Playful sciencing and the early childhood classroom

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Abstract
The purpose of this project is to examine the power of play, guided discovery, and hands-on experiences in the early childhood classroom, specifically as it relates to early childhood science experience. This paper will also propose a science curriculum encompassing a hands-on, guided discovery, play-based approach.

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IDEAS AND INSPIRATION FOR EARLY CHILDHOOD. START HERE. MEET THE TEACHER. WE KNOW WE NEED MORE PLAY IN OUR CLASSROOMS, BUT WE ARE PUSHED TO MEET ACADEMIC STANDARDS. WE ARE TOLD, "PREPARE STUDENTS FOR TESTING." MANY TEACHERS ARE DISCOURAGED FROM ALLOWING STUDENTS TO "JUST PLAY." FORTUNATELY, IT IS POSSIBLE TO INCORPORATE MORE PLAY, MEET ACADEMIC STANDARDS, AND MAYBE EVEN CONVINCE OTHERS OF THE VALUE OF PLAY WHILE WE ARE AT IT! HOW DO YOU ENCOURAGE PLAYFUL LEARNING IN YOUR CLASSROOM? WHAT IS YOUR FAVORITE WAY TO PLAY WITH YOUR STUDENTS? ANDREA SABEAN IS A TEACHER WHO IS PASSIONATE ABOUT EARLY LEARNING AND PLAY. AFTER 14 YEARS OF TEACHING YOUNG CHILDREN, SHE IS NOW A COLLEGE INSTRUCTOR, INSPIRING THE NEXT GENERATION OF EARLY CHILDHOOD EDUCATORS. CHILDREN EDUCATED IN MONTESSORI EARLY CHILDHOOD PROGRAMS BECOME COMPETENT STUDENTS WHO LOVE TO LEARN. ACTIVITIES THROUGHOUT THE EARLY CHILDHOOD CLASSROOM TEACH LANGUAGE, HELP CHILDREN ACQUIRE VOCABULARY, AND DEVELOP SKILLS NEEDED FOR WRITING AND READING. THE ABILITY TO WRITE, A PRECURSOR TO READING, IS TAUGHT FIRST. USING HANDS-ON
materials, children learn letter sounds, how to combine sounds to make words, how to build sentences, and how to use a pencil.