# I Believe in Play:

## Sharing our Successes and Planning Next Steps for Positive Student Outcomes

Birth-3 Continuity Project
March 21, 2018

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Pat Chamberlain

# B-3 Continuity Project

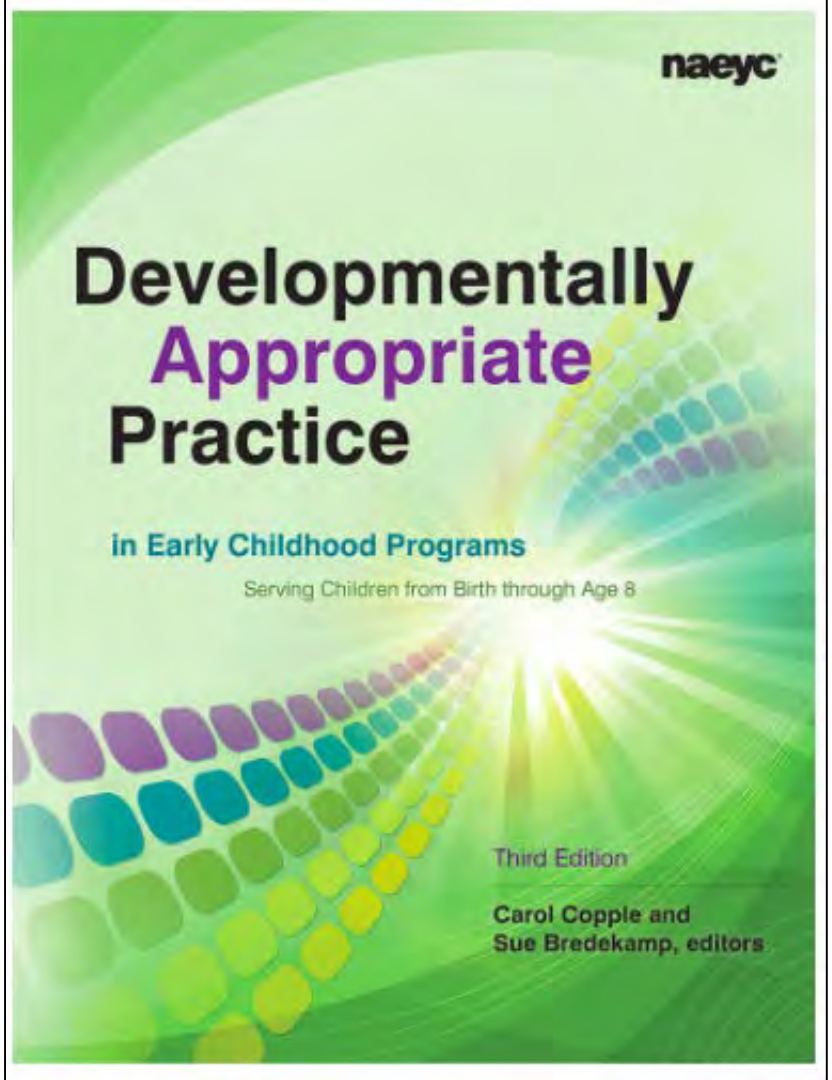
# Outcomes for Participants

1. Reinforce proven practices that incorporate learning in play.

1. Planning for the adult's role in child-directed play to promote students' social and academic growth.

1. Practice planning standards-based units that incorporate play.

# Book Walk

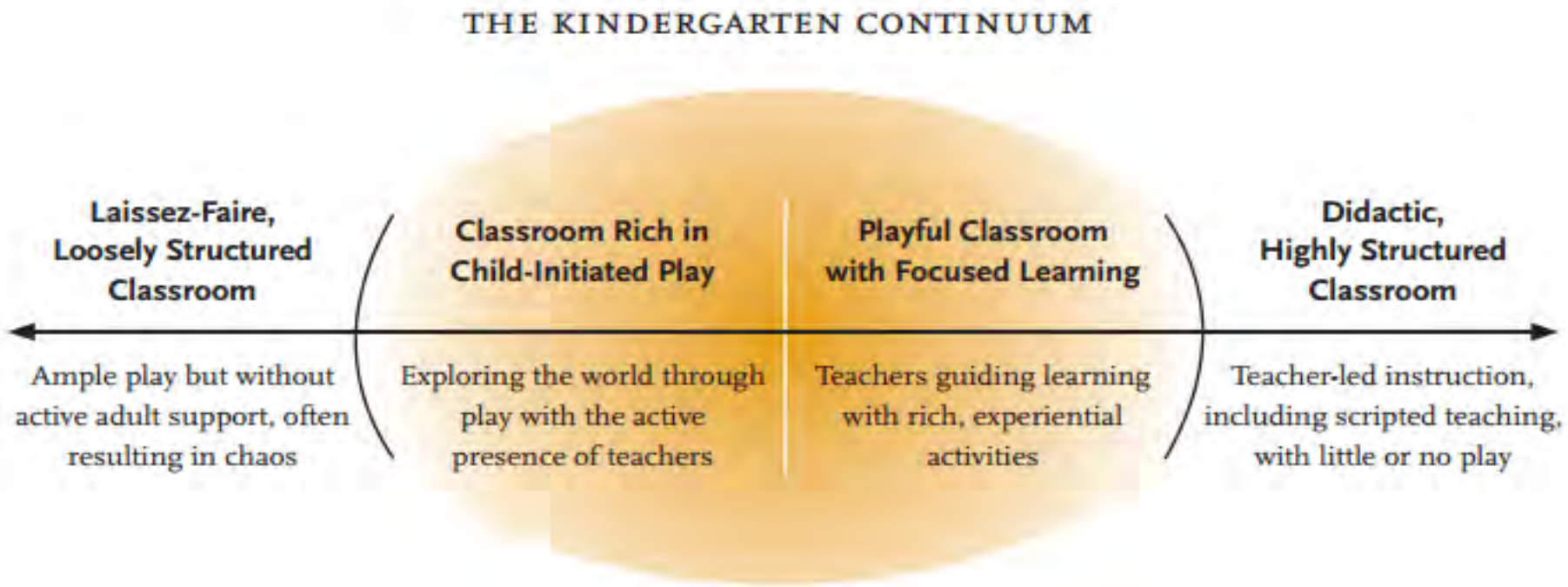

naeyc
Developmentally
Appropriate
Practice
in Early Childhood Programs
Serving Children from Birth through Age 8
Third Edition
Carol Copple and
Sue Bredekamp, editors

# Both/And Thinking, p. 49

- Teachers have *both* high expectations *and* recognize that some children require additional assistance and resources to meet those expectations.
- Children *both* construct their understanding *and* benefit from instruction by more competent peers and adults.
- Children benefit *both* from self-initiated spontaneous play *and* from teacher-planned and -structured activities, projects and experiences.

