

TREES (THEMEWORKS : AN INTEGRATED CURRICULUM FOR YOUNG CHILDREN) pdf

1: Earlychildhood NEWS - Article Reading Center

*Trees (ThemeWorks: An Integrated Curriculum for Young Children) [Joan Westley] on www.enganchecubano.com
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What can we do? The scenario opens the door to creativity and free play. It introduces the concepts of animal needs and animal habitats. Through the teacher-in-role approach, children learn by engaging in dramatic, active play. By singing, dancing, imagining, and connecting their bodies and minds, children learn more deeply and meaningfully, especially in subjects like reading, math, and science. The Wolf Trap Institute developed a model using classroom residencies that paired professional teaching artists—musicians, dancers, actors, puppeteers—with early childhood educators to prepare teachers to lead with arts-integrated techniques. Working side by side with a teaching artist and receiving hands-on experience, teachers develop arts-based teaching skills. They discover how to promote innovative, high-quality learning by preschoolers through singing, dancing, role-playing, storytelling, and other performing arts activities. Arts-integrated learning is not an extra or an add-on for early learning educators, but a valuable strategy to prepare young children for success in school. Teacher-in-role The teacher-in-role strategy challenges children to use creativity and critical thinking through dramatic play. He guides them in using the six steps of the engineering design process: Using the teacher-in-role technique, you can accept or encourage suggestions, even those that seem unlikely to work, and then help the children reflect on their practice to make revisions. Creative experiences guided by intentional teaching produce learning opportunities for young children. Through drama, music, dance, and puppetry, children experience the joy of being artists while learning essential skills across the STEAM subjects. They approach challenges like engineers do. They learn fundamentals of mathematics when counting beats in a song. Through dance, they recognize patterns, which are an essential building block for algebraic thinking. Children tell stories in ways that prepare them to become readers and eloquent speakers. They become problem solvers as they apply important skills and strategies and build a foundation of STEAM tools to use in various situations. When teachers effectively integrate the arts in lessons across the curriculum, children learn the fundamentals of math, language arts, and science that will prepare them for success in school, and for a life of engagement in the arts. Building a Better Monkey Enclosure identify the problem: Even though the zookeeper thinks this may not be the best solution, he knows it is important to allow the discovery process to unfold. When asked why, the children remember that monkeys love swinging from tree to tree. But if there are trees, how will the monkeys stay in the enclosure? And the problem-solving process continues.

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2: Environmental Education Collection: A Review of Resources for Educators, Volume 2

*Night time (ThemeWorks: an integrated curriculum for young children) [Joan Westley] on www.enganchecubano.com
FREE shipping on qualifying offers.*

