Specialized Training in Early Childhood Education

June 27, 2017

Developed by the Mississippi Department of Education (MDE)
in partnership with
North Mississippi Education Consortium (NMEC)

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Week 1
Monday, June 19
Jill Dent
Office of Early Childhood
Mississippi Department of Education
*Updates from the Office of Early Childhood*
*Effectiveness Evaluation Plan*

Joyce Greer
Office of Early Childhood
Mississippi Department of Education
*Teaching Strategies*

*Candice Taylor*
Office of Early Childhood: Special Education
Mississippi Department of Education
*Special Education Referral Process*

*Stacey Donaldson*
Office of Professional Development
Mississippi Department of Education
*National Board Certification and the Early Childhood Teacher*

Tuesday, June 20
Susan Neuman
School of Education
University of Michigan
*Foundations for Oral Language and Vocabulary Development*

Wednesday, June 21
Nicole Briceno & Alicia Westbrook
Mississippi Early Childhood Inclusion Center
University of Southern Mississippi
*Reaching and Teaching All Children in the Inclusive Classroom*

Lydia Boutwell
Office of Elementary Education and Reading
Mississippi Department of Education
*Early Learning Standards and Lesson Plans*

Thursday, June 22
Cathy Grace
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium

*Brain Development: Grounding Our Practice*
*Read Right from the Start - The Power of Language Part I*
*Equipping the Classroom on a Shoe String Budget*

Bryan Fulton & Natalie Rapp
Kaplan Early Learning Company

*Room Arrangement*

Friday, June 23
Lee Anne Grace Barnes
Oxford School District

*Music/Movement*

Larry Calhoun
Office of Healthy Schools
Mississippi Department of Education

*Move to Learn*

Joyce Greer
Office of Early Childhood
Mississippi Department of Education

*Scheduling*

Monica May
Office of Early Childhood
Mississippi Department of Education

*Pre-K to Kindergarten: Transition Activities and Folders*
Week 2
Monday, June 26
Karen Ponder
Build Initiative
Alliance for Early Success
*Community & Family Engagement*

Gena Puckett & Monnie Vail
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
*Solar Eclipse: Lesson Planning for the Big Event*

Cathy Grace
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium
*Power of Language Part 2*
*Parent Conferences and Working with Adults in the Classroom*

Tuesday, June 27
Shenikia Robinson
Atlanta Speech School
Read Right from the Start
*Building Language through Meaningful Conversations*

Wednesday, June 28
Sharon Boudreaux
The Autism Center of North Mississippi
*Reducing Common Problem Behaviors in the Classroom*

Gail Lindsey
Mississippi State University
*Looking at the Classroom Environment: What Does the Research Say?*

Thursday, June 29
Laura Dickson
Office of Early Childhood
Mississippi Department of Education
*CLASS Overview Training*

Friday, June 30
Jill Dent
Office of Early Childhood
Mississippi Department of Education
*Early Learning Guidelines and Project Guidance*
Gena Puckett & Monnie Vail
The Graduate Center for the Study of Early Learning
North Mississippi Education Consortium

*Technical Assistance with Projects and On-line Classes*
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Tuesday, June 27, 2017

8:30 – 10:00  Shenikia Robinson
Atlanta Speech School
Read Right from the Start
*Building Language through Meaningful Conversations*

10:00 – 10:15  Break

10:15 – 12:00  *Building Language through Meaningful Conversations continued*

12:00 – 1:00  Lunch

1:00 – 3:00  *Building Language through Meaningful Conversations continued*

3:00 – 3:15  Break

3:15 – 4:15  *Building Language through Meaningful Conversations continued*

4:15 – 4:30  Wrap up
Let’s TALK!
Building Language through Meaningful Conversations
Shenikia Robinson
Rollins Center for Language and Literacy
Getting to know Me!

Logistics

• Reflection Activity
• Questions
• Breaks/ Lunch
• Signal
• Clock Partners
Reflections

Atlanta Speech School

Founded in 1938 by Katherine Hamm as a one-room clinic.
Atlanta Speech School

To help each person develop his or her full potential through language and literacy.

Rollins Center

In 2004, the Rollins Center was formed to provide professional development in language & literacy to Atlanta educators.
Rollins Center
for Language & Literacy

Professional Development for
Georgia's Early Childhood Educators

www.ReadRightfromtheStart.org

OUR 2020 PROMISE

By 2020, every early childhood educator in Georgia will have the skills to prepare children to meet 3rd grade level reading requirements.
Promise Video

THE PROMISE

EVERY OPPORTUNITY
Read Right from the Start
on the COX Campus

Clock Partners

[Diagram of a clock with numbers and a missing section]
Ice Breaker

– In your small groups
– Use your play-dough
– Construct a House without talking to each other
No Shh Zone!

Reading, Writing, Listening

House of Learning

PUSH and PULL Language!

TALK (language)
Let’s Talk: Having Meaningful Conversations

Overall Goal:

Participants will increase use of strategies to **build language** through **meaningful conversations**.

What we know...

**Vocabulary knowledge** plays a critical role in future reading achievement.

(Beck & McKeown, 2007)

Teacher’s use of **complex sentences** has a positive impact on children’s language.

(Huttenlocher, Vasilyeva, Cymerman, & Levine, 2002)
What we know

Children, who have been in classrooms where teachers talk with children in response to their play, have stronger language skills.

(Dickinson, 2001)

What we know…

Talking with children about meaningful information about “something” matters more than focusing on the color, shape or number of that “something”.

