

Play-Based Learning for Academic, Social, and Emotional Growth in First Grade Students

by

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## Project Summary

Play in the classroom supports academic skills and is developmentally appropriate for children to grow cognitively, socially, and emotionally (Pyle & Danniels, 2017). Play in the classroom that is child-centered and teacher guided with desired learning outcomes is play-based learning (PBL). Research on PBL shows overall student growth in academic, social and emotional development (Davis, 2017; Pyle & Alaca, 2018; Taylor & Boyer, 2020; Vogt et al., 2018). PBL is a child-centered and focused pedagogical practice that is developmentally appropriate for first grade students, yet as students move from kindergarten to first grade, they experience a significant change in their school environment. Students enter a classroom with more structured work, less play time, and fewer toys (Patton & Mercer, 1996; Sink et al., 2007). Due to this shift in play and what research suggests, this capstone project addresses the research question: *How can educators use play-based learning for academic, social, and emotional growth in first grade students?*

To answer this question, a professional development course has been created to assist first grade teachers in using PBL practices in their classrooms to foster overall student growth. The professional development course is intended for all first grade teachers at a school where these teachers are part of a professional learning community (PLC). The desired outcome of the professional development course is for teachers to develop and share PBL pedagogical methods that fosters student academic, social, and emotional growth.

The course consists of five 90 minute sessions that the PLC would attend, one per month for the first five months. A guide is then provided to support the teachers as they continue to implement PBL and work within their PLC for the remainder of the school year. The course begins with a participant survey to gather background knowledge. The sessions will use Google

Slides with handouts, when applicable. Each session will include homework assigned to teachers to complete prior to the next session. Sessions two through five will begin with reflection, share, and questions based on the homework assignments. At the end of each session, participants are asked to submit a survey reflecting on that session and providing any feedback or questions to the facilitator.

The first three sessions will discuss what PBL is, how it can be used in the first grade classroom, the teacher's role in play, the classroom set up, materials, and classroom atmosphere to encourage play. Session four allows teachers to develop themes and centers for play and session five discusses assessing PBL for academic, social, and emotional growth. Objectives for the five sessions include: explore and create PBL lessons; identify categories of play and create PBL opportunities for each; evaluate and identify the space, materials and procedures to encourage play; create themes and centers for play; and explore and create PBL assessments. Each session includes time for planning, reflection, and collaboration with a partner, small group and/or PLC as a whole. The guide that follows these sessions is to be used to support teachers as they continue to work toward a PBL classroom. The guide provides direction on how to continue moving forward with PBL, including observations, ongoing PLC collaboration, and sharing resources.

# Play-Based Learning in First Grade

[Questionnaire for Participants Prior to Professional Development Series](#)

## Session 1: The Importance of Play in the Classroom

90 minutes

[Google Slides for Session 1](#)

<i>Slides</i>	<i>Content</i>	<i>Approximate Time</i>
Slide 1	Session 1	0 min
Slide 2	Session 1 Objectives	1 min
Slide 3	What is Play? <ul style="list-style-type: none"><li>- Ask yourself- What is Play? Take 2 minutes to write down your thoughts and knowledge of play</li><li>- Watch the first 2 min of this video on play, add any new thoughts/findings as you watch- <a href="https://www.youtube.com/watch?v=31gZZZ-XG94">https://www.youtube.com/watch?v=31gZZZ-XG94</a></li></ul>	4 min
Slide 4	What is Play? Turn and Talk- <ul style="list-style-type: none"><li>• What was your previous knowledge/thoughts on play?</li><li>• Did you add any new findings after watching the video?</li></ul> Partners talk for 6 mins (3mins each) bring group back together for 2 mins of group discussion for anyone who wants to share what they talked about with their partners	8 min
Slide 5	What is PBL? <ul style="list-style-type: none"><li>- Intro PBL from slide</li><li>- Group discussion:<ul style="list-style-type: none"><li>- What is free play and what is direct instruction?</li></ul></li></ul>	8 min

