

What it Looks Like When We All Come Together

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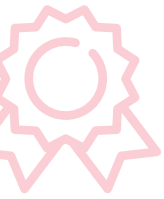
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ALL Students Proficient and Showing Growth in All Assessed Areas



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EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

- To assist in maximizing learning during whole group
- To examine ways to keep students engaged when coming together
- To make coming together meaningful



When Do We Come Together?

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Parts of the Day

- Morning meeting
- Whole group
- Literacy/ Math circle
- Closing circle
- Music & movement
- Story telling



Elements of Whole Group Meetings

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- Only last 10-15 minutes
- Developmentally appropriate
- Well defined teaching process (introduce, extend, close)
- Variations
- Developmental related materials and areas
- Accommodations for children with special needs



Morning Meeting

- Morning Meeting is an engaging way to start each day, build a strong sense of community, and set children up for success socially and academically.
- Each morning, students and teachers gather together in a circle for 10 to 15 minutes and interact with one another with intentional purpose.



Elements of Morning Meetings

<ul style="list-style-type: none">• Greeting• Sharing• Group activity• Morning message	<ul style="list-style-type: none">• Good morning or welcome song• Attendance• Review the schedule for the day• Make a plan





Whole group instruction is direct instruction using minimal differentiation in either content or assessment in which the entire class is provided the same lesson regardless of where any particular student is in his/her learning experience.

Elements of Whole Group

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- Tool for introducing new material
- Determines a baseline for learning and assessment
- Followed by small group focus



- The focus of basic literacy and reading concepts with groups of students.
- The focus of math concepts with groups of students.



- Print awareness
- Oral language development
- Alphabetic principle
- Phonological awareness

- Counting
- Addition and subtraction
- Measurement and data
- Geometry

End of the Day Routine

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A **closing circle** is a strategy for bringing a peaceful end to the school day. Students gather for five to ten minutes to do a debrief, maybe do an activity or two and then go on to dismissal—but it has a big impact on students' learning and behavior and the classroom climate.



Elements of Closing Circle

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- Review of the Day
- Sharing
- Introduce tomorrow
- Dismissal



Music and Movement

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Music and movement in preschool are integral aspects of the daily routine and can be incorporated easily at home, as well.

Using chanting, singing, and movement, preschoolers transition from one activity to the next, clean up their work/play spaces, and experience both lively and calm moments.



- Creating music with musical toys or building their own with natural materials and loose parts.
- Making music on the playground or in the classroom.
- Showing self-expression.
- Moving to different musical rhythms and tempos often as animals, such as elephants or birds.
- Teaching preschoolers simple dance steps to improve skills, such as coordination, balance and rhythm.
- Selecting different types of music to help improve children's concentration, encourage memory skills and expand their imagination.

- Participating in a group
- Social skills
- Express emotions
- Enhance self-concept by sharing music and dance of each other's culture
- Refine listening skills-noticing changes in tempo or pitch
- Awareness of movement and body positions

- Creativity and imagination
- Learn new words and concepts
- Explore cause and effect
- Develop large motor skills
- Improve balance, coordination and rhythm through dance and movement activities
- Improve small motor skills-learning finger plays and playing musical instruments

Traditional Storytelling

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- Telling stories is how humans traditionally pass knowledge from generation to generation.
- Engaging children in oral storytelling (without the use of a printed book) is also an effective teaching practice for oral language development.
- Storytelling is a special way of sharing ideas, language, and stories with children.



Elements of Story Telling

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- Setting
- Characters
- Plot
- Conflict
- Theme



Storytelling for preschoolers

Preschoolers are great storytellers, for better or worse. But how are all those tales about blue unicorns and scary "bad guys" benefiting them?



Language

Reinforces language development and helps build vocabulary.



Emotion

Allows them to express and explore different emotions and scenarios.



Imagination

Thinking up different parts of the story puts their creativity to work.



Sequencing

Helps them understand that every story has a beginning, middle and end.





A Different Perspective

Let's Do this One Time

How often do you regroup?