(Tabors, Roach, & Snow, (2001)
Conversation Activity

Conversation 1
- Conversation was controlled by teacher's interest, not child's
- Few opportunities for child to share info and use words
- Child answered questions that had 1 answer (close-ended ?'s)
- 1 opportunity to hear new vocab but meaning was not provided
- Only 2 complex sentences were used

Conversation 2
- Focus was on child's interest
- More open-ended questions were asked
- More opportunities for child to share
- 11 opportunities to hear vocab in a meaningful context where meaning of word is provided
- 7 opportunities to hear complex sentences and correct grammar
Let’s TALK!

Talk lays a solid foundation for school learning.

So, how do we build a language foundation?

PUSH and PULL Language!
So, how do we push & pull language in conversations with children?
Let’s TALK!

Tune-In

T A L K

- Watch and notice
- Wait
- Describe
- Think aloud prompts
  - I see…
  - I think…
  - I wonder…
  - I noticed…
- Get into the child’s world
Let’s Practice: Tune-in

Describe:
I see...
I think...
I wonder..
I noticed..

Try It! Tune in.

Describe:
I see...
I think...
I wonder..
I noticed..
Let’s TALK!

T
A  Ask
L
K
The Grand Experiment

Ask

Closed-ended questions:

- Do you like to play soccer?
- What color is the bear?
- Who did you play with in housekeeping today?
- Did you clean up your art materials?
Open-ended questions/prompts:
- Tell me about…
- I wonder what would happen if…
- Explain how…
- How do you know that?
- What would you do if…?
When to Ask?

- Try to avoid too many **closed-ended** ?s
- Use **open-ended** ?s to lift the child’s voice
- Use **either-or & fill-in the blank** ?s to help child focus thoughts & as safety nets

Let’s Practice: Ask Questions

- Tell me about...
- How did you...?
- What would happen if..?
- What would you do if..?
But what if they can’t answer the question?

Use Safety Nets!

Safety Nets

- Use fill in the blank
- Use either-or questions
- Use of a phonemic cue
- Parallel Talk/Self Talk
But what if they can’t answer open-ended ?s?

“\textbf{I see a: ________}”

Fill in the blank statements.

Ask

Either-Or Questions:

- Would you like to go to the art center or the block center today?
- Would you prefer to use markers or crayons to draw your picture?
- Are you feeling excited or upset right now?
Either-Or Questions

Reflection

Clock Partners
Let’s TALK!

- Model well formed sentences and correct grammar
- Push in new vocabulary
- Encourage use of target vocabulary
Lift Language

Push in
- Longer sentences

*Echo expansion*

Let’s Practice:
Lift Language
Your job:
Write down 2 things you like
Why is vocabulary so important?

Vocabulary knowledge…

…results in deeper understanding of concepts; essential to comprehension.  
(Snow, Burns, & Griffin, 1998)

…has strong ties to reading comprehension.  
(National Reading Panel, 2000)

“Good comprehenders” need to know at least 90-95% of the words in the text.  
(Hirsch, 2003)

Vocabulary Development

Classroom conversations and playful engagement build vocabulary (Harris, Golinkoff & Hirsh-Pasek, 2011)

• Free play with other children

• Guided play
Vocabulary Development

Six Principles of Word Learning

• Frequency matters
• Make it interesting
• Make it responsive
• Focus on meaning
• Be clear
• Beyond the word

Which Words?

• Important to understanding a specific reading selection or concept
• Generally useful for students to know and are likely to encounter with some frequency in when they transition from learning to read to reading to learn
Vocabulary Development

Tier 1 Vocabulary

- Basic words that commonly appear in spoken language

- Because they are heard frequently in numerous contexts and with nonverbal communication, Tier 1 words rarely require explicit instruction.
**Tier 2 Vocabulary**

High frequency words used by mature language users across several content areas. (ex. generous vs. nice)

**Tier 3 Vocabulary**

- Words that are not frequently used except in specific content areas or domains.
- Words that are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content.
Vocabulary Development

Which words?

Tier 2 words will appear often in storybooks, so they are the words that can add most to students’ language knowledge when they transition from learning to read to reading to learn.

Vocabulary Strategies

Build Up – Break Down
“I didn’t recognize her. I didn’t know who she was when she was wearing the wig.”

Vocabulary Strategies

Don’t Use Too Many Words at Once
Caution!

Overdose of new vocabulary:

Child says, “I need help.”

Teacher says, “I will provide you with assistance momentarily when I have completed this task.”

Vocabulary

Child says, “I need help.”

Teacher says, “I will be happy to assist you.”

Assist means help.
Vocabulary Relay

Intentional Planning

Introduce vocabulary in a meaningful context

• Use the word in a variety of contexts
• Plan activities that provide active experiences with new words
• Plan centers and small groups that encourage children to use the word
• Plan specific activities that reach children with low language
Let’s TALK!

T

A

L

K Keep it Going

Keep it Going

- Strive for Five
- Reinforce target vocabulary
- Allow for think time
Keep it Going!

- Strive for Five
- Reinforce target vocabulary
- Allow for think time

"The most important questions don’t seem to have ready answers.  
An answer is the invitation to stop thinking."

(Stephens & Brown, 2000)
Let’s Practice

Talk may be cheap but it is priceless for developing young minds. (Neuman & Dwyer, 2009)
THE TALK CONGA!

Push & Pull Language!

All day, every day!
Vocabulary for the first few weeks of school and beyond

Responding to Children’s Behaviors
Reflection Activity

Closing Remarks

- Questions/Answers
- Pinky Promise

Thank You
65% of Georgia’s 3rd graders can’t read on grade level.

Children in low-income families experience 30 MILLION fewer words by age 3 than wealthier children.

