

PLAYFUL LEARNING AND TEACHING

*Integrating Play into
Preschool and Primary Programs*



JUDITH E. KIEFF
RENÉE M. CASBERGUE



Playful Learning And Teaching Integrating Play Into Preschool And Primary Programs

Dorothy Faulkner, Elizabeth Coates



Playful Learning And Teaching Integrating Play Into Preschool And Primary Programs:

Playful Learning and Teaching Judith E. Kieff, Renee Michelet Casbergue, 2000 Playful Learning Playful Teaching presents a practical application of theory in preschool kindergarten and primary grade programs describing play in the total context of the entire early childhood curriculum Using a constructivist developmental approach the book examines the role of play in the classroom and discusses how children learn through the process of active social construction of information The spiral organization helps readers build knowledge with each chapter Concepts are introduced in early chapters then revisited for elaboration and refinement throughout the book It also analyzes the role of the teacher and explores many cultural and special needs issues in early education Supportive discussions help new teachers prepare to address the frustrations they may face as they try to create playful programs in school systems that obstruct attempts to move beyond traditional teaching Readers are presented with the latest perspectives regarding Developmentally Appropriate Practices DAP which are tied into suggestions for teaching and advocating for children The insights and practical suggestions in this book will help empower young teachers to take a strong stance regarding teachers need to advocate for children s right to play For anyone interested in early childhood education

Reading and Writing in Preschool Renée M. Casbergue, Dorothy S. Strickland, 2015-12-02 This book describes effective engaging ways to build young children s print concepts and alphabetic knowledge which are crucial for both reading and writing development Presenting shared reading shared writing and targeted instructional activities each chapter features helpful classroom vignettes a section debunking myths about preschool literacy and Ideas for Discussion Reflection and Action Strategies are provided for creating print rich classroom and home environments and differentiating instruction for diverse students including English language learners The book also discusses how to assess preschoolers reading and writing progress Reproducible checklists and parent handouts can be downloaded and printed in a convenient 8 1/2 x 11 size

The Cornerstones to Early Literacy Katherine Luongo-Orlando, 2010 How can we build a strong literacy foundation for children This book appreciates that learning and language development start with the play episodes oral language practices wordplay activities print encounters reading events and writing experiences that children engage in during the early years of life Filled with rich language activities The Cornerstones to Early Literacy shows teachers how to create active learning experiences that are essential to building early literacy This comprehensive handbook is organized around the following topics Play Experiences Understanding the early stages of learning and all aspects of the play literacy connection Oral Language Supporting opportunities for child talk with suggested conversation starters and events that involve personal timelines and storytelling Language Awareness and Word Play Creating a balanced approach to language learning using games and activities that involve literature music choral speaking sound games and more Print Encounters Discovering reproducing and creating all forms of environmental print Reading Events Integrating read aloud and shared book experiences with proven strategies for supporting and observing young readers Writing Experiences

Identifying early writing characteristics and techniques for moving children along in their writing *Handbook of Research-Based Practice in Early Education* D. Ray Reutzel, 2014-07-09 Written expressly for early childhood educators and those who support their professional development this handbook distills essential knowledge about how to help all PreK 3 learners succeed Leading experts describe doable ways to create effective learning environments and implement instructional practices with a strong evidence base Engaging vignettes illustrate discussions of such topics as differentiated instruction response to intervention the Common Core standards social and emotional learning assessment and teaching across the curriculum Each chapter links cutting edge research to practical applications examples and professional development activities **Achieving Excellence in Preschool Literacy Instruction** Laura M. Justice, Carol Vukelich, 2008-01-01 High quality preschool programs are essential to improving children s outcomes in reading achievement and leveling language and literacy disparities among students from diverse backgrounds Grounded in state of the art research evidence this practice oriented book demonstrates how preschool professionals can create evaluate and sustain exemplary programs Chapters from leading authorities cover coaching assessment and differentiation as well as explicit strategies for teaching English language learners and helping at risk readers Discussion questions and suggested activities for professional development are included as are reproducible assessment forms and planning tools for use in the classroom