# The Kindergarten Continuum

(Miller and Almon, 2009)



# DAP Foundational Principles

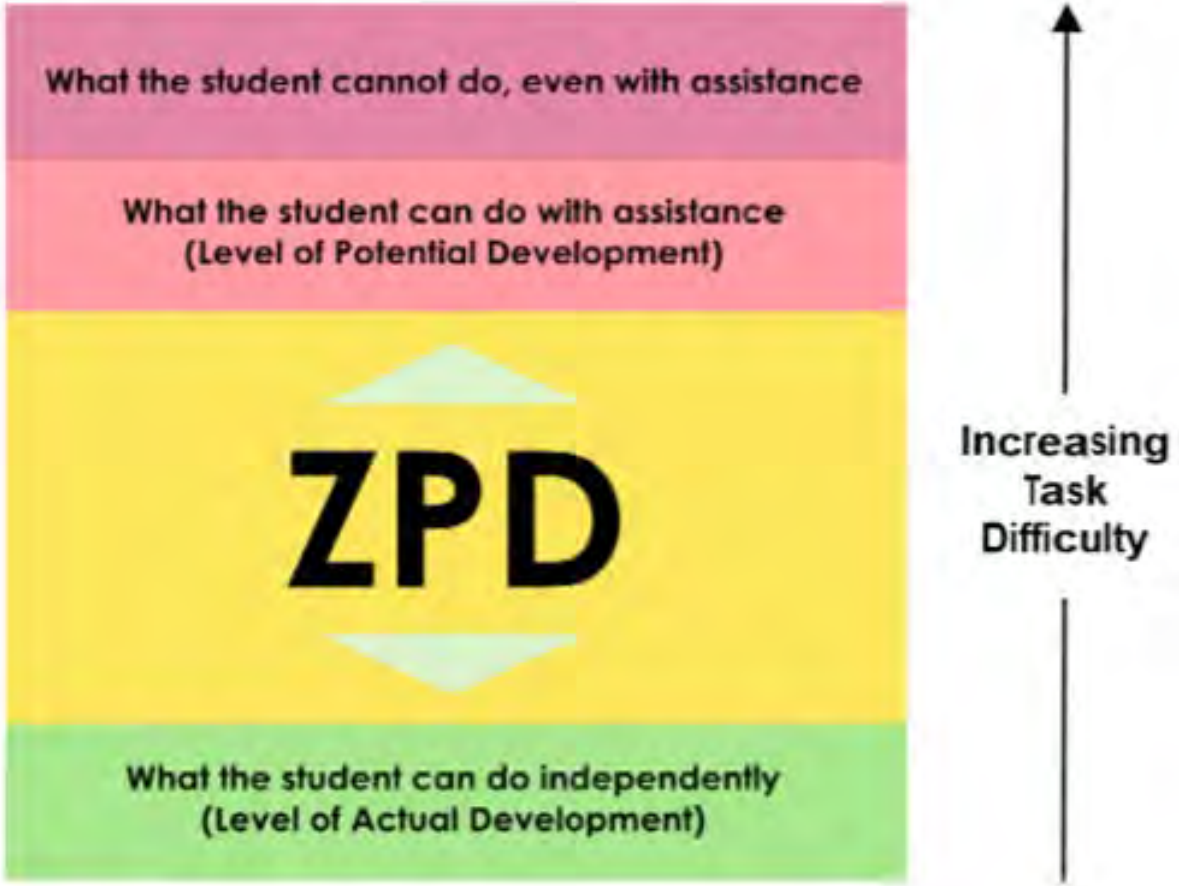
## Meeting Children Where They Are

- Knowing child development
- Knowing the skills children bring to their classroom
  -Includes home language, English language, culture, family, interests

## Helping Children Reach Challenging and Achievable Goals

- Plan and adjust instruction for children of varying levels
- Includes rigor: opportunities and supports to achieve within their zone of proximal development

# LOCATING THE ZPD



# Why Play

# Play

"Play is essential to the social, emotional, cognitive, and physical well-being of children beginning in early childhood. It is a natural tool for children to develop resiliency as they learn to cooperate, overcome challenges, and negotiate with others. Play contributes to healthy brain development."

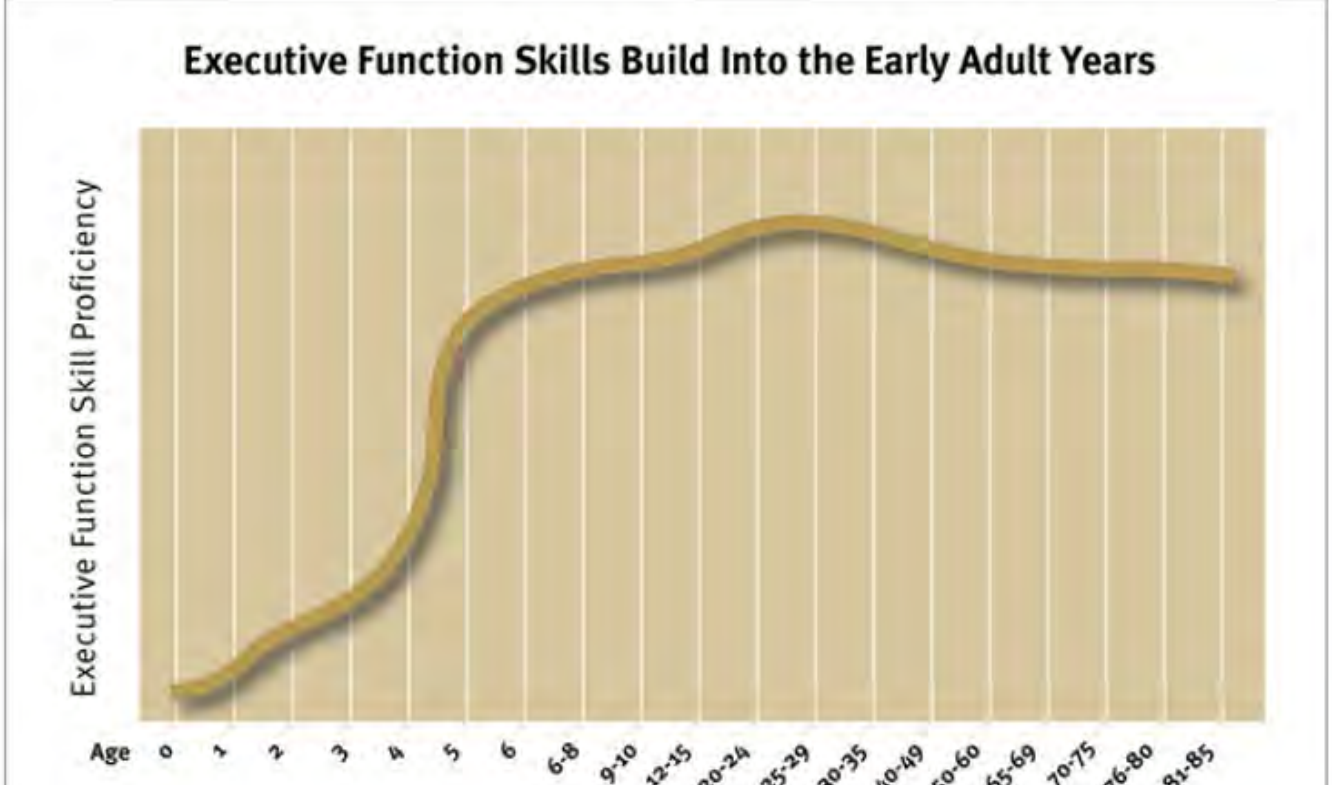
American Academy of Pediatrics
Clinical Report, 2012