Children who don’t meet 3rd grade reading level standards are more likely to:
- Drop out of high school
- Be arrested by age 18
- Be unemployed throughout life

The Rollins Center trains educators to:
- Be language and literacy experts
- Build children’s vocabulary and comprehension skills
- Empower children’s voices
- Put children on a path to grade level reading

The evolution of language skills:
- Listening: vocabulary, comprehension, world knowledge
- Speaking: drawing inferences, storytelling, self-questioning
- Reading: decoding, understanding, critical thinking
- Writing: creative writing, expression of meaning in print

Growing into reading:
- Birth: language nutrition (words) sparks brain development
- Age 3: vocabulary predicts future reading comprehension
- Age 5: pre-literacy skills make a child “ready to read”
- Age 8: children should be able to read and comprehend

Our 2020 promise:
By 2020, every early childhood educator in Georgia will have the skills to prepare children to meet 3rd grade level reading requirements.

High school graduation rates are directly linked to 3rd grade reading ability.
In a No Shhh Zone, you create a place where children have the power to hear and use language.

Read Right from the Start teachers are committed to creating the No Shhh Zone. Here are some questions you may have before you get started.

1 What is a No Shhh Zone?
A classroom where children are not told to be quiet, but instead are given a chance to hear and use language all day during all activities.

2 Won’t a No Shhh Zone be a loud, distracting classroom?
Not in our experience. A No Shhh Zone doesn’t mean you never ask children to listen. Listening is an important skill as well.

Think of the No Shhh Zone as a place where practicing language is the goal. But it isn’t a free-for-all! Keep to your daily schedule and do intentional planning for the specific language you will push-in and pull-out. Create language-focused activities that encourage children to use sophisticated vocabulary.

3 What can I do today to start creating a No Shhh Zone?
Just start! Make the decision tomorrow not to say “shhh” in your classroom. Then get to work making a language-rich environment. Choose some Tier 2 words today and figure out how you can push-in those words tomorrow. It’s often helpful to start with a storybook. Look through a storybook you’re planning to read with the children and decide which Tier 2 words either from the story or related to the story you can push-in as you read.

Eventually, start designing a whole week of your lesson plans around a few different Tier 2 words, planning centers and small group activities that will give children the opportunity to use the new vocabulary.
<table>
<thead>
<tr>
<th>Conversation 1</th>
<th>Conversation 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher</strong>: Hi Mary, how are you today?</td>
<td><strong>Teacher</strong>: Mary, you have a big smile on your face. Tell me why you look so cheerful.</td>
</tr>
<tr>
<td><strong>Child</strong>: Good</td>
<td><strong>Child</strong>: I am wearing my good dress. It is my birthday.</td>
</tr>
<tr>
<td><strong>Teacher</strong>: That’s a pretty dress you are wearing. Is it new?</td>
<td><strong>Teacher</strong>: Now I see why you are feeling so happy. You are excited because it is your birthday and you get to wear a handy dress. (pause and wait)</td>
</tr>
<tr>
<td><strong>Child</strong>: Yes</td>
<td><strong>Child</strong>: (smiles)</td>
</tr>
<tr>
<td><strong>Teacher</strong>: Where did you get it?</td>
<td><strong>Teacher</strong>: Tell be about how you are going to celebrate, do something special, on your birthday.</td>
</tr>
<tr>
<td><strong>Child</strong>: Target?</td>
<td><strong>Child</strong>: Mommy bringing a donkey. It’s paper. It is not real. It is a whole lot of colors. It got candy inside.</td>
</tr>
<tr>
<td><strong>Teacher</strong>: I love to shop at Target, don’t you?</td>
<td><strong>Teacher</strong>: Your mommy is bringing a colorful, pretend donkey that has candy inside it! I am wondering if she is bringing a piñata.</td>
</tr>
<tr>
<td><strong>Child</strong>: Yes</td>
<td><strong>Child</strong>: Yes!!! It called a piñata. We got it at the store.</td>
</tr>
<tr>
<td><strong>Teacher</strong>: I notice you have pretty hair bows to match your dress. What color are they?</td>
<td><strong>Teacher</strong>: So, it is called a piñata and you bought it at the store. I am curious about your piñata. I want to know about it. Tell me more.</td>
</tr>
<tr>
<td><strong>Child</strong>: Purple</td>
<td><strong>Child</strong>: It is a whole lot of colors- red, green, blue, purple.</td>
</tr>
<tr>
<td><strong>Teacher</strong>: Is purple your <strong>favorite</strong> color?</td>
<td><strong>Teacher</strong>: So, your piñata is decorated with a variety of colors. It has many different colors.</td>
</tr>
<tr>
<td><strong>Child</strong>: No</td>
<td><strong>Child</strong>: And it has candy in it.</td>
</tr>
<tr>
<td><strong>Teacher</strong>: What is your favorite color?</td>
<td><strong>Teacher</strong>: We have a variety of books- many of different books about piñatas in the library. I bet that since you are having a piñata for your birthday celebration, you may be curious about piñat**</td>
</tr>
<tr>
<td><strong>Child</strong>: Pink</td>
<td><strong>Child</strong>: Yes</td>
</tr>
<tr>
<td><strong>Teacher</strong>: I love pink too. Pink was my favorite color when I was a little girl like you.</td>
<td><strong>Teacher</strong>: So, are you <strong>curious</strong> or do you <strong>not want to know</strong> about piñatas?</td>
</tr>
<tr>
<td></td>
<td><strong>Child</strong>: Curious!</td>
</tr>
<tr>
<td></td>
<td><strong>Teacher</strong>: I will bring those books to our classroom so they will be available for center time tomorrow. Not today, but the next day. We can look at them tomorrow.</td>
</tr>
</tbody>
</table>

Comments:
Key Components to Classroom Support and Strategies

**TALK (Tune in! Ask questions. Lift language. Keep it going!)** - This is the strategy that the Rollins Center for Language and Literacy encourages every teacher to use in the classroom. This strategy provides teachers with the tools needed to hold quality conversations with children throughout the day. We believe that if children are engaged in quality meaningful conversation throughout the day we will see an increase in language and vocabulary outcomes for young children. Research has shown that talking with children about meaningful information about “something” matters more than focusing on the color, shape or number of that “something” (Tabors, Roach, & Snow, 2001).