	<ul style="list-style-type: none"> <li>- Examples of each, how are they different?</li> <li>- What might a midpoint between the two look like?</li> <li>- Do you have any experience with PBL? What are you doing in your classroom?</li> </ul>	
Slide 6	<p>What is PBL?</p> <ul style="list-style-type: none"> <li>- Watch <a href="https://www.youtube.com/watch?v=BJArt7_Rl_o">https://www.youtube.com/watch?v=BJArt7_Rl_o</a></li> </ul> <p>Think-Pair-Share: Guiding Questions to think about while watching and to address with partner: (Possible answers follow each question)</p> <ul style="list-style-type: none"> <li>● What did you notice in the video? <ul style="list-style-type: none"> <li>○ Answers will vary based on what stuck out to participants</li> </ul> </li> <li>● Where was the play? <ul style="list-style-type: none"> <li>○ Students were playing with toys and other materials, with classmates</li> </ul> </li> <li>● Where was the learning? <ul style="list-style-type: none"> <li>○ Students were using numbers, letters, words, writing, social/emotional skills</li> </ul> </li> <li>● How did they intersect? <ul style="list-style-type: none"> <li>○ Students were playing with materials that they were also learning with, social interactions with others, experimenting with toys, building and creating with toys and playful materials</li> </ul> </li> <li>● What were the teachers doing? <ul style="list-style-type: none"> <li>○ Playing with students, helping guide play, asking questions</li> </ul> </li> <li>● Is this new to you? Do you do anything like these activities in your classroom? <ul style="list-style-type: none"> <li>○ Answers will vary based on participant experience</li> </ul> </li> </ul>	15 min
Slide 7-9	<p>Why PBL?</p> <ul style="list-style-type: none"> <li>- The research behind why PBL is beneficial for student social, emotional, and academic growth and is developmentally appropriate for first grade.</li> </ul>	3 min

Slide 10	<p>Let's Play! We will play a card game, this would not be the first lesson in our unit so I would know students have the background knowledge to play this game.</p> <p>Piggy Bank Game (Kamii &amp; Rummelsberg, 2008)</p> <ul style="list-style-type: none"> <li>● Each pair will evenly divide the 1-4 dot cards (20 each) into two face down piles.</li> <li>● Pairs will take turns and flip over one card at a time, trying to make a sum of 5 with their card and the card in the top card of the discard pile. (Hint- whoever goes first will not make five!)</li> <li>● If your card and the top card in the discard pile do not make 5, you place your card face up on top of the discard pile.</li> <li>● If your card and the top card in the discard pile DO make 5, you keep the two cards and put them in your "Piggy Bank" (You add them to the bottom of your pile face down.</li> <li>● The winner has the most cards when the game is over/time is called.</li> </ul> <p>Distribute cards and let participants play until time is called.</p>	10 min
Slide 11	<a href="#">Math Worksheet</a> - participants will complete the worksheet, model the first problem according to slides	3 min
Slide 12	<p>PBL vs Direct Instruction</p> <ul style="list-style-type: none"> <li>- Whole group discussion comparing the two math lessons/activities</li> <li>- Guiding questions are provided</li> </ul>	5 min
Slide 13	<p>Student Perspective</p> <p>-Brief focus on the importance of student perspective for learning</p>	1 min
Slide 14	Break	5 min
Slide 15	<p>PBL Classroom in Action</p> <ul style="list-style-type: none"> <li>- Watch <a href="https://www.youtube.com/watch?v=jhJL8eY-5NU">https://www.youtube.com/watch?v=jhJL8eY-5NU</a></li> </ul>	5 min

	<ul style="list-style-type: none"> <li>- Things to notice as you watch: <ul style="list-style-type: none"> <li>- Student Choice</li> <li>- Teacher support and enhancement</li> <li>- Skills students are learning and practicing</li> </ul> </li> </ul>	
Slide 16	<p>Reflection</p> <ul style="list-style-type: none"> <li>- Keeping the video we just watched in mind- Think back to previous lessons, can you think of a lesson that would fit PBL criteria: (If you don't have one, that's ok- that's why we're here!) <ul style="list-style-type: none"> <li>- Student-centered or student choice</li> <li>- Based on needs</li> <li>- Teacher involvement but not teacher dominant</li> <li>- Involves play!</li> </ul> </li> <li>- Think of a similar lesson that was not PBL, but was direct instruction</li> <li>- How did these differ? How did students respond to these lessons? Do you recall if they met learning objectives or strengthened skills? How could you have changed the direct instruction lesson to add play?</li> <li>- If you finish your reflection before time is called: Briefly think about an upcoming lesson you have that would be direct instruction. Can you begin to make it more play-based? <ul style="list-style-type: none"> <li>- Feeling overwhelmed? You can start small! Do you have a worksheet you plan to use? Can you replace it with a game or activity to learn/practice the same concepts?</li> </ul> </li> </ul>	10 min
Slide 17	<p>Time to get to work,,, to play!</p> <ul style="list-style-type: none"> <li>- Find a partner who would like to plan a lesson on the same topic and work together</li> <li>- Help each other create a PBL lesson plan to: Engage students, offer student choice, practice or learn a skill (social, emotional, and/or academic), meet student where they need</li> <li>- Remember change starts small, this does not need</li> </ul>	Remaining time, approx 12 mins

