



— EPISCOPAL —

**Children's
Services**

BELIEVE. ACHIEVE. SOAR.

ENRICHMENT PROGRAM
FUNDAMENTALS

Goals: Fundamentals

We anticipate that each participant will:

Reflect on their core values and beliefs regarding early childhood.

Learn about the essential elements needed for successful classroom structures.





Elephant in the Room

- Disconnected
- Uncertainty
- Tired
- Compassion fatigue
- Stressed
- Brain fog
- Burn out





Your why?

- We know that these past few years have been exhausting and while the world is in a much better place our bodies are still feeling the effects of 2 years of uncertainty causing a stress hangover.
- We know a few strategies that can help us through these phases of life which are self care, a sense of connectedness, and reflecting on our why.
- With that- we don't need anyone to share, but we do want each of you to reflect on how you are taking care of yourself. What are you doing to de-stress, and reconnect with your inner-peace. Also, how can you build the connectedness within in your center, and why do you show up each day to guide the lives of the littles in your classrooms?
- Research shows that a sense of connectedness within your workplace, as well as, a sense of connectedness to your purpose can result in a sense of purpose which ultimately navigates our happiness within our work day. We encourage you as a Team to have an open discussion about these concepts as a means to reconnect while putting your centers philosophy at the forefront of your daily interactions.
- We are eager to start working with you and look forward to working with you! 😊





Review essential fundamental elements needed for a successful classroom.

- Centers (Art, reading/writing, science, math, blocks, circle, dramatic play, sensory)
- Picture Labels – shelves, storage bins, etc
- Center Management System
- Classroom Rules- posted at children's eye level
- Daily schedule posted at children's eye level
- Steps posted for processes, ie. Handwashing, cleaning up after snack, cleaning up after center time, etc
- Lesson Plans
- Conscious Discipline Practices and CLASS connections





**CENTERS (ART,
READING/WRITING,
SCIENCE, MATH,
BLOCKS, CIRCLE,
DRAMATIC PLAY,
SENSORY)**



Centers **allow young children to learn in the most meaningful way, through hands-on play experiences**, which is why they're such a vital part of a high-quality preschool classroom.

When children are invited to explore centers independently, discipline problems may be reduced because they're able to practice self-regulation.

Student engagement increases when your students are allowed to choose their centers and explore hands-on activities at each center.



Centers are an important part of a classroom environment because:

Play is essential for child development.

They allow students time to engage in developmentally appropriate practice activities that are well thought-out and planned by the teacher.

They are either structured or non-structured activities that allow students to learn through their preferred learning modality (differentiated by the teacher for each student).

Students can practice skills that are being taught in the classroom. They get to observe, listen, questions, self-reflect and discover.

All skills are developed: (fine motor, gross motor, cognitive, oral language, sensory-motor, social and higher order thinking, social and emotional intelligence etc).

Students get to role-play different situations

Trial and error is appropriate in center situations.

Teachers can change the activities and materials when appropriate and necessary depending on the organization and planning.

Centers can be themed and follow thematic units that teachers plan according to what student's interest are.

Children are self-motivated and are excited about taking on a new challenge that they have chosen for themselves.

Children get to create, build and construct. They can build on previous knowledge and gain confidence in themselves.

Children gain self-esteem and independence



Art Center

Some great tools to include in this center are pipe cleaners, tissue paper, string, beads, play dough, markers, crayons, scrap papers, letter cutouts, tape, glue, buttons, extra plates and cutlery, napkins, paint, and Do A Dot Markers.





Block Center

Some great things to have in your block center are wooden blocks, Legos, people, animals, paper, pencils, loose tubes, loose cardboard pieces, marble maze pieces and marbles, felt pieces and fabric, wooden log pieces, Lincoln Logs, train tracks, vehicles, Duplo Blocks, Barbies/Dolls, magnetic board, and magnetic marble maze.



Computer Center

At this center, have one computer with a variety of educational games on it. Open-ended software programs encourage children to explore and extend beyond their thinking, computers offer another option for children, computers help bridge concrete and abstract thinking, and technology stimulates cooperative behaviors among children. Setting a consistent time limit for individual computer use is an essential step for this center's success.



Dramatic Play Center

This center should be frequently rotated based on the children's interest. In this example the center is an ice cream shop. Some other examples are a pharmacy, fire station, campground, vet, or beauty salon. Things are added and taken out often. This is a great center to include environmental print. It's important to associate this area with the specific interest of the children!

