



PLAY SCHEMAS FOR INQUIRY BASED LEARNING

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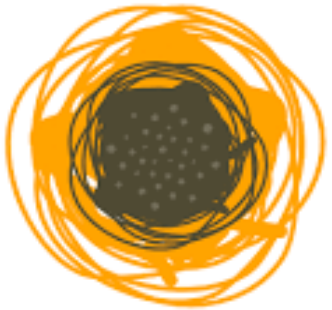
**NATIONAL CHILD RESEARCH CENTER
WASHINGTON, DC**



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THE
SUNFLOWER
SCHOOL
inspiring young minds



AGENDA

- Introduction to play schemas
- Identifying movement characteristics of play schemas using juicy verbs
- Examples of using play schemas to launch and re-launch project work and investigations
- Ideas for incorporating Loose Parts and picture books into play schema invitations
- Q & A



POLL:

WHAT BEST
DESCRIBES YOUR
EXPERIENCE WITH
PLAY SCHEMAS?

Working with play
schemas is new to me

I'm familiar with
different types
of play schemas

I have some
experience
responding to play
schemas observed in
children's play

I regularly incorporate
play schemas
in my curriculum
planning

POLL:

WHAT AGE GROUP
DO YOU TEACH?

Infants/Toddlers

Preschool/
Pre-K

Grades K-I

Grades 2-3

WHAT ARE PLAY SCHEMAS?

- Play schemas are defined as a repetitive behaviour, play patterns, and play intentions that children demonstrate through play and that facilitates development of the brain.
- Several categories: connecting and disconnecting, transforming, trajectory, transporting, orientation, positioning, rotation, enveloping and enclosing.



TRANSFORMING.

HEATHER



ROTATION/CIRCULARITY



Orientation/Perspective

**HOW DO WE SEE THE WIND
WHEN IT IS INVISIBLE?**



ENCLOSING / ENVELOPING

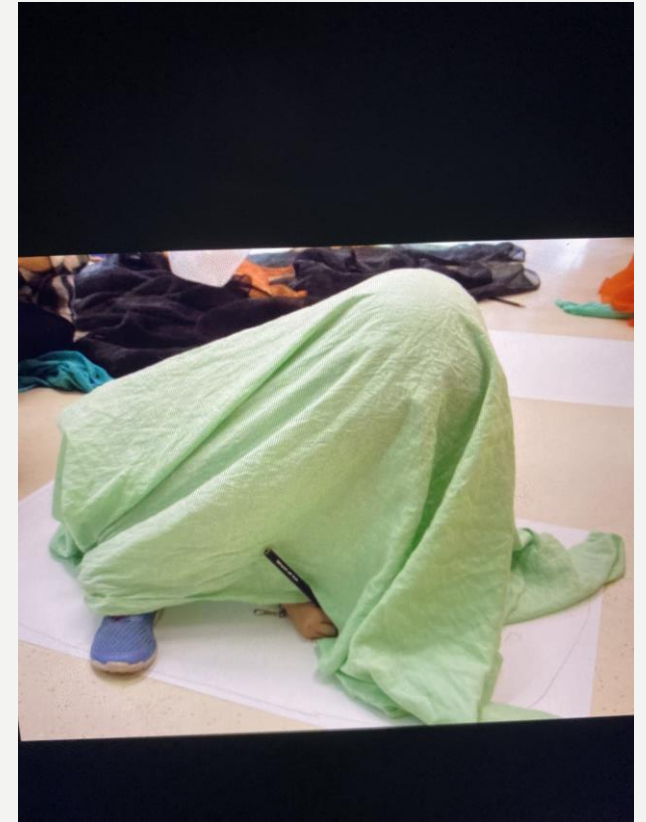
- How do we enclose a spiral for an ant?



ENCLOSING/ ENVELOPING









TRANSPORTING





TRAJECTORY



JUICY VERBS:

BUILDING PLAY SCHEMA VOCABULARY IN CONVERSATION WITH CHILDREN



Fly



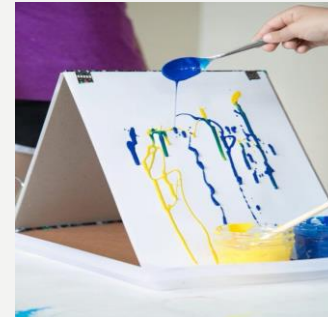
Spring



Float



Launch



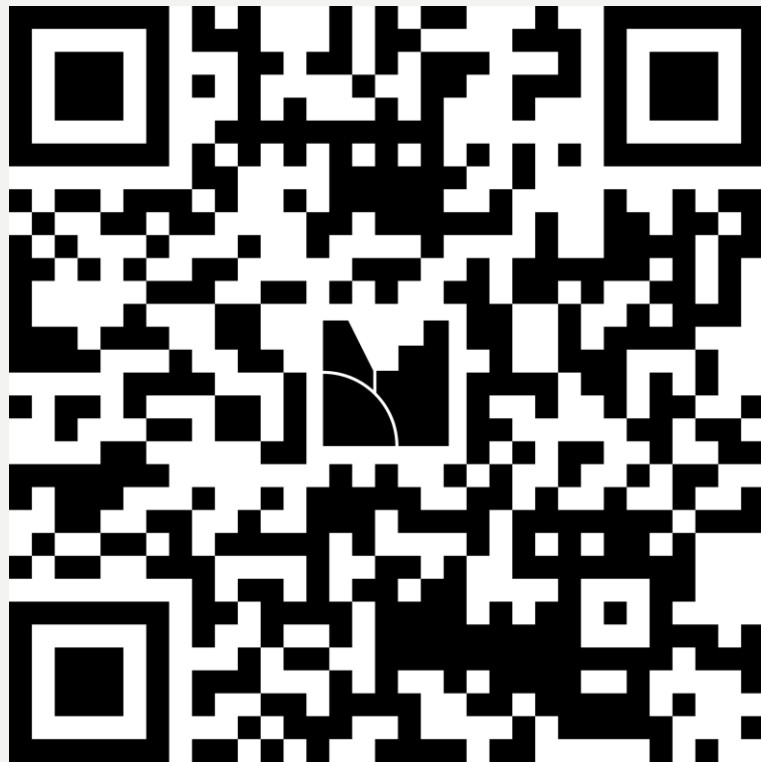
Drip



Whirl

JUICY VERBS WORD CLOUD

How many words can you think of to describe
enclosing or enveloping?



Why are play schemas important?



- **Drive** active play for brain development
- **Invite** social connections & collaboration
- **Communicate** through movement
- **Build** math skills
- **Enhance** art explorations
- **Advance** scripts for imaginative play
- **Further** long-term investigations
- **Support** sensorimotor development

