





















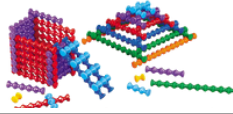


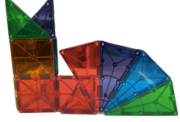



# Play Patterns Unpacked: 9 Play Schemas Quick Reference

	IF THE CHILD LOVES TO...	SUGGESTED BECKER'S MATERIALS <small>click images to visit product details</small>		SUGGESTED FOUND MATERIALS
	<b>Transporting</b> fill their hands, pockets, baskets, bags, vehicles, carts, or buckets full of objects and move them from one place to another			scoops, tongs, boxes, buckets, baskets, carts, wagons
	<b>Trajectory</b> roll and throw things, run up and jump off things, crash vehicles, knock things down, create explosions, or chase bubbles, explore movement in straight lines or arcs			tubes, pompoms, plastic bottles (for rockets), paper towel tubes, springs, plastic spoons, boxes and cartons for knocking down
	<b>Enclosure</b> arrange blocks in a circle or square, draw shapes that "trap" other shapes or characters, or build pens or homes for animals and toys			popsicle sticks, branches, blocks, hula hoops, yarn, rope or string, empty frames
	<b>Enveloping</b> wrap toys in fabric or paper covers, hide objects in containers, bury items in the sand, play hide and seek, crawl under blankets or into boxes, or wrap themselves in scarves			fabric pieces, scarves, boxes and containers, envelopes, recycled wrapping paper, tissue boxes, repurposed gift or jewelry boxes
	<b>Rotation</b> spin objects or their bodies in circles, twist on a swing, spin the wheels on toy vehicles, or turn knobs on appliances			spinners from board games, paper plates, "lazy susan" style trays, large bowls, pinwheels, salad spinners
	<b>Positioning</b> arrange toys and objects in specific ways, often lining things up, sequencing by size or organizing by category, rearrange furniture, straighten rows of shoes, stack books			clothes pins, paint swatches, muffin tins, nesting bowls, recycled containers and lids, recycled k-cup pods
	<b>Orientation</b> climb everything, play peek-a-boo games, sit upside down, hang from bars, look through holes and transparent objects, stand on toys, crawl under tables			cardboard tubes, old maps, child-safe mirrors, sunglasses, everyday objects cut open or turned inside out
	<b>Connecting</b> build train tracks, snap and unsnap buckles, build with Lego, play with fridge magnets and stickers, snap and unsnap marker caps			containers with lids, pvc pipes, paper clips, nuts and bolts, twist ties, buckles and snaps, velcro, straws
	<b>Transformation</b> mix sand and water into "soup," or turn playdough into a birthday cake, explore how things change through mixing, combining, or imagining one thing becoming another			recycled cardboard, magazines for cutting/collage, mortar and pestle, rolling pin

# Play Schemas in Action

Connecting Children's Repeated Actions to Play Schemas



**Notice - Name - Extend**  
**Reflection Guide**

**Blocks/Construction**

Date:

Children Observed:

## Notice!

What are the children doing? Look for repeated actions or play patterns.

## Name!

Connect the action to one or more play schemas.

## Extend!

How can I support development in this area?

(Materials, activities, books, projects, conversations)

Date:

Children Observed:

## Notice!

What are the children doing? Look for repeated actions or play patterns.

## Name!

Connect the action to one or more play schemas.

## Extend!

How can I support development in this area?

(Materials, activities, books, projects, conversations)



TRANSPORTING



TRAJECTORY



ENCLOSURE



ENVELOPING



ROTATION



POSITIONING



ORIENTATION



CONNECTING



TRANSFORMATION

# Play Schemas in Action

Connecting Children's Repeated Actions to Play Schemas



## Notice - Name - Extend Reflection Guide

### Dramatic Play

Date:

Children Observed:

#### Notice!

What are the children doing? Look for repeated actions or play patterns.

#### Name!

Connect the action to one or more play schemas.

#### Extend!

How can I support development in this area?

(Materials, activities, books, projects, conversations)

Date:

Children Observed:

#### Notice!

What are the children doing? Look for repeated actions or play patterns.

#### Name!

Connect the action to one or more play schemas.

#### Extend!

How can I support development in this area?

