



Welcome to Shorter Than A Snooze: Quick and Effective Professional Development Activities for Early Childhood Teachers

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Questions &
comments
are invited



**Type your question in the
question pane.**

Quick Poll



What is your primary role in the lives of young children?

- Early childhood professional
- Administrator
- Professional development provider
- Other

Organization of Today's Webinar

Part 1:

Quick and Effective Professional Development Activities for Early Childhood Teachers

Part 2:

Questions and Answers

What Comes First?

	2-3 years	3-4 years	4-5 years	5+ years
Large Motor Skills	Jumps in place on floor with 2 feet together	Hops on one foot	Walks up and down stairs, alone alternating feet	Skips using alternate feet
Fine Motor Skills	Strings several large beads on a string	Builds a tower of nine small blocks	Copies a square using a crayon	Prints numerals "1" to "5"
Language Skills	Makes negative statements	Repeats at least one nursery rhyme. Can sing a song.	Tells the content of a story but may confuse facts	Few differences from adults language
Social Skills	Plays house, imitating basic domestic activity	Joins in play with other children and begins to interact with them	Dramatic play is closer to reality, with attention paid to detail, time and space	Plays simple table games such as Candy Land

Activities to Make EDU 144 Fun

Developmental Milestone Puzzle

	2-3 years	3-4 years	4-5 years	5+ years
Large Motor Skills				
Fine Motor Skills				
Language Skills				
Social Skills				

Oh Say, Can You See?



Clips for Practicing Observation, Documentation, and Assessment Skills



Pathways Awareness Foundation videos

Emotional Social Development	Health and Physical Development
Language Development and Communication	Approaches to Learning

Results Matter Video Library

These videos have been produced to help providers better understand ways to use observation, documentation, and assessment to inform practice. You can watch the clips online or download QuickTime versions of the videos for use in educational and professional development activities.



Video Categories
(Click on a category below to view a list of videos.)

[Early Care and Education](#)

» [Early Intervention](#)

[Just Being Kids](#)

[Clips for Practicing Observation, Documentation and Assessment Skills](#)

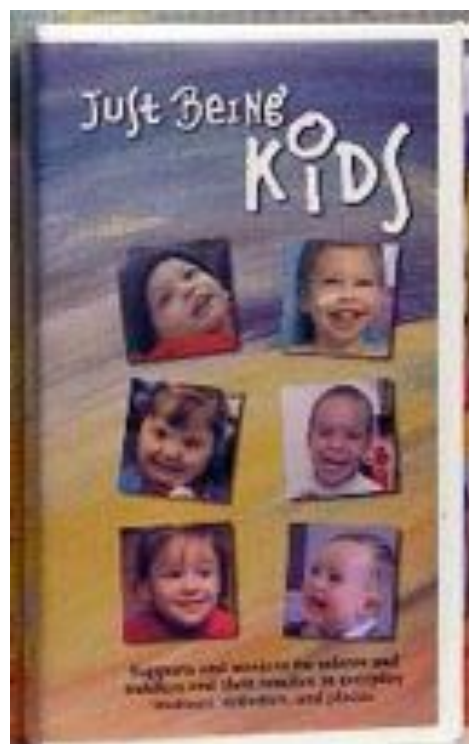
[\(View Only Practice Clips in Spanish\)](#)

[General Interest](#)

[Using Technology for Authentic Assessment](#)

[Practices Here and There](#)

[iPads In Early Childhood](#)



[Evan's Story](#) (Runtime: 10:00)

This vignette illustrates how a speech-language pathologist worked with 18 month old Evan's family at home and with the teacher at a child care center to work on feeding and communication goals.

[View Video](#) | [Download Video](#)



[Nolan's Story](#) (Runtime: 6:10)

This vignette illustrates how a physical therapist worked with the family using low-tech adaptations and household items to make bath time a fun, social, and enriching experience for almost three year old Nolan and his entire family.

[View Video](#) | [Download Video](#)

Oh See, Can You Say?



What are this child's strengths?

What does he like?

What does he find challenging?

Who are his friends?

What can you do to support this child's learning and development?

How could you change the environment?

How could you change the instructions?

How could you change the materials?

How could you change the topic?

How Many Concepts?

What domains of development can you support each time you share this song with a child?



How Many Concepts?



