Open-Ended Play & Oral Language Development

Megan Burton
EDCI 302

Terms to Know

Play

Open-ended play

Zone of proximal development

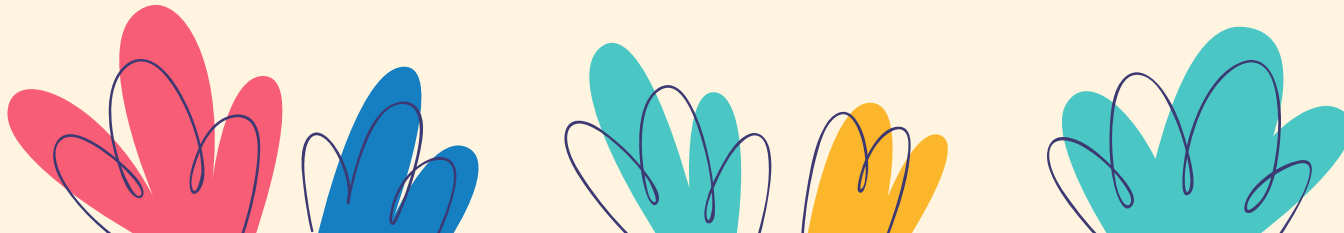Structured play

Constructivist theory

Teacher Involvement

- **Provide the right toys, materials, and space**
  This allows for play to happen, and can act as a guide for the type of play that happens

- **Engage in play with students**
  Prompts more detailed conversation, structure and depth to play

- **Ask prompting questions**
  Gets students thinking about their play scenarios, and translating these actions into sentences and questions

The Balancing Act

Learners get the most out of adult interactions when they're in a playful capacity.

BUT

In order for play to be play, it needs to be child-led.

BC ELA Curriculum - K

Big Ideas

- Playing with language helps us discover how language works.
- Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Curricular Competencies

- Use sources of information and prior knowledge to make meaning
- Exchange ideas and perspectives to build shared understanding
- Use language to identify, create, and share ideas, feelings, opinions, and preferences

Content

- Oral language strategies

The Importance To Us

- Play happens regardless of teaching approaches

- Play in the young elementary classroom is become more and more popular

- Teachers play a very direct role in this particular highlighted point

- It is a choice that shapes your personal teaching practice

References

Government of British Columbia (2021). *Curriculum Overview*. Building Student Success - *B.C. Curriculum*.

https://curriculum.gov.bc.ca/curriculum/english-language-arts/K/core

Hoffman, L. E. (1997). (thesis). *The effects of substituting structured play for unstructured play on the attitudes of students and teachers*. Retrieved from

https://opus.uleth.ca/bitstream/handle/10133/826/Hoffman_Laura_Elizabeth.pdf

Pyle, A., Prioletta, J. & Poliszczuk, D. (2018). The play-literacy interface in full-day kindergarten classrooms. *Early Childhood Educ J* 46, 117–127. https://doi-org.ezproxy.library.uvic.ca/10.1007/s10643-017-0852-z

Seifert, K., & Sutton, R. (2009). Chapter 2. In *Educational Psychology* (2nd ed., pp. 20–40).

https://bright.uvic.ca/d2l/le/content/56791/viewContent/752282/View

References

Shrier, C. (2016). The value of open-ended play. *Michigan State University Extension*.

   https://www.canr.msu.edu/news/the_value_of_open_ended_play

Smagorinsky, P. (2013). What does Vygotsky provide for the 21st-century language arts teacher? Language

   Arts, 90 (3), 192-204.

Van Oers, B., Duijkers, D. (2013). Teaching in a play-based curriculum: Theory, practice and evidence of

   developmental education for young children, *Journal of Curriculum Studies*, 45:4, 511-534.

   https://www-tandfonline-com.ezproxy.library.uvic.ca/doi/full/10.1080/00220272.2011.637182

References

Weisberg, D. S., Zosh, J. M., Hirsh-Pasek, K., & Michnick-Golinkoff, R. (2013). Talking it up: Play, language

development, and the role of adult support. *American Journal of Play*, *6*(1), 39–54.

https://files.eric.ed.gov/fulltext/EJ1016058.pdf

Wilmot, R. (2021, Jan 19). *Ministry of education documents & systemic functional linguistics* [PowerPoint

slides]. https://bright.uvic.ca/d2l/le/content/56867/viewContent/898410/View