# Play

# Stuart Brown

# Play

Play-based learning offers children the space to make choices that promote executive functioning and self-regulation. Mature play embodies negotiation, empathy, reciprocal conversation, and concepts in multiple learning domains.




Tests measuring different forms of executive function skills indicate that they begin to develop shortly after birth, **with the ages 3 to 5 a window of opportunity for dramatic growth in these skills.** Development continues throughout adolescence and early adulthood.

Center on the Developing Child, Harvard University

# Research on Play-based Kindergarten

Children in play-based kindergartens have a double advantage over those who are denied play: they end up equally good or better at reading and other intellectual skills, and they are more likely to become well-adjusted healthy people.

*Crisis in the Kindergarten: Why Children Need to Play in School*, 2009

# Examples of Developmentally Appropriate Practice

# Activity: Jigsaw DAP

- Each person reads their section
- Each person briefly summarizes key ideas
- Group summarizes and implications
- Recorder:  Captures key ideas on chart paper
- Reporter: Shares ideas with whole group
- If done early, explore other sections

# Jigsaw Groups: DAP Book

| Topic | PK pages |
|---|---|
| 1. Caring Community/ Establishing Reciprocal Relationships | 150-152<br>182-183 |
| 2. Teaching to Enhance Development | 152-157 |
| 3. Curriculum Essentials; Physical | 160-164 |
| 4. Language and Literacy | 165-171 |
| 5. Math/Science/Technology/SS | 171-175 |
| 6. Assessment | 178-182 |
| **If you finish, browse your book** | |

| Topic | K pages |
|---|---|
| A. Caring Community/ Establishing Reciprocal Relationships | 218-220<br>252-253 |
| B. Teaching to Enhance Development | 221-226 |
| C. Curriculum Essentials; Physical | 229-234 |
| D. Language and Literacy | 234-239 |
| E. Math/Science/Technology/SS | 239-243 |
| F. Assessment | 247-251 |
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# Jigsaw Groups

**Prepare to teach your section**

- list?
- chart?
- keywords with drawings?
- whatever!

