



# Rethinking Calendar Time:

Making Group Activities  
Meaningful and Engaging for  
Children (and Teachers)

KY Exceptional Children's Conference  
November 21, 2017


Elizabeth McLaren

Morehead State University

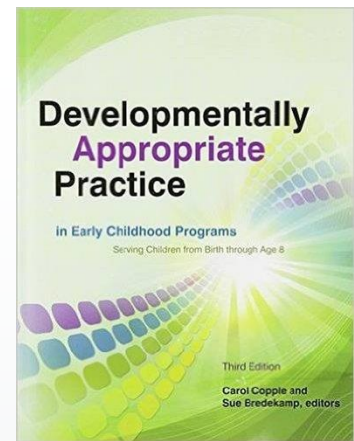


## Talk to your neighbor...



- 
- ➔ What kinds of activities do you tend to do each day at whole group time?
  - ➔ What kind of activities do the children seem most engaged in during whole group?
  - ➔ What are they least engaged in?

# NAEYC Developmentally Appropriate Practice (0-8 years)



- ▶ **Large groups (whole group, class meeting, or circle time).** One function of whole-group time is **sharing experiences** – singing together, welcoming a new classmate, contributing ideas for naming the class hamster, and the like. Further, large-group time gives children opportunities to **practice skills** such as talking to a group, listening to their classmates, responding appropriately with questions or comments, working cooperatively, and using and processing new information”

# NAEYC Developmentally Appropriate Practice (0-8 years)

## Developmentally Appropriate Practice

In Early Childhood Programs  
Serving Children from Birth through Age 8

Third Edition  
Carol Copple and  
Sue Bredekamp, editors

- ▶ “To a greater extent than is the case in preschool, kindergarten and primary teachers are able to make effective use of large-group time to **introduce a concept or skill** and then have children take it further, apply the new knowledge, or practice a new skill individually and in small groups.”

# NAEYC Developmentally Appropriate Practice (0-8 years)

## Developmentally Appropriate Practice

In Early Childhood Programs  
Serving Children from Birth through Age 8

Third Edition  
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- ▶ “As for the recommended duration of large-group meetings...The most important principle is to be alert to the **children’s cues** and not keep going after they start to lose interest. If the children are getting restless, they usually are not benefiting from the large-group activity at hand.”

A dark blue arrow points to the right from the left edge of the slide. Below it, several thin, curved lines in shades of blue and grey sweep across the left side of the slide.

# DAP Core Considerations

1. Consider what is age appropriate based on typical child development
2. Consider what is individually appropriate based on individual development, prior knowledge, personality, etc.
3. Consider what is appropriate in child's social and cultural context



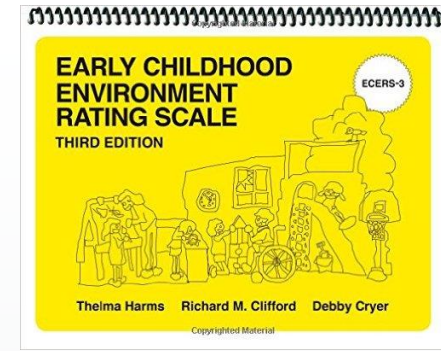
# DAP Core Considerations

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3. Consider what is appropriate in child's social and cultural context

*Reflect on what you know about your students at these three levels.*

*Do you use this information to adjust your planning and teaching during group times?*

# ECERS-3: Item 35 (Whole-group activities for play and learning)



## Inadequate

1.3: Activities used require only passive, rather than active involvement (Ex: children mainly have to sit, listen, and look)



## Good

5.3: Staff use group times to introduce children to **meaningful ideas** in which children are **interested** (Ex: review theme of the week; explain how to use new material; tell children what will happen on field trip)

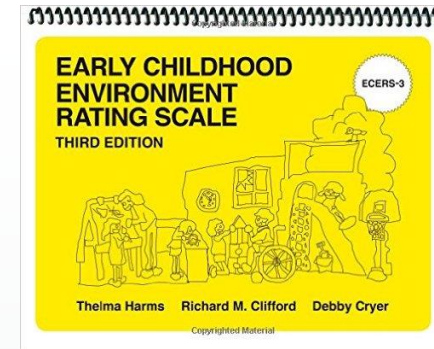


## Excellent

7.1: All children in the group are actively **engaged** in group activities  
7.2: Group activities are usually carried out in **smaller groups**, rather than in one large group



# ECERS-3: Item 19 (Music and movement)



## Minimal

3.3: Staff engaged in singing with children during the observation, either formally or informally



## Good

5.3: Some **movement/dance** activity observed

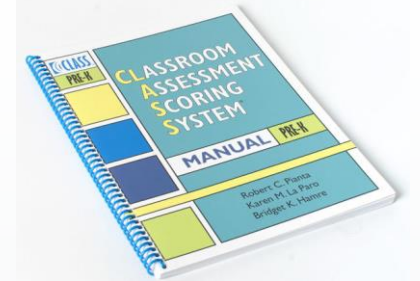
5.4: Staff positively encourage children to participate (Ex: dance; clap, or sing along)



## Excellent

7.2: Staff point out **rhyming words** in songs, identify **sound repetition** such as consonants or vowels, or do **finger plays** where children use gestures or actions to act out meaning of words

# CLASS: Concept Development (Student Interest)



## Low

The students do not appear interested and/or involved in the lesson or activities



## Middle

Students may be engaged and/or interested for periods of time, but at other times their interest wanes and they are not involved in the activity or lesson.



## High

Students are consistently **interested and involved** in activities and lessons.

# CLASS: Concept Development (Integration)



## Low

Concepts and activities are presented independent of one another, and students are not asked to apply previous learning



## Middle

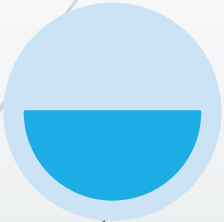
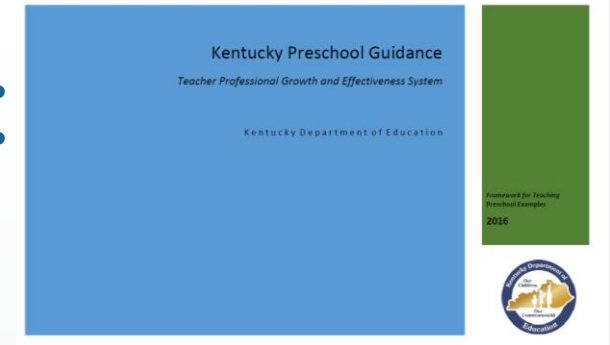
The teacher sometimes links concepts and activities to one another and to previous learning.



## High

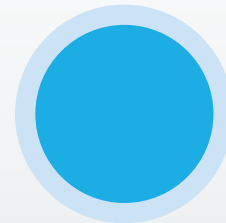
The teacher consistently **links concepts** and activities to one another and to **previous learning**.

# KY Framework for Teaching: 3C: Engaging Students in Learning



## Ineffective

- The learning tasks...require only **rote responses**
- The pace of the lesson is too slow or too rushed
- **Few students are intellectually engaged** or interested



## Accomplished

- The learning tasks...designed to challenge student thinking, the result being that most students display active **intellectual engagement** with important and **challenging content** and are supported in that engagement...
- The pacing of the lesson is appropriate, providing students the time needed to be intellectually engaged



YIKES...

CALENDAR TIME!

# Are you surprised?

- ▶ “The three activities with the highest frequency of challenging behavior were roll call, discussion, and calendar routines.”

Early Childhood Educ J (2011) 38:439–448

DOI 10.1007/s10643-010-0431-z

## Circle Time: An Exploratory Study of Activities and Challenging Behavior in Head Start Classrooms

Hasan Y. Zaghlawan · Michaelene M. Ostrosky

Published online: 17 November 2010

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**Abstract** The purpose of this descriptive study was to examine circle time activities in eight Head Start classrooms. A total of 7 h of observations occurred in eight classrooms. Songs and academic activities were the most frequently occurring activities. Challenging behavior during circle time also was examined. The three activities with the highest frequency of challenging behavior were roll call, discussion, and calendar routines. Limitations of the study along with implications for research and practice are presented.

