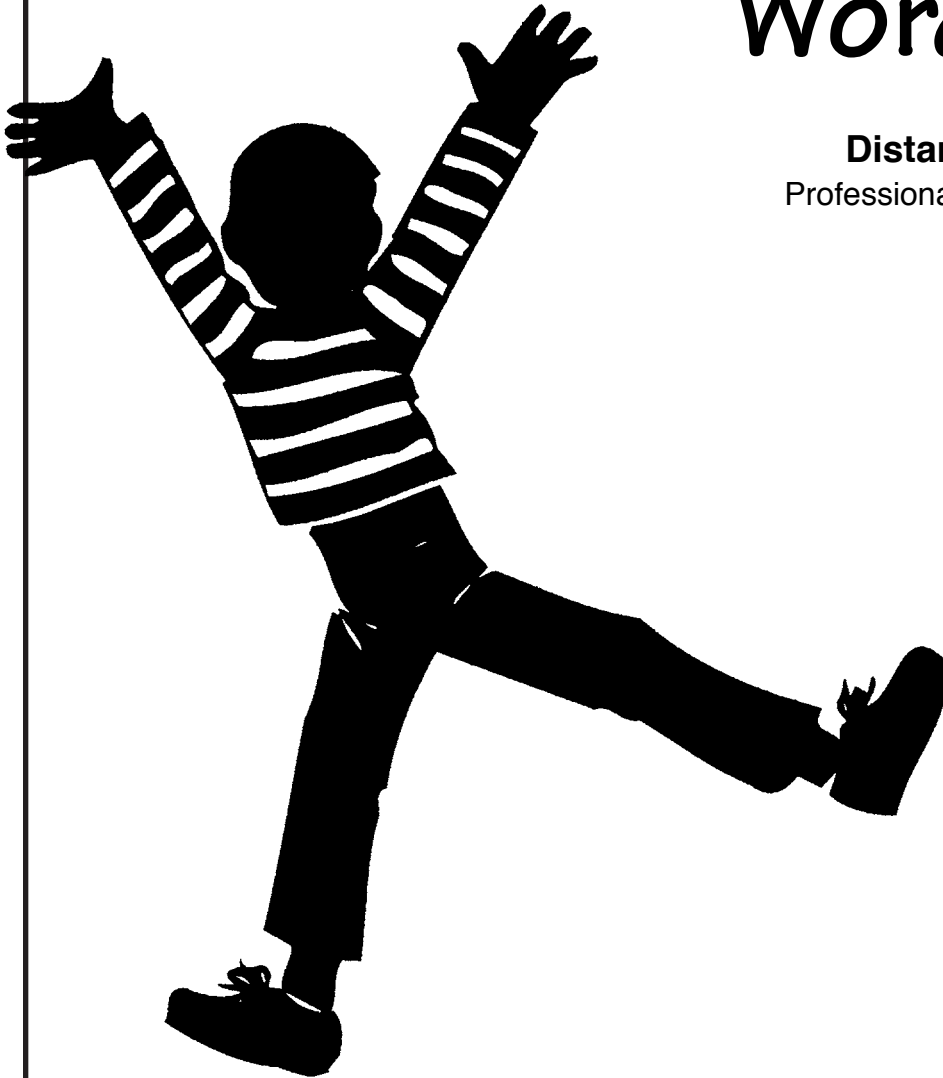




# A Good Four-Letter Word: PLAY

**Distance Education Lesson**  
Professional Development Code K1C1



This training was developed through cooperative efforts of the Pennsylvania Department of Public Welfare, Pennsylvania Pathways and the Pennsylvania State University, Better Kid Care Program. Funding provided by the Pennsylvania Department of Public Welfare, Office of Children, Youth and Families.

# A Good Four-Letter

Word: **PLAY**



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# Lesson Instructions

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1. Watch the instructional video.
2. Read the workbook.
  - Plan time each day to work on the assignments.
  - Set a goal to complete the Lesson in about 2 weeks.
3. Complete all colored assignment pages and forms.
4. **Tear out completed...**
  - Registration Form
  - Assignment pages
  - “Tell Us What You Think” Page
  - Free Distance Education Lesson Order Sheet (if ordering another Lesson)

**...and return in the enclosed envelope.**

*Or mail to:*

Penn State Better Kid Care  
Distance Education Program  
253 Easterly Parkway  
State College, PA 16801

5. Completed assignments will be checked and returned to you with a certificate of completion.

***Please note:***

Two training hours will be given for successful completion of this Distance Education Lesson.

