

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES****REPRESENTATIONAL THOUGHT AND PLAY****GOAL 15: CHILDREN PARTICIPATE IN PRETEND OR SYMBOLIC PLAY.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>36 to 60 Months</p>	<p>Develops plots, scripts, and takes on roles, with a mixture of reality and fantasy.</p>	<ul style="list-style-type: none"> ▪ Takes on pretend roles and situations. Uses appropriate language, tone, and movements (e.g. pretends to be a kitty, meows and purrs pretending to be a kitty, or has a “fire” on the stove playing in housekeeping). ▪ Often plays independently exploring nuances of roles and characters without regard to cooperation from others. ▪ Uses primarily solitary, parallel, or associative play styles, with cooperative play sometimes occurring. ▪ Explores experience by taking on familiar roles in the home and community (firefighters, restaurant, doctor’s office). ▪ Engages in complex make-believe play with others, uses theme-oriented play that involves multiple characters and settings). ▪ Makes connections between characters in books, stories, or movies, with people in real-life. ▪ Questions if characters in books, family, and traditional oral stories and movies are real or not. ▪ Believes objects, events, and characters can be “magic” or have “powers.” ▪ May need help with conflict that arises when child does not take on roles or play within the expectations of another child. ▪ Uses dramatic play to recreate a real situation with 	<ul style="list-style-type: none"> ▪ Engage the child in activities and interactions that develop fantasy characters while helping them differentiate between make-believe and reality. ▪ Help child distinguish between cartoons, puppets, characters in books and movies, and real people. ▪ Provide environment and time for sustained dramatic play. ▪ In child care, respect and protect each child’s right to dramatic play. Assure that children who are taking on big, very active physical role playing, do not interfere in the space where children are carrying out less physically active role playing. ▪ Provide props that can be adapted to various themes (e.g. hospital, firefighters, restaurant, airport, cooking). ▪ Scaffold entrance into dramatic play for child who needs support to join play. ▪ Clarify scripts and roles as part of conflict resolution. ▪ Provide opportunities for pretend play outdoors with materials such as sand, water, buckets and pans, fabric for tents, play scripts, balls, and opportunities to invent games. ▪ Keep books and writing materials that support dramatic play and literacy nearby pretend play areas. ▪ Know the difference between styles of play, and provide protection for those children who are not yet proficient in playing cooperatively for a common goal.

		<p>self involvement.</p> <ul style="list-style-type: none"> ▪ Plays out social and emotional issues (power, loss, fears). ▪ Uses block and dramatic play areas for imaginative settings and extended play. ▪ Extends and consolidates understanding through play. 	<ul style="list-style-type: none"> ▪ In child care or groups, expect children to have some success in taking turns in playing roles and with equipment and props. Independently exploring equipment and roles gives children a chance to learn the characteristics of the equipment and roles before they are expected to play cooperatively. Protect that solitary play.
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