**Grade:** TK  
**Subject:** Social Emotional  
**Theme:** Play Skills

### Essential Question:
What do we do when we want to play with someone?

### Suggested Resources:
- Visual prompts (photos, drawings, or icons) of common types of play in your classroom and playground games (i.e., dramatic play center, block center, playground balls)
- Visual prompts (photos, drawings, or icons) of joining play:  
  1. Watch and listen.  
  2. Ask and invite.  
  3. Play fair.
- Visual prompts (photos, drawings, or icons) of exiting play:  
  1. Tell others you are leaving.  
  2. Walk away without disturbing play.
- Visual prompts (photos, drawings, or icons) of initiating play:  
  1. Decide what game you will play.  
  2. Decide whom to invite to play.  
  3. Ask them to play politely.  
  4. Explain what you are playing.
- Visual prompts (photos, drawings, or icons) of key phrases to practice/act out: “What are you doing?” “May I play with you?” “What do you want to play?” “Do you want to play with me?”
- **Join In and Play** (Cheri J. Meiners)

### Integration of Catholic Values:
The Great Commandment: “Love your neighbor as yourself.”

### SLE(s):
* Please refer to your school SLE’s.

### Standards:
- **SE-7d** Play with a common purpose (*)
- **SE-7b** Engage in games and group play (*)
- **SE-7a** Actively and intentionally play with peers (*)
- **SE-7c** Initiate play and lead cooperative experiences (*)

### Suggested Physical Education Standards:
- **PE-2b** Build and construct with materials
- **PE-4d** Participate in individual and group physical activities (*)
<table>
<thead>
<tr>
<th>Concepts:</th>
<th>Skills:</th>
<th>Social-Emotional Development Connection:</th>
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<tbody>
<tr>
<td><strong>SE-7d</strong></td>
<td><strong>Note</strong> – The skills in this unit are foundational to the listed standards, but do not address the standards directly.</td>
<td></td>
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<tr>
<td>• common purpose</td>
<td><strong>SE-7d</strong></td>
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<tr>
<td>• together</td>
<td>• Identify the common purpose of any type of play</td>
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<tr>
<td>• roles</td>
<td>• Describe how to decide what to play</td>
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<tr>
<td>• role-play</td>
<td><strong>SE-7b</strong></td>
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<tr>
<td><strong>SE-7b</strong></td>
<td>• List the steps for joining (pre-existing) cooperative play</td>
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<tr>
<td>• ask</td>
<td>• List the steps for exiting cooperative play</td>
<td></td>
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<tr>
<td>• invite</td>
<td><strong>SE-7a</strong></td>
<td></td>
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<tr>
<td>• join (engage)</td>
<td>• Explain how to exit any type of play</td>
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<tr>
<td>• preference</td>
<td>• Explain how to respond to the student or group that does not want you to join in their play</td>
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<td><strong>SE-7a</strong></td>
<td><strong>SE-7c</strong></td>
<td></td>
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<tr>
<td>• watch</td>
<td>• List the steps for initiating cooperative play</td>
<td></td>
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<tr>
<td>• listen</td>
<td><strong>SE-7c</strong></td>
<td></td>
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<tr>
<td>• enter play</td>
<td>• List the steps for initiating cooperative play</td>
<td></td>
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<tr>
<td>• exit play</td>
<td><strong>SE-7c</strong></td>
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**Summative Assessment:**

Teacher observes students demonstrating each skill without adult assistance. The teacher may record students’ expected development of each skill in an anecdotal record or on a class checklist. The anecdotal record or checklist includes the date on which each student demonstrates expected development. (Note: This record is ongoing, and expected development will vary per student.) The skills include:

- Identify the common purpose of any type of play (SE-7d)
  
  *Example:* “They are playing house.”

- Describe how to decide what to play (SE-7d)
  
  *Example:* “I want to play house too.”

- List the steps for joining (pre-existing) cooperative play (SE-7b)
  
  *Example:* “May I play house with you?” “Who is in our family?” “Who can I be?”

- List the steps for exiting cooperative play (SE-7b)
  
  *Example:* “I do not want to play this game anymore.”

- Explain how to exit any type of play (SE-7a)

- Explain how to respond to the student or group that does not want you to join in their play (SE-7a)

- List the steps for initiating cooperative play (SE-7c)

<table>
<thead>
<tr>
<th>Instructional Sequence</th>
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<tbody>
<tr>
<td><strong>Day 1:</strong> 0 Identify the common purpose of any type of play (i.e., dress-up, Hide-n-Go-Seek, block building). Describe how to decide what to play.</td>
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</tbody>
</table>
| **Day 2:** 0 List the steps in joining (pre-existing) cooperative play. | **Day 3:** 0 Explain how to exit any type of play.  
**Steps:**  
1. Watch and listen.  
2. Ask and invite.  
3. Play fair. |
| **Day 4:** 0 Explain how to respond to the student or group that does not want you to join in their play.  
**Steps:**  
1. Tell others you are leaving.  
2. Walk away without disturbing play. |
| **Day 5:** 0 List the steps in initiating cooperative play.  
**Steps:**  
1. Decide what game you will play.  
2. Decide whom to invite to play.  
3. Ask them to play politely.  
4. Explain what you are playing. |