Source: *Children's Lively Minds*
by Deb Curtis, Nadia Jaboneta



USING PLAY SCHEMAS TO LAUNCH AND RELAUNCH PROJECT WORK

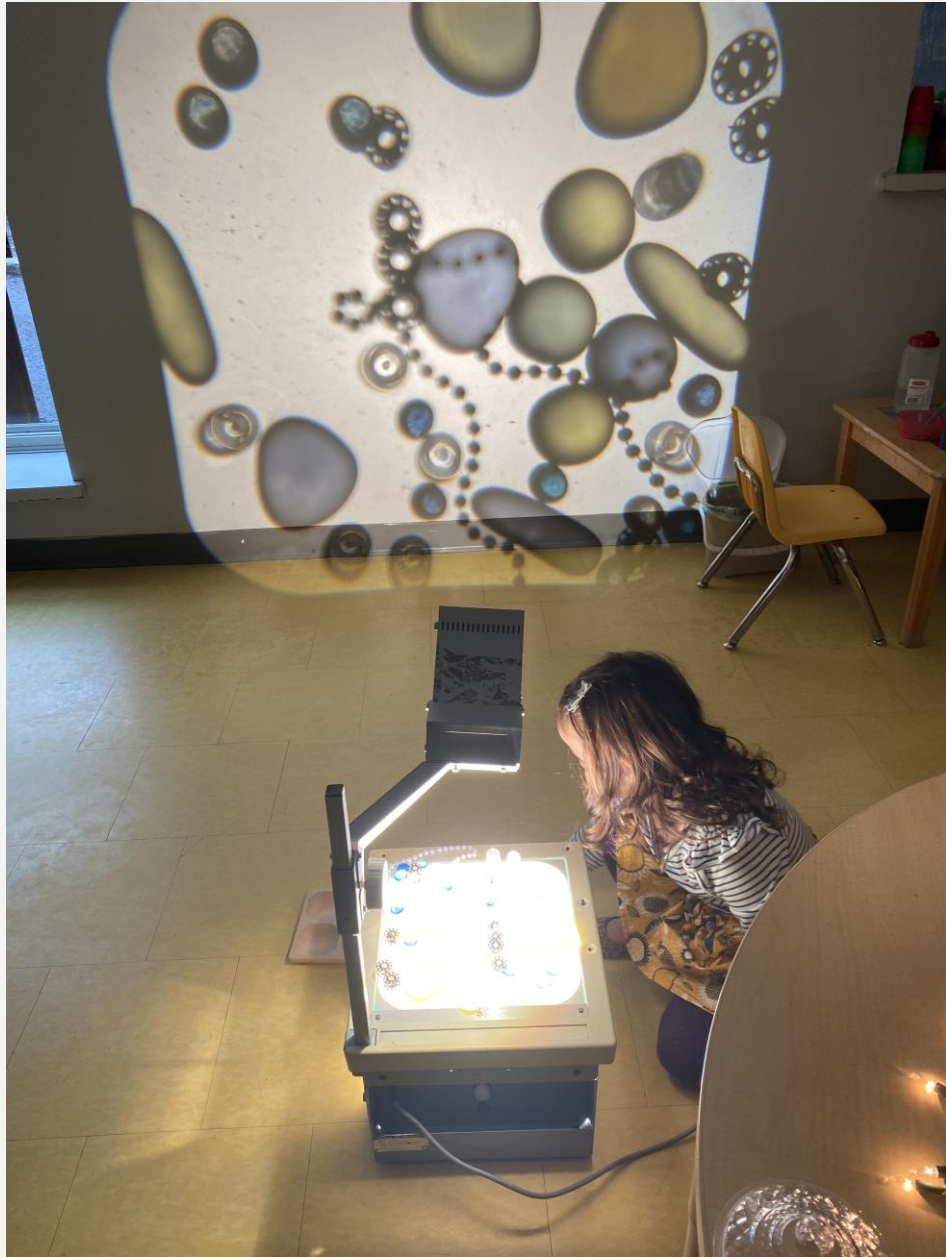
