

Purposeful Planning for Play



Sandra Watkins and Oki Ragins
MDE OEC Coaches

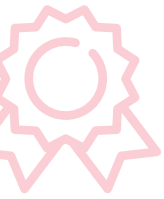
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MISSISSIPPI
DEPARTMENT OF
EDUCATION

Office of Early Childhood





1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

6



VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

- To increase the teacher's knowledge about play and its benefits in the early childhood classroom
- To guide the teacher in understanding the importance of **intentionally planning** a learning environment in which the children can engage in meaningful and purposeful play for extended periods of time
- To help teacher understand how to promote true, meaningful, extended conversations with children throughout the classroom
- To increase the teacher's understanding of open-ended questions and prompts



Developmentally Appropriate Practice



Using your own descriptive words, please define what DAP in Pre-K looks like to you?



- Play, along with the basic needs of nutrition, health, shelter and education, is vital to develop the potential of all children
- Play is communication and expression, combining thought and action; it gives satisfaction and a feeling of achievement



- Play is instinctive, voluntary, and **spontaneous**
- Play helps children develop physically, mentally, emotionally and socially
- Play is a means of learning to live, not a mere passing of time



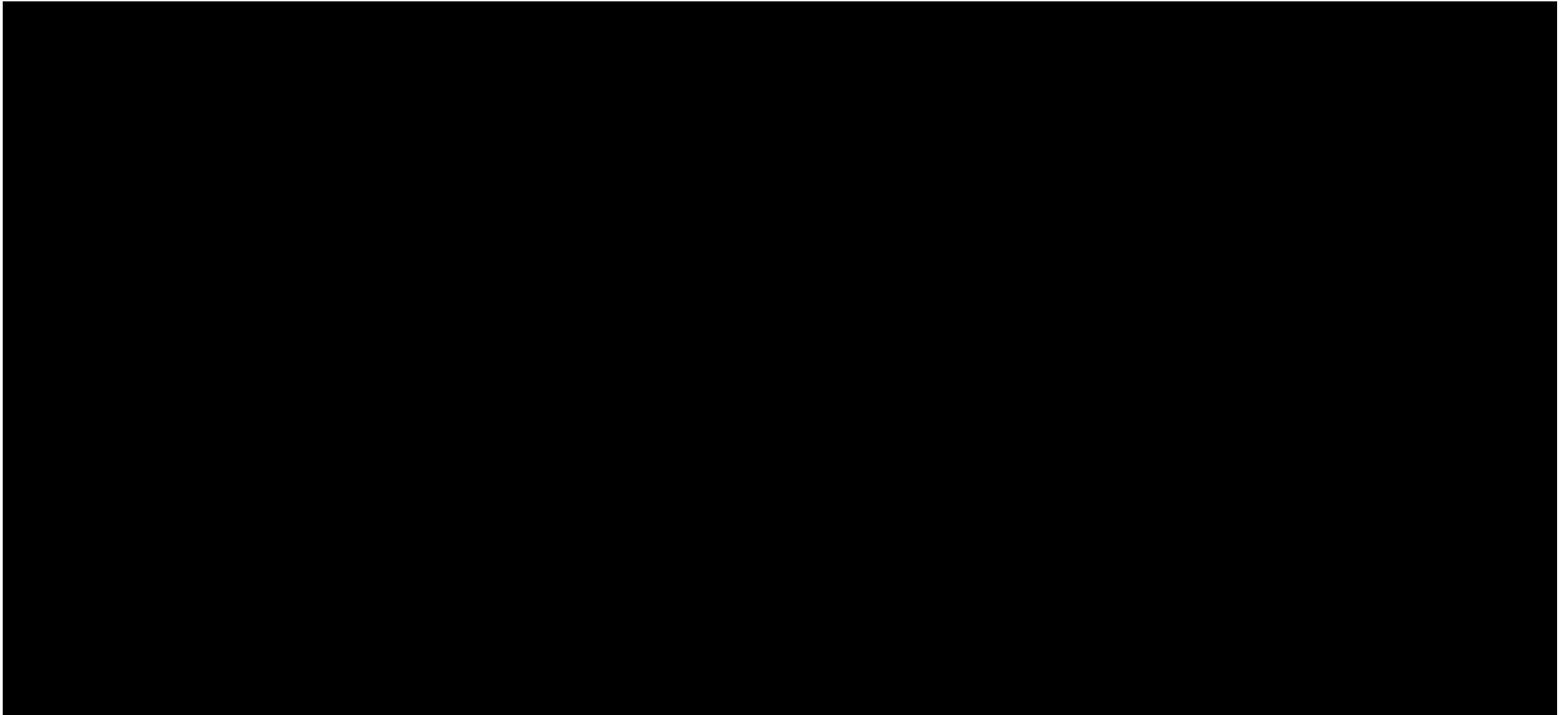
- Children make their own decisions
- Children are intrinsically motivated
- Children become immersed in the moment
- Play is **spontaneous**, not scripted
- Play is enjoyable

