

GRANDE PRAIRIE REGIONAL COLLEGE  
EARLY LEARNING AND CHILD CARE

**CD1350**  
**SUPPORTING CHILDREN'S PLAY**

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|------------------------|--|
| <b>Semester:</b>       | Winter 2006-2007                             |
| <b>Credits:</b>        | 3  |
| <b>Hours:</b>          | 45   |
| <b>Dates:</b>          | Jan. 4 – Mar. 2                              |
| <b>Days and Times:</b> | Monday 9:00 – 11.50<br>Wednesday 8:30 -11:20 |
| <b>Location:</b>       | H135   |
| <b>Instructor:</b>     | Karen Kennedy                                |
| <b>Phone:</b>          | 539-2040                                     |
| <b>Office:</b>         | H133   |
| <b>e-mail:</b>         | kkennedy@gprc.ab.ca                          |
| <b>Office hours:</b>   | posted or by appointment                     |

**COURSE DESCRIPTION:**

The adult's role in supporting young children's learning and development with an emphasis on a child centered, play based approach to program planning will be examined in this course.

**PREREQUISITES:**

CD1010 or 1011 or consent of the department

Notes: Credit will be granted for CD1350 or the combination of CD1150 and CD1170

**TEXT:**

Dodge, D., Coker, L & Heroman, C. (2002). *The Creative Curriculum for Preschool*.

Washington, DC: Teaching Strategies **and**

Dietze, B. (2006). *Foundations of Early Childhood Education: Learning environments and child care in Canada*. Toronto, ON: Pearson

**OBJECTIVES:**

On successful completion of this course, you should be able to:

- Describe the ways play contributes to children's development
- Provide materials and experiences that support children's play, learning and development
- Describe the role of the adult in supporting and extending children's play through observing, planning, and participating in activities with children
- Demonstrate an understanding of emergent curriculum as an approach to promoting children's learning and development
- Develop learning centers that include developmentally appropriate materials and experiences to support and enhance children's learning and development
- Plan program components including schedules, routines, transitions, and group times

**TEACHING METHODS:**

Lectures will incorporate A.V. materials, discussion, in-and out-of-class activities and assignments.

**GRADING POLICY:**

A final grade of D (1.0) must be obtained in order to pass this course. The final grade is based on: Assignments (90%) Attendance (5%) Participation (5%)

Final grades will be based on the following 4-point grading system:

| Alpha Grade | 4-point equivalence | Percentage |
|-------------|---------------------|------------|
| A+          | 4.0                 | 90 - 100   |
| A           | 4.0                 | 85 - 89    |
| A-          | 3.7                 | 80 - 84    |
| B+          | 3.3                 | 76 - 79    |
| B           | 3.0                 | 73 - 75    |
| B-          | 2.7                 | 70 - 72    |
| C+          | 2.3                 | 67 - 69    |
| C           | 2.0                 | 64 - 66    |
| C-          | 1.7                 | 60 - 63    |
| D+          | 1.3                 | 55 - 59    |
| D           | 1.0                 | 50 - 54    |
| F           | 0.0                 | 0 - 49     |

**CLASS POLICIES:**

*It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes, but is not limited to, treating others with dignity and respect.*

It is your responsibility to become familiar with the basic student rights and responsibilities found in the College calendar and the following policies for this class.

- ☑ Regular attendance and active class participation help you understand the content and be a successful student. Absence from 20% and over of the class hours will result in a grade of 0 for attendance and participation.
- ☑ Active participation in class is required. 5% of the final grade will be earned through contributing to discussions and in-class activities, and preparing and cleaning up materials used in class
- ☑ **Assignments are due in-class or before 4:30 on the assignment due date. Late assignments will not be accepted unless a "No Questions Asked" coupon has been submitted in lieu of the assignment on the assignment due date.**
- ☑ All work should be typewritten (or neatly handwritten in dark ink) double-spaced, and single-sided. Points will be deducted for spelling and grammatical errors and when the work does not meet the assignment submission guidelines described in the ECD handbook.
- ☑ Graded assignments will normally be returned within two weeks.
- ☑ Changes to the course outline will be discussed with you in class.

## TOPICS:

The following topics will be covered in this course, although not necessarily in the listed order.

