

Module 3A: Session Handouts

A Class Act! Set the Stage!

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Pre- and Post-Assessment

Module 3A: *A Class Act! Set the Stage!*

Date: _____

Trainer's Name: _____ Participant's Name: _____

Job Title: Teacher Assistant Teacher Director Other: _____
(circle one)

Ages you work with: infants toddler: ones toddler: twos preschool pre-k
(circle all that apply) 6 weeks to 12 months 13 to 23 months 24 to 35 months 3 to 4 years 4 to 5 years

Instructions: Think about the following statements in relation to what you understand BEFORE and AFTER the training. Please check the box that best describes how you would rate your level of knowledge and skills based on the training topic: 1 (lowest) to 5 (highest).

STATEMENTS	BEFORE THE TRAINING						AFTER THE TRAINING					
	1	2	3	4	5	N/A	1	2	3	4	5	N/A
An awareness of the relationship between space and the resultant behavior of those who live and play												
Understanding the need to balance a daily schedule with teacher-directed and student-initiated activities												
Connecting developmentally appropriate materials and activities to standards-based, intentional teaching and learning that offer concrete experience relevant to children's lives												
Understanding the cycle of ongoing instruction and assessment												

Test Your Knowledge: True or False?

Test Your Knowledge Early Childhood Learning Environments		
Statements	True	False
Early childhood classrooms should be mainly teacher-directed.		
The physical arrangement of the classroom is one way of conveying to children what they may or may not do and what we expect of them.		
Teachers embed learning goals in play.		
Research does not support the idea of play as a means of learning in early childhood classrooms.		
Materials in centers should be rotated frequently to maintain student interest.		
Assessment of student learning should be in formal, planned sessions.		

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Materials in centers should be rotated frequently to maintain student interest.		
Assessment of student learning should be in formal, planned sessions.		

Don't Push My Buttons!

<p>What behavior "pushes" your buttons?</p>	<p><i>Child whining and repeating themselves over and over.</i></p>	
<p>What are your feelings when faced with these behaviors?</p>	<p><i>Irritation, abruptness.</i></p>	
<p>What is the impact these feelings have on your relationship with the children who exhibit these behaviors?</p>	<p><i>Impatient with the child. Feel exhausted at dealing with the situation.</i></p>	

How will I build a positive relationship with this child?

Developmentally Appropriate Practices: Answer Key

Developmentally Appropriate Practices Include:	NOT Developmentally Appropriate Practices Include:
Learning centers/Free choice centers	Timed rotation/Teacher selected
Concrete learning experiences with real items	Workbooks or ditto sheets
Balance of student-initiated and teacher-directed activities in instructional day	Teacher-directed activities are more than 35 of the instructional day
Actively engaged learners	Passive quiet learners
Language and talking are encourage daily	Classrooms are quiet most of the day
Cozy, inviting environments	Sterile, cold environments
Daily outdoor gross motor time/Adults are interacting with the children to facilitate learning	Recess/Adults are <i>on duty</i>
Individual creative art expressions	Patterned art/Art projects are uniform (all look the same)
Language/Literacy-rich activities that encourage phonological awareness	Alphabet letters taught through rote drill or letter of the week
Hands-on math activities	Rote drill of numbers, shapes, colors, etc.

Developmentally Appropriate Practices Include:	NOT Developmentally Appropriate Practices Include:
Use a variety of materials that are changed frequently to meet the needs and interests of the children	Same materials and equipment used daily throughout the school year
Adult-child interactions encourage learning through open-ended questions, extending conversations, reasoning etc.	Adult-child interactions are minimal, unpleasant, non-responsive, inappropriate, or only to control behavior
Use of TV, videos, and computers are related to classroom events, appropriate, limited to short periods of time and adult interaction occurs	TV, videos, and computers are not related to classroom events, no alternative activities are used, and no adult interaction occurs
Teacher uses a variety of strategies and meaningful activities to develop skills and concepts	Teacher uses direct instruction to teach and isolates the skills and concepts
Assessment is ongoing/Portfolios are used that include anecdotal records, work samples, photographs, etc.	Isolated testing/Worksheets

Developmentally Appropriate Practices: Sorting Activity

Developmentally Appropriate Practices Include:

Learning centers/free choice centers

Concrete learning experiences with real items

Balance of student-initiated and teacher-directed activities in instructional day

Actively engaged learners

Language and talking are encourage daily

Cozy, inviting environments

Daily outdoor gross motor time/Adults are interacting with the children to facilitate learning

Individual creative art expressions

Language/Literacy-rich activities that encourage phonological awareness

Hands-on math activities

Use a variety of materials that are changed frequently to meet the needs and interests of the children

Adult-child interactions encourage learning through open-ended questions, extending conversations, reasoning, etc.

Use of TV, videos, and computers are related to classroom events, appropriate, limited to short periods of time and adult interaction occurs

Teacher uses a variety of strategies and meaningful activities to develop skills and concepts

Assessment is ongoing/Portfolios are used that include anecdotal records, work samples, photographs, etc.

NOT Developmentally Appropriate Practices Include:

Timed rotation/Teacher selected

Workbook or ditto sheets

Teacher-directed activities are more than 35% of the instructional day

Passive, quiet learners

Classrooms are quiet most of the day

Sterile, cold environments

Recess/Adults are *on duty*

Patterned art/Art projects are uniform (all look the same)

Alphabet letters taught through rote drill or letter of the week

Rote drill of numbers, shapes, colors, etc.

Same materials and equipment used daily throughout the school year

Adult-child interactions are minimal, unpleasant, non-responsive, inappropriate, or only to control behavior

TV, videos, and computers are not related to classroom events, no alternative activities are used, and no adult interaction occurs

Teacher uses direct instruction to teach and isolates, the skills and concepts

Isolated testing/Worksheets

Interest Areas/Learning Centers

Practice the cycle.

Group 1: Dramatic Play **Group 2:** Library **Group 3:** Science **Group 4:** Blocks **Group 5:** Art

Age: 4-year-olds

Domain: Language & Literacy

<p>Sub-Domain: What do you want the students to know?</p>	<p>Describe a literacy activity for your center based on the sub-domain.</p>
<p>Write two open-ended questions you could ask the students as they interact with the center.</p>	<p>Assessment: How will you know if the students have acquired the skill being taught?</p>

Early Learning and Development Standards: Language and Literacy Development

Standard 1: Comprehend or understand and use language.

Standard 2: Comprehend and use increasingly complex and varied vocabulary.

Standard 3: Develop an interest in books and their characteristics.

Standard 4: Comprehend stories and information from books and other print materials.

Standard 5: Demonstrate understanding of the organization and basic features of print.

Standard 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).

Standard 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.

LL 1 Indicators:	LL 2 Indicators:	LL 3 Indicators:	LL 4 Indicators:	LL 5 Indicators:	LL 6 Indicators:	LL 7 Indicators:
Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1)	Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1)	Demonstrates how books are read, such as front-to-back and one page at a time. (4.1)	With prompting and support, ask and answer questions about print that is read aloud. (4.1)	With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)	With prompting and support, recognize, and produce rhyming words. (4.1)	Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1)
Listen and respond attentively to conversations. (4.2)	Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)	With prompting and support, describe the role of the author and illustrator of a text. (4.2)	With prompting and support, ask and answer questions about print that is read aloud. (4.2)	With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)	With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2)	Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2)

LL 1 Indicators:	LL 2 Indicators:	LL 3 Indicators:	LL 4 Indicators:	LL 5 Indicators:	LL 6 Indicators:	LL 7 Indicators:
With guidance and support from adults, follow agreed-upon rules for discussions, (e.g. listening to others, and taking turns speaking about topics and print under discussion). (4.3)			With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3)	With prompting and support, identify own first name in print among two to three other names; point to printed name when asked. (4.3)	With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3)	With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (4.3)
Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes, and choral speaking. (4.4)			With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)	With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)	Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4)	
Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5)			Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5)	Name at least 26 of the 52 upper- and/or lower-case letters of the alphabet. (4.5)		

LL 1 Indicators:	LL 2 Indicators:	LL 3 Indicators:	LL 4 Indicators:	LL 5 Indicators:	LL 6 Indicators:	LL 7 Indicators:
Ask questions about a specific topic, activity, and/or text read aloud. (4.6)			Recognize that texts can be stories (make-believe) or real (give information). (4.6)			
			With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts (4.7)			
			With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8)			
			Based on the title and/or pictures or illustrations, predict what might happen in a story before it is read. (4.9)			