Learning from PreK: Meeting the K-3 Standards through Inquiry Based Teaching

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Welcome!

Please walk around the room and indicate which centers you currently have in your Kindergarten, 1st or 2nd grade classroom. Please use the corresponding color dot for your grade:

Orange – Kindergarten
Yellow – 1st Grade
Green – 2nd Grade

- Blocks
- Dramatic Play
- Creative Arts
- Math & Manipulatives
- Literacy & Writing
- Science & Nature

Session Objectives

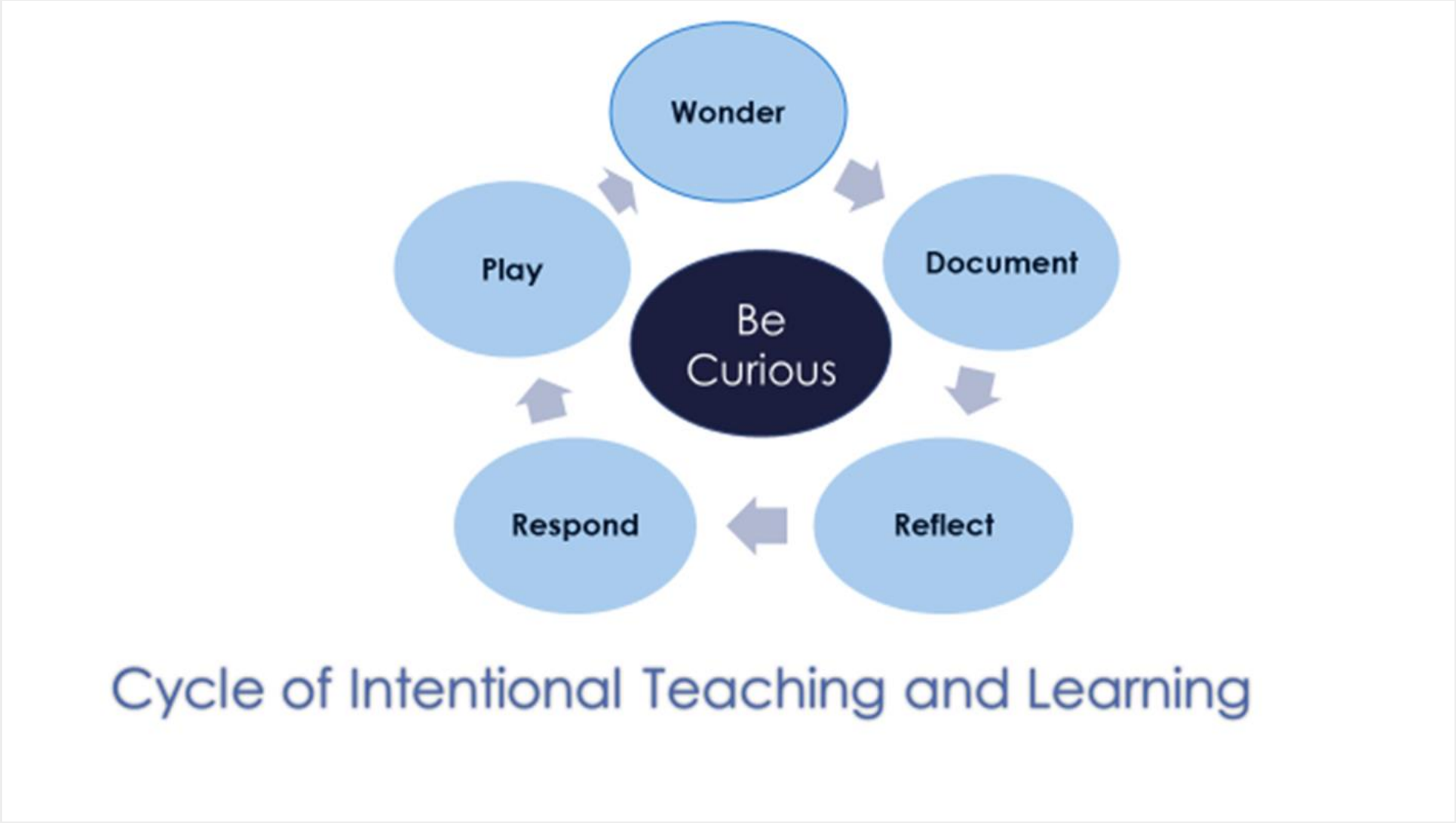
Through viewing examples of successful public school models of inquiry based teaching, participants will:

- Examine the developmental growth patterns, classroom behaviors, curricular activities and expectations of 5-, 6-, and 7-year olds
- Reflect on current practices
- Develop plans to implement environmental changes to be both structured and exploratory
- Modify instructional practices reflective of child interests and developmental assessment data
- Establish a system of data collection through observation, documentation, and child portfolios
- Analyze how to effectively integrate all domains of early learning in their daily schedules, lesson plans, and interactions.

NYS Core Body of Knowledge: Core Beliefs

- Children are born ready to learn
- Every human being is a unique individual, with diverse modes of learning and expression as well as interests and strengths
- Children are worthy of the same respect as adults
- Children's needs for shelter and for physical, intellectual, emotional, and social nourishment must be met for them to grow, develop, and learn to their fullest potential
- Children have the right to secure, trusting relationships with adults and to safe, nurturing environments
- Children learn through play
- Children construct their own knowledge based on their curiosity and driven by their interests. This active construction is facilitated by interaction with adults and children
- Children's learning is active and follows a recurring path: awareness, exploration, inquiry, and application
- Children learn best when exposed to and engaged in high-quality environments, interactions, and relationships
- Children learn best when the adults in their life work in partnership with one another
- All children and their families, regardless of their ethnic origins, value systems, faiths, customs, languages, and compositions, must be equally respected
- Families and children have the right to support systems that foster their growth and development
- Teaching and learning are dynamic, integrated, and reciprocal processes.

Cycle of Intentional Teaching and Learning



New York State Education Department

A Resource for Understanding the Relationships Between the State Standards and the Prekindergarten-3rd Grade Instructional Cycle

This resource offers teachers and leaders a structure for discussing the relationships and distinctions among learning standards, curriculum, instruction, and assessment within the context of prekindergarten 3rd grade.

