





Restructuring the Preschool Morning Routine for Student Success

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A Culturally Appropriate Preschool Curriculum for American Indian Children

- A CULTURALLY APPROPRIATE PRESCHOOL CURRICULUM FOR AMERICAN INDIAN CHILDREN
- A balanced approach to preschool that nourishes children's wonder and creativity with an evidence- and standards-based curriculum
- Addresses American Indian learning styles and is culturally relevant
- Inclusive of families, with a strong family engagement component
- Focused on school readiness and language/literacy development

Some facts about CIRCLES

- It's good quality early childhood practice regardless whether the classroom is Indian or Anglo
- It has been developed over time
- It takes the best practices of FACE Preschool and marries with evidence-based and cultural practices
- It takes the recurring issues of FACE seen through TA and addresses:
 - Small Group Time
 - Inconsistent routines with interruptions
 - Recall and review

What's different about CIRCLES:

- A consistent way of planning children's morning routine
- A sequence within that morning routine that flows
 - Reduces transitions
 - Builds on a big idea
 - Focuses on optimum learning time for children
- A sequence that allows for flexibility and catch-up if children are late
- A Small Group Time and Work Time that is reflective of individual children's approaches to learning and learning styles

What's intentional about CIRCLES:

- The "prescribed" morning routine
- The "open" afternoon routine
- Built in language strategies throughout the morning routine (this will be played out more in the Language & Literacy Book

What might be controversial?

 A time for teachers to model, demonstrate, or show children – "Watch me, then you do"

CIRCLES: Morning Routine

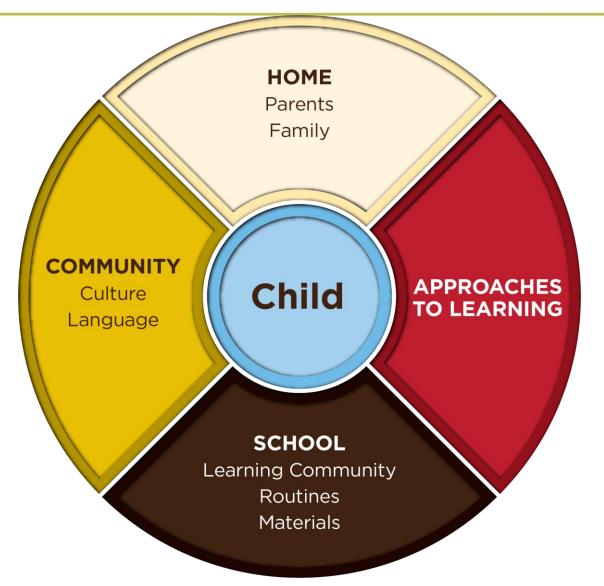


Routines in Preschool are designed to provide children:

- A sense of security and predictability
- A sense of time and sequence
- A variety of experiences
- A social atmosphere for play and problem solving
- Times to work alone and in groups
- Times to plan and reflect experiences
- Times to use big and small muscles
- Times to wonder, explore, experiment and inquire

CIRCLES® Curriculum Frameworks





Children are the center of their learning.

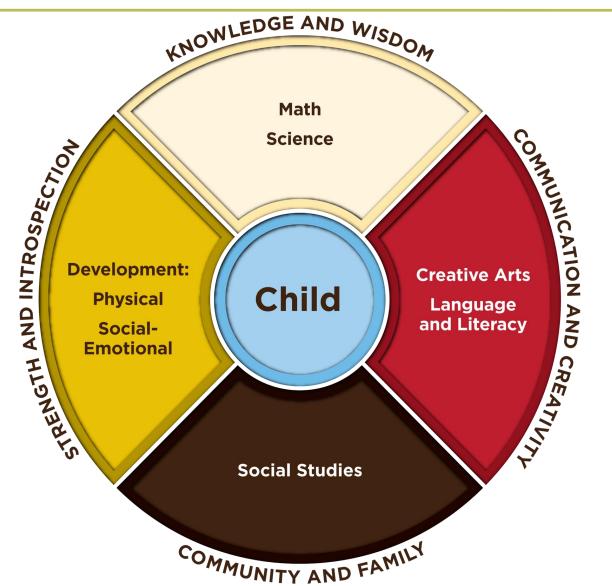
They learn best within communities inclusive of home culture, Native languages, and families.

