



In the Art Area, I am learning...

- Fine and large motor development such as eye-hand, visual-motor coordination
- Using and experimenting with assorted art mediums
- Creativity/imagination
- Problem solving with materials
- Sharing of materials (playdough)
- New vocabulary words
- Cooperation
- Pride in work and self-expression
- Cause and effect (mixing different colors together or dry with wet ingredients)
- Independence and self-help skills
- Exploration with my senses

As a volunteer, I can support children by...

- Observing to see what materials the child is using
- Using the same materials along side of the child in the same way
- *Following the child's lead in using materials (remember it is the process that is important)*
- Commenting on how the child is working with materials (ex. "You painted with red on top of your paper and green under the red.")
- Asking the child to tell you about how he/she is using the materials
- Encouraging conversation by following the child's lead and asking "Why?" questions
- Describing what you see the child doing instead of praising child
- Assisting the child with putting on and taking off smocks
- *If you have any questions, ask the teacher.*



In the Block Area, I am learning...

- Balance
- Imagination
- Cooperation
- Language skills (communicating with others)
- Large muscle development when using the large blocks and heavier materials
- Representation through pretend play
- Math concepts such as measurement, algebra (patterning), sequencing, physics, (incline ramps, building towers, bridges) graduating sizes (small and large blocks, cars and trucks) geometry (assorted shapes)
- Problem solving and critical thinking
- Team work

As a volunteer, I can support children by...

- Asking a child about his/her plan (What will he/she build today?)
- Asking if you can help with a child's plan
- Getting on children's level if possible (ex. If the child is playing on the floor, sit on the floor with the child)
- *Following the child's lead (remember it is the process that is important)*
- Using materials in the same ways children do
- Taking time to notice and observe any safety issues, according to the classroom rules
- Encouraging children to solve a problem before giving the solution (ex. Ask a child, "What could you do to solve the problem?" to help a child to be successful)
- *If you have any questions, ask the teacher.*

BLOCK AREA



In the House Area, I am learning...

- How to take on the roles of others
- To develop social relationships/life skills and to master skills that

help me feel successful and increase my self-confidence

- Problem solving and negotiating skills through dramatic play
- Imagination and creativity
- Literacy skills, by using props such as menus, etc.
- Math skills, by sorting, ordering objects by size (small to large) and matching items when cleaning up
- Language skills
- To take initiative, plan and follow through
- To nurture by caring for baby dolls, pets, etc.

As a volunteer, I can support children by...

- *Following the child's lead (remember it is the process that is important)*
- Entering play as a character of the dramatic play (pretend to be the neighbor who knocks on the door and wait to be invited in)
- Asking child if you can join his/her play
- Letting child assign your role in the play
- Modeling eating, writing, reading, dressing up while playing
- Sitting at child's level (on the floor, or at the table)
- Engaging in back-and-forth conversation based on child's interests
- *If you have any questions, ask the teacher.*



Doing Large Motor Activities, I am learning...

- How to develop my large muscles
- To increase my coordination and muscle tone
- To develop confidence
- To become physically fit
- Spatial awareness
- How to take turns and other social skills

As a volunteer, I can support children by...

- Providing instructions to children that can be clearly understood
- Participating with the children on their physical level
- Allowing children to take the lead
- Observing children's abilities
- Respecting children's level of participation
- Acknowledging what children are doing as they move



In the Reading Area, I am learning...

- Stories have a structure—beginning, middle, and end
- Comprehension of language
- Eye-hand coordination
- Human diversity
- Letter sounds and rhymes
- Listening skills
- Sharing/cooperation in book sharing
- Sentence structure
- Print awareness
- Relaxation (self-soothing)
- Enjoyment of stories and books
- Vocabulary (author, illustrator)
- Creative storytelling

As a volunteer, I can support children by...

- Encouraging children to talk about what they see in the books and what they think will happen next
- Letting children choose books of their interest
- Observing, as children handle the books
- Asking children to use the pictures of a book to read the book to you
- Encouraging children to make up their own story ending
- When reading to children, showing them the parts of the book (ex. “This is the front of the book, this is the back. The name of this book is _____. The author is _____ and the Illustrator [the person who created the pictures in the book] is _____.”)
- Talking about a book and its pictures, as you share it with a child



In the Sand and Water Area, I am learning...

- Fine motor skills—eye-hand coordination
- Math skills—measuring, heavier, lighter, more, less, bigger, smaller
- Textures
- Language
- Problem solving
- Science concepts—cause and effect, changes in materials
- Properties of matter—sink and float, dry and wet
- Social skills—cooperation, sharing, interacting with peers

As a volunteer, I can support children by...

