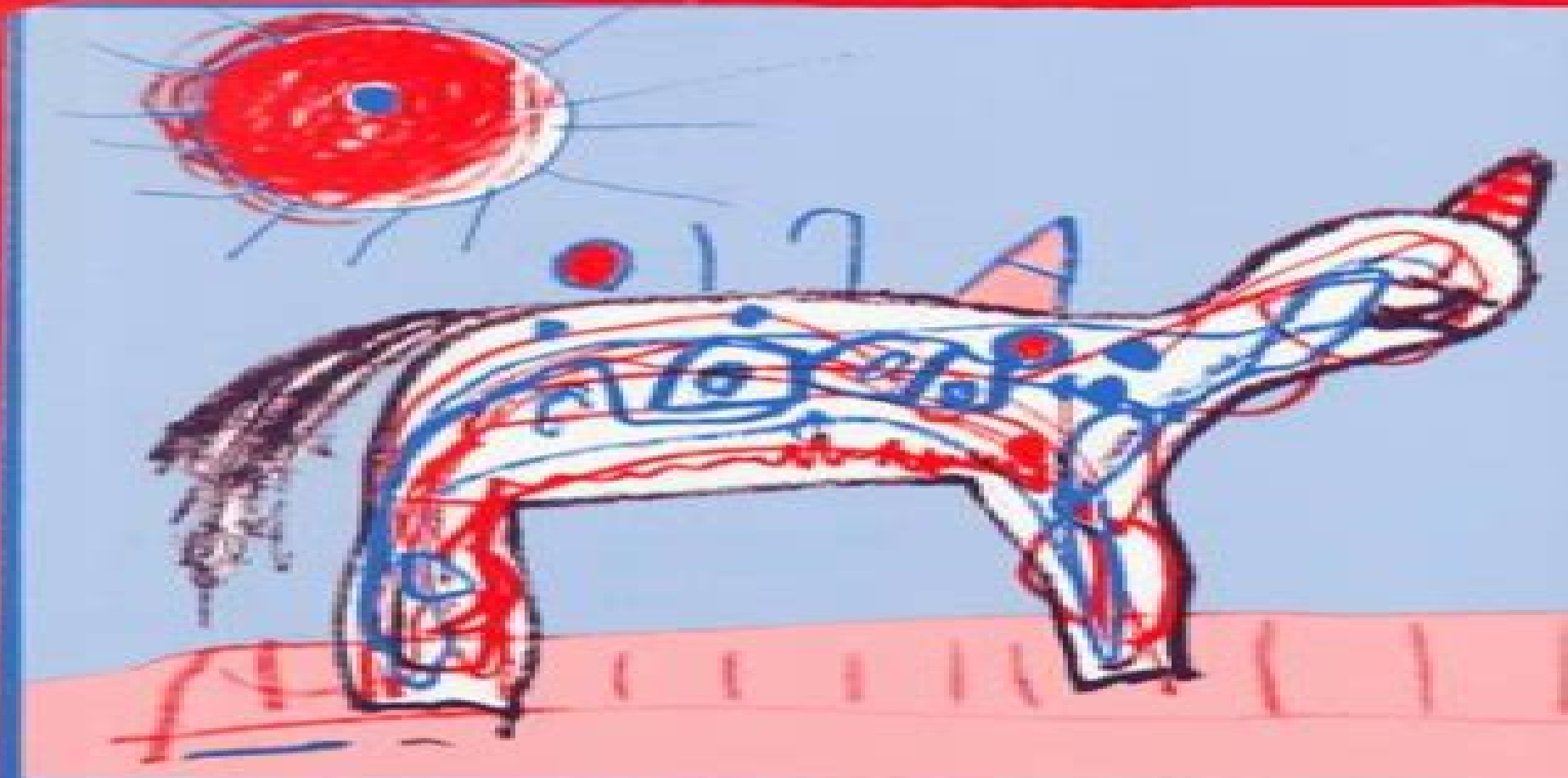


Serious Players in the Primary Classroom

Empowering Children Through Active Learning Experiences



Selma Wassermann

Serious Players In The Primary Classroom Empowering Children Through Active Learning Experiences

Lella Gandini



Serious Players In The Primary Classroom Empowering Children 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 *Taking Play Seriously (2nd Ed.)* Ole Fredrik

