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| **The Right Stuff**  **Resources to Help Realize the**  **Promise of Each Vermont Child**  Colorful star |  |
| **Issue No. 17 January 2018**  **Featured Topic: Supporting Learning and Development through Play**  *Did you know that the word “play” appears in each of the nine domains of the* [**Vermont Early Learning Standards**](http://education.vermont.gov/sites/aoe/files/documents/edu-early-education-early-learning-standards.pdf) *(VELS)? Or that Element 1 of the Approaches to Learning domain is all about play and learning for children from birth through Grade 3? The VELS reminds us of “the importance of play as the foundation for children’s learning and development” (page 9). Here are some resources to help you think about how you are currently using play and to playfully support each and every child.*    **The Importance of Play** [**http://www.easternct.edu/cece/e-clip-importance-of-play/**](http://www.easternct.edu/cece/e-clip-importance-of-play/) **(3-5)**  *Research shows that play has an essential role in children’s learning. Dr. Jeffrey Trawick-Smith of Eastern Connecticut State University discusses the importance of play and advises early childhood professionals to look at several elements of children’s play, including engagement in make-believe play, social interaction during play, and play complexity. Teachers who enhance children’s play can help promote children’s development in a variety of domains.*  **Children Speak About the Importance of Play** [**https://www.youtube.com/watch?v=sby38BbLZuY**](https://www.youtube.com/watch?v=sby38BbLZuY) **(3-9)**  *In this delightful video from Ireland, children speak candidly about the importance and benefits of play.*  **Three Generations Talk About Play**  [**https://youtu.be/1XDVDyDJ3s0**](https://youtu.be/1XDVDyDJ3s0) **(all ages)**  *This brief video highlights differences in attitudes about and priorities for play across three generations – children, parents, and grandparents.*  **When Education Goes Wrong: Taking Creativity and Play Out of Learning (0-9)** [**http://www.youtube.com/watch?v=BZzFM1MHz\_M**](http://www.youtube.com/watch?v=BZzFM1MHz_M)  *Dr. Nancy Carlsson-Paige, professor emerita of Lesley University, is the co-founder of Defending the Early Years, a nonprofit project whose purpose is to encourage educators to speak out about current policies that are affecting the education of young children. In this TED Talk, Nancy speaks about how educational institutions, in their attempts to meet the bureaucratic limitations of "Race to the Top" and "No Child Left Behind" policies, have eliminated creative play from early childhood education—resulting in the loss of problem-solving and critical-thinking skills in later years.*  **Making the Most of Creativity in Activities for Young Children With Disabilities** **(3-6)** [**https://cpin.us/sites/default/files/CC/VPA/docs/intro/Creativity\_Disabilities\_Young\_children.pdf**](https://cpin.us/sites/default/files/CC/VPA/docs/intro/Creativity_Disabilities_Young_children.pdf)  *Using the MOST (Materials + Objectives + Space + Time) approach, this article offers practical suggestions and planning tips for including children with disabilities in classroom activities. Examples of how the MOST approach can be used for children with visual impairments, hearing impairments, autism, or physical disabilities are presented in a chart.*  **Talking It Up: Play, Language Development, and the Role of Adult Support (0-6)**  [**http://files.eric.ed.gov/fulltext/EJ1016058.pdf**](http://files.eric.ed.gov/fulltext/EJ1016058.pdf)  *According to the authors, play helps children learn language. The research they review suggests that play benefits children’s language development because it incorporates many of the socially interactive and cognitive elements known to enhance language skills. Click the link above to learn more.*  **Building Language and Literacy Through Play (3-6)**  [**https://www.scholastic.com/teachers/articles/teaching-content/building-language-literacy-through-play/**](https://www.scholastic.com/teachers/articles/teaching-content/building-language-literacy-through-play/)  *This article shares how teachers can support mature, high-quality play to help children fully develop language and literacy skills.*  **Math Talk with Infants and Toddlers (0-3)**  [**https://www.naeyc.org/our-work/families/math-talk-infants-and-toddlers**](https://www.naeyc.org/our-work/families/math-talk-infants-and-toddlers)  *Children develop math concepts and skills very early in life. From the moment they are born, babies begin to form ideas about math through everyday experiences and, most important, through interactions with trusted adults. Language—how we talk with infants and toddlers about math ideas like*more, empty,*and*full*—matters.