

Play is a powerful context for children’s learning and development. These videos provide some examples of the ways dramatic play centers can be intentionally implemented to promote children’s engagement and growth. The following table highlights some of the components included in each.



Video	Choosing a Topic/Theme	Initiating the Play Theme	Developing the Center	Selecting Materials/Props	Facilitating Play	Connecting to the ELDS	Teacher Reflections
Bakery <i>Preschool</i>	Literacy Connection Class read various adaptations of The Gingerbread Man	Read non-fiction book and had discussions with children about their personal experiences	Teachers created visual prompts to display and were intentional about their need to support children – assigned a teacher to be nearby	<ul style="list-style-type: none"> Assortment of real bakery tools: measuring cups, spoons, bowls Dress up clothes Play dough 	<ul style="list-style-type: none"> Facilitate children’s social interactions Make suggestions 	<ul style="list-style-type: none"> Social and Emotional Language and Literacy Social Studies Physical Development 	<ul style="list-style-type: none"> Supporting children’s self-regulation Role of the teacher Symbolic Thinking
Train Station <i>Preschool</i>	A child had a personal experience on a train	Class discussion where child shared her experience Virtual Field Trip	Children brainstormed ideas for what materials would be needed, then helped create props	<ul style="list-style-type: none"> Child-made props out of boxes, paper and cardboard tube Telephone Bags to pack for trip 	<ul style="list-style-type: none"> Engage with children as a play partner Observe Scaffold social interactions 	<ul style="list-style-type: none"> Social and Emotional Language and Literacy Mathematics Creative Arts 	<ul style="list-style-type: none"> Individual background knowledge Choosing a focus When to join play
Garden Center <i>Preschool</i>	Related to a long-term investigation on Nature	Experiences in outdoor garden Field Trip	Children brainstormed ideas for what materials would be needed, then helped create props and set up center	<ul style="list-style-type: none"> Child-made props including cash register, labels Real items – seed packets, gardening supplies Realistic props – plastic flowers 	<ul style="list-style-type: none"> Model center before children begin using it Observe Available to support when necessary 	<ul style="list-style-type: none"> Social and Emotional Language and Literacy Social Studies Creative Arts 	<ul style="list-style-type: none"> Teacher learning with children Community connections Use of modeling
We Can Clean, Too! <i>Toddlers</i>	Based on children’s interests in the context of their daily experiences	Include children in real experiences, then provide props for them to explore	Provide variety of materials to meet different developmental levels Duplicates of each item placed in a central location	<ul style="list-style-type: none"> Real plastic cleaning tools – buckets, dustpans, brushes Realistic toy vacuum cleaners (Children allowed to use materials throughout room) 	<ul style="list-style-type: none"> Support interactions Encourage and model language and use of materials 	<ul style="list-style-type: none"> Cognition Social and Emotional Language and Literacy Physical Development 	<ul style="list-style-type: none"> Follow children’s lead Support imaginative play Individualizing