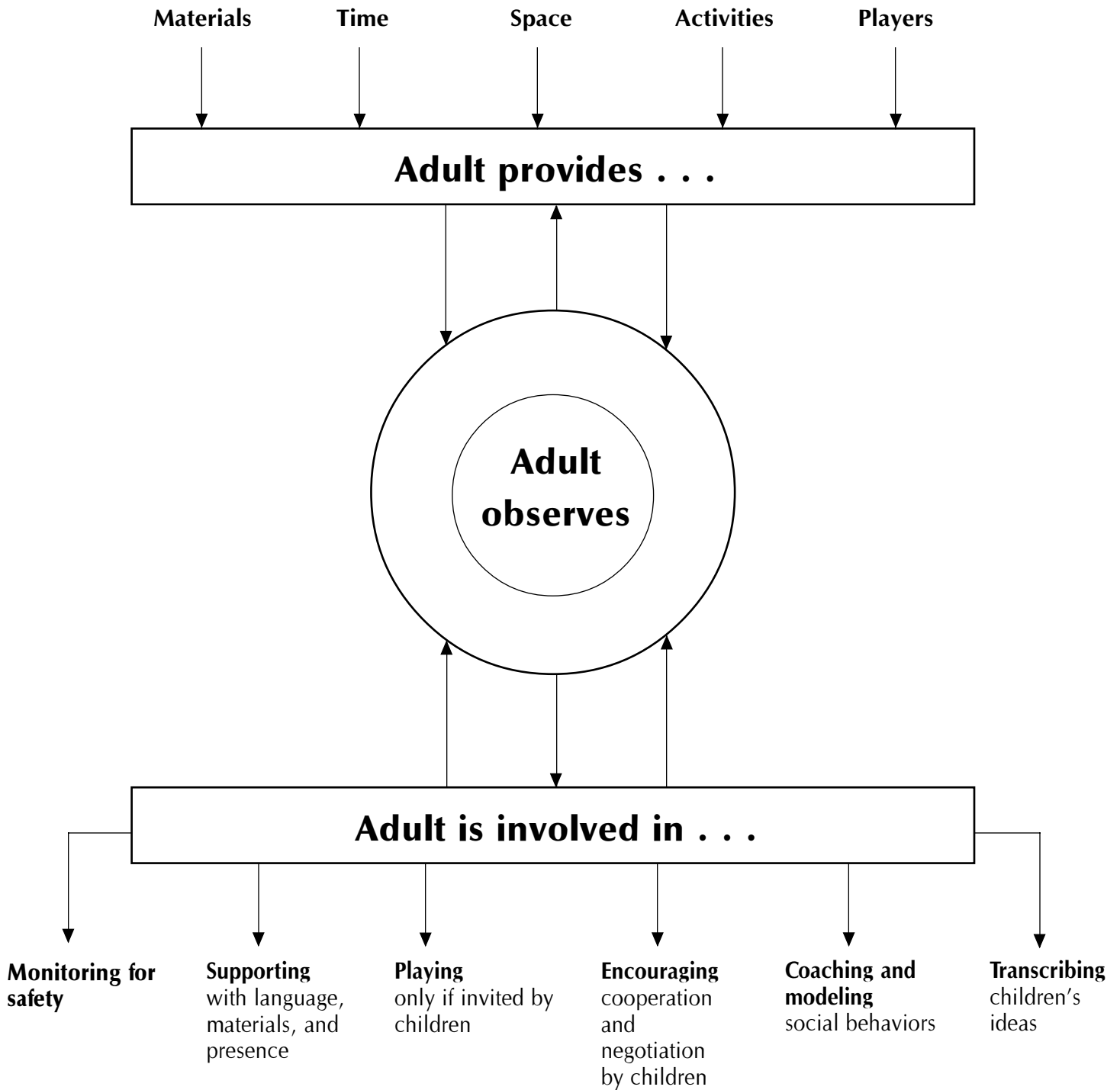
Completed assignments must arrive at the Penn State Better Kid Care office for processing at least six weeks before your license or registration renewal due date.

Incomplete assignments, copied assignments, and “does not apply” answers will be returned to you for completion before a certificate will be issued.

Do not return videotape. The video and workbook are yours to keep. You may share it with other child care providers, friends, and parents.

# Play of Young Children

## The Adult's Role



*Alice M. Meckley, Millersville University*

# Children play: Children Learn

**If a child is to develop competencies in reading, writing and mathematics, it is necessary to develop:**

- ☆ Visual memory
- ☆ Auditory memory
- ☆ Language acquisition
- ☆ Classification
- ☆ Hand-eye coordination
- ☆ Body image
- ☆ Spatial orientation

**In order to develop these abilities, a child needs experience with:**

- |                               |  |
|-------------------------------|--|
| ☆ Configurations              | ☆ Arranging objects in sequence                        |
| ☆ Figure-ground relationships | ☆ Shapes   |
| ☆ Classification              | ☆ Spatial relationships                                |
| ☆ Verbal communication        | ☆ Matching (shape, size, color)                        |
| ☆ Measurement                 | ☆ Whole-part relationships                             |
| ☆ Solving problems            | ☆ Organizing objects in ascending and descending order |

**These concepts and skills can be acquired as a child has time and space to initiate activities with such open-ended materials as:**

- |                |         |
|----------------|---------|
| ☆ Blocks       | ☆ Dough |
| ☆ Cubes        | ☆ Clay  |
| ☆ Pegs         | ☆ Water |
| ☆ Finger paint | ☆ Sand  |
| ☆ Brush paint  | ☆ Wood  |

Thus, the basic concepts and skills for reading, writing and mathematics are learned as children . . .