- Safe, responsive, and nurturing environments are an important part of supporting the learning and development of children
- **Environmental practices** refer to aspects of the space, materials, equipment, routines, and activities that teachers can **intentionally** alter to support each child's learning across **developmental domains**



- Professional attitude
- Build a strong foundation together
- Define a classroom vision together
- Teamwork makes it all work
- Define your roles and responsibilities
- Model appropriate interactions and expectations





- Support responsive caregiving
- Foster **independence** and feelings of competence in young children
- Encourage staff efficiency and **flexibility**
- Promote children's **engagement**
- Decrease challenging **behavior**
- Facilitate appropriate social **interactions** among children
- Provide **structure** and **predictability**



Components of Early Childhood Environments	Definition
Physical Environment	The overall design and layout of a room, including its learning centers, materials, and furnishings
Social Environment	The interactions that occur within the classroom between peers , teachers , and family members
Temporal Environment	The timing, sequence, and length of routines and activities that take place throughout the day





Teachers should design the environment by **organizing** its spaces, furnishings, and materials to maximize the **learning opportunities** and the **engagement** of every child.



- Design areas with spaces for independent play, small group play or community play
- Establish clear boundaries
- Consider the location of centers
- Consider the number and size of centers
- Create cozy, private, safe spaces



Examples of Developmentally Appropriate Centers

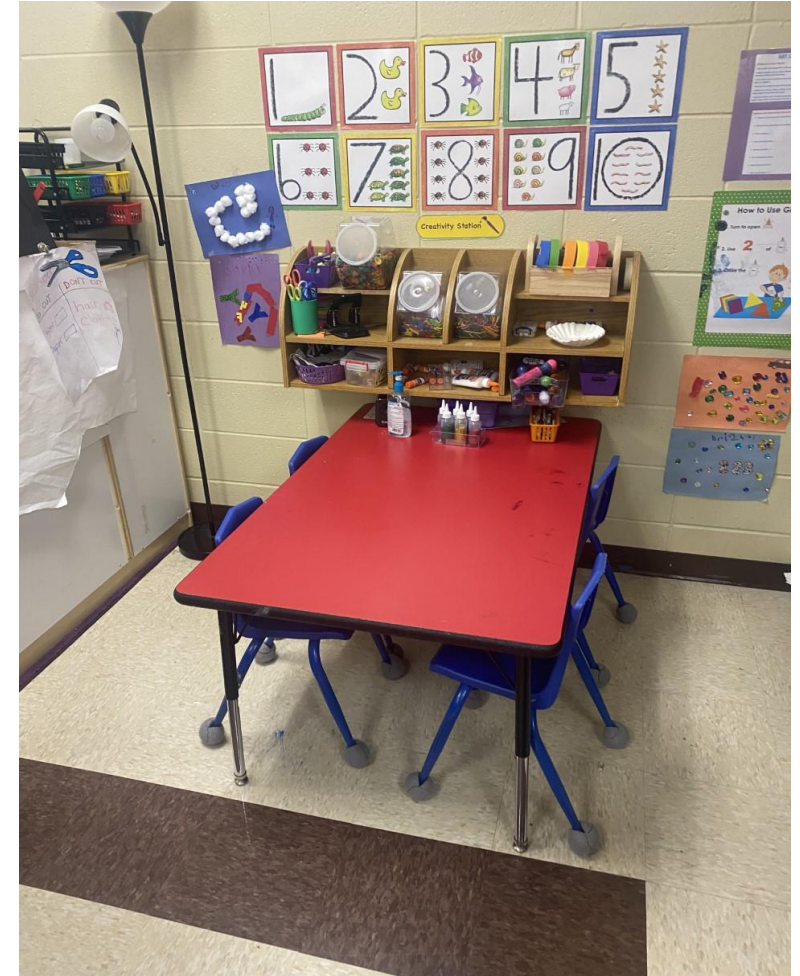
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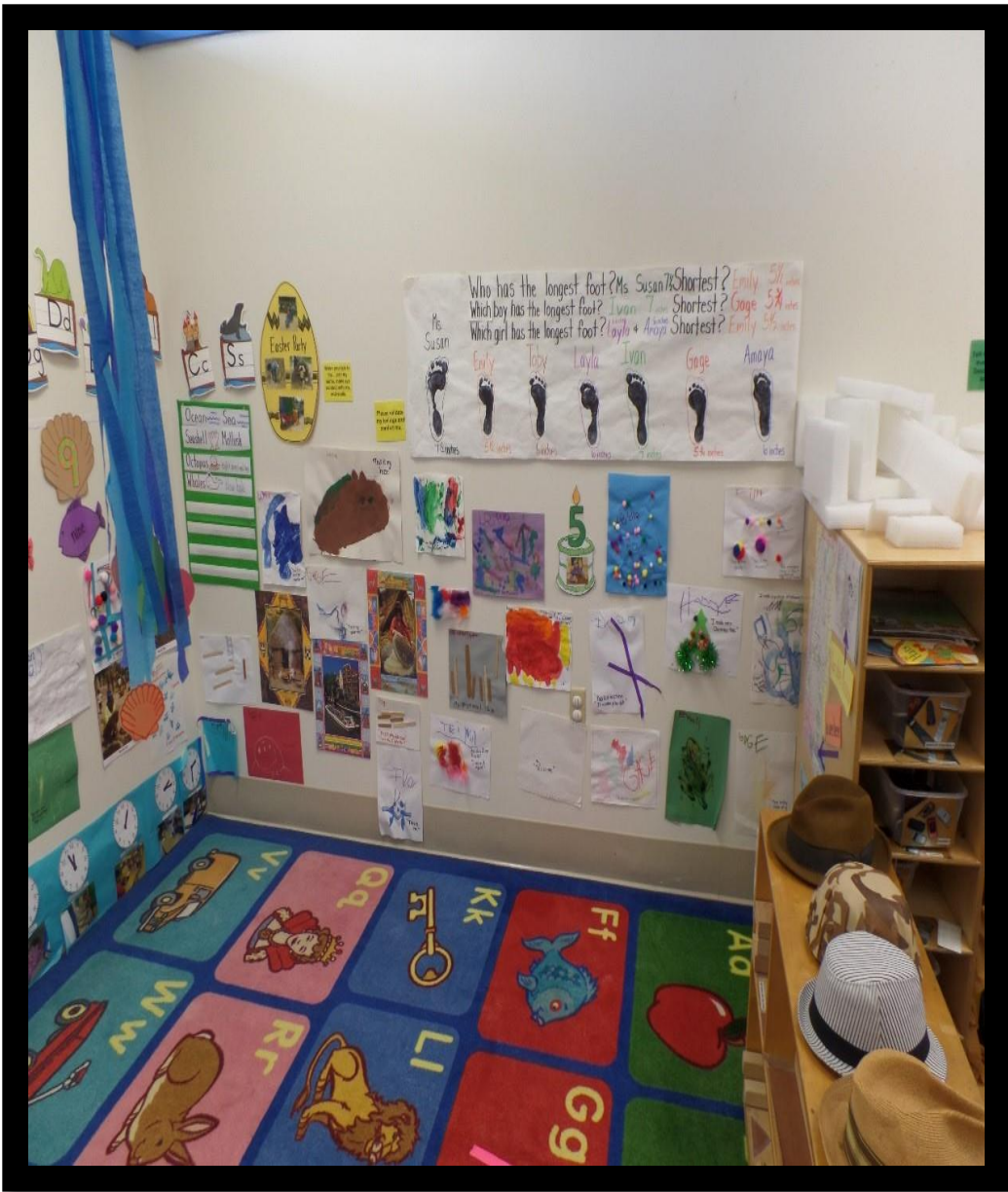


- Organizing materials
- Providing ample materials
- Centers prepared, fully stocked
- Providing safe, developmentally appropriate materials
- Rotating materials to promote children's **interest**





Design and Display of Visual Materials 19



- Displaying children's work
- Posting visuals at the eye-level of children
- Displaying culturally diverse materials
- Labeling centers and materials
- Family pictures





Tips to help Prevent Challenging Behavior

(Physical Environment)

21

- Minimize large open spaces in which children can run
- Provide enough materials within the centers so that children do not have to compete for them
- Use visual and environmental cues that provide children with **clear instructions**





- Create a parent communication board
- Request **family pictures**
- Ask families to provide resources
- Ensure the diversity of families