How often do you ask questions with very few responding?

How many behavior issues occur during your whole group?

“One, two, three all eyes on me” but there are many others more interesting nearby.

Better Way to Use A Whole Group Moment 24



- Welcome children to the classroom
- Introduce new materials
- Review social rules

<https://www.naeyc.org/resources/pubs/tyc/apr2020/circle-time-small-groups>



Calendar

Attendance

Colors

Shapes

Counting

Alphabet

Books





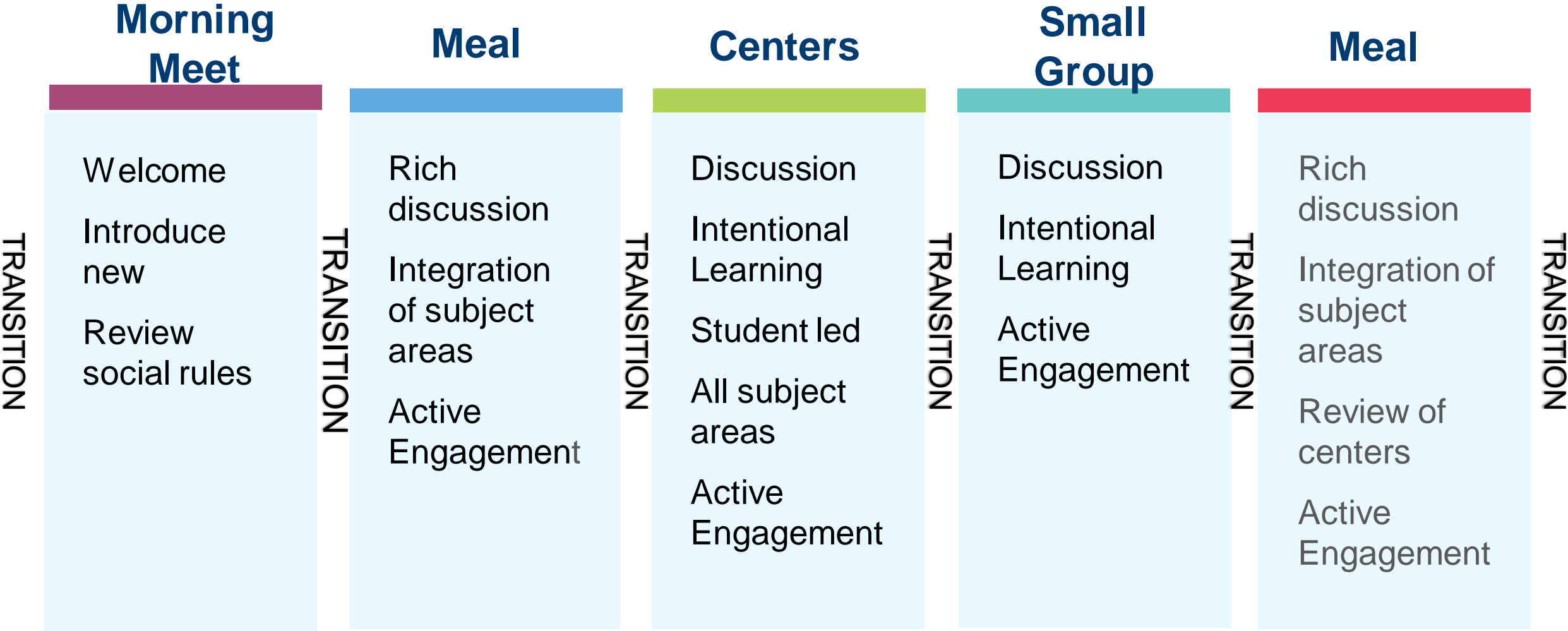
Working in Small Groups or Individually

- Differentiated learning
- Open-ended conversations
- Child-led activities



UTILIZE TRANSITIONS





How can I adjust my current use of whole group to be more effective?

How can I incorporate transitions to be more effective?

Do I need to adjust my daily routine to incorporate more learning moments?

Are my follow up of whole group moments effective?





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