Developmentally Appropriate Gardening for Young Children By Vicki Stoecklin Adults already know the joys of gardening, a hobby that has seen an explosion of interest in recent years. New programs have sprung up to introduce young children to gardening, supporting program goals that are similar among program types and the ages of children served. Developmentally appropriate gardening programs base their activities on sound principles of child development and learning. These principles are based on years of extensive research with young children and are used by professionals in the field of early education. Principles of Developmentally Appropriate Gardening The first principle - and an important foundation for developmentally appropriate gardening - is that children are active learners. The best teaching occurs when the emphasis is more on joining the child in hands-on interaction, play and discovery than on imparting knowledge. Children have a natural curiosity that requires direct sensory experience rather than conceptual generalization. If we as adults fail to provide an engaging hands-on experience for children, they will find their own, often inappropriate, way to interact with the garden. When we do a garden tour, if it does not include enough "hands-on" experiences like stopping to collect, touch, taste and smell, I quickly lose the interest of the children and they find their own way to interact with the garden, like balancing on the garden rails, running through the beds and wandering to the next available space. The second principle of developmentally appropriate gardening is that development occurs in children in an orderly sequence during the first nine years of life. All domains of development-physical, emotional, social, language and cognitive-change in a predictable way. Knowing typical child development for the age span that your program serves will provide a framework to guide teachers and horticulturists in preparing the learning environment and planning realistic goals and objectives. For example, children below age seven or eight are extremely visual in their orientation to the world, partially because, depending on the age of the child, they do not read or read well. A pitfall is to rely too much on verbal explanations of concepts rather than using visual representations of the same concepts, such as with pictures. I made this mistake myself with a group of eight-year-olds, and I failed to use a visual prop when I asked them to make rows for planting. They did not fully understand the concept of rows, much less know how to implement it in the soil as a team working together. Short-term memory and information processing is improved in the six-to-eight year olds in comparison with preschool children, but these skills are far from mature. For example, the adult capacity for short-term memory is seven chunks or bits of information. How can horticulturists support teachers in the classroom and how, in turn, can teachers support parents, who determine what children do at home? Activities chosen and shared with teachers and parents must not only include information on the activity itself, but why it is important and how it can be implemented. Many parents would not have the time or money to buy soil or pots, but may participate in the activity if it is fully explained to them and they have the resources at hand to do so. Developmentally appropriate gardening looks at how to support the child within the context of the classroom and family. The last principle is that children have preferred or stronger modalities of learning. A variety of activities will support children with the contrasted learning styles of visual, auditory and tactile. Howard Gardner has taken this concept a step further by identifying at least eight kinds of intelligence in humans. The multiple intelligences include linguistic, logical-mathematical, musical, spatial, bodily kinesthetic, intrapersonal, interpersonal and naturalistic the ability to read the natural environment. A variety of activities will allow children time to use their preferred modes of learning and also provide time for them to develop in areas where they might not be as strong. The first important goal of a gardening program is teaching environmental stewardship. Environmental education needs to start at an early stage with hands-on experiences with nature. Experiences with nature have taken on new meaning in our society, where children at home or at school have

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very little opportunity to explore the wonders of plants, bushes, trees and flowers. Many schools and child-care facilities are asphalt jungles, and many new homes have little landscaping beyond sod lawns. Additional research in the new fields of eco-psychology and evolutionary psychology shows that if children do not have time to explore and fully understand nature, they are at danger for developing what is known as biophobia, an aversion to nature. Whether the children come from the suburbs or the inner-city schools, they have little to no understanding of the natural world. Their first impulse, when confronted with some natural element like an insect, is to first be afraid and then to kill whatever they have observed. Children must be allowed time in their early years to interact with nature and living elements before they can understand it well enough to want to preserve it. A second goal of a gardening program is to provide activities for children to practice personal growth and social skills. Children are so proud of all of their accomplishments in the garden, even if it is as simple as watering. Many teacher-directed public schools provide very little opportunity for children to work together, although the skills of creativity, problem solving and teamwork are needed in the real world. The garden provides opportunities for children to work together cooperatively as a team to solve problems. The third goal of a gardening program is to provide for multidisciplinary, active learning. Gardens are unsurpassed in providing a hands-on approach to seeking information, observing changes and learning skills. Gardens are constantly changing and highly attractive learning labs. While most teachers and horticulturists tend to stick to science and ecology lessons, the garden can also be used as a springboard for math skills like charting, mapping, graphing and counting; reading and writing skills like dictation, creating signage, storybook making, and reading books; social studies skills like foods of other cultures, feeding the homeless, map-making; and art skills like designing the garden, identifying colors and patterns, creating drawings, painting, papermaking and creating collages. Each of these garden activities will be based on the differing capabilities and needs of the age child for which it was created. A fourth goal of a gardening program is to teach about nutrition and health. Children love to try new foods, especially when they have grown the food themselves or at least been involved in collecting the food source. A gardening program allows children the opportunity to make food choices based on new experiences. A fifth goal of gardening programs is to provide opportunities for science education. Children can learn about interdependent plant and animal needs, photosynthesis, seed production, pests both harmful and beneficial, and composting. The last two goals are really the most important. Gardening is fun and is a skill that can be used later in life in many ways. The letters often speak about starting gardens at home now that their interest has been sparked, but the best part of the letters is that all the children talk about how much fun they had doing simple things like tasting fresh beets or cherry tomatoes, digging a sweet potato, picking berries or just watching the fish in the small pond. But, I think that my new friend Cherie says it more eloquently: The cherry tomatoes were the best! I thought the beets were kind of good. I never really like beets that much. That enjoyment, like the program goals, is something that is true wherever adults provide children the chance to interact with nature. She can be reached at voice:

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3: Peace Library: Project

ThemeWorks: An Integrated Curriculum for Young Children. Westley, Joan This resource book, designed for use with pre-kindergarten through grade 2 students, provides an integrated approach to teaching the curriculum.

