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.

<table>
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<th>Video</th>
<th>Choosing a Topic/Theme</th>
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<th>Developing the Center</th>
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</table>
| Bakery Preschool             | Literacy Connection                                         | 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 | • Assortment of real bakery tools: measuring cups, spoons, bowls  
   • Dress up clothes  
   • Play dough | • Facilitate children’s social interactions  
   • Make suggestions | • Social and Emotional  
   • Language and Literacy  
   • Social Studies  
   • Physical Development | • Supporting children’s self-regulation  
   • Role of the teacher  
   • Symbolic Thinking |
| Train Station Preschool      | A child had a personal experience on a train               | Class discussion where child shared her experience | Children brainstormed ideas for what materials would be needed, then helped create props | • Child-made props out of boxes, paper and cardboard tube  
   • Telephone  
   • Bags to pack for trip | • Engage with children as a play partner  
   • Observe  
   • Scaffold social interactions | • Social and Emotional  
   • Language and Literacy  
   • Mathematics  
   • Creative Arts | • Individual background knowledge  
   • Choosing a focus  
   • When to join play |
| Garden Center Preschool      | Related to a long-term investigation on Nature              | Experiences in outdoor garden                      | Children brainstormed ideas for what materials would be needed, then helped create props and set up center | • Child-made props including cash register, labels  
   • Real items – seed packets, gardening supplies  
   • Realistic props – plastic flowers | • Model center before children begin using it  
   • Observe  
   • Available to support when necessary | • Social and Emotional  
   • Language and Literacy  
   • Social Studies  
   • Creative Arts | • Teacher learning with children  
   • Community connections  
   • Use of modeling |
| We Can Clean, Too! Toddlers  | 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 | • Real plastic cleaning tools – buckets, dustpans, brushes  
   • Realistic toy vacuum cleaners (Children allowed to use materials throughout room) | • Support interactions  
   • Encourage and model language and use of materials | • Cognition  
   • Social and Emotional  
   • Language and Literacy  
   • Physical Development | • Follow children’s lead  
   • Support imaginative play  
   • Individualizing |

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