- A. Play
  - The value of play
  - Stages of social and cognitive play
  - Developmentally appropriate practices and play
  - The adult's roles in promoting play
  - Issues in children's play (Rough and tumble play, gun play, superhero play, technology in early childhood programs, aggressiveness)
  
- B. Indoor and Outdoor Learning Environments
  - Organization and Aesthetics
  - Play space and play units
  
- C. Curriculum approaches
  - Emergent curriculum
  - Project approach
  - Setting goals and objectives to support and extend development
  
- D. Learning Centers
  - Core learning centers
  - Equipment, materials and supplies
  - Learning and development through play in learning centers
  
- E. Materials
  - Selecting appropriate materials
  
- F. Program components
  - Schedules
  - Routines and transitions
  - Group times

## **TENTATIVE SCHEDULE**

This schedule is a **tentative** outline of the topics we will cover in this class and due dates for assignments. Readings refer to the sections in the text books. Additional articles will also be provided. You should become familiar with the content of the topic by reading indicated pages *prior* to the scheduled class. The schedule *may* change and changes will be discussed with you in class.

| DATE    | TOPIC   | READING                                  | ASSIGNMENT |
|---------|---|--|------------|
| Jan. 8  | Intro. to CD1350<br>Play  | Chapter 5 – Dietze<br>Foundation – Dodge |            |
| Jan. 10 | The Teacher's Role<br>"Observing, Documenting"<br>"Participating"             | Chapter 5 – Dietze<br>Chapter 4 – Dodge  |            |
| Jan. 15 | Creating Responsive Environments<br>"Schedules and Routines"<br>"Group Times" | Chapter 6 – Dietze<br>Chapter 2 – Dodge  |            |
| Jan. 17 |   |  |            |

|              |  |   |  |
|--------------|--|---|--|
| Jan. 22      | Program Planning<br>"Emergent, thematic, project approaches"<br>"Goals & objectives"<br>"Long and short term planning" | Chapter 7 – Dietze<br>Chapter 1 – Dodge |  |
| Jan. 24      | Creating Responsive Environments<br>"Learning Centers"<br>"Room Arrangement"   | Chapter 6 – Dietze<br>Chapter 2 – Dodge |  |
| Jan. 29      | "Materials"  |   |  |
| Jan. 31      |  |   |  |
| Feb. 5       |  |   | <b>Assignment #1</b><br><b>Assignment #2</b> |
| Feb. 7       |  |   | <b>Assignment #2</b>                         |
| Feb. 12      |  |   | <b>Assignment #2</b>                         |
| Feb. 19 & 21 | <b>Reading Week Break</b>  |   |  |
| Feb. 26      | Outdoor Play   |   |  |
| Feb. 28      |  |   | <b>Assignment #3</b>                         |

## ASSIGNMENTS:

### Assignment #1

**Due Date:** \_\_\_\_\_

**Weight: 30%**

### Resource File

You will compile a variety of resources that can be used with preschool age children at group times. All parts of this assignment must be completed.

#### Part 1.

You will:

- a. prepare a resource file with a minimum of 30 activities that includes:
  - gathering songs, chants, action rhymes
  - 10 settling fingerplays, rhymes, songs
  - transition songs, action rhymes, games
  - 5 games appropriate for group times
  - 5 songs, chants, rhymes, and/or games appropriate for helping children know the names of others in the group

The resource file must be submitted in a file box (or binder), include a table of contents, be organized into sections with dividers, and cite the source both on the activity and in a bibliography of resources (a minimum of 5 different sources must be cited).

#### Part 2.

You will submit plans for 5 group times to use over one week. NO storybooks will be acceptable for the body of the group time. Each component of the group time should be described with words and actions for songs, chants, fingerplays, rhymes included. Props you will use either to introduce the body of a group time or as part of the body must be submitted for at least one of the group times.

#### Part 3.

You will prepare the materials for one flannel story (or other story with props). Submit the pieces as well as the text of the story you will use.

This assignment will be graded on the variety, appropriateness, interest, novelty of the and thoroughness of the descriptions, presentation, use and citation of resources.

## Assignment #2

Due Date: \_\_\_\_\_

Weight: 40%

### Learning Center

With other members of a group you will plan and set up one learning center in the classroom. You will:

- a. gather and prepare equipment, supplies and materials needed for the learning center and set it up as it would appear in an early childhood environment. Teacher-made materials must be included and examples of recyclable/found materials must be evident.
- b. prepare a hand-out to distribute to other members of the class. **This must be submitted ready for photocopying 5 days prior to the due date.** The handout should:
  - o identify the learning and development potential for the learning center (goals and objectives)
  - o list the equipment, materials and supplies needed for the learning center
  - o list and describe potential experiences that could be provided in the learning center to support children's play. The list should include functional, constructive, and dramatic play opportunities and experiences that support children's motor skill, language and cognitive development, creativity and social interaction. These must be researched and the source for each cited.
  - o a bibliography of resources (a minimum of 8 different resources must be cited)
- c. on the assigned due date, present the information about the learning center in the class.

This assignment will be graded on the appropriateness of the learning center (play value, choice, organization of the materials, appeal) and the quality of the handout (thorough, specific, organized, professional presentation, creativity). Peer evaluations will be a component of the grade.

## Assignment #3

Due Date: \_\_\_\_\_

Weight : 20%

### Research paper

Research one of the following topics and prepare a one-page "Tip" sheet for parents.

- Technology and young children
- Good toys for young children
- The Value of Play
- The Stages of Play
- Rough and Tumble play
- Children and Organized sports
- Other topics may also be researched. Discuss your ideas with me.