	<p>to be full classroom transformation overnight</p> <ul style="list-style-type: none"><li>- Homework: Continue working with your partner to plan your PBL lesson. Be prepared to share your PBL in session 2. What did you change? What did students do/choose/direct? What was your role? What did you do during play? What were your learning targets? Do you feel students achieved them? How was student behavior? Did you notice- student behavior, social skills, student needs, conflict resolution, self-regulation?</li></ul>	
	<p><a href="#">Participant Survey</a></p>	



## Session 2: Types of PBL

90 minutes

[Google Slides for Session 2](#)

<i>Slides</i>	<i>Content</i>	<i>Approximate Time</i>
Slides 1 & 2	Session 2 and Today's objectives	1 min
Slide 3	How did it go? <ul style="list-style-type: none"><li>● Share and reflect on your PBL lesson(s)</li></ul>	10 min
Slide 4	Categories of Play- According to Pyle and Danniels, there are 5 types of play we may see in the classroom. They are as follows, we will discuss each. <ul style="list-style-type: none"><li>● Free Play</li><li>● Inquiry Play</li><li>● Collaboratively Designed Play</li><li>● Playful Learning</li><li>● Learning Through Games</li></ul>	1 min
Slide 5	Continuum of Play <ul style="list-style-type: none"><li>● Pyle and Danniels placed their categories of play into a continuum of play, with the most child directed form of play on the left, moving toward collaborative play in the middle, and teacher directed play on the right.</li></ul>	1 min
Slide 6	Free Play <ul style="list-style-type: none"><li>● Brief discussion of free play, currently being used in classroom and/or experience with freeplay</li></ul>	2 min
Slide 7	Inquiry Play <ul style="list-style-type: none"><li>● Overview of inquiry play</li><li>● As soon as a teacher becomes involved in play, it changes. For example, if students are in free play and the teacher notices an opportunity to expand thinking and interjects the play with questions or expansion, it is no longer free play. The</li></ul>	3 min

	<p>spontaneous learning opportunity becomes inquiry play if the teacher helps create learning based on the students interests. Inquiry play can also be purposely created. If students are given the opportunity to choose their play, the teacher can extend learning as it arises with students naturally. These opportunities are more difficult to plan, as they stem from students' play in the moment. However, the topic of play can be extended the next school day to give time to prepare and bring in necessary materials. Take the example from Pyle and Danniels (2017), the teacher may have needed time to collect books, tools to measure, and supplies to build planes.</p> <ul style="list-style-type: none"> <li>● Discuss any experience with inquiry play</li> </ul>	
Slide 8	<p>Collaboratively Designed Play</p> <ul style="list-style-type: none"> <li>● Overview of CDP</li> <li>● Watch the first 56 seconds: <a href="#">How is this collaboratively designed play?</a></li> <li>● Possible answers: In the video we see the students expressed an interest in boats. Together the teacher and students create the opportunity for students to build boats and test out if they float. They also briefly mention a second unit of interest created together on how plants grow. The teacher has a “things we want to learn” chart where we assume she worked with students to create the list based on their interests.</li> <li>● Discuss any experience with CDP</li> </ul>	5 min
Slide 9	<p>Playful Learning</p> <ul style="list-style-type: none"> <li>● Brief discussion of playful learning and any experiences</li> </ul>	2 min
Slide 10	<p>Learning Through Games</p> <ul style="list-style-type: none"> <li>● Brief discussion of learning through games and any experiences</li> </ul>	2 min
Slide 11	<p><a href="#">How to get into PBL</a></p> <ul style="list-style-type: none"> <li>● Watch video, stopping at 1:26, 2:50, and 4:06, each stop aligns with one type of classroom play. Connect to continuum of</li> </ul>	10 min