# Caring Community

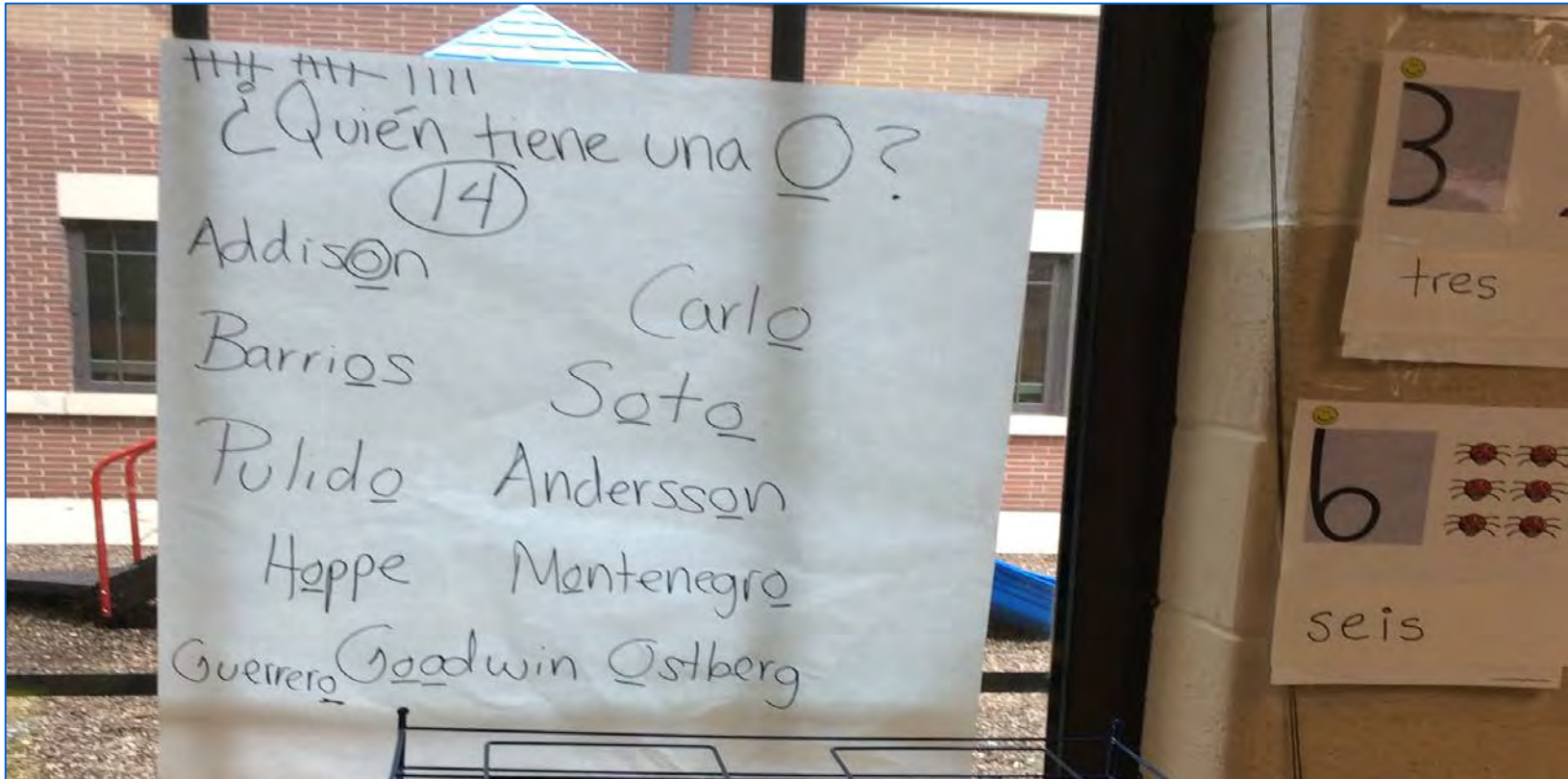
# Reciprocal Relationships

# Teaching to Enhance Development

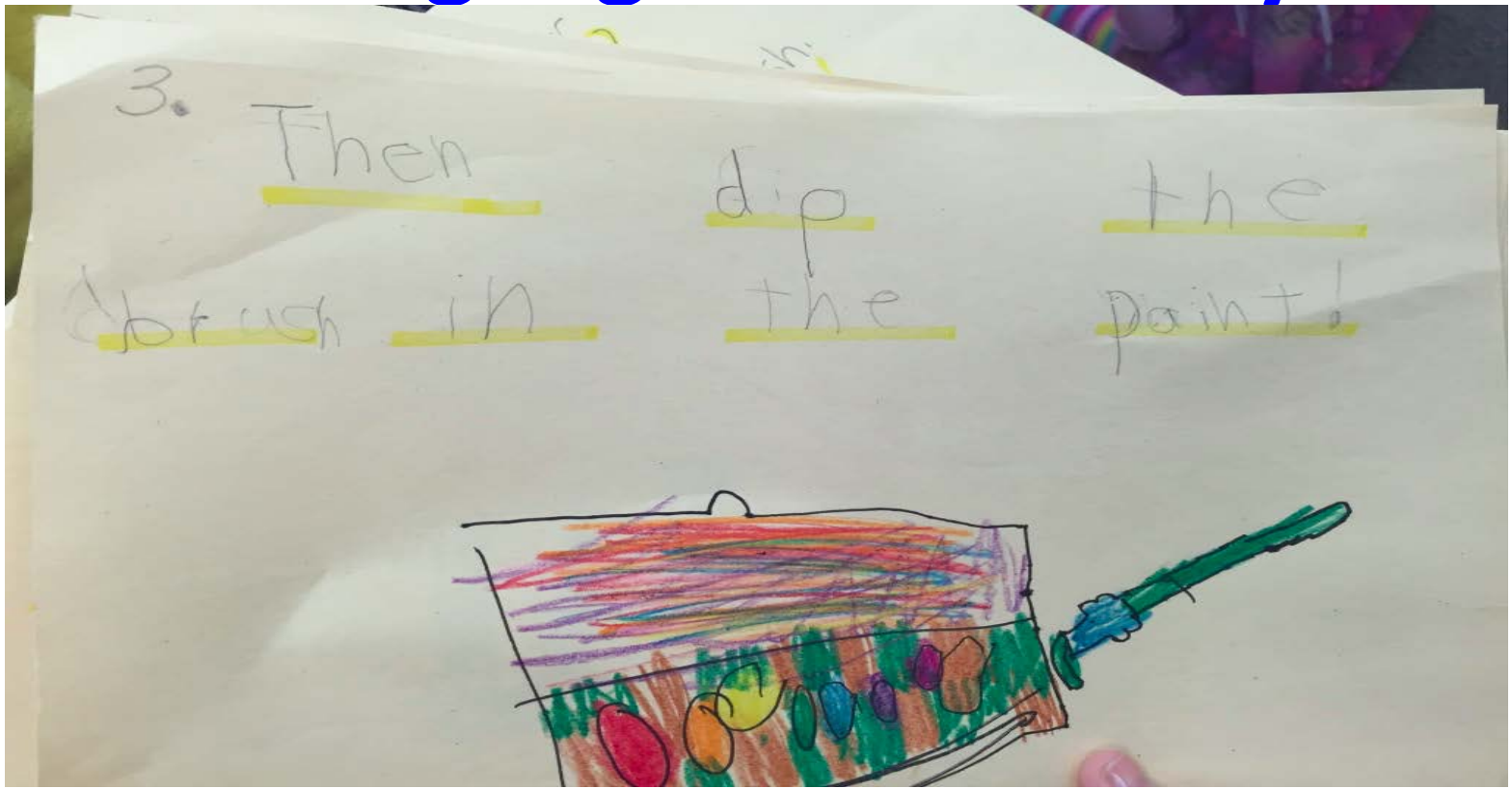
- Environment
- Schedule
- Communication and Language Use

# Curriculum Essentials: Physical

# Curriculum:
# Language and Literacy



# Curriculum:
# Language and Literacy



# Curriculum:
# Reasoning and Problem Solving: Math

# Curriculum:
# Reasoning and Problem Solving: Science

# Curriculum:

## Reasoning and Problem Solving: Social Studies

# Assessment

Take a break.

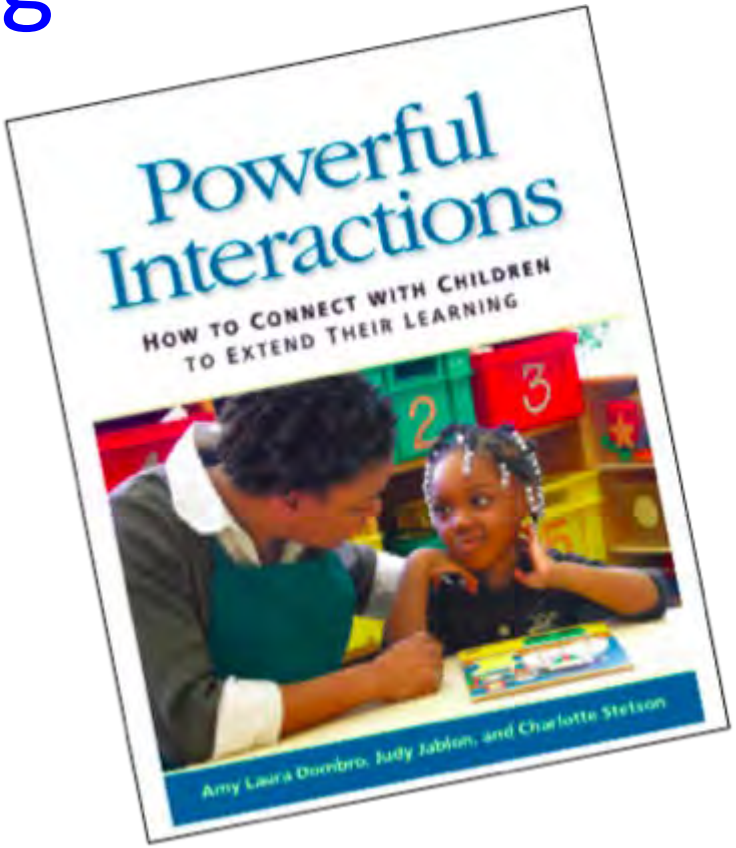
# You deserve it!

