

Playful Interactions



SE08

Playing With Toys

Primary Objective: 2
Establishes and sustains positive relationships
c. Interacts with peers

Related Objectives: 2b, 2d, 3a, 4, 8a, 10a, 11e

What You Do

Background: The ability to enter successfully into group interactions is an important social skill. This ability begins with an infant’s early interactions with a primary caregiver and quickly grows into an interest in watching other children play.

- 1. Provide duplicates of popular toys and objects for children to play with near each other.**
- 2. Observe children playing near each other. Notice how often the children interact. Be aware of how each child’s comfort level changes when he or she works near or with other children.**
- 3. Talk about what other children are doing and the ways a child can play beside other children.**

“Sam, look at Nicholas and Ruby playing at the sand table. They are sifting the sand with their fingers. That looks like fun! Would you like me to go to the sand table with you to find a scoop that you can use to sift the sand?”

“Brenda is playing with foam blocks. Would you like to sit near her and play with the blocks, too?”

Including All Children

- Record appropriate phrases on a child’s communication device.
- To increase a child’s vocabulary and comprehension, describe your actions in real time or explain what other children are doing.**

Teaching Sequence

RED	Talk to the child about what other children are doing nearby to increase his awareness of others around him. “Stephan, you’re lying next to Allie on the carpet. You’re both waving your arms!”
RED	Invite the child to play in the vicinity of other children. “Bonnie, I see that Russell is looking at books on the carpet. Would you like to look at the books, too?”
ORANGE	
ORANGE	Encourage the child when she plays near other children or imitates their play. “You like how Andrea is playing the drum. I see you sitting next to her hitting the drumstick on the ground.”
YELLOW	
YELLOW	Prompt the child to join other children playing nearby by talking about how he can participate. “John, I see you watching Ander and Emma pretending to eat soup. Would you like to bring them some toy vegetables to put into their soup?”
GREEN	
GREEN	Acknowledge when the child successfully enters a group on her own. “That was kind of you to ask Evelyn and Samson whether you could play with the trucks with them. I see the three of you are using your trucks to move the sand.”

See *The Creative Curriculum® for Infants, Toddlers & Twos, Volume 3: Objectives for Development & Learning* for the progression of development beyond the green colored band for this objective and dimension.

Questions to Guide Your Observations

- How did the child interact with other children? (2c)
- During parallel play, did the child engage in conversation with the other children? (10a)
- Did the child imitate other children by using objects in new or unanticipated ways? (11e)

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