For motion has promoted environmentarequcatipnand supported me educators. Night Time 82 Tropical Rainforest: It is our hope that this resource guide will assist educators as they plan, develop, and implement creative and effective environmental education programs. The Environmental Education Collection is intended to be the first in a series of resource guides. Each of these guides will provide background information and reviews of some of the most widely available environmental education materials. Each set of materials was reviewed by at least three people. In those cases where reviewers disagreed, the materials were evaluated by at least one more person. Quite obviously, it would not be practical to review all of the environmental education curriculum materials that have been produced. Consequently, the materials included in this resource guide represent a small sample of resources available. The Guidelines provide a set of criteria for developing and selecting environmental education materials. These guidelines aim to help developers of activity guides, lesson plans, and other instructional materials produce high-quality products, and to provide educators with a tool to evaluate the wide array of available environmental education materials. Developed through a process of critique and consensus, the Guidelines for Excellence is grounded in a common understanding of effective environmental education. Over individuals and organizations e. A series of guidelines are listed for each of these characteristics. Finally, each guideline is accompanied by several indicators, which suggest ways of gauging whether the materials being evaluated or developed follow the guidelines. Summary of the Guidelines 1 Fairness and accuracy: EE materials should be fair and accurate in describing environmental conditions, problems, and issues, and in reflecting the diversity of perspectives on them. EE materials should foster an understanding and appreciation of environmental concepts, conditions, and issues, as appropriate for different developmental levels. EE materials should build lifelong skills that enable learners to address environmental issues. EE materials should promote civic responsibility, encouraging learners to use their knowledge, personal skills, and assessments of environmental issues as a basis for action. EE materials should rely on instructional techniques that create an effective learning environment. EE materials should be well designed and easy to use. It is not reasonable to expect that all environmental education materials will follow all of the guidelines. For example, a set of materials might not present differing viewpoints, as outlined in guideline 1. This shortcoming does not necessarily mean that the materials should not be used. An instructor could work them into a larger set of activities that explores different viewpoints and helps learners discern opinion and bias in individual presentations of the issue. Likewise, a curriculum project that focuses on the science behind water ecology might not include a discussion of social issues, but may still be used effectively as a science resource within a larger unit on water-related issues. Of course, no set of evaluations can be complete, and some important considerations are bound to be missing. Although the reviewers made every effort to evaluate the materials using their professional judgement and their best understanding of the Environmental Education Materials: Guidelines for Excellence, it should be understood that the reviews are not perfect. As you review the write-ups, keep these things in mind: It is important to point out that what one reviewer might consider a weakness, another might consider a strength. At the same time, some reviewers felt more strongly about some issues than other reviewers. The write-ups are meant to guide you and that you need to read the entire review to get a feel for the curriculum. A mix of resources have been included in this guide to help educators select the materials that will help them build educationally sound units and programs. However, items such as prices, phone numbers, and addresses will often change. If you find an error, please let us know. Entries are listed in alphabetical order. Each entry contains a summary of the curriculum In a Nutshell , information about grade levels, subject areas, author, publisher, and price, comments specific to the six key characteristics What the Reviewers Said!

