes the origin of this school serving the impoverished urban families and traces its evolution from a chaotic inception to its ability to apply Reggio practices

The Colors of Learning Rosemary Althouse, Margaret H. Johnson, Sharon T. Mitchell, 2003 Suggests methods of teaching young children about the visual arts

An Integrated Play-Based Curriculum for Young Children Olivia N. Saracho, 2020-10-05 An Integrated Play Based Curriculum for Young Children

Second Edition explores how to integrate play across the curriculum helping teachers develop their early childhood curriculum using developmentally and culturally appropriate practice Distinguished author Olivia N Saracho offers a theoretical framework for understanding the origins of an early childhood play based curriculum and illuminates how young children learn and understand concepts in a social and physical environment This second edition has been fully updated throughout and its comprehensive coverage has been expanded with entirely new sections on technology and social media cultural differences in play and teaching English language learners and students with disabilities Packed with vignettes activities and practical examples this text is essential reading for pre service teachers seeking appropriate theoretical practices for designing and implementing a play based curriculum

Young Investigators Judy Harris Helm, Lilian Gonshaw Katz, 2011 This bestselling book has been completely updated and expanded to help teachers use the project approach in child care centers in preschools and in kindergarten 1st grade and early childhood special education classrooms For those new to using projects the book introduces the approach and provides step by step guidance for conducting meaningful projects Experienced teachers will find the teacher interviews children's work photographs including full colour and teacher journal entries used to document the project process in actual classrooms very useful This popular easy to use resource has been expanded to include these new features explicit instructions and examples for incorporating standards

into the topic selection and planning process a variety of nature experiences with examples that show how project work is an excellent way to connect children to the natural world an update of the use of technology for both documentation and investigations including use of the Web as well as video and digital cameras and more toddler projects that reflect our increased knowledge from recent mind brain research about toddler understanding and learning Widening the Circle Samuel L. Odom,2002 In this book a distinguished group of early childhood special educators and researchers explores the barriers to and influences on inclusive education settings for young children Chapters cover such timely topics as individualized instruction social relationships of children with disabilities collaborative relationships among adults family perceptions of inclusion classroom ecology and child participation community participation social policy and cultural and linguistic diversity Expert contributors addressing each of these topics draw useful implications for practitioners providing helpful suggestions for modifying activities materials environmental supports and teaching strategies Based on a groundbreaking 5 year research study conducted by the Early Childhood Research Institute on Inclusion Widening the Circle is a must read for all professionals working in inclusive settings *What If All the Kids are White?* Louise Derman-Sparks,Patricia G. Ramsey,2006 In this compelling volume distinguished educators tackle a frequently asked question about multicultural education How do I teach about racial and cultural diversity if all my students are white The authors propose seven learning themes to help young white children resist messages of racism and build identity and skills for thriving in a multicultural country and world The text includes strategies resources and classroom examples for implementing the learning themes in early childhood settings Taking multicultural education to a new level this practical guide places the development of white children s racial identity in the context of the historical construction of whiteness and racism in America and suggests strategies for nurturing a new white identity as the starting place for anti bias multicultural work with children It includes activities for families and staff reflection questions a review of white anti racism activists lists of suggested children s books and organizational and website resources **Let's be Friends** Kristen Mary Kemple,2004 This book describes methods of support and intervention teachers can use to create social inclusion in preschool and the primary grades Combining general early childhood education with special education this unique volume explains a wide variety of strategies ranging from environmental arrangement on the spot teaching and cooperative learning to more intensive individually targeted interventions for children experiences challenges and disabilities **The Early Intervention Guidebook for Families and Professionals** Bonnie Keilty,2010 This practical guide is essential reading for families of infants and toddlers with or at risk for developmental delays or disabilities and the early intervention professionals who partner with those families The Early Intervention Guidebookshows what early intervention looks like when it is based on current research policies and best practices It focuses on how families and professionals can collaborate effectively so that young children learn grow and thrive Chapters address important issues in early intervention including child learning and

development family functioning and priorities early intervention as a support not a substitute and thinking about what's next after early intervention Specific components of early intervention evaluation and assessment program planning intervention implementation service coordination and transition are discussed This hands on resource describes the fundamental elements of early intervention for children families and professionals who participate in early intervention uses stories of families in early intervention to illustrate key concepts provides checklists that readers can use to assess their experience in early intervention and includes national resources for families and disciplinary professionals

Outdoor Play Jane Perry, 2001 This book offers a description of the rich and complex world of pretend play in one play yard

Connecting Emergent Curriculum and Standards in the Early Childhood Classroom Sydney Schwartz, Sherry Copeland, 2015-04-24 The most pressing challenge in early childhood education today is to find a way to meet the standards within a developmentally appropriate approach In this book two active early childhood educators provide teachers with resources to bring content alive and document it in every day action based pre K and Kindergarten classrooms The book includes lists of key content ideas coordinated with learning standards in science mathematics social studies and the communication arts to guide teacher observations of and interactions with young children Chapters focus on ways to extend children's emerging use of content in the block manipulative sand and water drama expressive arts and literacy centers as well as link to the development of themes Book features include Lists of key ideas in the content areas Examples of conversations that nurture children's emerging content understandings Vignettes from the field illustrating teachers experiences of embedding content into center activities along with photographs Sample forms for documenting children's learning as they meet the standards in a variety of contexts Sydney L Schwartz is a Professor Emerita of Queens College of the City University of New York Sherry M Copeland is an experienced early childhood teacher teacher trainer advocate and director of early childhood programs