	<p>play, then watch the video's example of each type. 1:26- Playful Learning, 2:50- CDP, 4:06- Inquiry Play. Stop video at 5:12.</p> <ul style="list-style-type: none"> <li>● After watching, discuss some important aspects and terms of PBL they noticed in the video. Possible answers may include: collaboration, hands-on, open ended, question or challenge to solve in their own way, freedom, guiding questions, students moving around, choice, etc.</li> </ul>	
Slide 12	Break	5 min
Slide 13	<p>Time to get to work... to play!</p> <ul style="list-style-type: none"> <li>● Work with your PLC (or form smaller groups within if your PLC is large, 3-4 in a group)</li> <li>● Create 4 new PBL lessons/opportunities, to be taught before the next session, one of each: <ul style="list-style-type: none"> <li>○ Learning Through Games</li> <li>○ Playful Learning</li> <li>○ Collaboratively Designed Play</li> <li>○ Inquiry Play</li> </ul> </li> <li>● Meet with PLC weekly (or more) to collaborate, provide feedback and support each other</li> <li>● Reflect on each PBL opportunity after and bring your reflections to session 3, also encouraged to discuss/ask for feedback in your weekly PLC meetings as you implement each PBL activity</li> <li>● Begin with learning through games, as this is the most teacher-directed play and can be planned with your PLC. Then move on to playful learning, this can also be created with PLCs as the teacher designs the play but students take over once the play begins (these opportunities can vary across classrooms based on student interest, but work together to help each other plan). CDP will be done individually in the classroom, but work together to design the process for</li> </ul>	Remainder of time, approx 47 min

	<p>building the opportunities- decide how you will navigate the collaboration with your students to create the play, what learning outcomes you want to target (academic, social, emotional), and ensure students will have control of the play. Inquiry play is the most difficult to plan as it happens more spontaneously. You can work together to create opportunities for students to display their interests and wonderings (think of the video's nature walk which led to student reflection, the creation of centers and play based on their wonderings). Set up this opportunity, collaborate with your PLC to help you extend the learning in your classroom.</p>	
	<p><a href="#">Participant Survey</a></p>	

## Session 3: The PBL Classroom

90 Minutes

[Google Slides for Session 3](#)

<i>Slides</i>	<i>Content</i>	<i>Approximate Time</i>
Slides 1 & 2	Session 3 and Today's Objectives	1 min
Slide 3	How did it go? <ul style="list-style-type: none"><li>● Reflect and discuss with a partner (not in your group if there is more than one group) the 4 PBL lessons implemented</li></ul>	8 mins
Slide 4	Does Your Classroom Encourage Play <ul style="list-style-type: none"><li>● Draw a simple floor plan of your classroom (if proximity of classrooms to PD allows, participants may go to their classrooms if needed-set return time to not exceed 15 total)</li><li>● Provide large paper and pencils for use</li></ul>	15 mins
Slide 5	A Playful Classroom <ul style="list-style-type: none"><li>● Watch <a href="#">A Playful Classroom Environment</a> (Stop at 3:29)</li><li>● Turn and talk about space, materials, and atmosphere in current classroom compared to video</li><li>● Make notes, drawings, etc on floor plan throughout session as you discuss and have ideas</li></ul>	9 mins
Slide 6	Space for Play <ul style="list-style-type: none"><li>● Discuss classroom spaces that encourage play</li><li>● Evaluate current floor plan, make notes, talk with partner</li></ul>	5 mins
Slide 7	Materials that Encourage Play <ul style="list-style-type: none"><li>● Discuss materials that can be use in play and how to store them</li><li>● Examples of materials</li><li>● What materials do you have currently that encourage play? Begin making a list</li><li>● How do you get more materials without purchasing everything yourself?</li></ul>	5 mins