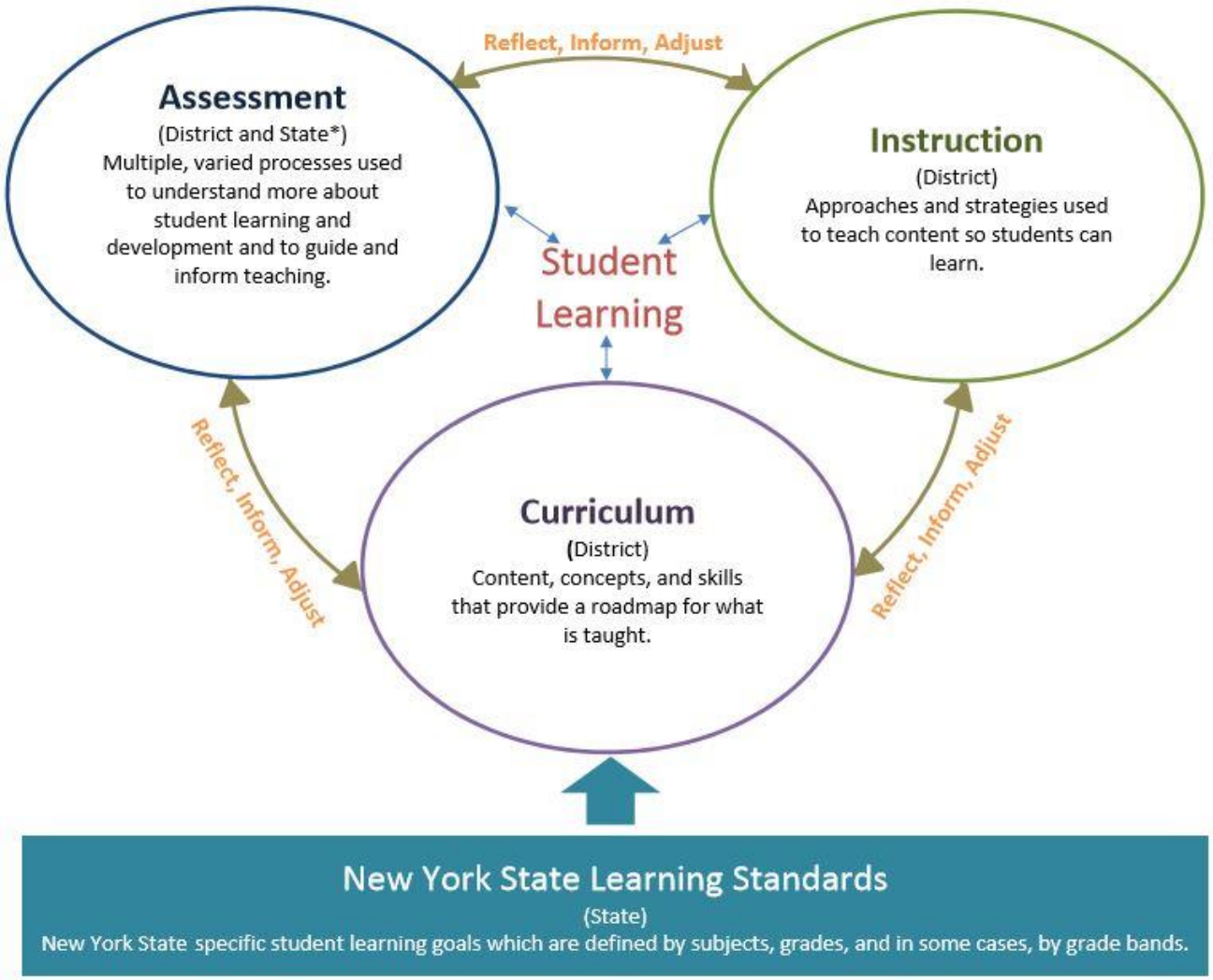
At the center of the model is student learning, surrounded by three elements that support the instructional cycle. The arrows signify the cyclical nature of teaching and learning and remind us that each element is connected and linked to the others. Importantly, the double arrows between student learning and the three elements remind us that students are active participants and at the core of the instructional process. Understanding who students are, what they know and are able to do are essential to providing instruction that is individualized, differentiated, culturally and linguistically relevant, and context based. At the base of the cycle are learning standards, which provide a framework for local curricular planning.

The back of this page provides narrative descriptions of each element, what they do and how they connect, and links to resources.

