

Dramatic play: Every day

José: Who are you today?

Tonya: Today I'm the big sister. I have a boyfriend and if you play daddy you get to fuss when I don't come home for dinner.

José: Why don't you come home?

Tonya: Because I go to the football games.

José: Well, I don't want to play daddy. Today I can be a footballer. You can watch.

Tonya: No, I can cheer and jump. Cheer people wear short skirts and shake paper things.

José: OK. Can Jenny play too? She can throw and catch.

Tonya: OK.

José and Tonya are engaged in dramatic play. They are curious about the world of adults and are trying on roles and exploring activities. Their play offers Tonya and José opportunities to create adventures, practice real-life skills, act out fantasies and fears, and interact with people and materials in their environment.

Dramatic play is one of a child's primary tools for learning and making sense of complex activities and interactions. It's a reflection of a child's emerging ability to deal with symbols as well as a mirror of social and emotional development.

Through play children learn. Learning—like play—happens when children have experiences, process those experiences, and then make the experience meaningful in their lives. For example, 4-year-old Tonya has heard the word *football*, has seen the Dallas Cowboys play on television, and has kicked her brother's football. In her play she's trying to make sense of her sister's interest in football; she wants to understand the things her near-adult sister finds important. She tests ideas with José and symbolizes and recreates her family experiences. Tonya is engaging all areas of development—cognitive, language, social, emotional, and physical—in her play.

Developing learning skills through dramatic play

Imaginative play allows children to build social relationships, practice and improve verbal communication, solve problems, negotiate, and cooperate. It's a major contributor to intellectual development as a pure form of symbolic thought (Mayesky, Neuman, and Wlodkowski 1985).

To pretend, children need to be able to think symbolically—to make an object stand for or symbolize something it is not. Working with symbols is essential to reading, writing, doing math, reading a map, and writing music. Language and dramatic play develop together as children learn to create and manipulate symbols.

Sometimes parents challenge the notion of play, specifically dramatic play, contending that it is a waste of time and not real learning. Consider responding with some of these reasons why play is essential to development.



Cognitive development.

Dramatic play enables children to

- imagine and execute activities;
- explore and manipulate concepts;
- test ideas;
- focus on tasks;
- plan strategy;
- practice, test, and evaluate skills;
- make connections among past experiences;
- practice sequential and chronological memory;
- think imaginatively; and
- represent objects and ideas symbolically.

Social and emotional development.

Pretend play enables children to

- develop friendships and trust;
- take turns, share, and cooperate;
- listen to others;
- negotiate and resolve conflicts;
- learn the relationship between feeling and behavior;
- learn the consequences of behaviors;
- express feelings;
- safely act out fear or anger;
- modify personal behavior to group goals;
- understand another person's point of view; and
- delay gratification.

Physical development.

Dramatic play offers children the ability to

- practice small (fine) and large (gross) muscle skills;
- develop hand-eye coordination;
- develop spatial and distance awareness;
- practice flexibility; and
- negotiate and adjust physical space needs.

Language and literacy development.

Dramatic play helps children learn to

- express ideas freely;
- tell and listen to stories;
- practice sequence and chronology;

- develop activity-specific language;
- use language for problem-solving and analysis;
- increase vocabulary;
- practice oral and written communication; and
- direct or respond to ideas and activities.

Building an effective learning center

The learning center where children engage in dramatic play may be called home living, house-keeping, pretend play, dramatic play, or living practice. Regardless of what you call it, the focus is the same. The center offers children a safe, rich, undirected place to explore relationships with people and things.

Support dramatic play by following these tips:

Provide space for play.

Dramatic play need not be limited to the corner of the room; it occurs all day, inside and out. Make sure the space is safe and the props appealing. Ideally children will self-select dramatic play groups—usually three to five children. Encourage this ideal by designating enough space and providing enough props and dress-up clothes.

Schedule enough time for play.

Rich dramatic play takes time to develop. Give children at least 45 minutes in the center. Avoid disruptions from timer bells that go off every 15 minutes. Such disruptions undermine the skill building that extended play periods provide. Instead, let play wind down naturally or simply ask children if they are ready to move on.

Plan prop and material purchases with multi-use, open-ended activities in mind.

Simple props that children can use in multiple ways are cost-effective and offer better creativity experiences than single-focus toys. Make sure props work properly and are matched to the developmental levels of their users.

Encourage play and offer assistance when appropriate.