# Powerful Interactions

A teacher's moment-to-moment actions and interactions with children are the most powerful determinant of learning outcomes and development. Curriculum is very important, but what the teacher does is paramount.

DAP, 3rd Edition, p. xiii

# naeyc.org


Powerful Interactions
How to Connect with Children to Extend Their Learning
Amy Laura Dombro, Judy Jablon, and Charlotte Stetson

# Powerful Interactions

- **Be Present**
  - Listen, Observe
- **Connect**
  - To their idea, interest
- **Extend**
  - Add one more thing: prop, role, plan, scenario, language, writing, etc.

# What's Working in Your Schedule?

# Teacher's Role in Scaffolding Student Play

# PRoPELS

**P**lan

**R**oles and Actions

**P**rops

**E**xtended time

**L**anguage

**S**cenarios

## Five Stages in a Child's Make-Believe Play

| | 1. First Scripts | 2. Roles in Action | 3. Roles with Rules and Beginning Scenarios | 4. Mature Roles, Planned Scenarios, and Symbolic Props | 5. Dramatization, Multiple Themes, Multiple Roles, and Director's Play |
|---|---|---|---|---|---|
| **Plan** | Does not plan during play. | Does not plan during play. | Plans roles; actions are named prior to play. | Plans each scenario in advance. | Plans elaborate themes, scenarios, and complex roles. Spends more time planning than acting out the scenario. |
| **Roles** | Does not have roles. | Acts first and then decides on roles. No rules are revealed. | Has roles with rules that can be violated. | Has complex, multiple roles. | Can play more than one role at a time. Roles have social relationships. |
| **Props** | Plays with objects as objects. | Plays with objects as props. Actions with a prop result in a role. | Needs a prop for the role. | Chooses symbolic and pretend props. | Can pretend rather than actually have a prop. Does not need a prop to stay in the role. Objects can have roles. |
| **Extended time frame** | Explores objects, but not play scenarios. | Creates scenarios that last a few minutes. | Creates scenarios that last 10–15 minutes. | Creates scenarios that last 60 minutes or longer. With support, can create scenarios that last over several days. | Creates scenarios that last all day and over several days. Play can be interrupted and restarted. |
| **Language** | Uses little language. | Uses language to describe actions. | Uses language to describe roles and actions. | Uses language to describe roles and actions. Uses role speech. | Uses language to delineate the scenario, roles, and action. Book language is incorporated into role speech. |
| **Scenario** | Does not create a scenario. Can copy what the teacher does and says or will follow the teacher's directions if script is simple and repetitive. | Creates a scenario that is stereotypical, with limited behaviors. Can incorporate modeled roles and actions into play, with support. | Plays familiar scripts fully. Accepts new script ideas. | Plays a series of coordinated scenarios that change in response to previous ones or the desires of players. Describes unfolding scenario, roles, and actions. | Plays a series of coordinated scenarios that change in response to previous ones or the desires of players. Uses themes from stories and literature. |

