

ELCC 206A: Planning for Play

3 credits, 3 hours per week

Implementing a child-centered play-based program is the focus of this course. Students will learn and practice using observations of children's play interests and abilities as a basis for planning. Methods of extending play and learning will be examined, including developmentally appropriate group experiences such as whole group time, field trips, and community guests. An understanding of the math and science learning that children demonstrate in their play and how to plan curriculum to enhance this learning will be covered. Access to groups of young children is necessary to fulfill the planning requirements of the course.
Pre-requisite: ELCC 106

Instructor

Karla Green
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Office Hours

MicrosoftTeams: Available by appointment through Chat or Face-to-face format at the above email address

Hours of Instruction

January 2 – March 13: Wednesdays 6:30 PM- 9:30 PM
March 16 – April 24: Online 3hrs/week

Required Resources

Bookstore ELCC 206 *Repropack*

Crowther, I. (2016). *Creating effective learning environments*. Toronto: Nelson

Seefeldt, C. & Galper, A. (2012). *Active experiences for active children: Mathematics*. Boston: Pearson Education Inc

Seefeldt, C. & Galper, A. (2012). *Active experiences for active children: Science*. Boston: Pearson Education Inc

Course Outcomes

The student will be able to:

1. Demonstrate the use of recorded observations as a basis for planning and facilitating play experiences that support and extend children's interests and development.
2. Recognize math and science learning that occurs during children's play.
3. Identify appropriate concepts in math and science and choose or prepare suitable active learning materials to encourage children's exploration of those concepts.
4. Select, adapt and create resources to support and extend children's learning through play, as well as small and whole group experiences.

5. Use tools for documenting children’s learning such as scribing, graphs, concept webs and documentation panels.

Evaluation	Value
Assignment 1: Math and science <u>Autobiography</u> of your personal mathematical and scientific life	5%
Assignment 2: Develop a <u>Newsletter Article</u> to post in your fictional Centre's bulletin in response to an issue raised by parents	10%
Assignment 3: A. Complete and <u>Observation</u> with planning notes using a Program Planning Sheet (10%) B. <u>Implement</u> the planned activity, recording results, observations, and results. (10%)	20%
Assignment 4: Observe a group of preschool aged children, age 30months and over. You will record your observations on the provided checklist, giving examples of skills that you are observing.	5%
Assignment 5: Group Time, plan, provision and reflection. Students are expected to be able to plan a developmentally appropriate group time for a minimum of 5 children. Students are expected to plan for the transition into and out of group time as well as a minimum of one song, one story and one activity. Please see attached activity plan to assist in planning	10%
Assignment 6: Math-Play Game Activity: Plan and create a three-dimensional Math Game with at least one play-oriented math learning experience.	30%
Assignment 7: Field Trip Plan: Use an Activity Plan to plan a cultural-inspired field trip for a group of children in a licensed early childhood program. Your field trip will introduce the children to a different cultural through a variety of different items, events, or experiences.	10%
Assignment 8: Plan and execute one of the STEM activities within the course resource package. One student will present per class, and submit a summary of their presentation.	10%
Evaluation: Detailed assignment Instructions and rubrics will be available on the course website. A minimum passing grade for this course is C- (60%), which is required for progression or transfer.	

Course assignments have set due dates to manage both instructor and student workloads. Changes to due dates may occur to adjust the overall student workload based on class consensus.

Proposed Topics

- Introduction to Math and Science
- Connecting to home and community through active experience
- Inquiry in early childhood classrooms
- Science in early childhood classrooms
- Environments and connections
- Field trip policies and procedures
- Observation and documentation
- Large and small group times

Grading System

Legend			
Percentage Scale	Alpha Grade	4.0 Scale	Descriptor
94-100	A+	4.0	Excellent
	A	4.0	
90-93	A-	3.7	
86-89	B+	3.3	Good
80-85	B	3.0	
75-79	B-	2.7	
70-74	C+	2.3	Satisfactory
65-69	C	2.0	
60-64	C-	1.7	
56-59	D+	1.3	Poor
50-55	D	1.0	Minimum Pass
0-49	F	0.0	Failure

Performance Requirements

The department performance requirements (revised 2018) regarding student evaluation states that:

- Assignments are to be submitted in class on their respective due dates. If a student is absent from class, the assignments will be considered late.
- Individual extensions require students to contact and ask permission from the instructor *prior* to the assignment due date.
- For assignments that are late without written permission:
 - A grade of 1% will be deducted from assignments each day including weekends. This will be applied until the assignment is received by the instructor.
 - No assignments will be accepted after 1 week past the due date.
 - No assignments will be accepted after the beginning of class on final date of the course.
- Since final exams are not a component of ELCC or EA courses and learning is participatory, attendance and participation are part of the course grade. 80% attendance and word-processed assignments, when required by the instructors, are necessary to achieve a final grade of B or higher in ELCC and EA courses
- A grade of B on an assignment recognizes that the student has met the basic requirements and comprehends the applicable content thoroughly enough to be able to apply it
- A grade of less than B brings attention to the student that there are gaps in comprehending the content and skill required for that assignment. Students should use the criteria for assignments to guide assigned work.
- A grade of B+ or higher acknowledges excellence in quality and quantity of work. The students' assignment is above the basic requirements.

Student Responsibilities

It is your responsibility as a student to contact the Office of the Registrar to complete the forms for Withdrawal or Change of Registration, and any other forms. Please refer to the list of important dates as noted in the Academic Schedule in the Keyano College credit calendar.

More specific details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

Student Attendance

Class attendance is useful for two reasons. First, class attendance maximizes a students' learning experience. Second, attending class is a good way to keep informed of matters relating to the administration of the course (e.g., the timing of assignments and exams). Ultimately, you are responsible for your own learning and performance in this course.

It is the responsibility of each student to be prepared for all classes. Students who miss classes are responsible for the material covered in those classes and for ensuring that they are prepared for the next class, including the completion of any assignments and / or notes that may be due.

Academic Misconduct

Students are considered to be responsible adults and should adhere to principles of intellectual integrity. Intellectual dishonesty may take many forms, such as:

- Plagiarism or the submission of another person's work as one's own
- The use of unauthorized aids in assignments or examinations (cheating)
- Collusion or the unauthorized collaboration with others in preparing work
- The deliberate misrepresentation of qualifications
- The willful distortion of results or data
- Substitution in an examination by another person
- Handing in the same unchanged work as submitted for another assignment
- Breach of confidentiality.

The consequences for academic misconduct range from a verbal reprimand to expulsion from the College. More specific descriptions and details are found in the Student Rights and Student Code of Conduct section of the Keyano College credit calendar. It is the responsibility of each student to be aware of the guidelines outlined in the Student Rights and Student Code of Conduct Policies.

In order to ensure your understanding of the concept of plagiarism, you must successfully complete the online tutorial found on ilearn.keyano.ca. Then print the certificate, sign it, and show it to each of your instructors. Your course work will not be graded until you show this signed certificate.

Specialized Supports

Please watch your Keyano email for workshop announcements from our Student Academic Support Services team. The Student Academic Support Services (SASS) department: Accessibility Services, Skill Centre and Wellness Services, work together to support student success at Keyano College.

Accessibility Services (CC167) supports student success through group and individualized instruction of learning, study and test taking strategies, and adaptive technologies. Students with documented disabilities, or who suspect a disability, can meet with the Learning Strategists to discuss accommodation of the learning barriers that they may be experiencing. Students who have accessed accommodations in the past are encouraged to visit our office at their earliest opportunity to discuss the availability of accommodations in their current courses. Individual appointments can be made by calling 780-791-8934

Skill Centre (CC119) provides a learning space where students can gather to share ideas, collaborate on projects and get new perspectives on learning from our tutorial staff. Students visiting the centre have access to one-to-one or group tutoring, facilitated study groups, and assistance in academic writing. The Skill Centre's Peer Tutor program provides paid employment opportunities for students who have demonstrated academic success and want to share what they have learned. Tutoring is available free to any students registered at Keyano College on a drop in basis, from 9:00 am to 5:00 pm Monday through Friday. Additional evening hours are subject to tutor availability and are posted in the Skill Centre.

Wellness Services (CC260) offers a caring, inclusive, and respectful environment where students can access free group and individual support to meet academic and life challenges. Mental Health Coordinators offer a safe and confidential environment to seek help with personal concerns. The Mindfulness Room in CC260 is available as a quiet space for students to relax during regular office hours. Wellness Service welcomes students to participate in any of the group sessions offered throughout the academic year addressing such topics as Mindfulness and Test Anxiety. Individual appointments can be made by calling 780-791-8934.

Student Life Department (CC210) is a place for students to go when they don't know who else can answer their questions. The staff will help students navigate barriers to success and if they don't know the answer, they will find it out. Student success is directly affected by how connected a student feels to their college. The student life department is there to help students get connected.