Campbell, as cited by Stowe et al. 2000, reviewed a of longitudinal studies focusing on preschoolers' behavior and reported that at least 50% of preschool children continued to display conduct problems during subsequent school years, where 67% of these children qualified diagnosed with attention deficit hyperactivity, oppositional defiant behavior, or conduct disorder at age nine.

The majority of children served in Head Start programs are members of families who live in poverty. researchers (e.g., Keenan et al. 1997; Yoshikawa Zieler 2000) reported a high percentage of challenging

# Reflect for a minute

- ➔ How do you use a calendar?
- ➔ What do you mark on it?
- ➔ When do you refer to it?

## Weekly calendar 2016

Calendarpedia  
Your source for calendars

Dec 27 Sunday	Dec 31 Thursday
Dec 28 Monday	Jan 1 Friday New Year's Day
Dec 29 Tuesday	Jan 2 Saturday
Dec 30 Wednesday	Notes

© www.calendarpedia.com

Page 1 - data provided as-is without warranty

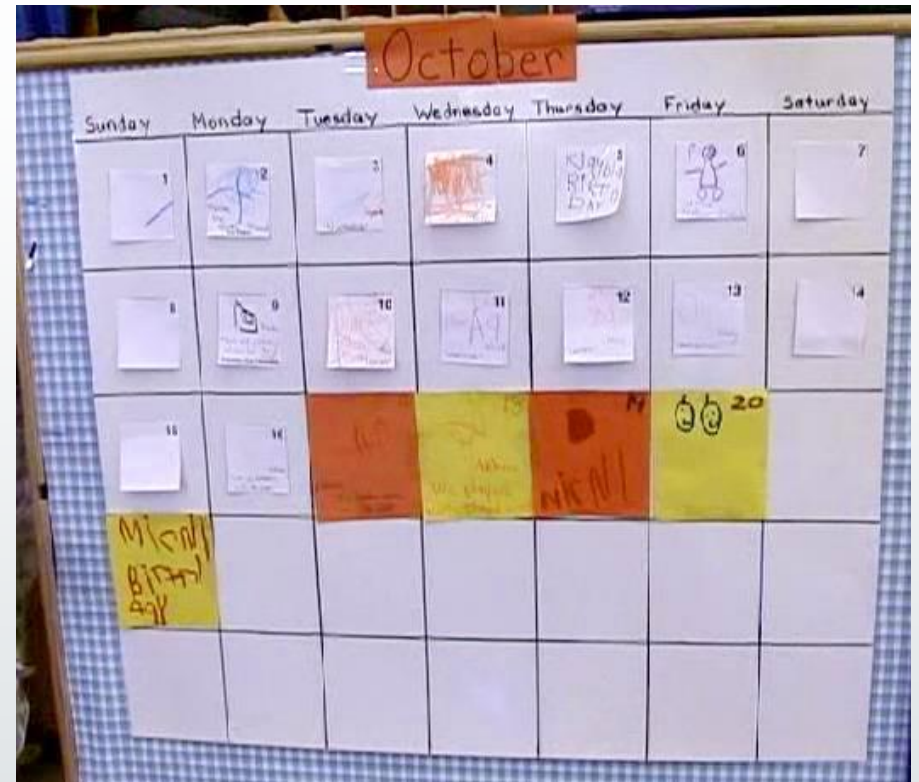
# Do the same for children!

A hand-drawn calendar on green paper, showing a week from Monday to Sunday. The dates are written in the top row, and the names of the people (Daddy or Mommy) are written in the bottom row of each day's box. Simple drawings are included for several days: a shopping cart for Monday, a birthday cake for Tuesday, a hairbrush for Wednesday, a house for Thursday, and a car for Friday. There are also drawings of three stick figures for Saturday and a circle for Thursday. The dates 18, 19, 21, and 25 have checkmarks next to them.

Mon	Tues	Wed	Thurs	Friday	Sat	Sun
18 ✓	19 ✓	20	21 ✓	22	23	24
Shopping cart	Birthday cake	Hairbrush			Stick figures	
Daddy	Mommy	Mommy	Daddy	Daddy		
25	26	27	28	1	2	3
		Hairbrush	House	Car		
Daddy	Mommy	Daddy	Daddy	Daddy		



“...look for meaningful ways to introduce preschool-age children to concepts such as *before and after* and *later and next*. You can use a calendar to keep track of important events. Mark the days when you will have a visitor, school will be closed, or a site visit is planned. This approach helps children to learn the purpose of calendars and how calendars can be useful to them personally.”



<https://www2.teachingstrategies.com/blog/44-before-after-later-and-next-using-a-calendar-in-a-preschool-classroom>

## Our Busy Week

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	 <p>Where can we find water?</p>	<p>Water</p>  <p>Lemonade</p> 	<p>Steam</p>  <p>Warm Chocolate</p> 	<p>Ice</p>  <p>Ice cream</p>  <p>Ice cake</p> 	 <p>What can we do with water?</p>	
	 <p>Excess Motor</p>	 <p>Finger painting</p>	 <p>Go A Word</p>	 <p>Cut &amp; glue</p>	<p>Musical</p>  <p>Rhythm sticks</p> 	

A child-friendly weekly plan

- Concepts of before/after, later/next, today/yesterday, week/month, past/future
- Calendar items are meaningful to children

<https://www2.teachingstrategies.com/blog/44-before-after-later-and-next-using-a-calendar-in-a-preschool-classroom>



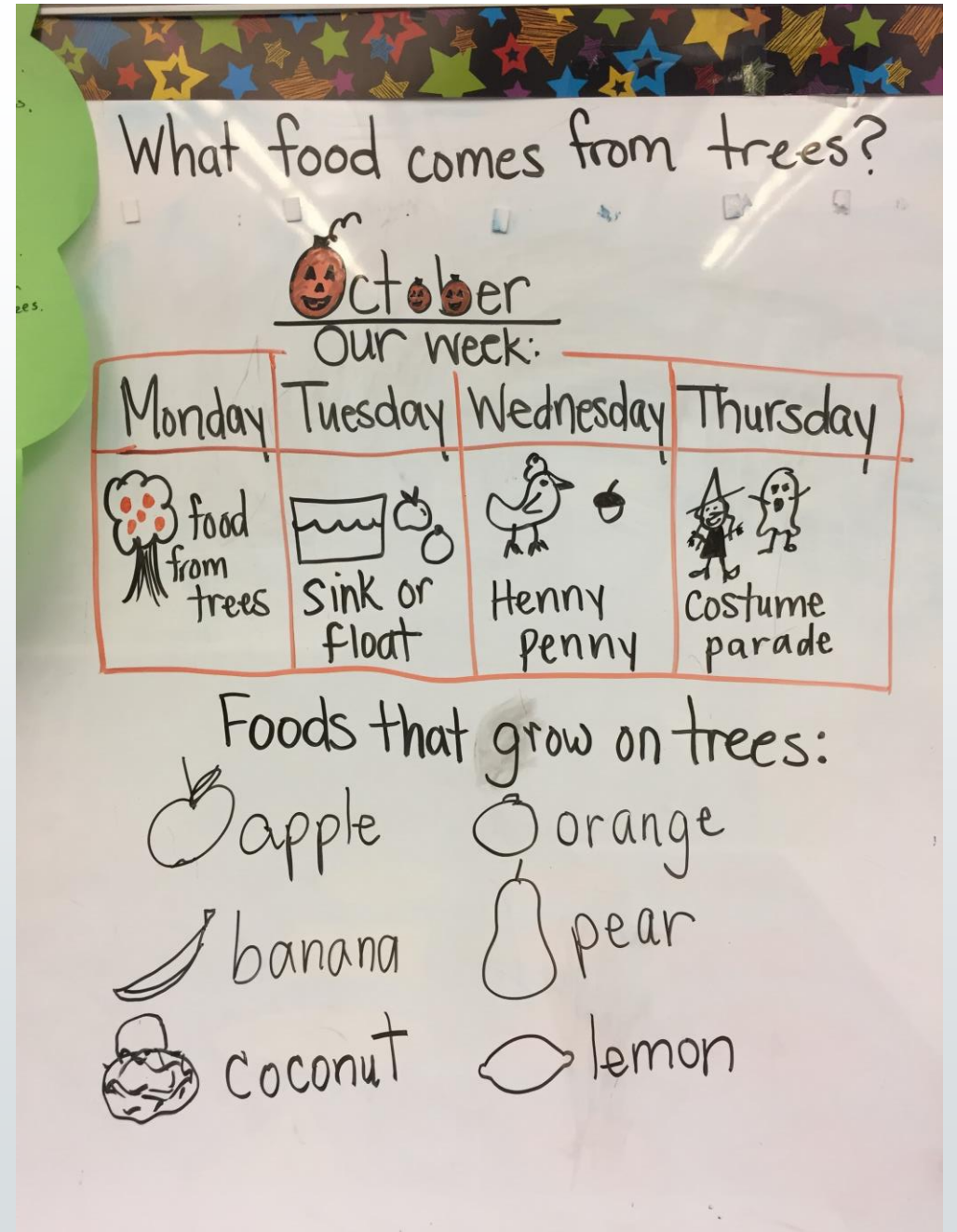
“Each day, we'd fill in one square during our last large group time. It was a way to reflect on the day. We'd add a photo or a child's drawing to the calendar as we discussed the events of the day. It really helped the children to have a ready answer to the question, "What did you do at school today?"

<https://www2.teachingstrategies.com/blog/44-before-after-later-and-next-using-a-calendar-in-a-preschool-classroom>



The teacher uses this calendar to prepare children for small group activities and special events.

Children refer to the calendar as they anxiously count down to the costume parade!

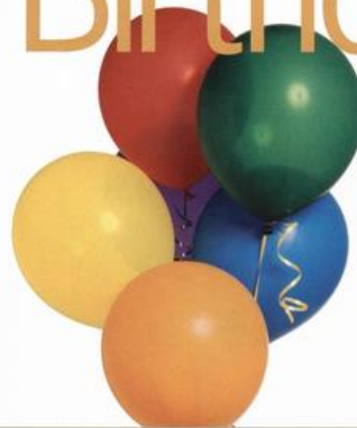


The teacher uses this calendar to tell children about new materials and lessons.



Classroom in Fleming county district

# “How Many Days ‘til My Birthday?”



Helping Kindergarten Students Understand Calendar Connections and Concepts

By Mary Kathleen Barnes

Mary K. Barnes is an assistant professor at The Ohio State University at Marion and teaches graduate courses in the early and middle childhood education program.

“How many days ‘til my birthday?”  
“My grandma is coming when we are on spring vacation. How long until she gets here?”

“We’re having a party for my baby brother. He’s going to be two on Saturday. How much longer is it to the party?”

My kindergarten students had many questions about “how many days” and “how long” until the special events that were occurring in their lives. They eagerly anticipated birthdays, holidays, and



Mary Kathleen Barnes  
*Teaching Children Mathematics*  
Vol. 12, No. 6 (FEBRUARY 2006), pp. 290-295





“The posting events did not occur at a prescribed time, but rather occurred randomly as the children shared their ideas and questions...For example, on Monday we planted narcissus bulbs, and the children were curious about ‘how long’ it would take until they bloomed. In order to provide a reference point in time for the students, I said we could note the planting date on our calendar. “

Mary Kathleen Barnes  
*Teaching Children Mathematics*  
 Vol. 12, No. 6 (FEBRUARY 2006), pp. 290-295

Children apply temporal concepts to meaningful classroom experiences

Provides reference point to count (e.g., how many days until my birthday?)

Use terms such as *tomorrow*, *yesterday*, *next week*, *two days ago*, etc. in meaningful context.

Helps children anticipate events in the future and reflect on past events.



Mary Kathleen Barnes  
*Teaching Children Mathematics*  
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# Family involvement

- ▶ Ask families to send in important dates for their family (e.g., sibling's birthday, grandparent coming to visit)
- ▶ Incorporate these dates into the class calendar to encourage individual children to find special meaning in upcoming dates

# Good Intentions Gone Awry

Sallee J. Beneke, Michaelene M. Ostrosky,  
and Lilian G. Katz

Heather, a student teacher, watches as Ms. Kelsey begins calendar time with the 4-year-olds seated in a semicircle on the rug. "What day is it today?" Ms. Kelsey asks, gesturing toward the large calendar on an easel next to her. When no one responds, she asks, "Well, what day was it yesterday?" The children show little enthusiasm for the exercise, but finally Mindy offers, "Yesterday was Friday!" Ms. Kelsey says, "No, it wasn't Friday, Mindy. Does someone else know what day it was yesterday?" Terrance suggests, "Wednesday?" to which Ms. Kelsey responds, "Right! And if it was Wednesday yesterday, then what day is it today?" Several wrong guesses later, the correct answer emerges.

Ms. Kelsey then asks Terrance to cross out the corresponding date on the calendar. When he hesitates, she prompts, "Just look at the date we crossed out yesterday." Terrance still seems confused, so Ms. Kelsey points to a box and says, "That's the one for today." Although the children are quite restless and appear indifferent to the solution to the date problem, Ms. Kelsey succeeds in getting them to say in unison, "Today is Thursday, February 15th."

Shortly after large group time, Heather meets with her faculty supervisor, who suggests that when helping the children get ready to go home, Heather might casually ask them what day it will be when they get home. She also suggests that when a child gives the correct answer, Heather should ask, "Are you sure?"

Later, following this advice, Heather finds that about a third of the children do not know what day it will be when they get home. Among those who get the day right, about half are unsure of their answer. Heather wonders about the calendar activity. After all, it is February, and calendar time has been part of the children's daily routine since September.

**Why do the children struggle** to answer Ms. Kelsey correctly, when they have participated in this routine for months? What is the long-term impact on children when they engage regularly in an activity they do not fully understand? Here is a fresh look at calendar time in light of what we know about child development and best practices.

## Young children's development of a sense of time



© Diane Greensted


Adults use calendars to mark and measure time, such as scheduling appointments, remembering birthdays, and anticipating upcoming special events (spring break, a basketball tournament). However, if we look at the development of children's understanding of time (sometimes referred to as *temporal understanding*), there is

Sallee J. Beneke is the author and coauthor of several books on the project approach. She is a doctoral student in the Department of Special Education at the University of Illinois and provides professional development for school districts and child care centers.

Micki Ostrosky, PhD, is on faculty in the Department of Special Education at the University of Illinois at Urbana-Champaign. She collaborates with other faculty in the Center on Social and Emotional Foundations for Early Learning and is involved with The Autism Program in Illinois. Micki is involved in research on social interaction interventions, naturalistic language interventions, social-emotional competence, challenging behavior, and transitions. [ostrosky@uiuc.edu](mailto:ostrosky@uiuc.edu)


Lilian G. Katz, PhD, is codirector of the Clearinghouse on Early Childhood and Parenting and professor emerita at the University of Illinois, Urbana-Champaign. Lilian served as vice president and president of NAEYC in the 1990s. She has lectured in more than 80 countries and served as visiting professor in a half dozen countries.

naeyc 2, 3, 4



Will these calendar methods still work to teach these concepts? Yes! Just more meaningful and less rote!

- ➔ Numeracy
- ➔ Vocabulary
- ➔ Sequencing
- ➔ Patterns
- ➔ Time intervals (day, week, month)



Take a minute to think about how you might like to use **calendars** in your own classroom or professional work.



# Other ways to teach passage of time





Director, Cerise Bouchard  
Fayette County



Teacher, Sarah Cornett  
Perry County

If pictures and words are too abstract, use an object schedule!

<https://www.pinterest.com/pin/349240146075323852/>





# Individual Schedules



# Days of the school year




- ▶ Have a “helper job” each day for a child to write or draw something interesting that happened in school. Connect these writings/drawings in a paper chain and build it over many weeks or months. Children can see the chain grown longer (concrete object) as each day passes.
- ▶ Can group by fives, tens, etc. for older students to emphasize math concepts.

# Who has a birthday this week?



<https://www.youtube.com/watch?v=u4skztnA4tc>

Let's  
practice



Take a minute to think about how you might like to teach **passage of time** in your own classroom or professional work.



Introduce New Materials or  
Concepts



Create links between materials/concepts you introduce at large group and exploration during small group and free choice.

Monday (math)	Tuesday (science)	Wednesday (music)	Thursday (social studies)	Friday (literacy)
<p>Math Monday</p> <p>Introduce a math or design problem at circle and children solve in pairs or as a group with manipulatives during free choice (e.g. find out how many acorns will take to balance one walnut on the scale)</p>	<p>Science Tuesday</p> <p>Introduce an experiment at whole group and children explore in small groups</p>	<p>Wacky Wednesdays</p> <p>Sing a silly song with lots of movement or act out silly scenarios during large group. Have props and music available during free choice</p>	<p>“Our School” Thursday</p> <p>Focus activities on decorating the classroom, partnering with students in other classrooms (e.g., reading buddies), or plan an upcoming event (e.g. write invitations for families to attend a party)</p>	<p>Flashlight Friday</p> <p>Turn the lights off! The teacher (or children) read a book with a flashlight at whole group. Have flashlights available in the cozy center for use later.</p>

# Graphing

<http://www.kidscount1234.com/graphing.html>

- ▶ “Color of Apple Graph - The kids had to bring in an apple that we used to make applesauce. Before we made the applesauce, we graphed what color their apples were. We had red, yellow, green, red/green and red/yellow. I had pictures of the different colors on the end of the floor graph and the kids had to place their apple on the graph.”



How could you extend this concept or these materials to other parts of the day?

# The importance of brushing teeth

<https://watdonthongep.wordpress.com/tag/science-experiment/>

- ▶ “For health we have been talking a lot about what to do to have healthy teeth. For a class experiment we put 3 white eggs into 3 cups of liquid for 24 hours. One cup had grape Fanta, the next coffee and the last was Coca Cola. After the 24 hours we removed the eggs from the cup. I displayed for the students how with a toothbrush and toothpaste we were able to change the color dyed egg back to white. The eggs are very similar to are teeth in that if we do drink sugar or eat sugar we can clean it away when brushing.”



How could you extend this concept or these materials to other parts of the day?



# KWL Chart

Classroom in Ashland Independent school district

Trees:

Know

- They have leaves. Amelia
- Birds live in trees. Comer
- Leaves- Mallory
- Leaves- Gracie
- They're big! - Tra
- They have leaves - Joselyn
- They have sticks - Jefferson
- Leaves fall out of them - Luna
- Squirrels live in them - Braxton
- Dolls live in them - Tylinn
- Squirrels live in trees - Caden
- Squirrels live in trees - London
- They're green - Darren
- They're brown - Cassidy
- They have spider webs - Ozzy
- They're outside - MacKenzie
- There are spiders on them - Malachi
- Some are little, some are big.
- Some have pine needles.

Wonder

- What is the biggest tree?
- Why do leaves change colors?
- Why do the leaves fall off?
- How do they grow?
- What fruit grows on trees?
- Do any other animals live in trees?
- What is made from trees?

Learned

- Trees come in many shapes and sizes.
- Chocolate comes from trees.
- Maple syrup comes from trees.
- Apples, oranges, bananas, & pears grow on trees.
- Nuts grow on trees.
- Houses can be made from trees.
- Wood to make a guitar is from trees.
- Baseball bats come from trees.
- Paper comes from a tree.
- The roots grow down in the earth (dirt).
- The branches grow up into the sky.

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Series: Focus on the Lesson

## Shoe Graph

This is a Video December 17, 2014 • For grade levels Kindergarten Pre-K • Tagged Books, English Language Learner, Featured, Graphing, Seasonal, Shoes

Facebook Twitter Pinterest Google+ Email Print

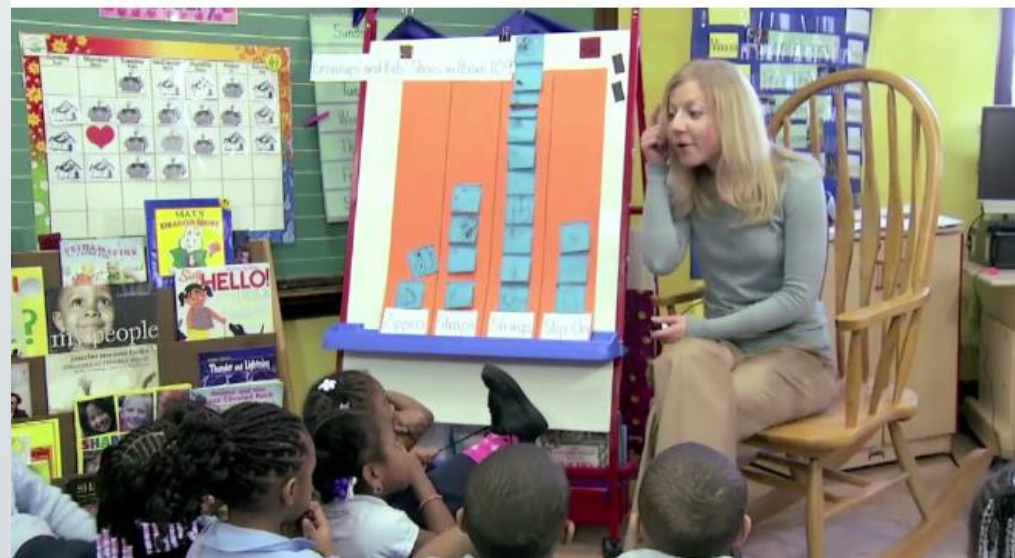


Data analysis with shoes at whole group





Moving from concrete to abstract for data analysis.



# Create a pattern to the week to “force” yourself to plan for variety of content throughout the week

<b>Monday (math)</b>	<b>Tuesday (science)</b>	<b>Wednesday (music)</b>	<b>Thursday (social studies)</b>	<b>Friday (literacy)</b>
<b>Math Monday</b>  Introduce a math or design problem at circle and children solve in pairs or as a group with manipulatives during free choice (e.g. find out how many acorns will take to balance one walnut on the scale)	<b>Science Tuesday</b>  Introduce an experiment at whole group and children explore in small groups	<b>Wacky Wednesdays</b>  Sing a silly song with lots of movement or act out silly scenarios during large group. Have props and music available during free choice	<b>“Our School” Thursday</b>  Focus activities on decorating the classroom, partnering with students in other classrooms (e.g., reading buddies), or plan an upcoming event (e.g. write invitations for families to attend a party)	<b>Flashlight Friday</b>  Turn the lights off! The teacher (or children) read a book with a flashlight at whole group. Have flashlights available in the cozy center for use later.



Take a minute to think about how you might like to **introduce new materials or concepts** in your own classroom or professional work.





# Daily Message

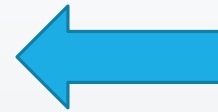
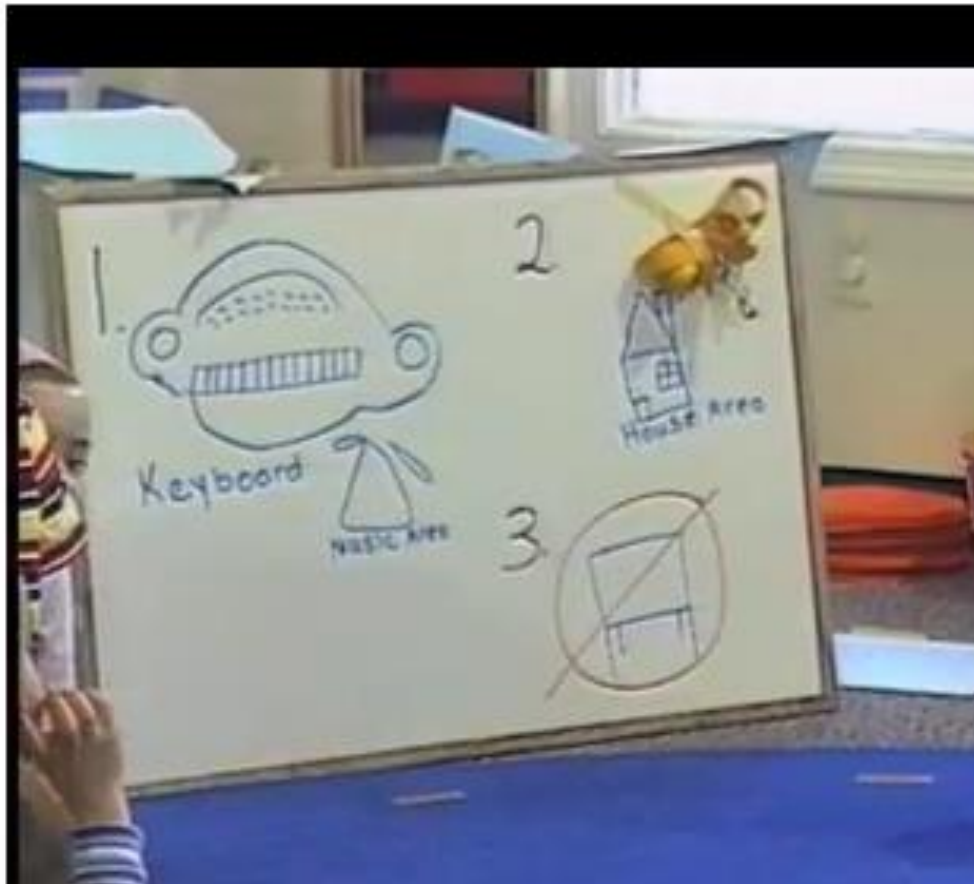


# Daily message board

- ▶ Do you use a daily message with students?
- ▶ What kind of information do you share?
- ▶ Do you use text, pictures, or a combination?
- ▶ What are children doing and learning during the message time?

# Message Board

<http://www.highscope.org/content.asp?ContentId=381>



Pictures,  
objects, and  
text to tell  
about new  
materials in  
centers.

Symbols to say  
that water table  
will be closed.

# Message Board

<http://www.highscope.org/content.asp?ContentId=381>



Message Board

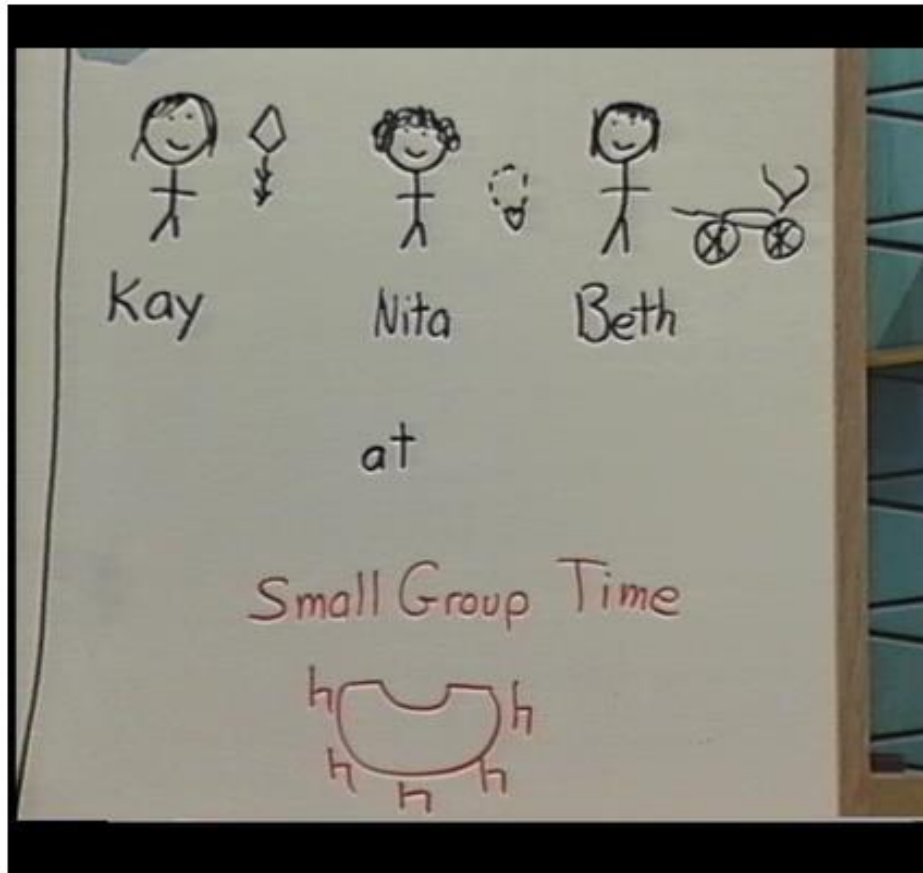


Number and cover messages. Have children reveal them one at a time to allow for conversation about each message.

# Message Board

<http://www.highscope.org/content.asp?ContentId=381>

CURRICULUM > PRESCHOOL > VIDEO CLIPS



Message Board

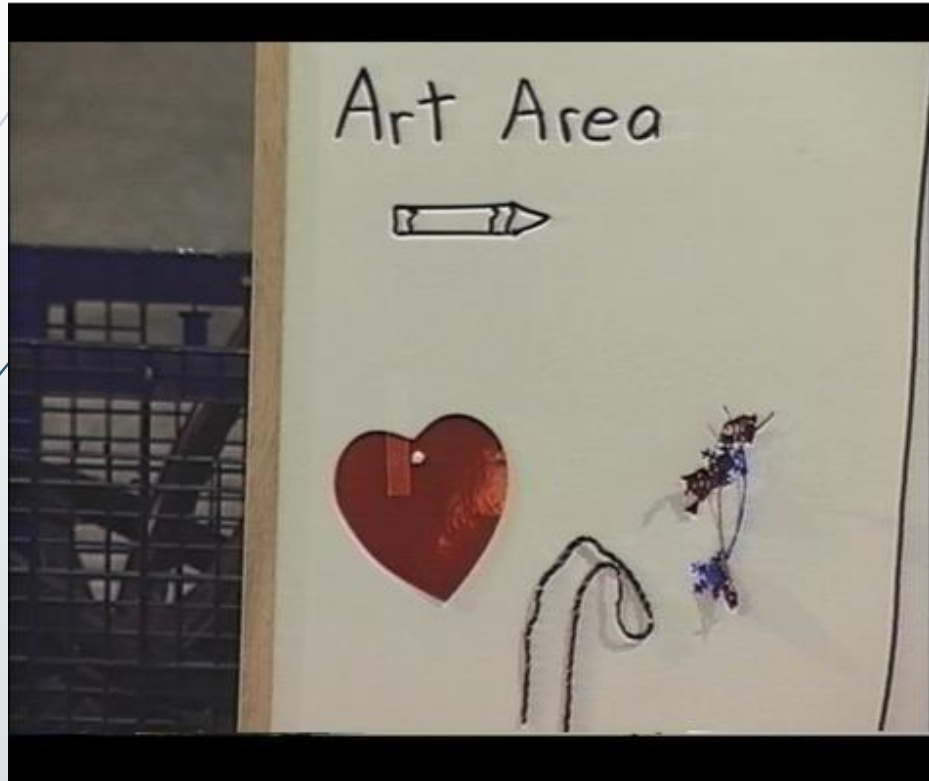


Grouping children for small group using pictures and text.



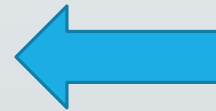
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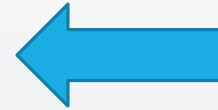
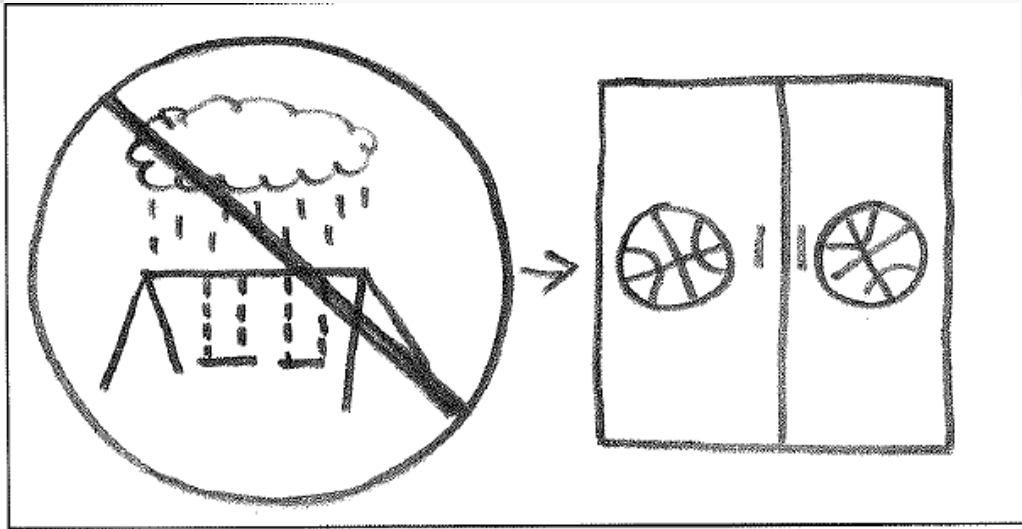
Message Board

Use concrete objects and text to alert children of new choices in centers.



# Changes to the Schedule

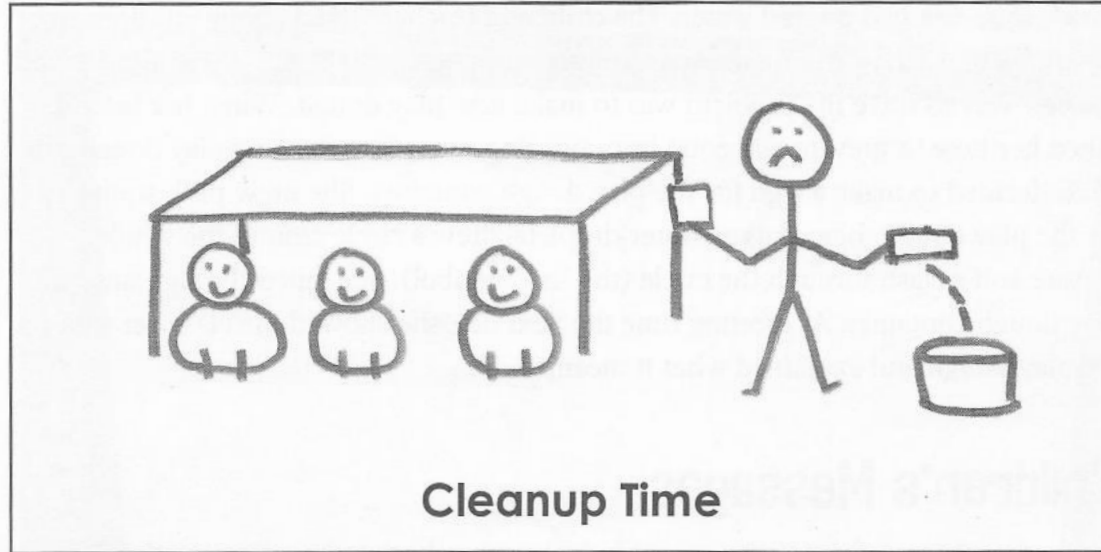
*Gainsley (from Message to Meaning)*



Change to  
the daily  
schedule.

# Promote Problem Solving

*Gainsley (from Message to Meaning)*

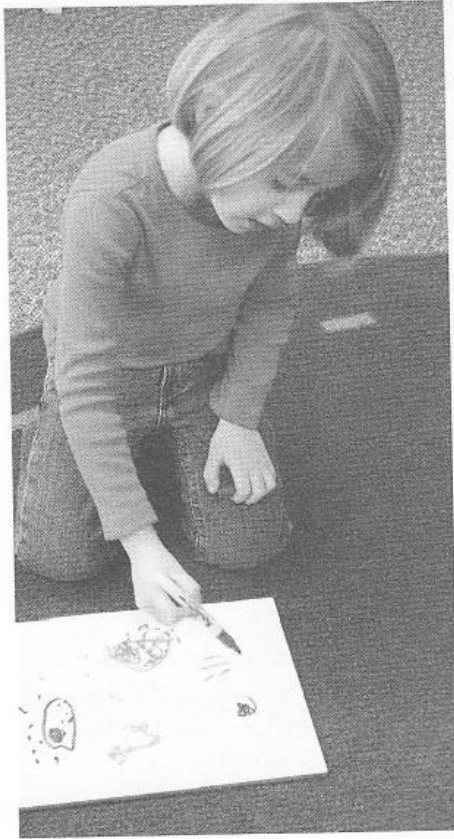


*In this message, teachers address the problem of children hiding under the table at cleanup time.*

Messages that promote  
problem solving and clarify  
expectations

# Authentic writing opportunity to share personal message with peers.

*Gainsley (from Message to Meaning)*



*Children often come to school with exciting news from home. Teachers can encourage children to create messages on individual dry-erase boards or paper and share this news at greeting time. This child (left) is drawing a message about baby fish that hatched in her fish tank at home. Later (above), she shares the message with the class.*



# How is this different than traditional calendar time?

- ▶ **Makes “time” a more concrete concept** (today, yesterday, tomorrow) than the traditional “calendar” time.
- ▶ **Doesn’t rely on rote memorization** of days of week, months in year, or counting days.
- ▶ The daily message **allows the day to be differentiated from other days in a meaningful way** for children (activities available, changes in routine, changes in personnel, birthdays, etc.)



A dark blue arrow points to the right from the left edge of the slide. Several thin, curved lines in shades of blue and grey originate from the left side and sweep across the slide towards the text.

# Basics of Daily Message:

## What is it?

- Daily interactive process that introduces the writing and reading process to children
- Can include day of week, month, and date – but is not required!
- Makes use of text and pictures to support children’s ability to “read” the message
- Use the same format each day – consistency will help children use familiar pattern to “read” the message
- Decide if the message will be created by the teacher or with student input



# Basics of Daily Message: Ideas for Messages

- ▶ Messages should be meaningful to children
- ▶ Changes to materials or schedule
- ▶ Attendance (supports sense of community and caring)
- ▶ Upcoming weekend/holiday (promote understanding of days of week and passage of time)
- ▶ Classroom dilemmas (promote problem solving and remind of expectations)
- ▶ Children's personal messages



# Consider differentiating for student development and interest

- ▶ Part of the class can leave toward the end of large group time (e.g., go to small group or free choice)
- ▶ Continue with more advanced content at end of group session
  - ▶ Example: use a simple, picture-based daily message for entire group and use word-based or child-created message for more advanced students in smaller group
- ▶ For entire group focus on using illustrations to make meaning of text. For advanced students focus on decoding to read words.

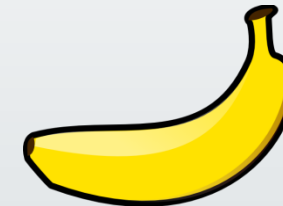


# Differentiation to meet all needs

- ▶ Think about the developmental continuum represented by the children in your classroom and how this changes throughout the year.
- ▶ Consider languages used by children.
- ▶ Incorporate communication board symbols used with children throughout day.
- ▶ Concrete objects → symbols → words  
(see next slide)


# Continuum of Symbolic Representation

Symbolic Level	Description
Object Stage	Use actual objects
Photograph Stage	Use real photographs (i.e., photo, magazines, catalogs)
Picture Symbolic Stage	Use colored line drawings (hand drawn or commercially produced)
Line Drawing Stage	Use black and white line drawings (hand drawn or commercially produced)
Text Stage	Use written form of words and/or numbers



**Banana**





Take a minute to think about how you might like to use **a daily message** in your own classroom or professional work.



Movement

yogaforkids.net

## "GOING FISHING"

One day some children decided to go fishing so they got in their **boat**

They **rowed** steadily upstream against the current

Beautiful **butterflies** fluttered around their heads

They saw a large green **turtle** floating downstream

They threw in their fishing lines and hey presto they caught a **fish**

And then in their **boat** they floated quietly back downstream.

Lying on their backs, watching the clouds drift by.

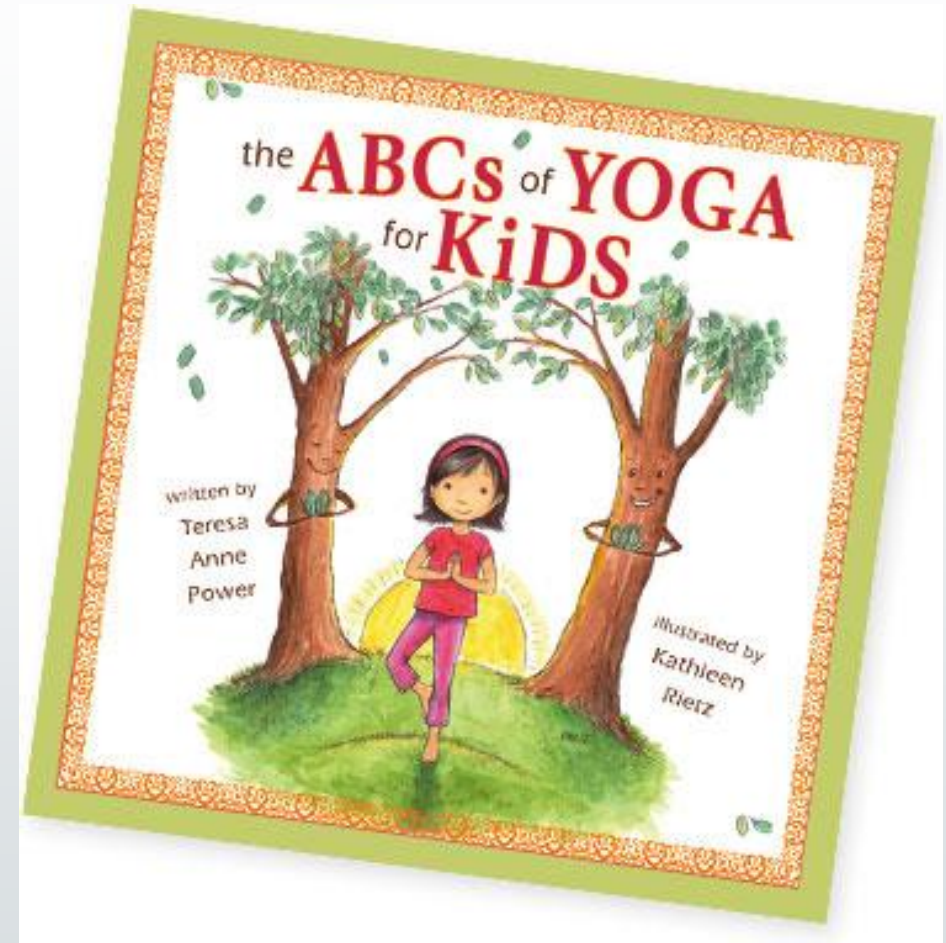
© Joanna Gardner 2005



# Yoga for Kids



<https://www.youtube.com/watch?v=qbXPzvDat2k>









Getting the “wiggles” out and “calming down”  
Resource: Go Noodle



<https://app.gonoodle.com/channels/youtube/move-your-legs-and-arms>


# Take it outside!

([www.earlyliteracylearning.org](http://www.earlyliteracylearning.org))

## *Active Letter Game*

Anna's four-year-old students are working hard on learning their letters. She has made up a game they all love to play, especially when they need to burn off excess energy. Anna has each letter of the alphabet cut out of brightly colored foam sheets. She takes a handful of letters and strews them on the grass on the playground. The children line up on the sidewalk. When she calls out a letter name, the children find that letter, and then tell Anna what sound it makes.

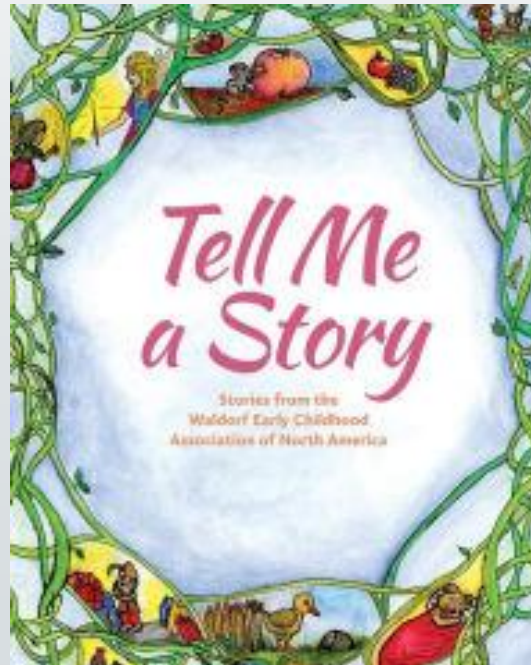




Take a minute to think about how you might like to use **movement** in your own classroom or professional work.

# Telling Stories

## Borrowing from the Waldorf Tradition





# Consider props for teachers and children to use

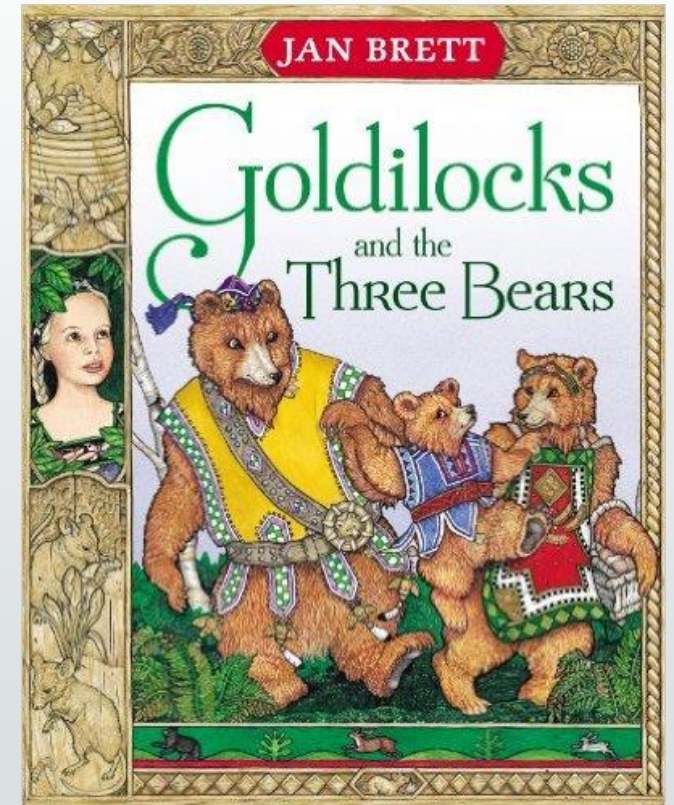
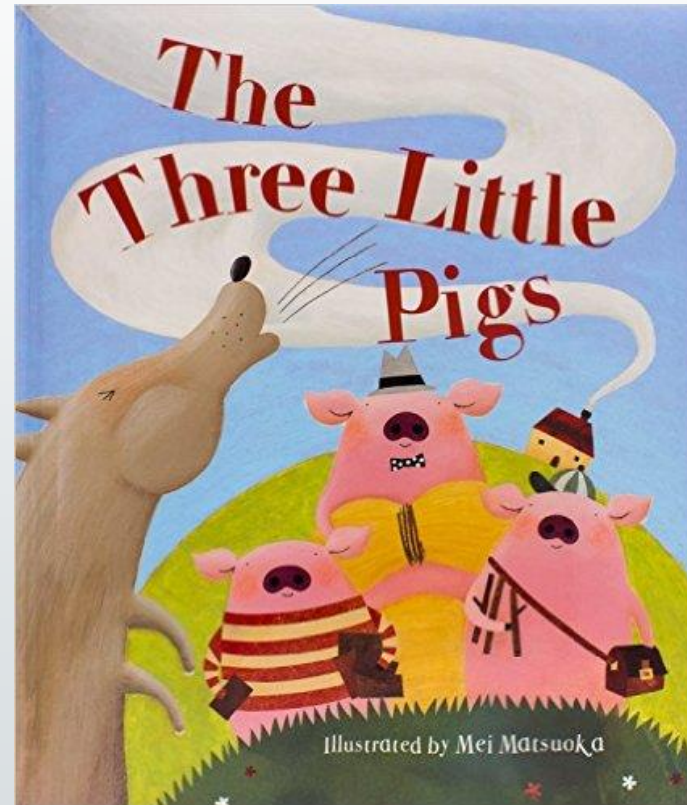
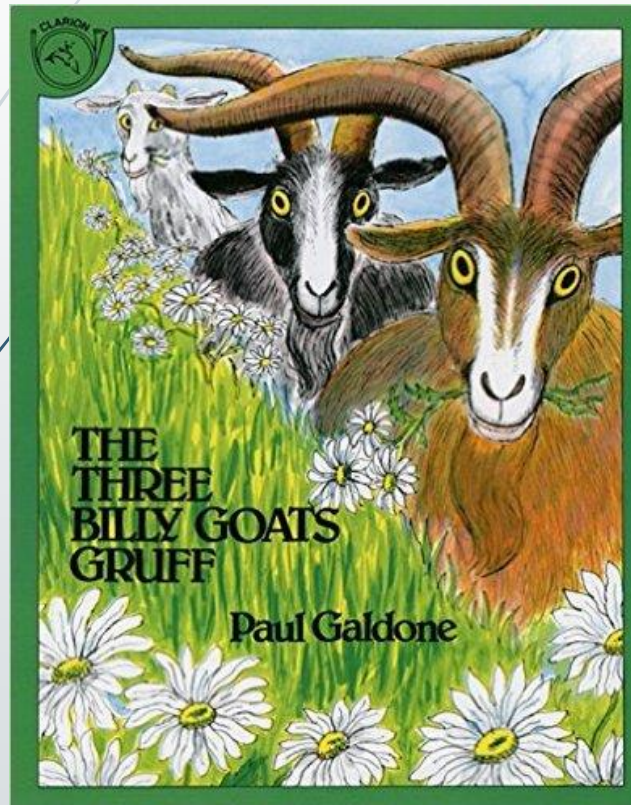
- ➔ Makes the story more concrete and easier to recall
- ➔ Visual “prompt” for children
- ➔ Children’s props keep them actively engaged




<https://www.entangledharmony.com/storytelling-a-skill-you-will-want-your-child-to-have/>



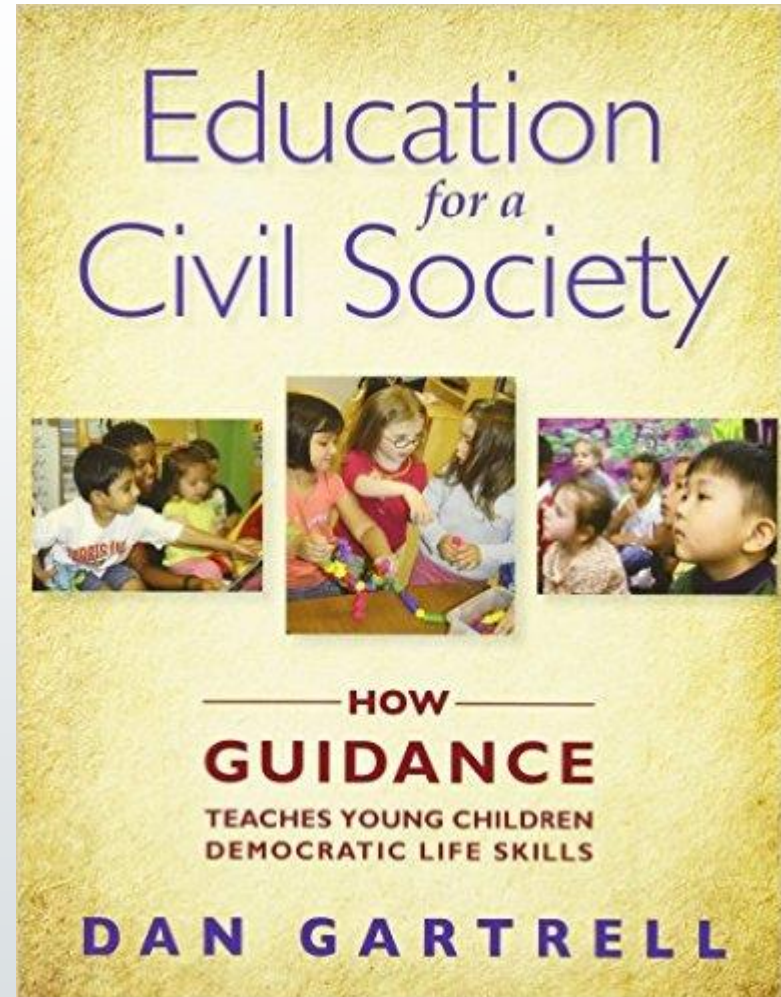
Let's retell one of these perennial favorites.  
Be sure to use fun voices!





Take a minute to think about how you might like to use **story telling** in your own classroom or professional work.

# Class Meetings







# Class Meetings

- ▶ “On occasion circle times flow into class meetings, but the two have a different focus. The class meeting is expressly designed for the active involvement of each child. Its purpose is to encourage **thought and sharing by children and teachers about their experiences, needs, concerns, and triumphs.**”
- ▶ “They provide opportunities for the teacher and children together to **set guidelines** for the class; discuss and **make decisions** about events, issues, and procedures; **appreciate individual members** of the group; and build an inclusive, noncompetitive group spirit.”



# Class Meeting – Preschool Example

*(Education for a Civil Society, Gartell)*


- ▶ “In a Head Start classroom children were having problems when playing on a new climber that had been set up to promote physical activity. During a class meeting, the teacher used the following social problem-solving steps with the children.
- ▶ The guidelines, which the children came up with and the teacher helped to word and write down, were as follows:
  - ▶ Give kids room when climbing up the ladder.
  - ▶ Use only careful touches on the top.
  - ▶ We go down the slide except on Fridays.
- ▶ This [third] solution also provided a functional use of the class calendar and allowed for upper-body exercise. (Children often come up with solutions adults would never think of. If these solutions have a chance, make them work – for the benefit of the group.)”





## How might this look?

- ▶ At the beginning of the year, hold class meetings to decide on classroom guidelines/rules.
- ▶ Use class meetings to determine a new theme/project.
- ▶ Use meetings when social issues arise (e.g., some children not helping during clean up time).
- ▶ Ideas for your classroom?



Take a minute to think about how you might like to use **class meetings** in your own classroom or professional work.

**"The best way to have a  
good idea is to have  
a lot of ideas."**

*— Dr. Linus Pauling*

- Child-Centered Calendar
- Movement
- Daily Message
- Telling Stories
- Introduce New Materials
- Class Meetings
  
- GOOD LUCK!