Alignment and Coherence

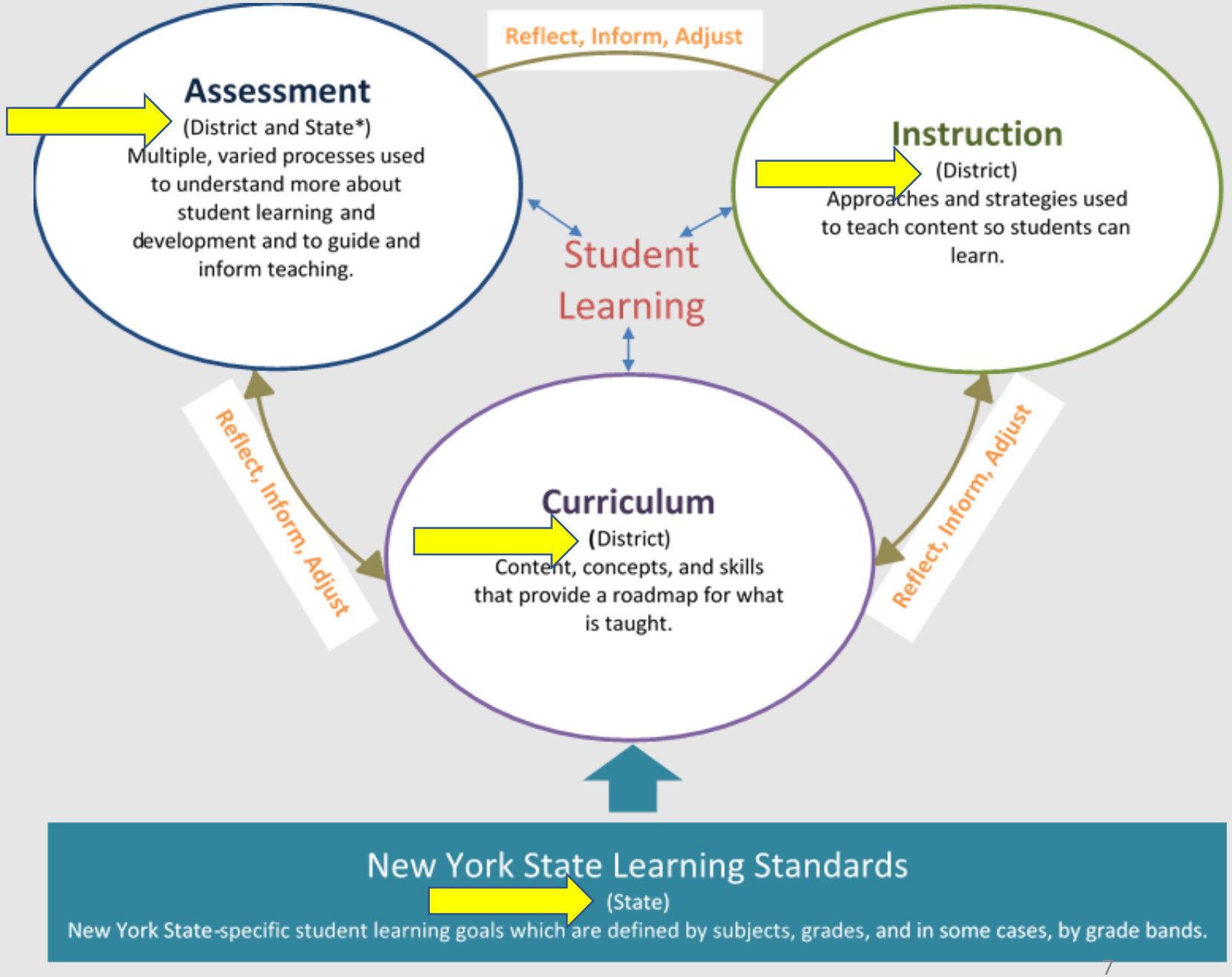
The elements depicted in the graphic work together in multiple ways and operate as a system. State learning standards provide a framework for districts to develop and vertically and horizontally align local curriculum. Curriculum, instruction, and assessment function together in an ongoing manner, where one regularly informs the other in a plan teach reflect adjust pattern to support student learning.

* State Assessments Grades 3 8 ELA and Math; Grades 4 and 8 Science



A structure for discussing the relationships and distinctions among learning standards, curriculum, instruction, and assessment within the context of prekindergarten – 3rd grade

- Cyclical nature
- Process of reflect, inform, adjust
- Individualized, differentiated, culturally and linguistically relevant, context-based
- Aligned and coherent



Students at the Center

Teams put students in the center of the design. This signifies many things, including:

- All students
- Whole child
- Diverse students

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Standards

Student learning goals defined by subjects, grades, and in some cases, by grade bands; the "**Where are we going**" or destination

- ❖Articulate a learning progression along a continuum
- ❖Provide a framework for local planning and development
- ❖Standards address ALL domains. Approaches to Learning, Physical Development and Health, Social and Emotional Development, Communication Language and Literacy, Cognition and Knowledge of the World
- ❖NOT designed as a lockstep progression of lessons or curricula since children's pace of development is not uniform

Curriculum

Content, concepts, and skills that provide a roadmap for what is taught; the "**what**"

- ❖Flexible design to meet unique needs of students
- ❖Cultural and linguistic contexts
- ❖Follow developmental sequence within content areas
- ❖Emphasize **robust**, **interactive**, and **integrated** learning experiences that encourage children's inquiry and problem solving
- ❖Address ALL domains of learning and development since they are intrinsically linked and mutually supportive

Curricula that narrowly focuses on basic skills or relies on drills or worksheets have little meaning to young children and should be avoided.