They thrive in schools that respect and embrace children's families, homes, and communities.

They excel in classrooms with predictable routines, plentiful materials, and engaged learning; guided by standards, research, and ongoing assessment.

CIRCLES® Curriculum Frameworks





Children develop and learn within seven developmental domains:

- Language & Literacy
- Math
- Science
- Social Studies
- Physical Development
- Social Emotional Development
- Creative Arts

American Indian children learn within common philosophies of Native culture:

- Knowledge & Wisdom
- Communication & Creativity
- Community & Family
- Strength & Introspection

CIRCLES® Curriculum Frameworks





Children learn best when teachers recognize students unique learning styles, and when they use variety of teaching strategies to address those learning styles:

- A global "big picture" view.
- Visual models or demonstration.
- Allowing time for reflective learning – being silent and watchful; exploration and experimentation; sometimes verbal but often not.
- Working in collaborative groups.
- And sometimes working alone.

CIRCLES® Culture & Learning Styles



BAL - VISUA Watch ate/ Listen — Think -Child Observe/ Support "Do" Teache

Observe/

Support

REFLECTIVE - INDIVIDUAL

ent/

er

Culturally relevant

 Native language preservation/dual language learners

Addresses AI/AN learning styles*

- A global or holistic style (seeing the whole before the parts) – for organization of information
- A *visual* style (a model or demonstration) for mentally picturing and representing information
- A *reflective* style (watching and thinking about) for processing information
- A collaborative style (working with others in small or large groups) – for completing tasks

*Hilberg & Tharp (2002) Theoretical Perspectives, Research Findings, and Classroom Implications of the Learning Styles of American Indian and Alaska Native Students

CIRCLES® THE CURRICULUM ELEMENTS



- 1. Culture & Learning Styles
- 2. The Teaching Strategy
- 3. Classroom Environment
- 4. The Morning Routine
- 5. Language & Literacy Skill Development
- 6. Planning for Children
- 7. Family Engagement



Sample – What doesn't work?



Times	Current Daily Schedule	New CIRCLES Schedule
7:30 – 8:00	Arrival	7:30 - Arrival
8:00 – 8:25	Breakfast and transition to classroom	8:00 - Breakfast
8:25 – 8:35	Circle Time	
8:35 – 9:15	PACT Time	
9:15 – 9:30	Small Group Time	
9:30 - 10:00	Library M, Th; PE T; Culture W	9:30 - Specials
10:00 - 10:45	Work Time	
10:45 – 11:15	Lunch	10:45 Lunch
11:15 – 11:35	Walk and Outside time	

CIRCLES® The Teaching Strategy



- Teacher: Demonstrate/Model
- Children: "Watch-then-do"
- While children do Teacher observes/supports
- Children experiment and explore, work on their own
- Teacher supports, prompts and listens
- Children reflect/share (verbal and non-verbal)

CIRCLES® The Teaching Strategy



What Teachers Do	What Children Do	Learning Style
Demonstrate or model	Watch (listen, think)	Provide a global/holistic view A visual model
Watches and supports (but does not hover or guide); Listens and prompts occasionally	then do. Uses trial and error; experimentation and exploration	Individual or collaborative work Reflective learning