POSITIONING/ORIENTATION SCHEMAS
HEATHER

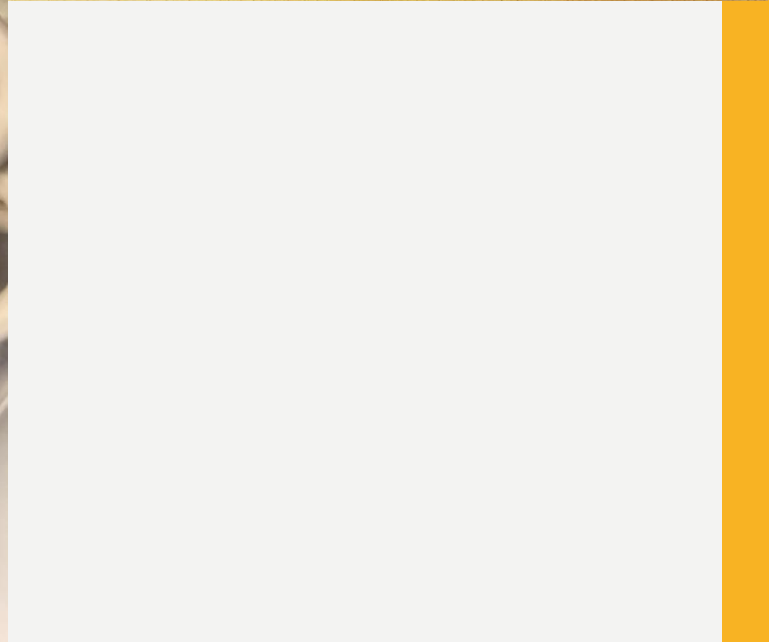
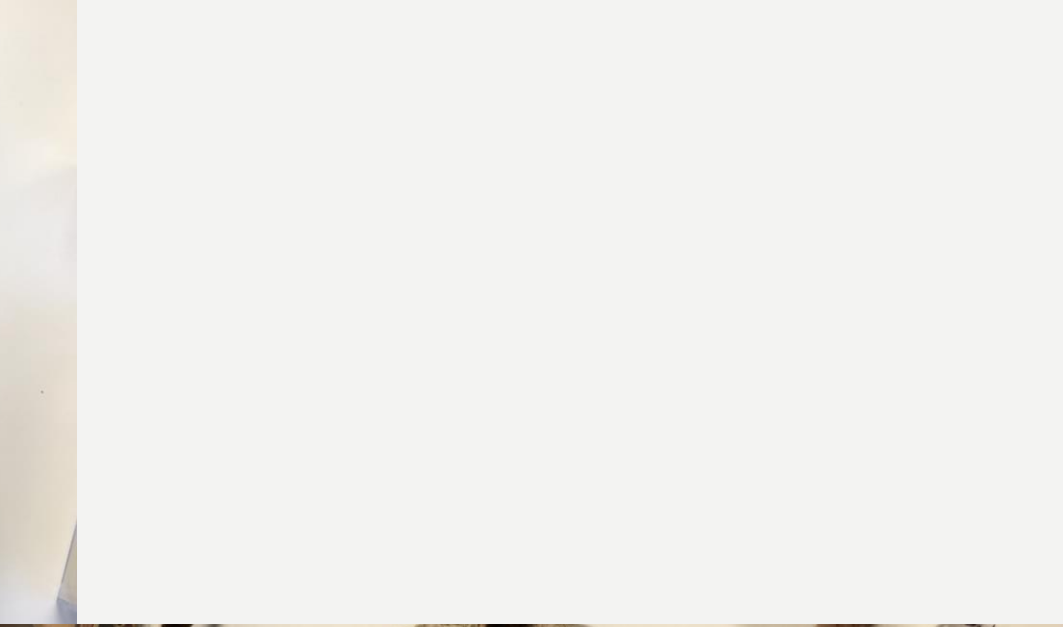