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The second section contains an annotated listing of support materials. Following this section is a matrix that cross-lists all of the materials and various characteristics e. Finally, we have included a short Feedback Form. Since we plan to produce future volumes in this series, we would appreciate your input. This framework recognizes seven Earth Science Understandings ESUs about the earth and looks at the interaction of five subsystems atmosphere, biosphere, cryosphere, hydrosphere and lithosphere as a means for the scientific study of global environmental issues. The topics addressed include endangered species, deforestation, climate change, and biodiversity. Each activity includes objectives, description of materials needed, an explanation of the procedure including discussion questions , questions for extended study, teacher background, references, and the relevant ESU for the lesson. The text includes student study sheets and reference fact sheets, and is illustrated with maps, black-and-white photographs, charts, and drawings. Activities are sorted for middle and high school students and include games, quizzes, simulations, and discussions. Effective use of the scientific process. Reflects a variety of settings urban, rural, suburban. Developed and reviewed by teachers and scientists. Lessons involve math, biology, chemistry and physics. Concepts presented in appropriate context and in terms of local and global scales. Develops critical thinking skills and application of skills to issues. Many sources are dated. Does not always appear to present varied viewpoints. Presents limited cultural diversity and little attention to economics. Development and applica- tion of skills are more evident in extension exercises than in lessons. Approach involves opportuni- ties for cooperative learning. Includes both qualitative and quantitative evaluations. Material is very teacher- oriented. Provides helpful background information and objectives for each lesson. Individual lessons can be adapted to an existing curriculum. Some lessons are rather long and would require more than one session. Layout and format make use difficult. Use of acronyms is distracting. The main text begins by providing background information on aluminum, the history of can. The next section presents seven lessons dealing with such subjects as packaging, the recycling process, setting up an action project, and exploring the benefits of recycling aluminum. Both classroom and field-based lessons are included. Each lesson includes background, objectives, vocabulary, preparation and class time required, teacher tips, wrap-up and extension activities, and references. The kit also includes a poster, samples of different can lids, and an instruction manual for participation in a nationwide recycling competition. The text is illustrated with drawings, charts and timetables. Material is current and open to inquiry; Frequently presents both sides of issues. Specifically addresses con- cepts to be taught. Addresses both local and global scales. Encourages students to come to their own decision. Helps learners to develop a sense a personal responsibil- ity. Makes curriculum relevant to local community. Clearly lists subject areas. Encompasses different ways of learning. Information is clear and logical. Instructional support and references are provided. Needed materials are inex- pensive and easily obtained. Weak on describing long- term effects. Minimal use of the outdoors for instruction. Unclear if recycling competition is a yearly event. Each booklet includes thirteen or fourteen activities about the arctic habitat, its location, its fauna, and some of the issues facing the arctic region. Activities include an objective, brief background information, a list of materials needed, and a description of the activity. Types of activities include discussions, investigations, experiments regarding snow and cold, and a simulation game. Some activities occur in slightly altered form in both books. The booklets include student data sheets and masters, cards and handouts, and are illustrated with maps, photographs, drawings and graphs. Box Old Saybrook, CT phone: The text is divided into three parts. The first part, "Introduction to Teaching with Plants," contains 26 activities involving sensory awareness, teaching skills, and development of teaching tools. It is intended as an introduction to environmental education. The second part, "Activities for Learning about Plants," consists of 45 exploratory activities including art projects, experiences in growing plants from seeds, experiments with fertilization, ripening and growth, and studies of seed adaptations. Names and Functions," includes activities addressing particular parts of plants such as roots, veins or leaves , and the interaction of plants with other elements of their habitat and environment. The book includes a glossary, bibliography, and an index. It is illustrated with photographs, diagrams, drawings, and worksheets.

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4: Integrating Music, Drama, and Dance Helps Children Explore and Learn | NAEYC

Search - Night time (ThemeWorks: an integrated curriculum for young children) an integrated curriculum for young children Author: Joan Westley. Post This Book.