Reading Center

This is a very cozy center. For example, in this center, have pillows on the floor to allow children to stretch out and relax. You can also have a lamp and family pictures in frames.

Other things to include in this center are felt board and pieces, iPods with stories on them with the corresponding stories and headphones, books that reflect theme and interests of children, puppets, puppet books, finger puppets, and book buddies (stuffed animals that go with books).



LIGHT TABLE DISCOVERY

AT THIS TABLE, CHILDREN ARE LEARNING ABOUT VARIATIONS IN LIGHT AND DARK AND SPATIAL AWARENESS. YOU CAN USE TRANSLUCENT MATERIALS IN THIS CENTER LIKE MAGNATILES OR OLD GLOWSTICKS. LIGHT TABLES TEND TO BE A PRICELY BIG-TICKET ITEM. THIS EXAMPLE IS A BUDGET FRIENDLY WAY TO OFFER THE EXPERIENCE TO YOUR CHILDREN WITHOUT BREAKING THE BANK.



MATH CENTER

INCLUDE DIFFERENT TOOLS AND MANIPULATIVES THAT HELP STUDENTS WITH SHAPE, COLOR, NUMBER, AND PATTERN RECOGNITION.

SOME GREAT TOOLS TO INCLUDE IN THIS CENTER ARE: MAGNATILES, SORTING BEARS, SMALL GEOMETRIC SHAPES, DOMINOES, JOURNALS AND PENCILS, BOWLS, TRAYS, K'NEX, PUZZLES, LACING CARDS, TANGRAMS AND CARDS, STEM CHALLENGES, AND CONNECTORS.



Safe Place

Every Pre-K Classroom should have a designated quiet space where children can relax, unwind, and/or calm down from a traumatic experience. You can call this the Relaxation Center, safe place, Or other calming phrases. Ideas to incorporate in this center are emotion books, mirrors, sensory bottles, pillows, fidget toys, and calm down cards. Consistent expectations for this center are important to ensure success.



Some great materials for this center are shells, rocks, sticks, magnifying glasses, microscopes, animals, magnets, magnetic boards, trays, bowls, and tweezers. You can also include the sensory table in this center. Some teachers find it impactful to put the science center by a window to encourage creativity via viewing the outdoors! This is a great way for children to use tools to explore the natural world.



Science Center



Writing Center

Include books, paper, clipboard, journals, post its, sentence strips, word wall cards, name cards, greeting cards, envelopes, pencils, pens, and markers.

This is a center that teachers can always add to based on students' interests. For example: at Valentine's add valentines' cards. This is a great place to encourage writing!

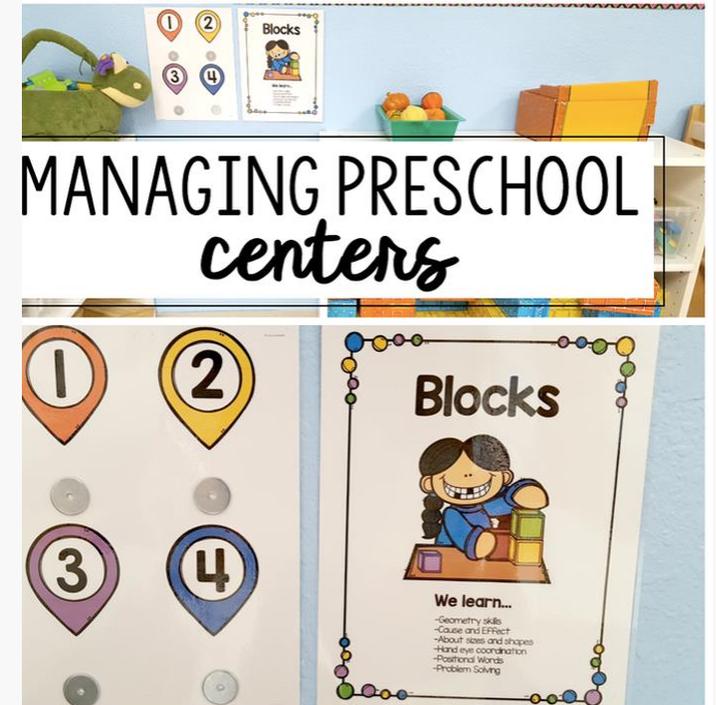
Picture Labels

- Labels on each end of manipulative tubs with a corresponding one on the shelf where it is stored, sets both the students and the teachers up for success at clean-up time.