**START (State, Teach, Ask, Respond, Tie.)** - This strategy increases children’s language, vocabulary and comprehension skills. Through repeated read-alouds, children are exposed to complex story problems, character thoughts and feelings, as well as higher level vocabulary. Teachers are encouraged to reread specific complex storybooks at least 3-5 times depending on the age of the child to expose them to specific details and language that will increase comprehension and language skills. By rereading books, teachers are helping to “grow” children’s vocabulary as well as increase their conceptual understandings (Hindman & Wasik, 2006).

**TIPS: Tune in, Introduce the Book, Promote Language and Summarize the book**

This is the strategy for reading with infants and toddlers. The strategy emphasizes tuning in with infants and toddlers in a loving and joyful way: being on eye level, maintaining eye contact and connecting through touch. Teachers are encouraged to call attention to the cover of the book to set a purpose for reading. While reading, teachers are encouraged to use child directed speech while providing rich language experiences. After reading, the strategy emphasizes summarizing the book and relating the summary to the purpose of the book.

**REAL Time (Read, Explore, Ask, Learn.)** - This strategy helps children to develop world knowledge and apply it to the environment around them. Teachers are encouraged to pair storybooks with a non-fiction text to expose children to a real world concepts related to the characters or story problem they read about in their fictional storybooks. Real Time helps children build knowledge, increase vocabulary, learn how to use informational texts to find answers to questions of interest and improve language skills (Duke & Carlisle, 2011; Wilkinson & Son, 2011).

**PAC (Phonological Awareness, Alphabet Knowledge, Concepts of Print)** - Each day children engage in a PAC time lesson in every classroom. Through PAC time children are exposed to the pre-reading skills needed to help them become successful readers later. Children engage in playful activities that expose them to letter sounds, rhyming, letter-sound blending, letter recognition skills, and book handling skills. By incorporating these components in a strategic way, children are getting the foundational skills necessary to be able to successfully read to learn by 3rd grade.

**Emergent Writing** - In the early years of a child’s development, writing experiences should be primarily exploratory. Children as early at 16 months can begin to use writing materials and use materials for mark making. Using the emergent writing strategy, teachers provide opportunities and center areas that provide children with the chance to develop early writing skills. Writing materials are available throughout the classroom for children to use in centers and encourage them to write about their experiences and use it for play. This helps children to learn the functional ways that writing is used to communicate with others. (Schickedanz & Collins, 2013)
Read Right from the Start

Let’s TALK!

Tune-In
Make the conversations meaningful. Tune-in to the child’s world.

- Watch the child and notice what is happening.
- Be patient and wait for the right moment to enter a conversation.
- Make an observation. (I see, I think, I wonder, I noticed…)

Ask
The types of questions you ask will vary based on the level of conversation you’re having. Try to raise conversations to Levels 3 and 4 as much as possible.

- Use open-ended questions or comments as much as possible.
- Use closed-ended questions as needed.
- Use forced-choice questions to narrow a child’s choices when s/he needs help focusing.

Levels of Language (Massey, 2004)
3. Language that summarizes, defines, or compares and contrasts
   Corduroy was sad when Lisa’s mother said she didn’t want to buy him. Why didn’t Lisa’s mother want to buy him?
4. Language that reasons (e.g. making predications, problem solving, explaining concepts)
   How do you know that your ship will float?

Lift Language
The goal is to push-in new vocabulary, model correct grammar, and engage children in conversation.

- Use think-alouds.
- Engage in parallel talk.
- Use a variety of questions.
- Restate what a child says using a more complex sentence.
- Model correct grammar and rich vocabulary.
- Use synonyms.
- Build on children’s statements by adding more information.
- Monitor children’s use of target vocabulary and reinforce new words.

Keep it Going
Keep the conversation going with many back and forth exchanges on a single topic.

- Strive for Five (Dickinson, 2011) … or more!
- Reinforce target vocabulary.
- Allow for “think time.”


Vocabulary Instruction
Choosing Words to Teach

Tier III
Tier III words are low-frequency words and are limited to a specific "domain". They often pertain to a specific content area. These words are best learned within the context of the lesson or subject matter.
Examples: atom, molecule, metamorphic, sedimentary, continent

Tier II
Tier II words are high-frequency words that occur across contexts. These words are used by mature language users and are more common in writing than in everyday speech. Tier II words are important for students to know to enhance comprehension of a selected text. Tier II words the best words for targeted explicit vocabulary instruction.
Examples: hilarious, endure, despise, arrange, compare, contrast

Tier I
Tier I words are the words we use everyday in our speech. These words are typically learned through conversation. These are common words that rarely require direct instruction.
Examples: come, see, happy, table

Source: Bringing Words To Life (Beck, McKeown, & Kucan 2002)
# Vocabulary for the First Weeks of School and Beyond
## Preschool and Pre-K