1. Orientation: See * look at * notice * view * angle * look through * observe
2. Positioning: Arrange * line up * balance * assemble * layer * sort * map out

HOW CAN WE BUILD A GARDEN OF SUNFLOWERS?



















**HOW CAN WE CREATE
COMPLEXITY IN
PERSPECTIVES WITH
SIMPLE MATERIALS?**

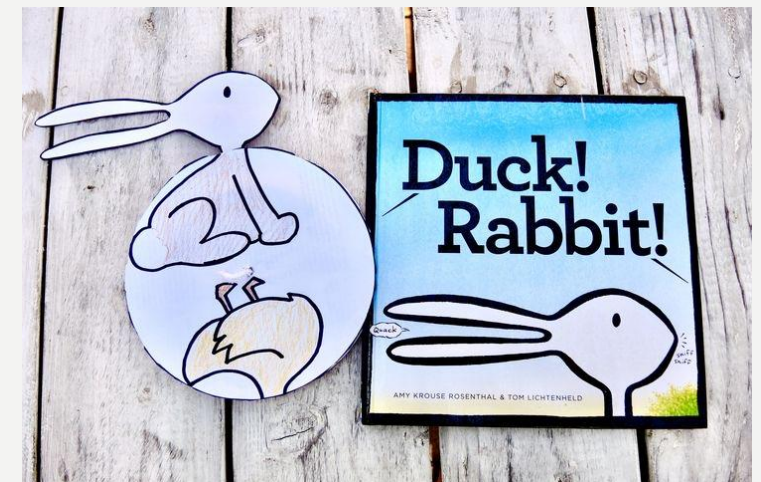
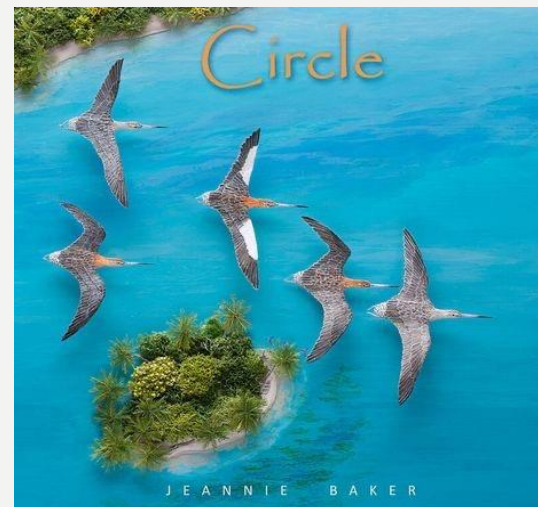
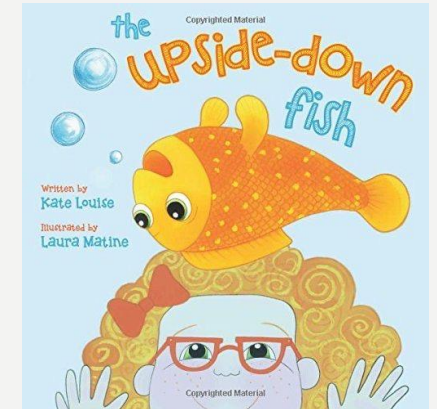
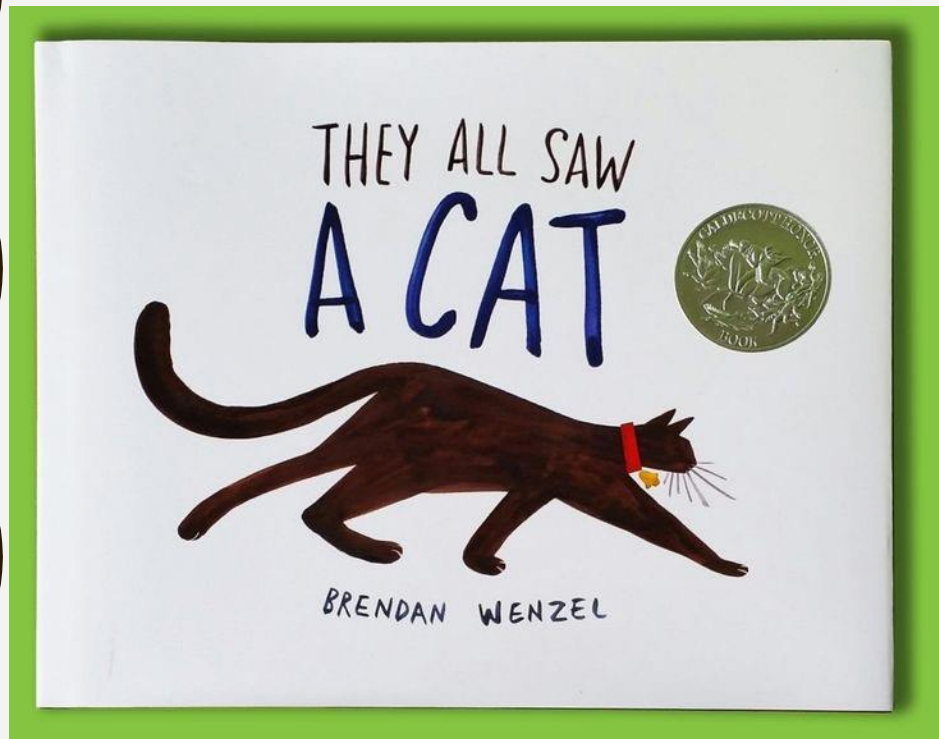




**HOW CAN
BUILDING WITH
LOOSE PARTS
SUPPORT THE
POSITIONING PLAY
SCHEMA?**

PLAY SCHEMA: ORIENTATION AND THEY ALL SAW A CAT

BY BRENDAN WENZEL



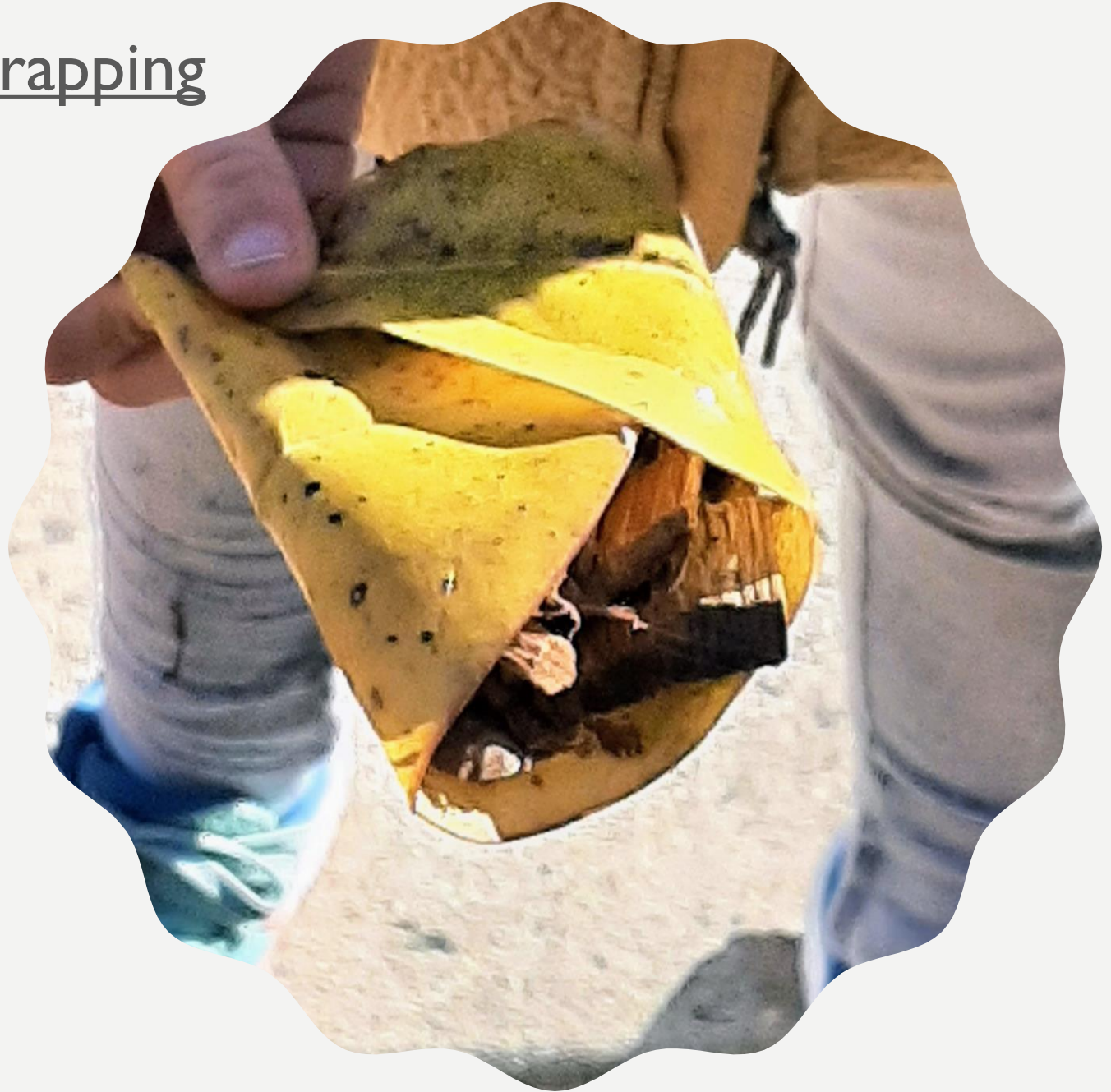


USING PLAY SCHEMAS TO LAUNCH AND RELAUNCH INVESTIGATIONS

**ENCLOSING/ENVELOPING
LISA**

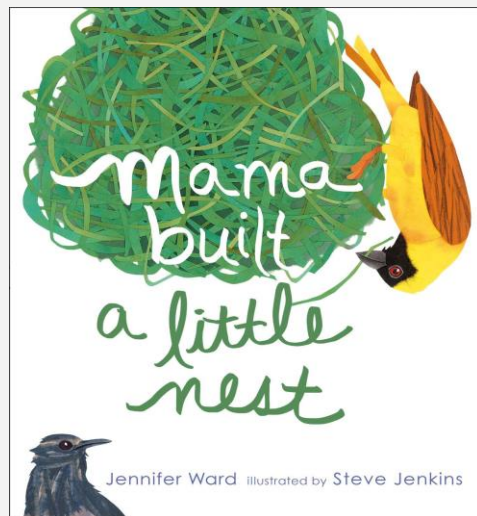


A Discovery of Wrapping









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WHAT ARE CHILDREN LEARNING THROUGH THIS SCHEMA INVESTIGATION?

Social Emotional



Communication



Fine & Visual Motor



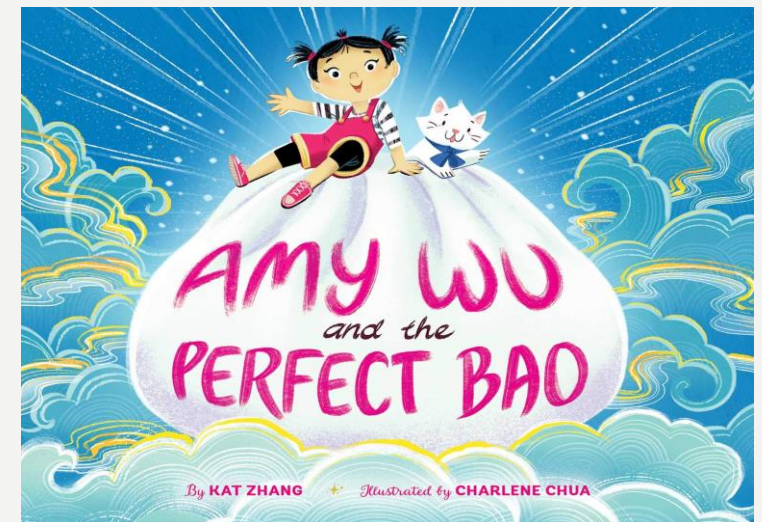
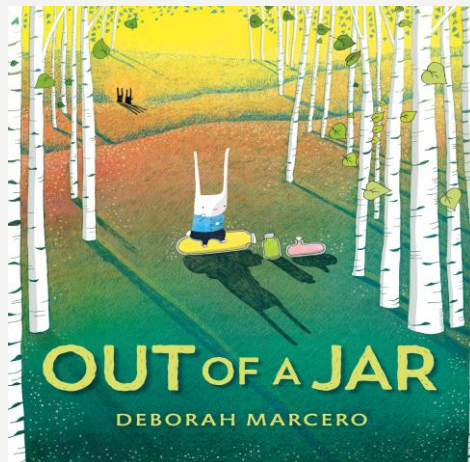
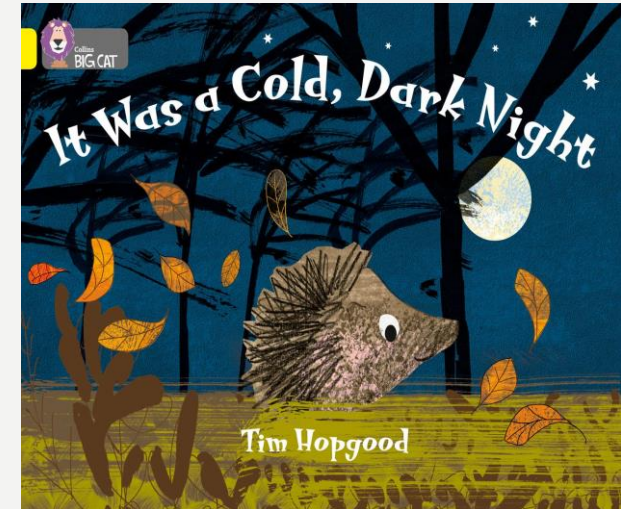
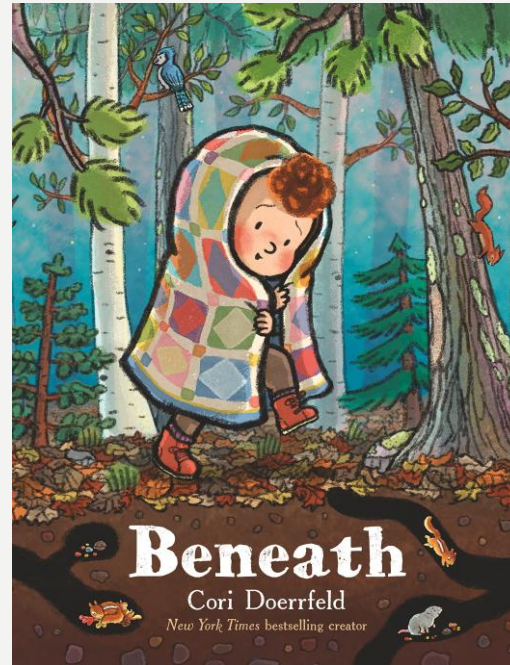
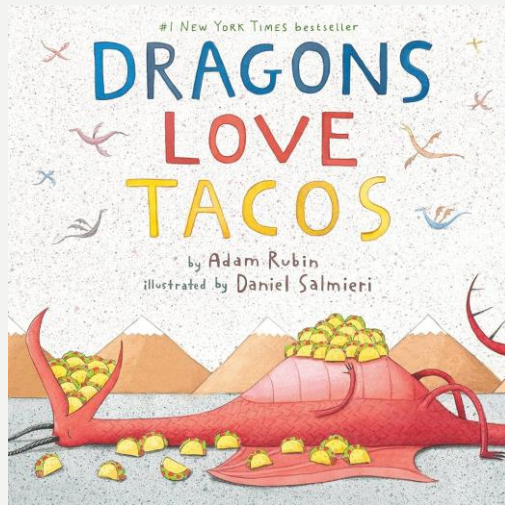
Cognitive



RESPONDING TO PLAY SCHEMAS WITH LOOSE PARTS

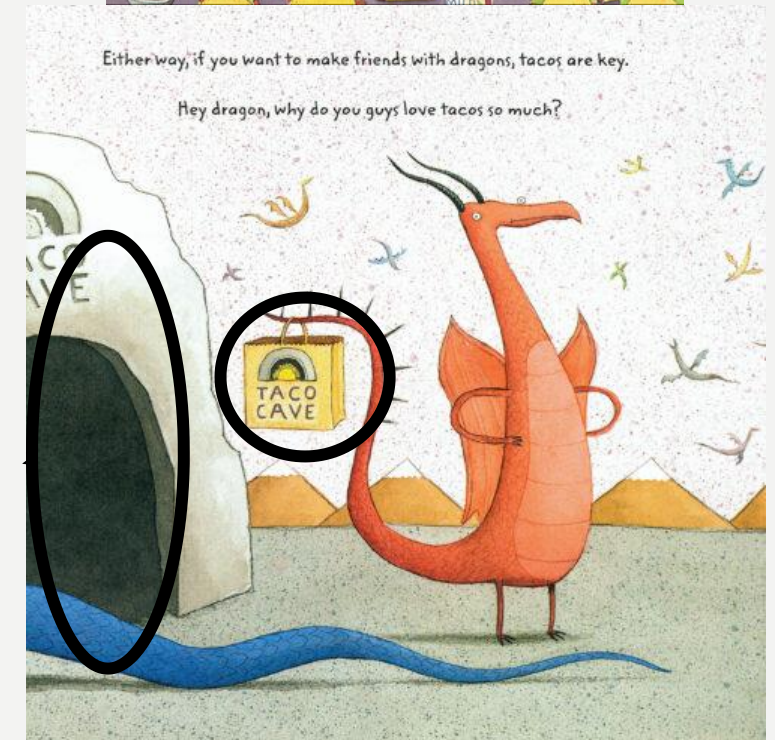
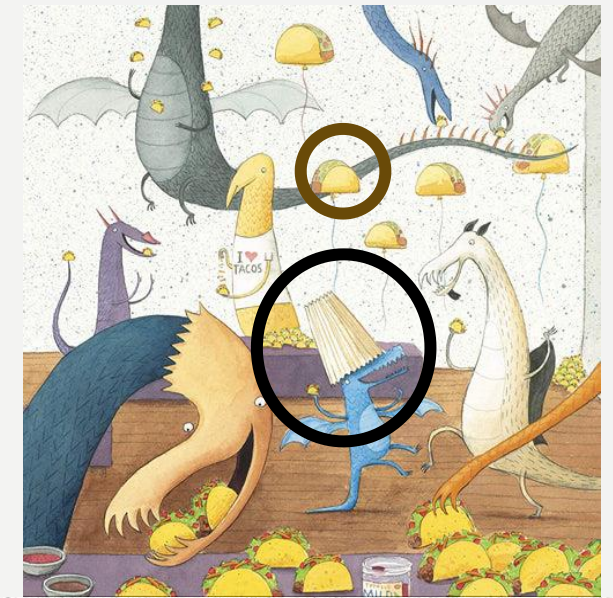
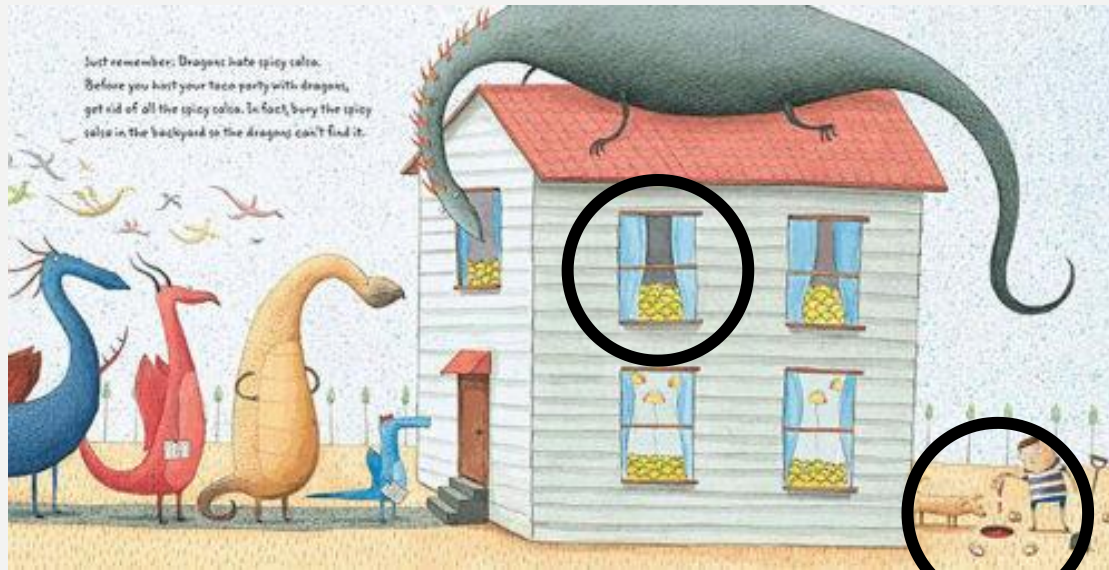


RESPONDING TO PLAY SCHEMAS WITH PICTURE BOOKS



DRAGONS LOVE TACOS

ENCLOSING DETECTIVES



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