# 10 facts about children

---

- 1 They are active. They learn through using all of their senses. Plan multi-sensory activities that include movement. Young children become more fatigued by sitting than moving.
  - 2 They are noisy. They learn by talking and working in an active way. Plan hands-on activities that do not require being quiet and listening.
  - 3 They are observers. They learn through watching and modeling the behavior of other children and adults.
  - 4 They need to feel competent and capable. Learning how to do something well helps a child feel proud of his capabilities. Plan varied and creative activities that permit all children to be successful.
  - 5 They have their own ideas and “pretend” worlds. In play, children are in control of the actions and outcomes of their role. Plan for and encourage play by providing time, materials, and a supportive interpersonal environment.
  - 6 They are egocentric and social. Children learn through interaction with objects and people. Help children experience other points of view through language, modeling and cooperative activities.
  - 7 They are tender and young. They learn best in a caring, secure environment. They need patience, caring, consistency and security from adults. Give them adult support; they develop trust with this support.
  - 8 They are beginners. They learn through their mistakes. Be patient with them. Give them time to learn through errors and repetition.
  - 9 They are curious and inquisitive. They seek meaning and understanding through interests in their immediate surroundings and through important people in their lives. Pay attention to the interests and conversations of the children. Plan curriculum from children’s interests.
  - 10 They are different. Each child has a developmental timetable. They are learning at different levels; their learning levels may vary daily. Plan for individuals and small groups. Plan for difficult and easy activities. Provide opportunities for children to choose what they will do.
-

# Characteristics of Young Children's Learning

*Developmentally appropriate strategies should be based on knowledge of how young children learn.*

## **Children learn best if they are . . . active.**

Children must be actively involved in hands-on experiences to learn best. Children must use as many senses as possible, bodies moving, mouths moving, hands touching objects. Children learn less through listening (hearing another talking) than any other way.

## **Children learn best if they are . . . interacting.**

Children learn best if they are interacting with materials and interacting with children and adults. Children must have direct experiences with things. Children learn a great deal through social interactions with others.

## **Children learn best if they are doing something that is . . . meaningful and relevant.**

Children want to make sense of their world. What is relevant to children is what they know through their own experiences. Thinking is different in children and adults. Young children need real things to think about. For children and adults the words are the same but the meanings are different. The meaning of words for children are often related to objects that they can hold and touch. Adults can encourage children to share their ideas about what a certain word means.

## **Children learn best if their experiences are appropriate to their . . . individual needs.**

Each child is unique and different. Children have individual needs based on their learning style, development, and stresses caused by physical or emotional life events. Children have individual needs based on their culture, family, and societal circumstances. To learn best adults must be knowledgeable about each child and their needs.

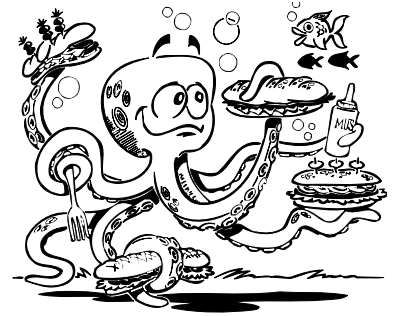
## **Children learn best if their experiences are appropriate to their . . . age.**

In each age period, young children have natural and important ways of learning. Tactile and messy activities are very important for 3 year olds who learn best through sensory ways. Peers and other children are very important to the social 4 year old. Language and words are very interesting to 5 year olds. Adults can read about child development periods and help children learn best age-appropriately.

## **Children learn best if they are having . . . fun.**

Children should be playing and choosing their own activities to have fun and learn.

# play with your food!!



## **I'm a Pizza!**

3 - 3 1/2 cups unsifted flour

4 tsp. sugar

2 Tbsp. soft margarine

1 1/4 cups very hot water (105 - 115°F)

1 package dry yeast

1 1/2 tsp. salt

*pizza sauce*

*decoration materials such as green, red, or yellow pepper strips, sliced olives (green or black), sliced mushrooms, peas, shredded cheese, tomato slices or wedges, chopped broccoli, etc.*

Adults and children should wash their hands. Have the children help measure and combine 1 cup flour, sugar, salt, and dry yeast in a large bowl. Mix thoroughly. Add margarine. Gradually pour the hot water into the dry ingredients. Beat two minutes. Add 1 cup of flour or enough to make a thick batter. Beat 2 or 3 minutes. Stir in enough additional flour to make a soft dough. Cover the bowl tightly with plastic wrap.

Let dough rise in a warm place for 45 - 60 minutes. Everyone should wash their hands again. Stir dough down, turn out onto a heavily floured surface. Flour the children's hands. Have them knead the dough until it is smooth.

Give each child some dough to flatten and shape into a person - including head, body, arms, legs, etc. Spread pizza sauce on the pizza dough. Let each child add decoration materials for clothes, hair, eyes, nose, etc.

Place pizza persons on a greased baking sheet and let rise (about 15 - 20 minutes). Preheat oven to 400°F. Bake 8 - 10 minutes or until golden brown.

*Variation:* Prepare the dough recipe above. Give the children pieces of dough to make pretzels, different shapes, or creatures. Bake as directed.