A well-designed social environment helps foster positive peer relationships, creates **positive interactions** between adults and children, and provides opportunities for adults to support children to achieve their social goals



- Make sure children have social opportunities
- Create activities that require children to work together and share materials
- Provide visual supports to promote social interaction and **independence**
- Model, encourage, and teach **positive social-interaction skills**
- Model, encourage, and **teach problem-solving skills**



- Take note of children's preferred activities
- Recognize that children may demonstrate **challenging behavior** during teacher-led activities that they find difficult, uninteresting, or overwhelming
- Assign classroom jobs or **responsibilities**
- Provide every child an opportunity to be a **leader** and a **helper**
- Make sure that every child has frequent **opportunities** to answer questions, make choices, or offer comments in a verbal or non-verbal way



Materials and Activities that Promote Interaction 26



- Limit the amount of materials so that children need to share to promote social interaction
- **Incorporate children's ideas** when planning
- **Plan** projects that can be done as groups or in pairs
- Provide toys—such as dolls and building blocks—that are likely to encourage social interaction



- Offer volunteer opportunities for families
- Provide social opportunities for families
- Invite families to share resources
- Collaborate with families
- Include families in brainstorming and planning



(Social Environment)

- Enlist the children's help in **generating the rules**
- Specific praise and encouragement
- Offer young children a break from a **challenging** activity when necessary and appropriate
- Use scripted stories
- Be **proactive** and teach social skills



Temporal Environment

29

8:30 - 9:00 Arrival and Centers		11:30 - 12:00 Lunch	
9:00 - 9:30 Outside (or gym)		12:30 - 1:30 Rest Time	
9:30 - 10:00 Small Groups (includes snack)		1:30 - 2:00 Quiet Activities	
10:00 - 11:00 Centers		2:00 - 2:15 Afternoon Snack Time	
11:00 - 11:30 Clean Up, Storytime Large Group		2:15 - 2:30 Pick Up/Dismissal	

- Temporal environment includes the schedule of activities
- **Predictable schedules** and **routines** create a sense of security
- Daily routines also help young children to say good-bye to parents and to feel safe and secure within a nurturing network of caregivers



- The temporal design of the classroom environment is also dependent on the type of program, the length of the program, and the age of the children in the program
- When designing the temporal environment, teachers should create schedules that meet the unique needs of their program, children, families, and staff
- Teachers should also keep in mind that every group of children has its own personality; what worked well one year might not work well the next

- Make sure that children have frequent opportunities for **movement**
- Use cool-down activities to help children to better transition between high-energy or exciting activities and lower-energy ones



Plan Effective Transitions 32



- Make sure to have clear signals for **transitioning** from one activity to another
- Establish rules about clean-up to encourage **autonomy**
- Be **prepared** for the children
- Limit the amount of time children spend waiting by making **transitions quick and efficient**



- Teach the daily routines and schedules and review them throughout the day
- **Clear expectations**
- Try to keep **routines consistent**, but prepare children for changes to the schedule should those changes become necessary
- Develop and post visual schedules



(Temporal Environment)

- Allow young children to take a break from **challenging** activities when necessary and appropriate
- Allow children to participate for **variable lengths of time** based on their developmental needs
- Create portable schedules that children can carry with them as visual reminders of the sequence of activities
- Make all transitions quick and efficient with a learning opportunity embedded



- Partner with families to create to a smooth transition for the child upon arrival and pick up from the classroom
- Understand the expectations that families have at home for their child
- Learn about the child's activities at home
- Share the classroom schedule and routines with families and be sure to communicate any change

Planning for a Language-Rich Play-Based Environment 36



- **Tune in**
- **Ask questions**
- **Lift language**
- **Keep it going**





- Frequent conversations
- Open-ended questions
- Repetition and extension
- Self- and parallel talk
- Advanced language



Tips for Meaningful Conversations with Children 39



- Facial Expressions
- Touch
- Gesture
- Tone of Voice
- Home Language



Questions? Comments?

41



Sandra Watkins and Oki Ragins

Early Childhood Coaches

Swatkins@mdek12.org

Oragins@mdek12.org

mdek12.org



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- <https://www.mdek12.org/EC>
- <https://www.naeyc.org/resources/topics/language>
- <https://iris.peabody.vanderbilt.edu>
- <https://teachstone.com>
- <https://coxcampus.org>
- <https://www.bpsearlylearning.org>
- *Dooley, Wilczenski, & Torem, 2001; Martens, Eckert, Bradley, & Ardoin, 1999)*