



Play: Putting the Pieces Together



THE WORK OF PLAY

A WORKSHOP BY

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SONGS & RHYMES

Bananas

First we pick bananas, pick, pick bananas.
Then we peel bananas, peel, peel bananas.
The we bite bananas, bite, bite bananas.
Then we chew bananas, chew, chew bananas.
Then we swallow bananas, swallow bananas.
Then we go bananas, go, go bananas!

Two Little Dickey Birds

Two little dickey birds sitting on a cloud,
One named SOFT, the other named LOUD.
Fly away, SOFT, Fly away, LOUD.
Come back, SOFT, Come back, LOUD.
- *Barbara Cass-Beggs (adapted)*

Two Little Penguins

Two little penguins playing in the snow,
One named FAST, the other named S-L-O-W.
Waddle away, FAST, Waddle away, S-L-O-W.
Come back, FAST, Come back, S-L-O-W.
- *Regina Wade (adapted)*

Listen to the Water

Listen to the water, listen to the water, rolling down the river.
Listen to the water, listen to the water, rolling down the river.
Saw a bird by the waterside. Saw a bird by the waterside.
Saw a bird by the waterside. Oh, oh, by the waterside. Oh, oh, by the waterside.

Scarves Away

Scarves away, scarves away, put your scarves away today.
Scarves away, scarves away, put your scarves away today.

Hi. My name is Sew.

Hi. My name is Sew.
And I work in a button factory.
I've got a wife, and two kids.
Once day my boss said to me,
"Are you busy, Sew?" I said, "No."
"Then push this button for me."
- *Carolyn Feller Bauer*

Row, Row, Row Your Boat

Row, row, row your boat,
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream.
*(If you see a crocodile, don't forget to scream...
AHH!)*

Wind Oh Wind

Wind, oh wind, oh wind, I say.
What are you blowing away today?
Scarves, oh scarves, oh scarves, I say.
I am blowing the scarves away.
-*Barbara Cass-Beggs*

Throw Up the Animals, and Catch Them

Throw up the animals, and catch them. Turn around, turn around, 1, 2, 3.

Throw up the animals, and catch them. Turn around, turn around, 1, 2, 3.

Put them on your head, and walk around the room . Du, du, du, du, du... du, du, du, du, du, du, du.

Put them on your head, and walk around the room . Du, du, du, du, du... du, du, du, du, du, du, du.

Put them on your shoulders, put them on your nose.

Put the on your ears, put them on your toes. (*Name as many body parts as you want!*)

- *This is an adaptation of a Hap Palmer song called "Throw the Beanbag."* A video can be accessed at:
https://youtu.be/7g_KdERamZU

WAYS TO PLAY IN THE PUBLIC LIBRARY

Use books with a chorus – involves listening and responding

Sing a song about the sounds animals make while looking at illustrations – Recognizing that pictures (and words) have meanings

Shout out what is behind the flaps – build's self-confidence by showing you know the answer.

Model playing with a puzzle – persistence and spatial skills

Playing with blocks builds a multitude of skills

Play freeze games – practice listening and responding to "STOP"

Ignite imagination by inviting children to pretend to be a birthday cake ("what kind?"), birthday candles that melt when lit, and a birthday present ("What are you?").

Be a media mentor by modeling joint media engagement and recommending digital media review sites for parents.

Use signs to give parents words to encourage and scaffold their children

Create a temporary early literacy area for Children's Book Week based on a picture book.

Use soakers to help children build STEM skills and be exposed to the arts.

Play with colored scarves to ignite imagination and encourage dramatic play.

Sing!!!!!!



Playing with FLOAM encourages:

- | | |
|-------------------------|--------------------------------------|
| Problem Solving | Motor Planning |
| Position | Range of Motion |
| Visual Processing | Reaching |
| Finger Exploration | Visual Attention |
| Precision | Functional Finger Movement |
| Tactile Exploration | Manual Dexterity |
| Creativity | Cooperative Hand Movements |
| Imagination | Fine Motor Skills |
| Pincer Grasp | Sorting – Colors and Sizes |
| Bilateral Coordination | Finger and Hand Strength and Control |
| Eye-Hand Coordination | PLAY! |
| Wrist Rotation | |
| Part/Whole Relationship | |

Our FLOAM is from:

www.discountschoolsupply.com/foamdough

Tips for Child-Led Play

5 Minutes a Day:

- Schedule it in: you can even pick a time when it might be easy, like a few minutes during bath-time.
- If it feels like work, try again later.

Safety First:

- Take the child's lead when you can, but always take control if they need you to help them be safe.

Set Up the Environment for Success:

- Clear the space of distractions.
- You can even put the toys in a box so the child is curious and wants to play with what's inside.

