



PLANNING IN YOUR CLASSROOM: FACILITATOR GUIDE

The purpose of this activity is to plan classroom activities that utilize strategies for focusing children on learning goals presented in this in-service suite. The activity is designed to connect these strategies with specific domains and classroom settings.

For each activity:

1. Choose one of the domains of the Head Start Child Development and Early Learning Framework for an area of focus (for example, Logic & Reasoning, Literacy Knowledge & Skills, Social & Emotional Development).
2. Circle one setting for the activity.
3. Plan an activity to do in the classroom using the selected domain and strategy.
4. Bring it back to the group to discuss how the activity went at your next meeting. What was your experience of the activity? How did the children respond? What went well? What might you do differently in the future?

Please see the sample activity below as an example. Feel free to share this with participants. Also feel free to come up with your own examples for the two other strategies in the space provided.

Learning domain	Setting	Strategy	Activity
Science Knowledge & Skills	Whole group	<i>At the beginning of the activity: Start an activity by talking about what they are going to learn.</i>	<p>While in circle time, before moving to a small group lesson on “Floating and Sinking,” I will explain <u>what we will learn</u> during the activity before I describe how the activity works.</p> <p>These are some things that I can say to “set the stage”:</p> <ul style="list-style-type: none"> • Today in the science center we are going to learn about what floats and what sinks in water. • We will talk about which things in this bag we think will float, which things will sink, and make a chart about our predictions. • Then we will test the things in a big tub of water. • After we’re done testing all of these things, we will compare our predictions to what really happened. • That is how we are going to learn about what floats and what sinks in the water.
	Small group		
	Transition		
	Center		
	Meal		



Learning domain	Setting	Strategy	Activity
Social & Emotional Development	Whole group	<i>During the activity: Make targeted statements to direct children's focus on the goals of the activity.</i>	<p>While in Small Group, during an activity with the goal of learning how to take turns when talking with others, I will use several targeted statements that direct children's focus to the learning goal.</p> <p>These are some things that I can say to direct children's focus:</p> <ul style="list-style-type: none"> • That was an excellent way of showing respect! You listened to what Julio was saying, and when he was finished, you talked to him. We know that we have to take turns when we're talking, and that means to listen first, then answer! • Taking turns means listening to someone else talk, then responding to the person with your own words. We are learning how to take turns when we talk! • We know that when we are talking to someone, we need to wait for them to say something to us before we start talking again. That's what it means to take turns!
	Small group		
	Transition		
	Center		
	Meal		



Learning domain	Setting	Strategy	Activity
Mathematics Knowledge & Skills	Whole group	<p><i>At the end of the activity: Recap the key points of what children learned.</i></p>	<p>While sitting near the children at the water table, where there are a lot of cups and containers of different shapes and sizes, I will focus on the learning goal of the concepts of “full, empty, etc.” related to volume. I will wrap up the key parts of the learning goal at the end of center time.</p> <p>These are some things that I can say to “wrap up the activity:”</p> <ul style="list-style-type: none"> • Today we learned that when you fill a cup all the way to the top with water, this means it’s full. We also learned that if there’s no water in a cup, this means it’s empty. • We learned that even small cups, big cups, and funny shaped cups can be full or empty. It doesn’t matter what the shape is, all that matters is how much liquid is in there. • We also learned that if you fill a cup right up to the middle with water, it is half full.
	Small group		
	Transition		
	Center		
	Meal		



PLANNING IN YOUR CLASSROOM

The purpose of this activity is to plan classroom activities that utilize strategies for focusing children on learning goals presented in this in-service suite. The activity is designed to connect these strategies with specific domains and classroom settings.

For each activity:

1. Choose one of the domains of the Head Start Child Development and Early Learning Framework for an area of focus (for example, Science Knowledge & Skills, Logic & Reasoning, Literacy Knowledge & Skills, Social & Emotional Development).
2. Circle one setting for the activity.
3. Plan an activity to do in the classroom using the selected domain and strategy.
4. Bring it back to the group to discuss how the activity went at your next meeting. What was your experience of the activity? How did the children respond? What went well? What might you do differently in the future?

Learning domain	Setting	Strategy	Activity
	Whole group	<i>At the beginning of the activity: Start an activity by talking about what they are going to learn.</i>	
	Small group		
	Transition		
	Center		
	Meal		



Learning domain	Setting	Strategy	Activity
	Whole group	<i>During the activity: Make targeted statements to direct children's focus on the goals of the activity.</i>	
Small group			
Transition			
Center			
Meal			



Learning domain	Setting	Strategy	Activity
	Whole group	<i>At the end of the activity: Recap the key points of what children learned.</i>	
Small group			
Transition			
Center			
Meal			



For more Information, contact us at: NCQTL@UW.EDU or 877-731-0764

This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.

FALL 2012