Center Management System

- Let's set the scene for a moment... you just set up an epic pumpkin patch in your dramatic play center. It is complete with pumpkins (uh, I'd hope so), a wheelbarrow, leaves and rakes, a scarecrow, and...yes you get it- the center is AH-MAZING!
- So, what do all your children do when they arrive? They race to your homemade Pumpkin Patch! All 10 of them, in unison! You think, 'Oh, how nice this will be- the whole class playing together!' Then, reality sets in and all you hear is "No, I want to be the cashier!" and "Teacher, he just took my pumpkin!" and "OWW! Billy just hit me with the rake!" So much for playing together...
- The problem was there was too many kids in one area of the classroom. They couldn't play freely; they couldn't talk out what roles they were going to play because there was just too many of them!
- One thing to know about my classroom is that we are play-based. I never force students to go to certain centers, they are allowed to choose where they want to work and whom they might want to work with. That being said, the morning of the Pumpkin Patch they ALL happened to want to choose the Drama Center (of course they did- it is epic after all!).
- So, I had to come up with a solution that did not involve micro-managing their choices. So, here it is folks- the moment you've been waiting for... Wait, I am pretty sure this idea has been out there awhile, but it is working for me - so maybe it will work for you?
- Limit the number of kiddos in each center! I might have built this up a little too much...please accept my apology. BUT, it is working...really well!
- See those signs with numbers on them in the pics above? Yep, those are my little miracle workers, baby! I have some signs that allow 4 students to be in the center (Drama and Blocks) and some that allow 2 students (all the rest of the centers) at a time. Those little silver circles under the number? Washers (make sure they are magnetic!) that I hot glued to the laminated signs.





CENTER MANAGEMENT CONTINUED



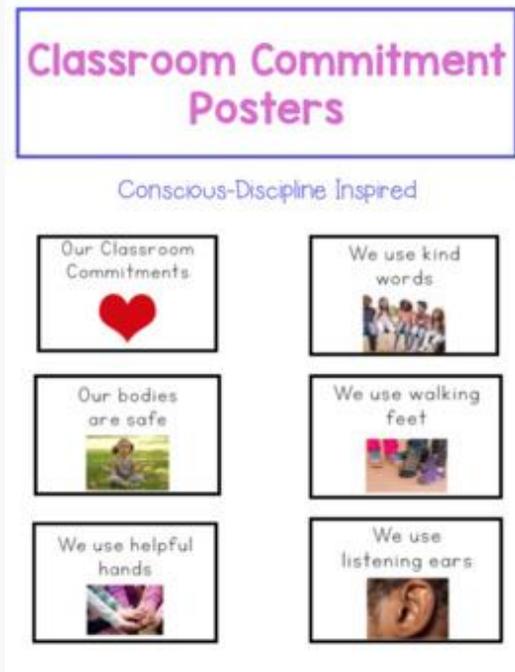
Classroom Rules

- When it comes to introducing early childhood classroom rules, it's best if the students join in on creating the classroom expectations. When students are a part of the rule making process, they are more likely to follow the rules because they have a sense of responsibility.



Classroom Rules-

- When wording the rules for your classroom, keep it positive. For example:



Instead Of...	...Say
No running	Walking feet only
No yelling	Inside voices only
Don't be mean to other friends	Use kind words