Slide 8	<p>How to Encourage Play in the Classroom</p> <ul style="list-style-type: none"> <li>• Ways to encourage play, time, student work, and responsibility</li> </ul>	3 mins
Slide 9	<p>Classroom Atmosphere</p> <ul style="list-style-type: none"> <li>• Creating a safe and welcoming atmosphere for social and emotional growth</li> <li>• Group discussion: How are you currently doing this? Does it encourage play, or can you build upon it?</li> </ul>	5 mins
Slide 10	<p>Connecting Space and Materials to Academics</p> <ul style="list-style-type: none"> <li>• We often feel we need to connect our activities to standards and learning goals</li> <li>• Here are a few ways to easily incorporate math or literacy into your centers and activities</li> <li>• As we watched in the video, science naturally connects with hands-on experiences, play, and exploration</li> </ul>	2 mins
Slide 11	Break	5 mins
Slide 12	<p>PBL Spaces and Materials</p> <ul style="list-style-type: none"> <li>• Begin working with your PLC (or with the smaller groups within- change up groups from last time if able to) to create 6 PBL opportunities for your students</li> <li>• These can be a mix of inquiry play, collaboratively designed play, playful learning, or learning through games. <ul style="list-style-type: none"> <li>○ Suggested focus on inquiry, collaboratively designed play, and playful learning as these are in the middle of child to teacher-directed play and result in learning/practicing skills</li> <li>○ You are welcome and encouraged to offer free play as well, as these are completely child-directed and offer social/emotional growth opportunities</li> </ul> </li> <li>• While planning and designing with your PLCs (and later your students)- pay attention to your classroom- the space, materials, and atmosphere.</li> </ul>	Reminder of session approx. 32 mins

	<ul style="list-style-type: none"> <li>○ Refer back to your floor plan as you discuss the physical space and how you can rearrange to encourage play (draw out plans, move furniture- whatever works best for you, how you design and use space will be trial and error at first and can differ in classrooms based on students)</li> <li>○ What materials do you currently have that could be put to use, moved, reorganized, or repurposed to encourage exploration? What can you share between classrooms? Start a wishlist for materials you want for future activities.</li> <li>○ Does your current atmosphere encourage students to take risks, explore, and play? How can you create or grow this atmosphere for students? What is working well for others?</li> <li>● Reflect and ask for feedback at weekly (or more) PLC meetings in between sessions. Bring questions, reflections, feedback, etc to next session</li> </ul>	
Slide 13	<p>Homework</p> <ul style="list-style-type: none"> <li>● For session 4, bring a list of wonderings, topics, ideas of interest, etc with you that you have generated WITH your students</li> <li>● These topics can come from: <ul style="list-style-type: none"> <li>○ A group discussion on what they want to learn</li> <li>○ Student reflections or wonderings</li> <li>○ Ideas from inquiry play that spontaneously arose or were observed during play</li> </ul> </li> </ul>	1 min
	<p><a href="#">Participant Survey</a></p>	

## Session 4: PBL Themes and Centers

90 Minutes

[Google Slides for Session 4](#)

<i>Slides</i>	<i>Content</i>	<i>Approximate Time</i>
Slides 1 & 2	Session 4 and Today's Objectives	1 min
Slide 3	How did it go? <ul style="list-style-type: none"><li>● Reflection and discussion on PBL opportunities since last session</li><li>● Think-Pair-Share<ul style="list-style-type: none"><li>○ Discuss with a partner not in your group if possible- then share important details or questions with group</li></ul></li></ul>	12 mins
Slide 4	PBL Themes <ul style="list-style-type: none"><li>● Each of you has a list of things your students would like to learn about</li><li>● Describe the next activity: We are going to brainstorm how we can take their question, wondering, interest, idea, etc and turn it into a theme for exploration that:<ul style="list-style-type: none"><li>○ Incorporates their interests and builds on it</li><li>○ Allows for exploration and play</li><li>○ Provides the opportunity to practice social skills and self-regulation</li><li>○ Connects to academics across multiple areas (math, literacy, science)</li></ul></li><li>● Find others who have a same area of interest on their list and form a group of 2-4</li><li>● Build a theme- a web of ideas based from that area of interest<ul style="list-style-type: none"><li>○ Start with broad ideas that will be further developed later. I.e. I want to learn about plants can be developed later into a flower shop where student can take orders</li><li>○ Use multiple ideas from your list if they connect! I.e. if you have plants, flowers, how things grow, a cafe, painting- these can all be</li></ul></li></ul>	2 min



