Nurturing Young Children as Active Thinkers K-3

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Welcome

- Please introduce yourself to your tablemates
- Share 1 thing about your district, center, or school that you are most proud of
Prek-Third Grade Alignment Overarching Goals

1. Develop strong foundational cognitive skills (literacy/communication and math)

2. Develop social and emotional competence

3. Establish patterns of engagement in school learning

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Our LEARNING GOALS for today

1. Think about why organizing curriculum into areas of study helps children with constructing knowledge.

2. Take away concrete ideas on creating environments that support active thinking.

3. Think about ways to connect to and build relationships with students as cultural beings.
3 Important Domains for Success
CLASS
(Classroom Assessment Scoring System)

Classroom Organization (Environment)
Instructional Support (Curriculum)
Emotional Support (Relationships)
THE IDEAL CLASSROOM

What does your ideal classroom look like/sound like?

Use paper/pencil or a tech tool to list, sketch/diagram, draw, or record the ideas of your ideal classroom.

Include your vision of the arrangement, materials, interactions and sounds of the ideal classroom.
From PreK to Kindergarten - Must Haves

Teacher Assistants in every room

Block schedule to reduce transitions
  - Literacy 120 minutes
  - Lunch/recess/prep in middle of day
  - Math 90 minutes
CURRICULUM - Areas of Study

WHY?

Units are 4-6 weeks allowing for:

- extended projects
- deep learning with content integration
- hands on experiences
- student voice and choice
CURRICULUM - Big Ideas

Universal Backward Design-Start with the end in mind

1. Standards
2. Concepts (living things, communities, cycles)
3. Guiding questions
4. Student projects that integrate learning across content areas (literacy, math, writing)
CURRICULUM - Areas of Study - IB Example

International Baccalaureate PreK-5

1. Who We Are
2. Where We Are in Place and Time
3. How We Express Ourselves
4. How the World Works
5. How we Organize Ourselves
CURRICULUM - Areas of Study - PreK / K Example

1. First Six Weeks of School
2. Exploring Change
3. Being Healthy
4. Adapting to Change
5. Being Helpful
6. Creating and Constructing
CURRICULUM - The Process

Look at standards, create learning objectives in student language ("I can " statements)

Create Guiding Questions that lead to standards, divide into weeks (myself, my family, my school, my community)

Decide on read alouds that address the guiding questions and Big Ideas (plan vocabulary to be taught)

Plan ways to teach the content in the centers incorporating talking, reading, writing, technology and math

Allow time for planning for projects that develop over time.
CURRICULUM - Being Healthy Overview

Being Healthy in Our World-K

Big Ideas-Living Things

Guiding Questions Week 1: What do I need to be healthy?

“I can…” find my heartbeat and pulse and identify why they are sometimes faster and slower, I can compare my heartbeat to my friends’ heartbeat

Science K 0.1.2.1.1 Use observations to develop an accurate description of natural phenomenon and compare one’s observations and descriptions to those of others.
CURRICULUM - Being Healthy Overview cont.

Kindergarten

Suggested Read Alouds:

Get Up and Go by Nancy Carlson
Centers and Projects:

**Dramatic Play** - Exercise gym-counting repetitions, tracking heart rate, recording in an exercise journal

**Science** - Observing and recording fruits and veggies as they decompose

**Art** - Drawing and labeling bodies using vocabulary cards

**Reading** - Sorting fruits/veggies

**Math** - Create a fruit and veggie store with money, prices, cash register

**Writing** - Use pattern books: “I like_________” “I can_________”
TURN & TALK

Turn to a neighbor and share how this is the same or different from what you are currently doing
ENVIRONMENT

DEFINITION:

*The environment of the classroom includes the physical arrangement, the emotional tone, classroom management, class size and grouping methods.*

An environment that supports **active thinking** will allow students to choose how they learn (Voice and Choice).

- Allow students to have independent access to materials
- Provides spaces for independent and/or group work
- Clear expectations for independent work
ENVIRONMENT - Centers
1. Reading
2. Writing
3. Math
4. Science
5. Dramatic Play/Social Studies
6. Art

Sensory and Blocks embedded

Students have a choice about how they do independent work in centers.
ENVIRONMENT

PreK Reading Center
ENVIRONMENT

Kindergarten Reading Center
ENVIRONMENT - First Grade Reading Center
ENVIRONMENT - PreK Writing Center
ENVIRONMENT

Kindergarten Writing Center
ENVIRONMENT

First Grade Writing Center
ENVIRONMENT

PreK Math Center
ENVIRONMENT - Kindergarten Math Center
ENVIRONMENT - First Grade Math Center
ENVIROMENT

PreK Science Center: Being Healthy
ENVIRONMENT

Kindergarten Science Center: Exploring Change
ENVIRONMENT - First Grade Science Center - Cycles
ENVIRONMENT

PreK Dramatic Play Center
Being Healthy
ENVIRONMENT
Kindergarten
Dramatic Play
Center
Being Healthy
Environment - First Grade Social Studies Center

COMING SOON

UNDER CONSTRUCTION
ENVIRONMENT

PreK Art Center

Creating and Constructing
ENVIRONMENT - Kindergarten Art Center
ENVIRONMENT

First Grade Art Center
ENVIRONMENT

PreK
Student Ownership
ENVIRONMENT

Kindergarten
Student
Ownership
ENVIRONMENT - First Grade Student Ownership
ENVIRONMENT

Kindergarten
Student Ownership
Self Assessment
STUDENT VOICE

PreK
Planning and Brainstorming

Creating and Constructing
STUDENT CHOICE

PreK Active Learning

Creating and Constructing
STUDENT CHOICE

PreK
Active Learning
Extended Project

Creating and
Constructing
How can the environment nurture young independent thinkers?
IT’S ALL ABOUT RELATIONSHIPS
Consider The Student’s Perspective

Marzano’s Four Key Questions

- How do the students feel?
- Are the students interested?
- Is the content important to the students?
- Can the students do the task?
Culturally and Linguistically Responsive Teaching Builds Relationships
VABBing Strengthens Relationships

VALIDATE  Making legitimate that which mainstream has made illegitimate

AFFIRM   Making positive that which mainstream has made negative

BUILD    Making connections between home culture/language and school culture/language

BRIDGE   Giving opportunities for situational appropriateness or utilizing appropriate culture or linguistic behavior

Sharroky Hollie - Journey To Responsiveness
THE IDEAL CLASSROOM

What does your ideal classroom look like/sound like?

Has anything changed?

As a team represent your ideal classroom. Use the chart paper. When you are done, please hang it on the wall.
Our LEARNING GOALS for today

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TODAY’S REFLECTIONS

As you reflect on your learning today take a few moments to write down the goal(s) you have for your school or center to take with you.

Before leaving please jot down 1 goal on a post it and post on the Goals Poster.

Please view the Ideal Classroom charts created by your colleagues as you leave.

THANK YOU!!
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