Offer help to children who lack social experience, are new to the group, or have developmental delays. Make sure your dramatic play areas are accessible to children with disabilities. Check materials and ensure that they are appropriate for every child using them. Make modifications to meet the needs of individual children.



- **Respond to children's interests and needs.** The most successful dramatic play is not directed by adults but develops from children's questions, curiosity, and need. Observe children's play and help create activities that bridge current skills to new opportunities.
- **Consider storage and organization.** Rich dramatic play centers require lots of props and equipment. Plan how you will rotate materials to keep the center interesting and how you will store extra supplies. Consider storing props for each dramatic play theme in a separate box. Enlist families to sew, wash, and repair props.

Covering the essentials

Dramatic play activities engage children of all ages, including infants and toddlers. Remember the first essential is to keep children safe. Make sure the area is easy to supervise and props are safe for the children using them.

Provide adequate space for the dramatic play center. Successful centers are often placed in a corner, offering wall space for a mirror and clothes hooks. Heavy shelves or props mark the outer boundaries of the space. Establishing the center near the similarly noisy block and construction center encourages children to expand their play across both centers.

Infants. Once infants become mobile—crawling, toddling, or walking—a home-life dramatic play area is appropriate. Infants and toddlers need experiences with concrete, familiar objects. They typically focus their dramatic play on domestic or housekeeping themes. They

imitate and practice adult roles like cooking, cleaning, and caring for a baby, repeating activities over and over. They likely will play side-by-side, learning the body mechanics of moving dishes, clanging pot tops, and catching a glimpse of themselves in a mirror.

Provide a baby bed for dolls, small rocking chair, full-length mirror, and low table. Hang simple dress-up props like scarves and hats from wall hooks. Additional props can include home appliances (purchased or made from wood or cardboard boxes), a variety of empty food containers, real plastic dishes, and cooking pots. Make sure you have duplicates of popular props so children younger than 3 aren't expected to share.

Keep these materials available throughout the year. Rotate the basic props periodically to maintain interest and enrich play. As babies become comfortable in the dramatic play center, add new materials and props like doll blankets, dressable dolls, squares of sheer fabric (to make house roofs, wedding veils, and baby blankets), and plastic or wooden fruits and vegetables.

Toddlers. Build dramatic play areas for older toddlers on the infant basics. Add more props and rotate them more often to encourage exploration and role playing. Introduce real equipment, like a telephone, alarm clock, or radio that you have cleaned and stripped of dangerous electrical wires.

Rugs, pillows, and curtains add softness and help absorb sound in this active, noisy area. Cleaning materials—child-sized brooms and mops, a dustpan, dust cloths,

bucket, sponge, and even a low-noise, battery-operated hand vacuum cleaner—expand the center and reinforce self-help and socialization concepts.

Preschoolers. Children 3 and older have generally learned to use symbols in their play. They enjoy a learning center that allows uninhibited practice of roles and activities. Typical themes include health, safety, and rescue—evidence of broadening experiences and increasing awareness. Superhero themes and play that focus on good/evil and weak/strong conflicts reveal the fears and expectations that children often work out in dramatic play.

As pretend play themes expand, offer children more control over their play. They aren't looking to you for solutions to life's problems and challenges. Instead children need the time and support to explore complex problems, roles, and relationships. Watch for and respond to emergent play themes; these give you a clue to what's meaningful in their lives.

Offer new materials and props gradually—and always with an explanation about their function and use. But don't limit the use of materials. Dramatic play allows children to turn a block into a telephone and a red cape into a costume for Superman, Little Red Riding Hood, and a parent going to a party.

Help extend play with gentle direction and then move away gracefully. For example, Verna wants to join the restaurant play. Help her enter the play and then pull back. You might say to the group, "Looks like the Morning Call has new customers coming

in.” And to a waiter, “Can we have a table for two?” After a moment you can break away by hearing a pretend phone ring and saying, “Oh excuse me! I really have to take this important phone call.”

Supporting common dramatic play themes

In addition to basic housekeeping themes, children often expand their play in predictable ways. These dramatic play themes emerge from personal experiences (flying on an airplane or buying new shoes), from the media (space travel), and from family activities (camping or going to the beach).

Choose from the themes below to help children develop new cognitive, social, emotional, and language skills.