## **Peanut Butter Balls**

1/2 cup honey

1 cup dry milk solids

1 cup uncooked rolled oats

1/2 cup creamy peanut butter

1/2 cup raisins

Adults and children should wash their hands. Have the children help to measure and combine all the ingredients in a bowl. The mixture will be very stiff. Have the children knead by hand until it is well blended. Shape into small balls or roll into logs or other shapes.

**Do not use honey in beverages and uncooked foods for infants under the age of two years. Honey may contain botulism toxins.**

## **Mix 'em up Faces**

*two different kinds of bread (such as white, wheat, rye, oatmeal, etc.)*

*sandwich spread (such as soft cheese, peanut butter, egg salad, tuna salad, etc.)*

*decoration materials (such as raisins, celery slices, olive slices, radish slices, pieces of chopped tomato, slices of green yellow, or red pepper, mushroom slices, pieces of apple, grated cheese etc.)*

Adults and children should wash their hands. Slice all bread in half horizontally. Give each child two bread halves. Let the children spread a sandwich spread on each half of their bread. On the top half of the bread, have the children use the decoration materials to design the top half of a face, including eyes, nose, hair, etc. Have them design the lower part of a face on the bottom half of bread.

Place all the eye and nose halves on a serving tray in a line. Place all the mouth halves beneath the eye and nose halves to make mixed up faces. Have every child choose a top half and bottom half to eat for snack.

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# Today's Play . . . Tomorrow's Success!

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**Today's play** in early childhood is the best foundation for success in school. Play develops many skills that are necessary for children to learn to read and write and for success in math and science. Play also develops behaviors that help children learn all school subjects. This chart shows the **skill that children are learning** as they play and the ways that these skills help children develop into better school students. *This does not mean that preschoolers are ready to be taught to read and write.* It means that they are learning many of the things that will **lead to success in elementary school** by spending their time playing today.

## Today's play

*(examples of play)*

When children build with blocks, buildings, houses, cars, etc. . . .

## Helps preschool-age children learn

They are learning spatial relationships – learning to judge distance, space and size.

They are improving their visual memory – remembering what they see.

They are learning to achieve a self-selected goal – completing their own projects.

## Leads to elementary school success

Understanding spatial relationships helps children to succeed in math and science.

Visual memory is needed for learning to read.

Independent completion of tasks is very important for success in all school subjects.

When children put blocks away onto labeled shelves . . .

They are learning to match, classify and sort by shape and size.

Matching, classifying and sorting are important underlying skills for many types of learning, especially math and science.

When children play with small interlocking blocks . . .

They are improving their small muscle control – picking up and moving objects.

Good small muscle control is needed for learning to write.

When children work a puzzle . . .

They learn to stick to a job and complete it, and feel good about completing it.

Children who are persistent learners do better in all school subjects.

They are learning to make figure-ground discriminations – noticing the difference between the background and the picture.

Children need to make these type of distinctions to learn to recognize letters and to learn to read.

When children string beads . . .

They are improving their eye-hand coordination – their ability to use their eyes and hands together.

Eye-hand coordination is needed for learning to write.

When children mix two colors of paint to make another color

They are developing an understanding of cause and effect.

The foundation for science education is real-life experience with cause and effect.

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## Today's play

*(examples of play)*

When children draw a picture of the sun...

## Helps preschool-age children learn

They are learning to use pictures or symbols to represent their ideas.

When children pretend to write with markers and crayons...

They are learning directionality – the way that adults write across the page from left to right in English.

When children choose whatever they wish to do with art materials...

They are learning to make choices, to try out ideas, to plan and experiment.

When children play fireperson or other adult roles...

They are developing perspective-taking skills – the ability to think about the way others act, think and feel, and develop empathy and feelings for others.

They are learning to use symbols to represent something else – a block can become a firetruck.

When children play restaurant together or play grocery store together . . .

They are improving their language skills.

They are learning how to work together to overcome problems.

They are developing an understanding of social expectations and the attitudes of others, and they develop the ability to anticipate how to act in real-life situations.

When children play in water . . .

They are learning conservation of volume – that no matter what size or shape the container is, a specific amount of water will not change.

They test, experiment and guess what will happen.

When children play in wet and dry sand . . .

They observe first-hand the changes that water makes to sand, learning that combining things together can create new and different things.

## Leads to elementary school success

Understanding that letters and words are symbols, and practice with using symbols is needed for children to learn to read and write.

Understanding the directionality used in English gives children the background they need to make sense of reading and writing.

Children who are independent learners and who can try out their own ideas are better learners in all school subjects.

Children with perspective-taking skills understand that their teacher sees their work differently than they do. This skill is needed for children to make use of the feedback about their work from their teacher.

Learning to use symbols is what learning to read and write is all about.

Language skills underlie all learning in school.

Problem-solving skills help children to learn in every school subject.

Children become better at figuring out what is expected of them, academically and socially.

Conversation of volume is an important science concept.

This is the same process scientists use in research.

Observing changes when things are combined is just like many types of scientific experiments.