What is the Project Approach? The Project Approach offers teachers a way to develop in-depth thinking while engaging the hearts and minds of young children. Teachers take a strong guidance role in the process while children study topics with purpose and flexibility. In early childhood, projects can be defined as open ended studies of everyday topics which are worthy of being included in an educational program. Projects emerge from the questions children raise and develop according to their particular interests. Rather than offering immediate answers to the questions children ask, teachers provide experiences through which children can discover the answers themselves through inquiry at field sites and interviewing experts. Children also consult secondary sources of information such as books and the internet in the classroom and with their parents at home. Project investigations promote in-depth understanding and cover a wide range of relevant subtopics. For this reason projects usually take several weeks to complete—and sometimes much longer, depending on the age and interests of the children. The Project Approach, then, is the method of teaching children through project investigations. Because project work follows an unpredictable path based on the interests of particular children, a flexible framework to support teachers has been developed. This framework makes the inquiry more manageable: Teachers guide children through a three phase process from the beginning of a project to its conclusion. You may find the Project Planning Journal helpful in understanding and implementing project work. In the beginning of a project, the teacher builds interest in the topic through encouraging the children to share relevant personal stories of experience. As the inquiry begins in earnest, teachers enable the children go on field visits, interview adults who are experts, such as waiters, farmers, or nurses, for example, according to the topic of study. Children also look at books, internet sites, videos, and so on. As they learn more about the topic they use many forms of representation to illustrate what they have learned and to share new knowledge with their classmates. Finally, the teacher guides the conclusion of the study and helps the children review their achievements. The children share their work with parents, another class, or members of the local community who have helped them in the process of the investigation. This final phase of the work includes the assessment by teachers of what the children have learned through the project. All children will have learned basic facts about the topic. Some children will have learned more about certain aspects of the topic such as the role of the adults, or the steps or materials used in the manufacture of an important item. There will be times when one child may have achieved individual learning goals such as developing confidence in a particular personal strength or learning to collaborate effectively with other classmates. What are the advantages of the Project Approach? Children apply skills and knowledge in their study of buses, shoes, trees, or grocery stores. They learn about the value of reading, writing, and numbers in the life of the adults around them. In the context of the project the children become apprentices in the pursuit of knowledge alongside their teachers. Teachers take a responsive role in developing the project. They coordinate different interests and support small group and individual inquiries as these emerge. Teachers who use the project approach report that students show great interest and actively participate. They ask questions and follow up their own curiosity with investigations. Along with the motivation it provides, project work also integrates all areas of learning and aspects of child development. It offers many chances to practice problem solving and critical thinking skills that build language, math and scientific understanding. In fact, it helps children gain confidence in themselves and their abilities and develops in them the disposition to strive for understanding. How does the Project Approach align with curriculum requirements and standards? This type of learning differs considerably from the preplanned lessons of a published curriculum. While project work supports the curriculum standards identified for testing, teachers do not teach to the test through project work. The emphasis is on the context in which learning is intrinsically motivated and engaging to young children.

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Through careful observation and skillful planning on the part of the teacher, curriculum goals can be integrated into project work. The teacher anticipates where a project may go, and includes elements of the required curriculum in her plans. For example, the curriculum goal of data collection and analysis can be incorporated into a project on cars, if children decide to count and record the kinds of cars they see. The teacher records her plan and project documentation provides evidence of learning. In addition to the aspects of the curriculum which relate directly to the acquisition of skills and knowledge, project work offers interesting opportunities for children to apply and practice what they have learned in other parts of their daily program in school. Intrinsic motivation enables children to learn through projects in personally meaningful ways. Children who excel in certain academic areas learn to offer leadership to their peers. Children who experience difficulty in some areas frequently learn from skilled or knowledgeable peers more easily than from adults. In classrooms where the Project Approach is well implemented, teachers and parents report that children show increased achievement and confidence in talking about what they know and can do. Curriculum goals, such as data collection and analysis, can be naturally integrated into project work. How does the Project Approach fit with other teaching strategies? Project work can be incorporated into learning centers, as well as into a typical daily schedule. For example, circle time can be used to discuss a current investigation or books on the subject can be placed in the literacy area. However, with all its advantages, most early childhood professionals would agree that project work alone does not cover all the learning experiences that should be included in the curriculum. Children learn through many different experiences in school. For young children these experiences include sensory exploration, various kinds of play activity, observation, and practice. They learn some things through direct instruction, some through small group work, some through repeated trials and persistence, and some through collaboration and lively discussion with their classmates. The Project Approach offers children the flexibility to develop interests, to work hard at their strengths, to share expertise and make personal contributions to the work of the classroom. The use of open-ended learning centers in a classroom can make for easier differentiation by teachers in their instruction as they help children to self-assess and challenge themselves appropriately in the classroom context. Open-ended learning centers complement project work by allowing children to reconstruct their experiences. What are the challenges of implementing the Project Approach? The principle challenge for teachers is to know the children well and to be able to guide them effectively in their inquiry. It requires dedication and creativity to take full advantage of individual strengths and interests, engage parental expertise for interviews, access to field sites, etc. As with any teaching approach or method, positive results are only evident when the teaching is done well. It is easier to set up learning centers with activities, worksheets, and boxes of props which are the same each year. It is easier to read the same fantasy literature and have the children play the parts of the characters in dramatic play year after year. In project work, teachers depend on rich communication with the children to determine their interests and prior levels of understanding. Another challenge for teachers is to plan the work so that there is a unity and cohesiveness to each project which all the children can appreciate. Yet, teachers wishing to help students develop a life-long love of learning and understand the interconnected relationship of all things will find there are unique advantages to project learning. Six Practical Guides for Teachers. These guides are available as. The Project Approach, Greenwood.