Airplane

Basic props: travel posters, suitcases, extra clothes to pack, plane chairs, seat belts, oxygen masks, emergency cards, photos of planes, tickets, trays for snack, hats for pilots, aprons for flight attendants, maps

Suitcases

Here’s what you need:

- cardboard boxes shaped like suitcases. Vary the sizes but make sure the boxes will nest to maximize storage space.
- craft knife
- glue
- 1-inch-wide nylon webbing
- hook-and-loop fastener
- wide strapping tape
- stapler
- colored permanent markers
- adhesive-backed labels

1. Glue each box closed on all sides. Let dry.
2. Using the craft knife, cut 2 inches from the top around three sides to open the box.
3. Apply strapping tape along the back to make a hinge for the suitcase.
4. Make a handle by stapling a 6-inch length of nylon webbing to the front.
5. Make latches by stapling two lengths of hook-and-loop fastener on the front about 2 inches from the edges.
6. Use the markers to draw destination stickers on the labels. Decorate the suitcases.

Instrument panel

Here’s what you need:

- tri-panel display board
 - aluminum foil
 - permanent markers
 - straight edge
 - craft knife
 - plastic bottle caps
 - glue
 - colored plastic tape
 - construction paper
 - scissors
 - photograph of scenery
1. Cut the display board in half horizontally, making two, tri-panel boards.
 2. Cover one panel with aluminum foil and glue in place. Save the second panel for another use.
 3. Cut out a photograph of scenery and glue this “view” to the panel.
 4. Glue bottle caps to the panel to represent dials.
 5. Draw gauges on construction paper and glue to the panel.
 6. Outline the view, dials, and gauges with colored plastic tape.

Oxygen masks

Here’s what you need:

- plastic margarine tubs or other plastic containers with straight sides
 - orange, adhesive-backed plastic
 - scissors
 - permanent marker
 - clear vinyl tubing, 10-inch lengths for each mask
 - craft knife
 - elastic, 15-inch lengths for each mask
 - hole punch
1. Cover the margarine tubs with orange plastic.
 2. Punch holes on opposite sides of the tub, near the edge.
 3. Thread a 15-inch length of elastic through the holes and tie securely.
 4. Cut 10-inch lengths of clear plastic tubing.
 5. Draw an outline of the diameter of the tubing on the bottom of the tub.
 6. Carefully cut an X on the bottom of the tub and push the tubing into the hole. The fit should be tight enough that it won’t need to be secured with tape or glue.
- Note:** If any children in the group haven’t flown, you’ll need to explain the function of the oxygen mask and how it drops from the overhead compartment.

Beach

Basic props: beach or golf umbrella, beach ball, towels, sunglasses, empty sunscreen bottles, sun hats, swim goggles, radios, beach chairs, swim suits, wading pool filled with sand, wading pool filled with shredded paper or Styrofoam® peanut “water,” beach cabana, sea shells

Make the umbrella safe for the classroom. Try to borrow a patio



umbrella with its stand. Or use a large golf umbrella. Secure the shaft to a table leg using three or four plastic tie-wraps.

Cabana

Here's what you need:

- large box from a washing machine or refrigerator
- strapping tape
- permanent marker
- straight edge
- craft knife
- 4 yards brightly colored fabric, bought or donated. Nylon rip-stop is sturdy and will last for years. Cotton remnants are available for less than \$1 a yard.
- scissors

1. Remove any staples from the box. Tape the box closed on the top and bottom.
2. Draw cutting lines on each side of the box. Make them about 4 inches from the top and the right and left side edges.
3. On each side of the box, cut the bottom flush to the base of the box. Cut on the drawn cutting lines along the left and right side edges and the top. Repeat for the other three sides. The corners, flat top, and base will make the box sturdy enough for play.
4. Fold the fabric along the width, making four yard-long panels.
5. Cut 1-inch-wide strips through all four layers. Start at the bottom selvage and cut to about 3 inches from the top selvage.
6. Tape the fabric curtain to the top of the box. Adjust to make sure all four openings have fabric strip doors.

Note: The cabana will allow children to feel that they are using private space; you will still find it easy to supervise.

Birthdays

Basic props: gift boxes, wrapping paper, ribbon, party hats, cake-making equipment, candles, play food, calendar, birthday crown, stuffed animals and dolls, writing materials for making birthday cards, ice cream scoops and painted Styrofoam® ball "ice cream," Happy Birthday sign

Camping

Basic props: tent, canteens, rope, flashlights, logs for fire, bandanas, hats, lanterns, fishing boat and poles, backpacks, trail mix, sleeping bags, binoculars, nature guides, recordings of nature sounds

Tent

If you don't have access to a real tent, improvise!

