

Developing Early Numeracy Skills through Intentional Teaching within Play-Based Learning: A Case Study

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Abstract

This Department of education basic education research-funded study aimed to investigate how intentional teaching within a play-based learning environment can develop the numeracy skills of kindergarten learners in Dulongbayan Elementary School. Based on some educators' perspectives, play-based instruction could be in contradiction with structured learning. Hence, the study discussed the successes and challenges encountered if such a teaching approach is implemented. A mixed model research design was used in this research. In particular, a pre-test and post-test design was used to establish the level of numeracy skills of randomly selected learners while document analysis, interviews and focus group discussions were conducted to gain the pre-selected teachers' perspective about developing numeracy skills through intentional teaching within the play-based environment. Findings imply that to intentionally teach the necessary early numeracy precursors, they must be present and must be reflected in the curriculum guide for reference of all kindergarten teachers. To be able to intentionally teach such competencies, educators must be adeptly knowledgeable of the significance of the competencies they are to teach to their learners. Also, there is a need for further training and technical assistance on how to implement a play-based approach in teaching kindergarten learners. Further, it would be helpful to develop a module that would provide a compilation of activities for each of the numeracy skills for reference in the implementation in kindergarten classes of public schools.

Keywords: numeracy, play-based learning, intentional teaching, kindergarten, case study