*  **Playful Math Instruction in the Context of Standards (3-5)**  [**https://www.naeyc.org/resources/pubs/yc/jul2017/playful-math-instruction-standards**](https://www.naeyc.org/resources/pubs/yc/jul2017/playful-math-instruction-standards)  *This article provides several examples of engaging activities that show how to use standards, curricula, and assessments to support—not stifle—math learning through play. As the author writes, “Abundant research has demonstrated that young children enjoy learning math and can learn far more than was previously assumed—without a single flash card or worksheet.”*  **Elementary Math Games** [**http://www.math-play.com/Elementary-Math-Games.html**](http://www.math-play.com/Elementary-Math-Games.html) **(6-9)**  *Kids love to play games, and they can often learn so much through playing. If you are looking for free early elementary math games, this is the place.*  **Developing Self-Regulation in Kindergarten: Can We Keep All The Crickets in the Basket? (5-6)**  [**https://www.researchgate.net/publication/237121551\_Developing\_Self-ReguIation\_in\_Kindergarten\_Can\_We\_Keep\_All\_the\_Crickets\_in\_the\_Basket**](https://www.researchgate.net/publication/237121551_Developing_Self-ReguIation_in_Kindergarten_Can_We_Keep_All_the_Crickets_in_the_Basket)  *The authors discuss the use of play to support the development of self-regulation skills in young children. These skills, like controlling impulses and delaying gratification are key to success in Kindergarten and beyond.*  **The Serious Need for Play (0-9)**  [**https://bgcutah.org/wp-content/uploads/2014/10/Wenner-The-Serious-Need-for-Play.pdf**](https://bgcutah.org/wp-content/uploads/2014/10/Wenner-The-Serious-Need-for-Play.pdf)  *The author examines the research that shows a lack of opportunities for unstructured, imaginative play can keep children from growing into happy, well-adjusted adults. “Free play,” as scientists call it, is critical for becoming socially adept, coping with stress and building cognitive skills such as problem solving.*  **Sequential Outdoor Learning Environment** [**http://www.solenvironment.org/**](http://www.solenvironment.org/) **(0-9)**  *This website offers information and resources related to environments that are specifically designed to support children of diverse abilities including autism. These unique spaces, which are equally engaging for any child, offer a fun, safe and secure outdoor play and learning environment, while also presenting an array of opportunities to overcome common challenges.*  **Outdoor Activities for Children** [**http://fun.familyeducation.com/play/outdoor-activities/33394.html**](http://fun.familyeducation.com/play/outdoor-activities/33394.html) **(0-9)**  *This section of Family Education website lists dozens of ideas for supporting learning and development through outdoor play. Many of the activities could be easily modified to support dual language learners or children of diverse abilities.*  **Want more information about the VELS?** Check out the [**Vermont Early Learning Standards (VELS)**](http://education.vermont.gov/student-support/early-education/vermont-early-learning-standards) online at [**http://education.vermont.gov/student-support/early-education/vermont-early-learning-standards**](http://education.vermont.gov/student-support/early-education/vermont-early-learning-standards)  **Want more free resources about how play connects to learning and development?** An annotated collection of free resources on play is available at [**http://fpg.unc.edu/presentations/vermont-resource-collections**](http://fpg.unc.edu/presentations/vermont-resource-collections)It includes free evidence-based sources, print materials, videos, websites and more. | |
| **The Right Stuff** is a free, one-way listserv that is distributed monthly. Each issue features a domain of the Vermont Early Learning Standards (VELS) and resources for supporting the learning and development of young children, birth to Grade 3, in that domain. All resources are readily available and free. All or part of **The Right Stuff** may be freely shared or reproduced. Past issues are available at [**http://fpg.unc.edu/presentations/right-stuff**](http://fpg.unc.edu/presentations/right-stuff)  Resources in yellow are available in languages other than English.  **The Right Stuff** is compiled by Camille Catlett, supported by the Vermont Agency of Education, and funded by the Vermont Race to the Top Early Learning Challenge Grant.  To receive your copy of The Right Stuff each month, send an email **with no message** to  [**subscribe-the\_right\_stuff\_listserv@listserv.unc.edu**](mailto:subscribe-the_right_stuff_listserv@listserv.unc.edu)  To suggest resources, please contact Camille Catlett at [**camille.catlett@unc.edu**](mailto:camille.catlett@unc.edu) | |