	connected!	
Slide 5	<p>Example of the brainstorming web</p> <ul style="list-style-type: none"> <li>● Discuss the example on plants- how math, literacy, science, social/emotional, are all connected- how each branches to include activities and skill learning opportunities</li> <li>● Participants will form their groups and get to work making the webs on chart paper with markers</li> </ul>	25 mins
Slide 6	<p>Groups will briefly present their theme webs to the whole group</p> <ul style="list-style-type: none"> <li>● Remember these are a starting point based on ideas you've generated with students</li> <li>● You can continue to grow and add to this web with your students to generate more collaboratively designed play and inquiry play opportunities!</li> <li>● Also feel free to steal ideas from other groups if they relate to your topics</li> </ul>	15 mins
Slide 7	Break	5 mins
Slide 8	<p>Turing Themes into Centers</p> <ul style="list-style-type: none"> <li>● Creating centers for students to play and learn can feel timely and intimidating at first</li> <li>● Take it slow, creating one at a time using a theme that interests students</li> <li>● Build upon that center as student's interests grow and take form, extending into new ideas <ul style="list-style-type: none"> <li>○ From "I want to learn about boats", to "How do you make a boat?", to "How do boats float?", to "What else floats?"</li> </ul> </li> </ul>	2 mins
Slide 9	<p>Cooking Center Example-</p> <ul style="list-style-type: none"> <li>● Discuss materials, literature, learning opportunities connected to a cooking center</li> </ul>	3 mins
Slides 10	<p>PBL Centers</p> <ul style="list-style-type: none"> <li>● Description of activity to create a center in their groups based on theme web</li> </ul>	5 mins
Slide 11	<p>Homework</p> <ul style="list-style-type: none"> <li>● Continue working on your center with your</li> </ul>	Remainder of time to work on center approx

	<p>group, determine a schedule to allow for equal time in each room- allow for time to finish planning the center- can ask students for input</p> <ul style="list-style-type: none"> <li>● Document findings from guiding questions during your time with the center- bring to session 5</li> <li>● Continue implementing other PBL lessons/activities in your classroom- aim for 6 in addition to the center- plan with PLC, a partner, or alone- share experiences and ask for feedback at each PLC meeting</li> </ul>	20 mins
	<p><a href="#">Participant Survey</a></p>	

# Session 5: Assessing PBL

90 Minutes

[Google Slides for Session 5](#)

<i>Slides</i>	<i>Content</i>	<i>Approximate Time</i>
Slides 1 & 2	Session 5 and Today's Objectives	1 min
Slide 3	How did it go? <ul style="list-style-type: none"><li>• A small group discussion on findings, experiences, similarities, and differences in each center</li><li>• Followed by a whole group share summarizing each center and overall experiences</li></ul>	15 mins
Slide 4	PBL in Action <ul style="list-style-type: none"><li>• <a href="https://www.youtube.com/watch?v=_Gs2quzp27s">https://www.youtube.com/watch?v=_Gs2quzp27s</a></li><li>• As you watch questions: (with possible answers)</li><li>• What methods of assessments do you notice?<ul style="list-style-type: none"><li>○ Various opportunities for 'voice'-oral-raise hand, question walls or wonderings-post it notes to write questions, blog- submit a question directly to teacher, observations</li><li>○ After PBL time, students reflect on what they learned today and what they can do better tomorrow</li></ul></li><li>• What do you see the teachers doing? What skills are they teaching students before play?<ul style="list-style-type: none"><li>○ "Letting go" to let students create their own play- observing student's playing and learning, extending learning by being part of the play</li><li>○ Teaching students to find answers and critical thinking skills that will help extend play</li></ul></li><li>• What do you notice about the student's play?</li></ul>	13 mins

	<ul style="list-style-type: none"> <li>○ Answers will vary- but point out these if they do not come up-</li> <li>○ In the cafe you notice students brought in materials from another center (magnet blocks) to build items in their cafe, possibly the food they were making- letting go, allows them to expand their play and learning</li> <li>○ Inquiry play- Nathan found periscopes in a book, that lead to researching periscopes and creating a periscope</li> <li>○ Ongoing list of ideas that students can add to</li> </ul>	
Slide 5	<p>Assessment in a Playful Classroom</p> <ul style="list-style-type: none"> <li>● <a href="https://www.youtube.com/watch?v=65NMWwvjL5o">https://www.youtube.com/watch?v=65NMWwvjL5o</a> stop at 5:03 (there are references to Ontario standards, we will ignore those as ours are different)</li> <li>● While watching, look for ways to assess evidence in learning? <ul style="list-style-type: none"> <li>○ Possible answers include: observation, conversation, product/student work, concept map, journaling, notes and photos, student reflection from photo,</li> </ul> </li> <li>● After watching- some additional tips to help with assessment: <ul style="list-style-type: none"> <li>○ Guiding questions to help teacher focus on what to observe/assess</li> <li>○ ICE verbs to help focus assessment: <ul style="list-style-type: none"> <li>■ As you progress through a topic or unit you want students to deepen their thinking, naturally going from idea, to making a connection, to extending their thinking</li> <li>■ Idea verbs: define, describe, label, list, locate</li> <li>■ Connection verbs: compare, contrast, interpret, modify</li> </ul> </li> </ul> </li> </ul>	12 mins