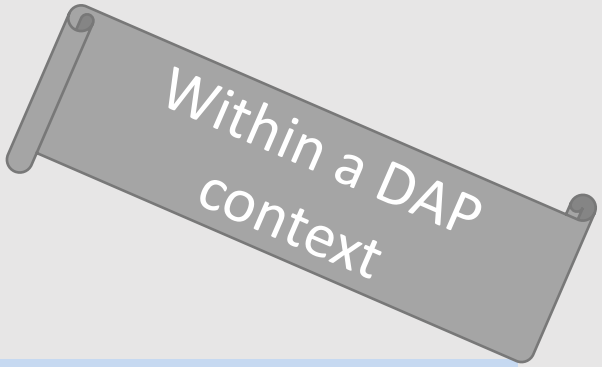
Instruction

Approaches and strategies used to teach content so students can learn; the "**how**"

- ❖Act of teaching to meet students where they are; outlined by curricula and guided by what is understood about individual students
- ❖Utilizes learning environments, interacting with students/connection, creating a classroom culture, fostering student engagement, embedding social/emotional supports
- ❖Hands-on practice and purposeful ***PLAY*** are vital instructional strategies for students to understand abstract concepts, hone skills, and for teachers to observe student learning and social interaction
- ❖Grounded in **child development theory** and **DAP**
- ❖Ongoing, cyclical and intrinsically linked to formal and informal assessment

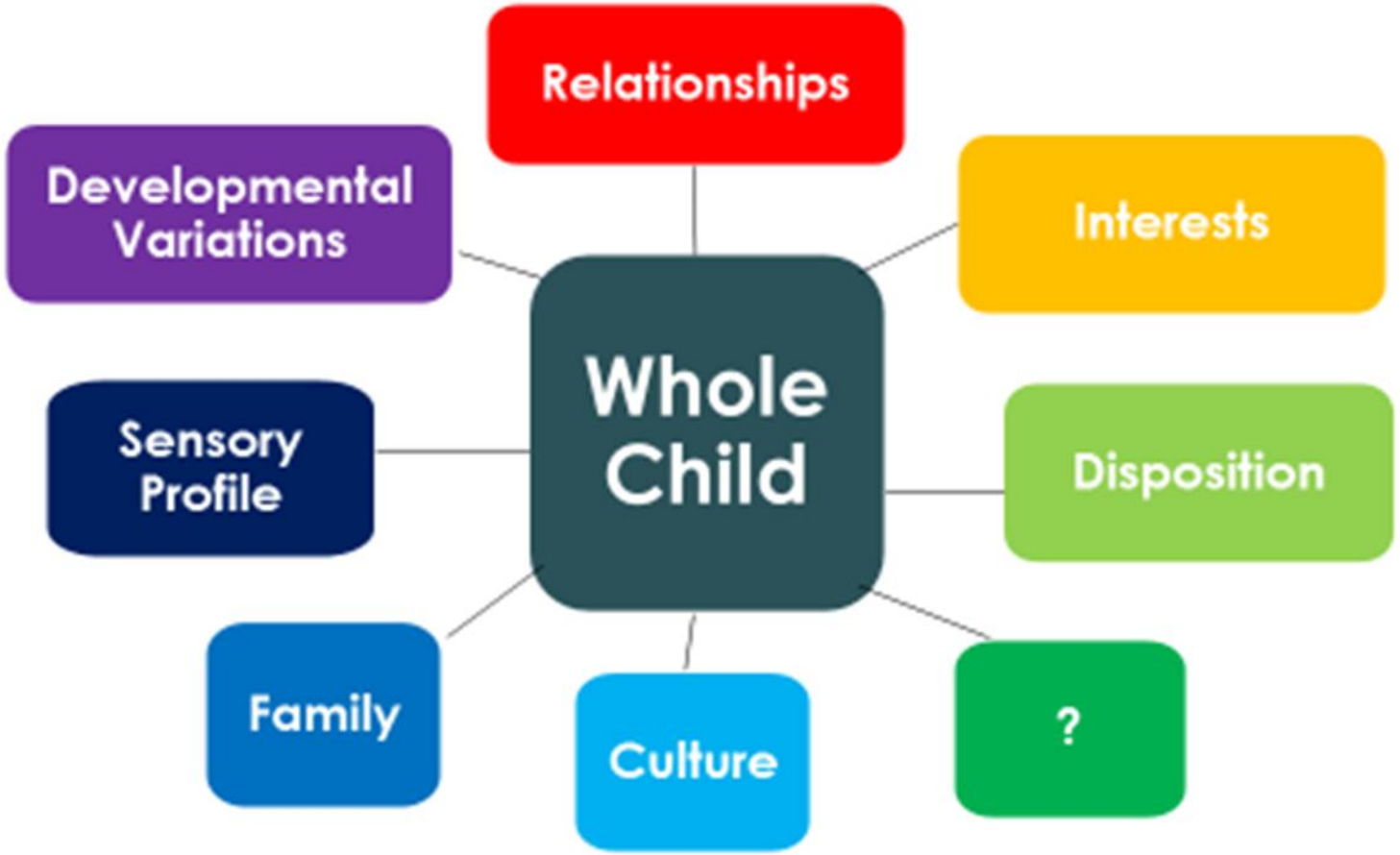
Teachers should embrace the role as the facilitator of learning with an emphasis on a child centered approach that integrates and fosters connections with all domains of learning. This can be successfully implemented through the use of interdisciplinary studies or units.

