



Play-Based Instruction for Pre-School Lectora or Storyline We Are Learning Guide

Title of Course (Playfair Display, 24, Black)

This is the sub-heading (Playfair Display, 20, Bold)

Here is some paragraph text (Calibri, 16, Normal).

Lorem Ipsum text. This one is cupcake ipsum. Dessert caramels marshmallow fruitcake cookie jujubes chupa chups. Chocolate cake sesame snaps chupa chups macaroon donut sugar plum cake soufflé. Powder jelly wafer soufflé bonbon chocolate. Cookie cake cake macaroon.

Also use this for:
Callouts (Bold)
Button Text
Speech bubbles



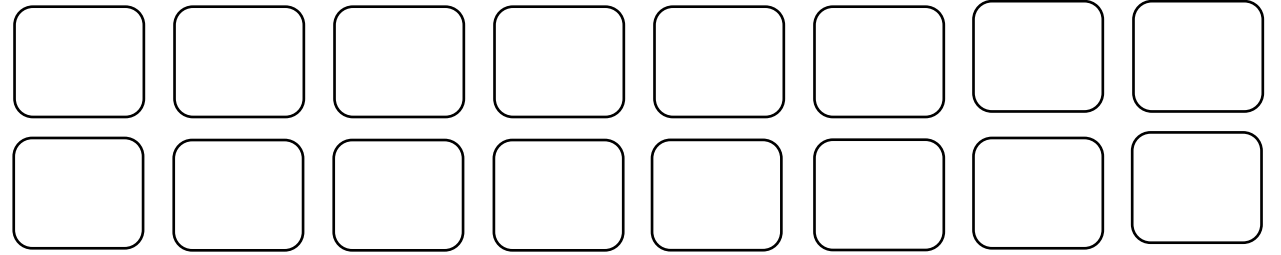
Color Palette



Tip Box / Text Entry Box



Icons



Button Set 1

Normal State



Hover State



Visited State



Down State



Button Set 2

Normal State



Hover State



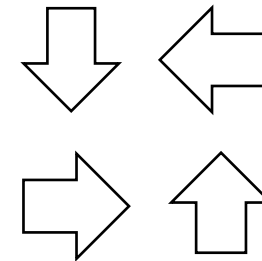
Visited State



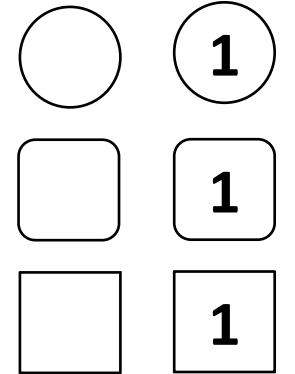
Down State



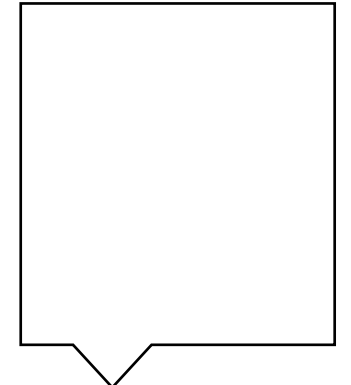
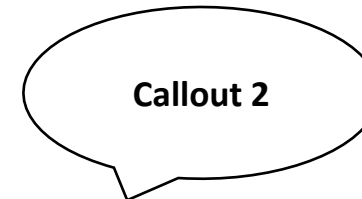
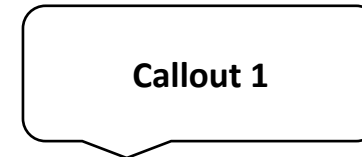
Arrows



Bullet Points



Callouts



Title of Course (Playfair Display, 42, Black)

This is the sub-heading (Playfair Display, 36, Bold)

Here is some paragraph text (Montserrat, 16, Normal).

The quick brown fox jumps over the lazy dog.

Also use this for:
Callouts (Bold)
Button Text
Speech bubbles



Color Palette



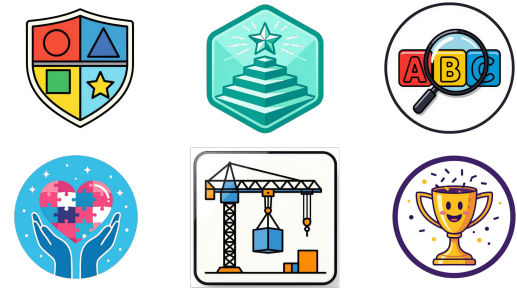
Tip Box / Text Entry Box



Icons - Normal State



Icons - Hover State? I'm not sure if they need labels?



Button Set 1

Normal State



Hover State



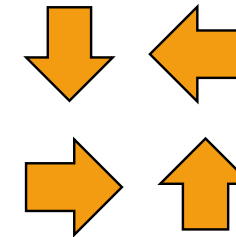
Visited State



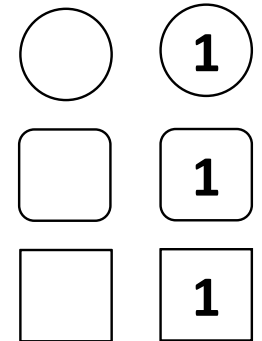
Down State



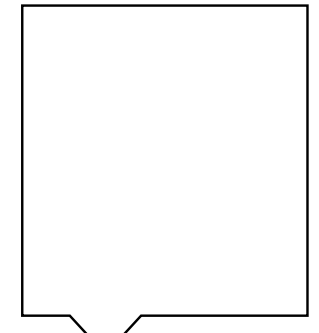
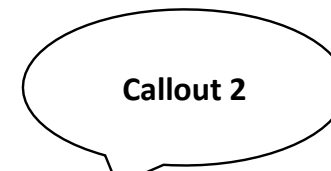
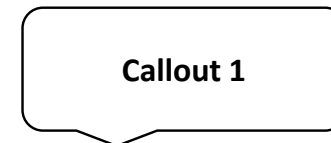
Arrows

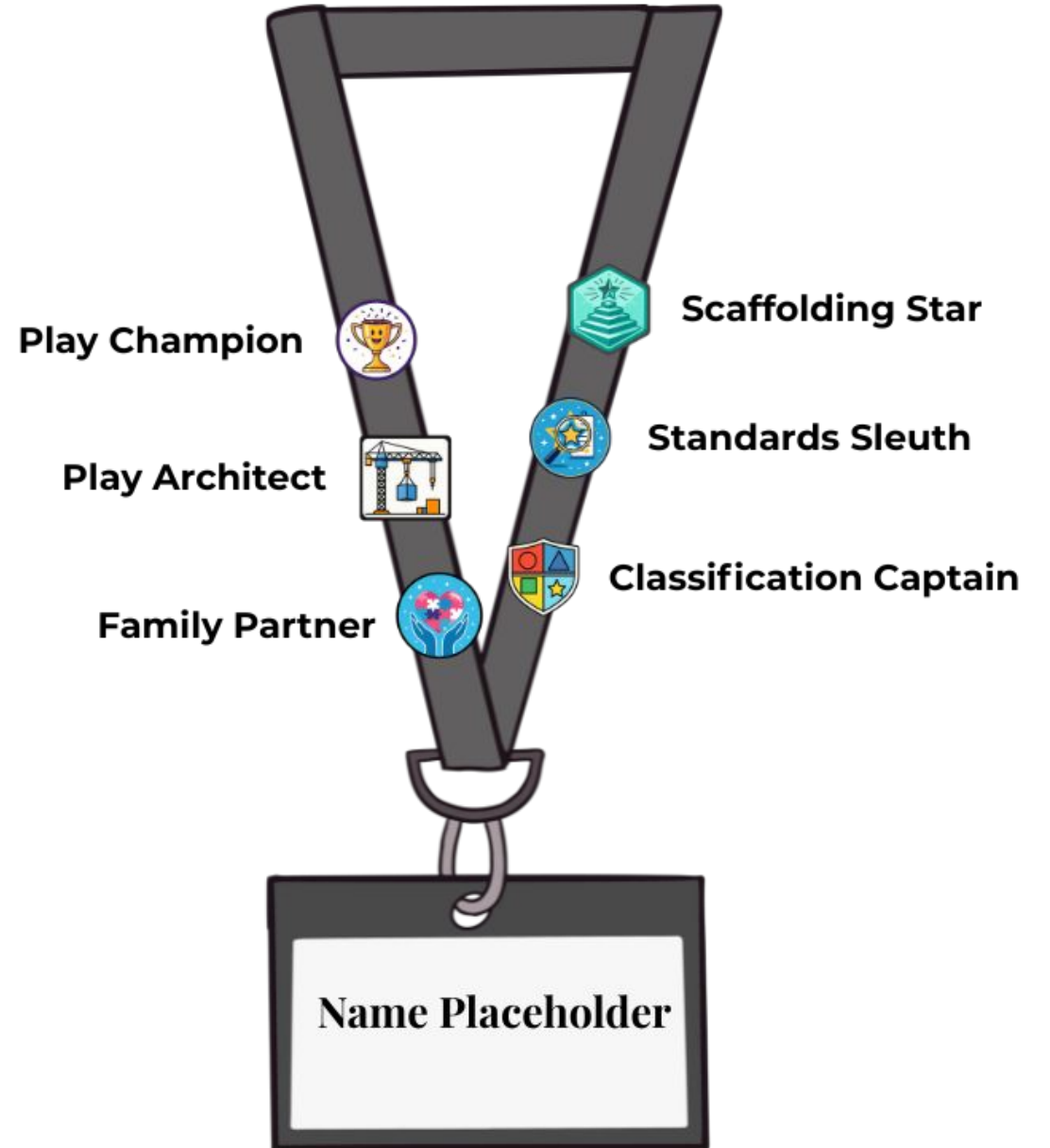
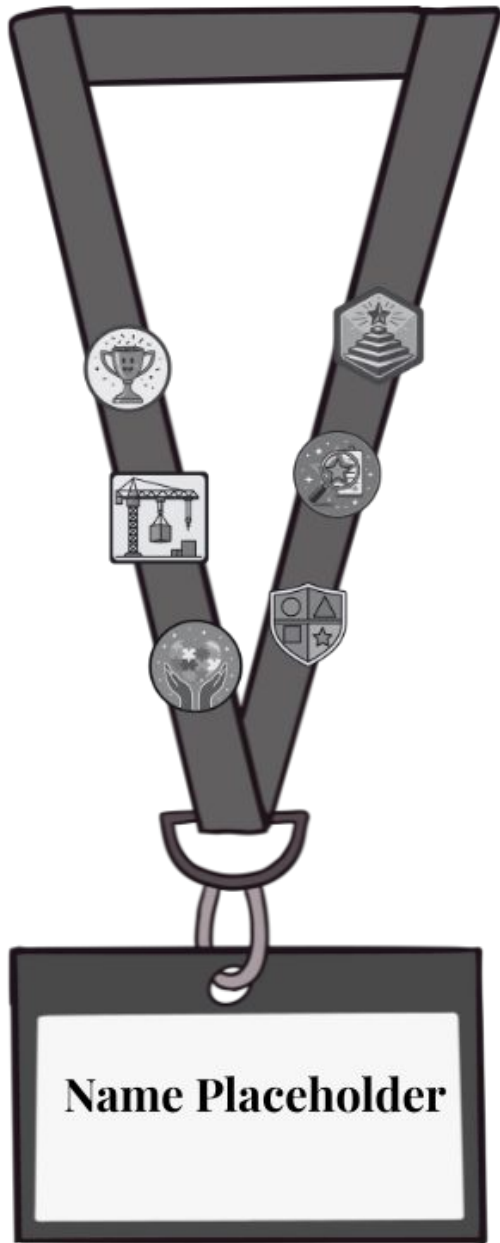


Bullet Points



Callouts







 **Leah**

Maya 



Date: October 2025

Graphics and Slide Text:

Course Name:
Play-based Instruction for Preschool
Teachers

Module #: 1

Module Section
Title (Subtopic):

Slide/Screen
Number + Title:

Navigation + Interactivity Notes:

Narration/Voiceover/SoundFX:

Accessibility:

Animation:

| | |
|-------------------|---------------------------------|
| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 0: Introduction |
| Slide # | 1: |
| Navigation: | |
| Accessibility: | |

| |
|-------------------------------|
| Graphics and Slide Text: |
| Narration/Voiceover/Sound FX: |
| Animations: |