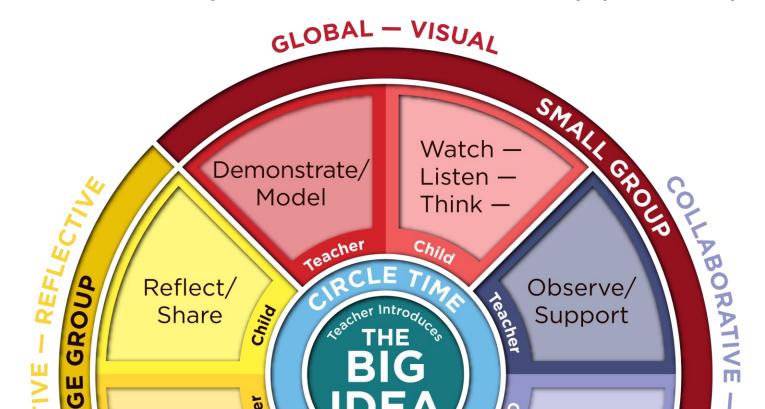
CIRCLES: Morning Routine

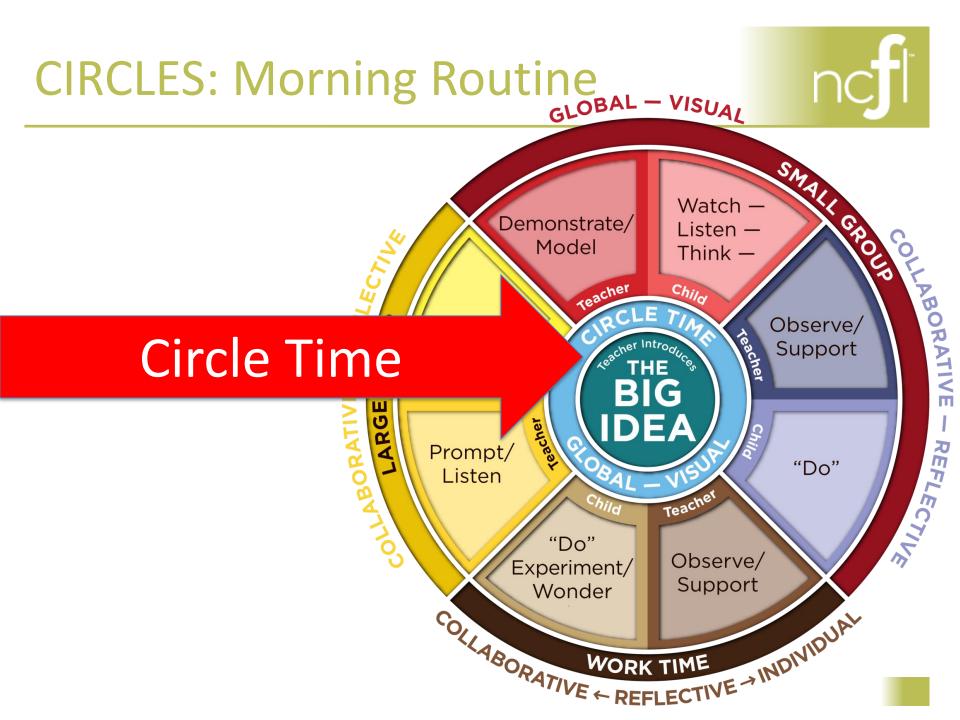


CIRCLE TIME (5-15 min)

SMALL GROUP TIME (15-20 min)