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5: Joan Westley | Open Library

Books by Joan Westley, Fears and Fantasies, Fielding's Kenya, At the seashore (ThemeWorks: an integrated curriculum for young children), Rime Time, Animal Adventures, Rain (ThemeWorks: an integrated curriculum for young children), Special delivery, Under the ground (ThemeWorks: an integrated curriculum for young children).

There are two radically different views on the value of play. Early childhood educators, child development specialists, and some parents believe play is the best way for young children to learn the concepts, skills, and tasks needed to set a solid foundation for later school and life success. School administrators, many parents, and most politicians believe play is a waste of time, off task behavior, needless coddling of young children, messy and noisy, unstructured and uneducational – an unaffordable luxury in an ever-more competitive world. With the new emphasis on national and state standards and school accountability, many early childhood programs are eliminating play. Is play worth fighting for? Critical to this definition is the non-literal, non-realistic aspect. This means external aspects of time, use of materials, the environment, rules of the play activity, and roles of the participants are all made up by the children playing. They play because they like it. Children who compete to make the best wooden ship are not playing. Children who are told they must use the block with an "A" on it to create a word are not playing, and children who are asked to label the colors of their paints, instead of using them to create a picture, are not playing. This child-centered aspect of play creates the central dilemma. Increasingly, we expect education programs to meet prescribed adult objectives. And more and more parents expect their young children to be learning specific academic skills. If adults develop these standards and outcomes, there is no room left for child-centered learning-play. Ironically, at the same time we are eliminating play from the formal education of young children. Therefore, many of our children do not have access to the natural play experiences we experienced as children. More and more parents question the value of young children climbing trees, playing in the sandbox, and splashing paint all over themselves. Below are some of the various kinds of play, and why they are important. Recent research has confirmed the critical link between stimulating activity and brain development Shore, Young children must have ample opportunities to develop physically, and motor play instills this disposition toward physical activity. With so many American adults experiencing health problems from being overweight, we have a responsibility to encourage physical activity in young children. Social Play A variety of opportunities for children to engage in social play are the best mechanisms for progressing through the different social stages. By interacting with others in play settings, children learn social rules such as, give and take, reciprocity, cooperation, and sharing. Through a range of interactions with children at different social stages, children also learn to use moral reasoning to develop a mature sense of values. To be prepared to function effectively in the adult world, children need to participate in lots of social play. Constructive Play Constructive play is when children manipulate their environment to create things. This type of play occurs when children build towers and cities with blocks, play in the sand, construct contraptions on the woodworking bench, and draw murals with chalk on the sidewalk. It also gives children a sense of accomplishment and empowers them with control of their environment. Children who are comfortable manipulating objects and materials also become good at manipulating words, ideas, and concepts. Fantasy Play Children learn to abstract, to try out new roles and possible situations, and to experiment with language and emotions with fantasy play. In addition, children develop flexible thinking; learn to create beyond the here and now; stretch their imaginations; use new words and word combinations in a risk-free environment; and use numbers and words to express ideas, concepts, dreams, and histories. In an ever-more technological society, lots of practice with all forms of abstraction-time, place, amount, symbols, words, and ideas-is essential. Games With Rules Developmentally, most children progress from an egocentric view of the world to an understanding of the importance of social contracts and rules. Part of this development occurs as they learn that games like Follow the Leader, Red Rover, Simon Says, baseball, and soccer cannot function without everyone adhering to the same set of rules.