Template

Lesson 0

| | |
|-------------------|---------------------------------|
| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 0: Introduction |
| Slide # | 1: Welcome |

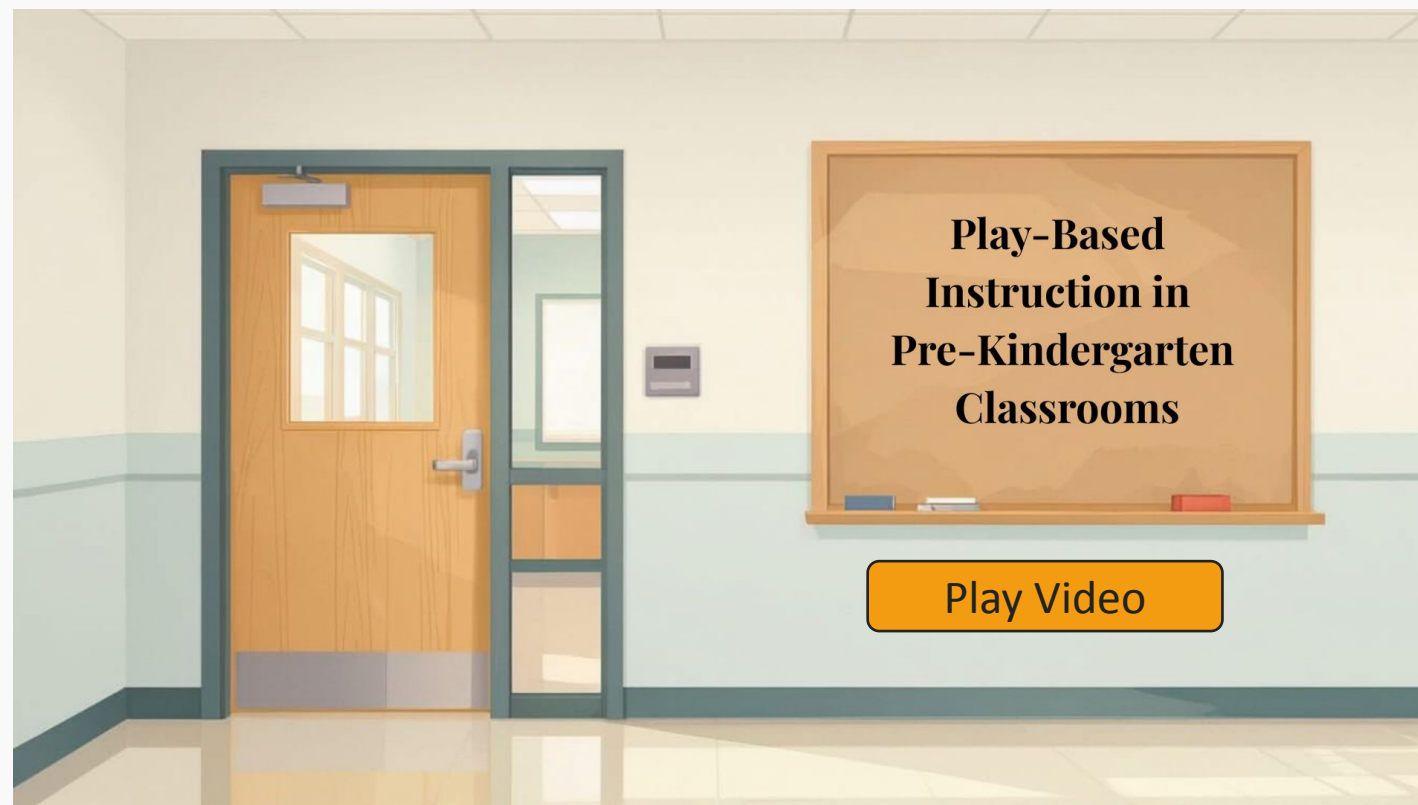
Navigation:
Start course will move to the first slide of the course.

Accessibility:
Optional voiceover to screen read

Graphics and Slide Text:
Play-Based Instruction in Pre-K
Woodland Early Childhood Center

Narration/Voiceover/Sound FX:
Maya: Welcome to Play-Based Instruction for Preschool Classrooms at Woodland Early Childhood Center. I'm glad you've joined us to learn more about creating joyful, effective learning experiences for young children.

Animations:



| | |
|-------------------|---------------------------------|
| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 0: Introduction and # |
| Slide # | 2: Character Introduction |

Navigation:
 Navigation arrows will appear after audio finishes.

Accessibility:
 Closed Captions for video or voiceover

Graphics and Slide Text:
 Maya Smart — Veteran teacher and mentor
 Leah — Experienced preschool teacher, eager to learn new skills

Narration/Voiceover/Sound FX:
 Maya: "Hi, I'm Maya Smart. I've been a preschool teacher for over 20 years, and I'm passionate about helping other teachers bring playful, purposeful learning into their classrooms."
 Leah: "And I'm Leah! I've been teaching preschoolers for several years now and love seeing how they grow every day. I'm always looking for new ways to inspire my class, so I'm excited to work with Maya and explore play-based teaching together!"
 Maya: "We will also get to view classroom examples from Ms. Brightwell, who will model activities with students in the classroom. We will meet her in a little bit."

Animations: Text appears as it aligns with the voiceover.



| | |
|-------------------|---------------------------------|
| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 0: Introduction |
| Slide # | 3: Gamification Setup |

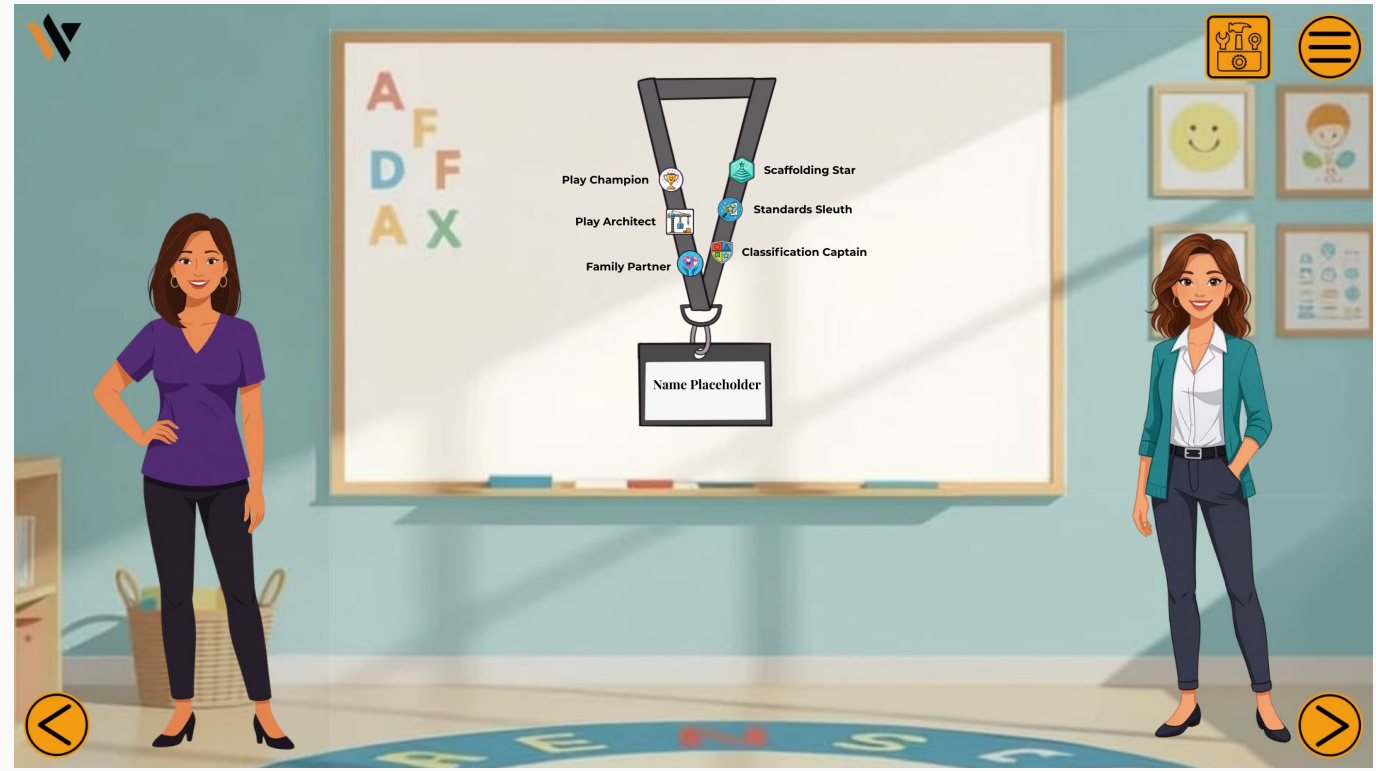
Graphics and Slide Text:
 Lanyard with six greyed-out pin placeholders, labeled:
 Family Partner | Classification Captain | Standard Sleuth | Play Architect | Scaffolding Star | The Play Champion

Narration/Voiceover/Sound FX:
 Maya: "As you progress through this course, you'll have the chance to earn special pins to add to your lanyard. Each pin recognizes your success in completing important activities that help you master play-based instruction."
 Leah: "Here are the six pins you can earn: The Family Partner, the Classification Captain, the Standard Sleuth, the Play Architect, the Scaffolding Star, and the Play Champion."

Animations:

Navigation:
 Navigation arrows will appear after audio finishes.

Accessibility:
 Closed Captions for video or voiceover



| | |
|-------------------|---------------------------------|
| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 0: Introduction |
| Slide # | 4: Learning Objectives |

Navigation:
Navigation arrows will appear after audio finishes.

Accessibility:
Closed Captions for video or voiceover

Graphics and Slide Text:

What you'll get from this course:

- Make play a powerful part of your teaching
- Choose goals that matter for your classroom
- Find and tweak activities for every child
- Learn ways to help each student succeed

Narration/Voiceover/Sound FX:

Maya: "In this course, you'll make play a powerful part of your teaching. We'll explore what makes play truly meaningful for learning and how to use it every day." *Bullet point 1 animates in.*

"You'll learn how to choose goals that really matter for your classroom—not just what's fun, but what helps your students grow." *Bullet point 2 animates in.*

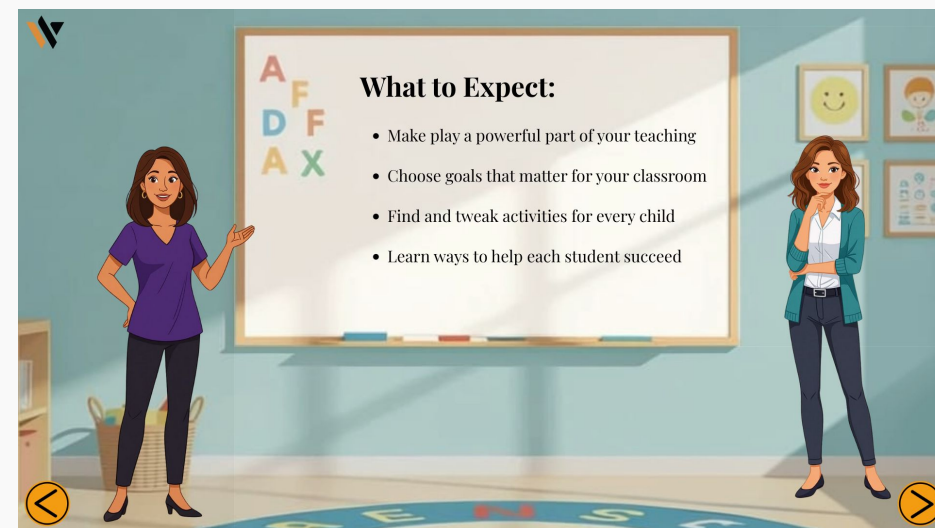
"And don't worry—you'll find and tweak activities so they fit every child, not just the easy ones." *Bullet point 3 animates in.*

Leah: "Plus, we'll share ways to support each student, so you leave with strategies to help everyone succeed, no matter where they start." *Bullet point 4 animates in.*

Maya: "Now that you know what's ahead, you're ready to dive in and start making play more intentional in your classroom."

Leah: "Let's get started with our first lesson and see how purposeful play can look in action."

