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We have a classroom webpage and encourage you to check the site often for updates about class projects as well as check out recent pictures of the children. You can also access newsletters, calendars, and other important information on this site.

<http://prekscribber.pbworks.com/>

The Power of Play

Have you ever heard someone remark about an early childhood program— even ours, perhaps— “All the children do there is play”? At good early childhood programs there is a lot of play— and there should be!

Years of research on children’s learning and development document the many benefits of play for children’s intellectual, social, emotional, physical, and language development. Children at play are actively involved in creating themes, exploring and establishing environments, solving problems, and developing shared understandings.

Children play in many ways. They play independently, sometimes near each other but with each child engrossed in his own activity. They engage in what is called “parallel play”, perhaps using each others’ toys or even talking, but not coor-

inating their play. They also play cooperatively, organizing roles and scenarios for group play. As they get older, children are capable of more cooperative, coordinated play. But all kinds of play are valuable.

As kids play with each other, they learn to see other children’s points of view and begin to become more empathetic and caring. They come to understand customs and rules in their own culture and to appreciate those of others. They learn to use language in new ways to describe their play and to interact with others. And in play, children develop their muscles and coordination.

Adults support children’s play by providing space, opportunity, and materials. We set up areas where kids can play without fear of damaging furniture

or injuring themselves. We make sure that they have the time to choose and to become engaged in their own play activities. And when we provide them with simple, interesting materials— no new-fangled, expensive gadgets required— kids take it from there.

Play is fun. But it also is serious business that pays big dividends to its eager, young investors.



The Best Learning Is Active Learning

Active learning takes advantage of children’s natural desire to move and touch. Young children love to manipulate items and explore new things. They enjoy the opportunity to see how things work and to test their own theories.

Active learning takes advantage of children’s natural motivation, abilities, and interests. Kids get lots of opportunities to investigate what interests them— to solve problems, discover rela-

tionships, and make comparisons.

Children use all their senses to make discoveries: *how heavy is it? does it smell? can I find another one that feels the same? what does it sound like when I drop it? how is it different from the other items?* Using their hands, eyes, nose, ears, and mouths to explore an item, children gather more information and remember what they learn.

As they interact directly with the environment, children not only gather sensory information, they also refine their senses and motor skills. For example, it takes very refined movement of the hands and fingers to produce the penmanship required for writing. Squeezing clay, picking up puzzle pieces, and lacing threads through beads are ways for young children to practice using hands and fingers.

We organize the classroom environment to promote active learning, and we do lots of things to encourage children to think and talk about their discoveries and creations. The next time you want your child to learn about something, provide the materials, space, and time. Then step back and watch. You will be surprised at how much more the child will discover through active involvement.