Embracing Identities in Early Childhood Education Susan Grieshaber, Gaile Sloan Cannella, 2001 First published in 1968 The Irony of Early School Reform quickly became essential reading for anyone interested in American education One of the first books to survey the relationship between public educational systems and the rise of urbanization and industrialization Irony was instrumental in mapping out the origins of school reform and locating the source of educational inequalities and bureaucracies in patterns established in the nineteenth century This new and enhanced version of the classic text is now available for the legions of people who have asked for it It includes an update by the author along with the same cohesive text and criticism contained in the original Readers will appreciate that this edition brings back into print a book that holds an important place in the field of educational history and in the modern literature of educational reform assesses the impact of the original publication in light of writing about American history and education since its original publication and explains its continuing significance shatters warm and comforting myths about the origins of public education and shows how some of the most problematic features of public education have their origins in nineteenth century styles of educational

reform **Educating and Caring for Very Young Children** Doris Bergen, Rebecca Reid, Louis Torelli, 2001 This volume focuses on play as the basis for curriculum and shows how infant toddler educators can combine theory and practice taking into account both the physical and social environments Through case descriptions of actual children this insightful volume discusses how to accommodate children with different development levels backgrounds personalities and special needs The authors also examine infant toddler curriculum in the context of family community and society and explore ways to enhance curriculum quality

Windows on Learning Judy Harris Helm, Sallee Beneke, Kathy Steinheimer, 2007 Completely updated this popular guide provides teachers with a proven method for documenting collecting analyzing and displaying young children s work Written by teachers for teachers it also shows principals curriculum coordinators and directors of early intervention programs how to develop children s portfolios to share with parents or to use for assessment and other accountability purposes This lively informative book poses a remarkable challenge to teachers to grow themselves while growing young children Being creatively accountable is hard work and the stories told here describe both the work how it s done and its joyful rewards for teachers and children Elizabeth Jones Pacific Oaks College This book provides a set of windows on children s lives and how teachers can enter into those lives and enrich them through high quality teaching The authors have created an inspiring volume a challenging set of ideas and an invaluable resource for early childhood educators Samuel J Meisels University of Michigan A thoughtful up to date guide to assessing and documenting children s work The authors give clear practical advice on how to collect analyze and display children s work in meaningful ways Scholastic Early Childhood Today on first edition Many teachers find it frustrating to hear the rich and exciting learning experiences they provide described as nothing Windows on Learning skillfully addresses the challenge faced by early childhood educators wishing to share classroom experiences with parents administrators and peers The authors offer a timely and fresh approach to documenting children s learning and work Childhood Education on first edition

Teaching Young Children Mathematics Sydney L. Schwartz, 2005-09-30 Children learn mathematics most effectively in contexts that are meaningful to them Realizing the potential of these contexts for fostering young children s mathematical learning while nurturing and challenging them requires knowledge of mathematics as well as of child development Avoiding the debates surrounding hands on learning vs direct instruction the author focuses on the value of different contexts for learning and illustrates ways to genuinely engage children as active learners The work is rich with examples of children s interactions with each other and with adults as they utilize and extend their understanding of mathematics Examples and guidelines for developing lessons and activities will be useful to educators and parents Chapters explore how we underestimate young children s mathematical capabilities how appropriate sequencing of learning and building on prior knowledge will enhance understanding what teachers including parent teachers need to know and high stakes testing This is a work that brings together the connections between knowing the basics and constructing knowledge in accessible and practical ways

Bambini Lella Gandini, Carolyn

P. Edwards, 2001-01-01 This collection of essays brings to the North American audience the results of over 20 years of experience in the development of programs for infants and toddlers and their families in Italy *Understanding Assessment and Evaluation in Early Childhood Education* Dominic F. Gullo, 2005 This bestselling book is still the best choice for helping early childhood teachers understand the process of assessment and evaluation to benefit young children With the advent of the No Child Left Behind Act testing accountability and standards are now pervasive throughout early childhood education Completely revised to address the issues that have been raised by these new policies the Second Edition features completely new chapters on assessment of children from culturally and linguistically diverse backgrounds addressing the new makeup of today's classroom assessment of children with special needs focusing on the relationship among assessment curriculum and instruction and the addition of a helpful glossary of terms and an annotated listing of assessment instruments used in early childhood education Young Children Continue to Reinvent Arithmetic--2nd Grade Constance Kamii, Linda Leslie Joseph, 2004 Responding to their recent research on how children learn mathematics the authors have revised this bestselling textbook to provide practical advice on what works and what should be avoided when teaching second graders Features important revisions to their groundbreaking program including the harmful effects of teaching carrying and borrowing *Enthusiastic and Engaged Learners* Marilou Hyson, 2008 *Young English Language Learners* Eugene E. Garcia, Ellen C. Frede, 2019-07-05 It is well known that the number of non English speakers is on the rise in the United States What is less well known is that the largest proportion of this population is children under the age of 5 These young English language learners ELLs often demonstrate achievement gaps in basic math and reading skills when they start school How best to educate this important and growing preschool population is a pressing concern for policymakers and practitioners The chapters in this important book provide up to date syntheses of the research base for young ELLs on critical topics such as demographics development of bilingualism cognitive and neurological benefits of bilingualism and family relationships as well as classroom assessment and teacher preparation practices Contributors Linda M Espinosa Margaret Freedson Claudia Galindo Fred Genesee Donald J Hernandez Jos E N ez Sr and Flora V Rodriguez Brown This is a must have for those who are working directly or indirectly with young English language learners Olivia Saracho University of Maryland College Park Maryland

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