Animations: Text animates to match the audio



Lesson 1
Scenarios 1-6
Demo 1, 2, 3, 4; App 5, 6

| | |
|-------------------|-----------------------------------|
| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 1: What is Play-Based Instruction |
| Slide # | 1: 'What to expect' |

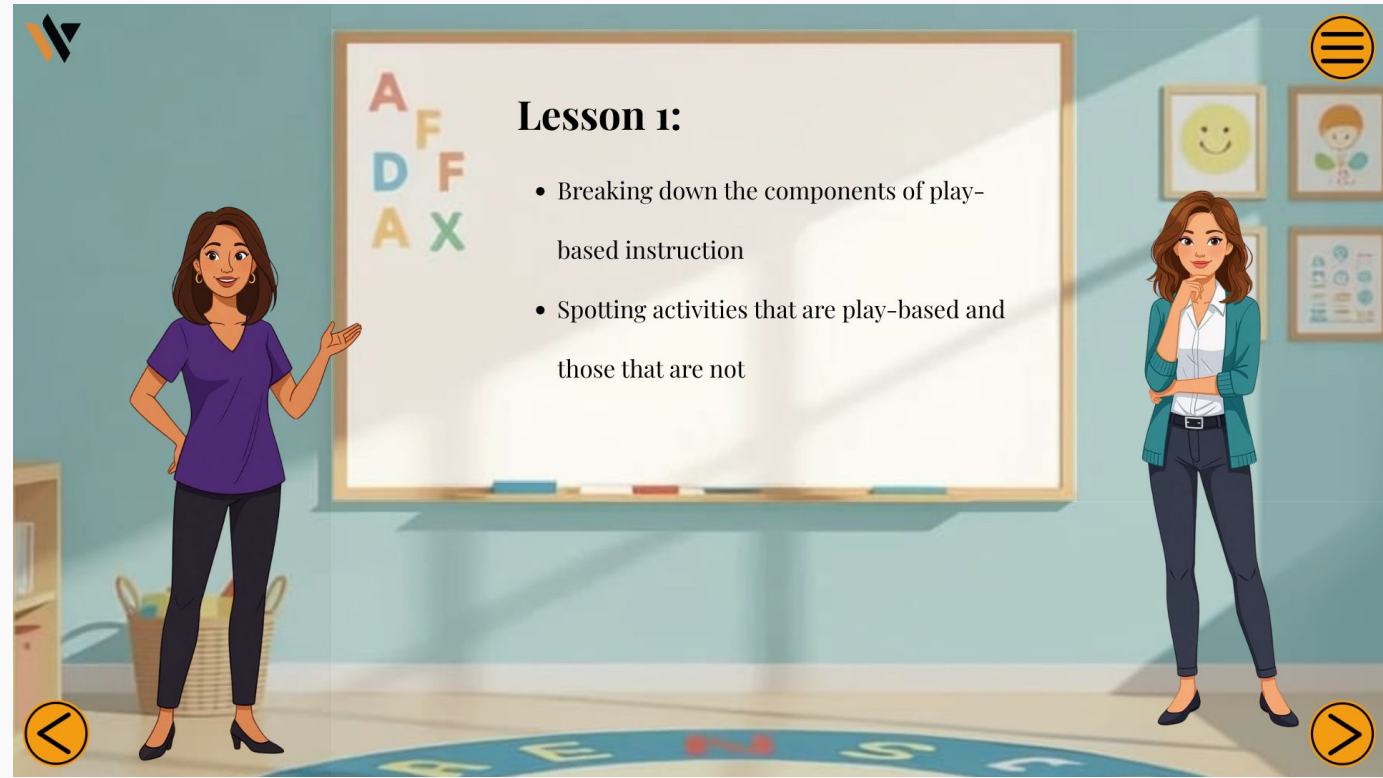
Graphics and Slide Text:
 Bulleted List for lesson 'what to expect':
 - breaking down the components of play-based instruction
 - spotting activities that are play-based and those that are not
 Maya is talking at the white board.

Narration/Voiceover/Sound FX:
 Maya: In this lesson, you'll learn what makes play-based instruction really work by breaking down its main ingredients. We'll also practice spotting activities that fit, and those that miss the mark, so you can feel confident recognizing great play in your classroom."

Animations:
 Highlights fade in on the white board as the voice-over gets to it

Navigation:
 Navigation arrows will appear after audio finishes.
 Menu button appears - this will remain for the rest of the course and will let learners jump to lesson intro slides.

Accessibility:
 Closed Captions for video or voiceover



| | |
|-------------------|-----------------------------------|
| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 1: What is Play-Based Instruction |
| Slide # | 2: 'Definition |

Graphics and Slide Text:
 "What is play-based instruction? Pictures
 Child-centered
 Uses open-ended manipulatives
 Allows for student exploration and/or problem-solving"

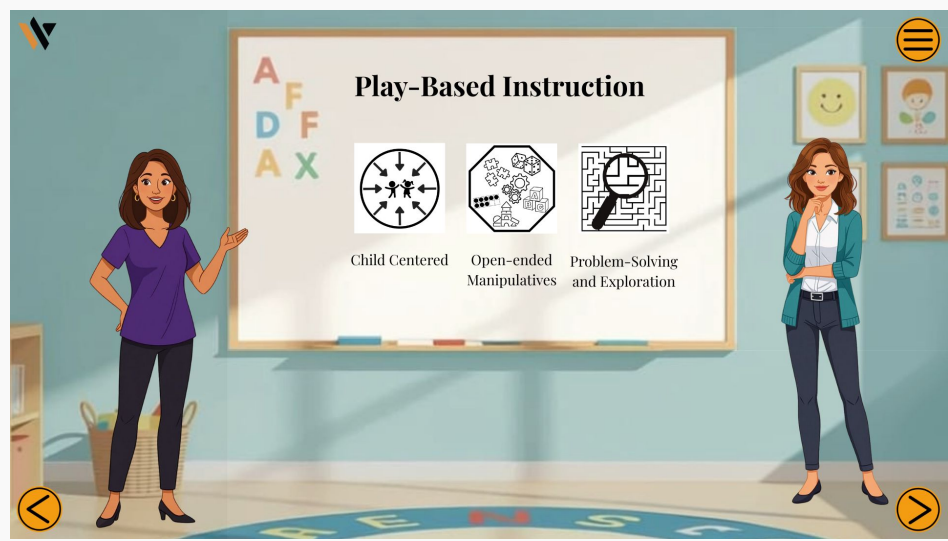
Narration/Voiceover/Sound FX:
 Maya: "Let's break down what play-based instruction means. Play-based instruction is about creating learning experiences where children lead the way—exploring, choosing, and discovering through hands-on play. In this approach, activities should be child-centered, use open-ended materials, and invite plenty of exploration and problem solving."

 Maya: "Three big pieces help you spot a play-based activity: Is it centered on the child's choice and interest? Does it use open-ended materials? Does it allow for exploration and problem-solving? If the answer is yes to these, that's play-based instruction in its best form! Let's look at each component through a classroom activities."

Animations:
 Text and images fade in on the white board - appears between the two sets of voice-over

Navigation:
 Navigation arrows will appear after audio finishes.
 Menu allows learner to return to Lesson 0 or the start of Lesson 1

Accessibility:
 Closed Captions for video or voiceover



| | |
|-------------------|-----------------------------------|
| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 1: What is Play-Based Instruction |
| Slide # | 3: Note the resources |

Graphics and Slide Text:
 Resource button is now visible with two items
 Maya and Leah are talking at the whiteboard
 Big arrow to the resource button

Narration/Voiceover/Sound FX:

Maya: "Before we go further, I want you to notice the Resources button on your screen—~~it'll be here on every slide.~~ Whenever you need a quick reminder, checklist, or example to support your planning, just click the 'Resources' button for easy access to glossaries, guides, and helpful documents from this course."
 Leah: "Right now, you'll find a glossary with the definition of play-based instruction, and a poster about play-based instruction. We'll add new tools to this button as you move through the course—and I'll let you know when something's been added so you never miss a helpful resource."

Animations:

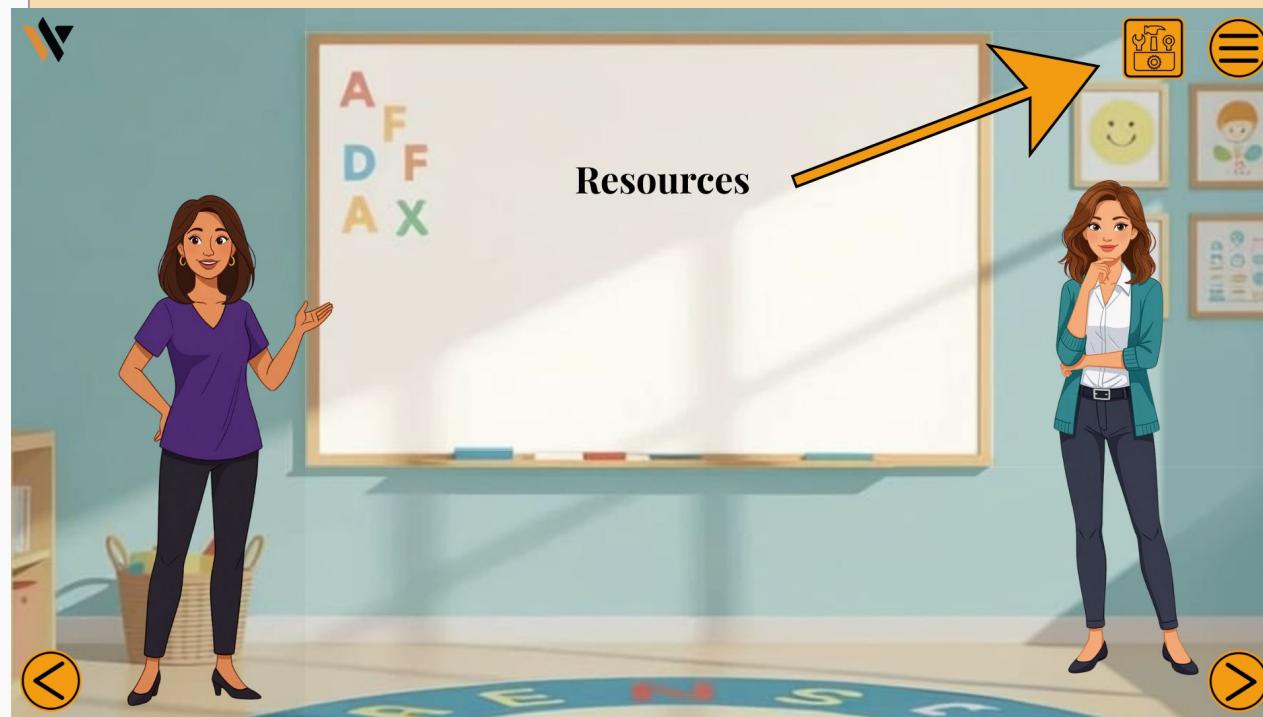
Arrow points the button when Maya says 'Resources'

Navigation:

Navigation arrows will appear after audio finishes.
 Menu allows learner to return to Lesson 0 or the start of Lesson 1.
 Resources will pop up the links to all resources relevant to current activity and previous activities in the course.

Accessibility:

Closed Captions for video or voiceover



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|-------------------|--|
| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 1: What is Play-Based Instruction |
| Slide # | 4: Scenario 1 - Child-centered Video Intro |

Graphics and Slide Text:
Intro to Video from We Are showing the activity

Narration/Voiceover/Sound FX:

Maya: "Let's look at each component of play-based instruction and explore how the play-out in the classroom.
Leah: The first component is 'child-centered'. The is met when students are allowed to make choices to direct the activity, and/or when the activity highlights their interests.
Maya: "Ms. Brightwell read a book about dinosaurs in circle time and the students were really excited about it. She is going to show use the math center that she modified to incorporate student interest in dinosaurs."

Animations:

When the audio finishes, the 'play video' button will appear. A video layer will appear to show the video described on the next slide of this storyboard.

Navigation:

Navigation arrows will appear after audio finishes.
Menu allows learner to return to Lesson 0 or the start of Lesson 1.
Resources will pop up the links to all resources relevant to current activity and previous activities in the course.