Here' what you need:

- bed sheet
- rope, 10 feet long
- twine
- plastic tent stakes
- hammer

1. Tie a 10-foot length of rope between two trees about five feet from the ground.
2. Toss the sheet over the rope.
3. Cut twine into 2-foot lengths
4. Twist the twine around each corner of the sheet.
5. Pound the tent stakes into the ground at four points.
6. Tie the ends of the twine to the stakes creating an A-frame tent.

Binoculars

Here's what you need:

- cardboard tubes
- scissors
- cotton twine
- hole punch
- black liquid tempera
- silver duct tape

1. Cut two 6-inch lengths of cardboard tube.
2. Paint the tubes black.
3. Place the pieces side-by-side and tape together. The tape both secures the tubes and adds decoration.
4. Punch holes for a neck strap.
5. Tie an 18-inch length of twine through the holes.

Fishing boat

Here's what you need:

- cardboard appliance box
- craft knife
- permanent marker
- heavy tape
- liquid tempera
- paintbrushes
- long cardboard tubes
- cardboard
- scissors
- glue

1. Cut the appliance box in half along the longer side. This will allow you to make two boats from one box. Draw a cutting line so that the front of the boat is slightly higher than the back. Use the craft knife to cut carefully. Do this away from children.
2. Remove any staples, and tape over any rough cardboard edges.
3. Invite children to paint the boat with tempera. Allow to dry thoroughly.
4. With scissors cut two 4-inch slits into one end of the cardboard tubes.
5. Cut an oar shape from the cardboard, one for each paddle.
6. Slide the cardboard into the oar handle. Glue the cardboard in place.
7. Use the boats indoors or outdoors. Encourage the children to paddle to their favorite fishing hole.

Fire station

Basic props: fire hats, hard hats, rain boots, raincoats, hoses, cardboard houses, wireless radios, fire truck, ladder

Wireless radios

Here's what you need:

- small rectangular boxes
- glue
- aluminum foil
- permanent marker
- drinking straws
- black electrical tape
- black Styrofoam® tray

1. Glue the box closed.
2. Cover the box with aluminum foil. Glue in place.
3. Cut two circles from the black tray. Glue in place on the lower half of the box.
4. Draw a "speaker" screen on the upper half of the box.
5. Cover the drinking straw with foil.
6. Use black tape to affix this "antenna" to one long side of the box.



Fire hats

Here's what you need:

- posterboard
- scissors
- permanent marker
- clear, adhesive-backed plastic or laminator
- heavy tape or stapler

1. Draw an outline of the hat on the poster board. You should be able to get three hats from one sheet.
2. Draw large numerals on the front of the hat.
3. Laminate the posterboard. Laminating before cutting reduces the process to one step instead of two.
4. Cut out the hat and the semi-circle as shown in the photographs below.

Option: Cut a 1-inch-wide and 8-inch-long strip from the posterboard waste. Attach the strip across the crown of the hat to hold it on the child's head.

Paper bag raincoats

Here's what you need:

- brown grocery bags
- permanent marker
- scissors
- yellow and black plastic tape

1. Cut away the two narrow sides of the bag.
2. Open the bag flat and cut a hole from the reinforced bag bottom. Make the hole large enough for a child's head.
3. Turn the bag inside out.
4. Cut and place tape strips to indicate a placket, buttons, and fire department insignia on the front.
5. Use the permanent marker to draw a large ID numeral on the back of the jacket.

Note: Firefighters call their coat, boots, pants, and hat "turnout gear."





Restaurant

Basic props: menus, plates, silverware, kitchen supplies, apron, chef's hat, play food, cash register, order pad, placemat, table and chairs

Cash register

Here's what you need:

- flat gift box
- colored adhesive-backed shelf paper
- unused sponge
- scissors
- permanent marker
- glue
- colored construction paper
- poker chips

1. Cover the bottom and the lid of the box with shelf paper.
2. Mark and cut the sponge into 12 equal-size squares.
3. Write the numerals 1 through 10 plus 00 and "No Sale" on the squares.
4. Glue the sponge pieces onto the box to look like a cash register keypad.
5. Make play money from cut construction paper and poker chips.
6. Store the money in the cash register.

