

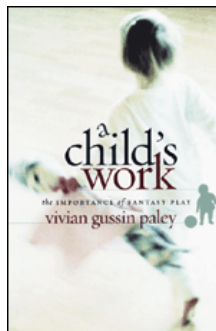
Read ~ A ~ Book

Distance Learning

Option 2: Professional Development Book Report

A Child's Work : The Importance of Fantasy Play

By: Vivian Gussin Paley



Child Care Aware of Virginia



Option 2: Reading Professional Development Books

For Option 2, you may choose to read ONE of the professional books listed below and then complete the *Professional Development Book Report* developed for each book. Each Virginia public library has at least one copy of these books.

- Please visit your local public library (directory in resource section) and choose one of the *professional books listed below* to read.
- After selecting the book you wish to read (from the list below), please download the *Professional Development Book Report* materials for the professional book you selected at www.va.childcareaware.org.
- Email questions to JodiR@va.childcareaware.org, or call (804) 285-0846.

Professional Development Book Report

After reading the selected book, complete the *Professional Development Book Report* for that book. Each professional development book report includes:

- 10 True/False questions
- 10 Multiple Choice Questions, and
- Five Essay Questions
- Clock hours for reading the professional books and completing a *Professional Development Book Report* are listed below and are based on the length and difficulty of the book you chose to read.
- Clock hours will be awarded based on the following grading scale:
 - 80 - 100 Full credit
 - 60 – 79 Half credit
 - 59 and below No credit

Professional Development Book List		
Title	Author	Credit Hours
A Child's Work: The Importance of Fantasy Play	Vivian Gussin Paley	6 clock hours
A Good Start in Life: Understanding Your Child's Brain and Behavior	N. Herschkowitz, M.D., and E. Herschkowitz (2002)	10 clock hours
Beyond Baby Talk: From Sounds to Sentences	Kenn Apel, Ph.D., and Julie J. Masterson, Ph.D. (2001)	10 clock hours
How To Talk So Kids Can Learn: At Home and In School	Adele Faber and Elaine Mazlish (1995)	6 clock hours
Positive Discipline	Jane Nelsen, Ed.D	10 clock hours
Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever	Mem Fox (2001)	6 clock hours
Starting Out Right: A Guide to Promoting Children's Reading Success	The National Research Council (1999)	6 clock hours
Start Smart: Building the Brain Power in the Early Years Revised Edition	Pam Schiller	6 clock hours
Tumbling Over The Edge	Bev Bos & Jenny Chapman	6 clock hours



Read ~ A ~ Book

Option 2

Professional Development Book Report

First Name		Middle Initial	
Last Name			
Home Street Address			
City			
State		Zip	
Home Phone			
Email Address			
Facility Name			
Facility Address	Facility Phone		
City			
State		Zip	

Provider Type (Please check one)

- | | |
|---|---|
| <input type="checkbox"/> Licensed Family Day Home
<input type="checkbox"/> Licensed Child Day Center
<input type="checkbox"/> Camp Program
<input type="checkbox"/> Head Start Program | <input type="checkbox"/> Local DSS Certified Family Day Home
<input type="checkbox"/> Voluntarily Registered Family Day Home
<input type="checkbox"/> Religious Exempt Child Day Center
<input type="checkbox"/> Other (specify) |
|---|---|

IMPORTANT REMINDERS

THIS SHEET MUST BE SUBMITTED ALONG WITH YOUR BOOK REPORT!

- Be sure to include your name on EACH page of the professional development book report!
- Please double-check your work. Make sure you have answered ALL questions. Incomplete materials will be returned to you.
- Complete the report individually and report in your own words.
- Make yourself a copy of the Professional Development Book Report BEFORE mailing.
- Mail Completed Read-A-Book Professional Development Book Report along with **\$20.00** check or money order, payable to Child Care Aware of Virginia at:

Child Care Aware of Virginia
 Read-A-Book Program
 302 Turner Road, Suite D
 Richmond, VA 23225

PLEASE ALLOW FOUR (4) TO SIX (6) WEEKS FOR PROCESSING AND GRADING BOOK REPORTS.

Book Report for:

General Directions:

- Please print the test questions.
- You may write directly on the printed test question sheets.
- Additional pages may be added for “Apply Your Knowledge” answers.

True/False Questions (10 points)

Write “True” or “False” in the blank after the statement.

		True or False
1.	As the decade of the nineties began, fantasy play was fast becoming an endangered occupation. P. 31	
2.	Fantasy play and its immediate connection to storytelling and acting are not universally accepted by children around the world. P.40	
3.	Our five year-olds are now expected to know upon entrance to kindergarten the letters, sounds and numbers that were previously a goal for the end of the kindergarten year. P. 48	
4.	The more complex the thought, the greater a child’s need is to view its meaning through play and find the characters and situations that bring ideas to life. P. 57	
5.	A story exerts a tremendous pull among children, powerful enough to overcome shyness and the fear of the unknown. P.58	

Multiple Choice Questions (10 points)

Choose the correct answer by circling (a), (b), (c) or (d) for each multiple-choice question or statement.

1. According to the author, Paley, fantasy play for children is:
 - A. The glue that binds together all other pursuits
 - B. Dependable and risk-free
 - C. Mankind's oldest and best-used learning tool
 - D. All of the above

2. If readiness for school has meaning, it is to be found first in:
 - A. The lesson dictated to the children by their teacher
 - B. The children's flow of ideas: their own, and those of their peers
 - C. Both A and B
 - D. None of the above

3. The primary source of children's stories acted out in the classroom is from:
 - A. The books their teachers read to them
 - B. The books their parents read to them
 - C. The television and movies they watch
 - D. All of the above

4. According to the Russian psychologist Vygotsky, when a child pursues ideas in fantasy play, they: P. 82
 - A. above his age and ordinary behavior
 - B. stands taller than himself
 - C. Both A and B
 - D. None of the Above

5. Honoring the process is: p.88
 - A. when the teacher dictates how the children play in their child care program
 - B. when the teacher doesn't suspend their views of play, but rather takes the child's views into account.
 - C. a concept that should never be used with fantasy play
 - D. None of the above

Apply Your Knowledge Short Answer Questions (60 points)

(12 points for Excellent, 9 points for Above Average, 6 points for Satisfactory, 0 points for Unsatisfactory)

1. Paley talks about 'opening the seed packets' of children's fantasy play. Define seed packets, and give an example of a seed packet that you used in working with children during fantasy play, describing the fantasy play acted-out by the children.

2. Why do we call play the work of young children?

3. Describe a fantasy play activity that you have introduced to the children you work with and explain how it initiates reading, writing and computing skills.

Print Your Name Here

4. Describe in detail your optimal fantasy play space in your classroom or home environment, the materials you would provide for it, and why.

5. How do you extend the fluency of your teaching so that the art of teaching is in harmony with the art of fantasy play? Provide at least three examples. P. 73

Print Your Name Here

Application (worth 20 points)

Apply the principles you learned about “Fantasy Play” to your current work in the Early Childhood field. Explain four ways that you can incorporate these principles in your daily work, discussing the benefits of each activity and the age group of children for the activity. Provide a picture to illustrate your application of these principles.