<table>
<thead>
<tr>
<th><strong>Vocabulary</strong></th>
<th><strong>Examples</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrival</strong></td>
<td></td>
</tr>
<tr>
<td>Welcome</td>
<td>Welcome to school. I am so glad you are here.</td>
</tr>
<tr>
<td>Arrived</td>
<td>Welcome to school. I have been waiting for you to arrive.</td>
</tr>
<tr>
<td>Introduce</td>
<td>Let me introduce you to ___.</td>
</tr>
<tr>
<td>Acquainted</td>
<td>Come in and get acquainted with your new classroom. Come in and get acquainted with some new materials that I put out.</td>
</tr>
<tr>
<td>Disappointed</td>
<td>I know you are sad. You feel disappointed when your (mom, dad, grandmother, etc.) has to leave.</td>
</tr>
<tr>
<td>Separate</td>
<td>It is hard to separate, from people we love. It is hard for us to be apart from them.</td>
</tr>
<tr>
<td>Comfort</td>
<td>Would you like me to give you a hug? I want to help you feel comfortable.</td>
</tr>
<tr>
<td>Return</td>
<td>I know you miss your (mom, dad, sister, grandmother). I am going to take good care of you until he/she returns.</td>
</tr>
<tr>
<td>Belongings</td>
<td>Look! Here is your very own cubby where you can keep your belongings (things that belong to you).</td>
</tr>
<tr>
<td>Variety</td>
<td>Look! We have a variety of fun things to play with.</td>
</tr>
<tr>
<td>Explore</td>
<td>You can take some time to explore through these_____.</td>
</tr>
<tr>
<td>Comfortable</td>
<td>I hope you are feeling comfortable in your new classroom.</td>
</tr>
<tr>
<td>Familiar</td>
<td>I am so glad you arrived for another day at school. Now, you already know what to do. You are familiar with putting your belongings in your cubby before you start to: play, eat breakfast, etc.</td>
</tr>
<tr>
<td>Friendly</td>
<td>I noticed how you were talking to the other children in such a friendly way.</td>
</tr>
<tr>
<td>Assist</td>
<td>I will be glad to assist you with (the puzzle, your jacket, opening the box)</td>
</tr>
</tbody>
</table>

## Morning Meeting

| **Arrived** | I see everyone has arrived for our morning meeting. |
| **Delighted** | I am delighted to see everyone. I am really happy to see you again. |
| **Comfortable** | I hope you are comfortable in your space on the rug. |
| **Imitate** | (As you demonstrate a new finger play, movement activity, action song) Watch me, and imitate what I do. Do the same thing that I do. |
| **Greeting** | Let’s sing a greeting song to say good morning! |
| **Schedule** | Let’s look at our schedule so we will know what happens next. OR Let’s look at our schedule that tells us the order we do activities today |
| **First** | The first thing we did today was __________. |
| **After** | After that we had Morning Meeting. That is what we are doing now. |
| **Before, Next** | Before we do the next activity, let’s celebrate the day. Everybody say “Hip hip Hurray!” |
| **Last** | Remember, after we do the last activity (Point to last activity of the day) someone in your family will be here to pick you up |
| **Familiar** | Every day we will come together for our morning meeting just like this. You will become familiar with how we do things and you will feel more comfortable |
| **Comfortable** |             |
### Introduction to Centers

**Introduce**
Before we go to play in our centers, I want to *introduce* some things that you will see at the art center.

**Identify**
First I will identify, tell you the name of what I show you. I am going to *identify* this item. This is called a __________.

**Available**
When you go to the _______ center today you will notice that this ________ is *available* for you to use.

**Demonstrate**
I will *demonstrate* the ways you can use it.

**Similar, Different**
You may notice that this glue stick is *similar* to lipstick because they both look alike in some ways. But there is one way it is *different*.

**Remove**
Before you use the _______ remember to *remove*, or take off, the top.

**Return**
When you finish using _______ remember to return it to the container so that it is *available* for you friends to use.

**Familiar**
Since you have used this before, you are *familiar* with how to use it.

**Assist**
If you should need help with anything when you are at centers, just let me or (Ms., Mr. _______) know and we will be glad to *assist* you.

**Independent**
There are many things that you are familiar with so I know you can use them *independently*, without a teachers help.

**Variety**
When you go to the _______ center you will notice there are a variety of ________ many different kinds of __________.

**Compare**
Let’s look at how these two items are alike and different. Let’s compare them. (talk about ways items are alike and different as you compare them to each other)

**Except**
All the items in this box should be familiar except this brand new item ____.

### Center Time

<table>
<thead>
<tr>
<th>Block Center</th>
<th>stack, hollow, solid, similar, different, identical, compare, connect, balance, separate, arrange, remove, return, structure, cooperate, assist, join, transport, vehicle, repair, extend, construct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dramatic Play</td>
<td>communicate, pretend, imagine, imagination, imitate, remove, return, wardrobe, recognize, assist, celebrate, relative, infant, sibling, adult, suggest, menu, ingredients, recipe, independent, dependent, fragile, colorful, arrange, fragile, gentle, arrive, outgrown, proud, introduce, familiar, purchase, customer, exchange, provide, variety</td>
</tr>
<tr>
<td>Art</td>
<td>supplies, liquid, shade, space, tools, reflection, create, compare, assist, remove, separate, combine, arrange, attach, absorb, apply, press, flow, spread, , duplicate, display, colorful, creative, proud, independent, rough, smooth, shiny,</td>
</tr>
<tr>
<td>Writing</td>
<td>variety, message, envelope, print, illustrate, communicate, express, explain, correspond, seal, attach, identify, address, symbol, space, beginning, ending, between, remove, sentence, invitation, list, describe</td>
</tr>
<tr>
<td>Sensory Table</td>
<td>liquid, solid, sift, contain, empty, full, rough, smooth, remove, transfer</td>
</tr>
<tr>
<td>Science Center</td>
<td>observe, explore, investigate, discover, variety, similar, different, compare, experiment, expand, solid, liquid, absorb, separate</td>
</tr>
<tr>
<td>Book Center</td>
<td>variety, select, information, character, similar, different, compare, exchange, title, illustration, fact, return, imagine,</td>
</tr>
<tr>
<td>Play dough, clay</td>
<td>form, press, surface, duplicate, remove, smooth, overlap</td>
</tr>
</tbody>
</table>
### Story Time

