



# Purposeful Play in Practice

This session will describe the characteristics of purposeful play.  
Participants will discuss practical strategies for integrating play  
into classroom instruction.

# Alignment to Learning Forward Standards

- The federal education law, Every Student Succeeds Act (ESSA), redefines professional development with a purposeful influence from Learning Forward.
- Learning Forward, a national association recognized as leaders in professional learning, has established [standards for professional learning](#) that set a high bar for quality learning experiences.
- This session aligns to the following standard(s):
  - ✓ Leadership **Professional learning that increases educator effectiveness and results for all students** requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
  - ✓ Resources **Professional learning that increases educator effectiveness and results for all students** requires prioritizing, monitoring, and coordinating resources for educator learning.
  - ✓ Learning Designs **Professional learning that increases educator effectiveness and results for all students** integrates theories, research, and models of human learning to achieve its intended outcomes.
  - ✓ Implementation **Professional learning that increases educator effectiveness and results for all students** applies research on change and sustains support for implementation of professional learning for long-term change.
  - ✓ Data Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
  - ✓ Outcomes Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
  - ✓ Learning Communities Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

# Time for Introductions...



Sharon Morgan

#OkEarlyEd



[sharon.morgan@sde.ok.gov](mailto:sharon.morgan@sde.ok.gov)



405.522.3241



405.209.3722



@jskamorg

# Session Goals

- Provide an overview of Purposeful Play
- Discuss barriers and solutions for implementing play in your classroom.
- Develop strategies for meeting the Oklahoma Academic Standards through play.

Save the Date!

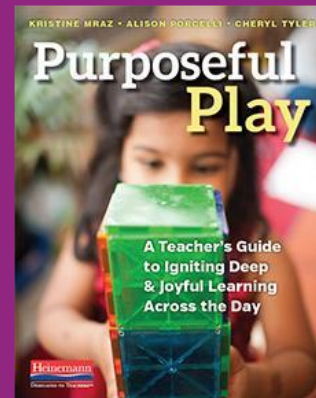
# 2018 Early Childhood Conference of Oklahoma

“Purposeful Play”

October 4 & 5

University of Oklahoma  
Norman, Oklahoma

Keynote Speaker:  
Kristi Mraz



# Let's talk about Purposeful Play





# What is Play?



“Something is play if you have **chosen** to do it, have the capacity to **pretend** and **change** as you go, and **enjoy** it for the most part...True play involves a certain amount of **safe risk.**”

(Mraz, porcelli, & Tyler, p. 13)

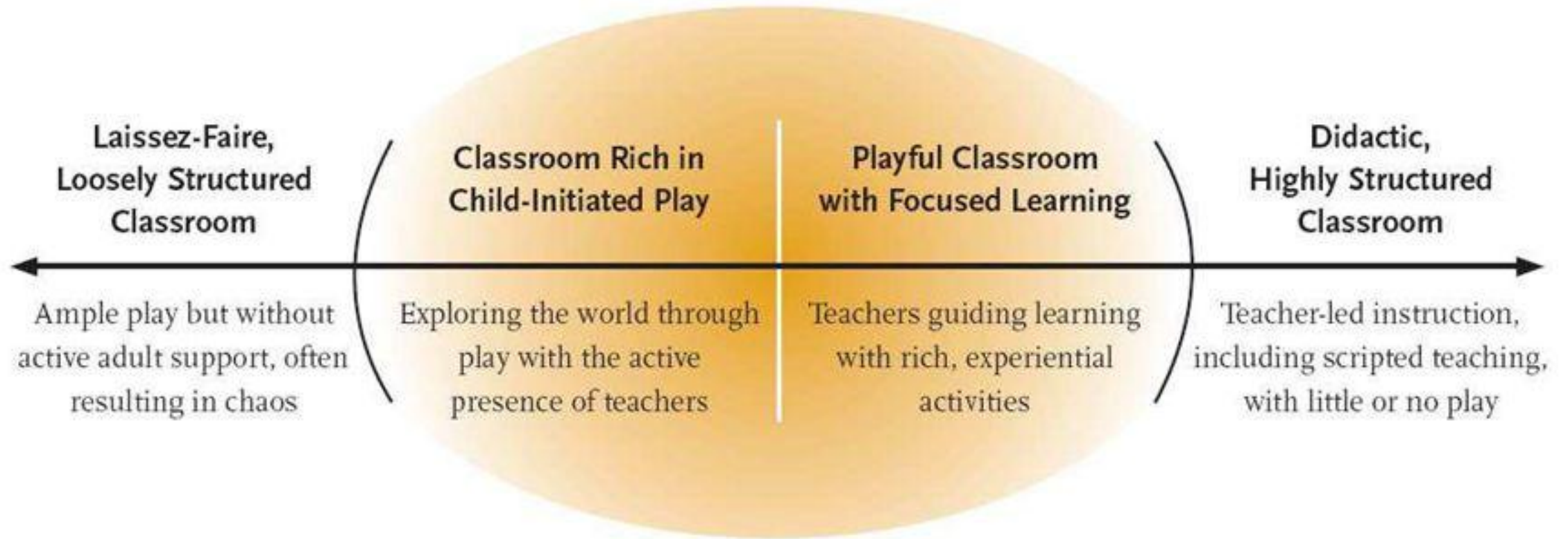
# Types of Play

- Games with Rules
- Fantasy Play
- Construction Play
- Rough and Tumble (Outdoor) Play





# The Pedagogical Continuum



What are the  
barriers to play  
in the  
classroom?