Chef's hat

Here's what you need:

- large sheets of white paper
- posterboard
- stapler
- heavy tape
- scissors

1. Cut 3-inch-by-20-inch strips of posterboard.
2. Staple each strip of posterboard into a circle to fit children's heads, making a hat band.
3. Cut the white paper into a 24-inch diameter circle.

4. Pleat and fold the circumference of the circle to fit around the hat band.

5. Tape the paper into place on the inside of the hat band.

Science lab

Basic props: dust filter masks, latex gloves, white lab coats, hair nets, safety goggles, small metal trays, cotton swabs, eyedroppers, magnifying glass, tweezers, scale, thermometer, clear vinyl tubing, lab journal and pencil, and materials to examine like rocks, seeds, and plants.

Lab coats

Here's what you need:

- White, long-sleeved dress shirts. Ask for donations, or check the used clothing stores where they will be priced at less than \$2.
- scissors
- white cloth tape
- sewing machine (optional)
- hook-and-loop fasteners
- glue

1. Cut the hem of the shirt straight across.
2. Remove the button placket and collar.
3. Cut a 12-inch length of tape. Attach it to the back of the shirt, side seam to side seam, at the child's waist, gathering fabric as you tape. Or sew in place by machine.
4. Cut the sleeves to about 12 inches long.
5. Cut two tape cuffs. Gather and tape the sleeve ends, or sew by machine.

6. Line the front placket and neckline with tape. Or turn under raw edges and hem by machine.

7. Glue hook-and-loop fasteners to the front of the lab coat.

Space travel

Basic props: space helmets, Mylar® space suits (or smocks), spaceship, lunar landing site, walkie-talkies (see Fire Station wireless radios), instrument panel (see Airplane theme on page 12), rocks, NASA posters, space food packets, air tanks.

Spaceship

Here's what you need:

- large rectangular box
- craft knife
- black posterboard
- silver duct tape
- liquid tempera
- paintbrushes

1. Tape the top and bottom of the box closed with silver duct tape—it's both structural and decorative.
2. Cut out the top of the box to allow supervision. Children can step into a long, low box. If the box is too tall for easy entry, cut out an entrance door on one side.
3. Cut the posterboard in half. Fold into two cones and tape to hold the shape.
4. Tape the cones to the back of the box. These are the booster rockets.
5. Make an instrument panel inside the front of the spaceship.
6. Invite children to help paint the spaceship, adding stars and insignia.

Landing site

Here's what you need:

- white sheet
- chunks of soft and hard foam
- scissors
- needle and thread or sewing machine
- silver duct tape
- black and green liquid tempera

1. Fold the sheet in half across the width.
2. Sew the open sides together leaving a 2-foot opening on one side.
3. Dribble splotches of black and green paint on the sheet.
4. When the paint is dry, add decorative strips of silver duct tape.
5. Place blocks of foam between the sheet layers. Use enough to create low craters and ridges. These will move around as children climb on the "lunar surface."
6. Sew the opening shut.
7. Open the landing site on the floor near the rocket ship. Invite children to pretend weightlessness as they explore the rocky surface.

Space food packets

Here's what you need:

- posterboard
 - silver duct tape
 - scissors
 - permanent markers
1. Cut rectangles of posterboard.
 2. Place tape along each of the posterboard edges.
 3. Label each rectangle "package" with a food name—beef stew, macaroni and cheese, scrambled eggs, green beans, and ice cream, for example.

Air tanks

Here's what you need:

- large plastic soda bottles
- craft knife
- scissors
- silver duct tape
- aluminum foil
- glue
- file-folder rubber bands, 7 to 10 inches long
- clear vinyl tubing, 24-inch length for one set of tanks

1. Cut the tops off two soda bottles.
2. Cover the bottles with aluminum foil and glue in place.
3. Tape the two bottles together in two places—one near the top and one near the bottom.
4. Make shoulder straps from file-folder rubber bands. Place the bands parallel to each other along the lengths of each bottle.
5. Run a third length of tape near the center of the bottles through the bands to hold the straps in place.
6. Cut a 24-inch length of tubing.
7. Tape one end of the tubing to the bottom of one of the bottles.

Store

Create playful shopping experiences with a variety of stores—grocery, flower shop, pet store, shoe store, and bakery. Gather basic props like cash register, pretend money, wallets, price stickers, signs, aprons, and display shelves to use for all stores. Use the following ideas for creating specialty shops.