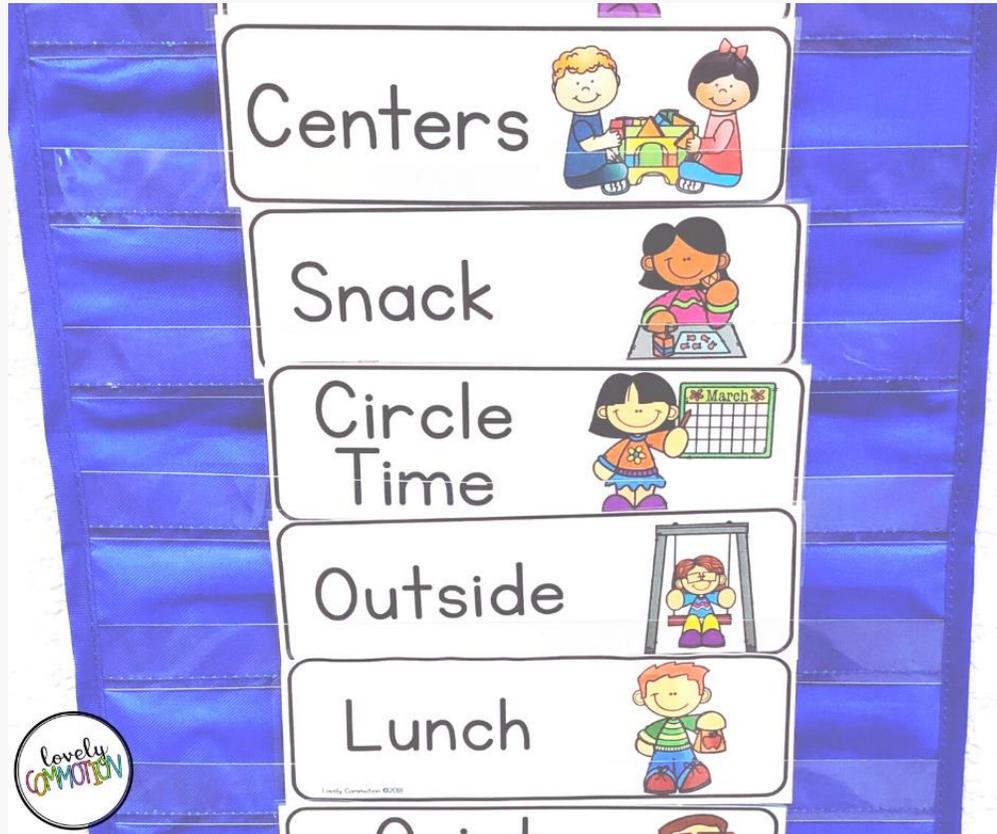


Daily schedule

- A visual daily schedule helps create a sense of safety by providing a predictable pattern and displaying it in an easily accessible way. It also helps build executive functions like prioritization, flexibility, and time management. Establishing a predictable flow to your day will help reduce conflict, uncertainty, and power struggles.
- Adults think in words; however, children think in pictures. Using pictures to show children what comes next provides the consistency and predictability their brains require in a visual form their brains can easily understand.
- Post schedules at Children's eye level.



Daily Schedule Cont.



STOP Time to Clean Up

-  Place art on the drying rack.
-  Throw away paint plate + napkin.
-  Go to the sink. Rinse paint brush. Refill water cup.
-  Wipe the desk.
-  Sit + wait to line up.



Steps posted for processes

(I.e. Handwashing, cleaning up after snack, cleaning up after art)

They influence a child's emotional, cognitive, and social development. They help children feel secure and comfortable. They help children understand the expectations of the environment. They help reduce the frequency of behavior problems



Lesson Plans

- The writing of lesson plans gives the teacher time to think about the class, the stage of development of the students, and allows for challenging but achievable goals to be set for the week.
- So, lesson plans are very important. Here are some of the reasons why:
 - Prepares the teacher for the coming weeks activities.
 - Allows the teacher to set challenging but achievable goals.
 - Allows for observation and reflection when designing next weeks lesson plans.
 - Allows the Director to monitor class progress.
 - Allows for a substitute teacher take over in a teacher emergency.
 - A lesson plan posted on the notice board allows parents to see what activities the children are experiencing.



Lesson Plan		For the week of: _____	
Theme: <u>Birds</u>			
Circle Time:			
Music and Fingerplays: Three Little Birds Read-Aloud Story: "Are You My Mother?" by P.D. Eastman Flannel Board Activity: Counting Little Birds			
Center	Activity	Description of Activity	Materials Needed
Art	Bird Nests	Children will create bird nests by tearing tissue paper to form nest and using ink pads and thumbprints to create eggs inside the nest.	Brown tissue paper Glue Ink stamps Construction paper
Writing	Feather Pen Writing	Children will dip feathers into ink for writing on paper.	Feathers Washable ink Paper
Math	Egg Carton Sorting Game	Children will sort plastic eggs by color into egg cartons.	Egg Cartons Plastic Eggs
Science	Bird Watching Sorting Feathers	Children will create their own binoculars to take on a bird watching walk later in the day. Real binoculars along with books and photos of birds will be set out on a table close by the window for children to explore. A variety of colors of feathers will be provided in a sorting tray for children to play with and practice sorting by color.	Binoculars Bird Books and Pictures Feathers Cardboard tubes Markers Yarn Glue Construction paper
Sensory	Water play with Plastic Eggs	The water table will be filled with water along with plastic eggs of various sizes.	Water table Water Plastic eggs
Block	Bird Cages and Birds	Wood and metal bird cages will be placed in the block area along with toy birds. Children will explore the cages, how to open and close the cages, and pretend play as desired.	Toy birds Bird cages
Reading	Bird Books and magazines	A variety of bird books, pictures, and magazines will be made available.	Bird books, Magazines, and photos



