

Readings in Early Childhood Education

Dr. Ramzi F. Haroun



ramzi_haroun2010@yahoo.com

Communication



ramzi_haroun2010@yahoo.com

ASSESSMENT METHODS



Attendance and Participation	10
Mid Term Exam	20
Assignments	20
Final Exam	50
Total	100

Main Terms

A

1- Achievement	التحصيل
2- Academic Achievement	التحصيل الأكاديمي
3- Achievement Tests	الاختبارات الأكاديمية
4- Art	الفن
5- Associative Play	اللعب التشاركي
6- Attention	الانتباه
7- Authentic Assessment	التقييم الواقعي
8- Aggressive Behavior	السلوك العدواني

Main Terms B

1- Behavior	السلوك
2- Behavior Theory	نظرية السلوك
3- Block Areas	ركن المكعبات
4- Bloom's Taxonomy	هرم بلوم
5- Brain Friendly Strategies	استراتيجيات صديقة للدماغ
6- Bodily Intelligence	الذكاء الجسمي
7- Brain Development	نمو الدماغ
8- Balance	التوازن

Main Terms

1- Child	الطفل
2- Children	الأطفال
3- Child Care Programs	برامج رعاية الأطفال
4- Child- Centered Learning	التعلم المتمركز حول الطفل
5- Children's Literature	أدب الأطفال
6- Classroom	غرفة الصف
7- Cognitive Development	النمو العقلي
8- Curiosity	الفضول

Main Terms

9- Cooperative Learning

التعلم التعاوني

10- Cooperative Play

اللعب التعاوني

11- Creativity

الإبداع

12- Critical Thinking

التفكير الناقد

13- Curriculum

المنهاج

14- Curriculum Assessment

تقييم المنهاج

15- Curriculum Planning

تخطيط المنهاج

16- Counting

العدّ

Main Terms

C

17- Competence

الكفاية

18- Culture

الثقافة

19- Community

المجتمع

20- Concrete Objects

مواد مادية أو محسوسة

Main Terms

D

1- Developmentally Appropriate Curriculum

المنهاج الملائم نمائياً

2- Developmentally Appropriate Practice

الممارسة الملائمة نمائياً

3- Developmental Rates

المعدلات النمائية

4- Differentiation

التمييز

5- Dramatic Play

اللعب الدرامي

6- Decision Making

اتخاذ القرار

7- Documents

وثائق

Main Terms

E

1- Early Childhood	الطفولة المبكرة
2- Early Childhood Education	تربية الطفولة المبكرة
3- Education	التربية
4- Emotional Development	النمو الانفعالي
5- Environmental Education	التربية البيئية
6- Evaluation	التقويم
7- Expectation	التوقعات
8- Enrichment	الإثراء

Main Terms

F

1- Family	الأسرة
2- Family Involvement	إنهماك الأسرة
3- Family Participation	مشاركة الأسرة
4- Fine Motor Skills	المهارات الحركية الدقيقة
5- Fine Motor Development	النمو الحركي الدقيق
6- Food Activities	أنشطة الطعام
7- Food Pyramid	هرم الغذاء
8- Free Play	اللعب الحر

Main Terms

G

1- Gender

النوع الاجتماعي

2- Gender Bias

التحيّز للنوع الاجتماعي

3- Goals

الأهداف

4- Goal Oriented Activity

النشاط الموجه نحو الهدف

5- Genre

حبكة القصة أو الرواية

6- Guided Play

اللعب الموجه

Main Terms

H & I

1- Health Education	التربية الصحية
2- Individual Differences	الفروق الفردية
3- Individualized Education Program	البرنامج التربوي الفردي
4- Infants	الرُضّع
5- Intellectual Development	النمو العقلي
6- Intelligence	الذكاء
7- Interpersonal Intelligence	الذكاء البينشخصي
8- Intrapersonal Intelligence	الذكاء الشخصي- الذاتي

