



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

EDUCATION

PATHWAY: Early Childhood Education

COURSE: Introduction to Early Childhood Education

UNIT: Unit 7 - Value of Play and Learning Environments



INTRODUCTION

Annotation:

All children deserve, and require, a thoughtfully planned, beautiful learning environment. The learning environment sends the message that each classroom is a place where children and adults are engaged together in the pleasure of learning. Another commonality among all children is the need for play, which serves as a means of learning about and making sense of the world.

Grade(s):

x	9 th
x	10 th
x	11 th
x	12 th

Time: 20 Hours

Author: Landis Dekle Hicks

Academic Review: Ben Tanner

Special Education Review: Lindsey Welborn

Additional Review: Rhonda Colwell

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:**IECE-10:**

Students will determine components of a well organized, developmentally appropriate learning environment.

- a. Describe and set up activity or interest centers and learning stations within the environment and identify ways that the center enhances the development of children.
- b. Describe the role of play as a basis for learning in infant, toddler, preschool, and elementary age children.
- c. Examine the teacher's role in play environments.
- d. Evaluate appropriate indoor and outdoor play environments for various age groups.
- e. Design an early childhood classroom so that the arrangement will aid the children in becoming self-directed in their learning.

GPS Academic Standards:

SCSH2

ELA9-12RL5

ELA9-12LSV1

ELA9-12LSV2

ELA9-12W1

ELA9-12W3

National / Local Standards / Industry / ISTE:

NFACS4.2



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Play provides many opportunities for children to practice skills, stretch thinking abilities, work through emotions, socialize, and be creative.
- Play can be categorized by its social (six stages) or its cognitive (four stages) characteristics.
- The environment created in a child care facility has a strong impact on the staff's ability to meet program goals.
- When children work and play in interesting environments, they are more likely to behave well.

Essential Questions:

- What are the various types of play?
- What is the relationship between age and type of play?
- How are learning centers set up in the classroom?
- What are the kinds of learning centers?

Knowledge from this Unit:

- Vocabulary Terms
- Principles to use in planning environments
- Purpose of learning centers
- Various types of play
- Relationship between age and play

Skills from this Unit:

- Identify and demonstrate principles used in planning early childhood environments.
- List and describe the kinds of learning centers.
- Explain the purpose of learning centers.
- Analyze classrooms.
- Design classroom and play yard.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☒ Group project
- ☒ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☒ Partner and small group discussions
 - ☒ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.
3. Identify and review the unit vocabulary: Learning centers, traffic pattern, cubby, unoccupied behavior, solitary play, onlooker play, parallel play, associative play, cooperative play, engaged, functional play, constructive play, dramatic play...
4. Pick 4 or 5 toys, manipulatives, or games typical for preschoolers. Divide the class into groups and allow students to play; follow up with discussion on “value.” What benefits can result? The discussion is particularly productive if students can relate the play back to the developmental domains and how the play increases skill in each area. Students write a 1 page reflective essay on the connection with developmental domains. **(10 – b.)**
5. Students list five program goals a child care center might set. For each goal, ask students to identify one or two ways the environment in the child care facility could help meet the goal. **(10 – a.)**
6. Brainstorm various types of things that are noticeably different in a child care center’s physical environment in comparison to a regular classroom setting. Ex. Small chairs, toys, color, etc... Discuss the value and importance of these things. Write a 1 page reflection on the problems that could occur if the physical environment was not conducive to “little people.” **(10 – e.)**
7. Using the textbook or other resource (such as Creative Curriculum) present the most common centers found in early childhood classrooms. Spend significant time discussing scaffolding & Vygotsky’s theory of the power of play, and open-ended questions to support learning in each center. **(10 – a.)**
8. Show students goals, objectives, and multiple ideas for a sensory table in the early childhood classroom using the Jonti-craft Sensory Play website: <http://www.jonti-craft.com/sensory/Jonti-CraftSensoryTables.asp>. Allow students time to come up with their own original ideas for material, action tools, and props to use at a sensory table. **(10 – a. c.)**
9. Using various videos (preferably endorsed or produced by NAEYC or Creative Curriculum) show students the importance of specific centers in the ECE classroom. **(10 – a.)**
10. Students work in pairs to design centers by deciding on theme and presenting what they would do in each center/curriculum area. **(10 – a.)**
11. Complete “role of play” web quest. **(10 – b.)**

12. Small groups design outdoor play areas for different age groups of children. Have each group make a list of equipment and features to be included in the outdoor play area. Students draw their area on a sheet of poster board to present. **(10 – d.)**

13. Design an ideal child care facility on graph paper using a scale of $\frac{1}{4}$ inch = 1'. Incorporate principles in their plan, including equipment lists and purpose statements for learning centers. **(10 – e.)**

Can also be completed using hgtv.com “room planning” or constructing a diorama using a cardboard box.

14. Given an assigned amount, use catalogs and websites to furnish and “stock” a child care facility. What items would be prioritized to purchase to equip one learning center? Calculate the total cost. **(10 – c. e.)**

Attachments for Learning Experiences:

[Webquest assignment](#) (Role of Play)

[Webquest Teacher version](#)

[Value of Play Rubric](#)

[Effects of Play](#)

[Questions on Play](#)

[Scaffolding Block Building video questions](#)

[Gross Motor Play video questions](#)

[Gross Motor Play video answers](#)

[Guiding Dramatic Play video questions](#)

[Guiding Dramatic Play video answers](#)

[Game Project](#)

Notes & Reflections:

Each teacher will find the best activities that work for her/him. The activities listed under Sequence of Instruction are not suggestions for an order in which to present them to the class. These are a variety of suggestions and not all activities may be used. Text readings, study guides, and supplemental lectures are not listed. It is recommended that every teacher use techniques and learning activities in each class that support multiple learning styles.



UNIT RESOURCES

Web Resources:

<http://www.jonti-craft.com/sensory/Jonti-CraftSensoryTables.asp>

Related Videos:

- “Child’s Play” DVD, Learning Seed
- “From Theories to Play” video
- “Beyond Building up & Knocking Down: Scaffolding the Block Experience” video
- “Dramatic Play: More Than Playing House” video, Ball State University, The Child Care Collection
- “Structured Play: Gross Motor Activities for Everyday”, Ball State University, The Child Care Collection

Textbooks:

- Foundations of Early Childhood Education 4
- Introduction to Early Childhood Education 2

Professional Resources for Instructor:

- Play...The Foundation That Supports the House of Higher Learning, Murphy, The Learning Through Adventure Company
- Pyramid for Young Children – The Method, VanKuyk, Citogroep Client Service

What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input checked="" type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		