Let's look at some Conscious Discipline practices and make connections to the CLASS dimensions!

- Positive climate (Greetings and goodbye ritual, kindness tree, friends and family board, safe-keeper ritual),
- Teacher Sensitivity (safe place, greetings and goodbye rituals, Choices)
- Regard for Student Perspectives (safe place, kindness tree, friends and family board, greetings and goodbye rituals, meaningful jobs)
- Behavior Management/Behavior Guidance (Safe Place, Safekeeper ritual, Kindness Tree, visual routines, visual daily schedule, transition rituals, picture rule cards)
- Productivity (safe keeper, greeting/goodbye ritual, visual routines, visual daily schedule, transition rituals, meaningful jobs, choices, picture rule cards, lesson plans, material prep)
- Instructional Learning Formats (friends and family board, visual routines, visual daily schedule, transition rituals, picture rule cards, wish well board).



Family & Friends Board

Builds community and connection.
Links the home family with the
school family.

- Take pictures of children and their families during home visits, open house or the first day of school, or ask students to bring in a family photo. Put these images on a bulletin board titled “Friends and Family Board.” Add pictures of school staff the children will encounter. Update the images as needed.



Brain Smart Start

Four activities at the beginning of the day to promote an optimal learning state

1. The activity to **unite** as a School Family involves everyone doing something together. It builds connection, fosters a sense of safety and releases endorphins.
2. The activity to **disengage stress** involves deep breathing and stretching. It prepares the brain for cortical learning and turns off the stress response.
3. The activity to **connect** the students to the teacher and to each other helps to maintain focused attention and the motivation to learn. It also releases oxytocin, which promotes connection and reduces aggression.
4. The activity to **commit** oneself to learning involves affirmations and positive thinking. It produces serotonin, teaches responsibility, promotes mindful attention and develops the prefrontal lobe.



Greeting & Goodbye Rituals

The transition from home to school, and back home at the end of the day can be challenging for some children.

Position staff members at all points of entry and throughout the halls to conduct good morning rituals with children, especially those who seem to be having a difficult time transitioning to school.

Encourage struggling children to take a deep breath: "You're safe. You can handle this. Keep breathing."

Just as your morning greeting ritual provides a way to connect with every child and parent/guardian at the beginning of the day, your goodbye ritual sends each child off with the message, "You are valued. I'm glad you were here today."



Kindness Tree

Focus on kind and helpful actions operating on the Conscious Discipline powers of Attention, Unity, and Love

- Place leaves or notes on the tree to represent kind and helpful acts. Teachers and parents can notice these acts by saying, “You __ (describe the action) __ so __ (describe how it impacted others) __. That was helpful/kind!”



Transitions

- Transition times are important because **they can make the day seem smooth and well-organized, or rushed and unpleasant.** Allowing enough time so children make the transition gradually is the best way to avoid stressful situations.



1. Guess the Pattern

Place 10 items in a bag. I use blocks, bristle blocks, sorters/counters, crayons and markers- anything from the classroom! Bring 5 of each item. Begin a pattern: crayon, marker, crayon, marker, crayon...what comes next? Keep creating patterns until all children have washed their hands and had a turn. In a large Ziploc baggie place many items to use such as: 5 markers, 5 crayons, 5 each of blue, red, yellow and green bristle blocks, etc.

2. Shuffle Song Time*

This has been a favorite over the years!

- Make an index card for each of your favorite songs with a simple picture on each so the children can "read" it also!
- Make at least 5 cards. Laminate them for durability.