Main Terms

K+L

1- Kindergarten	الروضة
2- Language Development	النمو اللغوي
3- Large Motor Skills	المهارات الحركية الكبيرة
4- Large Motor Development	النمو الحركي للعضلات الكبيرة
5- Learning Activities	أنشطة التعلم
6- Learning Centers/ Corners	أركان التعلم أو مراكزه
7- Learning Materials	مواد التعلم
8- Learning Process	عملية التعلم

Main Terms

K+L

9- Learning Theories

نظريات التعلم

10- Lesson Plan

خطة الدرس

11- Learning Style

نمط التعلم

12- Linguistic Intelligence

الذكاء اللغوي

13- Literacy

القراءة

14- Logical- Mathematical
Intelligence

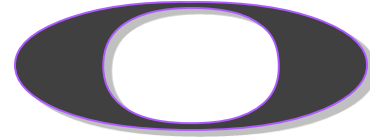
الذكاء المنطقي- الرياضي

Main Terms

M+N

1- Multimedia	الوسائط المتعددة
2- Math	الرياضيات
3- Modeling	النمذجة
4- Montessori Method	طريقة منتسوري
5- Moral Education	التربية الأخلاقية
6- Multiple Intelligences	الذكاءات المتعددة
7- NAEYC	منظمة عالمية في الطفولة
8- Nursery	الحضانة
9- Needs	الحاجات
10- Natural Resources	المصادر الطبيعية

Main Terms



1- On-looking Play

2- Outdoor Activities

اللعب المُشاهد

الأنشطة الخارجية

Main Terms

P

1- Painting	الرسم
2- Parallel Play	اللعب المتزامن / المتوازي
4- Parent- Teacher Conferences	اجتماعات الآباء والمعلمين
5- Physical Development	النمو الجسمي
6- Piagtian Model	نموذج بياجيه
7- Play	اللعب
8- Play Areas	مناطق اللعب
8- Portfolio Assessment	ملف الخبرة المجمع- التراكمي
9- Phonological Awareness	الوعي الفينولوجي

Main Terms

Q + R

1- Questioning

التساؤل

2- Receptive Language

اللغة الاستقبالية

3- Role Playing

لعب الدور

4- Rhymes

الأناشيد

5- Routines

الإجراءات الروتينية

6- Reading Awareness

الوعي القرائي

Main Terns

S

1- Science	العلوم
2- Science Activities	أنشطة العلوم
3- Self Discipline	الضبط الذاتي
4- Self Esteem	تقدير الذات
5- Shapes	الأشكال
6- Social Development	النمو الاجتماعي
7- Songs & Rhymes	الأغاني والأناشيد
8- Sorting	الفرز

Main Terms

T

1- Teacher

المعلم

2- Teaching Methods

أساليب التعليم

3- Teaching Strategies

استراتيجيات التعليم

4- Themes

محور التركيز

5- Toddlers

الفُطَم

6- Temperament

المزاج

7- Theatre

المسرح

8- Types of Play

أنواع اللعب

Main Terms

U + W

1- Unit

الوحدة

2- Whole Child

الطفل كله

3- Wants

الاحتياجات

4- Whole Language Approach

منحى اللغة الكلي

National Association for the
Education of Young Children

الجمعية الوطنية لتربية الأطفال الصغار

Definition of Developmentally Appropriate Practice

As NAEYC defines it, *developmentally appropriate practice* (DAP) is a framework of principles and guidelines for best practice in the care and education of young children, birth through age 8. It is grounded both in the research on how young children develop and learn and in what is known about education effectiveness. The principles and guidelines outline practice that promotes young children's *optimal* learning and development.

Developmentally Appropriate Practice

Early childhood educators must make many decisions in their everyday work, from selecting a book to read to deciding how to respond to a child's questions. DAP means that when teachers make these (and other) decisions, they keep in mind:

- age appropriateness (what most children of a given age can do).
- individual appropriateness (each child's skills, interests, and characteristics).
- social and cultural appropriateness (children's families, cultures, and communities).



