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DERRY KORALEK

Many early childhood educators, myself included, believe that every classroom should have a full set of unit blocks, assorted props tied to children's current interests and experiences, open storage shelves, and plenty of space and time to build and rebuild invented and familiar structures. I canvassed NAEYC staff and *Young Children* consulting editors to ask, "What do you think children learn through block play?" Here are some responses:

- 1 . Sometimes it is intentional: "I want to build X. How do I do that?" Other times it is in-the-moment: "To go higher and add to one side, what can I use?"—Peter Pizzolongo
- 2 . Children can follow their own plan, or they can share a friend's vision and work together to create something they never dreamed of.—Karen Cairone
- 3 . Blocks offer many ways for young dual language learners to explore, express themselves, and demonstrate what they are learning across languages.—Karen Nemeth
- 4 . Important concepts and skills are practiced and strengthened through block play, including length, measurement, comparison, number, estimation, symmetry, balance.—Kristen Kemple
- 5 . Block play engages spatial sense and motor abilities; it can be a solo or a group effort; block creations can stand for an indefinite period of time.—Lawrence Balter
- 6 . Blocks and other loose parts can be moved freely by children, to be combined and recombined in countless ways.—Angela Eckhoff

7. . Blocks offer opportunities to test hypotheses and build scientific reasoning
—Gayle Mindes

8. . Children discover that they have ideas and that they can bring their ideas to life by creating transforming demolishing and re-creating something