Accessibility:

Closed Captions for video or voiceover



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|-------------------|--------------------------------------|
| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 1: What is Play-Based Instruction |
| Slide # | 4: Scenario 1 - Child-centered Video |

Navigation:

On the main layer, a video play button will open the We Are video. The navigation will remain hidden until the video has finished. Video opens on a top layer over Maya and Leah. The video will show its own player to allow the learner to revisit content without watching the entire video. A button will appear at the end of the video to "Return to Maya". On the main layer, the standard navigation will appear after the learner watches the video.

Accessibility:

Closed Captions for video or voiceover

Graphics and Slide Text:
Video from We Are showing the activity in the math center

Narration/Voiceover/Sound FX:

Scene: Math Center – “Dinosaur Dig Counting”

(Cut to the small-group math table; trays with sand, dice, and plastic dinosaurs are ready.)

Ms. Brightwell: “Alright paleontologists, we’re going to play ‘Dinosaur Dig’! Roll your dice, count that many dinosaurs, and place them in your sand tray.”

(Roxsy rolls first.)

Roxsy: “I got a five!”

Ms. Brightwell: “Great! Count those out loud as you add them—one, two, three, four, five!”

(Luke sorts dinosaurs by size as he counts.)

Ms. Brightwell: “Nice work, Luke! I see you’re sorting by size too. Which tray has more dinosaurs?”

Luke: “Mine! I have lots of big ones!”

Ms. Brightwell: “Exactly—and you both just practiced counting, sorting, and comparing. All through your love of dinosaurs!”

Animations:



| | |
|-------------------|--------------------------------------|
| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 1: What is Play-Based Instruction |
| Slide # | 5: Scenario 2 - Open-ended Materials |

Navigation:

Navigation arrows will appear after audio finishes.
 Menu allows learner to return to Lesson 0 or the start of Lesson 1.
 Resources will pop up the links to all resources relevant to current activity and previous activities in the course.

Accessibility:

Closed Captions for video or voiceover

Graphics and Slide Text:

Pictures of the activity described by Maya.

Types of Open-ended Materials (pictures):

- Counting objects (bears, coins, pawns, cubes, beans, plastic animals)
- Playdough
- Number tiles
- Blocks
- Linking toys (snap cubes, chain links, Legos)
- Loose parts (shells, sticks, buttons)

Narration/Voiceover/Sound FX:

Maya: "When I planned the math center, I wanted to address important counting and sorting standards. At first, I thought about using flashcards and tracing sheets, but I realized those wouldn't fully engage the kids. Instead, I set up the center with open-ended materials like counting bears, number tiles, playdough, and loose parts."

"Kids rolled playdough 'cookies' and added buttons as chocolate chips to match numbers, sorted counting bears by color, and made patterns with loose parts. These activities let them explore numbers and quantities in many ways, making math fun and hands-on."

Leah: "This is a cool activity, but when students have so much freedom, how can I be sure they are building the specific skills they need?"

Maya: "The easiest way is to include teacher engagement. I often sit with the students in the center that provides the most freedom to help guide students. For example, I will 'challenge' them to create a 'cookie' with 5 chocolate chips, or make my own 'cookie' and ask whose 'cookie' has more chips?"

"For more teaching tips, check out the document on 'Hitting Standards' in the Resources section. Other manipulatives documents have also been added."

Animations:



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|-------------------|---|
| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 1: What is Play-Based Instruction |
| Slide # | 6: Scenario 3 - Exploration and Problem-Solving |

Navigation:

Navigation arrows will appear after audio finishes.
 Menu allows learner to return to Lesson 0 or the start of Lesson 1.
 Resources will pop up the links to all resources relevant to current activity and previous activities in the course.

Accessibility:

Closed Captions for video or voiceover

Graphics and Slide Text:

Narration/Voiceover/Sound FX:

Maya: "For the third component: allowing for exploration and problem-solving, activities in the sensory bin are a perfect example. I set up a water table with measuring cups, tubes, sponges, and funnels. Instead of giving students a fixed task, I observe them discovering how water moves through tubes and comparing the absorption of different tools. I ask open-ended questions like, 'What do you think will happen if...?' to encourage their curiosity."

Leah: "Maya, sometimes I'm unsure how much to guide kids during these play sessions. How do I know when to step in with questions or hints?"

Maya: "That's a good point, Leah. The key is to balance giving kids the freedom to explore with gentle support when they need it. We will address this further in our Scaffolding lesson, but it is often best to wait for students to ask questions and only intervene when students need redirection to stay on task. Let's see another example with Ms. Brightwell."

Animations:

When the audio finishes, the 'play video' button will appear. A video layer will appear to show the video described on the next slide of this storyboard.



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|-------------------|--|
| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 1: What is Play-Based Instruction |
| Slide # | 6: Scenario 3 - Exploration and Problem-Solving Part 2 |

Graphics and Slide Text:

Video from We Are showing the activity in the literacy center
A few story cards will display on the whiteboard to demonstrate the activity.

Narration/Voiceover/Sound FX:

[Scene begins – camera pans across children sorting colorful story cards.]
Ms. Brightwell: “Okay, storytellers, we’re going to build a story together using these cards. You can start with any picture you like.”
Roxsy (picking up a card excitedly): “Oooh! A dragon! He lives in a... forest!”
Luke (looking through the pile): “Wait! What if he gets lost in the city instead? Then someone has to help him!”
Ms. Brightwell (nodding encouragingly): “I like both ideas. How can we decide which one makes the story more interesting?” (Roxsy and Luke discuss, flipping between cards and arranging them.)
Roxsy: “Maybe he starts in the forest and ends up in the city!”
Ms. Brightwell (smiling): “Perfect problem-solving, friends – you combined both ideas! Now, what should we call our story?”
Luke: “The Lost Dragon!”
(Children start acting out scenes with puppets as Ms. Brightwell observes and lightly prompts: “What happens next?”)

Animations:

Navigation:

On the main layer, a video play button will open the We Are video. The navigation will remain hidden until the video has finished.
Video opens on a top layer over Maya and Leah. The video will show its own player to allow the learner to revisit content without watching the entire video. A button will appear at the end of the video to “Return to Maya”.
On the main layer, the standard navigation will appear after the learner watches the video.

Accessibility:

Closed Captions for video or voiceover



| | |
|-------------------|---------------------------------------|
| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 1: What is Play-Based Instruction |
| Slide # | 7: Scenario 4 - All Components Part 1 |

Navigation:

Navigation arrows will appear after audio finishes.
 Menu allows learner to return to Lesson 0 or the start of Lesson 1.
 Resources will pop up the links to all resources relevant to current activity and previous activities in the course.

Accessibility:

Closed Captions for video or voiceover

Graphics and Slide Text:

Narration/Voiceover/Sound FX:

Maya: "Lastly, let's look at a clear example of how the three key parts of play-based instruction come together. I used to have my students make identical paper apples in our craft time. But I've learned that this isn't play-based, because it doesn't give students enough choice or room to explore. Ms. Brightwell has a version of this activity for us to look at.

Animations:

When the audio finishes, the 'play video' button will appear. A video layer will appear to show the video described on the next slide of this storyboard.



| | |
|-------------------|---------------------------------------|
| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 1: What is Play-Based Instruction |
| Slide # | 7: Scenario 4 - All Components Part 2 |

Graphics and Slide Text:
Video from We Are (Scene 1) with Ms. Brightwell talking to the camera explaining the activity

Narration/Voiceover/Sound FX:
Include Voice Script Link Here

Animations:

Navigation:

On the main layer, a video play button will open the We Are video. The navigation will remain hidden until the video has finished. Video opens on a top layer over Maya and Leah. The video will show its own player to allow the learner to revisit content without watching the entire video. A button will appear at the end of the video to "Return to Maya". On the main layer, the standard navigation will appear after the learner watches the video.

Accessibility:

Closed Captions for video or voiceover



| | |
|-------------------|---------------------------------------|
| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 1: What is Play-Based Instruction |
| Slide # | 7: Scenario 4 - All Components Part 2 |

Graphics and Slide Text:
 Video from We Are (Scene 2) with Ms. Brightwell talking to the students as they do the activity

Narration/Voiceover/Sound FX:
[Include Voice Script Link Here](#)

Animations:

Navigation:
 On the main layer, a video play button will open the We Are video. The navigation will remain hidden until the video has finished.
 Video opens on a top layer over Maya and Leah.
 The video will show its own player to allow the learner to revisit content without watching the entire video. A button will appear at the end of the video to "Return to Maya".
 On the main layer, the standard navigation will appear after the learner watches the video.

Accessibility:
 Closed Captions for video or voiceover



| | |
|-------------------|---------------------------------------|
| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 1: What is Play-Based Instruction |
| Slide # | 7: Scenario 4 - All Components Part 2 |

Graphics and Slide Text:
Video from We Are (Scene 3) with Ms. Brightwell talking to the camera explaining how the activity is play-based instruction

Narration/Voiceover/Sound FX:
Include Voice Script Link Here

Animations:

Navigation:

On the main layer, a video play button will open the We Are video. The navigation will remain hidden until the video has finished. Video opens on a top layer over Maya and Leah. The video will show its own player to allow the learner to revisit content without watching the entire video. A button will appear at the end of the video to "Return to Maya". On the main layer, the standard navigation will appear after the learner watches the video.

Accessibility:

Closed Captions for video or voiceover



| | |
|-------------------|-----------------------------------|
| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 1: What is Play-Based Instruction |
| Slide # | 8: Maya's Tip and Tricks |

Navigation:

Navigation arrows will appear after audio finishes.
 Menu allows learner to return to Lesson 0 or the start of Lesson 1.
 Resources will pop up the links to all resources relevant to current activity and previous activities in the course.

Accessibility:

Closed Captions for video or voiceover

Graphics and Slide Text:
 Bullet points show the highlights of Maya's Tips.

Narration/Voiceover/Sound FX:

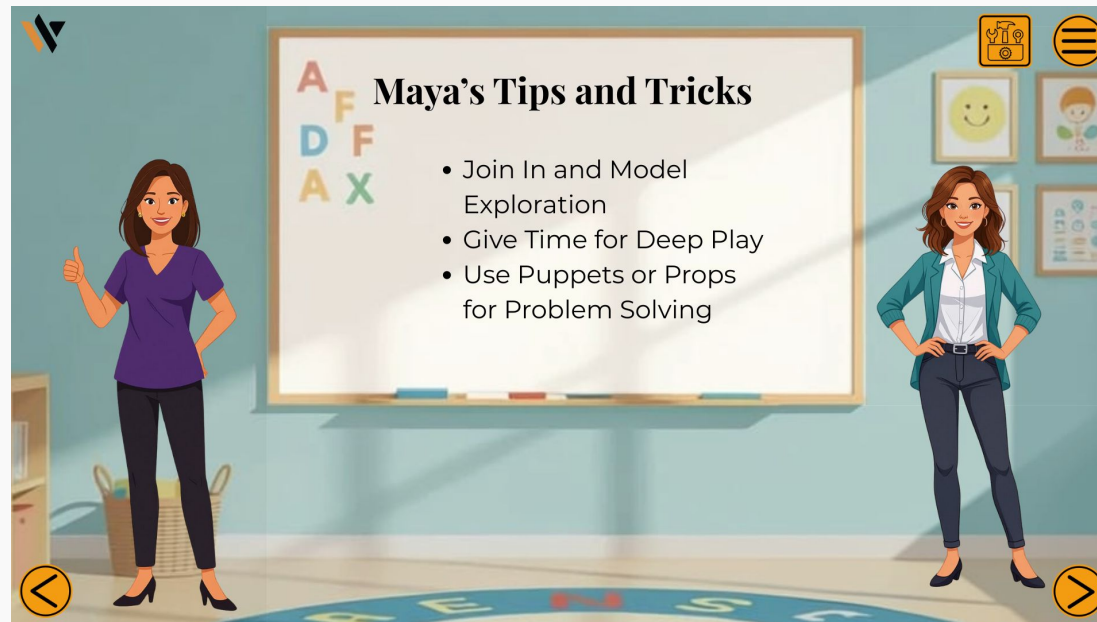
"First, join in and model exploration. Play alongside your students and demonstrate how to ask questions, experiment, and solve problems. When children see you exploring and trying new ideas, it encourages them to take risks and learn through discovery."

"Next, give time for deep play. Provide blocks of uninterrupted playtime so children can become fully engaged, make discoveries, and deepen their understanding. Rushing transitions can disrupt their learning flow."

"And finally, use puppets or props for problem solving. Introducing characters or playful challenges through puppets invites children to think critically, collaborate, and develop social skills—all while having fun."