What else can children learn from re-reading a favorite children's book like *Goldilocks and the Three Bears*?

- Science
- Math
- Language and vocabulary
- Social studies
- Critical thinking

How Many Social-Emotional Concepts?

Book Nook

Using Books to Support Social Emotional Development



On Monday When It Rained
By Cherryl Kachermakster
Houghton Mifflin Company, 1989

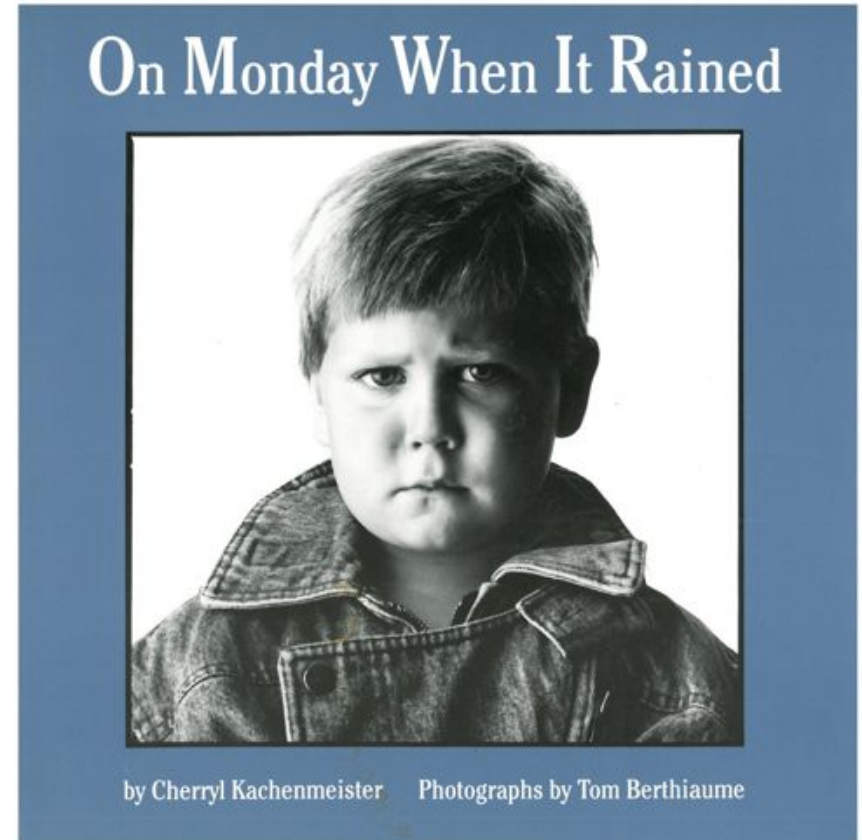
On Monday When It Rained is a great book for talking about feelings and emotions. The story is about a boy and what happens to him every day for a week. Each day, based on what happens, the boy talks about how it makes him feel. The pictures are very expressive and label a range of feelings and emotions (disappointed, embarrassed, proud, scared, angry, excited, lonely).

