

Play Principle	How it might work virtually	How it might work with physical distancing	How it might work in a hybrid/blended model
Play is self-directed	<p>Children make virtual play plans: on a Padlet, in a virtual play journal, such as Seesaw*, in a small group via videoconference, or to a family member. Play plans include what they will use to play and what they might make or do with those materials.</p> <p>*If using “Home Learning Codes” in Seesaw you must enable the class blog for students to see each other’s work*</p>	<p>Kids work in small play groups and those groups stay the same all week. Each child works independently on one aspect of the plan: what they will play, what materials they will need, and who will do which part.</p> <p>They share their part of the plan with the play group and other members of the group make suggestions.</p>	<p>Kids can take a copy of the play plan home to work on their play project or access it virtually.</p> <p>Kids can have a play journal where they draw and write about the play project they were working on in school and their plans for the next day. Students can either use a physical journal, such as a sketchbook, or a virtual play journal that allows their classmates to see their plans, such as in Seesaw.</p>
Play has imaginative elements	<p>Kids can collect loose-part materials for their play bag and/or their at-home makerspace to spark their imaginative play.</p>	<p>In the dramatic play area, children can decide what they want to pretend, what roles they will play, and how they will share the space.</p>	<p>Kids can continue to work on their dramatic play scenario at home by creating the materials and props needed, e.g.: “I will make the casts and the X-Rays for our Animal Hospital.” They can also meet in their play group on a videoconference platform.</p>
Play is independent	<p>Create a virtual choice board with ideas to spark various kinds of independent play. Children can share their play projects on Flipgrid or students can sign up to lead a play session for small groups on a video conference platform, such as Zoom. For example, “I am going to teach you how to draw Piggy” or “I am going to teach you how to make a rocket out of a paper towel tube.”</p>	<p>Provide a choice board which includes various options for independent play, such as easel painting, Legos, art and collage, inquiry table, and makerspace with individual bags of loose parts.</p>	<p>Kids could have a list of materials for a play center at home or the teacher can send students home with a play bag to continue their project at home.</p>
Play is collaborative	<p>Children set up “play groups” on a shared schedule and meet via videoconference, e.g.: “Come play Frozen” or “Let’s build with Legos” or “Let’s draw and paint together!”</p>	<p>Your choice board can also include centers which give opportunities for collaborative play, such as block building, drama, cardboard creations, collaborative mural making.</p>	<p>Kids take pictures of the work they did together in their centers. When students are at home they can use the pictures for inspiration as they try to recreate the play project with materials from home (or with the school provided play bag).</p> <p>Kids can then share their at-home creations in virtual play groups via videoconference, or on an asynchronous video platform, such as Flipgrid.</p>