Lillemyr, 2020-05-01 In the book the author is focusing the importance of play for children from 0 years up to 8 12 years of age e.g. in ECE centers and elementary schools In particular the importance of play for learning through motivation as related to self competence inspiration and engagement In this second edition the author is emphasizing more thoroughly the importance of play as a challenge of learning with implications for children as well as for teachers Further the author is referring to how meaning making in children's production of multi module narrative products can contribute to their digital personal formation The selection of theories presented in the second edition is somewhat expanded and in the end the author is presenting a few important educational challenges of the field of children's play *Playing to Get Smart* Elizabeth Jones, Renatta M. Cooper, 2006 Practicing what it preaches *Playing to Get Smart* will be a playful reading experience for teachers and parents alike With jokes riddles and stories sprinkled throughout the authors show how important play is for children of all ethnic and socioeconomic groups from birth to age 8 This provocative challenge to teachers and parents of young children demonstrates why play is the most effective way for children to develop critical life skills such as thinking creatively and social problem solving It explains why teachers need to provide opportunities for quality play and why parents need to understand the benefits of play for their children **Emergent Curriculum in the Primary Classroom** Carol

Anne Wien, 2015-04-26 How is a compelling exemplary curriculum created in schools in spite of the pressures to implement a standardized one In this book teachers and principals share their experiences with emergent curriculum and with the creative practices they've developed in urban classrooms kindergarten to 3rd grade We learn what they were trying to do how they began the process the challenges they faced the decisions they made and what happened to the children All chapters are written by teachers who have found ways of interpreting the Reggio approach to enrich their teaching within the confines of traditional schools This book is essential reading for anyone wishing to understand emergent curriculum and

for all who hope to nurture an enlivening energizing way to learn in classrooms The inspiring stories presented here illustrate Ways that early childhood values and practices have been sustained and promoted in elementary schools Exemplary teaching practice where children want to learn and teachers want to teach How the influence of the Reggio Emilia approach is reaching into urban public school environments with diverse populations Democratic participatory teaching that offers visions of responsible citizenship for children This book is a treasure trove of useful frameworks wonderful teacher stories and memorable insights It demonstrates the remarkable potential of children and teachers and it clarifies how North American elementary school educators can take hold of ideas from Reggio Emilia and integrate them with their own ideals and standards Carolyn Pope Edwards University of Nebraska Lincoln Carol Anne Wien demonstrates again that she can illustrate complex ideas this time the theories underlying the Reggio Emilia approach in innovative ways for a broad audience Celia Genishi Teachers College Columbia University A must read for educators seeking an antidote to prescriptive curricular practice that respects neither children nor teachers Curt Dudley Marling Lynch School of Education Boston College This book provides long overdue and compelling pathways for extending Reggio Emilia principles into the primary grades It will encourage readers to feel their way into the spirit and substance of emergent curricula and come away rejuvenated Daniel Scheinfeld Erikson Institute Chicago Illinois

How to Work with Standards in the Early Childhood Classroom Carol Seefeldt, 2005 More and more teachers of young children are being asked to develop their curriculum according to standards This essential resource will guide educators as they grapple with a plethora of issues questions and practices surrounding the use of standards in the early childhood classroom Carol Seefeldt well known educator and bestselling author offers teachers an overview of the standards movement describes the status of standards in early education presents the issues around the design and selection of standards and provides practical strategies for effectively implementing standards with young children preschool through the early primary grades This book provides both the background knowledge and a working understanding of standards to help teachers successfully judge and select standards design appropriate ways of using and working with standards and develop appropriate assessment strategies Illustrated with children's work this how to guide provides practical illustrations of how standards can be used to benefit early childhood classrooms including many sample activities demonstrates how to work with standards in the separate subject areas of the sciences arts language and literacy mathematics and social studies offers ideas for including all children such as those with special needs and those just learning English and describes a project Children Study Their Play Yard illustrating how thematic standards based problem solving learning can be integrated into the total curriculum

Everyday Goodbyes Nancy Balaban, 2006 Separation often evokes feelings of fear and anxiety in all of us children parents and teachers alike Because the success or failure of early separation experiences can affect a child's movement toward independence teachers and parents must know how to help young children cope with the unpleasant feelings sometimes associated with separation In *Everyday Goodbyes* her follow up

to Starting School From Separation to Independence Nancy Balaban once again addresses this critical aspect of child development Emphasizing the need for parents and teachers to work together in phasing children into a child care preschool or kindergarten program she offers many sensitive practical suggestions to ease the separation process for all involved Positioning separation as the underlying curriculum for all early childhood programs this wonderful book helps teachers and parents to understand why children take time to adjust Photographs and real life anecdotes of children teachers and parents illustrate all aspects of the adjustment process and activities for the classroom that support children s movement toward independence and self confidence are included