Assessment



Multiple, varied processes used to understand more about student learning and development and to guide and inform teaching, the "**where are we now**" and "**where should we go next**"

- Screening and diagnostic: is there a need and what is that need
- **Formative: ongoing methods to inform instruction and individualize goals and learning experiences**
  - **Observation, work samples, interaction to analyze student understanding and progression**
  - **Used to modify instruction, refine environment, provide feedback, connect with families**
- Summative: report about acquisition of knowledge and skills at end of prescribed term often to evaluate effectiveness (not typically used P-3)



What do you wonder about?

Developmental Domains

In addition to everything families and teachers observe about the whole child, we also pay attention to skill development within five developmental domains:

1. Physical Well-Being, Health and Motor Development
2. Social and Emotional Development
3. Approaches to Learning
4. Cognition and General Knowledge
5. Language Literacy and Communication

At the heart of it…

- These important practices begin by providing an environment and offering content, materials, activities and instructional strategies that are coordinated with a child's level of development and for which the individual child is ready.

Who are 5-, 6-, and 7-year-olds?

- Developmental growth patterns
- Classroom behaviors
- Curricular activities
- Expectations (Standards)

Yardsticks (3rd Ed.) Children in the Classroom Ages 4 – 14 (Chip Wood)

Five Year Old	Six Year Old	Seven Year Old
• Ready to begin learning manuscript printing; not always able to stay within lines • Can become stuck in repetitive behavior (for example, always drawing rainbows or flowers) for fear of making mistakes when trying something new	• Anxious to do well; extremely sensitive; severe criticism can truly be traumatic • When writing, find spacing and staying on the line difficult because they are more interested in process than product	• Have a strong sense of right and wrong, and concern for others leads them to sometimes tell adults about classmates' behaviors • Enjoy inquiry activities and hands-on exploration; often work well in "discovery" centers

Five Year Old	Six Year Old	Seven Year Old
• Use and interpret words in their literal or most basic sense; unable to think abstractly; “We’re late- we’ve got to fly!” means “We’ve got to take to the air like birds!” • Can sit and work at quiet activities for fifteen to twenty minutes at a time, particularly tasks with manipulatives such as pretend or real money, counting cubes, attribute blocks, and other concrete objects	• Enjoy working and playing in groups; engage in more elaborate cooperative and dramatic play • Better understanding of past and present, long ago and far away; can begin to understand real history matters	• Shows great interest in meaning of words • Increasingly able to share what they are learning and how they feel about it through verbal, written, and artistic reflections

Five Year Old	Six Year Old	Seven Year Old
• Often only see one way to do things; rarely see things from another's viewpoint • Think intuitively rather than logically; for example, "It's windy when the trees shake, so the trees must make the wind"	• Can be bossy, teasing or critical of others; bossy behavior is sometimes related to competition for friendships • Very motivated to learn; enjoy the process more that the product; beginning to value skill and technique for their own sake	• Like to repeat tasks; like to review learning verbally or frequently touch base in other ways with their teacher • Conscientious and serious about their schoolwork for the most part; don't like taking risks or making mistakes; can get sick from worrying about tests, assignments, etc.