	<ul style="list-style-type: none"> <li>■ Extension verbs: design, develop, evaluate, predict</li> <li>○ Allocate time each day to document, review, add notes</li> <li>○ Encourage play by allowing students to take risks, collaborate, improve or change a design, use materials in a novel way, and ask what-if questions</li> </ul>	
Slide 6	<p>Ways to Assess PBL</p> <ul style="list-style-type: none"> <li>● Combined list of methods from both videos</li> </ul>	2 mins
Slide 7	Break	5 mins
Slide 8	<p>Let's Play</p> <ul style="list-style-type: none"> <li>● Provide participants with open, loose materials- boxes, string, tape, scissors, colored paper, rulers, sticks, misc craft supplies, glue, cardboard, rubber bands, markers, etc</li> <li>● The assignment is to build something they could use as their home</li> <li>● After participants begin working- take the role of a PBL teacher assessing their students- observe, ask open questions, take notes as they design, develop, modify, describe their creations, take a few pictures</li> <li>● Try to have one 'assessment' per participant (depending on size of group and time) and utilize different forms of assessments- this could be an observation for one person, a photo for another, a question asked and answered that showed their learning, etc</li> </ul>	20 mins
Slide 9	<p>Reflection- guiding questions- they do not need to answer all, start with one and write, answering as many as can/want in 5 minutes</p> <ul style="list-style-type: none"> <li>● What did you learn while building your item?</li> <li>● What made you choose that item?</li> <li>● What went well?</li> <li>● What did not go as you expected?</li> <li>● What would you do differently if you could make it again?</li> </ul>	5 mins

<p>Slide 10</p>	<p>Our PBL Assessment</p> <ul style="list-style-type: none"> <li>● The assessments gathered during play will be shared with the participants</li> <li>● Examples- These will vary based on the assessment/data gathered <ul style="list-style-type: none"> <li>○ I observed participant (P)1 using this skill</li> <li>○ I took this photo of P2- can you tell me what you were thinking/doing here?</li> <li>○ I asked P3 this question, their answer was __, it showed me they knew __</li> </ul> </li> <li>● All participants also journaled to reflect on their learnings, thoughts, etc <ul style="list-style-type: none"> <li>○ Did this help deepen your thinking? Does anyone want to share their reflection?</li> <li>○ Did anyone use the reflection time and write something different than the guided questions? (This is okay too! Maybe a student would continue working on plans, sketch a new idea, ask a question, etc that is still extending their learning!)</li> </ul> </li> </ul>	<p>10 mins</p>
<p>Slide 11</p>	<p>Homework- use the rest of the time to begin working on these homework assignments</p> <ul style="list-style-type: none"> <li>● Focus on various ways of assessment to identify students learnings and learning needs <ul style="list-style-type: none"> <li>○ Work with a partner to help plan guiding questions and assessment focus for an upcoming PBL (you don't have to work together the whole time- but start with one lesson and support each other)</li> <li>○ Keep track of your PBL assessments to discuss at your PLC meetings (share ideas and how assessing is going, ask for help, etc)</li> </ul> </li> <li>● Rotate centers? Interested in another group's center from last session <ul style="list-style-type: none"> <li>○ Share, share, share! The best way to expand available resources!</li> <li>○ Work together to create a schedule for</li> </ul> </li> </ul>	<p>Remaining time, approx 7 mins</p>

	<p>centers that other teachers would like to use</p> <ul style="list-style-type: none"><li>● Continue to implement PBL in your classrooms- aim for 8 total (2 a week)<ul style="list-style-type: none"><li>○ Plan alone, with a partner, or with your group</li></ul></li></ul>	
	<a href="#"><u>Participant Survey</u></a>	

**Post PD Series Survey**

## Guide for PBL in First Grade

This handbook guide is to be used after the completion of the Play-Based Learning in First Grade professional development series sessions 1-5. The purpose of this guide is to support teachers as they continue to implement PBL practices in their classrooms.