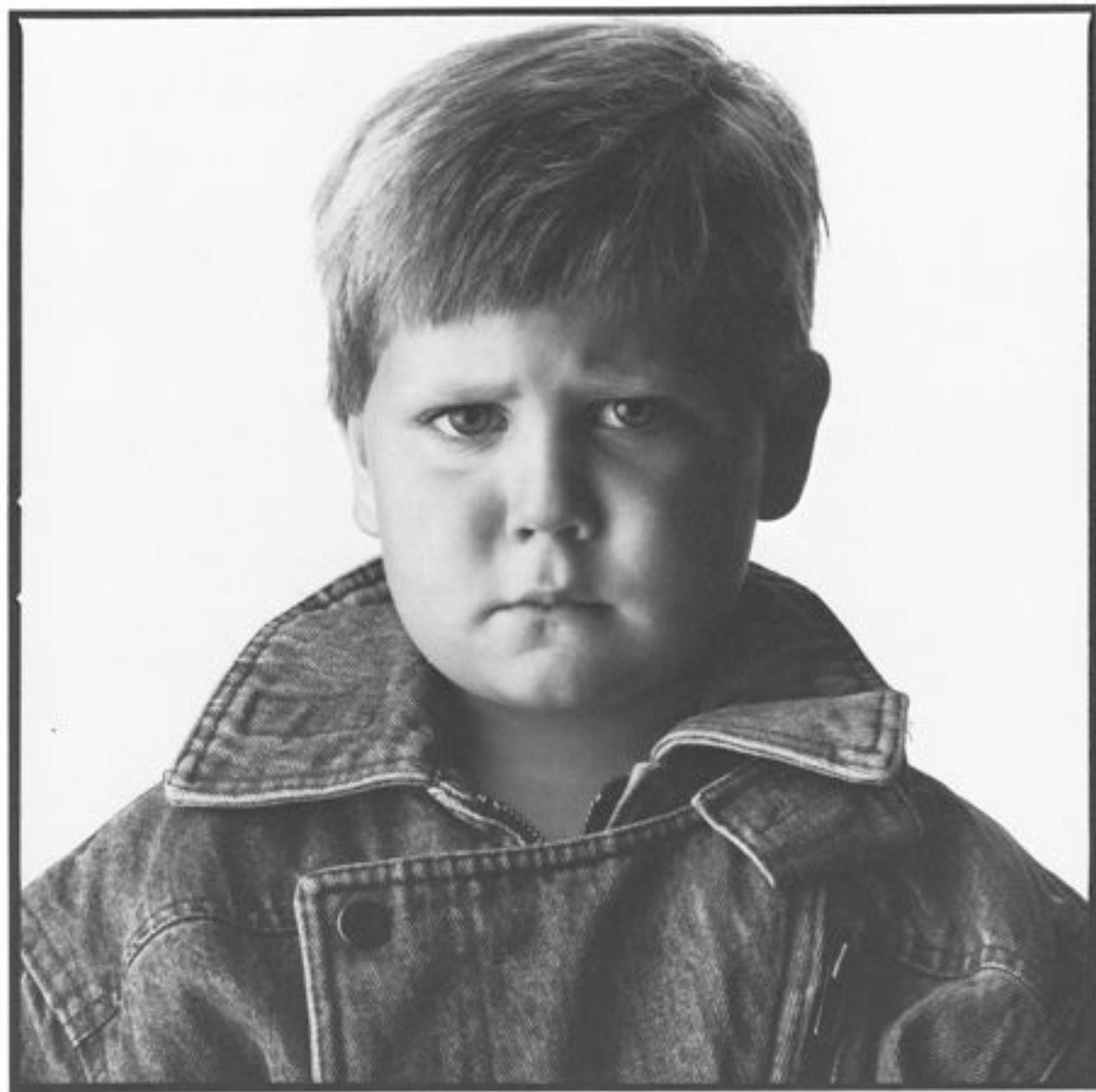
(Ages 3-6)

On Monday when it
rained my mother said
I couldn't play outside.

I wanted to ride my
new red bike with the
blue horn to my friend
Maggie's house.

I was . . .