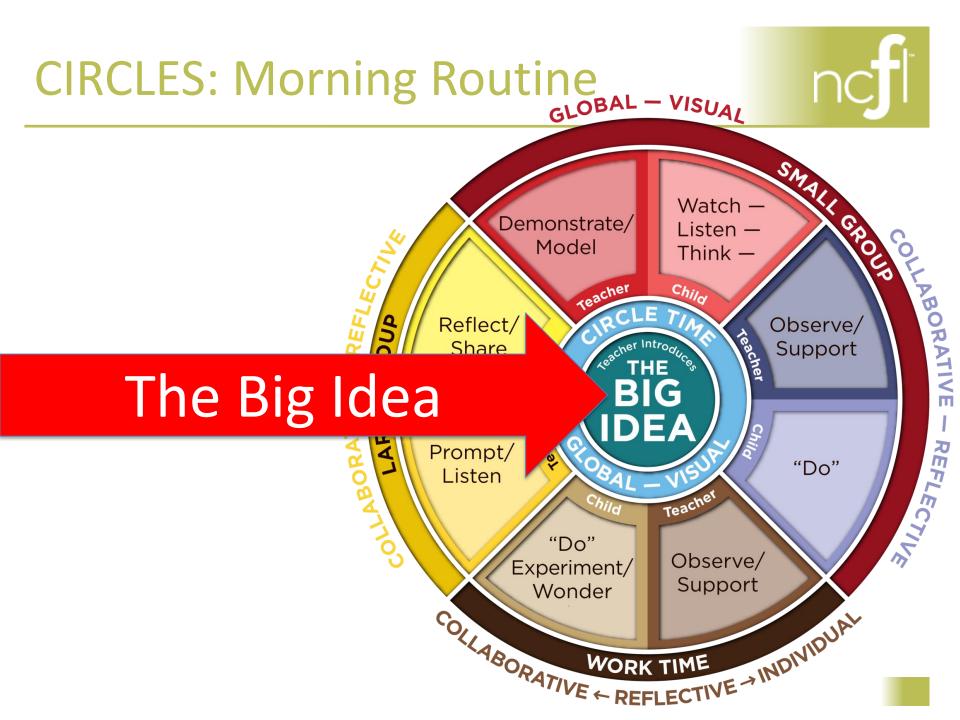
WORK TIME (Wonder-Work-Share) (60 min)









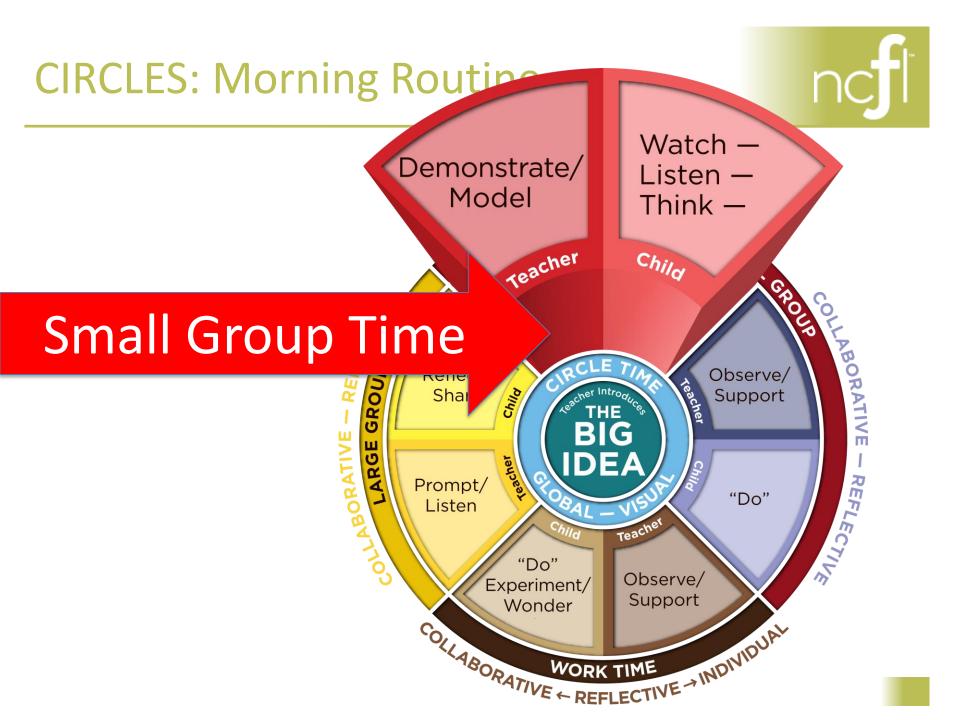




At the end of CT, teacher shares The Big Idea with children, then asks them to split into two groups.