<table>
<thead>
<tr>
<th><strong>Introduce</strong></th>
<th>I want to <strong>introduce</strong> you to a new book.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>The title, or the name of this book is _____.</td>
</tr>
<tr>
<td><strong>Familiar</strong></td>
<td>We read this before so it is <strong>familiar</strong> to us.</td>
</tr>
<tr>
<td><strong>Character</strong></td>
<td>All the <strong>characters</strong> in this story are members of a family.</td>
</tr>
<tr>
<td><strong>Event</strong></td>
<td>Let’s think about this event. Let’s think about what happened here.</td>
</tr>
<tr>
<td><strong>Beginning</strong></td>
<td>I noticed in the beginning of the story the character, Corduroy seemed lonely.</td>
</tr>
<tr>
<td><strong>Ending</strong></td>
<td>I noticed that this story had a happy <strong>ending</strong>. At the end of the story Corduroy finally found a friend.</td>
</tr>
<tr>
<td><strong>Illustration</strong></td>
<td>Look at this picture, this <strong>illustration</strong>, and notice the look on the character’s face. She looks: confused, surprised, startled, disappointed, relieved, angry, miserable, frightened, amused, worried, concerned</td>
</tr>
<tr>
<td><strong>Similar</strong></td>
<td>This book is <strong>similar</strong> to another book we read. It is a lot like the story _____.</td>
</tr>
<tr>
<td><strong>Confused</strong></td>
<td>I am <strong>confused</strong>. I don’t understand why the baby owls were so worried about their mother. She always has to leave to get them food and she always comes back. Let me think about this.</td>
</tr>
<tr>
<td><strong>Repeat</strong></td>
<td>Let’s <strong>repeat</strong> those funny words that the character said.</td>
</tr>
<tr>
<td><strong>Review</strong></td>
<td>Let’s <strong>review</strong>, go back over what has happened in the story so far.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Small Groups</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrate</strong></td>
</tr>
<tr>
<td><strong>Independent</strong></td>
</tr>
<tr>
<td><strong>Assist</strong></td>
</tr>
<tr>
<td><strong>Familiar</strong></td>
</tr>
<tr>
<td><strong>Impress</strong></td>
</tr>
<tr>
<td><strong>Variety</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Math (small group)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equal</strong></td>
</tr>
<tr>
<td><strong>Set</strong></td>
</tr>
<tr>
<td><strong>Fewer</strong></td>
</tr>
<tr>
<td><strong>Compare</strong></td>
</tr>
<tr>
<td><strong>Classify</strong></td>
</tr>
<tr>
<td><strong>Organize</strong></td>
</tr>
<tr>
<td><strong>Order</strong></td>
</tr>
<tr>
<td><strong>Combine</strong></td>
</tr>
</tbody>
</table>
cubes.

<table>
<thead>
<tr>
<th>Total</th>
<th>Now that we combined these two sets we have a total of four.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identical</td>
<td>These two shapes are identical. They look exactly the same.</td>
</tr>
</tbody>
</table>

**Literacy (small group)**

<table>
<thead>
<tr>
<th>illustrate</th>
<th>Let’s draw a picture to show how Peter felt when Amy arrived at his party. Let’s illustrate that part of the story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>Describe what is happening in this picture. Tell me about it.</td>
</tr>
<tr>
<td>Create</td>
<td>Let’s create a picture, or illustration, that shows what happened at the end of the story.</td>
</tr>
<tr>
<td>Imagination</td>
<td>Let’s use our imagination and pretend that we are the characters in the story.</td>
</tr>
<tr>
<td>Event</td>
<td>This is the first important event in the story. This is the first thing that happened.</td>
</tr>
<tr>
<td>Combine</td>
<td>If I combined the words “cup” and “cake”, I would have the word cupcake.</td>
</tr>
<tr>
<td>Arrange</td>
<td>Let’s arrange these pictures in order so they tell a story.</td>
</tr>
<tr>
<td>Identify</td>
<td>Please identify, or tell me the names of the people in your picture.</td>
</tr>
<tr>
<td>Label</td>
<td>After I label, or write names of the people, in your drawings we can write a story about your family.</td>
</tr>
<tr>
<td>Proud</td>
<td>I know you must feel happy about what you did. You must be proud of yourself.</td>
</tr>
<tr>
<td>Self-portrait</td>
<td>You drew a picture of yourself. You made a self-portrait</td>
</tr>
<tr>
<td>Colorful</td>
<td>Your drawing has so many colors. It is really colorful.</td>
</tr>
<tr>
<td>Favorite</td>
<td>I see lots of purple in your drawing. I am thinking your favorite color is purple. It’s the color you like the most.</td>
</tr>
</tbody>
</table>

**Science (small group)**

<table>
<thead>
<tr>
<th>Absorb</th>
<th>The sponge took in all the water. It absorbed the water from the table. We could say that the sponge is absorbent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissolve</td>
<td>When we mixed the sugar into the warm water it dissolved, it disappeared into the water.</td>
</tr>
<tr>
<td>Experiment</td>
<td>Let’s try out or experiment with these materials to see if they are absorbent.</td>
</tr>
<tr>
<td>Compare</td>
<td>Let’s compare these two shells to see how they are the same.</td>
</tr>
<tr>
<td>Observe</td>
<td>Observe and notice what happens when we add water to the sand.</td>
</tr>
<tr>
<td>Record</td>
<td>Let’s record or write down what we observed when we added water to the mixture.</td>
</tr>
<tr>
<td>Investigate</td>
<td>Let’s investigate this problem or check this out before we do anything.</td>
</tr>
<tr>
<td>Combine</td>
<td>What happened when you combined all the colors- when you mixed them together?</td>
</tr>
</tbody>
</table>