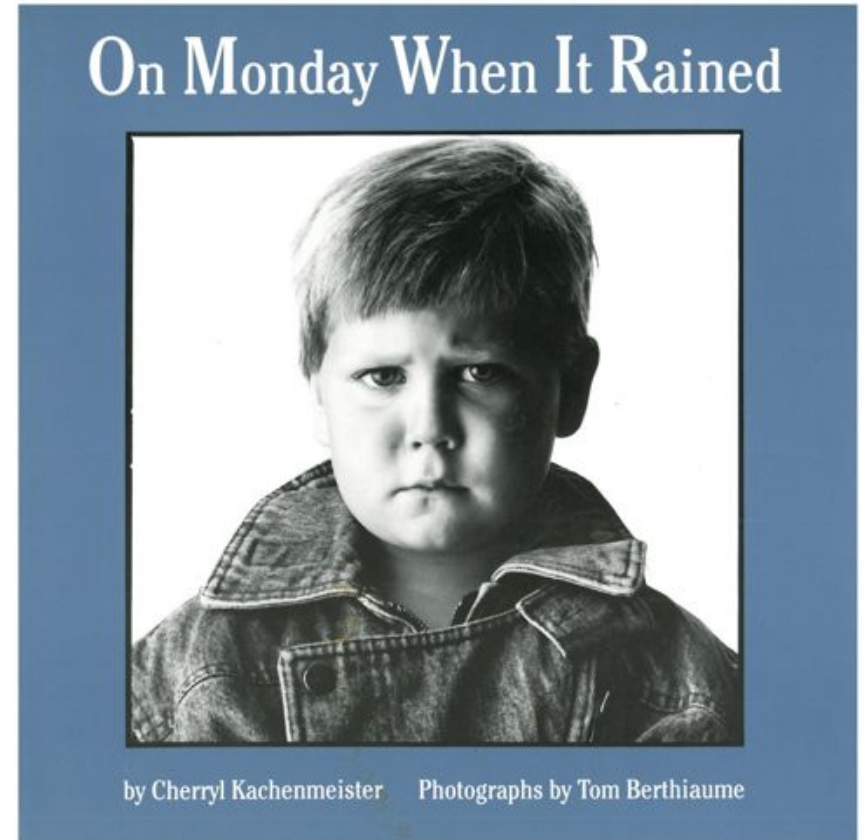




On Wednesday when I went to preschool we drew pictures of big animals in the zoo.

My teacher, Laura, said my elephant looked just like one she saw at the zoo last summer.

I was . . .





On Friday when I went to my cousin Janie's she wouldn't let me play with her new dump truck in the sandbox.

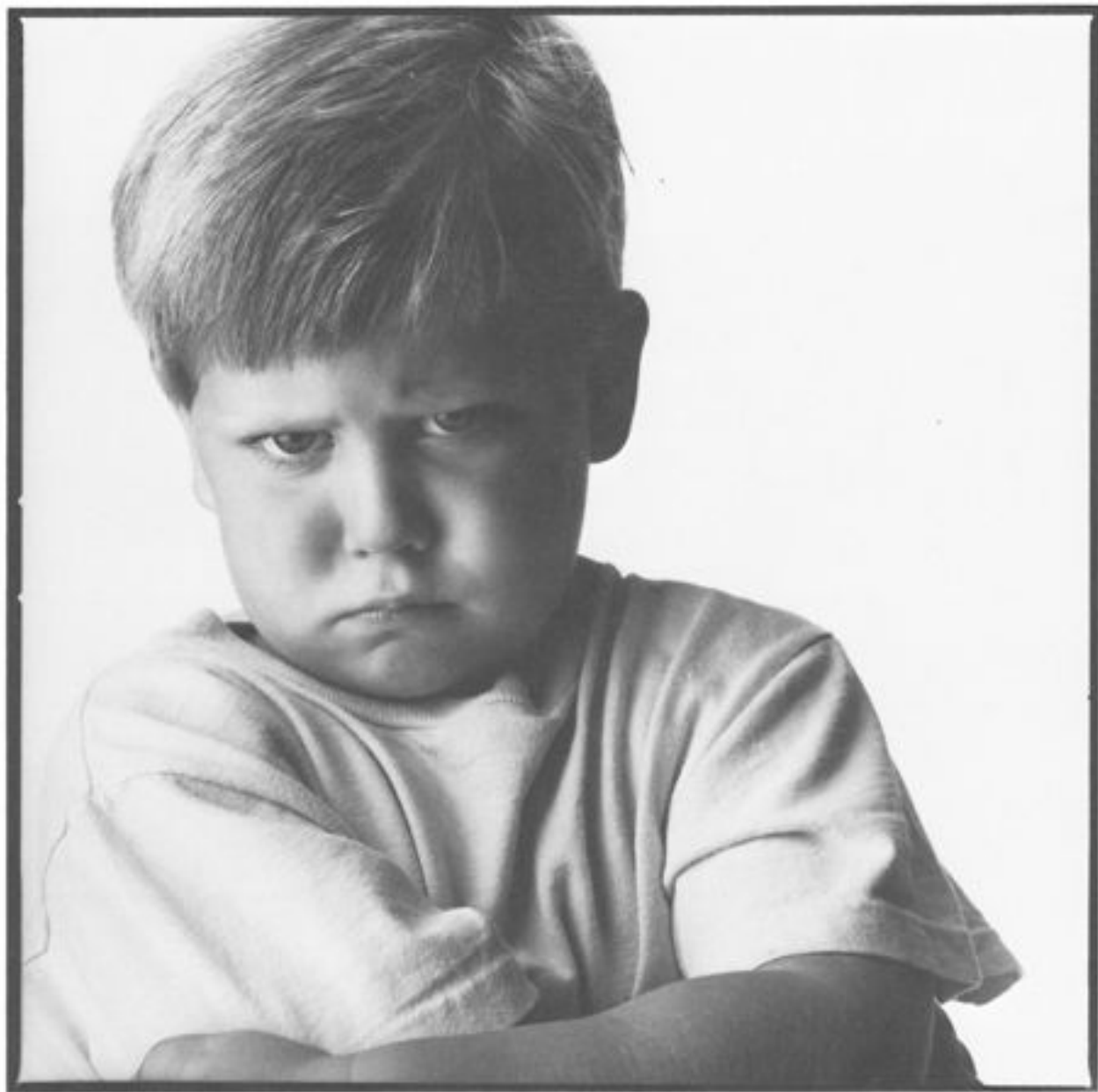
I always share my toys with her when she comes to my house and I have something new to play with.

