

Learning Through Play

Children's brains develop through exploration, thinking skills, problem solving, and language expressions that occur during play. (Council of Ministers of Education, Canada)

Play lies at the core of innovation and creativity. It provides opportunities for learning in a context in which children are at their most receptive. Play and academic work are not distinct categories for young children, and learning and doing are also inextricably linked for them. (Ontario Full Day Early Learning Kindergarten Program, 2010)

Play is how children make sense of the world and is an effective method of learning for young children. Ideas and skills become meaningful; tools for learning are practiced; and concepts are understood. (ELECT, 2007)

Play expands intelligence, stimulates the imagination, encourages creative problem solving, and helps develop confidence, self-esteem, and a positive attitude toward learning. (Dr. Fraser Mustard)

Play is the highest form of research (Albert Einstein)

Literacy in Play

Pretend play is a form of communication that requires the pretenders to communicate with each other using language gestures and symbolic objects to tell and retell stories (Berk & Winsler, 1995).

High-quality play that is mediated by adults who are play partners is an effective pedagogy for emergent literacy, numeracy and inquiry skills (Clarke-Stewart & Allhusen, 2005; Kagan & Kauerz, 2006; Schweinhart, 2006; Siraj-Blatchford et al., 2002).

When literacy materials are embedded within play settings in preschool, kindergarten and multi-age programs, studies find increases in children's use of literacy materials and engagement in literacy acts (Zigler, Singer & Bishop-Josef, 2004).

Best Start Expert Panel on Early Learning (2007). Early Learning for Every Child Today: A Curriculum Framework for Early Childhood Settings in Ontario. Toronto: ON.

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