- Assisting children in filling or emptying the sand or water table
- Commenting on how children are using materials (ex. “You used the shovel to cover your hand completely with the sand.”)
- Encouraging children to help themselves in putting on or taking off smocks—assist children when needed
- Encouraging children to be safe with the sand (ex. “Keep the sand in the table. Keep it low away from other children’s eyes.”)
- Following the child’s lead (remember it is the process that is important)
- Helping children notice changes that occur (ex. “When we mixed the water with the dry sand it became wet.”)
- Imitating what children are doing
- Using materials in the same way along side of a child
- Using new vocabulary words like wet, dry, bigger, smaller, more, less, floats, sinks to the bottom, etc.



During Meal/ Snack Time:

- Get children ready by helping them wash their hands before eating
- Assist children as they pass the food around the table
- Allow children to serve themselves
- Encourage children to try new foods
- Direct children to help themselves to at least one of everything being offered
- Encourage children to open the milk container and pour the milk half way in their cup
- Help children set the table or get their own plate, utensils, napkin and cup before they are seated
- Converse with children about their interests

As a volunteer, I can support children by...

- Sitting with the children at the table
- Eating with the children, modeling good food habits by trying everything being offered
- Talking with children about their interests, what they did today at school, etc.
- Assisting children in serving themselves and passing the serving bowls
- Directing children to discard their plate, cup, and utensils in the trash when they are finished eating
- Encouraging children to help clear off the table when everyone is finished eating



In the Toy Area, I am learning...

- Classifying and sorting
- Counting
- Experimenting

- Eye-hand coordination
- Making choices and planning
- Measuring
- Patterning
- Problem solving
- Shapes of objects
- Spatial awareness
- Whole/parts of things

As a volunteer, I can support children by...

- Using vocabulary that describes what I see the child doing (stacking, counting), position (above, below, next to), patterns, weight, sequence (first, next, last) etc.
- Commenting on how the child is using materials
- Encouraging the child to problem solve by providing a strategy (ex. Child is having problems with figuring out where to put a puzzle piece. Comment: "Oh, I see blue on this puzzle piece. I wonder what would happen if you turned the piece around this way. Do you think it will fit?")
- Encouraging use of materials to develop fine motor skills (stringing beads, lacing boards, etc.)
- Using materials with children in ways that they use them
- Assisting a child that may be frustrated— help him/her get started with an activity
- Describing how to do something a child is having difficulty with (ex. "Put the cookie cutter on top of the playdough and press down to make a circle shape.")
- Talking about how the child could solve the problem ("I wonder what would happen if...")



In the Writing Area, I am learning...

- Fine motor skills such as eye-hand coordination
- Meaning of symbols
- Awareness of different languages
- Better understanding of forming messages/communication through spoken language
- Phonological awareness (letter sounds)
- Progression along continuum of scribbling, drawing and printing
- How to write by scribbling, drawing, making some letters, and printing

As a volunteer, I can support children by...

- Observing children, to learn what writing materials are being used and how they are using the items
- Letting children practice their way of drawing, scribbling, writing letter-like shapes, (backward/upside down letters, etc.)
- Asking children to talk about what they have written (ex. "Read me what you wrote.")
- Referring children to Letter Link pictures, if they ask about how a letter looks or sounds
- Letting children choose what they want to write
- Supporting and accepting the various ways children begin to write



What children learn in Large Group Time...

- Cooperation, problem solving, making choices
- Working as a group, making friends
- Other children's names
- Exploration of space with their bodies
- Awareness of their bodies and space

In Large Group Time...

- Children and adults participate together
- We play for 10-15 minutes
- Time together as a group contributes to building a sense of community
- Requires space to allow children and adults to move without being congested
- Adults should participate on the children's level
- Adults provide ideas and materials to get things started

As a volunteer, I can support children by...

- Interacting with the children by participating in the activity at their level
- Copying children's movements
- Providing children with choices (ex. "You are moving your arms slowly. How else can you move them?")
- Allowing children to take the lead (ex. "Show us how you move your body.")
- Providing props and materials to encourage children's active movement

LARGE GROUP



What children learn in Small Group Time...

- Problem solving, making choices, social skills, and critical thinking

- Working with different classroom materials

In Small Group Time...

- Same group of children meets with same adult
- Group meets for 15-20 minutes each day
- Activities are planned beforehand and materials are organized and ready
- Adults provide each child with own set of materials
- Adults introduce materials, equipment or action to get things started

As a volunteer, I can support children by...

- Providing enough time for children to explore materials
- Observing how children use materials
- Encouraging children to extend their ideas as they work with materials
- Having additional materials available to extend the children's learning
- Listening to what children are saying
- Moving from child to child and engage in conversations
- Referring children to each other for problem solving
- Describing how children work with materials (ex. "I see you made a pattern with the blocks. You used red, blue, red, blue, red and blue.")
- Giving children advance notice that the activity is coming to an end
- Helping children with clean up and putting materials away
- *Using materials with children in the same way children use them*

SMALL GROUP