Literacy Play Centers, Grades PK - K Maureen Walcavich, Karen Bauer, 2007-01-01 Play is how young children learn Use Literacy Play Centers for students in grades PK K to build understanding of literacy mathematics and community The book includes 15 centers including Grocery Store Doctor s Office Barbershop Hair Salon Post Office Florist Shop and Bank The fun role playing activities help students develop cooperation negotiation and sharing while incorporating phonemic awareness letters of the alphabet and their sounds rhyming words syllables concepts of print number and shape recognition graphing and estimation This 160 page book includes detailed procedures goals objectives a list of theme related children s literature skills indexes for math and language arts and information on embedding assessment throughout the year

ECGBL2014-8th European Conference on Games Based Learning Carsten Busch, 2014-11-11 *Exploring Children's Creative Narratives* Dorothy Faulkner, Elizabeth Coates, 2011-04-04 How should we understand children s creativity This fascinating collection of international research offers fresh perspectives on children s creative processes and the expression of their creative imagination through dramatic play stories artwork dance music and conversation Drawing on a range of research evidence from innovative educational initiatives in a wide variety of countries *Exploring Children's Creative Narratives* develops new theoretical and practical insights that challenge traditional thinking about children s creativity The chapters written by well respected international contributors offer new conceptual and interpretive frameworks for understanding children s creativity contest conventional discourses about the origins and nature of creativity challenge the view that young children s creativity can only be judged in terms of their creative output explore the significance children

themselves attribute to their creative activity argue the need for a radical reappraisal of the influence of the sociocultural context on children's creative expression discuss the implications of this research in relation to teacher education and curriculum design This broad yet coherent compilation of research on creativity in childhood is essential reading for students researchers and policy makers in early childhood as well as for Early Years professionals with a particular interest in creativity

Systematic and Engaging Early Literacy Barbara Culatta, Kendra M. Hall-Kenyon, Sharon Black, 2012-12-20

Handbook of Research on the Education of Young Children Bernard Spodek, Olivia N. Saracho, 2014-01-27 The Handbook of Research on the Education of Young Children Second Edition is an essential reference on research in early childhood education not only in the United States but throughout the world It provides a comprehensive overview of important contemporary issues and the information necessary to make judgments about these issues The field has changed significantly since the publication of the first edition of this Handbook in 1993 creating a need for an update The Handbook of Research on the Education of Young Children Second Edition is thus focused on research conducted over the past decade or so The volume is organized in four parts Early Childhood Education and Child Development New in this edition moral development the development of creativity Early Childhood Educational Curriculum New in this edition movement or dance education the education of linguistically and culturally diverse children Foundations of Early Childhood Educational Policy New in this edition childhood poverty the education of bilingual children Research and Evaluation Strategies for Early Childhood Education New in this edition doing historical research in early childhood education postmodern and feminist orientations The Handbook of Research on the Education of Young Children Second Edition makes the expanding knowledge base related to early childhood education readily available and accessible It is a valuable tool for all who work and study in the field

Play and Meaning in Early Childhood Education Doris Pronin Fromberg, 2002 Focusing on ages 0-8 this book integrates contemporary theories of play with curriculum practice This book matches the process of teaching young children to the ways in which young children develop meaning It provides a bridge between child development and curriculum studies The book is divided into four sections two theoretical and two practical The theoretical sections make concepts accessible by providing clear definitions specific examples and illustrating their relationship to play The practical sections deal with how to develop environmental design begin the year organize a classroom and implement numerous practical ways for teachers to use playful approaches in early childhood instruction For early childhood educators and care givers

An Integrated Play-based Curriculum for Young Children Olivia N. Saracho, 2013-03 Play provides young children with the opportunity to express their ideas symbolize and test their knowledge of the world It provides the basis for inquiry in literacy science social studies mathematics art music and movement Through play young children become active learners engaged in explorations about themselves their community and their personal social world An Integrated Play Based Curriculum for Young Children offers the theoretical framework for understanding the origins of an early childhood play based curriculum and how young

children learn and understand concepts in a social and physical environment Distinguished author Olivia N Saracho then explores how play fits into various curriculum areas in order to help teachers develop their early childhood curriculum using developmentally and culturally appropriate practice Through this integrated approach young children are able to actively engage in meaningful and functional experiences in their natural context Special Features Include Vignettes of children s conversations and actions in the classroom Suggestions for activities and classroom materials Practical examples and guidelines End of chapter summaries to enhance and extend the reader s understanding of young children By presenting appropriate theoretical practices for designing and implementing a play based curriculum **An Integrated Play Based Curriculum for Young Children** offers pre service teachers the foundational knowledge about the field about the work that practitioners do with young children and how to best assume a teacher s role effectively

