



Teaching And Learning In Preschool

**National Research Council, National
Research Council (U.S.). Committee on
Early Childhood Pedagogy, Commission
on Behavioral and Social Sciences and
Education**

Teaching And Learning In Preschool:

Eager to Learn National Research Council, Commission on Behavioral and Social Sciences and Education, Committee on Early Childhood Pedagogy, 2001-01-22 Clearly babies come into the world remarkably receptive to its wonders Their alertness to sights sounds and even abstract concepts makes them inquisitive explorers and learners every waking minute Well before formal schooling begins children s early experiences lay the foundations for their later social behavior emotional regulation and literacy Yet for a variety of reasons far too little attention is given to the quality of these crucial years Outmoded theories outdated facts and undersized budgets all play a part in the uneven quality of early childhood programs throughout our country What will it take to provide better early education and care for our children between the ages of two and five Eager to Learn explores this crucial question synthesizing the newest research findings on how young children learn and the impact of early learning Key discoveries in how young children learn are reviewed in language accessible to parents as well as educators findings about the interplay of biology and environment variations in learning among individuals and children from different social and economic groups and the importance of health safety nutrition and interpersonal warmth to early learning Perhaps most significant the book documents how very early in life learning really begins Valuable conclusions and recommendations are presented in the areas of the teacher child relationship the organization and content of curriculum meeting the needs of those children most at risk of school failure teacher preparation assessment of teaching and learning and more The book discusses Evidence for competing theories models and approaches in the field and a hard look at some day to day practices and activities generally used in preschool The role of the teacher the importance of peer interactions and other relationships in the child s life Learning needs of minority children children with disabilities and other special groups Approaches to assessing young children s learning for the purposes of policy decisions diagnosis of educational difficulties and instructional planning Preparation and continuing development of teachers Eager to Learn presents a comprehensive coherent picture of early childhood learning along with a clear path toward improving this important stage of life for all children *EBOOK: Rethinking Learning in Early Childhood Education* Nicola Yelland, Libby Lee, Maureen O'Rourke, Cathie Harrison, 2008-08-16 I think a real strength of the book is the use of the case studies to ground the points made and to offer in depth insights into practice Jackie Marsh University of Sheffield UK This exciting book considers the nature of young children s lives and how this can and should inform early childhood education in practical ways It examines What is it like for young children to learn in the 21st century How can we link this to new and innovative ways of providing relevant and engaging learning contexts for young children What it means to be multiliterate in the 21st century The book explores how learning and engagement with ideas can be extended through the use of new technologies describing how information and communications technologies enable young people to extend the boundaries of their learning and social interactions These experiences have important implications for formal learning environments and the nature of the curriculum including bold

new approaches to teaching and learning which offer opportunities for children to investigate in new ways This book provides examples of the ways in which early childhood teachers have extended opportunities for new types of learning for children by creating contexts in which they are able to explore and represent their ideas and thinking in multimodal formats using new technologies This book represents a research based discussion for rethinking learning in the 21st century and includes various case studies and scenarios to enable students and practising teachers to try out new ideas Finally it considers new ways of thinking about children s learning by creating a multiliteracies portrait pedagogies and pathways profile that enables teachers to build on their strengths to plan for effective learning outcomes Rethinking Learning in Early Childhood Education is key reading for students on Early Years courses or Primary Education pre service teacher education programmes

K Today Dominic F. Gullo, 2006 K today Teaching and learning in the Kindergarten Year is a compilation of 15 chapters by highly respected early childhood educators each strived to paint a realistic picture of the challenges and roles of todays kindergarten educators especially given state and district mandates families expectations and the everyday world of children

Teaching and Learning in Preschool Elizabeth Claire Venn, Monica Dacy Jahn, 2004 This book presents a preschool framework that integrates literacy activities into content area lessons while embedding instruction within adult child social interactions and realistic playful activities tailored to each child s individual needs Chapter 1 of the book delineates the theory and rationale behind the framework and outlines essential preschool components Chapter 2 discusses three critical teacher competencies necessary for quality preschool instruction Chapter 3 outlines a variety of formal and informal assessments and curriculum outcomes as they relate to lesson design and instruction Chapter 4 addresses children s social and emotional development and includes information on classroom management self regulation risk taking and dramatic play Chapter 5 discusses the critical role of oral language development and phonological awareness in early literacy Chapter 6 explores the different reading components of shared reading read alouds grouping students based on zone of proximal development ZPD independent reading print concepts and listening comprehension Chapter 7 focuses on the vital areas of early writing including language experience and shared scaffolded ZPD and independent writing The central theme of Chapter 8 is learning about print including letter knowledge and sound symbol correspondence Chapter 9 describes the content areas of mathematics social studies and science and highlights the importance of free exploration discovery time literacy links and thematic integration Chapter 10 describes music movement and the creative arts as they relate to literacy Chapter 11 covers gross and fine motor development and health and safety topics Chapter 12 presents information about transitioning families comfortably from the home to the school culture The book concludes with recommendations for improving early childhood preservice and inservice teacher education Six appendices supplement the text with lesson plans outco