Animations:

Text fades in to align with the voiceover.



| | |
|-------------------|-----------------------------------|
| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 1: What is Play-Based Instruction |
| Slide # | 9: Applications Intro |

Graphics and Slide Text:
 Select all that apply multiple choice question

Narration/Voiceover/Sound FX:
 Maya: It's time to earn your first two lanyard pins! Leah needs your help with two scenarios, and you will earn a pin for helping with each of them. First up is the 'Family Partner' pin, then you can earn your 'Classification Captain' pin. Leah, go ahead and give us the first scenario." (Image 1)

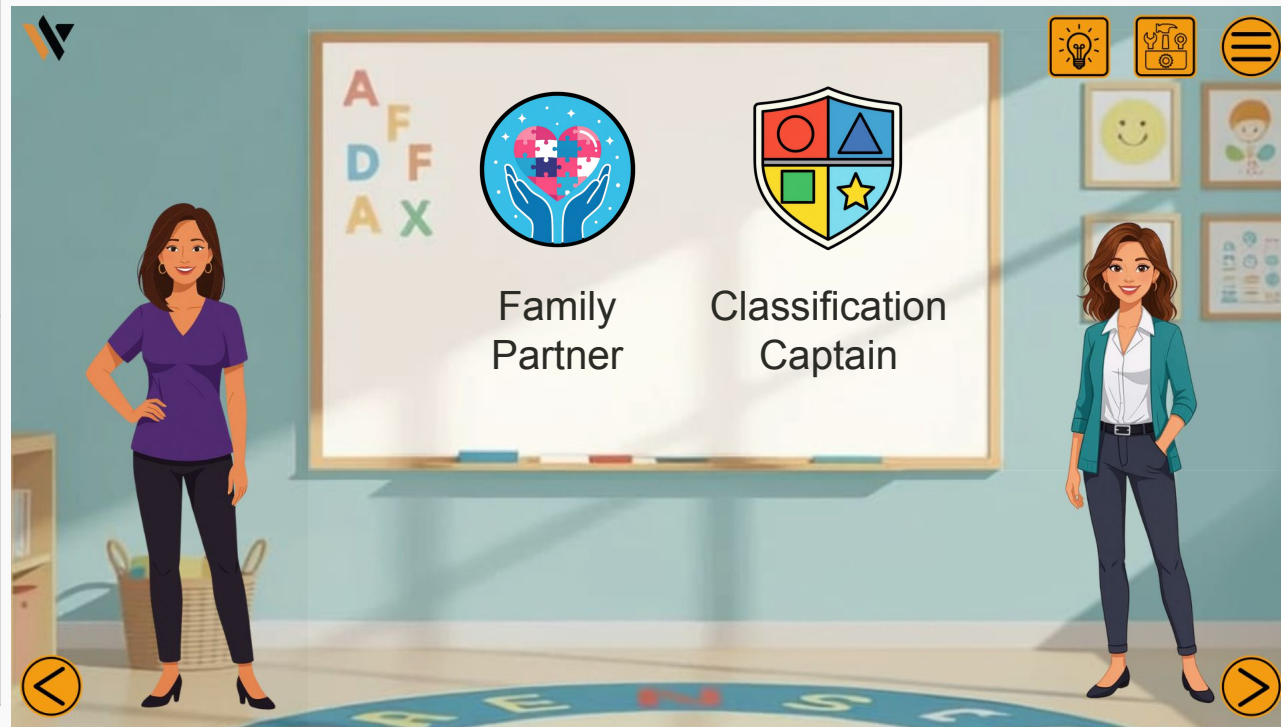
Animations: The learner will click the next arrow to see the first application for 'Family Partner' pin.

Navigation:

Navigation arrows will appear after audio finishes. Menu allows learner to return to Lesson 0 or the start of Lesson 1. Resources will pop up the links to all resources relevant to current activity and previous activities in the course. Hint button shows Maya's hints for the application activity on the page.

Accessibility:

Closed Captions for video or voiceover



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| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 1: What is Play-Based Instruction |
| Slide # | 10: Scenario 5: 'Family Partner' Pin Application |

Navigation:
 Navigation arrows will appear after audio finishes. Menu allows learner to return to Lesson 0 or the start of Lesson 1.
 Resources will pop up the links to all resources relevant to current activity and previous activities in the course.
 Hint button shows Maya's hints for the application activity on the page.

Accessibility:
 Closed Captions for video or voiceover

Graphics and Slide Text:
 Select all that apply multiple choice question

Narration/Voiceover/Sound FX:
 Leah: "As I prepare for Meet the Teacher night, I'm hearing some concerns from parents about play in the classroom. I want to make sure I can clearly explain 'play-based instruction' in a way that makes sense to them."
 Maya: "Your task is to help Leah by selecting all the correct features that should be included in her definition of play-based instruction. Don't worry — you can try as many times as you like and click the 'Hint' button if you need some help."
After activity completion: Maya: Nice job! Congrats on earning your Family Partner pin! Only 5 more pin to become a 'Play Champion'!

Animations: When the learner finishes the activity, a layer should appear to reward them with their 'Family Partner Pin'.

Select the 3 components of Play-Based Instruction.

- Child-centered
- Strict step-by-step directions
- Results in a project to take home
- Students have access to everything in the classroom
- Use of open-ended materials
- Teacher-led instruction without an activity
- Time to explore and problem-solve
- Allows freedom even if it results in chaos

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| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 1: What is Play-Based Instruction |
| Slide # | 11: Scenario 6: 'Classification Captain' Pin Application |

Graphics and Slide Text:
Select all that apply multiple choice question

Narration/Voiceover/Sound FX:
Maya: "Here is your task to earn your 'Classification Captain' pin.

Leah: "I'm looking through an activity database to find an age-appropriate play-based activity that helps my students with letter recognition. Can you help me sort these activities into 'Play-Based' and 'Not Play-Based'?"

Maya: "Drag and drop each card into the correct category. Flip each card to read the description and learn why it is or isn't play-based. You can try as many times as you like. Remember to click the 'Hint' button if you need some help."

After activity completion: Maya: Nice job! Congrats on earning your Classification Captain pin! Only 4 more pin to become a 'Play Champion'!

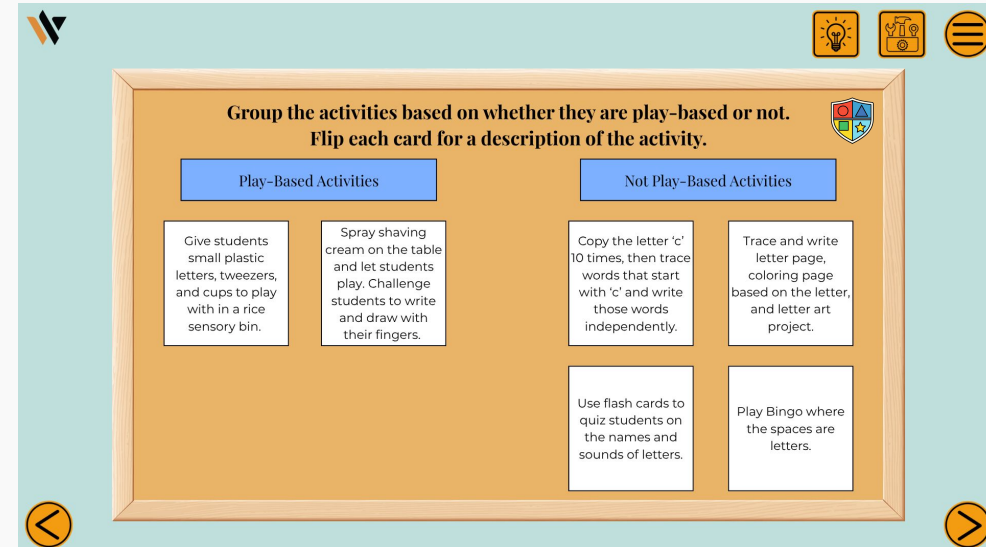
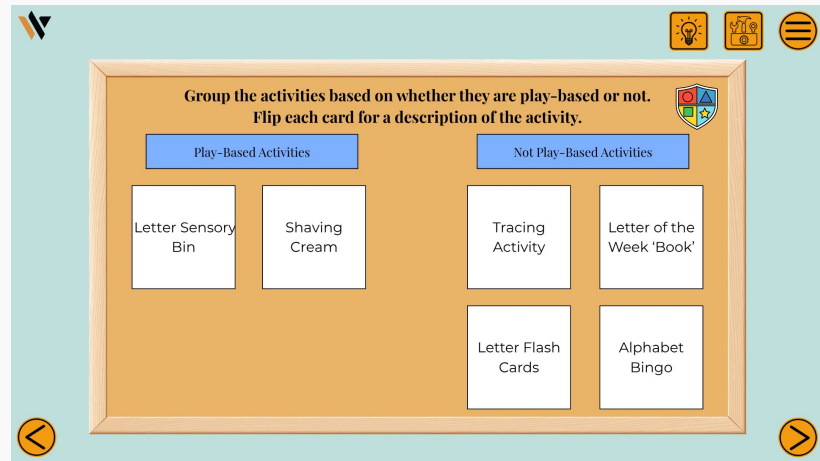
Animations: Learners will drag and drop the cards into the correct group. Backgrounds of the cards should turn green when put in the correct spot. When the learner finishes the activity, a layer should appear to reward them with their 'Classification Captain Pin'. When the activity is correctly completed, a new layer will appear on top to give the learner their pin.

Navigation:

Navigation arrows will appear after audio finishes. Menu allows learner to return to Lesson 0 or the start of Lesson 1. Resources will pop up the links to all resources relevant to current activity and previous activities in the course. Hint button shows Maya's hints for the application activity on the page.

Accessibility:

Closed Captions for video or voiceover



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| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 1: What is Play-Based Instruction |
| Slide # | 12: Lesson 1 Summary |

Navigation:

Navigation arrows will appear after audio finishes. Menu allows learner to return to Lesson 0 or the start of Lesson 1.

Resources will pop up the links to all resources relevant to current activity and previous activities in the course.

Hint button shows Maya's hints for the application activity on the page.

Accessibility:

Closed Captions for video or voiceover

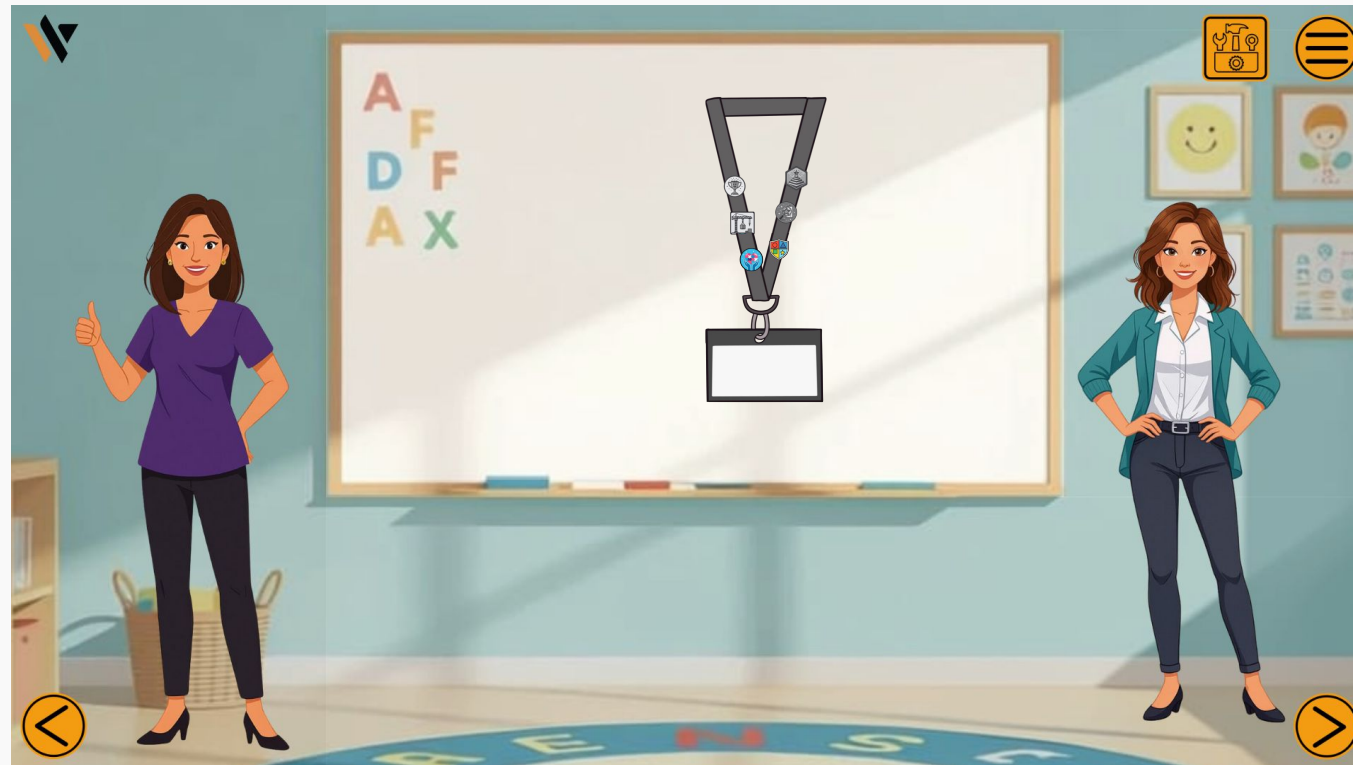
Graphics and Slide Text:

Narration/Voiceover/Sound FX:

Leah: "After learning from Maya, I see that play-based instruction is really about putting kids at the center of their learning. It's using materials that invite creativity and letting children explore and problem-solve at their own pace."