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This "games with rules" concept teaches children a critically important concept-the game of life has rules laws that we all must follow to function productively Wardle, Play opponents argue that the ever increasing amount of information and skills needed by young children require direct teacher instruction to specific goals and objectives. They believe we cannot afford to take valuable time away from important academic activities to allow children to hide in a fantasy world of play. But play is, in fact, the most efficient, powerful, and productive way to learn the information young children need. First, children progress through stages of play, and through levels complexity of play. As children master new concepts and practice them through repetitive play, they progress to the next level. In essence, children create their own curriculum. Because children like to learn new information and want to master new tasks ever watched a child persist in learning to ride a bike? Play provides the ultimate curriculum for social, physical, and cognitive advancement. Secondly, by using materials, interactions with others, and mastery of tasks and skills to progress through levels of play, children develop a sense of control of their environment and a feeling of competence and enjoyment that they can learn. Finally, play provides a natural integration between all the critical brain functions and learning domains that are often missing with discrete teacher instruction. Recent brain research shows that this integration is very important to development Shore, Play is also a very effective way for children to accumulate a vast amount of basic knowledge about the world around them, knowledge needed for later learning in language, math, science, social studies, art, and medicine. When playing with sticks in the sand a child learns about the properties of sand, how posts are used for building, the way materials must be retained from rivers, roads, and mountainsides, the effect of moisture on materials, the impact of wind and the nature of gravity, and ways of creating patterns, shapes, and lines by drawing in the sand. Children engaged in socio-dramatic play experiment with words, phrases, and idioms they have heard and learn new and more complex ways to express themselves. Role of the Teacher Somehow the phrase, "free play" has entered our vocabulary. These roles include providing materials that encourage high-quality play, structuring environments, modeling play like when the teacher becomes a participant in a socio-dramatic activity , and introducing children to new play opportunities girls on the workbench and boys in the dramatic play area. Conclusion To succeed in an ever-more complex and technological world, our children need a solid foundation based on play. We must be very careful about accelerating them too quickly into abstract skills and isolated concepts Wardle, Lots of play at an early age enables children to develop the wide, integrated foundation required for future academic success. It also will develop in our children a love of learning, a love that is desperately needed by children who can look forward to a minimum of 13 years of formal education.

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A language theme unit incorporates language, math, art, science, literature, music, and social studies about trees. For Pre-K to grade 2.