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

Teaching in the Digital Age for Preschool and Kindergarten Brian Puerling, 2018-04-03 Across the curriculum Teaching in the Digital Age for Preschool and Kindergarten will guide teachers toward integrating technology so it has an authentic meaningful and developmentally appropriate impact on children s exploration and learning By discipline including science math literacy art social studies health and safety physical education and music it will motivate teachers to dig deeper into each content area to see the various ways technology and digital media can support and strengthen children s learning as well as documentation and assessment

Teaching STEM in the Preschool Classroom Alissa A. Lange, Kimberly Brenneman, Hagit Mano, 2019-04-26 Drawing from a professional development model that was developed with funding from the National Science Foundation this book is an essential resource for anyone who wants to support preschool children to be STEM thinkers and doers The text features research based resources examples of field tested activities and highlights from the classroom

Teaching Learning in the Preschool Marion Blank, 1973

Early Childhood Curriculum Sue Clark Wortham, 1998 This text is appropriate for Early Childhood Curriculum Courses in Early Childhood Departments Elementary Education Departments and Departments of Child and Family Studies Using a thematic integrated approach this book addresses the need for present and future teachers to understand the benefits of developmentally appropriate curriculums and the role of the child s development in the curriculum This practical text combines theory with practice by providing concrete examples of how to plan meaningful activity for children from infancy through age eight in child care pre school and primary school settings Current trends and issues are discussed throughout the text to keep students abreast of the latest thinking in early childhood curriculum development

Play, Learning and the Early Childhood Curriculum Elizabeth Wood, Jane Attfield, 2005-05-17 An excellent overview of the development in thinking about play based on research into different aspects of play This book enables the reader to not only access and engage with developing theories and ideas but also provides practical ideas and examples that have been tried and tested in the classroom This book should be compulsory reading for every teacher of young children who

are interested in developing their practice to provide a stimulating active and playful environment with their children in which effective learning and positive attitudes are developed Bernadette Hancock Headteacher of Christ the King Primary School Cardiff One of the major strengths of the book is that it makes some complex theory highly accessible to its audience This makes it an excellent introductory book for use on inservice and undergraduate programs Sue Rogers Institute of Education This book aims to improve the quality of play in educational settings It will be valuable for a wide range of practitioners Nursery World In this new and updated edition of an outstanding book Wood and Attfield once again demonstrate how young children make meaning and construct knowledge through play They combine an informed discussion of the ideological tradition of the early childhood pioneers which continues to underpin most contemporary provision with a refreshing openness to the new insights provided by recent research and the new opportunities offered by the Foundation Stage era Their unrivalled explanation of the links between theorists such as Vygotsky and classroom provision for play is now expanded through considerations of recent findings in neuroscience and a renewed awareness of the sociocultural contexts of childhood as well as by studies which acknowledge the importance of boisterous rough and tumble play activities for children s development And throughout they remind readers and practitioners of the important distinction between play as a spontaneous activity of children play as such and the play which educators offer as a medium for learning Elizabeth Brooker Course Leader MA in Childhood Studies Institute of Education This book provides a thorough and up to date overview of the topical issue of teaching and learning through play Chapters cover issues including assessment through play the role of adults in children s play the impact of play on social and emotional learning and how to develop a whole school approach to learning through play This book is theoretical and detailed but extremely interesting and there is certainly practical information to be found in it Early Talk This timely Second Edition explores recent developments which strongly endorse play as an integral part of the curriculum The content has been fully revised to reflect contemporary thinking about the role and value of play in early childhood and beyond A key focus is the provision of a secure theoretical and practical grounding for developing a pedagogy of play In the first section the authors provide an overview of recent developments in education policies and reviews of research into different aspects of play In the second section the emphasis is on classroom practice specifically organizing and developing play with particular reference to the Foundation Stage and Key Stage 1 establishing progression and continuity with Key Stage 1 assessing children s learning through play the role of adults in children s play using the plan do review approach to integrate child initiated and adult directed play the importance of socio dramatic play for children s social and emotional learning and developing a whole school play ethos This book enables practitioners to create unity between play learning and teaching and to improve the quality of children s learning New material provided by practitioners has been added to show how this unity can be successfully achieved This is an essential text for students of education It is highly recommended to those undertaking degrees in Childhood Studies and those on