Five Year Old	Six Year Old	Seven Year Old
• Find it hard to space letters, numbers, and words; using a finger a separator helps • Want verbal permission from adults; can pace themselves while doing a given task but may need to be released to move from task to task; before acting, will ask “Can I….?”	• Tend to complain frequently and use tantrums, teasing, bossing, complaining, and reporting on classmates to try out relationships with authority; need adult understanding but also clear boundaries and limits for acceptable behavior; it can be helpful to read books about teasing, etc. • Enjoy sharing things and sharing about things they like	• Like to work slowly and finish what they start; appreciate a “heads-up” that it’s time to prepare for transitions; may find timed tests troublesome • Enjoy memorization of poems, songs, chants, and cheers

Five Year Old	Six Year Old	Seven Year Old
• Reverse letters and numbers, either swapping positions, as in writing “ot” for “to” or drawing the letters themselves backward so that a “d” looks like a “b” • Learn best and express thoughts through active play, repetition, copying, and hand-on-exploration of materials such as manipulatives, clay, sand, and water	• Often more comfortable standing up to work, even at their desks • Like doing things for themselves; ready to try taking on individual and group responsibility	• Increasingly able to share what they are learning and how they feel about it through verbal, written, and artistic reflection • Like to collect, sort, and classify

Group Activity

- Identify the key messages on the group's assigned section and be prepared to share.
- Think about the key questions used to guide the introduction:
  - *Given the range in child development, is it appropriate to set Standards for young children?*
  - *How can Standards protect developmentally appropriate expectations and practices?*
  - *How can we support children with special learning needs?*
  - *Are the same Standards applicable for diverse population groups among children?*
  - *How can we support children who do not speak English?*

21ST CENTURY LEARNING SKILLS

COMMUNICATION

- Verbal, Non Verbal and Writing
- With Parents, Teachers, Peers, and the World
- By Talking, Letters, Email, Blogs, Social Media, Journals, Newsletters, Videos, Work

CREATIVITY

- Brainstorming multiple solutions
- Explore inspiration -nature, travel...
- Notebook for ideas
- Communicate ideas in new ways

COLLABORATION

- Working Together
- Solving Disagreements
- Using people strengths
- All ideas and people are heard
- Being respectful
- Goal Setting

CRITICAL THINKING

- Asking Questions
- Who wrote/said it
- Multiple Sources
- Facts vs Opinions
- What is important or missing

Why use play as an instructional strategy?

- Helps develop self-regulation
- Promotes the development of language
- Promotes cognition
- Promotes social competence
- Gives children opportunities to explore the world
- Provides children time to interact
- Helps children develop their symbolic and problem solving skills
- It give children time to practice their emerging skills

What's Your Play Personality?

The Joker

A person who loves to joke and make others laugh

The Artist/Creator

Enjoys creating and making things

The Explorer

A person who loves to explore something new or different, either physically or emotionally or mentally

The Competitor

Loves a competitive game with rules, and likes to play to win

The Director

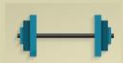
Enjoys planning & executing events, loves organization.

The Collector

Enjoys gathering interesting collections of objects and experiences

The Kinesthete

Someone who loves to move and push their body to see what it can do



The Storyteller

Loves to use their imagination to tell stories in writing, or in acting

www.encourageplay.com

Information from Play: How it Shapes the Brain, Opens the Imagination, and Invigorates the Soul by Dr. Stuart Brown & Christopher Vaughan

Using the Classroom Environment as an "Invisible Teacher"

- I welcome you to this exciting place.
- You are now part of a community that works, plays, and shares together.
- You are a very special, important member of this community.
- In this room, you will be an explorer, creator, and a scientist.
- You will find many ways to record and share your discoveries.
- You are a literate person who can already read and write.
- We are a community that always shows respect and compassion for one another and for all living things.
- We will celebrate one another's achievements.