Your "tip" sheet should be one page with the information presented in two or three columns and be attractive and readable. The "tip" sheet should have sufficient information for the reader to have a basic grasp of the topic. A bibliography of a minimum of 3 references is required. This assignment will be graded on the quality and depth of the content, presentation, and resources.

## RESOURCES for CD1350 Supporting Children's Play

### Internet Sites

★ ★ [A-to-Z Kids Stuff](http://www.atozkidsstuff.com)

<http://www.atozkidsstuff.com>

[CanTeach - Resources for Educators](http://www.canteach.ca)

<http://www.canteach.ca>

[Child and Family Canada](http://cfc-efc.ca)

<http://cfc-efc.ca>

★ ★ [Children, Youth and Families Education and Research Network](http://cyfernet.org)

<http://cyfernet.org>

[Early Childhood Education Resources on the World Wide Web](http://webster.commnet.edu/webpicks/weblist/educ_list.htm)

[http://webster.commnet.edu/webpicks/weblist/educ\\_list.htm](http://webster.commnet.edu/webpicks/weblist/educ_list.htm)

★ ★ [Early Childhood Educators and Family Web Corner](http://users.sgi.net/~cokids)

<http://users.sgi.net/~cokids>

[Early Childhood Educators Resources](http://eceresources.iwarp.com)

<http://eceresources.iwarp.com>

★ ★ [Earlychildhood.com](http://www.earlychildhood.com)

<http://www.earlychildhood.com>

★ ★ [Hummingbird Educational Resources](http://www.geocities.com/hummingbirded)

<http://www.geocities.com/hummingbirded>

★ ★ [The Idea Box](http://www.theideabox.com)

<http://www.theideabox.com>

★ ★ [The Perpetual Preschool](http://www.perpetualpreschool.com)

[www.perpetualpreschool.com](http://www.perpetualpreschool.com)

[Preschool by Stormie](http://www.preschoolbystormie.com)

<http://www.preschoolbystormie.com>

★ ★ [Preschool Education](http://www.preschooleducation.com)

<http://www.preschooleducation.com>

[Resources for Early Childhood Education](http://www.ed.psu.edu/k-12/edpgs/su96/ece/TITLE.html)

<http://www.ed.psu.edu/k-12/edpgs/su96/ece/TITLE.html>

[Technology and Young Children](http://www.techandyoungchildren.org)

<http://www.techandyoungchildren.org>

[Technology in Early Childhood Education](http://www.netc.org/earlyconnections)

<http://www.netc.org/earlyconnections>

★ ★ [Web Corner Index: Teacher Pages](http://users.stargate.net/~cokids/teacher.html)

<http://users.stargate.net/~cokids/teacher.html>

## **Books**

A wide variety of curriculum books are in the LB section of the Library. For example:

Barbour, A. and Desjean-Perrotta, B. (2002). **Prop Box Play: 50 themes to inspire dramatic play.** Beltsville, MD: Gryphon House Call No. LB1139.35 P55 B37 2002

Isbell, R. (1995). **The Complete Learning Center Book.** Beltsville, MD: Gryphon  
Call No. LB1139.35.A37 I83 1995

MacDonald, S. (2001). **Block Play: the complete guide to learning and playing with blocks.** Beltsville, MD: Gryphon House Call No. LB1139 C7 M34 2001

## **Magazines**

Young Children  
Child Care Information Exchange

### **Citing internet sources:**

If you are using a word-processing program, the easiest way to transcribe a URL correctly is to copy it directly from the address window in your browser and paste it into your paper (make sure the automatic hyphenation feature of your word processor is turned off). Do not insert a hyphen if you need to break a URL across lines; instead, break the URL after a slash or before a period. *Whenever possible, a URL should link directly to the article.*

For example:

- **A web document**

American Psychological Association. (2001). *Electronic references.* Retrieved November 1, 2001, from <http://www.apastyle.org/eleceref.html>

Mann, B. (n.d.). *Singing through the day.* Child & Family Canada. Retrieved December 21, 2003, from [http://efc-efc.ca/docs/cafrp/00011\\_en.htm](http://efc-efc.ca/docs/cafrp/00011_en.htm)

- **Stand alone document, no author identified, no date**

*GVU's 8<sup>th</sup> WWW user survey.* (n.d.). Retrieved August 8, 2001, from <http://www.cc.gatech.edu/gvu/usersurveys/survey1997-10/>

- If the author of a document is not identified, begin the reference with the title of the document.

- **A Journal Article retrieved from a database**

Schrader, A. (1999). Internet censorship: Issues for teacher-librarian. *Teacher Librarian*, 26 (5). Retrieved November 1, 2001, from Academic Search Premier database.

- **A Web Site**

No reference entry is needed; give the URL of the site in text.

For example, 2Learn is a very useful Web site for teachers.  
<http://www.2Learn.ca/mapset/mapset.html>

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**NO QUESTIONS ASKED**

Good for submission of one assignment within seven days of the due date.

Not to be used for in-class presentations/assignments