**REAL Time**

<table>
<thead>
<tr>
<th>Curious</th>
<th>I have been thinking about this story a lot, and I am curious about why the mother owl left her babies during the night time. I want to know why. I am curious.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts</td>
<td>This book has a lot of facts or true information about real bears.</td>
</tr>
<tr>
<td>Search</td>
<td>I am going to search through the <em>glossary</em> and see if I can find out what the word predator means.</td>
</tr>
<tr>
<td>Locate</td>
<td>The <em>Table of Contents</em> will help me locate, or find the information that I want to know about.</td>
</tr>
<tr>
<td>Organized</td>
<td>This book is organized so that all the information that belongs together is in one section.</td>
</tr>
<tr>
<td>Description</td>
<td>The author of this book gives a good description of what baby owls look like. She uses lots of words that tell or describe how baby owls look.</td>
</tr>
</tbody>
</table>

**PAC Time - Phonological awareness, Alphabet knowledge, Concepts of print**

<table>
<thead>
<tr>
<th>Separate</th>
<th>Let’s clap out the words we hear in this sentence. Give one clap for each separate word.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separate</td>
<td>Look there are spaces that separate the words in this sentence.</td>
</tr>
<tr>
<td><strong>Combine</strong></td>
<td>Listen, what word do you hear when I combine these two words together, sun… shine? When I combine these to separate word sun....... shine, I get the word sunshine.</td>
</tr>
<tr>
<td><strong>Separate</strong></td>
<td>Listen for the two separate words in the word raindrop. If I separate the word I hear sun and shine.</td>
</tr>
<tr>
<td><strong>Blend</strong></td>
<td>Listen, what word do you hear when I blend these two syllables bas....ket. I hear basket.</td>
</tr>
<tr>
<td><strong>Beginning, first</strong></td>
<td>Notice the first sound that you hear when I say the word, man. /m/ /an/ The beginning sound is /m/</td>
</tr>
<tr>
<td><strong>Ending, last</strong></td>
<td>Listen to the last sound you hear in the word bat. We hear the /t/ sound at the end of the word.</td>
</tr>
</tbody>
</table>

| **Transitions to large group** |
| **Signal** | Listen for the music. When the music starts that is the signal to come to join me for large group |
| **Imitate** | See if you can do the same movements that I am doing. Imitate the movements that I am doing. |
| **above, underneath, front, behind, beside,** | *(Pair vocabulary with actions and positions)* Put your hands above your head. Put your hands underneath your chin. Put your elbows behind your back. Put your hands beside your ears |
| **Relax** | Take a deep breath and relax your body. |
| **Comfortable** | Have a seat on the rug, with your feet in front so you are comfortable. |

| **Transitions leaving the classroom** |
| **Familiar** | I know you are familiar with how to walk to the playground. We go the same way every day. |
| **Safe** | Remember to walk so that you will be safe. |
| **Eager** | I am eager for us to get outside and enjoy this beautiful weather. |
| **Display** | Notice the display of art work in the hallway. |

| **Outside Play** |
| **Independent** | You can climb the ladder all by yourself without any help. You can do it independently |
| **Cooperate** | If we work together and cooperate, we can play the game. |
| **Pretend** | Let’s pretend or make-believe that we are swimming in the ocean. |
| **Protect** | Remember to wear your helmet to protect, or keep your head safe. |
Responding to Children’s Behavior

Be the child’s Safe Place / Safety Zone / Pillar of Safety

Children who feel unsafe behave in unsafe ways. When we help children feel safe we can ‘short-circuit’ some challenging behaviors.

<table>
<thead>
<tr>
<th>When</th>
<th>Instead of saying…</th>
<th>Try…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drew cries because Chase hit him back</td>
<td>“That’s what happens when you hurt. You get hurt back. See?”</td>
<td>“This is a safe place. Let’s find a way to keep you both safe.”</td>
</tr>
<tr>
<td>Tony uses profanity towards you</td>
<td>“We don’t use words like that at school. Those are bad words. Do you want to go to time out.”</td>
<td>“Let’s figure out words you can use here at school to tell me when you are angry with me.”</td>
</tr>
<tr>
<td>Christine gets anxious during transitions during transitions and starts to toss things around the classroom.</td>
<td>“Go sit over there by yourself in the thinking chair. I’m tired of you breaking our things.”</td>
<td>“Christine, come on over here with me so I can help you feel safe.”</td>
</tr>
<tr>
<td>David hits Jonathan</td>
<td>“Nobody likes bad boys.”</td>
<td>“Let’s get ice for Jonathan, and then you can stay by me so everyone stays safe here this morning.”</td>
</tr>
</tbody>
</table>

Respond to the Emotion – Feeling Comments

When you hear a child expressing an emotion reflect the feeling back to the child. Naming the emotion lets the child know you are really listening and will be able to help.