"It's clear to me now how important these three parts are — child-centered choice, open-ended materials, and time for exploration. Together, they help kids develop while having fun and staying engaged."

Animations:



Lesson 2
Scenarios 7-8
Demo 7; App 8

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| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 2: Using Florida State VPK Standards |
| Slide # | 1: Lesson 2 Intro |

Navigation:

Accessibility:

Graphics and Slide Text:

Narration/Voiceover/Sound FX:
 Maya: "Welcome to Lesson 2, where we'll focus on using the Florida State VPK Standards. These standards are essential guides that help us set meaningful, age-appropriate learning goals for our preschool classrooms."
 "In this lesson, you'll learn how to choose the right standards to make sure you're addressing the important skills kids need during the year. Keep in mind, there's one pin to earn in this lesson—the Standards Sleuth pin!"
 "You can find the full Florida VPK Standards linked in the Resources button. Feel free to refer to them anytime as we go through the lesson."

Animations:

whiteboard scene

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| Course Name | Play-based Instruction in Pre-K |
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| Lesson Name and # | 2: Using Florida State VPK Standards |
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| Slide # | 2: How to use VPK Standards |
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Navigation:

Accessibility:

Graphics and Slide Text:
Guidde Screencast Video explaining how to read the VPK Standards

Narration/Voiceover/Sound FX:
Maya: The Florida Voluntary Prekindergarten Early Learning and Developmental Standards provide a clear framework for understanding the key skills children should develop by the end of their VPK experience.

First, it's important to know that the standards are organized into eight developmental domains. These domains are listed and color-coded at the beginning of the standards document to help you navigate easily.

For our lesson, we'll focus on two key domains: Mathematical Thinking, which is marked in purple, and Language and Literature, which you'll see in green.

Within each domain, the standards are divided into subdomains, which are classified using alphanumeric codes. These codes help you locate specific skills and objectives quickly.

Each standard outlines what children should know and be able to do. Following each standard, you'll find benchmarks. Think of these benchmarks as stepping stones or a progression path—benchmark "a" is typically achieved before "b," and so on. This progression guidance helps you plan developmentally appropriate goals for your students.

Keep in mind, when you write your classroom learning objectives, they don't have to match the standards word-for-word. Rather, your goals should be guided by these standards to align learning with state expectations.

Throughout this lesson, you'll learn how to use these standards to choose clear, focused learning goals that support young children's growth in math and language development.

For easy reference, the full Florida VPK Standards are linked in the Resources button. Please refer to this document anytime you need detailed descriptions.

Let's get started.

Animations:

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| Course Name | Play-based Instruction in Pre-K |
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| Lesson Name and # | 2: Using Florida State VPK Standards |
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| Slide # | 3: Scenario 7: Using VPK Standards |
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Navigation:

Accessibility:

Graphics and Slide Text:
We Are Video explaining how to read the VPK Standards

Narration/Voiceover/Sound FX:
Maya: "This week, I'm focusing on math skills like counting, recognizing patterns, and comparing sizes with my preschool students. To make sure my goals align with state expectations, I'm reviewing the Florida Pre-K Standards."

"I'm looking specifically for standards that match the skills I want to promote. For example, Math A.2 focuses on counting and identifying the number sequence from 1 to 31."

"Math A.5 covers constructing and counting sets of objects, which fits perfectly with hands-on activities."

"Math G.2 is about describing, sorting, and classifying two- and three-dimensional shapes using attributes like size and sides."

"And Math C.1 addresses identifying and extending simple repeating AB patterns."

"Referencing the standards helps me pick focused goals that are developmentally appropriate and measurable."

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| Course Name | Play-based Instruction in Pre-K |
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| Lesson Name and # | 2: Using Florida State VPK Standards |
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| Slide # | 4: Scenario 8: 'Standards Sleuth' Pin Application |
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Navigation:

Accessibility:

Graphics and Slide Text:
Camtasia Screencast Video explaining how to read the VPK Standards

Narration/Voiceover/Sound FX:
Leah: "I want to help my students strengthen their literacy skills, especially naming letters when they see written letters. But I'm not sure which standard fits this goal best."
Maya: "Select the Florida Pre-K standard that matches Leah's goal of students naming letters when shown a written letter."

Animations:

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| Course Name | Play-based Instruction in Pre-K |
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| Lesson Name and # | 2: Using Florida State VPK Standards |
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| Slide # | 5: Lesson 2 Summary |
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Navigation:

Accessibility:

Graphics and Slide Text:
Camtasia Screencast Video explaining how to read the VPK Standards

Narration/Voiceover/Sound FX:
Leah: "Now I feel confident in selecting appropriate learning goals from the Florida VPK Standards that match what my students need to work on."
Maya: "Great job! You've earned the Standards Sleuth pin for mastering how to navigate and use the standards to guide your classroom goals."

Animations:

Lesson 3
Scenarios 9-10
Demo 9; App 10

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| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 3: Modifying Activities to Implement Play-Based Instruction |
| Slide # | 1: Lesson 3 Introduction |
| Navigation: | |
| Accessibility: | |

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| Graphics and Slide Text: |
| <p>Narration/Voiceover/Sound FX:</p> <p>Maya: “In this lesson, we’re diving into how to take pre-planned math, writing, and literacy activities and modify them so they really meet the criteria of play-based learning.”</p> <p>“Being able to adjust activities to fit play-based principles is a key skill for Preschool teachers. It supports children’s engagement, creativity, and deeper learning.”</p> <p>“You’ll see one full scenario of how I modify a traditional lesson to be more play-based and get a chance to practice it yourself in the application.”</p> <p>“At the end, you can earn the Play Champion pin — a badge showing your expertise in creating play-based experiences.”</p> <p>“Let’s get started and explore how to transform those classroom activities into playful learning adventures!”</p> |
| Animations: |

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| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 3: Modifying Activities to Implement Play-Based Instruction |
| Slide # | 2: Scenario 6: Modifying an activity |
| Navigation: | |
| Accessibility: | |

Graphics and Slide Text:

Narration/Voiceover/Sound FX:
 Maya: "This week, I want to help my students practice identifying and extending repeating patterns, which aligns with the Florida Pre-K math standard Math C.1."

"Before jumping into changing an activity, it's important to pause and check which play-based components are already present—and which are missing."

"For example, the worksheet I used before didn't have any of the key play-based elements: it wasn't child-centered, it didn't use open-ended materials, and it lacked opportunities for exploration or social interaction."

"Knowing this, I realized the entire activity needed to be modified to include these components."

"To make it more engaging and open-ended, I set up a math center with a tray of colorful beads, buttons, and linking cubes for a small group."

"I start by creating a simple red-blue repeating pattern using the manipulatives, then invite children to continue it."

"Once they get the hang of it, I encourage them to create their own patterns with different colors, shapes, or sizes, and challenge each other to extend their peers' patterns."

"This gives students hands-on, playful opportunities to explore patterns deeply, encouraging creativity and collaboration while meeting the standard."

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| Course Name | Play-based Instruction in Pre-K |
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| Lesson Name and # | 3: Modifying Activities to Implement Play-Based Instruction |
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| Slide # | 3: Maya's Tips for Modifying Activities |
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Navigation:

Accessibility:

Graphics and Slide Text:

Narration/Voiceover/Sound FX:

Animations:

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| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 3: Modifying Activities to Implement Play-Based Instruction |
| Slide # | 4: Application 10 Part 1 |
| Navigation: | |
| Accessibility: | |

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| Graphics and Slide Text: |
| <p>Narration/Voiceover/Sound FX:</p> <p>Part 1: Leah: "I chose the math standard Math A.1, where students count and identify numbers 1 to 31. For the activity, I found a worksheet where kids place stickers matching numbers from 1 to 10."</p> <p>"Before deciding how to modify this, let's analyze the current plan. Which play-based components do you see in this worksheet activity as it is?"</p> <p>"Is the activity child-centered? Does it include open-ended manipulatives? Does it allow for exploration or problem-solving?"</p> <p>"Choose all the components you think are present."</p> |
| Animations: |

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| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 3: Modifying Activities to Implement Play-Based Instruction |
| Slide # | 5: Application 10 Part 2 |
| Navigation: | |
| Accessibility: | |

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| Graphics and Slide Text: |
| <p>Narration/Voiceover/Sound FX: Part 2: Maya: "Great! Now that you've identified which play-based components are missing or present, your turn to brainstorm."</p> <p>"Think about ways to redesign this sticker activity so it's more play-based. How could you use open-ended materials, give children choices, and encourage hands-on exploration?"</p> <p>"Type out your ideas for making this activity playful and engaging for your young learners."</p> <p>"When you're ready, submit your ideas to see a sample lesson activity that meets these play-based criteria."</p> |
| Animations: |

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| Date | October - November 2025 |
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| Lesson Name and # | 3: Modifying Activities to Implement Play-Based Instruction |
| Slide # | 5: Application 10 Part 2 Sample Answer |
| Navigation: | |
| Accessibility: | |

Graphics and Slide Text:

Narration/Voiceover/Sound FX:
Sample answer:
Maya: "Maya's sample play-based activity transforms counting into a meaningful, hands-on 'bug hunt.'"
"Students search for pretend insects hidden around the classroom and place them into numbered bug jars."
"This supports counting sets 1 to 10, number recognition, and one-to-one correspondence through active engagement."
"Children make choices by selecting which bugs to collect and create imaginative play as 'bug scientists.'"
"Open-ended materials and the playful context make math exciting and memorable."

Pin Award Audio:
Leah: "Congratulations! You've earned the Play Champion pin for mastering how to modify lessons to be more play-based, engaging, and developmentally appropriate."
"Keep using these skills to create joyful learning experiences that inspire young learners every day."

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| Date | October - November 2025 |
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| Lesson Name and # | 3: Modifying Activities to Implement Play-Based Instruction |
| Slide # | 5: Application 10 Part 2 Sample Answer |
| Navigation: | |
| Accessibility: | |

Graphics and Slide Text:

Narration/Voiceover/Sound FX:
Sample answer:
Maya: “Maya’s sample play-based activity transforms counting into a meaningful, hands-on ‘bug hunt.’”

“Students search for pretend insects hidden around the classroom and place them into numbered bug jars.”

“This supports counting sets 1 to 10, number recognition, and one-to-one correspondence through active engagement.”

“Children make choices by selecting which bugs to collect and create imaginative play as ‘bug scientists.’”

“Open-ended materials and the playful context make math exciting and memorable.”

Pin Award Audio:
Leah: “Congratulations! You’ve earned the Play Champion pin for mastering how to modify lessons to be more play-based, engaging, and developmentally appropriate.”

“Keep using these skills to create joyful learning experiences that inspire young learners every day.”