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# Characteristics of Play

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- 1. Play is child-chosen.**

Before children play, they have ideas about what they want to do and who they want to play with. As children start to play, they choose materials, activities and other players. Although children are in control of their own play, they must cooperate and negotiate with others to play together. Because children choose their play and playmates, they are usually successful. They feel satisfied and proud of their accomplishments. Within a child's own play, no one but the child is determining what is the right way or the wrong way because the child makes the rules for her play within the framework of what is acceptable at home or in school. If adults choose children's activities or assign children to play areas, children tell us this is work and not play. Children learn the most from play if it belongs to them.
- 2. Play is child-invented.**

Play is not only chosen by children but also invented by them. Children are always creating something new when they play whether it is a new construction or a new idea or group of ideas. Even though it may seem to an adult like the construction is not new because it may look just like another child's construction, to the child it is new because they tried and completed something that *they* have never done before. In play, children are the inventors and experimenters. In play, children take risks to try something they have never tried before or think an idea they have never thought before. Through play they are developing creativity and thinking skills.
- 3. Play is pretend but done *as if* the activity were real.**

Children learn a great deal in pretending with activities and ideas that are like real events but are not real. They develop understanding of cognitive, social and emotional concepts by playing with these concepts. They develop perspective about things through playing about them. Children use play to make sense of their world.
- 4. Play focuses on the doing (process not product).**

Play is a basic activity of childhood. The process of play is where the learning occurs. Communication is essential to play. For example, there is a relationship between language and play. In play children use more complex language than in conversations with adults. Children frequently make their first attempts at reading and writing when they are playing.
- 5. Play is done by the players (children) not the adults (caregivers, teachers or parents).**

Play is something children not only choose to do but prefer to do. Because children learn through the process of playing, they need plenty of time and materials and other players. Adults cannot plan children's play. Adults must plan for the children's play. Adults provide the proper environment, the support, the rules, the safety, so that children can reach the maximum learning from playing.
- 6. Play requires active involvement.**

Children's bodies and minds are active in play. Research tells us that the maximum learning occurs when children interact with materials and with others. Play is where the activity of childhood is occurring.
- 7. Play is fun.**

Play is fun and enjoyable because children choose their activities and playmates.



# PARENTS COUNT

## PRACTICAL TIPS FOR PARENTS



### Play and Toys

Toys are more than just fun for children. They are the tools for learning. Through toys, children learn about their world, themselves, and others. When children play with toys they build muscles and the skills to control their bodies, thinking skills, communication skills and they learn how to relate to others.

The foundation of all learning in math, reading and mathematics comes from play. Here are a few ways that toys are helping your child to grow and develop.

- When your child plays with blocks, your child is learning to figure out how things of different sizes and shapes can fit together. This is very good for developing later math skills .
- When your child plays with a pop-up toy he figures out how things work and learns about cause and effect. He

develops thinking skills.

- When your child plays ball, she builds muscle control and strength.
- When your child pretends to be a grown-up, he learns to cooperate with others. He builds imagination, creativity, and problem solving skills.
- When your child draws with crayons, she develops hand muscles needed for learning to write.

What can you do at home to help your child learn through play?

Remember that good toys are not necessarily expensive, and children do not need very many.

It's better to have a few toys that are really appropriate for your child than lots of toys.

### General Tips About Toys

#### *Pick Hands-on Toys*

Hands-on toys build eye-hand coordination, encourage ideas about how things work and foster cooperation and problem-solving. Blocks are a good example of a hands-on toy.

#### *Educational Toys*

The more a child can do with a toy, the more likely it is to be educational. For instance, play dough is a very educational toy because children can make anything they wish with it.

#### *Simple Toys*

Fancy electronic toys claim to be good for children's learning, but it is the simple toy that is best for children. Balls, art supplies (like crayons, markers and different size paper) play dough, and blocks are great simple toys for all ages.

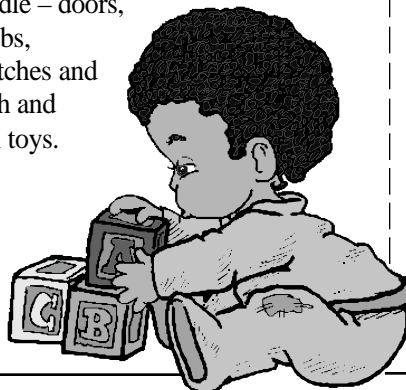
*Make wonderful toys from the things you have at home*

Empty boxes, pots and pans, plastic food containers, blankets and pillows, and recycled containers all make great toys.

Young children love to play with these household items.

#### *Good toy choices for young children*

- *Young infants* – Good toys for infants are those they can explore with their senses – rubber toys and safe rattles they can grasp, hold and mouth.
- *Older infants* – This age enjoys toys with big parts they can move or handle – doors, knobs, switches and push and pull toys.



- *Toddlers* – Toddlers need toys that encourage the development of physical skills and independence. Simple musical instruments, blocks, and riding toys are good choices for this age group.
- *Preschoolers* – Preschoolers enjoy pretend play. You can encourage this play by giving your child your old clothing, dolls, stuffed animals or by draping an old sheet or blanket over a small table.