Practices Associated with of DAP

- 1- Addressing the "whole child". Early childhood professionals address child development and learning from a holistic perspective, creating curricula to meet children's emotional, social, cognitive, language, and physical needs.



Practices Associated with of DAP

2- Individualizing the program to suit particular children. Program planning and implementation are adapted to meet the different needs, levels of functioning, and interests of children in the group.



Practices Associated with of DAP

3- Recognizing the importance of child-initiated activity. Children are active decision makers in the learning process. Teachers accept a wide range of constructive child responses.



Practices Associated with of DAP

4- Recognizing the significance of **play** as a vehicle for learning. **Play** should be valued and facilitated both indoors and outdoors.



Practices Associated with of DAP

- 5- Creating flexible, stimulating classroom environments. Teachers actively promote children's learning using direct and indirect instruction as appropriate.



Practices Associated with of DAP

- 6- Using an integrated curriculum. Program content and curriculum areas. (e.g. science, math, literacy, and social studies) are combined in the context of daily activities.



Practices Associated with of DAP

7- Learning by doing. Children engage in concrete experiences with real materials. The activities in which they participate are relevant and meaningful to them.



Practices Associated with of DAP

8- Giving children choices about what and how they learn. Teachers provide a wide range of activities and materials from which children may choose and within which children pursue educational goals in many ways.



Practices Associated with of DAP

9- Continually assessing individual children and the program as a whole. Practitioners use a variety of assessment strategies, including formal and informal techniques. Standardized assessment is deemphasized in favor of performance-based documentation.



Practices Associated with of DAP

10- Forming partnerships with family. Parents and other significant family members are valued as partners and decisions makers in the education process. Their involvement in their children's education is viewed as desirable and essential.



DEFINITION OF PLAY

Play is freely chosen, intrinsically motivated **and** personally directed. Playing has been long recognized as a **critical aspect of** childhood **and** child development.



DEFINITION OF PLAY

Play is a physical or mental leisure activity that is undertaken purely for enjoyment or amusement and has no other objective".

SAYING

If you don't know what play is,
you don't know what a child is.

FREE CHOICE

Free choice is an important element in young children's conception of play. For instance, King (1979) found that kindergartners considered an activity such as block building to be play if it were freely chosen, but considered the same activity to be work if it were assigned by the teacher.

FREE CHOICE

Play is self-chosen and self-directed; players are always free to quit. Play is, first and foremost, an expression of freedom. It is what one *wants* to do as opposed to what one is *obliged* to do.

Players not only choose to play or not play, but they also direct their own actions during play.

POSITIVE AFFECT

Play is usually marked by signs of **pleasure** and **enjoyment**. Even when it is not, children still value the activity. Sometimes play is accompanied by apprehension and mild fear, such as when a child is preparing to go down a steep slide. However, even this fear seems to have a pleasure quality because the child will go down the slide again and again.

INTRINSIC MOTIVATION

Play is not externally motivated by drives such as hunger or by goals such as gaining power or wealth. Instead, the motivation for play comes from within the individual, and play activities are pursued for their own sake.

Non- literality

Play events are characterized by a play frame that separates the play from everyday experience. This essential characteristic applies across all play forms- sociodramatic play, solving a puzzle, building with blocks, or playing a game.

Non- literality

Vygotsky pointed out that play is serious yet not serious, real yet not real. In play one enters a kingdom that is physically located in the real world, makes use of props in the real world, is often about the real world, is said by the players to be real, and yet in some way is mentally removed from the real world.

PROCESS (over product) ORIENTATION

When children play, their attention focuses on the activity itself, rather than on the goals of the activity. In other words, means are more important than ends. This absence of pressure to achieve a goal frees children to try many different variations of the activity, and is a major reason play tends to be more flexible than goals oriented behavior.

MENTAL RULES

Play is freely chosen activity, but it is not freeform activity. Play always has structure, and that structure derives from rules in the player's mind.

MENTAL RULES

The rules of play are the means. To play is to behave in accordance with self-chosen rules. The rules are not like rules of physics, nor like biological instincts, which are automatically followed. Rather, they are mental concepts that often require conscious effort to keep in mind and follow.

FACTS ABOUT PLAY

1- Play characterizes childhood. It's been said that a child without play is no child at all.

2- Children develop by playing. Their brains are programmed to learn by playing and to play to learn. Education should take advantage of this fact, instead of working against it.

3- Play initiates learning and stimulates more learning.

FACTS ABOUT PLAY

4- Play is enlivening, improves mood, decreases obesity and depression (Preventive).

5- Play decreases youngster's stress by allowing them to vent and express their emotions (Therapeutic).

6- Parents who play with their kids or enjoy their youngster's play, re-contact their inner child and enjoy the health giving benefits of play.

7- Mental disorders are frequently associated with an inability or decreased ability to play (Preventive).

FACTS ABOUT PLAY

8- Play is associated with creativity and imagination (Developmental).

9- Most human learning probably occurs by five years of age. Learning is associated with unstructured play. Forcing children into structured learning during that period of time does not increase intelligence and may interfere with programmed, unstructured play related learning that is associated with creativity and imagination.

FACTS ABOUT PLAY

10- To increase learning before and after age five, make more time for play and encourage your kids to play.

11- Schools must change their approach to education to take into account that play and a positive emotional environment enhance learning and that rote learning and boredom impede learning.

SAYING

PLAY is a serious business. The pioneering developmental psychologist Lev Vygotsky thought that, in the preschool years, play is the leading source of development.

Benefits of Play

1- Play enables children to find out about themselves and the world. It allows them to:

- A. discover الاكتشاف
- B. experiment التجريب
- C. create الإبداع
- D. concentrate التركيز
- E. express ideas التعبير عن الأفكار
- F. develop speech تطوير الكلام
- G. develop muscles تطوير العضلات
- H. invent الاختراع
- I. learn new skills تعلم مهارات جديدة

Benifits of Play

1- Play enables children to find out about themselves and the world. It allows them to:

J· learn how other people behave

تعلم كيف يسلك الآخرون

K. role-play (pretend to be someone else)

لعب الأدوار (تقمص أدوار الآخرين)

L· share possessions

مشاركة الممتلكات

M. use the imagination

استخدام أو توظيف الخيال

N. co-operate with others التعاون مع الآخرين

O. show off يظهر

Benifits of Play

2. Play helps towards happiness. A child who is absorbed in play is likely to be a happy child, as play produces feelings of satisfaction and achievement.

3. Play helps prevent boredom. Preventing a child from being bored is very important, as boredom can quickly lead to bad temper, irritability and destructiveness.

Benifits of Play

4. Play can help reduce stress. The acting out of stressful situations can help them to seem more familiar and therefore less frightening. For example, by playing 'schools' a child becomes familiar with the idea of going to school. This will help to reduce any nervousness about school which the child might have. In the same way. playing 'doctors and nurses' can help prepare a child for a stay in hospital.

Benifits of Play

5. **Play can help divert aggressive instincts.** Using a hammer to nail pieces of wood together to make a 'boat' is preferable to using the hammer to hurt someone or destroy property.

TYPES OF PLAY

In terms of the **balance of child and adult input and initiation**, there are **two types of play:**

1- Free Play.

2- Structured or Guided Play.

FREE PLAY

Free play is generally understood to be those play experiences that children choose for themselves and that involve **minimal adult intervention**. The term ‘free play’ is a bit of a misnomer, however, as no play is totally free. All play experiences are structured to a greater or lesser extent by the resources available, the people involved and the context.

STRUCTURE OR GUIDED PLAY

Structured, or guided, play refers to play experiences in which the adult has more of an input, either in initiating the play, controlling the resources available, or intervening or participating during the course of play.

TYPES OF PLAY

In terms of **child's development**, there are six types of play:

- 1- Unoccupied Play.
- 2- Solitary Play.
- 3- Onlooker Play.
- 4- Parallel Play.
- 5- Associative Play.
- 6- Cooperative Play.

UNOCCUPIED PLAY

Unoccupied play: In the early months of infancy, from birth to about three months, your child is busy in unoccupied play. Children seem to be making random movements with no clear purpose, but this is the initial form of playing

SOLITARY PLAY

Solitary play: From three to 18 months, babies will spend much of their time playing on their own. During solitary play, children are very busy with play and they may not seem to notice other children sitting or playing nearby. They are exploring their world by watching, grabbing and rattling objects. Solitary play begins in infancy and is common in toddlers. This is because of toddlers' limited social, cognitive, and physical skills. However, it is important for all age groups to have some time to play by themselves.

ONLOOKER PLAY

Onlooker play. Onlooker play happens most often during the toddler years. This is where the child watches other children play. Children are learning how to relate to others and learning language. Although children may ask questions of other children, there is no effort to join the play. This type of play usually starts during toddler years but can take place at any age.

PARALLEL PLAY

Parallel play: From the age of 18 months to two years, children begin to play alongside other children without any interaction. This is called parallel play. Parallel play provides your toddler with opportunities for role-playing such as dressing up and pretending. It also helps children gain the understanding of the idea of property right such as “mine.” They begin to show their need of being with other children their own age. Parallel play is usually found with toddlers, although it happens in any age group.

ASSOCIATIVE PLAY

Associative play: When your children are around three to four years of age, they become more interested in other children than the toys. Your child has started to socialize with other children. This play is sometimes referred to as “loosely organized play.” Associative play helps your preschooler learn the do's and don'ts of getting along with others. Associative play teaches the art of sharing, encourages language development, problem-solving skills and cooperation. In associative play, groups of children have similar goals. They do not set rules, although they all want to be playing with the same types of toys and may even trade toys. There is no formal organization.

COOPERATIVE PLAY

Cooperative play: Cooperative play begins in the late preschool period. The play is organized by group goals. There is at least one leader, and children are definitely in or out of the group. When children move from a self-centered world to an understanding of the importance of social contracts and rules, they begin to play games with rules. Part of this development occurs when they learn games such as Follow the Leader, Simon Says, and team sports. Games with rules teach children the concept that life has rules that everyone must follow.

Fantasy Play

Fantasy Play: Children learn to try new roles and situations, experiment with languages and emotions with fantasy play. Children learn to think and create beyond their world. They assume adult roles and learn to think in abstract methods. Children stretch their imaginations and use new words and numbers to express concepts, dreams and history.

Expressive Play

Expressive Play. Some types of play help children learn to express feelings. Here parents can use many different materials. Materials may include paints, crayons, colored pencils and markers for drawing pictures or writing. It can also include such items as clay, water, and sponges to experience different textures. Beanbags, pounding benches, and rhythm instruments are other sources of toys for expressive play. You can take an active role in expressive play by using the materials alongside your child.

Constructive Play

Constructive Play: In this type of play, children create things. Constructive play starts in infancy and becomes more complex as your child grows. This type of play starts with your baby putting things in his/her mouth to see how they feel and taste. As a toddler, children begin building with blocks, playing in sand, and drawing. Constructive play allows children to explore objects and discover patterns to find what works and what does not work. Children gain pride when accomplishing a task during constructive play. Children who gain confidence manipulating objects become good at creating ideas and working with numbers and concepts

Social Play

Social play: Children around the age of three are beginning to socialize with other children. By interacting with other children in play settings, your child learns social rules such as give and take and cooperation. Children are able to share toys and ideas. They are beginning to learn to use moral reasoning to develop a sense of values. To be prepared to function in the adult world, children need to experience a variety of social situations.

Motor- Physical Play

Motor - Physical Play: When children run, jump, and play games such as hide and seek and tag they engage in physical play. Physical play offers a chance for children to exercise and develop muscle strength. Physically playing with your child teaches social skills while enjoying good exercise. Your child will learn to take turns and accept winning or losing