During a transition time, pull the cards out and begin shuffling them. Our kids love when I shuffle the cards while saying "Shuffle, shuffle, shuffle....." and then they all yell "STOP". Whichever card is on the top is the one we sing. Then do the next one.

Some to get you started:

Itsy, Bitsy Spider
Twinkle, Twinkle
ABCs
Head, Shoulders, Knees and Toes
Hokey Pokey
If You're Happy and You Know It

3. Make a Letter or Number

Bring a large piece of paper and some markers. Practice making either a specific letter together or they can make and name their favorite letter. You can also practice number making!



4. Mystery Bag

Show the children 4 or 5 items. Place one in the bag. Have one child feel in the bag and try to guess what it is without looking. Let each child have a turn while others wash their hands. We made a bag out of extra fabric and cut out and glued on a fabric question mark. Place about 15 items in this bag and store in your transition box or bin. You'll never run out of items for this great feely bag!

5. Counting Practice

Give the children a paper cup. Ask them to count out 5 pom poms into the cup. I use this as a transition activity while waiting to wash hands. 4 children do this and then wash their hands. I then have 4 more children have a turn. Between children, empty the cup and choose a different number for the next group of children to count into the cups. Time filler, one-to-one correspondence practice and counting practice all rolled into a 4 minute transition time!

6. Get the Wiggles Out

Finger play:

I wiggle my fingers and then my toes.
I wiggle my shoulders and then my nose.
The wiggles are gone--there are no more in me!
So now I can sit still...as still as still can be! Shhhhhhhh!

7. Time to Hop!

When transitioning to another activity, try hopping for a while first!
Let's hop to line up!
Hop on one foot and count 5 hops.
Then hop the rest of the way on two feet.
Let's hop to the bathroom.
Let's hop in a circle!



8. Whose Name is this?

Materials Needed: Premade index cards or colored paper--one for each child--with their first name on the front and their last name on the back.

(I have also made a 2nd set of these cards that has the children's photograph on the card. This helps children who do not yet recognize their name in print to see it in print!).

Use these cards for transition activities any time you need it!

Idea #1: Have the children sit down and tell them to stand up only when you hold up their name (use the cards based on their recognition level of their name--picture, first name, last name)

Idea #2: Each child comes up to you to take their first name tag when you hold it up and then sit back down.

You then hold up a last name card. If the child recognizes it, great!

If not, say the last name. The child whose name it is then comes to give you their first name card.

Ask them to say their full name or you say it.

That child then goes to the activity you are going to (the next activity, the bathroom, line up, etc.).



9. Which Letter Is This?*

Materials Needed: Premade sets of letters (2 sets).

Give each child a letter.

Place the matching letters on the floor.

Each child, one at a time, comes up and places their letter on its matching letter.

10. Lower & Upper Case Match*

Have the children match an upper case letter to a lower case letter.

11. Match The Numbers*

Give children matching sets of numbers (i.e. give 2 children the number 2, 2 children the number 3) and have them find their partner with the matching numbers.

12. Match The Dots*

Create cards with numbers and then cards with the corresponding number of dots. Have the children match their number to the set of dots.

13. Color Match*

Cut out different pieces of paper of different colors (2 sets of each color) for the children to match.

14. Shape Match*

Cut out shapes (either of the same or different colors)-make 2 of each shape-for the children to match.



15. Moving from One Area to Another

Thank you Missy from Salinas, CA for this idea!

After mid-morning snack, my preschoolers walk through the hallway, and then sit on the carpet for circle time. To help in the transition from A to B, I throw a rope from the snack to the beginning of our classroom (approx. 10ft).

I then tell the kids we're walking on the bridge over hot lava or a swamp filled with alligators. They really go along with balancing and getting to the other side without falling off the bridge. The carpet is the "safe" zone.

16. I Spy

Of course! I Spy with my little eye, someone wearing a shirt that has Mario on it. Who is that?

Yes, it's Joey! I Spy.....etc.!

Write different ideas for I Spy games on a large index card (so you don't run out of ideas!) such as "shoes, sneakers, shirt colors, hair color, eye color, square items, circle items, etc.).

17. Tong Time!

Thank you Rebecca from NY for this idea!

I purchased small tongs for clean-up time. Instead of telling the kids to clean up I just turn off the lights and put out the basket of tongs.