# Hamilton's Towing

Source: Videatives
https://videatives.com/node/1852

# How Would You Scaffold the Boy's Play?

**P**lan

**R**oles and Actions

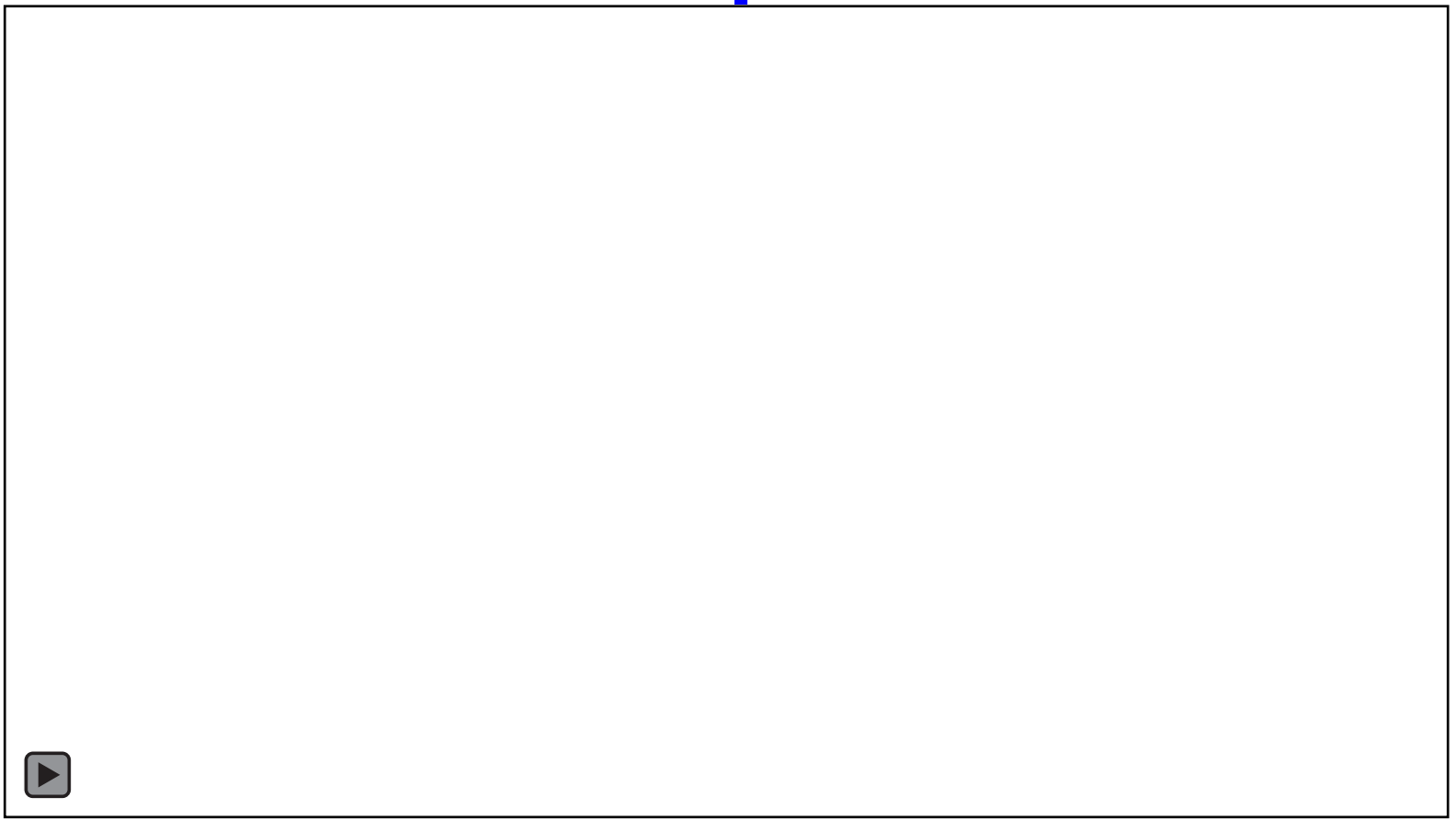
**P**rops

**E**xtended time

**L**anguage

**S**cenarios

# Airport



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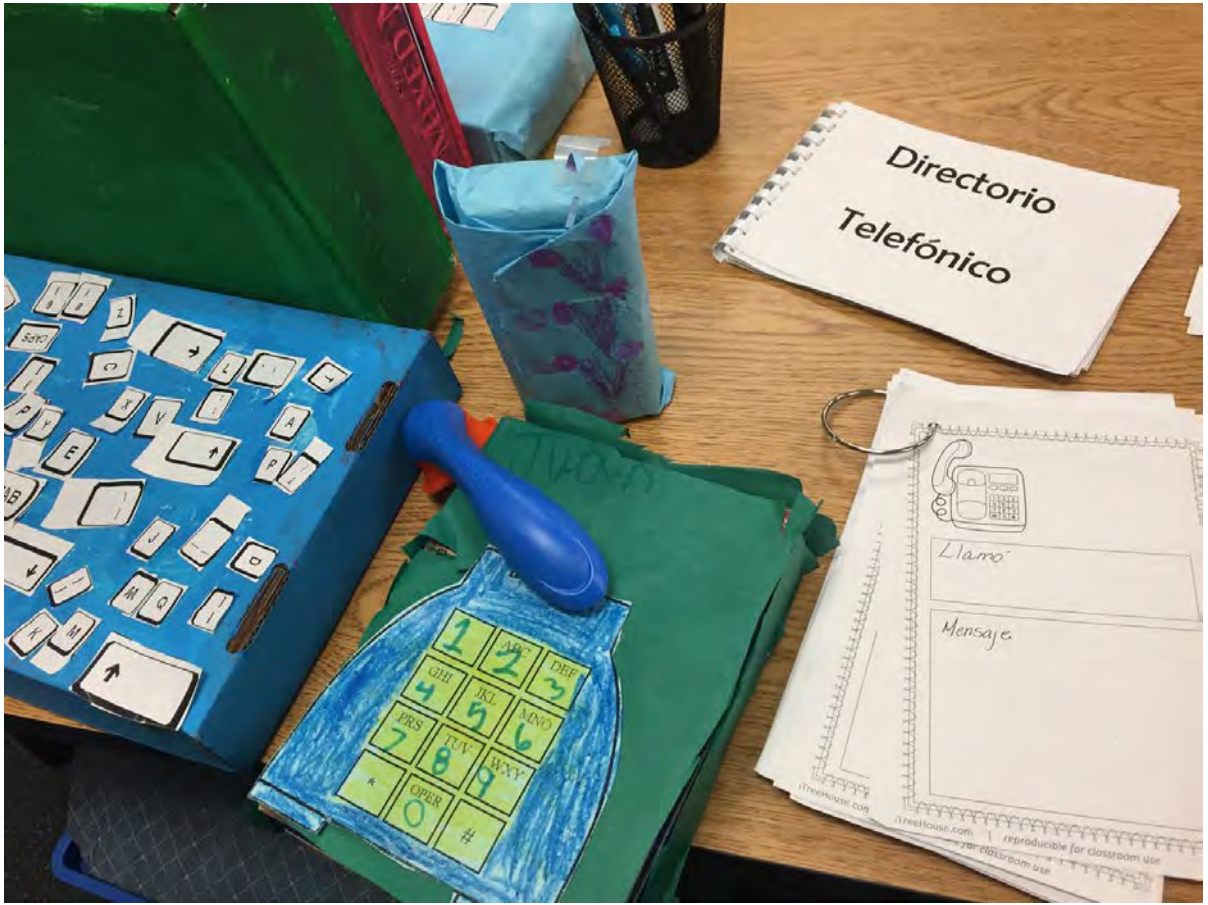
# Use Visual Prompts

# Create Props



# Develop a Scenario

1. Form teams of 3:  1 teacher, 2 children
2. Play with materials
3. Teacher practices scaffolding using PRoPELS
4. Switch roles
5. Repeat steps 2-3
6. Switch roles

# Scaffolding Play with PRoPELS

- **P**lan
- **R**oles and Actions
- **P**rops
- **E**xtended time
- **L**anguage
- **S**cenarios