Supporting Play Dorothy Justus Sluss,2005 Helping young people learn through play is the focus of this publication aimed at teachers and future teachers of children from birth through age eight Current research presented here examines the positive effects of play on children s social emotional cognitive and physical development The reader will learn how to assess a child s learning through play making play a more practicable teaching mechanism They also will learn step by step recommendations for establishing a classroom that promotes play and developing play based programs designed for children in specific age groups infants and toddlers preschoolers kindergarten children and primary age children Incorporating play into the program of special needs children not only is addressed in each age specific section the author pays particular attention to this topic in a stand alone section Educators also will value the list of recommended Web sites for further research on the subject as well as lists of materials and books perfect for play centers

The Family-centered Library Handbook Sandra Feinberg,2007 Provides information on offering library services for families with young children

Diversities in Early Childhood Education Celia Genishi,A. Lin Goodwin,2012-08-06 This collection edited by leaders in the field of early childhood and multicultural education is a valuable resource for those studying and working with young children Chapters emphasize the relationship between theory research and practice and provide illustrations of equitable and inclusive practices that move us toward social justice in the critical field of early childhood education Drawing from the current literature on ability class culture ethnicity gender languages race and sexual orientation the book presents a forward looking account of how diversity could improve the educational experience of children from birth to grade three

Predictors of Visual Media Use and Their Effects on Imaginative Playfulness in Preschool Children Nary Shin,2004 *Simon Says... 'Reading is Fun!'* Tabatha Uhrich,Monica McHale-Small,2002-03 This book uses play movement and fun to motivate students as they learn beginning literacy concepts The games and activities in this book focus on how running jumping riding scooter boards and shouting through the alphabet can entice the most reticent of emerging readers Will primarily interest elementary school physical education teachers classroom teachers and parents Also may be of interest to preschool teachers Head Start teachers and

special education teachers *Summer Reading Renaissance* Rita Soltan, 2008-09-30 Energize your library summer reading program with this new approach that involves all ages and rekindles the desire for children and families to read together for recreation pleasure and their own curiosity No more counting hours or books no rewards and awards just reading and learning fun Drawing on the methodology of museums and learning centers Soltan offers practical guidelines for designing an interactive centers based program and presents four complete themed units that include complete directions for sample projects materials lists and suggested books She also shows you how to build interest secure funding work with vendors and use technology as well as how to train staff create a coordinated intergenerational volunteer and school based community service effort and how to evaluate your program This is a creative hands on approach that will get readers involved and keep them involved summer after summer and all summer long Individualized Child-Focused Curriculum Gaye Gronlund, 2016-05-09 Learn to integrate individualized curriculum into daily practice with this step by step guide Using Developmental Studies a new tool created and successfully field tested by the author implement a truly child focused and individualizing curriculum meeting each child where she or he is and ultimately making teaching easier and more rewarding These user friendly materials will help teachers reconnect and reengage with each student outside of all the standards that are required Gaye Gronlund devotes her time to helping teachers administrators and policy makers implement best approaches to teaching and assessing young children Clients have included the NAEYC NIEER the State of New Mexico Office of Child Development and Pre K Program the Illinois State Board of Education and more **Visible Learning in Early Childhood** Kateri Thunder, John Almarode, John Hattie, 2021-10-05 Make learning visible in the early years Early childhood is a uniquely sensitive time when young learners are rapidly developing across multiple domains including language and literacy mathematics and motor skills Knowing which teaching strategies work best and when can have a significant impact on a child's development and future success Visible Learning in Early Childhood investigates the critical years between ages 3 and 6 and backed by evidence from the Visible Learning research explores seven core strategies for learning success working together as evaluators setting high expectations measuring learning with explicit success criteria establishing developmentally appropriate levels of learning viewing mistakes as opportunities continually seeking feedback and balancing surface deep and transfer learning The authors unpack the symbiotic relationship between these seven tenets through Authentic examples of diverse learners and settings Voices of master teachers from the US UK and Australia Multiple assessment and differentiation strategies Multidisciplinary approaches depicting mathematics literacy art and music social emotional learning and more Using the Visible Learning research teachers partner with children to encourage high expectations developmentally appropriate practices the right level of challenge and a focus on explicit success criteria Get started today and watch your young learners thrive

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