Preschoolers also enjoy art experiences, coloring with crayons and cutting paper with safety scissors.

- *School-age Children* – Children of this age begin to enjoy games with rules – simple board games, card games and sports like soccer and basketball. Many other toys continue to be valuable for school-age children, such as art materials, blocks and music.

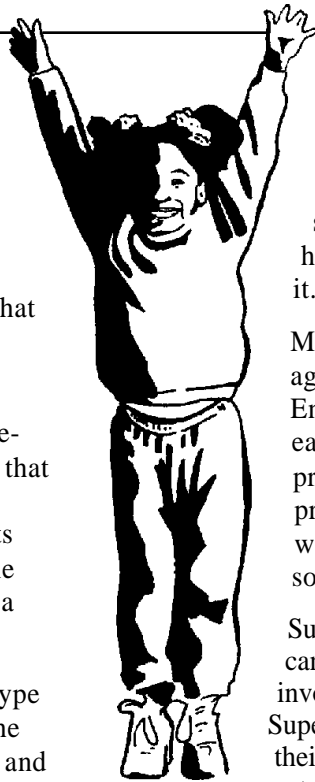
## Superhero Play

Remember as a kid how much fun it was to pretend to be a superhero, and be powerful enough to do anything that you wanted to do?

When children begin pretending to be superheroes, adults are worried that accidents will happen. Sometimes this play gets out of hand and someone gets hurt. What should a parent do?

Keep in mind that this type of play gives children the chance to feel powerful and show off their new physical abilities. Superhero play can help children feel strong and capable in their real life as well as in their pretend play.

At the same time children are learning a very negative message – to use violence to solve problems. When carefully supervised by adults, "superhero play" can help children improve their language skills, encourage creativity and teach them to work together to solve



problems. When children begin pretending they are superheroes, parents can help them make the most of it.

Make it clear that physical aggression is not acceptable. Encourage children to talk to each other when a play problem happens. This helps preschoolers learn to use words rather than fists to solve a problem.

Suggest ways that superheroes can be helpful that don't involve fighting bad guys. Superheroes can make use of their superpowers by rescuing cats from trees, taking sick

babies to the hospital and saving houses from fire. Superheroes are not "super" just because they are strong, but because they can be kind and helpful.

Point out the difference between movies, TV and real life. When you see actors pretend to fly from the top of buildings or jump up after being hit by a car, explain to your child that this is just pretend and that in real life people who do these things would get hurt.

Adapted from *The Early Years are the Learning Years*, National Association for the Education of Young Children

### ***He or she? Him or her?***

*Please note:* In this and all Better Kid Care publications we take turns referring to children as "he" or "she." When we use he or she, we include all children.

## Computer Play and Young Children: What Parents Should Know

Over the last 10 years computers have changed life in America.

Computers will become increasingly important in the lives of our children. Today, many parents are confused about computers and their children. Some want to expose their children to computer play to help them to learn about computers. Others are fearful that this exposure could harm their children's development.

Carefully supervise the use of the computer by young children. Parents must carefully select computer software and must monitor closely children who have access to the Internet. In order for the computer to be valuable and not harmful to young children, parents need to monitor the quality of the experience and the amount of time children are spending.

## Selecting Quality Computer Software for Young Children

Quality software is designed so that children will be active rather than passive users. Rather than just simply being a worksheet requiring memorizing, good software for children challenges them to think for themselves.

Software uses pictures and spoken instructions rather than written ones so that children can do things for themselves.

Good software is fun for children, engages their imagination and allows them to experience successes.

Contributors to this issue: Sheila Milnes

PENNSTATE



Cooperative Extension  
College of Agricultural Sciences

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University Park, PA 16802 • Telephone : 1-800-452-9108

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3/98



## Registration of Training Information

To receive a **Certificate of Completion** please complete the form below. Please print all information.

### 1. Participant Information

Name	
Address	
City	
State	ZIP
Phone Number (       )	
E-mail Address	
<i>Please note: Social Security Number and Date of Birth are required for official documentation of training received. All information is strictly confidential and will not be shared or sold.</i>	
Social Security Number	Date of Birth
<input type="text"/> <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> - <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
	Month                  Day                  Year

### 2. Training Information

Title of Distance Education Lesson	<b>A Good Four-Letter Word: PLAY</b>
1. Are you using this training to earn Continuing Education Units (CEU's)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, number of CEU's ..... (Call 1-800-452-9108 for more information)	
2. Are you using this training to earn Pennsylvania Act 48 (Continuing Professional Education Hours for certified educators)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Are you using this training to earn a CDA?	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Are you using this training to earn a specialized certificate?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, specify the certificate: <input type="checkbox"/> Director <input type="checkbox"/> Infant/Toddler <input type="checkbox"/> School Age <input type="checkbox"/> Home-based <input type="checkbox"/> Special Needs <input type="checkbox"/> Other .....	
5. Is this training part of any other series of sequenced training?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, have you completed the training? <input type="checkbox"/> Yes <input type="checkbox"/> No	

### 3. Place of Employment

Name or Name of Business	
Address	
City	
State	ZIP
Phone Number (       )	

# ASSIGNMENT 1

## A Good Four-Letter Word: Play

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_

### ASSIGNMENT #1 A Good Four-Letter Word: Play

Write down your daily schedule in the space below. A daily schedule is a list of the things that you do with the children on a daily basis from the time the first child arrives to the time the last child leaves.

