

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT			
SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES			
REPRESENTATIONAL THOUGHT AND PLAY			
GOAL 15: CHILDREN PARTICIPATE IN PRETEND OR SYMBOLIC PLAY.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Uses and negotiates scripts for elaborate fantasy play, usually distinguishing fantasy from reality.	<ul style="list-style-type: none"> ▪ Explains if a story is real or make-believe, when prompted. ▪ Understands and expresses when fantasy is influencing actions (e.g. "I was just pretending that I am a monster."). ▪ Describes characters, places, and objects in books, movies, and television shows. ▪ Engages in games with rules, though may not follow the rules precisely. ▪ Uses representational block play to create and recreate experiences. ▪ Uses block building for both real and pretend scenarios and describes the difference. ▪ Expresses ideas through dramatic play and character development. ▪ May have favorite and recurring play themes and props. 	<ul style="list-style-type: none"> ▪ Offer props and materials to encourage and support pretend play. ▪ Ask clarifying questions to extend play or help a child overcome frustration. ▪ Help groups of children negotiate rules and fairness. Write and post the rules when appropriate. ▪ Provide outdoor play environments for active games, observation, and exploration with props nearby and easily accessible. ▪ Provide a variety of open-ended props for children to choose as they develop play themes (e.g. large blocks, clothing, writing utensils, art and music tools, wheel toys, signs, platforms). ▪ When a child's ideas for creating play exceed their ability to create the play, offer questions and comments that help break the play down into workable chunks (e.g. "A full castle with turrets and water features is not likely, but what parts of that can you create?").