Picking the Toys:

- Pick one that your child is okay sharing with others.
- Get your own toy if possible.

Show Interest In What Your Child is Interested In:

- Doesn't it feel great when someone is interested in what you like?

Body Language:

- Sit face to face with your child.
- Be their mirror by copying what they are doing.
- Smile!

Language and Communication:

- Be the sports announcer to their play.
- Try to minimize demands. Remember, your child is in the lead!
- Use a tone that is excited and animated.

Most Importantly: Have Fun and Enjoy Yourself!

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RECOMMENDED ONLINE RESOURCES:

ALSC and LEGO® DUPLO® Present Read! Build! Play! Librarian Toolkit at
http://www.ala.org/alsc/sites/ala.org.alsc/files/content/Read-Build-Play_Librarian-Toolkit.pdf

Sugra Mitra's TED Talk: The child driven education up until 4:32 at:
http://www.ted.com/talks/sugata_mitra_the_child_driven_education.html

Why Kids — and Workers — Need to Get Their Hands Dirty by Dorothy Leonard and Tim Bridges. Harvard Business Review Blog Network 2:00 PM October 9, 2013.
<http://blogs.hbr.org/2013/10/why-kids-and-workers-need-to-get-their-hands-dirty/>

How a Radical New Teaching Method Could Unleash a Generation of Geniuses by Joshua Davis. Wired.com 6:30 AM October 15, 2013.
<http://www.wired.com/business/2013/10/free-thinkers/>

Read the NAEYC position statement on technology: Joint position statement of the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College, "Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8." (NAEtech)
http://www.naeyc.org/files/naeyc/file/positions/PS_technology_WEB2.pdf

The ALSC White Paper on "Media Mentorship in Libraries Serving Youth."
http://www.ala.org/alsc/sites/ala.org.alsc/files/content/2015%20ALSC%20White%20Paper_FINAL.pdf

"What Young Children Learn Through Play." North Dakota State University Extension Services, Fargo, North Dakota, Sept. 2009.
<http://www.ag.ndsu.edu/pubs/yf/famsci/fs1430.pdf>

"Assessing and Scaffolding Make- Believe" at
http://www.naeyc.org/files/yc/file/201201/Leong_Make_Believe_Play_Jan2012.pdf

"We Play Here! Bringing the Power of Play Into Children's Libraries." By Betsy Diamant-Cohen, Tess Prendergast, Christy Estrovitz, Carrie Banks, and Kim Van der Veen. *Children and Libraries* 10:1 (2012): 3-10, 52.
<http://burgeongroup.com/burgeonpublication1.pdf>

Environments that Inspire compiled by Susan Friedman
<http://www.naeyc.org/files/yc/file/200505/04Friedman.pdf>

Dr. Stuart Brown's Ted Talk: "Play is more than just fun: it's vital." May, 2008.
https://www.ted.com/talks/stuart_brown_says_play_is_more_than_fun_it_s_vital

EXPLORE THESE WEBSITES:

The Strong (formerly The Strong Museum) is an unparalleled, collections-based educational institution in Rochester, New York devoted to the study and exploration of play.

<http://www.thestrong.org/>

The National Institute for Play believes that as play is woven into the fabric of social practices, personal health, and relationships, the education provided to children and the capacity of corporations to innovate will dramatically transform.

<http://www.nifplay.org/>

The Alliance for Childhood promotes policies and practices that support children's healthy development, love of learning, and joy in living. Their public education campaigns bring to light both the promise and the vulnerability of childhood. They act for the sake of children and for a more just, democratic, and ecologically responsible future.

<http://www.allianceforchildhood.org/>

KaBOOM! is a national non-profit that envisions a great place to play within walking distance of every child in America.

<http://kaboom.org/>

Use of technology: <http://childrensacademyonline.net/wp-content/uploads/2013/01/Fred-Rogers-Institute-Children-and-Media.pdf>

Carissa Christner's Blog about the Wild Rumpus Summer Reading play in the park that strengthened writing, reading, and both written and verbal communication skills:

<http://librarymakers.blogspot.com/2016/06/let-wild-rumpus-start.html>

AnjiPlay brings children into "minimally-structured, open-ended environments that allow them to explore, imagine and create".: <http://www.anjiply.com/home/>

Recommended App Review Sites

www.common sense media.org

<http://digital-storytime.com>

RESOURCES:

- Andersen, Charlotte. "Blocks: A Versatile Learning Tool for Yesterday, Today, and Tomorrow." *Spotlight on Teaching Preschoolers 2*, National Association for the Education of Young Children, 2010, p. 24-27.
- Arnold, Johann Christoph. *Endangered: Your Child in a Hostile World*. New York: Plough Publishing, 2000.
Advice and anecdotes make this book a powerful parenting guide that reassures parents who are worried they are not doing enough for their children. Reasons and examples regarding the importance of play in children's lives are given.
- Barlin, Anne Lief & Nurit Kalev. *Hello Toes!: Movement Games for Children*. NJ: Princeton Book Company Publishers, 1990.
- Bergen, Doris. "Play as the Learning Medium for Future Scientists, Mathematicians, and Engineers.." *American Journal of Play* 1:4, 2009. 413-428.
<http://www.journalofplay.org/sites/www.journalofplay.org/files/pdf-articles/1-4-article-play-as-learning-medium.pdf>
- Brown, Stuart, & C. Vaughan. *Play, How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul*. New York: Penguin Group, 2000
A readable book that explains research on play in understandable language. The author uses his professional experiences to explain why play and physical activity are essential to help everyone cultivate the skills needed to survive and thrive.
- Buchanan, Michelle and Tricia Giovacco Johnson. "A Second Look at the Play of Young Children with Disabilities." *American Journal of Play* 2:1, 2009, 41-59.
<http://www.journalofplay.org/sites/www.journalofplay.org/files/pdf-articles/2-1-article-play-of-young-children-with-diabilities.pdf>
- Campana, Kathleen, J. Elizabeth Mills, and Saroj Nadkarni Ghoting. *Supercharged Storytimes: An Early Literacy Planning and Assessment Guide*. Chicago, IL: ALA Editions, 2016.
- Carlson, Frances. *Big Body Play: Why Boisterous, Vigorous, and Very Physical Play is Essential to Children's Development and Learning*. Washington, DC: National Association for the Education of Young Children, 2011.
- Cohen, Lawrence J. *Playful Parenting*. New York: Ballantine Books, 2001.
- Creasey, Gary and Patricia Jarvis. 2003. "Play in Children: An Attachment Perspective." Chapter 8 in *Contemporary Perspectives on Play in Childhood Education*. Information Age Publishing, 133-151

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- Diamant-Cohen, Betsy & Melanie Hetrick. *Transforming Preschool Storytime: A Modern Vision and Year of Programs*. New York: Neal-Schuman, 2013.
- Diamant-Cohen, Betsy, Tess Prendergast, and Christy Estrovitz. "Repeat After Me! How Repetition and Multimodal Representations of Stories Support Early Literacy Development." *Children and Libraries*, Summer/Fall 2013.
- Dickerson, Constance. "The Preschool Literacy and You (PLAY) Room: Creating an Early Literacy Play in Your Library." *Children and Libraries* Spring 2012, 11-15.
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- Gopnik, Alison; Andrew N. Meltzoff, and Patricia K. Kuhl. 2001. *The Scientist in the Crib: What Early Learning Tells Us About the Mind*. NY: Perennial.
- Gray, Peter. "Play as Preparation for Learning and Life: An Interview with Peter Gray." *American Journal of Play* 5:3, Rochester, NY: The Strong. <http://www.journalofplay.org/sites/www.journalofplay.org/files/pdf-articles/5-3-interview-play-as-preparation.pdf>
- Gronlund, Gaye. *Developmentally Appropriate Play: Guiding Young Children to a Higher Level*. St. Paul, MN: Redleaf Press: 2010.
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- Leong, Deborah J. and Elena Bodrova. "Assessing and Scaffolding Make-Believe Play." *Young Children*, January 2012, p. 26-24.
- Linn, Susan. *The Case for Make Believe: Saving Play in a Commercialized World*. New York: The New Press, 2008.
In a world of consumerism and commercialization, Linn touts the importance of play for children. She illuminates the links between play, creativity and health, and explains why fantasy play is essential in lives of children.
- Manolson, Ayala with Barbara Ward and Nancy Dodington. *You Make the Difference in Helping Your Child Learn*. Toronto, ON: The Hanen Centre, 2007
A fun, readable book with some comic book format that has easy developmental tips for parents and explanations of ways parents can play with their children.
- Miller, Edward & Almon, Joan. *Crisis in the Kindergarten: Why Children Need to Play in School*. College Park: Alliance for Childhood. 2009.
- Morgan, Amanda. "Enchanted Learning: The Benefits of Fantasy Play for Children." *Not Just Cute blog*, July 6, 2010, <http://notjustcute.com/2010/07/06/enchanted-learning-the-benefits-of-fantasy-play-for-children/>
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- Nespeca, Sue McCleaf. *The Importance of Play, Particularly Constructive Play, in Public Library Programming*. Adopted by ALSC's Board of Directors, September 10, 2012. <http://www.ala.org/alsc/sites/ala.org.alsc/files/content/FINAL%20Board%20Approved%20White%20Paper%2000n%20Play.pdf>
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