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Children learn more from longer play times – at least 30 minutes and up to 2 hours before the quality drops off.

Take a careful look at your daily schedule. Do the children in your care have at least 30 minutes for play? If so, is this time planned, and for how long? If you don't have a long play time in your schedule, what changes can you make to give children more time to play?

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# ASSIGNMENT 2

## A Good Four-Letter Word: Play

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_

### ASSIGNMENT #2 A Good Four-Letter Word: Play

Carefully watch the children in your care while they are playing for at least 10 minutes.

Who is playing together? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What toys are they using? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe what the children are doing. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# ASSIGNMENT 2

## A Good Four-Letter Word: Play

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_

### ASSIGNMENT #2 A Good Four-Letter Word: Play (continued)

After you have observed the children's play, think about your role as play provider. What changes could you make to help this play? For example, after one caregiver noticed the children's interest in playing bears, she cut up a piece of fake fur into squares for the children to use for dress up , moved the table against the wall, and gave the children a tablecloth for a pretend picnic in the woods.

1. What objects or toys could you give to the children to use when they play?

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2. How could you change the space to make it better for this play?

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# ASSIGNMENT 2

## A Good Four-Letter Word: Play

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_

### ASSIGNMENT #2 A Good Four-Letter Word: Play (continued)

Pick two of the following areas: blocks, science/discovery, book corner, sand/water. What props or materials could you add that would be of interest to the children you observed playing? For example, you might add some plastic bears, rocks and sticks to the sand table, and books on bears could be added to the book corner.

Activity area #1

Name of activity area \_\_\_\_\_

Props you could add \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Activity area #2

Name of activity area \_\_\_\_\_

Props you could add \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# ASSIGNMENT 3

## A Good Four-Letter Word: Play

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_

### ASSIGNMENT #3 A Good Four-Letter Word: Play

After you have observed the children's play, what type of involvement do you think would be valuable for children's play? Look at the handout called "The Play of Young Children: The Adult's Role." At the bottom of this handout are six ways to be involved in children's play. Think of three new ways to become involved in the children's play.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# ASSIGNMENT 4

## A Good Four-Letter Word: Play

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_

### ASSIGNMENT #4 *A Good Four-Letter Word: Play*

Look at the chart titled “Children Play: Children Learn.” A parent has said to you, “All my child is doing here is playing. When is he learning?” Write down in your own words five things that children learn through play.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Tell Us What You Think...

Please check your responses to let us know what you think of this Lesson. Feel free to write additional comments on the back of this sheet.

Return this sheet with your assignment pages in the enclosed envelope.

**1. How useful was the information in the video to you and your child care business?**

- Very useful                       Little use
- Useful                                 Of no use
- Somewhat useful

**2. How useful was the information in the workbook to you and your child care business?**

- Very useful                       Little use
- Useful                                 Of no use
- Somewhat useful

**3. How did you learn about this Distance Education Lesson?**

- Read about it in the Caring for Kids newsletter
- Read about it in the The Provider newsletter
- From my local Cooperative Extension office
- Other, *please describe*

.....  
.....

**4. Which of the following statements best describes you?**

- I provide child care in my own home.
- I provide child care in someone else's home.
- I work in a day care center.
- I'm thinking about becoming a child care provider.
- Other, *please describe*

.....  
.....

**5. How long have you been a child care professional?**

.....

**6. What are the ages of the children in your care?**

*(Check all that apply)*

- Birth to 12 months                       4–5 years
- 13–24 months                               6–8 years
- 25–36 months                               9 years and over
- 3 years     Special needs

**7. What other child care topics or issues would you like to learn more about?**

.....  
.....  
.....

**8. Would you work on another Distance Education Lesson on a different subject?**

- Yes *(Please complete the order form on the next page)*     No    Why or why not? .....

.....

**Other comments** *(Please use the back of this page if necessary)*

.....  
.....  
.....  
.....

# **FREE** Distance Education Lesson Order Form

Send to: (Please print)

Name			
Address			
City			
State	ZIP	Phone (	)

Please check the next Lesson you would like to receive (Allow 2 weeks for delivery).

- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> LV-1<br><b>Family Child Care...<br/>it's a business</b>      | <input type="checkbox"/> LV-17<br><b>Snack-time...<br/>It's more Than Just<br/>Juice and Crackers</b> | <input type="checkbox"/> LV-27<br><b>Is Block Play Really<br/>Important?</b>   | <input type="checkbox"/> LV-36<br><b>Working with Wood —<br/>Kids Can Do It!</b>                               |
| <input type="checkbox"/> LV-4<br><b>How Safe Is Your<br/>Family Day Care Home?</b>    | <input type="checkbox"/> LV-18<br><b>Supporting Stressed<br/>Children</b>                             | <input type="checkbox"/> LV-28<br><b>How to Work<br/>With Problem Parents</b>  | <input type="checkbox"/> LV-37<br><b>Eating Times —<br/>the ups and downs</b>                                  |
| <input type="checkbox"/> LV-8<br><b>Kids In The Outdoors</b>                          | <input type="checkbox"/> LV-19<br><b>Using Art Materials</b>  | <input type="checkbox"/> LV-29<br><b>Junk Makes Great<br/>Learning Material</b>  | <input type="checkbox"/> LV-38<br><b>Pets in Child Care?</b>   |
| <input type="checkbox"/> LV-9<br><b>The "M" Show: Music,<br/>Movement, &amp; Math</b> | <input type="checkbox"/> LV-20<br><b>Behavior Is Contagious</b>                                       | <input type="checkbox"/> LV-30<br><b>Violence, Kids,<br/>Discipline, &amp; Keeping<br/>the Peace (Level 2 —<br/>Advanced Training)</b> | <input type="checkbox"/> LV-39<br><b>New Ways<br/>to Plan Activities<br/>(Level 2 —<br/>Advanced Training)</b> |
| <input type="checkbox"/> LV-10<br><b>Space Matters</b>                                | <input type="checkbox"/> LV-21<br><b>What's Normal develop-<br/>ment? What's Not?</b>                 | <input type="checkbox"/> LV-31<br><b>Active Kids<br/>are Learning Kids</b>   | <input type="checkbox"/> LV-40<br><b>Let's Celebrate!</b>  |
| <input type="checkbox"/> LV-11<br><b>Let's Play</b>                                   | <input type="checkbox"/> LV-22<br><b>Good Four Letter Word:<br/>PLAY</b>                              | <input type="checkbox"/> LV-32<br><b>Secrets of How to<br/>Get Parents Involved</b>  | <input type="checkbox"/> LV-41<br><b>Exciting Backyard<br/>Science Activities</b>                              |
| <input type="checkbox"/> LV-12<br><b>Let's Talk</b>                                   | <input type="checkbox"/> LV-23<br><b>Communicating<br/>With Children</b>                              | <input type="checkbox"/> LV-33<br><b>How to Make<br/>and Use Puppets</b>   | <input type="checkbox"/> LV-42 <b>New!</b><br><b>Secrets for Preventing<br/>Problem Behaviors</b>              |
| <input type="checkbox"/> LV-13<br><b>Caring For Infants And<br/>Toddlers</b>          | <input type="checkbox"/> LV-24<br><b>Learning to Read<br/>Before Six???</b>                           | <input type="checkbox"/> LV-34<br><b>What Does Brain<br/>Research Tell Us<br/>About Infant Care?</b>                                   | <input type="checkbox"/> LV-43 <b>New!</b><br><b>Music for<br/>the Non-Musical</b>                             |
| <input type="checkbox"/> LV-14<br><b>The Joy of Discipline</b>                        | <input type="checkbox"/> LV-25<br><b>Summertime Care</b>  | <input type="checkbox"/> LV-35<br><b>How to Take the Stress<br/>Out of Caregiving</b>  | <input type="checkbox"/> LV-44 <b>New!</b><br><b>The Ups and Downs<br/>of Outdoor Play</b>                     |
| <input type="checkbox"/> LV-15<br><b>Program Planning and<br/>Transitions</b>         | <input type="checkbox"/> LV-26<br><b>Believe it or Not...<br/>You Can Be a Storyteller</b>            |  | <input type="checkbox"/> LV-45 <b>New!</b><br><b>Toddlers:<br/>terrible or terrific?</b>                       |

Web-based lessons, workbooks, and videos are available at our website: [www.betterkidcare.psu.edu](http://www.betterkidcare.psu.edu).  
Return this sheet with your assignment pages in the enclosed envelope.

# Parent Discussion Questions

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If you plan to schedule a family night, here are some questions to spark discussion about the video among families.

1. Do you use tools yourself?
2. Do you wish you knew how to use tools better?
3. What experiences did you have with tools as a child?
4. Who does the minor repairs around your home?
5. What are your concerns about the safety of using tools?
6. Do you believe that using tools can be good for the development of young children?
7. Why is learning to use tools a valuable life skill for children?
8. What practical tips did you learn from the video about using tools with young children?
9. Do you think it is important to not worry about having your child make a finished product?
10. Did watching this video change your ideas about woodworking and young children?

# Group Discussion Questions

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In some cases, the video learn-at-home units are being used by a group of staff members in a child care center or group home. you may want to take advantage of this situation and facilitate a discussion on the topics raised in the video. The following questions can be used to spark discussion.

1. Do you use tools yourself?
2. Do you wish you knew how to use tools better?
3. What experiences did you have with tools as a child?
4. Who does the minor repairs around your home?
5. What are your concerns about the safety of using tools?
6. Do you believe that using tools can be good for the development of young children?
7. Why is learning to use tools a valuable life skill for children?
8. What practical tips did you learn from the video about using tools with young children?
9. Do you think it is important to not worry about having the children make a finished product?
10. How could you reassure others who thought it was not possible to use tools safely with young children?



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