The Environmental Education Collection: A Review of Resources for Educators Volume 3 r. Special thanks to the teachers, curriculum developers, educational administrators, environmental education specialists, business and industry representatives, and environmental scientists who took time from their busy schedules to review the curriculum materials. The contents of this document do not necessarily reflect the views and policies of EPA nor does mention of trade names or commercial products constitute endorsement or recommendation for use. Commercial reproduction of any material in this publication is strictly prohibited without written permission from the publisher, NAAEE. Educators may photocopy up to copies of these materials for non-commercial educational purposes. Printed on recycled paper. An Opportunity for Stewardship Earthways: Skill Development Program Investigating Groundwater: An Environmental Curriculum for Year-Olds. An Ounce of Prevention: Under the Ground 78 Turning the Tide on Trash: Activity Guide 98 Wormania! Environmental Concerns Taking Action: It is our hope that this resource guide will assist educators as they plan, develop, and implement creative and effective environmental education programs. The Environmental Education Collection is part of a series of resource guides, each providing background information and reviews of some of the most widely available environmental education materials. Quite obviously, it would not be practical to review all of the environmental education curriculum materials that have been produced. Consequently, the materials included in this resource guide represent a small sample of resources available. Each set of materials was reviewed by at least three people. In those cases where reviewers disagreed, the materials were evaluated by at least one more person. The Guidelines provides a set of criteria for developing and selecting environmental education materials. These guidelines aim to help developers of activity guides, lesson plans, and other instructional materials produce high-quality products, and to provide educators with a tool to evaluate the wide array of available environmental education materials. Developed through a process of critique and consensus, the Guidelines for Excellence is grounded in a common understanding of effective environmental education. Over individuals and organizations e. A series of guidelines are listed for each of these characteristics. Finally, each guideline is accompanied by several indicators that help gauge whether the materials being evaluated or developed follow the guidelines. EE materials should be fair and accurate in describing environmental conditions, problems, and issues, and in reflecting the diversity of perspectives on them. EE materials should foster an understanding and appreciation of environmental concepts, conditions, and issues, as appropriate for different developmental levels. EE materials should build lifelong skills that enable learners to address environmental issues. EE materials should promote civic responsibility, encouraging learners to use their knowledge, personal skills, and assessments of environmental issues as a basis for action. EE materials should rely on instructional techniques that create an effective learning environment. EE materials should be well designed and easy to use. It is not reasonable to expect that all environmental education materials will follow all of the guidelines. For example, a set of materials might not present differing viewpoints, as outlined in guideline 1. This shortcoming does not necessarily mean that the materials should not be used. An instructor could work them into a larger set of activities that explores different viewpoints and helps learners discern opinion and bias in individual presentations. Likewise, a curriculum project that focuses on the science behind water ecology might not include a discussion of social issues, but may still be used effectively as a science resource within a larger unit on water-related issues. Of course, no set of evaluations can be complete, and some important considerations are bound to be missing. Although the reviewers made every effort to evaluate the materials using their professional judgement and their best understanding of the Environmental Education Materials: Guidelines for Excellence, it should be understood that the reviews are not perfect. As you review the write-ups, keep these things in mind: It is important to

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point out that what one reviewer might consider a weakness, another might consider a strength. At the same time, some reviewers felt more strongly about some issues than other reviewers. The write-ups are meant to guide you. Read the entire review to get a true feeling for the curriculum. A mix of resources have been included in this guide to help educators select the materials that will help them build educationally sound units and programs. However, items such as prices, phone numbers, and addresses often change. If you find an error, please let us know. Subject areas noted in the summaries were taken directly from those identified in the materials. Where no subjects were referenced, we did our best to assign headings. Entries are listed in alphabetical order. Each entry contains a summary of the curriculum In a Nutshell , information about grade levels, subject areas, author, publisher, and price. What the Reviewers Said! The second section contains an annotated listing of support materials. Following this is a matrix cross-listing all of the materials and various characteristics e. Finally, we have included a short Feedback Form. Since we plan to produce future volumes in this series, we would appreciate your input. Activities for Urban Explorers Written by: The activities in the first chapter focus on sensory awareness. Subsequent chapters address specific locations where wildlife might be found, such as ponds, backyards, streets, and vacant lots. Children are thus exposed to creatures as diverse as ants, caterpillars, raccoons, foxes, and pigeons. Students are encouraged to keep observation journals, develop and test hypotheses, and are provided with field guides to direct their investigations. Activities include searching for animal tracks, counting and identifying animals and plants in different locations, playing simulation games involving animal feeding habits, and worm composting. Environmental concepts, such as habitat and adaptation, are explored in the process. Students are given the subjects, skills, concepts, and necessary materials to attract animals. Teachers are advised how to keep outdoor experiments safe. Each chapter is followed by a list of recommended readings. In addition, the book includes a glossary, an index, bibliography, and resource list.

7: Developmentally Appropriate Gardening for Young Children

Under the ground (ThemeWorks: an integrated curriculum for young children) by Joan Westley 1 edition - first published in Trees (Theme Work Program).

8: Environmental Education Collection: A Review of Resources for Educators: Volume 3

School Improvement Research Series Research You Can Use Close-Up #16 Integrated Curriculum Kathy Lake Introduction The integrated curriculum is a great gift to experienced teachers.

9: Night time ThemeWorks an integrated curriculum for young children, Joan Westley.)

Publishing Information. The Integrated Nature of Learning. was developed by the Early Education and Support Division, California Department of Education.

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