I was . . .

On Monday When It Rained

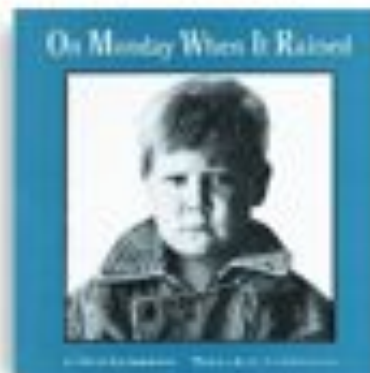


by Cheryl Kachenmeister Photographs by Tom Berthiaume



Book Nook

Using Books to Support Social Emotional Development



On Monday When It Rained

By Cheryl Kachenmeister

Houghton Mifflin Company, 1989

On Monday When It Rained is a great book for talking about feelings and emotions. The story is about a boy and what happens to him every day for a week. Each day, based on what happens, the boy talks about how it makes him feel. The pictures are very expressive and label a range of feelings and emotions (disappointed, embarrassed, proud, scared, angry, excited, lonely). (Ages 3-8)

Examples of activities that can be used while reading *On Monday When It Rained* and throughout the day to promote social and emotional development:

- While reading the story, pause after each of the day's events and ask the children how they think they would feel if that happened to them.
- While reading the story, have children talk about times that they felt disappointed, embarrassed, proud, scared, angry, excited or lonely. Also talk about times when you felt disappointed, embarrassed, proud, scared, angry, excited or lonely.
- Give each child a small hand held mirror and have them make faces representing the feelings as the little boy expresses different emotions in the story.
- Make a "feelings" collage by cutting pictures of different faces out of magazines and gluing them and other items such as sequins, glitter, etc.



Abyoyo by Pete Seeger
Macmillan, 1986 (2 pg) PDF



Big A! by Andrew Clements
Picture Book Studio, 1998 (2 pg) PDF



Guess How Much I Love You by Sam
McBratney & illustrated by Anita Jeram
Candelwick Press, 1994 (2 pg) PDF



I Can Share by Karen Katz
(10 pages) PDF



Llama Llama Misses Mama by Anna
Dewdney
Viking (2 pg) PDF



Baby Cakes by Karma Wilson; illustrated
by Sam Williams
Little Simon, 2006(2 pg) PDF



Glad Monster Sad Monster by Ed Emberley
& Anne Miranda
Little Brown and Company, 1997 (2 pg)
PDF



Hands Are Not for Hitting by Martine
Agassi
Free Spirit Publishing, Inc. 2000
(5 pages) PDF

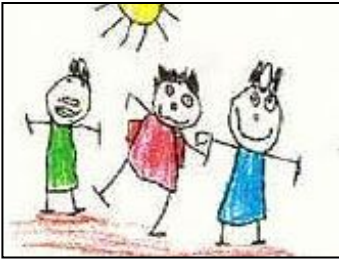


"I Have A Problem," Said The Bear by
Heinz Janischney
North-South Books (2 pg) PDF



My Many Colored Days by Dr. Seuss
illustrated by Steve Johnson and Lou
Fancher (16 pg) PDF

15 Minute In-Services



Collecting and using work samples



Expansions



Engaging Children in Conversations



Fostering Children's Thinking Skills



Zoning: Staffing to Maximize Learning



Asking questions

A Creative Adventure



T Y L E R I M T Y
L E R I M T Y L E
R I M T Y L E R I
M T Y L E R I M T
Y L E R I M T Y L

(don't be surprised)

See for Yourself/Find it Online



<http://www.tolerance.org>



SpecialQuest Multimedia Training Library

Early Childhood Inclusion Materials



I Wanna Be and More



Video Information

Playtime: 15-60 seconds each

Volume Title: Including Infants and Toddlers with Disabilities

Session: Adults with Disabilities: Creating a Long-Term Vision

DOWNLOAD

[ENGLISH](#)

[SPANISH](#)

I Wanna Be and More



<http://youtu.be/4sk2RAVgRSs>

How could you use a video like this?

