CONTENTS

TO OUR READERS AND THEIR INSTRUCTORS: AN INTRODUCTION TO THE SERIES

PREFACE

PLAYING TO LEARN-LEARNING TO PLAY 1 Chapter Objectives 2 What Is Play, and Why Do We Study It? 3 Defining Play 5 A Brief History 6 Theories of Play 7 Infants and Toddlers: Playing to Interact 9 Earliest Play 10 Play as Action 11 Play as Exploration 12 Play as Representation 14 Preschoolers: Learning to Play Together 17 Primary School Students: Playing to Learn 24 Realistic Play 25 Games and Sports 26 Group Membership 27 Variations in Play 28 Individual Differences in Play 28 Cultural Variations in Play 29 Environmental Variations in Play 29 Variations in Ability 30 Summary 32 Extending Your Learning 32 Vocabulary 33 Internet Resources 34 References 35

xiii

XV

viii

2

40

TEACHING AND LEARNING

Chapter Objectives 40 A Brief History of Theory and Philosophy 41 Methods of Teaching Young Children 43 Learning Through Play 43 Play at Home and at Preschool 46 Daily Routines 47 Child-Directed Activity 47 Planned Activities 48 Play in the Primary Grades 49 Guidelines for Caregivers and Teachers 50 Real-Life Examples of Learning Through Play 50 Emergent Literacy Fostered Through Play 51 Learning Through Play in the Primary Grades 52 Assessing Learning Through Play 52 Learning Through Direct Instruction 53 Guidelines for Teachers 56 An Example of Direct Instruction 57 Assessing Learning Through Direct Instruction 58 Learning At Activity Centers 59 Guidelines for Teachers 60 An Example of Learning at Centers 61 Assessing Learning at Centers 62 Learning Alone and Together 63 Learning Alone 63 Learning Together 64 Guidelines for Teachers 66 An Example of Cooperative Learning 66 Assessing Cooperative Learning 67 Learning Through Creating Projects 68 Guidelines for Teachers 69 An Example of Project Learning 69 Assessing Learning Through Creating Projects 71 Other Ways To Teach 71 Peer Teaching 71 Group Discussion 72 Role Playing 73 **Developmentally Appropriate Practice** 74 Infants 75 Toddlers 75 Three- Through 5-Year-Olds 76 Six- Through 8-Year-Olds 76 Summary 77 Extending Your Learning 78 Vocabulary 78 Internet Resources 79 References 79

CONTENTS

3 GUIDING CHILDREN'S BEHAVIOR Chapter Objectives 82 Some Important Definitions 83 **Developmental Considerations** 85 Emotion and Social Behavior in Infants 85 Emotion and Social Behavior in Toddlers 88 Emotion and Social Behavior in Preschoolers 90 Emotion and Social Behavior in Kindergarten and Primary Grade Children 92 Approaches to Guiding Behavior 93 Principle 1: Ground Child Guidance Practices in Knowledge of Early Development 94 Principle 2: Create An Environment Conducive to Success 95 Principle 3: Foster Democratic Principles in the Classroom 99 Principle 4: Approach Classroom Diversity with Sensitivity 101 Principle 5: Achieve a Well-Managed Classroom Through Self-Awareness 104 Modeling 106 When Prevention Alone Doesn't Work: Troubleshooting Strategies 107 Responding to Common, Everyday Problems 108 Responding to More Difficult Problem Behaviors 113 The Forms of Difficult Behavior-Let Me Count the Ways 114 The Functions of Difficult Behavior-Why Do They Do the Things They Do? 115 Suggestions for Management of Difficult Behaviors 116 Summary 121 Extending Your Learning 122 Vocabulary 123 Internet Resources 124 Useful Resources for Specific Behavior Problems 124 References 125 4 ENVIRONMENTS FOR LEARNING

128

Chapter Objectives 128 The Physical Environment 129 Creating and Using Appropriate Environments 131 Infants and Toddlers in the Center Environment 131 Preschool and Kindergarten Children in the Center or School Environment 133 Primary Children in the School Environment 134 Environmental Issues for Children With Special Needs 135 Consider the Full Range of Individual Differences In Your Group When Designing Physical Environments 135 Ensure Accessibility of Materials and Equipment in the Classroom and on the Playground 136 Match Elements of Environmental Design, Including Both Physical and Social Interactions, With Instructional Objectives 139

ix

82

An Equitable Environment for All Children 141 The Uses of Space 142 Indoor Space 142 148 Furnishing the Indoor Environment Activity or Learning Centers 150 Outdoor Space 151 Safety 157 Maintaining Indoor Safety 158 Maintaining Outdoor Safety 158 The Children's Role 159 The Social-Emotional Environment 161 Summary 163 Extending Your Learning 163 Vocabulary 164 Internet Resources 164 References 165

X

5 WORKING WITH OTHER ADULTS: PARTNERSHIPS AND COLLABORATIONS

Chapter Objectives 168 Home-School Partnerships 170 170 History of Home-School Partnerships Parent Rights 172 Legal Rights 172 Rights Decided by Consensus 173 Rights Determined by Philosophical Views 174 Why Work to Establish Partnerships With Parents? 175 **About Families** 177 179 Families as Systems Family Characteristics 180 Family Interactions 183 Family Functions 185 Family Life Cycle 186 Paraprofessionals, Volunteers, Specialists 188 Working With Teaching Assistants 188 Orientation and Training 190 **Collaboration With Adults** 191 194 Skills for Effective Communication Effective Listening 194 195 The Listening Attitude **Attending Behaviors** 195 Verbal Listening Skills 196 197 Nonverbal Communication Expressing Yourself 198 199 Common Issues in Early Education Summary 203 Extending Your Learning 203 Vocabulary 204

168