# How do I find time?

1. What times in the day are difficult to manage?
2. Are there routines that are not effective and could be changed?



# Making Rules that Work

Rules are Positive Statements	Rules should not be a list of “don’ts”. Statements such as “We will respect ourselves.”
Rules are Guidelines	Rules should be broad statements to create conversations for children to reason and self-regulate.
Rules mean Specific Action	Explicitly teach rules and then provide positive, ongoing feedback as needed.



# Creating a Space

In what ways can I...

- Have flexible seating options?
- Repurpose furniture to vary the work space in the room?
- Have a large space and a small, cozy space for play?
- Have materials easily available for children?

# Finding Choice for Children

- Seating: Floor, chair, standing
- Writing utensils: pen, pencil, colored pencil
- Group size: alone, partner, group
- Topic in writing
- Topic in reading
- Centers

# Materials

- Blocks
- Cardboard
- Paper
- Dress Up Items
- Art Materials
- Rocks
- Various Objects

Do you need materials?

Try asking for donations or visiting a local thrift shop.

**“Play allows multiple opportunities  
and modes to reach various  
standards.”**



**(Mraz, Porcelli, & Tyler, 2016, p. 5)**


























[illegible]

Name \_\_\_\_\_ # \_\_\_\_\_

# Magnet Experiment

Take out all of the items in the container. You are going to test if each object is magnetic. If the objects pulls towards the magnet than it is magnetic.

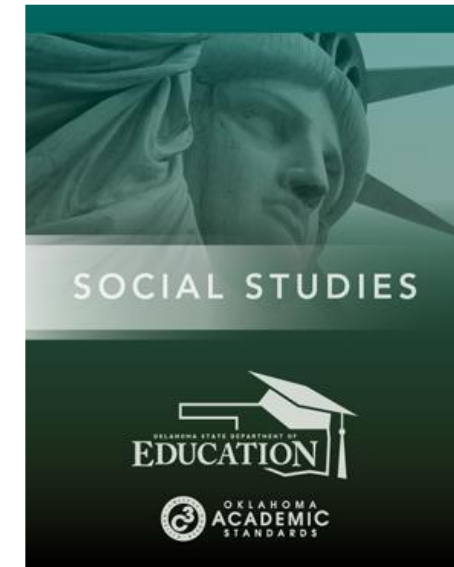
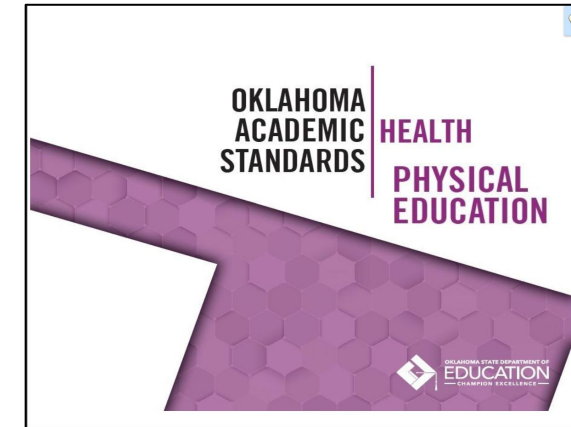
Are these items magnetic?

 refrigerator <u>yes</u>	<input type="checkbox"/> paper _____
 cotton t-shirt <u>no</u>	 thread _____
 toothpick _____	 pencil (Use your own) _____
 penny _____	chalk board (in the front of the room) _____
 plastic cup _____	white board (in the front of the room) _____
 safety pin _____	glass (Check the window) _____
 staples _____	 scissors (Use your own) _____
 rubber band _____	 screw _____
 bobby pin _____	 brass brads _____
 crayon _____	 fabric _____
 paper clips _____	 plastic button _____
 tack _____	 tin can _____
 aluminum foil _____	plastic figures _____
 nail _____	

12/1/1



# Meeting the Standards Through Play



# Meeting the Standards for Pre-K

ELA  
Reading

**PK.5.R.2** Students will recognize concrete objects as persons, places or things (i.e., nouns) with guidance and support

ELA  
Writing

**PK.2.W** Students will begin to express themselves through drawing, dictating, and emergent writing

Mathematics

**PK.A.1.1** Sort and group up to 5 objects into a set based upon characteristics such as color, size, and shape and explain verbally what the objects have in common.