Initial Teacher Training programmes in early years and primary education *The Early Childhood Curriculum* Suzanne L. Krogh, Pamela Morehouse, 2014-02-18 Based on research that demonstrates the powerful advantages of integrating the curriculum while providing inquiry opportunities *The Early Childhood Curriculum* shows how to make such an approach work for all children preschool through the primary grades The text demonstrates how to confidently teach using inquiry based methods that address the whole child while also meeting and exceeding academic standards Offering a foundation in early childhood theory philosophy research and development the 2nd edition of this unique textbook helps future teachers as well as current educators understand the why of curriculum in early childhood and invests them with the skills they need to move from simply following a script to knowledgeably creating curricula on their own Since each curricular subject has its own integrity there is a chapter for each discipline grounding the reader in the essentials of the subject in order to foster knowledgeable and effective integration The 2nd edition of *The Early Childhood Curriculum* includes information on the most recent trends in national curriculum standards particularly in regard to the Common Core State Standards Initiative and the Next Generation Science Standards Coupled with this information are practical suggestions for meeting standards while still providing young learners with a truly child centered educational experience Chapters contain real life vignettes that demonstrate inquiry and integration in practice The entire text reflects the philosophy that the use of inquiry to seek and obtain information is one of the most valuable and powerful tools children can acquire along the way to becoming lifelong learners **Eager to Learn** National Research Council, National Research Council (U.S.). Committee on Early Childhood Pedagogy, Commission on Behavioral and Social Sciences and Education, 2000-12-22 Clearly babies come into the world remarkably receptive to its wonders Their alertness to sights sounds and even abstract concepts makes them inquisitive explorers and learners every waking minute Well before formal schooling begins children's early experiences lay the foundations for their later social behavior emotional regulation and literacy Yet for a variety of reasons far too little attention is given to the quality of these crucial years Outmoded theories outdated facts and undersized budgets all play a part in the uneven quality of early childhood programs throughout our country What will it take to provide better early education and care for our children between the ages of two and five *Eager to Learn* explores this crucial question synthesizing the newest research findings on how young children learn and the impact of early learning Key discoveries in how young children learn are reviewed in language accessible to parents as well as educators findings about the interplay of biology and environment variations in learning among individuals and children from different social and economic groups and the importance of health safety nutrition and interpersonal warmth to early learning Perhaps most significant the book documents how very early in life learning really begins Valuable conclusions and recommendations are presented in the areas of the teacher child relationship the organization and content of curriculum meeting the needs of those children most at risk of school failure teacher preparation assessment of teaching and learning and more The book discusses Evidence for competing theories

models and approaches in the field and a hard look at some day to day practices and activities generally used in preschool The role of the teacher the importance of peer interactions and other relationships in the child s life Learning needs of minority children children with disabilities and other special groups Approaches to assessing young children s learning for the purposes of policy decisions diagnosis of educational difficulties and instructional planning Preparation and continuing development of teachers Eager to Learn presents a comprehensive coherent picture of early childhood learning along with a clear path toward improving this important stage of life for all children

Teaching Language and Literacy James F. Christie, Carol Vukelich, Billie Enz, 2007 This text does an exemplary job of presenting current early literacy research and methods in a manner that can be understood and respected Also its emphasis upon workshop based instruction is very appealing to me as a long time advocate for this approach to literacy Scott A L Beck Georgia Southern University The third edition of Teaching Language and Literacy Preschool Through the Elementary Grades integrates a constructivist emergent literacy perspective with science based instructional practices This unique focus on theories and techniques that have proven to be successful helps pre service and in service teachers translate principles into classroom practice Perfect for any course with a focus on language the book covers the development and teaching of both oral and written language in preschool through elementary grades Its emphasis on diversity includes special features that describe how teachers can adjust instruction to meet the needs of second language and bilingual learners In addition the third edition focuses on scientifically based reading research SBRR throughout blending these findings with other perspectives in a value added approach to language and literacy teaching and learning New features include Emphasis on a blended approach to language and literacy instruction including both authentic learning linked to activities and developmentally appropriate teaching Activities such as Linking Knowledge to Practice help students connect theory to practices they observe in preschool and kindergarten classrooms In depth coverage of new federal and state literacy initiatives standardized literacy assessments and latest practices in ongoing literacy assessment

