

TABLE 15.4 Analysis of an Experience of Primary-Age Children Creating a Postal Center

Domain	Goals	Objectives	Pretend Play	Construction
Aesthetic	Reflect on and discuss aesthetic experiences Appreciate art as a means of nonverbal communication	<ul style="list-style-type: none"> Collect a variety of used postage stamps Discuss the images on the stamps Select stamps to use for pretend mail 	Children contribute stamps for the post office Customers select stamps for their letters.	Use postage stamp designs as a part of the display in the post office. Place as appropriate to the structure.
Affective	Gain experience and demonstrate independence in using age-appropriate materials and tools Assume responsibility for caring for classroom materials	<ul style="list-style-type: none"> Use pretend money with the cash register and scales Put away materials at the end of the daily play session Use hollow blocks and long boards appropriately 	Children will have scales to weigh the letters and packages, pretend money to purchase stamps, calculators to compute totals for multiple purchases, and writing materials for receipts.	Children build the postal center with blocks, boards, and furnishings.
Cognitive	Discover measurement relationships by using standard unit tools Add and subtract Identify numbers	<ul style="list-style-type: none"> Base charges on actual weights and using current postal rates Use a rate chart Calculate charges either by hand or with a calculator 	Most primary-age children can read the numerals for the postage stamps and charts. The challenge will be to figure cost per unit.	
Language	Demonstrate courteous listening behaviors Demonstrate comprehension of spoken language Use own version of writing Respond to written symbols in the environment	<ul style="list-style-type: none"> Engage in polite exchanges between seller and buyer Ask appropriate questions in the pretend context Respond to written signs Write letters to classmates and others in the school; read own letters 	Maintain the flow of pretend play through metacommunications. Use enactment to supplement visual symbols and create the narrative that supports the pretend story. Use reading and writing within the play frame.	Make signs, envelopes, or other props using written language or pictographs.
physical	Coordinate wrist, hand, finger, finger-thumb, and eye-hand movements Maintain adequate levels of physical activity	<ul style="list-style-type: none"> Use pencils, pens, tape, and other adhesives Wrap and unwrap packages 	Children will be engaged almost continuously in fine-motor activity as they write letters, put stamps on them, organize the post office, and use the tools and props provided. Post office play is active, with postal deliveries and general movement in the setting.	Children will be moving furnishings and blocks, which requires coordination during the construction process.
Social	Learn how to cooperate Develop knowledge related to social studies	<ul style="list-style-type: none"> Make plans for building the postal station together Build the station Collect information about postal services from the community Use accurate information in play 	Many skills in play and social intercourse are required during complex thematic play in addition to those listed. Children must relate to one another in role-appropriate ways, settle disputes, negotiate roles, and use metacommunications to make the play move forward. Exchanges with one another must be mutual and balanced.	Cooperation is required for children to build the postal station with large blocks and furnishings. Work must be organized, jobs assigned, placements agreed to, and then implemented. Objects must also be collected and placed and signs made.