- Discuss the knowledge, skill, and dispositions teachers need to help each child to achieve their goals?
- Discuss the professional partners who could help each child to achieve their goals (e.g., speech-language pathologists, physical therapists)?
- Discuss the likelihood of each child achieving his or her goals in segregated settings as opposed to inclusive settings?



Tipsheet categories are:



[Foundations of Inclusive Early
Care and Education](#)



[Social-Emotional Development](#)



[Program Planning and
Administration](#)

Click on a category to view a list of the topics covered. Select (click on) the **Tipsheet** titles to open an accessible PDF file. ([Download Adobe Reader here.](#)) Please be sure to check out the **Virtual Tool Kit** and **Selected Resources** links for each Tipsheet topic.



[Inclusive Early Childhood Education \(PDF\)](#)

- [Virtual Tool Kit: Inclusive Early Childhood Education](#)
 - [Selected Resources: Inclusive Early Childhood Education](#)
-



[Increase Access: Universal Design in Early Care & Education \(PDF\)](#)

- [Virtual Tool Kit: Increase Access: Universal Design in Early Care and Education](#)
 - [Selected Resources: Increase Access: Universal Design in Early Care and Education](#)
-



[Assessment Basics: From Observation to Instruction \(PDF\)](#)

- [Virtual Tool Kit: Assessment Basics: From Observation to Instruction](#)
- [Selected Resources: Assessment Basics: From Observation to Instruction](#)