Science

Use tools and materials to design and build a structure

Social Studies

Explain how various community people including police officers, firefighters, soldiers, school personnel, business professionals, and medical personnel impact his/her life



# Meeting the Standards for Kindergarten

ELA  
Reading

**K.2.R.3** Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text with guidance and support.

ELA  
Writing

**K.6.W.1** Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.

Mathematics

**K.GM.2.4** Compare the number of objects needed to fill two different containers.

Science

**K-ESS2-1** Use and share observations of local weather conditions to describe patterns over time.

Social Studies

Use words and phrases related to chronology and time to explain how things change including before/after, past/present/future, and today/tomorrow/yesterday



# Meeting the Standards for 1st

ELA  
Reading

**1.7.R.2** Students will explore and compare how ideas and topics are depicted in a variety of media and formats.

ELA  
Writing

**1.3.W.3** OPINION Students will express an opinion in writing about a topic and provide a reason to support the opinion with guidance and support.

Math

**1.N.4.1** Identifying pennies, nickels, dimes, and quarters by name and value.

Science

**1-ESS3-1** Communicate solutions that will reduce the impact of humans on land, water, air, and/or other living things in the environment.

Social  
Studies

Summarize the need for money, how money is earned, and how money and credit are used in order to meet needs and wants including the costs and benefits of spending and saving.

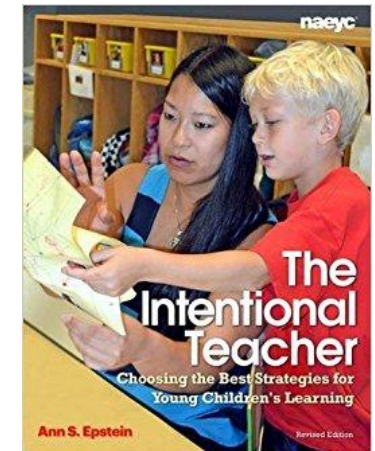
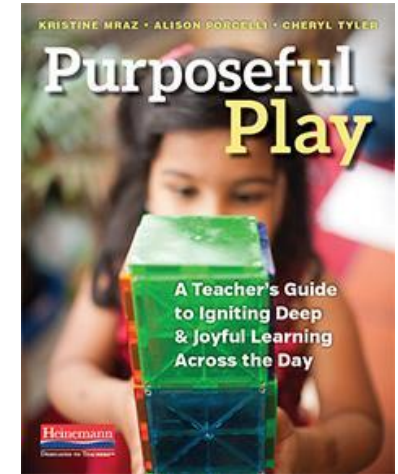
# Meeting the Standards for 2nd

ELA Reading	<b>2.6.R.2</b> Students will use graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text.
ELA Writing	<b>2.4.W.1</b> Students will use domain-appropriate vocabulary to communicate ideas in writing
Mathematics	<b>2.N.1.6</b> Use place value to compare and order whole numbers up to 1,000 using comparative language, numbers, and symbols
Science	<b>2-ESS2-2</b> Develop a model to represent the shapes and kind of land and bodies of water in an area.
Social Studies	Locate on a political map of the United States the state of Oklahoma and the six bordering states, and the major cities of Washington, D.C., New York City, Los Angeles, and Chicago.

# Resources

Mraz, K., Porcelli, A., & Tyler, C. (2016). ***Purposeful play: A teacher's guide to igniting deep and joyful learning across the day.*** Portsmouth, NH: Heinemann.

Epstein, A.S. (2014). ***The intentional teacher: Choosing the best strategies for young children's learning.*** Washington, DC: National Association for the Education of Young Children.

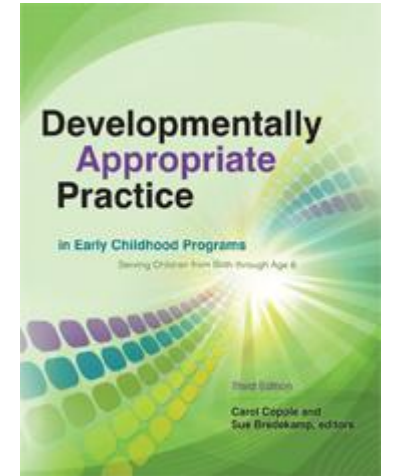


# Resources

National Association for the Education of Young Children  
(NAEYC)

Understanding Developmentally Appropriate Practice:

<https://www.naeyc.org/resources/topics/dap>



Academically Rigorous Developmentally Appropriate Practice

<https://www.naeyc.org/resources/pubs/yc/sep2015/helping-others-understand-academic-rigor>





# Resources

The High Quality Learning Project

<https://highqualityearlylearning.org/>

Find videos, guiding questions, and research about teaching that supports young learners from Pre-K to 2nd grade.