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Lesson Plan: Dramatic Play

Younger Toddlers

**Background Knowledge:**

**Social/Emotional**: Children will be recreating life experiences drawing from prior experiences all the while trying to cope with certain feelings. Children will be beginning to express self help skills by drawing from their prior knowledge.

**Physical Development:** Children will be defining their fine motor development. They will be doing actions that they may have done before such as opening the refrigerator.

**Cognitive Development:** The children will be drawing from their background knowledge of imaginary play in order to recreate scenarios.

**Language Development:** Children will be building on their growing vocabulary. They will be using words that they have used and heard before. The children will be recognizing objects and using words for the objects that they know.

**Objectives:**

**Social/Emotional:** The children will be at the beginning stages of negotiating roles.

**Physical Development:** Children will be practicing their fine motor skills when they pick up and put materials away. Children will be able to push and turn knobs on the pretend oven. As well as turn the faucet on and off. Children will be able to open and close cabinets, and open and close the refrigerator. Children will be grasping objects such as food boxes, pretend food, dishes, utensils, pots and pans.

**Cognitive Development:** The children will begin to think abstractly. Children will be engaging in pretend play and using their imagination. Children will be able to explore cause and effect. Children will be able to open real food boxes and discovery what happens to the boxes when they are flattened, closed, opened and put in shopping carts. Children will be creating their environment through their creative imagination.

**Language Development:** Children will engage with their peers and adults. Children will be prompted to encourage their experience in the dramatic play area by teachers. Such as “Soup, I like tomato soup. What should I have to go with my soup?” Children will be increasing their vocabulary because they will be hearing such words as bowl, spoon, fork, knife, oven, pan, mix, stir and bake. Children will be engaging in face to face interaction with adults and peers. Children will be responding to non-verbal and verbal cues while communicating their needs.

**Materials:**

Various empty food boxes

Kitchen set

Table appropriate size including chairs

Pretend food

Pots and Pans

Utensils

Dishes

**Introduction:**

I will carry the boxes of food in grocery bags. Stating that “I had just gone shopping. Would you like to help me put the food away?”

**Procedure:**

I will interact with the children while participating in play. I will be there to help them explore more. I will take their ideas and expand on them. I will prompt the children’s thoughts and actions by asking questions. If I see a child carrying the Cheerio box around I will say “mmm would you like me to get the milk out of the refrigerator? What do you think we should put the cereal in?” “Oh no my cereal was dumped on the floor. What do you suppose we do?” I will be their simply to help the children expand on their prior knowledge in which I encourage the children to explore their curiosity and imagination more.

**Activity Assessment:**

I will be actively engaging with the children during the activity. I will make sure to use vocabulary words that will help expand the children’s language development. I will be listening to the children’s responses to me as the teacher and how they interact with their peers. I will encourage the children to help me put the groceries away. When the children carry large objects such as cereal boxes they are physically developing I will make note of this stage of the development. I will be observing each stage of development taking notes throughout. If I see the children open and closing a box, I will know that they are developing their cognitive skills. The children will be recreating scenarios based on prior knowledge. This will be documented by photographs which later I will analyze as well as observation notes throughout.