

Indicator # 25
Stages of Play

Student uses play to construct knowledge, plan and meet goals, and negotiate interactions with others.

Research

A child's first experience with play usually comes from interaction with objects in the immediate environment. This solitary play eventually develops into play alongside peers and usually by kindergarten children have begun cooperative play where more than 1 child is engaged in play together with a common goal in mind. Research shows that children often need at least half an hour to plan, set up, and execute play when working cooperatively with other children. Cooperative play with peers has great benefits in all areas of development. Children learn an array of social skills by problem solving and working with other children to create play opportunities that can be carried out by all children involved. As children are involved in play they develop critical cognitive, emotional, social, and physical skills that help contribute to proper brain development. In play, children develop a lasting disposition to learn. Kindergarten classrooms shouldn't deprive students of the play that is essential for building important skills of self-regulation and cooperation. We can, and should, expect kindergarten classrooms that embrace standards-based learning within an atmosphere that is fun, age-appropriate, and, yes, playful.

White, R. E. (n.d.). The Power of Play: A Research Summary on Play and Learning. Retrieved June 06, 2016, from <http://www.childrensmuseums.org/images/MCMResearchSummary.pdf>

Stages of Play

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Engage in complex play sequences with two or more children.

The learner will:

- Act out a familiar scenario with two or more children assigning and/or assuming roles and discuss actions

The learner may also:

- Use materials and objects to represent other objects
- Initiate cooperative play with peers by establishing roles and a simple play scenario (e.g. act out a doctor's office scenario, assigning a doctor and patients)
- Extend play scenarios over more than one day
- Incorporate personal experiences and themes learned into play scenarios
- Engage in simple games with rules with adult reminders and support

Effective Practices:

- Understand the stages of play (e.g. solitary, parallel, associative, and cooperative)
- Use "I wonder" statements to encourage children to extend their pretend play
- Rotate props and materials in the dramatic play area to encourage children to engage in play scenarios with others
- Join in pretend play scenarios with children and support children's positive interactions with peers
- When appropriate allow structures or scenario props to stay in location for several days without clean-up
- Observe and explicitly point out when children are referencing prior knowledge in their play scenarios
- Observe play scenarios for use of new vocabulary, knowledge, and/or for misconceptions/interests that can be addressed through instruction
- Engage children in simple game play with their peers
- Provide support for positive social interactions when needed
- Use children's cooperative play to model and teach key social skills

ACTIVITIES

Activity:

Encourage students to use play to construct knowledge, plan and meet goals and negotiate interactions with others through retelling familiar stories.

Activity Prompt:

1. Teacher reads familiar stories to class during course of several days.
2. Teacher sets up “Story Centers” with props and character name tags.
3. Students participate in centers

Example:

1. Read *Bunny Cakes* by Rosemary Wells to the whole class (or another book with multiple characters and props)
2. After reading, introduce props (e.g. measuring cups, cake box, plastic bottles, containers, bowls, crayons, paper.)
Include name tags with character picture and name.
3. Students must work together to assign roles and retell story.

Suggested Stories to use for “Story Centers”

-*Bunny Cakes* by Rosemary Wells

-*Three Billy Goats Gruff* by Paul Galdone

-*Goldilocks and The Three Bears* by James Marshall

-*Mrs. Wishy Washy* by Joy Cowley

More examples at <http://www.kindergartenworks.com/common-core-standards/never-ending-story/>

Evidence Collection Strategies:

- Using a data sheet, which includes student names, teacher will take yes/no data on whether students are able to participate in the story center by playing cooperatively.

In the extension activity, the teacher will take short anecdotal data on student’s ability to extend the story and create new plots/characters/etc.

Home School Connection:

- Parent reads stories and provides props to retell
- Suggested stories to retell at home (mostly one character stories)
Pete the Cat and His White Shoes by Eric Litwin
Cookies Week by Cindy Ward
The Very Hungry Caterpillar by Eric Carl

More examples at: <http://www.kindergartenworks.com/common-core-standards/never-ending-story/>