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| Date | October - November 2025 |
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| Lesson Name and # | 3: Modifying Activities to Implement Play-Based Instruction |
| Slide # | 6: Lesson 3 Summary |
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| Graphics and Slide Text: |
| <p>Narration/Voiceover/Sound FX:</p> <p>Leah: "In this lesson, you learned how to identify which play-based components are missing from your planned activities and how to modify them to engage preschoolers in meaningful, hands-on learning."</p> <p>Maya: "Remember, effective play-based activities support child choice, use open-ended materials, encourage exploration and problem-solving, and foster social interaction."</p> <p>"By redesigning lessons this way, you create richer learning experiences that align with state standards and truly excite young learners."</p> |
| Animations: |

Lesson 4
Scenarios 11-12
Demo 11; App 12

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| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 4: Scaffolding for Pre-K |
| Slide # | 1: Lesson 4 Introduction |
| Navigation: | |
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| Graphics and Slide Text: |
| <p>Narration/Voiceover/Sound FX:</p> <p>Maya: "In this lesson, we'll explore how to 'scaffold up' to challenge your advanced students and 'scaffold down' to support those who need extra help."</p> <p>"You'll see real examples of scaffolding in action and get hands-on practice designing scaffolded lessons."</p> <p>"Let's get started and discover how scaffolding makes learning accessible and motivating for every learner."</p> |
| Animations: |

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| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 4: Scaffolding for Pre-K |
| Slide # | 2: Scenario 10: Scaffolding |
| Navigation: | |
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| Graphics and Slide Text: |
| <p>Narration/Voiceover/Sound FX: Maya: "I noticed that some students are having difficulty creating patterns in our math center." "To support them, I start by providing simple two-color patterns and invite them to copy what I've made." "Then, I remove one color and ask, 'What comes next?' giving them a chance to think and respond." "As their confidence grows, I gradually reduce my support." "For students who master these patterns quickly, I scaffold up by introducing more complex options." "I add three-color patterns—like red, blue, yellow—or new features such as different shapes and sizes." "I challenge them to 'trick the teacher' by creating secret patterns for others to figure out." "This approach helps all learners stay engaged at their skill level while moving toward the same math standard."</p> |
| Animations: |

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| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 4: Scaffolding for Pre-K |
| Slide # | 3: Resources |
| Navigation: | |
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Graphics and Slide Text:

Narration/Voiceover/Sound FX:

Maya: “Next, I want to introduce you to a very useful tool called the KDI Scaffolding Charts.”

“These charts provide practical ideas and examples for scaffolding early learning for different developmental levels.”

“For each Key Developmental Indicator, or KDI, the chart describes what children might do or say at early, middle, and later stages of understanding.”

“Even more importantly, the charts show how adults can support and gently extend children’s learning at each stage.”

“This helps you tailor your scaffolding to meet individual children’s current skills and needs — whether you’re scaffolding up for advanced learners or scaffolding down for those who need more help.”

“You’ll find a link to the KDI Scaffolding Charts in the Resources section. It’s an excellent guide to support your planning and instruction.”

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| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 4: Scaffolding for Pre-K |
| Slide # | 4: Application 11: Scaffolding Part 1 |

Navigation:

Accessibility:

Graphics and Slide Text:
 During the bug hunt (planned in the previous application sample answer), some children struggle to recognize numbers or lose focus. They get frustrated and start running around instead of working. *Link KDI Charts*
Part 1: What supports can Leah provide for struggling students? Brainstorm ideas in the space below and click submit to see a sample lesson activity.

Narration/Voiceover/Sound FX:
 Maya: "Let's revisit the bug hunt activity from our previous lesson. Check the resource section if you need a reminder of this activity."
 Leah: "I have some students who will struggle with this activity. What kinds of supports can you provide to help them succeed? Take a moment to brainstorm your ideas in the space below. When you're ready, submit your thoughts to see a sample lesson activity that models these supports in action."

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| Course Name | Play-based Instruction in Pre-K |
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| Lesson Name and # | 4: Scaffolding for Pre-K |
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| Slide # | 4: Application 11: Scaffolding Part 1 Feedback |
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Navigation:

Accessibility:

Graphics and Slide Text:
Sample Answer (Feedback):
Part 1:
To support children who are not yet able to meet the full goal of recognizing numbers 1–10 or staying engaged during the activity, the teacher can implement several scaffolding strategies:

- Limit the range: Start with smaller sets (e.g., 1–3 or 1–5) and gradually increase as children gain confidence.
- Use visual supports: Add pictures or color codes on the jars that correspond to each number to help children connect numerals with quantities.
- Pair with a peer or adult: Provide guided support with a peer buddy or teacher modeling counting and matching.
- Incorporate movement breaks: Allow pauses where children can run or move between bug hunts while still staying engaged.

Narration/Voiceover/Sound FX:
During the bug hunt (planned in the previous application sample answer), some children struggle to recognize numbers or lose focus. They get frustrated and start running around instead of working. *Link KDI Charts*
Part 1: What supports can Leah provide for struggling students? Brainstorm ideas in the space below and click submit to see a sample lesson activity.

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| Course Name | Play-based Instruction in Pre-K |
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| Lesson Name and # | 4: Scaffolding for Pre-K |
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| Slide # | 5: Application 11: Scaffolding Part 2 |
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Navigation:

Accessibility:

Graphics and Slide Text:
Students are also likely to be bored with the content if it is too easy.
Part 2: What enhancements can be added for students who are ready for a challenge? Brainstorm ideas in the space below and click submit to see a sample lesson activity.

Narration/Voiceover/Sound FX:
Maya: "Don't forget about the students who are ready for a bigger challenge. What enhancements can you add to push their thinking and engagement further? Use the space below to brainstorm ways to make the activity more enriching for these learners. Once you've shared your ideas, submit to review a sample activity that incorporates these enhancements."

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| Course Name | Play-based Instruction in Pre-K |
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| Lesson Name and # | 4: Scaffolding for Pre-K |
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| Slide # | 5: Application 11: Scaffolding Part 2 Feedback |
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Graphics and Slide Text:
Part 2:
For students who are ready for more challenge, the teacher can extend the activity by:

- Asking children to compare jars (“Which has more bugs? Which has fewer?”).
- Introducing simple addition (“If you move 2 bugs from jar 3 to jar 5, how many are in each now?”).
- Encouraging sorting by attributes (color, size, type of bug) and graphing results.

These strategies ensure that the bug hunt activity remains engaging, accessible, and developmentally appropriate for all learners — offering support for those who need it and deeper challenges for those ready to extend their math thinking.

Narration/Voiceover/Sound FX:
Maya: “For students ready for a challenge, build on the bug hunt by asking comparison questions like ‘Which jar has more bugs? Which has fewer?’”

“Introduce simple addition problems such as moving bugs between jars and counting the new totals.”

“Encourage sorting by different attributes—color, size, or bug type—and graphing the results.”

“These enhancements keep the activity engaging and developmentally appropriate by providing deeper challenges for advanced learners while still supporting all children’s math thinking.”

Animations:

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| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 4: Scaffolding for Pre-K |
| Slide # | 6: Lesson Summary |
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| Graphics and Slide Text: |
| <p>Narration/Voiceover/Sound FX:</p> <p>“This lesson really helped me understand how to scaffold learning effectively for all students.”</p> <p>“I learned to scaffold down by simplifying tasks and providing additional support for those who need it.”</p> <p>“At the same time, I can scaffold up by adding challenges and extending learning for students who are ready.”</p> <p>“This ensures every child stays engaged and grows at their own pace while working towards the same goal.”</p> <p>“I’m excited to use these scaffolding strategies to better support my students’ diverse needs.”</p> <p>“Congratulations on earning your Scaffolding Star pin — a recognition of your mastery in adapting instruction to meet all learners.”</p> |
| Animations: |

Lesson 5

Final Assessment

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| Course Name | Play-based Instruction in Pre-K |
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| Lesson Name and # | 5: Final Demonstration and Application |
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| Slide # | 1: Final Demonstration Intro |
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Navigation:

Accessibility:

Graphics and Slide Text:
Do a We Are Video showing Ms. Brightwell putting everything together.

Narration/Voiceover/Sound FX:
Maya: "For this week, I planned a series of activities based on the engaging theme 'Things That Grow.'"
"She thoughtfully selected three learning goals centered on students' current progress: one for math, one for literacy, and one for writing."
"These goals guide the activities and scaffolding to support all children's development."
"The standards shown on the screen reflect the exact learning objectives Maya is focusing on as she prepares her instruction."

Animations:

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|-------------------|--|
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| Lesson Name and # | 5: Final Demonstration and Application |
| Slide # | 2: Final Demonstration |
| Navigation: | |
| Accessibility: | |

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| <p>Graphics and Slide Text: Do a We Are Video showing Ms. Brightwell putting everything together.</p> |
| <p>Narration/Voiceover/Sound FX: Maya: "For this week, I planned a series of activities based on the engaging theme 'Things That Grow.'" "She thoughtfully selected three learning goals centered on students' current progress: one for math, one for literacy, and one for writing." "These goals guide the activities and scaffolding to support all children's development." "The standards shown on the screen reflect the exact learning objectives Maya is focusing on as she prepares her instruction."</p> |
| <p>Animations:</p> |

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| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 5: Final Demonstration and Application |
| Slide # | 3: Final Demonstration Math Center |

Navigation:

Accessibility:

Graphics and Slide Text:
Do a We Are Video showing Ms. Brightwell putting everything together.

Narration/Voiceover/Sound FX:
 “In the math center, I set up a ‘build a garden tower’ activity using stacking cubes, blocks, and cups.”
 “Children draw a number card and build a tower as tall as the number they’ve picked, pretending it’s a growing plant.”
 “This activity is play-based because it encourages choice—students select which materials to use—and hands-on exploration.”
 “After building, they discuss concepts like ‘more’ or ‘less’ with their peers, deepening their math understanding through social interaction.”
 “The activity is flexible and allows for different levels of support to meet each child’s developmental needs.”
 Leah: “How are you scaffolding this type of activity?”
 Maya: “To support students who may struggle with the tower-building activity, I scaffold down by reducing the numbers they work with, focusing on smaller sets like 1 to 5 instead of the full 1 to 10.”
 “I build alongside the child, counting out loud as we add each block, and use mats with outlines to provide visual guidance.”
 “For students who are ready for more challenge, I scaffold up by introducing ‘one more’ or ‘one less’ after they build their towers.”
 “I encourage comparisons between towers and invite children to draw two cards, build two towers, and combine them into a ‘super plant’ to explore simple addition.”
 “These scaffolding strategies help meet each child where they are, keeping the learning relevant, accessible, and engaging.”

Animations:

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| Lesson Name and # | 5: Final Demonstration and Application |
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| Slide # | 4: Final Demonstration Literacy Center |
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Navigation:

Accessibility:

Graphics and Slide Text:
Do a We Are Video showing Ms. Brightwell putting everything together.

Narration/Voiceover/Sound FX:
Maya: "In the literacy corner, I've created a rich, play-based environment centered on our theme 'Things That Grow.'"
"I include nonfiction picture books about plants and gardens alongside word cards with thematic vocabulary."
"The children engage with these materials through child-led exploration—choosing how to interact with the books and word cards in ways that feel natural and fun to them."
"They might play matching games, create stories using the words, label pictures, or play 'seek and find' with the vocabulary in the books."
"This variety of activities supports language development, vocabulary growth, and emergent literacy skills in an engaging, meaningful context."
"To scaffold support for learners needing extra help, I limit choices to a few word cards and pair each word with colorful pictures to reinforce meaning."
"The children can work with a partner or with a teacher to encourage communication and peer learning."
"For students ready for more challenge, I encourage them to craft short stories using multiple word cards, categorize words into groups, and independently label their own drawings."
"This play-based setup offers children opportunities to learn language and literacy skills through hands-on, social, and imaginative experiences—exactly the kind of learning that early childhood research shows is most effective."

Animations:

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| Lesson Name and # | 5: Final Demonstration and Application |
| Slide # | 5: Final Demonstration Writing Center |
| Navigation: | |

Accessibility:

Graphics and Slide Text:
Do a We Are Video showing Ms. Brightwell putting everything together.