(Materials, activities, books, projects, conversations)



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# Play Schemas in Action

Connecting Children's Repeated Actions to Play Schemas



**Notice - Name - Extend**  
**Reflection Guide**

**Science/Sensory**

Date:

Children Observed:

## Notice!

What are the children doing? Look for repeated actions or play patterns.

## Name!

Connect the action to one or more play schemas.

## Extend!

How can I support development in this area?

(Materials, activities, books, projects, conversations)

Date:

Children Observed:

## Notice!

What are the children doing? Look for repeated actions or play patterns.

## Name!

Connect the action to one or more play schemas.

## Extend!

How can I support development in this area?

(Materials, activities, books, projects, conversations)



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# Play Schemas in Action

Connecting Children's Repeated Actions to Play Schemas



**Notice - Name - Extend**  
**Reflection Guide**

**Math/Manipulatives**

Date:

Children Observed:

## Notice!

What are the children doing? Look for repeated actions or play patterns.

## Name!

Connect the action to one or more play schemas.

## Extend!

How can I support development in this area?  
(Materials, activities, books, projects, conversations)

Date:

Children Observed:

## Notice!

What are the children doing? Look for repeated actions or play patterns.

## Name!

Connect the action to one or more play schemas.

## Extend!

How can I support development in this area?  
(Materials, activities, books, projects, conversations)



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# Play Schemas in Action

Connecting Children's Repeated Actions to Play Schemas



## Notice - Name - Extend Reflection Guide

## Creative Arts

Date:

Children Observed:

### Notice!

What are the children doing? Look for repeated actions or play patterns.

### Name!

Connect the action to one or more play schemas.

### Extend!

How can I support development in this area?  
(Materials, activities, books, projects, conversations)

Date:

Children Observed:

### Notice!

What are the children doing? Look for repeated actions or play patterns.

### Name!

Connect the action to one or more play schemas.

### Extend!

How can I support development in this area?  
(Materials, activities, books, projects, conversations)



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# Play Schemas in Action

Connecting Children's Repeated Actions to Play Schemas



**Notice - Name - Extend**  
**Reflection Guide**

**Writing/Literacy**

Date:

Children Observed:

## Notice!

What are the children doing? Look for repeated actions or play patterns.

## Name!

Connect the action to one or more play schemas.

## Extend!

How can I support development in this area?

(Materials, activities, books, projects, conversations)

Date:

Children Observed:

## Notice!

What are the children doing? Look for repeated actions or play patterns.

## Name!

Connect the action to one or more play schemas.

## Extend!

How can I support development in this area?

(Materials, activities, books, projects, conversations)



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# Play Schemas in Action

Connecting Children's Repeated Actions to Play Schemas



## Notice - Name - Extend Reflection Guide

### Outdoor Play

Date:

Children Observed:

#### Notice!

What are the children doing? Look for repeated actions or play patterns.

#### Name!

Connect the action to one or more play schemas.

#### Extend!

How can I support development in this area?  
(Materials, activities, books, projects, conversations)

Date:

Children Observed:

#### Notice!

What are the children doing? Look for repeated actions or play patterns.

#### Name!

Connect the action to one or more play schemas.

#### Extend!

How can I support development in this area?  
(Materials, activities, books, projects, conversations)



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# Play Schemas in Action

Connecting Children's Repeated Actions to Play Schemas



## Notice - Name - Extend Reflection Guide

## Behavior Triggers

Date:

Children Observed:

### Notice!

What are the children doing repeatedly that presents a challenge for you? Are there any behaviors that you are consistently redirecting?

### Name!

Look for a connection between the behavior and one or more play schemas. Not every undesirable child behavior will be connected to a play schema need, but many will!

### Extend!

How can I meet the movement/play schema need and prevent or stop the undesirable behaviors?  
(Materials, activities, books, projects, conversations)

Date:

Children Observed:

### Notice!

What are the children doing repeatedly that presents a challenge for you? Are there any behaviors that you are consistently redirecting?

### Name!

Look for a connection between the behavior and one or more play schemas. Not every undesirable child behavior will be connected to a play schema need, but many will!

### Extend!

How can I meet the movement/play schema need and prevent or stop the undesirable behaviors?  
(Materials, activities, books, projects, conversations)



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