

# Kindergarten Guide



## *the* Bellingham Promise

“Kindergarten is a transition between home and school, a bridge between early childhood education and elementary school, and a foundation for social and academic skill development. ...Kindergarten teachers need to know who they are, what their role is, and what the goals for their program are.”



# Kindergarten Guide

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# Kindergarten Guide

## Part I

### Teacher and Student

Philosophy and Goals  
Understanding Child Development



## Philosophy and Goals

"Is kindergarten about play or is it a place of learning?"  
To anyone who understands kindergarten and kindergartners, that is like asking whether life is about work or family, or whether water or air is more important.

Teaching and Learning in the Kindergarten Year, 2006, p 7

"It is absolutely reasonable to expect that kindergarten is about playful learning and learningful play, and about academic socialization and social academics.

--Teaching and Learning in the Kindergarten Year, 2006 p 7

We believe that children actively construct their understanding of the world through continuous interaction with their environment. Young children learn best when given ample opportunities to explore, practice, apply, and extend on the concepts presented in the classroom

They are eager to discover ideas, to look for patterns and relationships, and to form generalizations. Through spontaneous activity, play, carefully prepared materials, and guided experiences children learn.

We believe that the child is the major focus of the kindergarten program. Each child brings unique experiences, expectations, emotions, attitudes, and abilities to the classroom. It is essential that the individual characteristics of each child be accepted, understood, and nurtured.

We believe the kindergarten environment should provide opportunities for experimentation, exploration, discovery, challenge, and interaction. An atmosphere of understanding, concern, and compassion should surround the kindergarten child in this most important school experience.

We believe that kindergarten should provide a safe supportive environment that promotes positive self-esteem; and helps children acquire and maintain the skills and attitudes necessary for personal success. A primary goal of the kindergarten year is to develop independent, confident learners who discover the excitement and challenge of learning in their school experience and throughout their lives.





It is critical for teachers to know the sequences in which children gain specific concepts, skills, and abilities, in order to plan intentionally for optimum development and learning.

(NAEYC 2009)

## Understanding Child Development <sup>1</sup>

High-quality kindergarten programming hinges on fostering children's development and learning in all domains—physical, social-emotional, cognitive, and language.

**Cognitively**, kindergartners show more flexibility in their thinking than younger

children and greater advances in reasoning and problem solving (NAEYC 2009). They retain concepts best when presented in contexts meaningful to them. As a result, active, experience-based learning, while good for all ages, is key to this period of development.

**Socially and emotionally**, forming and sustaining relationships with adults and other children is central to a young child's development. Studies show that children who fail to develop minimal social skills and suffer neglect or rejection from peers are at risk for later outcomes such as school dropout, delinquency, and mental health problems (Dodge et al, 2003; McClelland, Acock & Morrison 2006).

Entering kindergartners vary in their ability to self-regulate by intentionally controlling emotions, behaviors, and thought (Tomlinson in Copple & Bredekamp 2009). It is important for their teachers to minimize sources of frustration, overstimulation, and stress in the environment that might be more than young children can handle. (EDITOR'S NOTE: age and situation appropriate frustrations and stress are opportunities for children to develop problem-solving skills.)

**Physically**, kindergartners become increasingly more competent in physical skills such as balance and eye-hand coordination.

Many kindergartners initially struggle with fine motor tasks such as writing, drawing and precise cutting. Five-and-six-year-olds benefit from many opportunities to practice, including painting, working with clay, constructing with blocks, stringing beads, zipping, buttoning, using scissors, and pouring juice at snack time. They are also becoming more competent in their gross motor

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<sup>1</sup> Excerpted from New Jersey Department of Education, Division of Early Childhood Education, New Jersey Kindergarten Implementation Guidelines, Release Date April 1, 2011, pg 7.

skills and can skip, hop and climb with ease by the end of their kindergarten year.

**Language** and vocabulary skills of kindergartners vary widely. Kindergartners can generally answer open-ended questions (e.g. ‘What would you fix for dinner if you were the cook?’) with relatively complex sentences, can retell a story or relay details about an experience or event, and can participate appropriately in conversations. Their vocabularies are growing at a fast pace and they still make frequent incorrect generalizations and grammatical errors when they speak (e.g. “Look at all of those deers.”)

Appendix A: From YARDSTICKS: Children in the Classroom Ages 4-14

The Five Year Old in the Classroom  
A Snapshot of Development

Appendix B: Teaching Strategies GOLD—WaKIDS Progressions of  
Development & Learning

Gold Objectives and Dimensions (WaKIDS)

# Kindergarten Guide

## Part II

### Learning Environment

Room Organization  
Classroom Management  
Teacher Child Interactions  
Elements of the Day



# Room Organization

Classroom organization should reflect the needs of five-year olds and reflect a best practices teaching style.

The classroom is organized to provide settings for large groups, small groups and individuals. The room is arranged so children can self-select materials, plan activities and work independently.

To accomplish this kind of learning, interest centers or work areas should be clearly defined. Care should be taken to arrange centers so that activities do not interfere with one another. Considerations for activity areas are:

- If possible, place the art area near the sink to allow for easy cleanup.
- Locate computer and listening areas next to electrical outlets
- Separate noisy and quiet areas (i.e. blocks away from the reading area.)
- Locate the areas and arrange furniture to allow easy visual monitoring.

The physical arrangement of the room should allow children to see and easily move through all areas.

Equipment and materials should be easily accessible, in a definite location, and clearly labeled so the children know where to get the materials and where to put them away.

- ALL kindergarten classrooms will have these areas (with labels):  
Home (yellow), Art (red), Toys—including math, building sets/legos, games (green), Blocks (blue)
- Other areas may be added: i.e. Reading/Library (purple) Writing (orange)

Labels can be found on the P drive:

Grade Level/Kindergarten/KindergartenGuideB/Labels

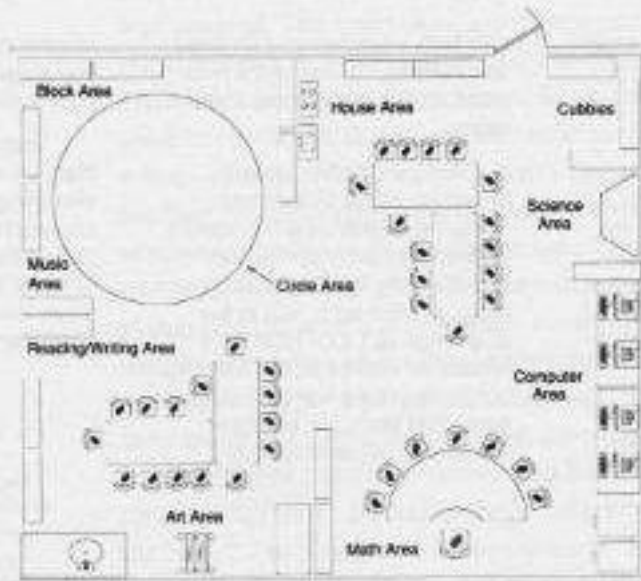
Materials and activities should be varied and open-ended to support exploration and creativity. Provide materials that reflect the cultural diversity of the group. Equipment and materials should be changed so that new experiences are being introduced throughout the year. There must be enough materials for all children.

Appendix C: Materials List

Equipping a Best Practices Kindergarten Classroom

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**Floor Plan KA: Kindergarten (36 ft x 30 ft)**



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**Floor Plan KB: Kindergarten (37 ft x 37 ft)**



# Classroom Management

## Developing Behavior Patterns

Establishing a pattern of working within a group as a positive member is the educational focus during the first months of kindergarten. Learning this pattern teaches the child a set of group work skills such as:

- individual decision making
- independent problem solving
- responsible group membership behavior

These skills are transferred to other large or small group or individual learning situations, thus, providing a foundation for future schooling. For this reason it is particularly important to provide each child with time for development and practice.

Listed below is a sample pattern routine that will fit many of the learning situations provided in a typical kindergarten day.

- Choose a job and work at it appropriately.
- Work for a reasonable period of time.
- Clean up when your work is completed.
- Choose another job and go to work.

Establishing the routines, structures and expectations begins the very first day of school and the materials you have available will influence your success in teaching these elements.

1. Begin by putting out toys that are familiar and easy to clean up. i.e. playdough, paper and crayons, simple puzzles—no scissors or glue yet!
2. Slowly introduce new materials and/or work areas and their use when you feel the children demonstrate understanding of appropriate classroom behaviors.
3. In the beginning use shorter blocks of time for the components of the day. Transitions from job to job will take time. Allow time to “re-do,” to practice and to have a short review. Following the whole group review, take time to read a story, sing a few songs, and then send the children back to work again.

It is up to the teacher to set the tone of the classroom. A teacher who is relaxed, happy, and speaks softly, is more likely to draw similar responses. The use of positive reinforcement is better than dwelling on misbehavior. Notice and

comment on specific behaviors and respond with encouragement rather than praise.

## Appendix D: Encouragement vs Praise Building Self-Reliance and Self-Confidence

### Establishing Classroom Rules and Procedures

It is important for the students to understand the teacher's expectations. The student needs to know what behaviors are acceptable in the classroom and what behaviors are not.

Children need to be taught how to:

- use classroom materials
- work with classmates
- make appropriate choices
- move about the classroom (including using the restroom)
- use an appropriate voice level
- sit on the rug in a group

In best practices classroom there is shared control. Teachers consciously give students some control and decision making opportunities. i.e. self-selected projects during work time, daily classroom job, etc.

Classroom agreements (rules) are clear, concise, and consistent. Students have age-appropriate power and non-negotiables are known to all. Every classroom has non-negotiables. Non-negotiables will always include health and safety rules, but will also include school and teacher standards and expectations.

## Appendix E: Positive Discipline Classroom Management Tools Fostering Cooperation and Mutual Respect

### Establishing School Rules and Procedures

In addition to introducing classroom patterns, it is important to establish building rules and procedures. Rules should be discussed, demonstrations given, and time provided for practice.



## Teacher-Child Interactions <sup>2</sup>

Positive teacher-child relationships promote children's learning and achievement, as well as social competence and emotional development.

--Developmentally  
Appropriate Practices in Early Childhood  
Setting Serving Children Birth Through 8,  
Position Statement, NAEYC 2009 p 13

The emotional support that teachers give to students provides a solid foundation for developing the motivation and cognitive skills critical to positive long term academic outcomes. High-quality teacher-child relationships foster social development. Indicators of social adjustment in school settings include self-control, emotional regulation, getting along with peers and enjoyment of school.

- Teachers foster children's trust, security and social development through warmth, caring, and responsiveness to individual children's interests and feelings.
- Teachers recognize that academic learning occurs in a social context.
- Teachers use space and materials, encouragement for socio-dramatic play, cooperative work experiences, problem-solving activities, conversations, and group discussions as ongoing opportunities for children to practice social skills.
- Teachers accentuate children's prosocial behaviors while actively supporting self-regulation and learning.
- Teachers maximize positive behavior and social interactions through careful design of schedules, activities, and classroom space.

### Appendix F: High/Scope 6 Steps Problem Solving and Conflict Resolution

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<sup>2</sup> Excerpted from New Jersey Department of Education, Division of Early Childhood Education, New Jersey Kindergarten Implementation Guidelines, Release Date April 1, 2011, pg 9-10.

# Elements of the Day

In a best practices classroom the daily schedule includes a mix of whole group activities, small group workshops, and independent work centers.

Whole group times are used to:

- build community and common experiences; do group problem solving
- introduce and teach skills and concepts
- practice and review skills not yet mastered
- perform—sing, dance, playacting

Small group times are used to:

- reinforce skills
- provide corrective feedback during guided practice
- provide differentiated instruction

Work centers are used to:

- provide independent practice of familiar skills
- provide connecting and extending activities
- build independence and self-reliance skills

The interactive learning style of kindergartners must be reflected in the structure of the schedule.

- Sedentary components of the day must be separated by the more active elements.
- Whole group times should be limited to 20-30 minutes (at the beginning of the year much shorter.)
- There must be a balance of teacher directed and student initiated activities.
- Our district recess policy is: 15 minute am or pm recess plus a 20 minute lunch recess.
- There must be a 60-70 minute uninterrupted student directed plan-do-review work time.<sup>3</sup>

Appendix G: Plan-Do-Review  
Developing Young Children's Thinking Skills

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<sup>3</sup> Bellingham School District Professional Development High/Scope Training, 2008-09

# Kindergarten Guide

## Part III

### Family Engagement

Kindergarten Entry Conference  
Family Involvement\*  
Reporting to Families\*\*

\*to be developed using WaKIDS and NAEYC research and BPS Family Engagement Committee recommendations

\*\*to be developed in accordance with BPS Family Engagement/Report Card Committee recommendations

# Kindergarten Entry Conference

The Kindergarten Entry Conference (KEC) is an essential first in the kindergarten year. The kindergartner and his/her parent(s) or guardian attends this conference together. This conference provides an opportunity:

- for a smooth transition into the public school setting,
- for family members to talk about their child—honoring parents as their child's first teacher,
- to establish a relationship between school staff and family members,
- to assess a student's social, emotional, and academic needs with the intent to create balanced classrooms,
- to begin program planning.

Because many students register during the first week of school or the week prior, final classroom and staffing decisions are made at this time. It's important for families to make connections with those who will be a part of their child's kindergarten year. We rely on support staff to help with assessment and, when needed, have specialists available to meet with families. For these reasons, Kindergarten Entry Conferences take place the first days of school.

Each conference is 30-45 minutes depending on the needs of the family (i.e. special needs of the child and/or ELL) and allowing for transition time.

Once conferences, assessments, and collaboration for class placements have been completed transitional work begins:

- family phone calls: class assignment announced, arrival and dismissal plans confirmed, food plan confirmed, last minute parent questions,
- transportation arranged between family, school, daycare, and bus garage including name tags and transportation master address/bus stop list,
- classroom readiness: name cards, food cards, cubby labels, etc.
- pre-planning with specialists i.e. preschool sped, elementary sped/OT/Speech, nurse for 504 or allergies

Required and optional forms for administering the Kindergarten Entry Conference and K Screen can be found at P:\Grade Levels\Kindergarten\Kindergarten Guidebook\Family Engagement

In keeping with "The Bellingham Promise," the Kindergarten Entry Conference sets the stage for a productive, on-going relationship between families and school.



# Kindergarten Guide

## Part IV

### Curriculum and Assessment



**Coming Soon!**



## **The Five Year Old in the Classroom<sup>4</sup>**

### The Five Year Old: Growth Patterns

#### Physical

- Focus visually on objects close at hand
- Needs lots of physical activity, including free play
- Better control of running, jumping, and other large movements; still awkward with writing, handcrafts, and other small movements
- Pace themselves well, resting before they're exhausted
- Often falls out of chair sideways

#### Social

- Likes to help; cooperate, follow rules, and "be good"; want adult approval
- Needs routines, along with consistent rules and discipline; responds well to clear and simple expectations
- Dependent on authority; but also have trouble seeing things from another's viewpoint
- Need verbal permission from adults; before doing something, will ask, "Can I ...?"
- Animistic (inanimate objects have life, movement)
- Learns best through play and own action
- Does not yet think logically

#### Language

- Literal, using and interpreting words in their usual or most basic sense: "We're late—we've got to fly!" means "We've got to take to the air like birds!"
- Express themselves in few words; "play" and "good" are favorites
- Often do not talk about school happenings at home
- Express fantasy more through actions and less through words than at four
- Think out loud—that is, they talk their thoughts

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<sup>4</sup> Excerpt from YARDSTICKS Children in the Classroom Ages 4-14: A Resource for Parents and Teachers, Wood, Chip. 2007. p 62-68



## Cognitive

- Like to copy and repeat activities
- Often see only one way to do things
- Bound cognitively by their senses; not ready to understand abstract concepts such as “fairness”

## The Five Year Old in the Classroom

### Vision and Fine Motor Ability

- Still developing left-to-right visual tracking, so they tend to focus on one word at a time when reading; often need to use a pointer or their finger to keep their place
- Still having difficulty copying from the board
- Occasionally reverse letters and numbers (either swapping positions, as in writing “ot” for “to,” or drawing the letters themselves backwards so that a “d,” for example, looks like a “b”); teachers can help by accepting these reversals without comment, rather than correcting
- Ready for an introduction to manuscript printing; not able to stay within lines
- Find it hard to space letters, numbers, and words; using a finger as a separator helps
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### Gross Motor Ability

- Continued need for a great deal of active outdoor and indoor physical activity
- Good age for structured games—“Duck, Duck, Goose,” Red Light, Green Light,” etc.

### Cognitive Growth

- Learn best through repetition; likes to repeat stories, poems, songs, games, sometimes with minor variations; enjoy similar math and science tasks; need predictable daily schedules
- Some become stuck in repetitive behavior (i.e., infinite rainbows and flowers) for fear of making mistake when trying something new
- Learn best through active exploration of concrete materials—blocks, manipulatives, paint, arts and crafts, sand and water
- Seldom able to see things from another's point of view
- Think out loud; will say, for example, “I’m going to move the truck!; before doing so

## Social Behavior

- Can work at quiet, sitting activities for 15-20 minutes at a time
- Often need teacher's release to move to next task, though they can pace themselves while doing a given task
- Feel safe with consistent guidelines and carefully planned periods
- Express thought through action; need opportunities to play in housekeeping or other dramatic play corners
- Learn and practice language skills through teacher modeling and directed role play, as well as dramatic play

## Changes as Children Move Toward Six

Although many of the characteristics of five carry over as children move toward six, increasingly unsettled behavior signals growth and change.

## Physical

- Tend to be physically restless and to tire easily
- Awkwardly perform tasks requiring fine motor skills
- Vary their pencil grip
- Tilt their head to their nondominant side when writing
- Complain that their hand gets tired from holding their pencil
- Often stand up to work

## Social

- Oppositional, not sure whether to be good or naughty
- Insecure with feelings and tentative in actions
- Complain, test authority and limits, and strike out with temper tantrums
- Behave wonderful at home and terribly at school; or vice-versa
- Equivocating, switching answers from "yes" to "no" and vice versa

## Language

- Begin giving more elaborate answers to questions
- Tend to use more words than necessary to convey an idea
- Frequently makes auditory reversals (answers first what was heard last)
- Often read out loud even when asked to read silently

## Cognitive

- Begins to try new activities more easily
- Makes lots of mistakes and recognizes some of them
- Learns well from direct experience

## The Older Five Year Old in the Classroom: Kindergarten or First Grade

### Vision and Fine Motor Ability

- Print less neatly and with more reversals than earlier in the year
- Grasp pencil very firmly; placing pencil grips on their pencils encourage relaxation
- Reverse letters and numbers with increasing frequency; may find reading and writing activities extremely frustrating if not closely related to their interests

### Gross Motor Ability

- Need a good deal of physical activity and relaxed free play outside because attention is not always focused in a structured gym class
- Tire quickly, sometimes necessitating shorter work periods than at five

### Cognitive Growth

- Still use language to initiate action ("I'm going to pet the dog"); begin to explain in more detail
- Need many avenues—building with blocks, painting, working with clay—to express what they know
- Need time to try their own ways of doing things, even though these ways may not prove productive
- Crave constant validation of their initiative

### Social-Emotional Behavior

- Need consistent rules and discipline even more than earlier in the year
- Because children are testing limits more, harsh discipline (especially for mistakes) can be devastating; they respond better to frequent reminders and redirection ("Jimmy, what do you need to do to clean up?" "Lisa, hands in your lap.")
- Teacher's use of frequent questioning and redirecting works better now than at five

## The Five year Old: Curriculum

### Reading

Provide opportunities for children this age to:

- Do “partner” reading--peers helping each other through familiar books; early; more able readers often paired with more beginning readers, but both play an active role (as in “parallel” reading)
- Have short chapter books read to them
- Write theme stories with classmates and turn them into books
- Strengthen their reading skills by reading predictable books (books with few words much repetition, and many pictures)
- Learn phonics in small groups with children at similar skill levels
- Read labels, signs, posters, and charts identifying familiar objects in their environment

### Writing

- *Writing*—Labeling of drawings with initial consonants or vowels to stand for one feature in the drawing (as in “H” for “house” in a drawing of houses, people, and trees); tell stories in a single drawing and one or two words
- *Spelling*—Largely prephonemic or early phonemic—beginning to use initial consonants and sometimes stringing those initial letters together in “sentences” such as ISTBFL ( I see the butterfly)
- *Writing Themes*—Family, family trips, fairy tales, tales of good and evil, stories about pets, stories about themselves and best friends
- *Handwriting*—Switch to three-fingered pencil grasp; tendency to write only uppercase letters; as understanding of spelling develops, use of irregular spacing between words

Favorite themes for children this age:

- Families; all about me, my body; babies; pets; our school; seasonal themes in nature (snow, winter, hibernation)

### Mathematics

Provide opportunities for children this age to:

- Count and sort; make sets; do simple addition and subtraction using real materials; make graphs
- Practice writing numbers
- Do simple equations
- Continued hands-on exploration of size, shape, length, and volume



## **WaKIDS Progressions of Development & Learning GOLD Objectives and Dimensions (WaKIDS)<sup>5</sup>**

### **Social–Emotional**

1. Regulates own emotions and behaviors
  - b. Follows limits and expectations
  - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
  - c. Interacts with peers
  - d. Makes friends

### **Physical**

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
  - a. Uses fingers and hands
  - b. Uses writing and drawing tools

### **Language**

9. Uses language to express thoughts and needs
  - a. Uses an expanding expressive vocabulary
  - b. Speaks clearly
  - c. Uses conventional grammar
  - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
  - a. Engages in conversations
  - b. Uses social rules of language

### **Cognitive**

11. Demonstrates positive approaches to learning
  - c. Solves problems
  - d. Shows curiosity and motivation
  - e. Shows flexibility and inventiveness in thinking

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<sup>5</sup> <http://www.k12.wa.us/WaKIDS/Resources/Educators.aspx>

## **Cognitive (continued)**

12. Remembers and connects experiences
  - a. Recognizes and recalls
13. Uses classification skills

## **Literacy**

15. Demonstrates phonological awareness
  - a. Notices and discriminates rhyme
  - b. Notices and discriminates alliteration
  - c. Notices and discriminates smaller and smaller units of sound
16. Demonstrates knowledge of the alphabet
  - a. Identifies and names letters
  - b. Uses letter–sound knowledge
17. Demonstrates knowledge of print and its uses
  - b. Uses print concepts
18. Comprehends and responds to books and other texts
  - a. Interacts during read-alouds and book conversations
  - b. Uses emergent reading skills
  - c. Retells stories
19. Demonstrates emergent writing skills
  - a. Writes name
  - b. Writes to convey meaning

## **Mathematics**

20. Uses number concepts and operations
  - a. Counts
  - b. Quantifies
  - c. Connects numerals with their quantities
22. Compares and measures
23. Demonstrates knowledge of patterns

*Note: These 19 objectives are a subset of the Teaching Strategies GOLD (TSG) objectives. The number associated with the objective corresponds with the TSG objective; some numbers and letters are missing, when the associated TSG objective or dimension is not part of WaKIDS.*

## Appendix C: Materials List

# Equipping a Best Practices Kindergarten Classroom

The ideal classroom would have all items listed. The highlighted items are essential and considered basic standards for every kindergarten classroom.

### Block Area

- Lincoln Logs
- Small cars and trucks
- Cardboard blocks
- Legos
- Train set (trains and tracks)
- Wood blocks
- Plastic animals (various themes: water, farm....)
- People (both for Legos and wood blocks)
- Would be best to have at least one set of large hollow blocks per building
- Dice
- Cards
- Puzzles (from basic to 100 piece puzzles)
- Games
- Items for sorting (buttons, shells, junk items)
- Scale
- Magnifying glasses
- Beads and stringing materials
- Lacing cards
- Dominos

### Home Area

- Puppet stage
- Kitchen set
- Dolls (multicultural)
- Doll bed
- Pretend food
- Kitchen items (plates, silverware, pots, pans....)
- Child sized table/chairs for pretend play
- Puppets
- Stuffed animals
- Wood dollhouse with furnishings/people
- Dress-up items

### Toy Area

- Basic Math manipulatives: Unifix cubes, pattern blocks, geoblocks, 2-sided counters, buttons, snap cubes, bears, digi blocks, colored tiles, 1" wood cubes,
- 100 chart
- Number Line 1-100

### Writing Area

- Handwriting without Tears Materials: chalkboards (at least enough for ½ class), HWT chalk, wood pieces, magnetic boards with magnetic wood pieces (6), abc/number chart, student books(class set), teacher book, HWT cd (first one)
- Magna Doodles
- Stencils
- How to Drawing books (basic)
- Magnetic Letters/Numbers
- Magnetic Whiteboards (student use)
- Various colors, textures of paper
- Clip boards (at least ½ class set)
- Letter stamps and stamp pads

### Library Area

- Listening Center (tape or cd player/ headphones/books on tape or cd)
- Student Computers



- Books (non-fiction, fiction, wordless books, board books, leveled library)
- Basic big book set
- Storytelling props (story boards, flannel board and story characters)
- Reading pointers

#### Art Area

- Paint brushes/pots
- Painting Easel
- Storage
- Play dough tools: cookie cutters, rolling pins....
- Scissors (class set)
- Staplers (at least 8)
- Hole punches
- Tape dispensers (at least 8)
- Consumables: paper cups, paper plates, straws, sequins, magazines, cotton balls, toothpicks, craft sticks, craft buttons, pipe cleaners, toilet paper tubes, fabric (large and small pieces), stickers, elmer's glue/glue sticks
- Sensory Table

#### Furniture

1. Small tables/chairs

2. Appropriate storage for math supplies/art supplies/blocks/writing area/library/toy area (at least one shelf unit per area in room)
3. (Kidney table is a personal preference and not a need)
4. Coat Hooks

#### Items needed for circle area

1. Active board/projector
2. Document camera
3. Large
4. Easel (needs to hold a big book as well as chart paper)
5. 2 pocket charts
6. ABC chart (handwriting without tears set)
7. Pocket chart stand
8. CD player
9. Teacher computer
10. Correction tape
11. Highlighter tape

#### Curriculum Items (all are needed)

## Appendix D: Encouragement vs Praise Building Self-Reliance and Self-Confidence

### Encouragement vs Praise<sup>6</sup>

“Encourage the deed [or effort],  
not the doer.” Rudolf Dreikurs, psychiatrist/educator.

Research by Carol Dweck, Ph.D. a professor at Columbia University (now at Stanford), reinforced the notion that too much praise is, in fact, not always good for children. For over ten years, psychologist Carol Dweck and her team studied the effect of praise on students in a dozen New York schools. Her seminal work — a series of experiments on 400 fifth-graders — found that children praised for being smart or talented when they accomplished various tasks tended to choose easier tasks in the future.

Children who are over-praised quickly learn to pursue only those activities and pursuits that continue to make them look smart or talented. Further, they easily become “approval junkies”; rather than developing an internalized self-esteem, they learn to depend on others to evaluate their worth, and often become paralyzed when that is not forthcoming.

From the parents' perspective, over-praising (rather than encouraging) is sometimes a way of perpetuating their children's dependence on them and on their approval. Over-praising somehow ensures that their children will remain dependent on their evaluations, beliefs, tastes, and perceptions, as regards what is good/desirable and what is bad/undesirable.

Encouragement, as opposed to praise, allows children a greater degree of control over their world, and an internalized locus of self-worth. Children who are encouraged for their efforts (rather than their results) come to see themselves in greater control of their success. They are more willing to take risks (choosing more challenging tasks when given a choice), risks that will allow them to continue learning and improving.

When offering encouragement:

- 1.--Encourage the effort or the learning and not the end result: “You worked hard. You deserve it,” rather than, “You got an A, I'm so proud of you.”
- 2.--Use specific (non-global) statements of encouragement: “You have really applied yourself to working out that math problem,” rather than “You're so great at math.”
- 3.--Be genuine; don't praise undeserved success.
- 4.--Focus on encouraging current efforts, rather than connecting to future possibilities for success: Avoid such statements as, “You did a great job of studying; you'll definitely ace the test” (they may study hard and *still* not do well).

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<sup>6</sup> <http://www.psychotherapyseattle.com/2011/08/encouragement-vs-praise>

## DIFFERENCES BETWEEN PRAISE AND ENCOURAGEMENT<sup>7</sup>

	Praise	Encouragement
Dictionary Definition	1. To express favorable judgment of 2. To glorify, especially by attribution of perfection 3. An expression of approval	1.To inspire with courage 2. To spur on: stimulate
Addresses	The doer; "Good Girl."	The deed; "Good job."
Recognizes	Only complete, perfect product; "You did it right."	Effort and improvement: "You gave it your best." Or, "How do you feel about what you accomplished?"
Attitude	Patronizing, manipulative: "I like the way Suzie is sitting."	Respectful, appreciative: "Who can show me how we should be sitting now?"
"I" message	Judgmental: "I like the way you did that."	Self-directing: "I appreciate your cooperation."
Used most often with	Children: "You're such a good girl."	Adults: "Thanks for helping."
Examples	"I'm proud of you for getting an A" (Robs person of ownership of own achievement.)	"That A reflects your hard work." (Recognizes ownership and responsibility for effort.)
Invites	Children to change for others. "Approval junkies"	Children to change for themselves. "Inner direction."
Locus of control	External: "What do others think?"	Internal: "What do I think?"
Teaches	What to think. Dependence on the evaluation of others.	How to think. Self –evaluation.
Goal	Conformity. "You did it right."	Understanding. "What do you think/learn/feel?"
Effect on sense of worth	Feel worthwhile when others approve	Feel worthwhile without the approval of others
Long-term effect	Dependence of others	Self-confidence, self-reliance.

<sup>7</sup> From Positive Discipline in the Classroom Teacher's Guide, by Jane Nelsen and Lynn Lott, [www.empoweringpeople.com](http://www.empoweringpeople.com)

Appendix E: Positive Discipline Classroom Management Tools  
Fostering Cooperation and Mutual Respect

## Positive Discipline Classroom Management Tools<sup>8</sup>

- 1. Limited Choices:** Help students succeed by offering an appropriate choice between at least two acceptable options.
- 2. Classroom Jobs:** Assigning classroom jobs gives students opportunities to contribute in meaningful ways building their self-esteem and sense of belonging.
- 3. Problem Solving:** Actively teach the problem-solving process so students have the skills to negotiate and solve problems independently. (See Appendix F.)
- 3. Follow Through with Dignity and Respect:** When you say something, mean it and follow through with kindness and firmness holding students accountable for their part in an agreement.
- 5. Redirections Questions:** Ask questions related to the behavior you would like to change to invite students to think about their behavior and what needs to be done to help students become aware of what is needed.
- 6. Do Nothing:** Let the natural consequences of a student's action motivate a change in the behavior.
- 7. Decide What You Will Do:** Instead of reacting to student behavior, determine a respectful pro-active response. ( i.e. Tired of repeating directions. Announce directions will be given only once.)
- 8. Say “No” with dignity and respect:** when students try to manipulate known classroom expectations.
- 9. Act More, Talk Less:** Follow through with actions instead of words using nonverbals, movement, and pauses.
- 10. Put Everyone in The Same Boat:** When a problem occurs hold the class responsible for the problem and resolving it.

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<sup>8</sup> Adapted from Positive Discipline in the Classroom, Nelsen, Jane, et al, Prima Publishing, Rocklin CA, 1997, p 159-184

**11. Positive Time-Out:** Give students a chance to take a break for a short time, cool off, and try again as soon as they are ready.

**12. Taking Small Steps:** The road to success involves taking one step at a time; avoid becoming discouraged if success does not happen overnight.

“The point of Positive Discipline classroom management tools ... are to teach students that mistakes are opportunities to learn, to give them life skills that will serve them when adults are not around, and to help them feel a sense of belonging and significance so they don't feel a need to engage in nonproductive behavior. Hopefully, they also will be encouraging to you.” (pg 182)

## Appendix F: High/Scope 6 Steps

### **Problem Solving and Resolving Conflict <sup>9</sup>**

1. Approach Calmly
  - STOP hurtful behavior, get to calm
  - stay neutral
  - if a toy or object is involved, neutralize it by holding on to it
2. Acknowledge Feelings
  - this is essential...enables moving on to the solution process
  - i.e. "Sarah you sound angry." or "Peter you look sad."
3. Gather information
  - stay in the now
  - use "What" questions to get the facts and details
4. Restate the problem
  - briefly and clearly
  - focus on the problem not the person i.e. "You both want the stapler." Not who had it first, etc.
5. Ask for solutions and choose one together
  - accept the solution that is agreed upon (even if you don't feel it's fair, etc.)
  - return to problem solving if first solution fails
6. Be prepared to give follow up support
  - check in as activity resumes or stay in proximity
  - encourage children to see themselves as problem solvers

These steps take time and practice to master. This process supports children when they need it but allows them to retain control and develop confidence in their own abilities.

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<sup>9</sup>Adapted from Bringing the High/Scope Approach to Your Early Years Practice, Nicky Holt, Routledge, New York, NY, 2007, p 49-50

Appendix G: Plan-Do-Review  
**Developing Young Children's Thinking Skills**

Plan – Do – Review Work Time<sup>10</sup>

Children undertake projects they select themselves based on their own interests and the materials and equipment available in the activity areas.

Plan-do-review is a 60-70 minute **uninterrupted** component of the daily schedule.

Plan: 5-10 minutes

Do: 45-50 minutes, clean-up=5 minutes when proficient

Review: 5-15 minutes

As the year progresses both planning and review will become more complex and will take more time. Conversely, as the students master clean-up it will take less time.

Why Planning Time is Important *"Choice with Intention"*

- Encourages children to articulate ideas, choices, and decisions
- Promotes children's self-confidence and sense of control
- Leads to involvement and concentration on play
- Supports development of increasingly complex play

Why (Do) Work Time Is Important *"Develops competent thinkers, decision makers, and problem solvers"*

- Encourages children's playfulness
- Enables children to carry out their own ideas, with support from knowledgeable adults
- Enables children to construct knowledge as they engage in key experiences
- Enables children to interact with other children and adults
- Enables adults to observe, learn from, support, and extend children's play
- Provides access to new, unfamiliar activities and materials

Why Review Time Is Important *"Remembering with Analysis"*

- Exercises children's capacities to form and talk about mental images
- Expands children's consciousness beyond the present
- Provides opportunities for children to use language and engage others
- Provides opportunities for children learn from, be inspired by others

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<sup>10</sup> Bellingham School District Professional Development High/Scope Training, handouts, 2008-09

## Plan – Do - Review Work Time In Action <sup>11</sup>

This is an interactive learning time: student with student, teacher with student.

Yes ☺	No ☹
<b>Planning Time</b>	
Adults encourage children to plan in ways consistent to their developmental level	Adults assign children areas to play in and/or set out materials for children to play with
Adults talk individually with each child in turn	Adults converse with all children in a rote way (ie asking every child, "Where are you going to work today?")
Each child shares an idea for work time by speaking, writing, or drawing	Adults close certain areas so children can't play in them
Each child plans and goes right to work; children may move between areas during the work period	
<b>Work Time</b>	
Work time occurs right after planning time	Activities are pre-set for children to do
Children carry out their own initiative by choosing their own materials and people to work with	Adults limit the number of children who can play in each area
Children are free to invent activities and use materials creatively	Adults bring children over to do a project designed by adults
Adults supervise, interact and play with children on the child's physical level (e.g. on the floor, at a table)	Adults direct children on how to use materials and carry out activities
Adults talk conversationally with children about what they are doing	Adults do classroom paperwork or management tasks
Adults support children's ideas and learning	Adults only supervise children or passively observe them
Adults assist children's problem-solving attempts when needed	Adults impose their own ideas of what children should be doing
Student specific support services are scheduled outside of the work time	Adults solve children's problems with no input from children
<b>Review Time</b>	
Review follows work time	Reviewing at the end of the day (that is, not part of the plan-do-review sequence)
Adults encourage children to review in ways consistent with their developmental levels	Adults ask each child to review in a rote manner (ie asking every child "Where did you work today?")
Children share something about their work time experiences by showing, re-enacting describing in words, making drawings or writing	

<sup>11</sup> Adapted from Program Quality Assessment, High/Scope Educational Research Foundation, 2005



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