Seeing Is Believing

- The High Quality Learning Project https://highqualityearlylearning.org/
  - Kindergarten Airplane Study
  - 1st Grade Bronx River Study
  - 1st/2nd Grade ICT Billion Oyster Project
- Seeing is Believing https://www.bankstreet.edu/graduate-school/professional-resources/seeing-believing/
- Newark Educators' Community Charter School DVD
  - 1st Grade School Study
- Newark Public Schools DVD
  - Kindergarten Name Study

Seeing Is Believing

- Buck Institute for Education: PBLWorks
  - 3rd Grade - The Tiny House: https://www.pblworks.org/video-tiny-house-project
  - Kindergarten – Taking Care of Our Environment: https://www.pblworks.org/video-taking-care-our-environment
  - Kindergarten Harvest: https://my.pblworks.org/resource/video/elementary_project_kindergarten_harvest
  - Explorer Elementary Student Projects: https://my.pblworks.org/resource/video/explorer_elementary_student_projects
  - Elementary Projects from Worms to Wall Street: https://my.pblworks.org/resource/video/elementary_projects_from_worms_to_wall_street
  - Kindergarten – Stray Animals: https://my.pblworks.org/resource/video/katherine_smith_school_kindergarten_project_presentation

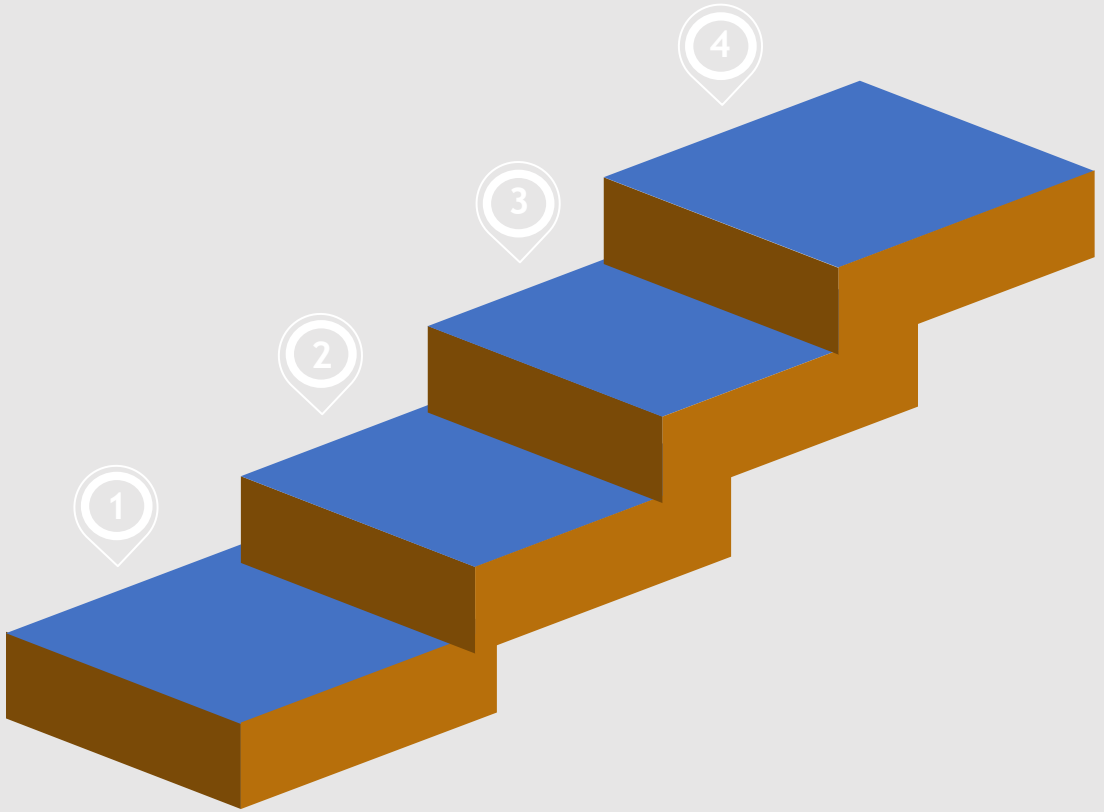
What are your next steps?

- Philosophy

- Mindset

- Self-reflection

- Supports/permissions



Next steps and questions?

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