# Unit of Study:

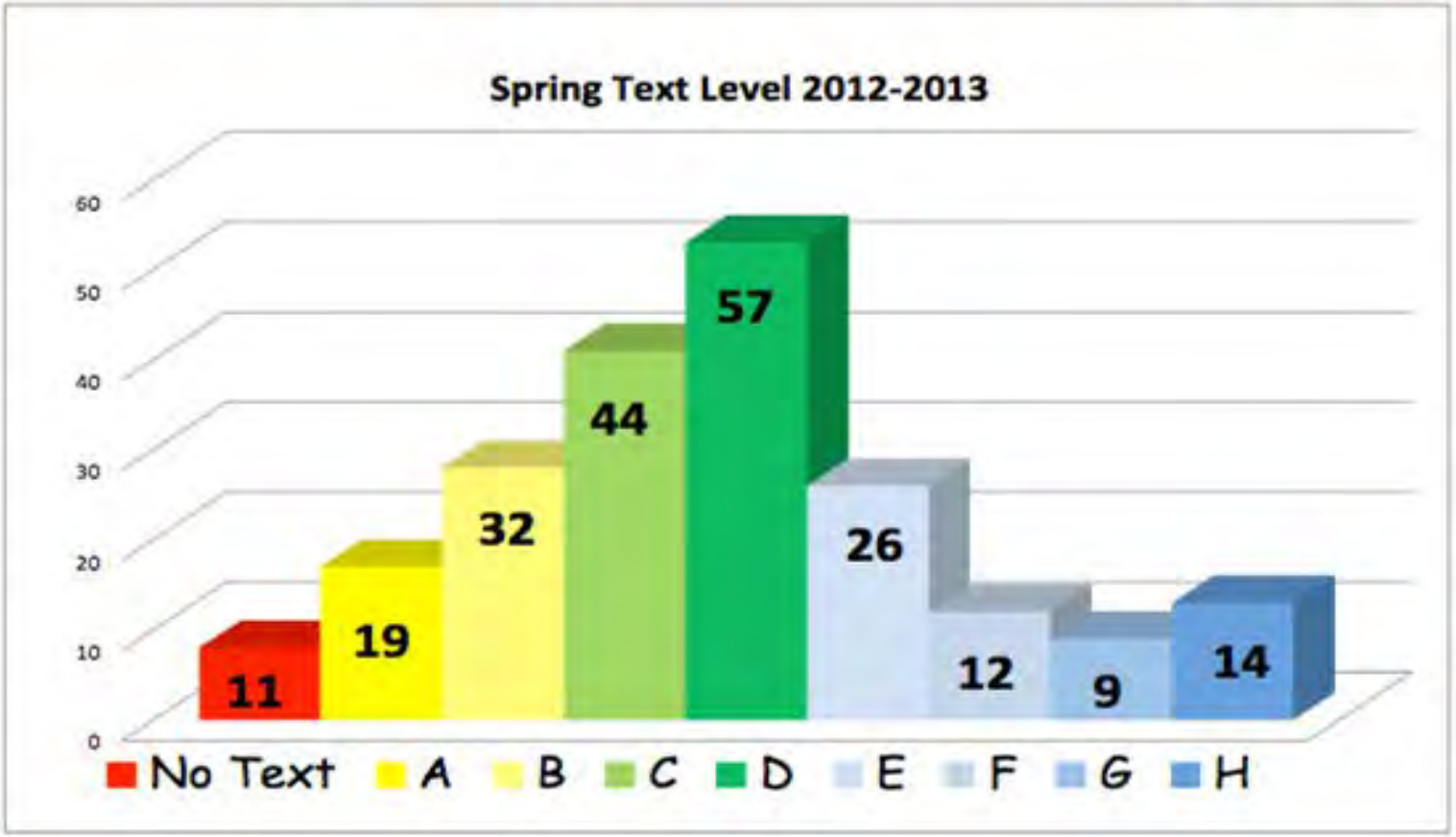
| Center | Scenario | Roles and Actions | Props to make /Materials |
|---|---|---|---|
| Dramatic Play | | | |
| | | | |
| | | | |

# Positive Student Outcomes

Text Level Scores 2012-2013¶

¶

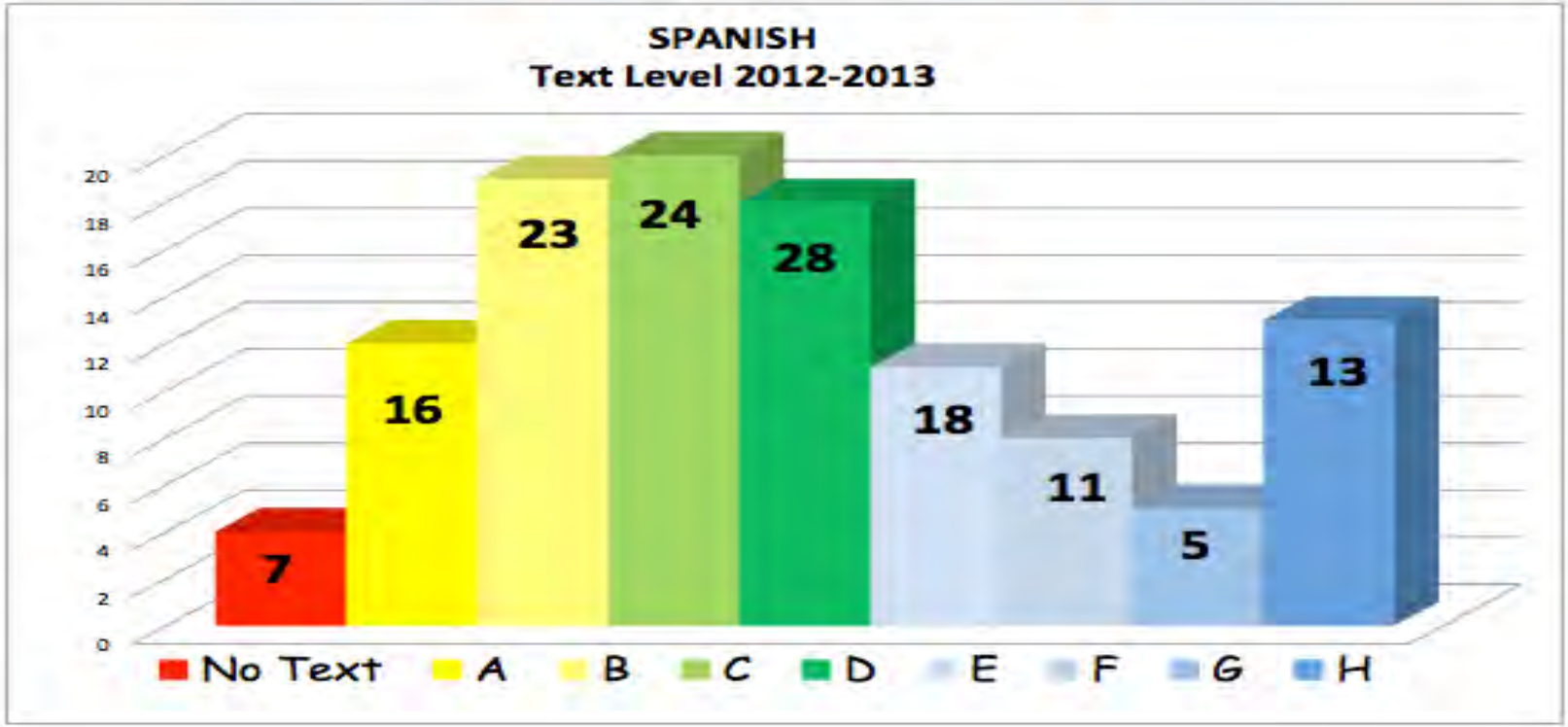
72% of FDK students reading at grade level for exiting kindergartners (C and above)¶