Narration/Voiceover/Sound FX:
Maya: "At the writing center, children are invited to create a 'Garden Journal' where they can choose to draw pictures, dictate stories to the teacher, or try emergent writing."
"They have access to open-ended materials like crayons, markers, blank paper, glue sticks, construction paper, and scissors to communicate their ideas in developmentally appropriate ways."
"This center supports play-based learning by encouraging children to express themselves creatively and experiment with writing in a relaxed, choice-driven environment."
"For children who need extra support, I use strategies like teacher scribing—where the child dictates and I write while they illustrate."
"I also break down tasks into smaller steps and provide adaptive tools like chunky crayons or pencil grips."
"For students who are ready to go further, I encourage invented spelling for labeling drawings, prompt descriptive writing, and invite them to share their journals aloud to build confidence and literacy skills."
"This playful, flexible approach meets children where they are while fostering their identity as emerging writers."

Animations:

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| Lesson Name and # | 5: Final Demonstration and Application |
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| Slide # | 6: Final Assessment Instruction |
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Navigation:

Accessibility:

Graphics and Slide Text:

Narration/Voiceover/Sound FX:
Leah: "You're about to begin the final assessment for this course. You'll answer 10 multiple-choice questions that cover all the key learning objectives we explored together. To pass and earn your Playmaker badge, you'll need to answer at least 8 questions correctly.

There won't be any feedback during the assessment, so take your time and trust your knowledge. Once you finish, you'll be able to review your answers to see how you did.

If you don't reach the passing score on your first try, don't worry! You'll have the chance to revisit the course materials and lessons to review before trying again.

When you're ready, simply click the Start button to begin. Good luck! You've got this!"

Animations:

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| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 5: Final Demonstration and Application |
| Slide # | 7: Assessment |

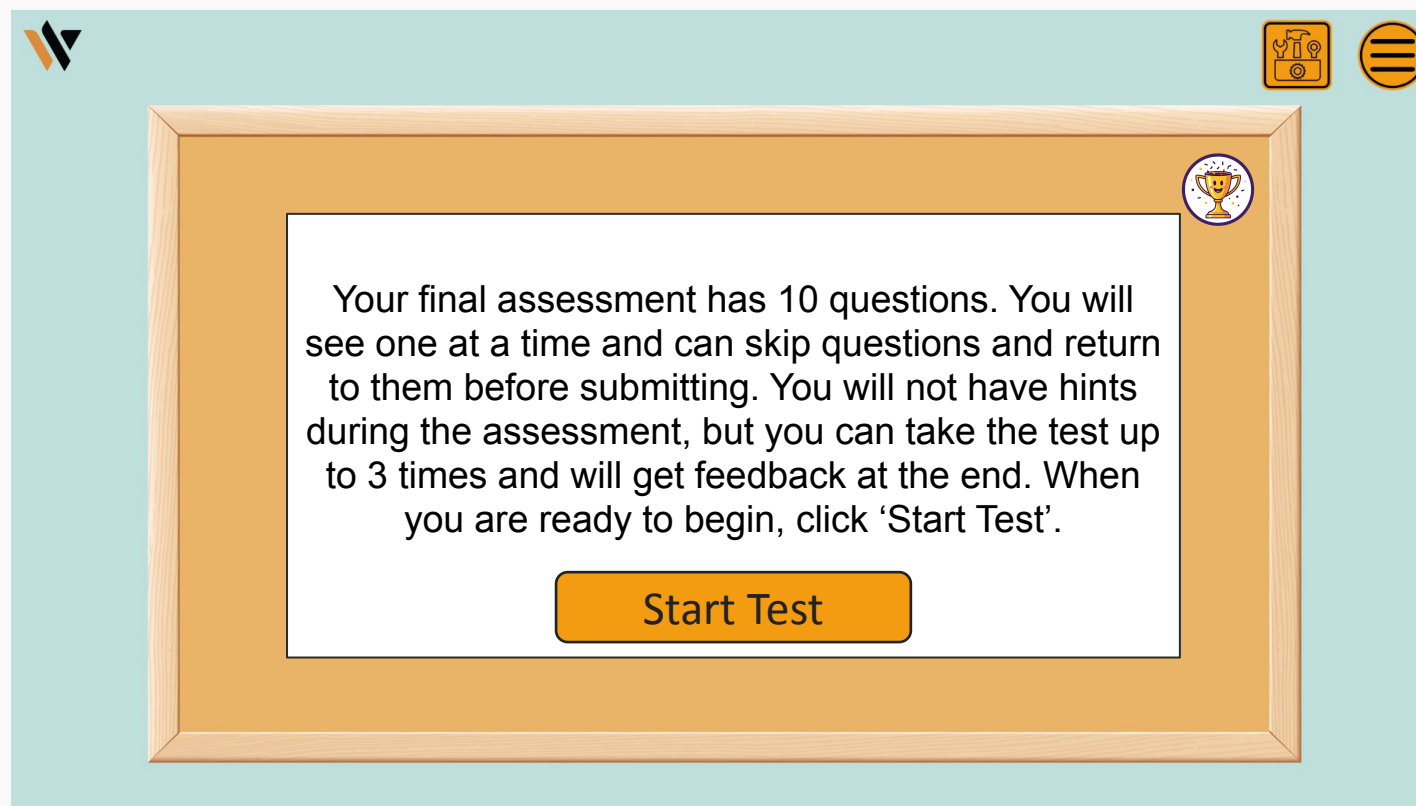
Navigation:
 Navigation arrows will appear after quiz is finished.
 Menu allows learner to return to Lesson 0 or the start of any other lesson.

Accessibility:
 Optional audio will read the questions to the learner.

Graphics and Slide Text:
[Assessment questions \(one at a time\).](#)

Narration/Voiceover/Sound FX:
 Optional voiceover will read the questions for accessibility.

Animations:
 Learner will answer one question at a time and the next will appear when the learner finishes each question.



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| Slide # | 7: Assessment |

Navigation:
 Navigation arrows will all the learner to skip around the questions.
 Menu allows learner to return to the Lesson or the start of any other lesson.
 Submit button will be on the 10th question to allow the learner to submit their final answers.

Accessibility:
 Optional audio will read the questions to the learner.

Graphics and Slide Text:
[Assessment questions \(one at a time\).](#)

Narration/Voiceover/Sound FX:
 Optional voiceover will read the questions for accessibility.

Animations:
 Learner will answer one question at a time and the next will appear when the learner finishes each question.

Question 1: Which combination best describes the three required components of play-based instruction?

- Teacher-led pacing, worksheets, and memorization
- Child-centered activities, open-ended manipulatives, and opportunities to explore or problem solve
- Teacher demonstrations, structured routines, and repetition
- Group recitation, visual aids, and scheduled breaks

Submit

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|-------------------|--|
| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 5: Final Demonstration and Application |
| Slide # | 8: Assessment Results |

Navigation:
 Navigation arrows will appear after quiz is finished.
 Menu allows learner to return to Lesson 0 or the start of any other lesson.
 Resources will allow the learner to access any downloadable content, but no hints are available.

Accessibility:
 Optional audio will read the questions to the learner.

Graphics and Slide Text:
[Assessment questions \(one at a time\).](#)

Narration/Voiceover/Sound FX:
 Optional voiceover will read the questions for accessibility.

Animations:
 Learner will answer one question at a time and the next will appear when the learner finishes each question.

The screenshot shows a quiz slide with a light blue background. In the top right corner, there are two icons: a gear with a lightbulb and a hamburger menu. The main content is enclosed in a wooden frame. At the top right of the frame is a trophy icon. The text inside the frame reads: "Question 1: Which combination best describes the three required components of play-based instruction?" followed by four bullet points. At the bottom right of the frame are two circular navigation arrows, one pointing left and one pointing right.

Question 1: Which combination best describes the three required components of play-based instruction?

- Teacher-led pacing, worksheets, and memorization
- Child-centered activities, open-ended manipulatives, and opportunities to explore or problem solve
- Teacher demonstrations, structured routines, and repetition
- Group recitation, visual aids, and scheduled breaks

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| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 5: Final Demonstration and Application |
| Slide # | 9: Assessment Fail Branch |

Navigation:

Navigation arrows will appear after audio finishes. Menu allows learner to return to the start of any lesson. Resources will pop up the links to all resources relevant to current activity and previous activities in the course.

Accessibility:

Closed Captions for video or voiceover

Graphics and Slide Text:

Narration/Voiceover/Sound FX:

Leah: "I know it can be disappointing not to pass on the first try. Remember, learning is a journey, and every step forward counts."

"The good news is you get a chance to review the materials again and strengthen your understanding.

Maya: "Take your time to revisit the lessons and resources — it's perfectly okay to go back and learn at your own pace. You can use the 'Menu' button to revisit any lesson you would like to review.

"When you're ready, you can try the assessment again. We believe in your ability to succeed!"

Animations:

Text bubbles pop up as each teacher speaks.



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| Date | October - November 2025 |
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| Slide # | 9: Assessment Pass Branch |

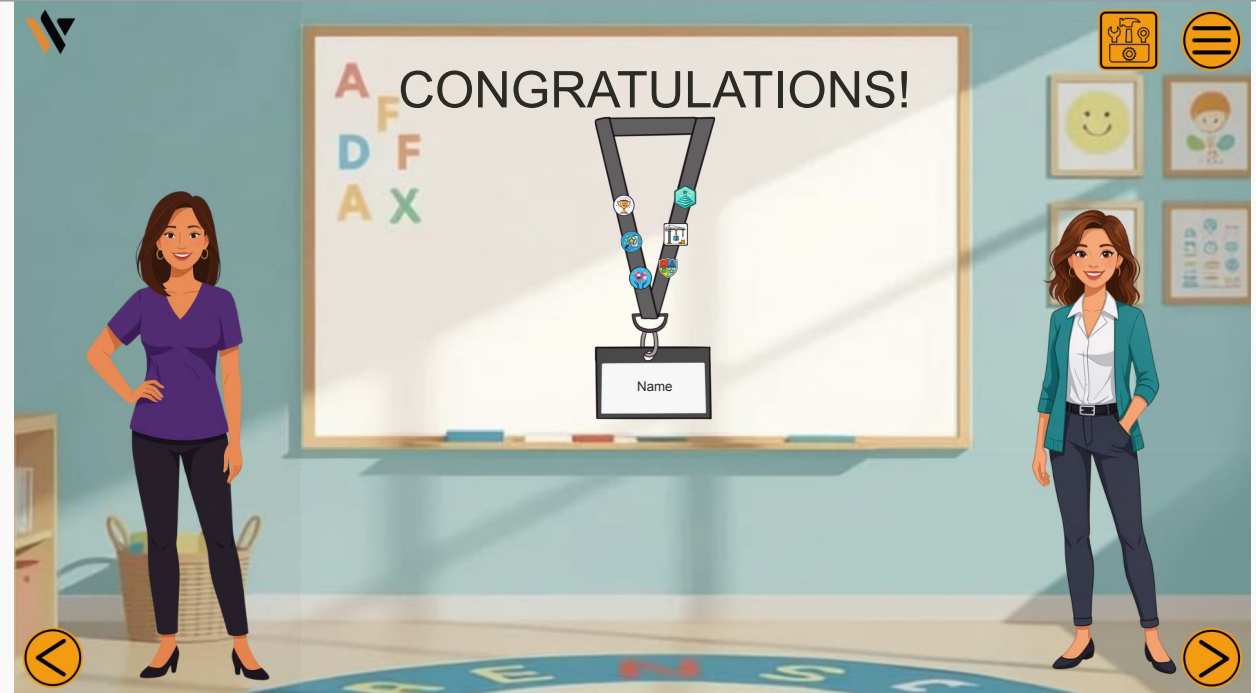
Navigation:

Accessibility:
Closed Captions for video or voiceover

Graphics and Slide Text:

Narration/Voiceover/Sound FX:
 Leah: "Congratulations! You've successfully passed the final assessment and earned your Playmaker pin."
 "You showed great understanding and skill in applying what you learned throughout the course."
 Maya: "We're so proud of your accomplishment and the dedication you demonstrated."
 "Keep using these strategies to support and inspire young learners in your classroom."

Animations:



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| Date | October - November 2025 |
| Course Name | Play-based Instruction in Pre-K |
| Lesson Name and # | 5: Final Demonstration and Application |
| Slide # | 10: End Course |

Navigation:
 Previous navigations button will return the learner to the final assessment results.
 Next navigation should not appear here.
 Survey link will go to a forms software for their post training survey.

Accessibility:
 Closed Captions for video or voiceover

Graphics and Slide Text:

Narration/Voiceover/Sound FX:

Maya: Feel free to revisit any resources and and save them for future use.

Leah: Complete the post training survey and give feedback to improve future interactions of this course.

Animations:

