



Early Childhood Conference & Carnival 2015

BY
ANITA YUEN

(From the desk of Anita Yuen (Principal Pat's Schoolhouse Aroozoo))

LEARNING THROUGH PLAY

Play that is ...

- **Involved & Focused**

Children become deeply absorbed, concentrating and thinking about what they are doing.

- **Enjoyable & Significant**

Children build and extend their knowledge, understanding and skills in a way that makes sense to them.

- **Spontaneous & Symbolic**

Children express and work through ideas, feelings and roles. It is not Play versus Learning, but Learning through Play.

LEARNING THROUGH PLAY

- *Design Considerations*

Which approach?

- **Child-initiated** or **Adult-guided** approach?

“ ... a balance of *child-initiated* and *adult-guided approach* is supported by research, as the Committee on Early Childhood Pedagogy, in its report *Eager to Learn*, concluded:

Children need opportunities to initiate activities and follow their interests, but teachers are not passive during these child-initiated and directed activities.

Similarly, children should be actively engaged and responsive during teacher-initiated and directed activities. Good teachers help to support the child’s learning in *both types of activities*. ”

- National Research Council 2000a, cited in Epstein, 2007

LEARNING THROUGH PLAY

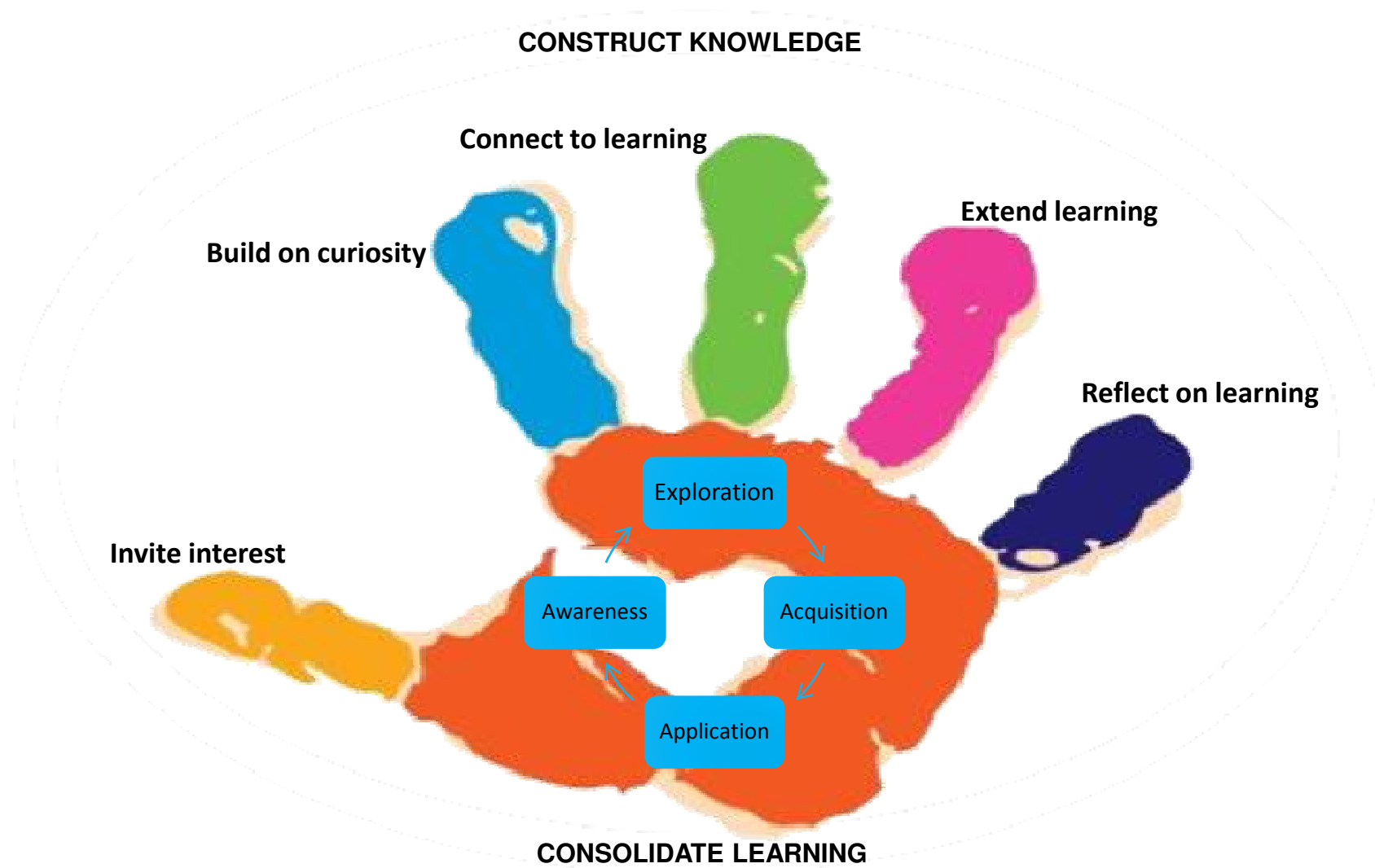
- *Design and Planning*



- Adapted from Pat's Schoolhouse Curriculum Training 2015

LEARNING THROUGH PLAY

- *The Role of Teacher*



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LEARNING THROUGH PLAY

- *A Lesson “Learning through Play” K2*

Lesson Objective:

Children will practice addition and subtraction within a dollar

Learning Activity:

- Each child was given \$1 (one 50 cents, two 20 cents and one 10 cent).
- Children used the money to buy things in the class “Supermarket”.
- Children calculate their spending (addition and subtraction).
- Teacher asked open-ended questions. Who has more or less? Equal? How much more/less?

Fun Experience:

- The children had fun tagging a price to the product.
- Pretend to be cashier and customers.
- Had fun grabbing as many products as they could to stretch that dollar.



*Young children make sense of mathematical concepts through manipulating concrete materials
(Getswicki, 2011)*

LEARNING THROUGH PLAY

- *A Journey “Learning through Play” K2*
- Children were introduced to Fractured Fairy tales.
- Preparing for Reader’s Theatre.
- Painted backdrop, designed Book covers, T-Shirts, Tickets and made Props.
- Read their lines, practiced formation and actions.
- Actual day, be ushers, man ticket booth, sell tickets.
- Put up a performance.



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LEARNING THROUGH PLAY

Learning Outcomes:	How did children achieve the outcome?
<p>Children will be able to:</p> <ul style="list-style-type: none"> - read with comprehension, good diction, expression and fluency. - articulate words clearly 	<ul style="list-style-type: none"> - Nursery: Skills of blending three-letter family words through dramatization, games and learning corners. - K1: Children learnt sight words and apply it to creative writing. - K2: Showcase their reading ability in Reader's Theatre.
<ul style="list-style-type: none"> - display their creativity and imagination - perform publicly with confidence 	<p>For Reader's Theatre, the teacher will make careful selection of the script and poems to cater to the varied reading abilities of the children. Each child will be assigned a portion to read. Children will read with clear diction, articulation, expression and fluency.</p> <ul style="list-style-type: none"> - Brainstormed and discussed with children creative ideas on props - Children practiced and rehearse leading up to the performance day. - Children exuded confidence during the actual performance. They were able to read aloud. - Most importantly the children had lots of fun staging the event.

LEARNING THROUGH PLAY

- *A Journey “Learning through Play” K1*
- Children were introduced to the concept of graphing.
- Brainstormed a graphing activity, Most popular drink.
- Made coupons for Ribena, Milo & Lemonade.
- Set-up drink stalls and served the drinks.
- Collected all the coupons and tabulated the numbers.
- Plotted a graph on their findings and presented.



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LEARNING THROUGH PLAY

Learning Outcomes:	How did children achieve the outcome?
<p>Children will be able to:</p> <ul style="list-style-type: none">- process the gathering of data to plot a graph- reinforce sorting and data collection according to attributes- plot a picture graph upon data collection- construct simple analysis from the picture graph- Present findings	<ul style="list-style-type: none">• Observing- Children make sense of the data collected from the graph.• Comparing & Classifying- Children learnt to tabulate the number of coupons collected according to the different drinks (Milo, Lemonade & Ribena) by plotting a graph.• Recording and Communicating Discoveries- Children formed conclusions; which is the most popular, which is the least popular, any two items are the same?• The most memorable was giving out free drinks to quench the thirst of their friends after outdoor play.

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LEARNING THROUGH PLAY

- *Role of a Principal*

Create a Supportive Learning Environment that...

- **Is stimulating and encourage exploration.**

(Gandini (1998) stated that the environment act as the “third teacher”)

- **Is flexible. Undergo frequent modification to remain current.**

(All things used must not be seen as passive elements but as elements that condition and are conditioned by actions of children and teachers who are active in it [Edwards, Gandini, and Foreman, 1998. p.177]).



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LEARNING THROUGH PLAY

- *The Challenges of today's busy classroom*
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Rushing For Time



No Time

How Time Flies

Not Enough Time

The environment indicates the way time is structured ... in the space (Greenman, 1988).

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LEARNING THROUGH PLAY

“If a child can’t learn the way we teach,
Maybe we should teach the way they learn.”

Ignacio Estrada



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