**Thematic Unit Plan**

**Planning for Play that Builds on Students Bilingual Identities**

Thematic Unit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Setting** | Concept or Language to be **Modeled** through **Play** | **Props** that may elicit culturally & linguistically-specific creativity | What connection are there to students’ **Communities**?  How can **Families** contribute? |
| Kitchen Area |  |  |  |
| Dramatic Play Center |  |  |  |
| Block Area |  |  |  |
| *(Art Table)* |  |  |  |
| *(Puppet Show Center)* |  |  |  |
| *(Table Manipulatives)* |  |  |  |

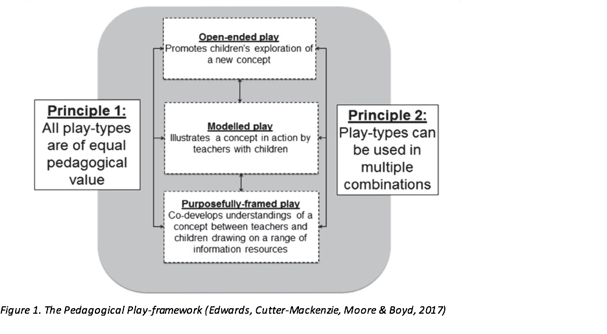


Figure 1. from Edwards, S. (June 2017). Play-based Learning and Intentional Teaching:

Forever Different? *Australasian Journal of Early Childhood, 42*(2).