Play-Responsive Teaching in Early Childhood Education Niklas Pramling, Cecilia Wallerstedt, Pernilla Lagerlöf, Camilla Björklund, Anne Kultti, Hanna Palmér, Maria Magnusson, Susanne Thulin, Agneta Jonsson, Ingrid Pramling Samuelsson, 2019-05-07 This open access book develops a theoretical concept of teaching that is relevant to early childhood education and based on children s learning and development through play It discusses theoretical premises and research on playing and learning and proposes the development of play responsive didaktik It examines the processes and products of learning and development teaching and its phylogenetic and ontogenetic development as well as the what of learning and didaktik Next it explores the actions objects and meaning of play and provides insight into the diversity of beliefs about the practices of play The book presents ideas on how combined research and development projects can be carried out providing incentive and a model for practice development and research The second part of the book consists of empirical studies on teacher s playing skills and examples of play with very young as well

as older children **The Cognitively Oriented Curriculum** David P. Weikart,1971 **Planning for Play, Observation, and Learning in Preschool and Kindergarten** Gaye Gronlund,2012-11-16 Play is an important vehicle for learning in the early years With intentional planning frameworks this resource provides teachers with tools and strategies to organize and develop curriculum around high level purposeful play Practical application techniques help teachers create a cycle of planning and observation as they use a play based curriculum to help young children thrive in the classroom Gaye Gronlund is an early childhood education consultant who trains early childhood educators across the country She is the author of six books *Handbook of Early Childhood Education* Robert C. Pianta,W. Steven Barnett,Laura M. Justice,2012-03-16 Early childhood education receives more attention and funding today than ever before yet the quality of available programs varies widely What interventions are most effective for promoting young children s school readiness How can educators partner successfully with diverse families to help close the income and race based achievement gap What are the obstacles to dissemination of evidence based child care and preschool practices and how can these obstacles be overcome Bringing together foremost experts this forward thinking book reviews the breadth of current knowledge about early education and identifies important priorities for practice and policy Part I describes the contemporary landscape of early education in the United States what programs are in place how they are utilized administered and funded and their educational aims Part II presents cutting edge research on curricula and teaching methods that work Coverage encompasses strategies for fostering specific skills including language literacy and early mathematics and science and for enhancing academic development overall Next Part III turns to the critical areas of social development and the family context of early education Chapters describe exemplary approaches to supporting young children s executive functioning self regulation social emotional learning and mental health Rounding out the volume Part IV addresses ways to better serve children with special needs as well as how to strengthen the roles of early educators through professional development higher education and certification Comprehensive and authoritative this volume combines an impeccable research grounding with a strong applied focus It belongs on the desks of researchers teacher educators and graduate students in early education early literacy child development and special education school and child care administrators and education policymakers **Play Matters** Kathy Walker,2011-03-01 In this highly successful resource Kathy Walker demonstrates the key principles of the Walker Learning Approach that she has developed over 15 years of observation participation and presentation in schools and childcare centers across Australia Play Matters continues to provide practical guidance and innovative strategies for teachers working with young children from preschool to Grade 2 through a unique balance of explicit instruction in literacy and numeracy skills and personalised explorative learning The book promotes the active engagement of all young children with an enhanced focus on children from diverse backgrounds as well as children with specific needs Play Matters is packed with pedagogical features to support implementation in any educational setting It contains a full color section of photographs and organisational ideas

and resources are provided along with a comprehensive bibliography for further reference and advice Template documents for planning assessment and reporting activities are available for download Building Blocks for Teaching Preschoolers with Special Needs Susan Rebecka Sandall, Ilene S. Schwartz, 2008 A guide to meeting the educational needs of young children who have disabilities Let's Be Friends Kristen Mary Kemple, 2003 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 experiencing particular challenges and disabilities This is a book richly populated with young children their words their concerns and a host of collaborative strategies for promoting peer affirmation How I wish that all young children would have had the benefit of teachers who read understood and implemented the ideas in this book From the Foreword by Mary Renck Jalongo Editor in Chief Early Childhood Education Journal Let s Be Friends addresses critical questions about how early childhood programs can help all young children including those at risk to develop competent social interaction skills an invaluable contribution in its translation of research results to practical interventions Karen E Diamond Director Child Development Laboratory School Purdue University

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