

# Explore Nature-Based Learning in Preschool Education for Your Child.



# Teaching Learning In The Preschool

**Joan Isenberg, Mary R. Jalongo**



## **Teaching Learning In The 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Yet for a variety of reasons far too little attention is given to the quality of these crucial years Outmoded theories outdated facts and undersized budgets all play a part in the uneven quality of early childhood programs throughout our country What will it take to provide better early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

Teaching Learning in the Preschool Marion Blank,1973      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 This book is designed to build educators confidence and competence so they can bring STEM to life with young children The authors encourage pre K teachers to discover the value of engaging preschoolers in scientific inquiry technological explorations engineering challenges and math experiences based on learning trajectories They explain the big ideas in STEM emphasizing teaching strategies that support these activities such as language rich STEM interactions

and describe ways to integrate concepts across disciplines The text features research based resources examples of field tested activities and highlights from the classroom 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 I have read a lot of really good early childhood science education books over the years and as far as I am concerned this is the best one yet From the Foreword by Betty Zan University of Northern Iowa This excellent book shows that the important ideas of STEM are within every teacher s and child s grasp Douglas Clements University of Denver Teaches STEM content while sharing strategies for robust and developmentally appropriate instructional practice This book is the real deal Beth Graue University of Wisconsin Madison

**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

**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

**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.

**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 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

**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 *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

**Learning from the Children** Cindylee Villareale,2009-02-01 Gathering of heartening true stories that facilitate individual growth and inspire teachers

Between Teaching and Caring in the Preschool John C. Pruit,2020-07-06 In *Between Teaching and Caring in the Preschool* John C Pruit argues that preschool teaching is more than a set of roles and duties tied to institutional expectations Drawing on two years of ethnographic fieldwork twenty three interviews and countless conversations with preschool teachers and analysis of preschool documents Pruit opens the black box of the preschool to show the complexity of the preschool teacher identity as it unfolds in everyday practices of teaching and caring His analysis of preschool teachers talk and interaction addresses pertinent sociological and early childhood education themes including classroom management social control emotions and identity construction He demonstrates there is more going on in the preschool than teaching young children and caring for them Through practices of classroom management and teaching language preschool teachers socialize children into education contexts and exert social control in and through teaching practices By managing emotions preschool teachers also manage impressions of themselves and the preschool He also shows how preschool teachers use resources like Montessori pedagogy and their lived experience to construct authenticity Pruit concludes that institutions such as ECE shape identities within and away from the institution

*Teaching Young Children, Preschool-K* Dianne Miller Nielsen,2006-06-14 This indispensable new edition is a must have for every early childhood teacher Explaining how to manage a classroom while encouraging children to make good choices and assume greater responsibility for managing their own behavior among many other things the book will help new teachers get started and veteran teachers improve what they re already doing Sharon MacDonald Education Consultant Create an inviting high quality early childhood classroom Many excellent teachers find themselves bewildered when teaching three to six year olds especially if their professional preparation was focused on the elementary grades While they may recognize children s unique learning styles and special needs they may not know how to handle noise activity and even messes in classrooms that revolve around hands on learning centers In this updated edition of a classic teacher trainer Dianne Miller Nielsen guides teachers through the basics from lesson planning and developing daily schedules to arranging furniture and managing classroom activities The book also offers suggestions to enhance learning through modeling purposeful interactions and conversations The variety of updated topics in *Teaching Young Children Second Edition* include Setting up and managing an ABC center to develop children s

understanding of the alphabetic principle Setting up and managing a computer center to bring new technology into the classroom and extend literacy skills Involving parents and families inside and outside the classroom Sidebar teacher tips peppered throughout from activities and ideas Try This to important concepts to remember Keep in Mind This comprehensive handbook provides absolutely everything that preschool and kindergarten teachers need to create a high quality child centered classroom

**Universal Design for Learning in the Early Childhood Classroom** Pamela Brillante, Karen Nemeth, 2022-04-24 Universal Design for Learning in the Early Childhood Classroom Second Edition focuses on proactively designing PreK through Grade 3 classroom instruction environments and assessments that are flexible enough to ensure that teachers can accommodate the needs of all the students in their classrooms Featuring updated language and examples to elevate discussions about inclusion and access along with a stronger anti bias focus this second edition includes new content on trauma informed practice strength based approaches social emotional learning family partnerships and using remote and virtual technology Highly practical and easy to use this book remains THE essential guide to UDL in the early years

**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

*Creative Thinking and Arts-Based Learning: Preschool Through Fourth Grade, Video-Enhanced Pearson Etext -- Access Card* Joan Isenberg, Mary R. Jalongo, 2013-03-15 Video Enhanced Pearson eText Access Code This access code card provides you access to the new Video Enhanced eText for Creative Thinking and Arts Based Learning Preschool Through Fourth Grade 6 e exclusively from Pearson The Video Enhanced Pearson eText is Engaging Full color online chapters include dynamic videos that show what course concepts look like in real classrooms model good teaching practice and expand upon chapter concepts Over 30 video links chosen by our authors and other subject matter experts are embedded right in context of the content you are reading Convenient Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad and Android tablets Interactive Features include embedded video note taking and sharing highlighting and search Affordable Experience all these advantages of the Video Enhanced eText for half the cost of a print bound book This access code card provides a 6 month subscription to the video enhanced Pearson eText for Creative Thinking and Arts Based Learning 6 e At the end of your subscription you have the option to extend your access at a reduced cost In Creative Thinking and Arts Based Learning Preschool Through Fourth Grade 6 e Joan Packer Isenberg and Mary Renck Jalongo show future and current early childhood educators how to integrate children s creativity play and the arts into their curriculum in a way that fosters learning and

growth and meets accountability measures by emphasizing the use of technology to enhance creativity and the arts with myriad suggestions to differentiate instruction and make adaptations for diverse learners across the art forms Organized into four main parts the text covers the foundations of creative thought examines children s play games and inventions addresses the subject areas that are traditionally associated with the creative arts delves into the teacher s role supporting creative expression and play assessing creative processes and products and working with diverse families and communities and discusses effective design and use of environments materials and resources Unique boxed pedagogical features make the text more practical readable and helpful to the early childhood educator Written for prospective and practicing early childhood educators who are expected to teach in accordance with an increasing number of state local and national benchmarks this proven and adaptable text will best prepare the early childhood educator for creative thinking in the classroom and beyond The Pearson eText App is available for free on Google Play and in the App Store Requires Android OS 3 1 4 a 7 or 10 tablet or iPad iOS 5 0 or newer

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### Teaching Learning In The Preschool Introduction

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