

## Child's Growth and Learning

**Domain:** Approaches to Learning

**Key Element:** Initiative and Curiosity

ACTIVITY	OBJECTIVES	MATERIALS
Dramatic Play Area	<p>Student will apply knowledge or experiences to a new context</p> <p>Student will make and interpret representation</p> <p>Student will show ability to adjust to new situations</p> <p>Student will take on pretend roles and situations</p>	<p>Dress up clothes for men and women/accessories like hats, shoes, boas, jewelry</p> <p>Pots, pans, dishes, and other kitchen equipment relevant to different cultures</p> <p>Dolls representing different ethnic groups with clothes and blankets</p> <p>Child-size broom and mop</p> <p>Telephones</p> <p>Pocketbooks/briefcases</p> <p>Plastic food, empty food boxes relevant to different cultures</p> <p>Calendars, memo pads, address book, phone book, pencils, cookbooks, message board</p> <p>Home-like touches such as curtains, a tablecloth, photographs, a small rug, plant</p>

### **Lesson Plan**

Near the Block Area, so materials can be shared and socio-dramatic play encouraged, teacher will create the play area defined by walls, shelves, and furniture to create a secluded area and separate spaces. Clothes will be hung on low hooks, stored on shelves and or hung on a pegboard. The set up should include familiar furniture: doll bed, child size stove, refrigerator, sink, chest of drawers, table and chairs, small couch, sink, ironing board and iron, doll carriage or stroller, high chair, and full-length mirror.

### **Guidance/Facilitation/Teacher Behaviors**

Teacher will maintain student's interest and support them in extending their ideas. Teacher will change the props and enhance the setting to incorporate new experiences and interests of children.

### **Procedure/Process/Expected Child Behaviors**

Children are most familiar with themes related to family life. They share common experiences and will extend themes to situations in activities they have participated within their community.

### **Extensions**

Expand dramatic play setting and props to include supermarket, post office, shoe store, office, fast food or restaurant, and beauty shop.

### **Evaluation**

Children at a beginning stage of dramatic play will depend on concrete and realistic objects. For older children, who are able to rely on their imaginations in their use of props, more open-ended materials can be used. Limit selection at first. More materials can be added as children request new materials. Students will begin to feel they are directing their own learning, building confidence as learners.