<table>
<thead>
<tr>
<th>You might want to…</th>
<th>Sounds like…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask how the child is feeling</td>
<td>“Are you upset about this?”</td>
</tr>
<tr>
<td>Guess how the child is feeling</td>
<td>“You face and voice tell me you are very happy about your grandmother visiting you.”</td>
</tr>
<tr>
<td>Mirror what you hear</td>
<td>“So you tried to tie your shoes and you couldn’t get it.”</td>
</tr>
<tr>
<td>Validate feelings</td>
<td>“I can see why you feel frustrated.”</td>
</tr>
<tr>
<td>Empathize</td>
<td>“You must feel so frustrated.”</td>
</tr>
<tr>
<td>Let the child know that her feelings are a reaction to a trigger.</td>
<td>“You got scared when the fire alarm went off.”</td>
</tr>
<tr>
<td>Reassure the child that his reaction is normal.</td>
<td>“A lot of people are scared of loud noises.”</td>
</tr>
</tbody>
</table>

Responding to emotions –

<table>
<thead>
<tr>
<th>Instead of saying…</th>
<th>Try…</th>
</tr>
</thead>
<tbody>
<tr>
<td>“What’s that face supposed to be about?”</td>
<td>“I wonder if you are feeling frustrated (hurt, scared, disappointed).”</td>
</tr>
<tr>
<td>“Pouting isn’t going to get you anywhere.”</td>
<td>“It looks like you want to use the soccer ball first.”</td>
</tr>
<tr>
<td>“There’s no reason to be angry.”</td>
<td>“You’re angry and that’s okay.”</td>
</tr>
<tr>
<td>“There’s nothing to be upset about.”</td>
<td>‘I can see you’re upset and I understand.”</td>
</tr>
<tr>
<td>“Don’t feel that way.”</td>
<td>“I’m sorry you feel that way.”</td>
</tr>
<tr>
<td>“Go sit on the beanbag chair until you’re ready to stop crying.”</td>
<td>“What do you want? What do you need?”</td>
</tr>
</tbody>
</table>

---

### Help children identify the primary feeling (also adds vocabulary!)

**Try…**

- “You seem frustrated that you have to wait for a turn.”
- “I bet you’re disappointed that it isn’t your turn.”
- “When Erin said you are not invited to her party you felt hurt.”
- “I wonder if you are feeling nervous that we have a new teacher in the classroom today.”

### Validate feelings, then guide behavior

Children are not in control of their emotions but they can be in control of their behavior choices.

<table>
<thead>
<tr>
<th>Instead of saying…</th>
<th>Validate the feeling by saying…</th>
<th>Guide behavior by saying…</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Stop grabbing that doll. Alexia is using it.”</td>
<td>“I notice that you want to use that doll?”</td>
<td>“Ask in a kind way for a turn or I can help you find another doll. Try saying, ‘May I please have a turn to play with that doll?’”</td>
</tr>
<tr>
<td>“Quit kicking Jenna’s block tower.”</td>
<td>“Do you want to play with Jenna?”</td>
<td>“If you want to play with Jenna you can ask him. Say ‘Jenna, I want to play with the blocks.’”</td>
</tr>
<tr>
<td>“Move away from the sink. George has been waiting a long time.”</td>
<td>“It looks like you are having fun with the water.”</td>
<td>“The sink is for washing. Let’s find a different place to play in water.” Or “The sink is for washing. You can play with water in the sensory table during choice time.”</td>
</tr>
<tr>
<td>“No throwing shoes.”</td>
<td>“You must be frustrated with those shoes?”</td>
<td>“We need to keep kids safe, leave your shoes on the floor. I can help you tie your shoes.”</td>
</tr>
</tbody>
</table>

### Use First / Then language

Use First / Then language to help children learn to do an undesirable task before a more desirable task.

<table>
<thead>
<tr>
<th>Instead of saying…</th>
<th>Try…</th>
</tr>
</thead>
<tbody>
<tr>
<td>“If you don’t pick up the blocks, you won’t go outside.”</td>
<td>“First pick up the blocks, then you can go outside.”</td>
</tr>
<tr>
<td>“You’re not going to get snack if you don’t come inside right now.”</td>
<td>“First come inside, then you can have snack.”</td>
</tr>
<tr>
<td>“If you finish your job, I’ll let you have a turn at the cooking table.”</td>
<td>“First finish your job, then you can cook.”</td>
</tr>
<tr>
<td>“If you lie quietly at rest for ten minutes, I'll give you a sticker.”</td>
<td>“First rest quietly for ten minutes, then you can get up and play.”</td>
</tr>
</tbody>
</table>
Give help and comfort

When you see a child beginning to lose control, move over to him, take his hand. Gently say “Come sit by me.” or “Come hold my Hand.” Try to use the word ‘Come’ instead of ‘Go’ when asking a resistant child to do something.

<table>
<thead>
<tr>
<th>Instead of saying...</th>
<th>Try...</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Go wash your hands.”</td>
<td>“Come. Let’s wash your hands.”</td>
</tr>
<tr>
<td>“Go put on your shoes before we go out.”</td>
<td>“Come. Let’s get your shoes.”</td>
</tr>
<tr>
<td>“Sit down while you eat.”</td>
<td>“Come. Let’s sit down.”</td>
</tr>
</tbody>
</table>

Help fix mistakes

Being a guide and a mentor has nothing to do with being bossy and punitive. Being a guide and a mentor involves establishing yourself as an unconditional support system, cheerleader, and safety net. Use phrases to help reassure children and help them move forward.

| “We can fix this.”             |
| “I’ll show you what to do with the peg boards.” |
| “Let’s figure out a way to solve this.”         |
| “It might be helpful (friendly, thoughtful) if you...” |
| “Let me show you another way to...”            |
| “Let’s practice the school way to...”           |

Our interactions with inappropriate behavior show the rest of the class what our practice will be when dealing with other circumstances. If we respond in a punitive way other children will follow suit and behave in punitive ways.

Questions to ask yourself

What are your goals for children? To obey or to become self-reliant and make good decisions

How can I be helpful?

Is what I am doing helpful or hurtful?

Developed by Megan Lee and Mary Carey, 2011
## My Reflections

### Three Things I Learned

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
</tr>
</thead>
</table>

### How Will I Apply What I Learned


### Questions I Still Have