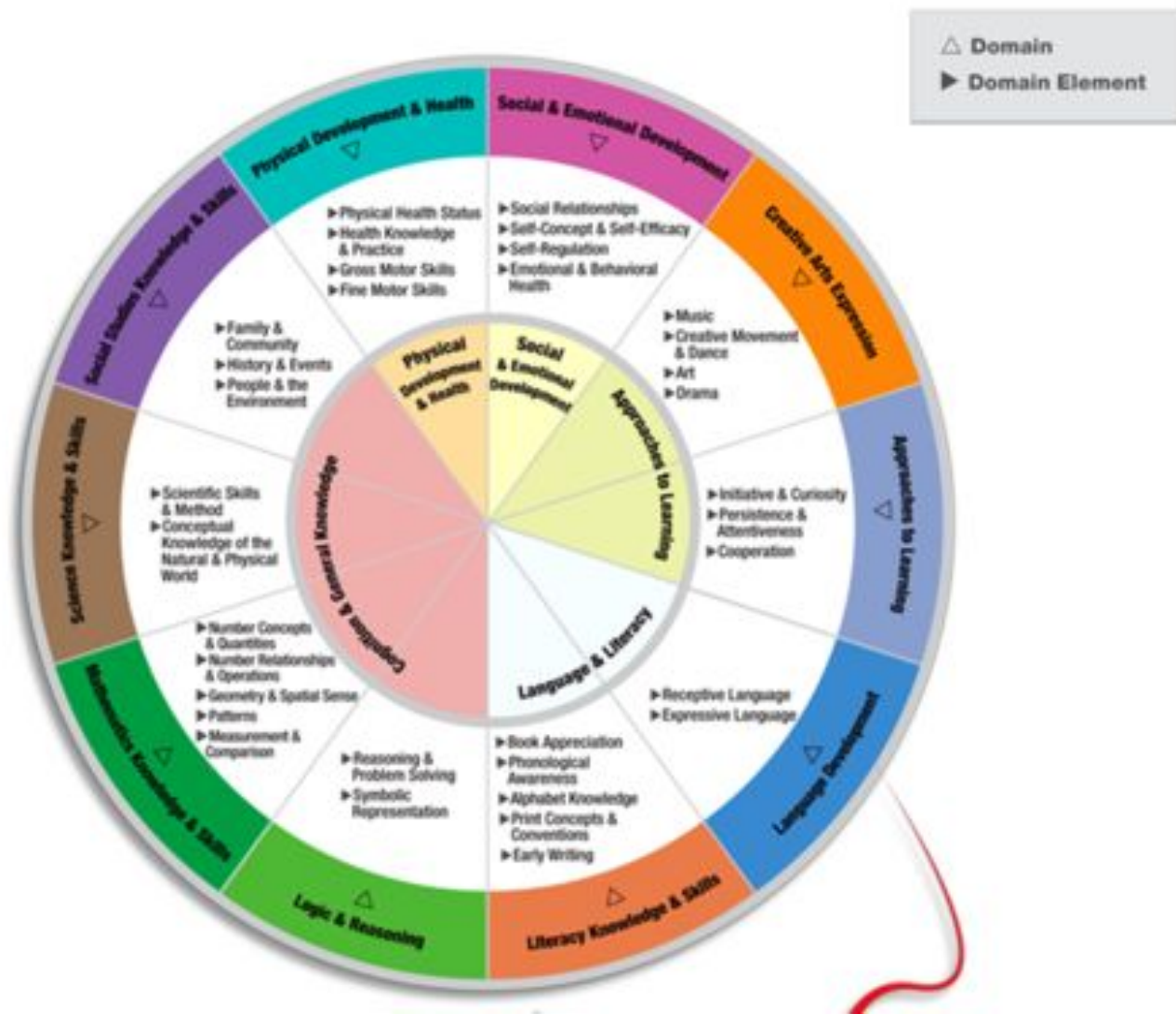
Find It Online

▶ School Readiness Goals

▶ Core Strategies to Promote School Readiness

Select any domain area to find strategies and resources for each domain element.

The Head Start Child Development and Early Learning Framework



The Head Start Child Development and Early Learning Framework

Creative Arts Expression

Creative Arts Expression refers to participation in a range of activities that allow for creative and imaginative expression, such as music, art, creative movement, and drama. The creative arts engage children's minds, bodies, and senses. The arts invite children to listen, observe, discuss, move, solve problems, and imagine using multiple modes of thought and self-expression. The creative arts provide ways for young children to learn and use skills in other domains. In the domain of Creative Arts Expression, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.

► Strategies to Promote Children's Expression Through Music

► Domain Element: Music

► Strategies to Promote Children's Expression Through Creative Movement & Dance

► Domain Element: Creative Movement & Dance




► Strategies to Promote Children's Expression Through Art

► Domain Element: Art

► Strategies to Promote Children's Expression Through Drama

► Domain Element: Drama

▼ Domain Element: Music

Title of Resource	Type of Resource	Notes
Rhyme Time  [PDF, 62.57KB]	Lesson	This lesson serves as an example of how teachers can observe, interpret, and record children's behaviors during music activity.
Name that Tune  [PDF, 46.20KB]	Lesson	The lesson is another example of how teachers can observe, interpret, and record children's behaviors during music activity.
Name That Tune--Handout  [PDF, 36.04KB]	Handout	This is a sample form for teachers to document assessment data.
A Head Start on Picturing America, Appendix C: Introduction to Art Station Activities & Tips [PDF, 456.27KB]	Guide	Teachers and family service workers can use these hands-on activities to engage parents and children with the Picturing America artworks.
A Head Start on Picturing America, Appendix D: Parent--Child Conversation Starters [PDF, 141.52KB]	Guide	Parents and teachers can use these suggestions to engage children in conversations about the Picturing America artworks.
Linguistically and Culturally Relevant Early Childhood Environments	Article	Teaching teams and other educators can use the guidance in this article to create a culturally inclusive classroom environment.
A Creative Adventure	Video	Teaching teams and parents can use this video to see techniques to support learning, as well as creative expression. The video demonstrates activities that allow children to use their imaginations and experience creative adventures.

Take Care of Yourself



Questions?



Quick Poll



What are you taking away from today's webinar?

- Lots of ideas and resources
- A few ideas and resources
- One idea or resource
- No new ideas or resources

Thank
you for
joining us
today



Want
more?

Camille Catlett

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- Custom designed sequences of professional development (1/2 day, full day, multi-day) to support knowledge acquisition and knowledge application
- On-site consultation and technical assistance
- Resource design and development