Shoe store: Variety of old shoes like ballet slippers, western boots, baby shoes, heels, slippers, work boots, and sport shoes; shoe boxes; shoe polish, brushes, and buffing rags; advertising displays; size charts.

Pet store: Pet cages and tanks (borrowed), stuffed animals, leashes, bowls, brushes, empty food containers, aquarium nets, plastic fish, zip-top plastic bags.

Gardening store: plastic flower pots, gardening gloves, watering cans, spray bottles, plastic flowers on stems, empty seed packets.

Bakery: bread and muffin pans, plastic bowls, wooden spoons, chefs' hats, cookie cutters, rolling pin, measuring spoons and cups, recipe books, pot holders, pie tins.

Grocery: Bins, empty food boxes, brown paper bags, advertising signs, shopping baskets.

Theater

Basic props: musical instruments; curtain; puppets; dolls; sparkly, evening-wear costumes like fancy purses, sequined dresses, boas, long gloves, top hats, and silky scarves; programs; ticket booth and tickets; MC's microphone; character costumes

Microphone

Here's what you need:

- cardboard tube
 - Styrofoam® ball
 - craft knife
 - glue
 - black liquid tempera
1. Cut an 8-inch length of tube.
 2. Glue a Styrofoam® ball to one end.
 3. Paint the instrument black.

Ticket booth

Make removable signs for this prop. The same box will serve as a bank ATM machine, a bank teller's booth, and a post office.

Here's what you need:

- cardboard appliance box
- craft knife
- permanent marker
- strapping tape
- liquid tempera
- paintbrushes
- permanent marker
- cardboard
- scissors
- glue

1. Remove all heavy staples from the box.
2. Tape the bottom and top closed.
3. Cut a window out of the front of the box. Make the cut so that the bottom of the opening is about chest high on the children. A 4-inch frame around the opening will help keep the box stable.
4. Cut a swinging door in the back of the box. Make hinges with lengths of wide strapping tape.
5. Invite children to help paint the box. Try to keep the colors neutral if you'll use this with more than one theme.
6. Make a sign that says TICKETS. Tape the sign in place over the window.
7. Make smaller signs that indicate ticket prices. Hang these on the inside of the door, behind the ticket taker.

Character costumes

Make character costumes from brown paper bags (see Firefighter theme on page 15) or make these simple headbands that identify different characters.

Here's what you need:

- posterboard
- scissors
- wide strapping tape
- drawings or pictures of characters
- glue
- clear, adhesive-backed plastic or laminator
- hook-and-loop fasteners

1. Cut 4-inch-wide strips of posterboard. Wrap around children's heads to fit. Tape securely. Make one for each child.
2. Glue a 2-inch length of the hook side of hook-and-loop fastener to the front of the head band.
3. Cut out, copy, or draw pictures of characters. Make these no larger than 6 inches square.
4. Laminate the pictures or cover with clear adhesive-backed plastic.
5. Glue a 2-inch length of the loop side of hook-and-loop fastener to the back of the character piece. The hook-and-loop tape system allows children to trade characters.

Keeping parents informed

Regularly share your dramatic play plans with parents. Take the opportunity to ask for help with needed props or construction projects. Invite parents to share ideas: Always ask "What is your child talking about at home?" Use this information to extend dramatic play with new props and equipment.

Often parents have the expertise to enrich the center. What better than to have a real veterinarian visit the center when the theme is a pet shop?

Resources

- Barbour, Ann and Blanche Desjean-Perrotta. 2002. *Prop Box Play*. Beltsville, Md.: Gryphon House.
- Isbell, Rebecca and Christy Isbell. 2003. *The Complete Learning Spaces Book for Infants and Toddlers*. Beltsville, Md.: Gryphon House.
- Koralek, Derry (Ed). 2004. *Spotlight on Young Children and Play*. Washington, D.C.: National Association for the Education of Young Children.
- Mayesky, M., D. Neuman, and R.J. Wlodkowski. 1985. *Creative Activities for Young Children*. New York: Delmar Thompson.
- Mitchell, Linda C. 2004. Making the most of creativity in activities for young children with disabilities. *Young Children*. 59 (4): 46-49.
- Myhre, Susan M. 1993. Enhancing your dramatic-play area through the use of prop boxes. *Young Children* 48 (5): 6-11.
- Rogers, Cosby S. and Janet K. Sawyers. 1988. *Play in the Lives of Children*. Washington, D.C.: National Association for the Education of Young Children.