### **What's Included:**

- Where do you go from here?
  - Adding more PBL Opportunities
- Observations
- Centers and Materials
- Ongoing PLCs

### **Where do you from here:**

To successfully implement PBL as a regular practice in your classroom, you must continue to work with your PLC. PLCs should meet weekly as a whole group. Continue to share your reflections and provide feedback on how PBL is going in your classroom, ask for advice and share ideas, and provide overall support to each other as you make changes. Find what works best for you and your team. Do you work best with a partner or planning in small groups? Do you work better alone? Does your PLC efficiently plan activities as a whole group? No matter what method you choose, the most effective way to create change in all classrooms is to share ideas and resources.

At the end of session 5 your homework was:

1. To begin focusing on assessing PBL for academic, social, and emotional skill growth;
2. To rotate centers and share materials;



3. Continue implementing PBL opportunities, aiming for at least two a week.

Work with your PLC as you focus on these next three goals. Share what assessment strategies are working or not working in your classroom, how students are responding, if you are successfully determining if students are meeting their goals, and if you are struggling with this way of assessing.

### *Adding More PBL Opportunities*

At this point you are implementing at least two PBL opportunities a week. Each week add one more until you have at least one PBL every day. Your whole day does not need to be PBL after PBL. The immediate goal is to gain confidence teaching this way and for students to become successful learning this way. As this happens, begin to add more PBL opportunities into your day and remove direct instruction. This may look different for each classroom in your PLC.

As you add in more PBL opportunities, be sure to refer back to the continuum of play in session 2. You should have a variety of PBL opportunities, not all learning through games even though those may be the easiest to plan for, and not all inquiry play as it would be more difficult to only teach this way. Create a balance that works for you and your students.

### **Observations:**

At five months into PBL, you have probably begun to feel comfortable with some aspects of PBL and feel you need additional support in other areas. One effective way to create change is to watch others and have others watch you. Over the next few weeks, continuing as long as you and your PLC need/want, begin to schedule observations of each other's classrooms during PBL. Aim to observe two other teachers and have two teachers observe you. You may do as many observations as you deem needed and time allows. These observations can be done in person if schedules and coverage allow, but they can also be recorded lessons. Recording your teaching

will allow you to watch yourself and reflect on your PBL activity, as well as allow others to easily view and provide feedback.

Prior to your observations, reflect on how PBL has been going for you. Think about some of these questions: what do you want feedback on, what should others look for while watching your lesson, are there specific things you are struggling with, etc. Provide the teacher observing you with some guidelines to help focus their feedback.

Before you observe other teachers, think about what would help you to see. As you are sharing in your PLC, find someone who is having success in an area that you would like to work on. For example, if you are struggling with getting students to dive into inquiry play that results in new ideas for collaborative learning opportunities, find someone who has had success and observe them during this type of PBL. As you observe, pay close attention to what the teacher's role is during play, what the students are doing and how they interact, watch for learning and skill practice, and how materials are used. Provide the teacher you observed with constructive feedback, highlight successes, ask questions, and share your thoughts on the topics they asked you to focus on.

### **Centers and Materials:**

One of the largest obstacles to overcome when implementing PBL is a lack of resources. Often this means the physical materials needed for play. Session 3 addressed materials and offered suggestions on how to gather them. Sharing materials is the best way to increase what your classroom has access to. In session 4 we discussed themes and centers. Continue to work with your PLC to find common themes of interests for your students and combine resources to create centers that can be rotated throughout classrooms. The first goal would be that each classroom has at least one center available for student use every day. For example, if there are

five first grade classrooms, your PLC would create five different centers that would then be rotated so each class can experience all five centers. While those are in use, begin to work on creating five more to use once each class has a turn, and so on. As you rotate centers, continue to share how your students use them and what new ideas or interests arise from those centers.

**Ongoing PLCs:**

Collaborating, sharing self reflections, offering feedback, sharing resources, and supporting one another will create a successful PLC and therefore a successful learning environment for students. PBL should be discussed at every PLC meeting, as it is part of every teaching day. Through ongoing support change will happen that will result in greater student learning.

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