Once they each get a pair of tongs, we start singing our favorite songs while they use them to pick up the toys and put them away.

This is great for fine motor and the children don't even realize they are cleaning and not playing!

When we have a few extra minutes, after the kids get all the blocks cleaned up I will dump it out and we do it again, naming the color of the blocks as they drop them in the bucket!

The kids absolutely love this and it has made cleanup time so much easier!

18. What's Missing?

Bring 5 or 6 items with you. Show them to the children. They all close their eyes (or you cover the items with a paper towel!) and remove one item. The children open their eyes and as a group, say what's missing. Do this with 2 items, and then send a set amount of children to wash their hands. Continue playing the game until all the children have washed hands and had a turn.



19. Circle Time Transition Fun!

Thank you to Barb from Gilbert, AZ for this activity!

For transitions or children struggling to sit still, I use positional words and have the children stand up to act them out such as:

Shake your hands above you.

Shake your hands behind you.

Shake your hands under you (that is their favorite).

Sometimes I have the children jump up and down and count to a certain number. This helps to get the wiggles out while still learning important words as well as practice counting.

They love it and always laugh when we put our hands under us! I also have the children touch their body parts such as:

Touch your nose, elbow, ear, etc. We like to do this slow and fast as well and they think it is really silly!

20. Hand Washing Song

Thanks Sharon N. for this activity idea!

Wash, Wash, Wash your hands,

Wash the germs away,

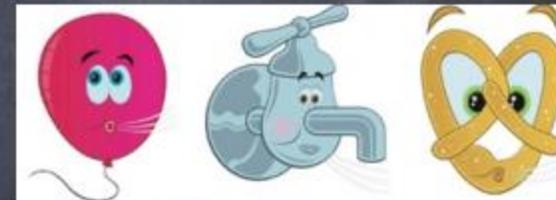
Wash, Wash, Wash your hands,

Wash them every day!



1: Composure

- "Being the person you want others to become."
- The brain functions best in safe environment
- "My job is to keep the classroom safe, Your job is to help keep it that way"
- Stress reduction/relaxation activities
- "Safe Place"





Drain

Extend arms out, pretending your arms are faucets. Tighten arm, shoulder, and face muscles. Exhale slowly making a "ssshhh" sound and release all your muscles, draining out the stress.



S.T.A.R.

Smile, **T**ake a deep breath **A**nd **R**elax. Encourage belly breathing where the tummy goes out when the air goes in, and in when the air goes out. Also help children learn to exhale slower than they inhale.



Pretzel

Standing up, cross your ankles. Now cross your right wrist over left, turn your hands so your thumbs are facing the floor, put palms together and interlace fingers. Bend your elbows out and gently turn your hands down and toward your body until they rest on the center of your chest. Put your tongue on the roof of your mouth. Relax and breathe.



Balloon

Place your hands on top of your head and interlace your fingers. Breathe in through your nose as you raise your arms, inflating an imaginary balloon. Release the air in the balloon by pursing your lips, exhaling slowly, lowering your arms and making a "pbbpbbpbb" sound.

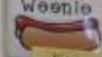
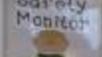
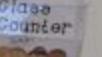
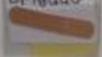
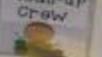
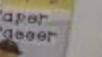






Job Board:

Our School Family JOBS

Isabelle S.T.A.R. leader 	E+Li Line Leader 	Dilana Door Holder 	Reo Caboose 
Seth Good-bye Wisher 	Madison Kindness Recorder 	Nik Greeter 	Evan Caterer 
Nolan Librarian 	Sonia Weather Wienie 	Taylor Message Minder 	Sawyer Calendar Cutie 
Brooklyn Message Pointer 	Kai Safety Monitor 	Averi Well Wisher 	Leah Class Counter 
Henry Paper Collector 	Band-Aid Brigade 	Jasen Clean-up Crew 	Kayleigh Paper Passer 



Ways to be helpful board:
(Acts of kindness, Bucket Fillers,
Superfriends...)



Closing

The items reviewed have been identified as the pillars in classrooms that tend to receive higher CLASS scores and quality outcomes.

We strongly urge you to have these fundamental elements present and consistently in play from day one to establish a classroom environment that runs like a well-oiled machine prior to our coaching beginning.

We are here to help you throughout this journey- so if you have any questions, don't hesitate to reach out.