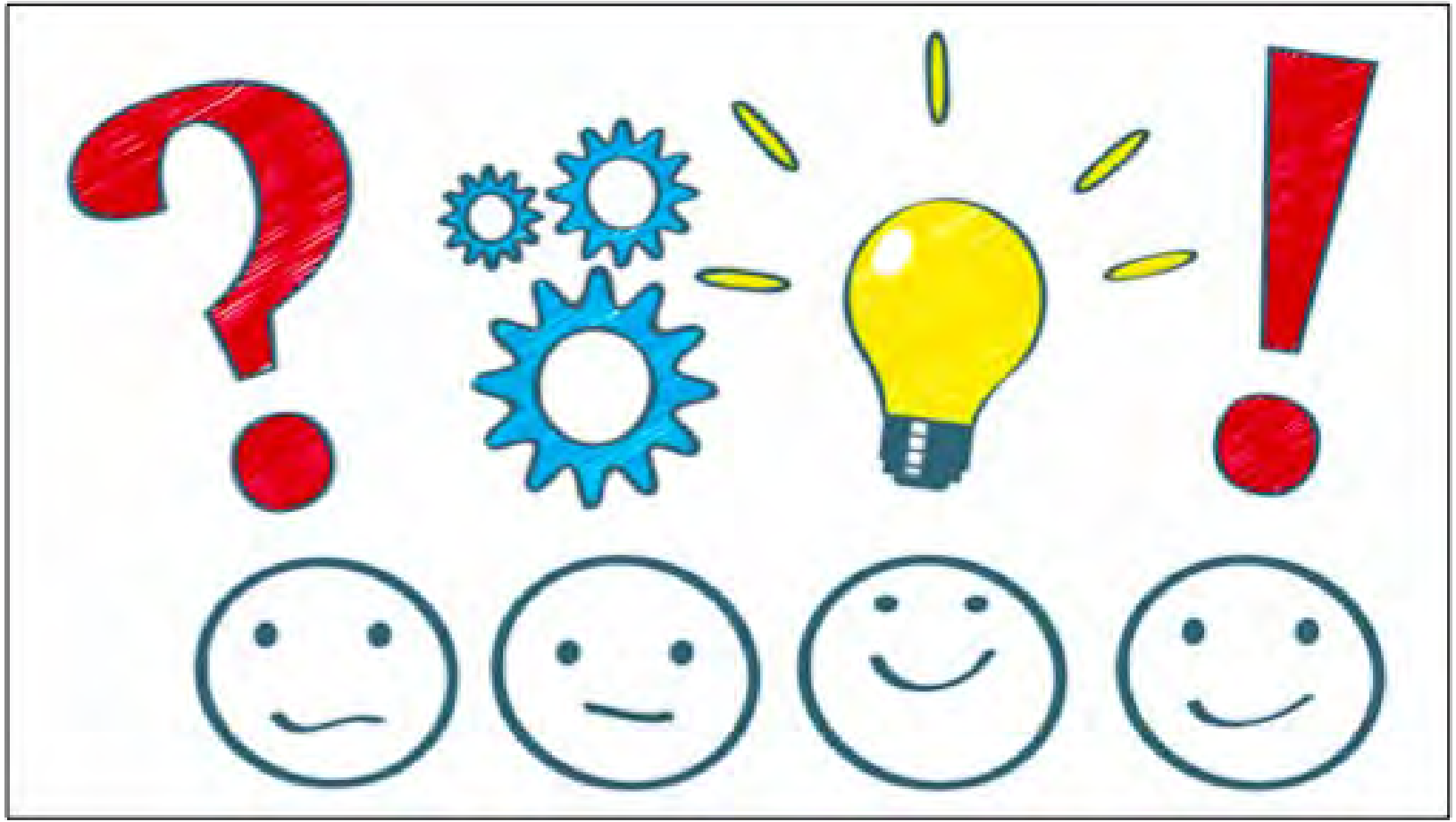


# Full Day Kindergarten Intervention (FDK)
## Text Level Scores 2012-2013

8% of Dual Language FDK students reading at grade level for exiting kindergartners (C and above)

* FDK Dual Language students entered naming 0 letters





Rate yourself on a scale of 1-5: 1= little knowledge, 3= somewhat implemented, 5= thoroughly implemented

| When Visiting a Classroom | The teacher is likely to... | The students are likely to... | Self Rating | My Next Steps |
|---|---|---|---|---|
| **Learning Centers**<br><br>(Literacy, Math) | • Guide small groups in oral language, reading, math (1a, 1e, 2c)<br>• Collect data on student levels (1f)<br>• Teach the students the tasks in the center, providing visual models, center signs, flowcharts as needed (2e)<br>• Have intentionally planned the center tasks to be integrated with the current unit of study/theme (1e, 2b)<br>• Have set up hands-on, minds-on, meaningful activities and not worksheets (3c)<br>• Provide visual reminds of strategies that have been taught and remind students to use them (2a)<br>• Provide extension activities to support all students (3c) | • Be cognitively busy in meaningful activities (2b)<br>• Monitor and support each other in completing literacy activity with limited support from the teacher (2c)<br>• Explain what they are learning (3a)<br>• Explain concepts to their peers and suggest strategies (3a)<br>• Explore related materials if they complete a center task (3c) | | |
| **Choice Centers** | • Model and encourage problem solving, releasing responsibility to students to solve problems (3c)<br>• Have frequent conversation with students, inquiring about their interests (2a)<br>• Ask students to reflect on and evaluate their work (2b) | • Choose which center they will work at, following their interests (1e, 2b)<br>• Have reciprocal conversations with peers (2d) | | |

# Wrap-up: Self Evaluation

As a result of this workshop, how competent do you feel in scaffolding a child's play, based on their current level?

1. Not competent
3. Somewhat competent
5. Very competent

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play
is the highest
kind of
research.
Albert Einstein
HOMEGROWN FRIENDS