The Colors of Learning Rosemary Althouse, Margaret H. Johnson, Sharon T. Mitchell, 2003 Unique in its creativity and depth of understanding The Colors of Learning will change the way that teachers think about and react to children s artwork Promoting the integration of visual art into all early childhood curriculum areas this volume will help early childhood professionals present in depth art experiences to children so that they become engrossed in expressing their ideas and newly learned concepts through art media This user friendly volume features actual classroom dialogue throughout the text and many illustrations of children s art including some in full color Based on standards endorsed by the National Association for the Education of Young Children NAEYC and the National Art Education Association NAEA this important book focuses on Lev Vygotsky s theory of social interactions in learning showing how teacher child and child child relations become an important part of the art experience Helping teachers to use more effective language to build children s conceptual knowledge and guide them in their art making The use of many kinds of art media providing examples of developmentally appropriate activities to improve children s thinking and learning Moving away from art that is solely created to be cute and pleasing to adults to art experiences that develop the child s individual expression The authors have given the field of early education a valuable usable gift one that will have a great impact on young children s lives and those who teach them From the Foreword by Carol Seefeldt The Colors of Learning provides a new awareness of why and how to integrate art into all subject areas in early childhood curriculum should help all teachers of young children to enhance and enjoy their teaching and the children s learning Meg Barden Cline Lecturer retired University of Massachusetts at Amherst

The War Play Dilemma Diane E. Levin, 2006 As violence in the media and media linked toys increases parents and teachers are also seeing an increase in children s war play The authors have revised this popular text to provide more practical guidance for working with children to promote creative play and for positively influencing the lessons about violence children are learning Using a developmental and sociopolitical viewpoint the authors examine five possible strategies for resolving the war play dilemma and show which best satisfy both points of view banning war play taking a laissez faire approach allowing war play with specified limits actively facilitating war play and limiting war play while providing alternative ways to work on the issues New for the Second Edition are more anecdotal material about adults and children s experiences with war play including examples from both home and school settings greater emphasis on the impact

of media and commercialization on children's war play including recent trends in media programming marketing and war toys expanded discussion about the importance of the distinction between imitative and creative war play and summary boxes of key points directed at teachers or parents New information about violent video games media cross feeding and gender development and sex role stereotyping Moral Classrooms, Moral Children Rheta DeVries, Betty Zan, 1994 This work addresses the question of how to establish an interpersonal classroom atmosphere that fosters children's intellectual social moral emotional and personality development **Planning, Teaching and Class Management in Primary Schools** Denis Hayes, 2013-12-19 First Published in 2004 Written new and trainee teachers Planning Teaching and Class Management in Primary Schools does not attempt to provide you with simplistic answers to complex issues It does however offer important insights and strategies that can be used as a framework for monitoring and strengthening your progress as a teacher so that time on school placement becomes a first rate preparation for the day you have your own class *Seeing Young Children with New Eyes* Sydney Gurewitz Clemens, Leslie Gleim, 2014-09-15 This book gives adults who work with young children a substantial look at some thoughtful creative reflective modes of thinking about their work It has rich resources for the teacher who wants to grow in respect for children's capabilities and lessons for growing one's ability to listen to the intentions of children It is rich in examples of real teaching in real American classrooms influenced by work in Reggio Emilia Italy For teachers and also for parents of children from 2-6 Written by and for teachers of young children this exhaustive examination of early education is rigorous and thorough A Matter of Trust Carollee Howes, Sharon Ritchie, 2002-09-19 The authors draw on their experiences as a developmental psychologist and as a teacher educator to provide ways for teachers to create positive child teacher relationships and classroom climates This forward looking volume applies attachment theory to child teacher relationships explores strategies that teachers can use to foster positive student behavior provides narrative examples from early childhood classrooms serving primarily low income children of color and uses stories from exemplary classrooms as well as those in which teachers are struggling with relationships In the Spirit of the Studio Lella Gandini, 2005 As the authors state in their opening chapter prepare to be amazed This beautiful book describes the revolution that the Reggio Emilia atelier art studio brought to the education of young children in Italy and follows that revolution across the ocean to North America It explores how the experiences of children interacting with rich materials in the atelier affect an entire school's approach to the construction and expression of thought and learning Lavishly illustrated in full color this original volume includes detailed interviews with Italian educators from Reggio Emilia offers a window into many ateliers within the United States examining the multiple ways that experience is altered when teachers parents and children prepare and work together in the studio setting addresses the practical aspects of the atelier including organizing the environment using materials and provides examples of projects and features a comprehensive approach that addresses many varied issues related to children including learning collaboration relationships and community 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 **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 **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 **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 **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.

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 Guidebook shows 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. **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

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Introduction

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