One group stays with her, the other goes with the other teacher.





The CIRCLES Morning Routine



SMALL GROUP TIME

What is it?



The CIRCLES Morning Routine



ACTIVE LEARNING

- Materials
- Manipulation
- Choice
- Language Talking and Listening
 - Parallel talk (talking about what children are doing)
 - Self talk (teacher talking about what she is doing)
- Support from Teachers/Adults





Prepare materials for children ahead of time and have ready at their tables.

Hint: While one teacher is doing Circle Time, the other teacher preps for SGT.









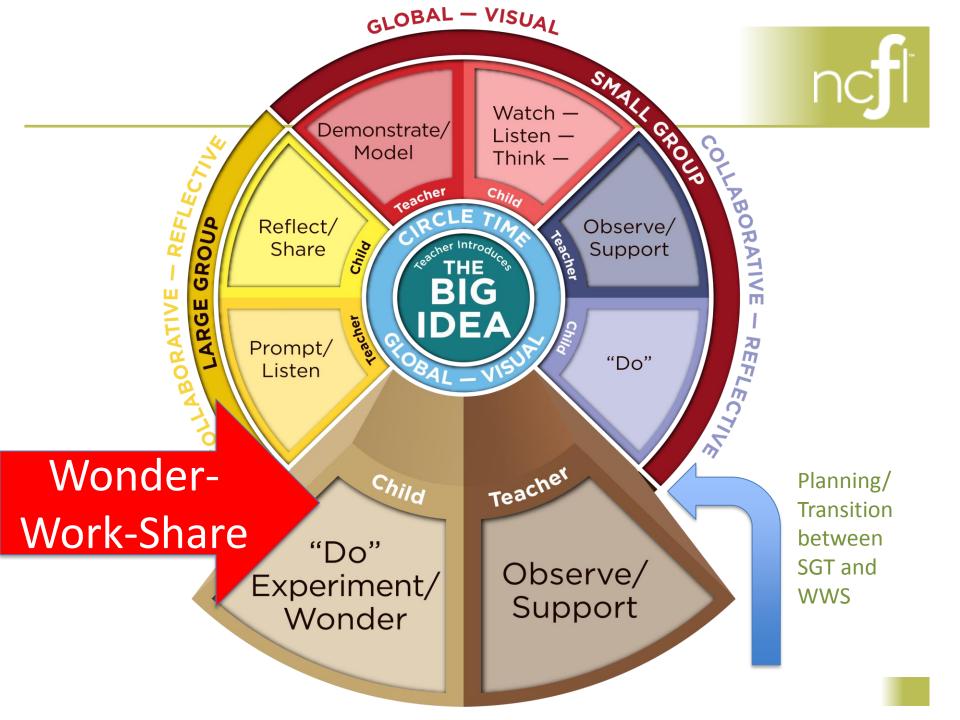


CIRCLES: Morning Routine GLOBAL - VISUAL SMAIL Watch -Demonstrate/ Listen -Model Think — Observe/ Child Teacher Support Reflect/ **Small Group Time** Listen Teacher "Do" Observe/ Experiment/ Support Wonder COLLABORATIVE & REFLECTIVE - INDIVIDUAL









Transition to WWS



First, What is Wonder-Work-Share?

- 60 minutes of exploration & experimentation through play
 - Includes a 5-10 minute "wonder" or planning time (transition to WWS)
 - Includes a 5-10 minute "share" time at the end of the 60 minutes
 - This leaves approximately 40-50 minutes for children to work/play/wonder
- Child led and child choice of the materials they work with
- Teacher support with wonder/inquiry and language

Ways to Transition



- Help children to plan.
 - Would you like to work with these materials more in Work Time? Or would you like to work with other materials?
 - In what learning area would you like to work today? What will you do? What materials will you use?
- Help children to wonder.
 - I wonder what else we could do with these materials. Do you have any ideas?
 - I wonder what would happen if....?
 - How might you do that differently?
 - Have you ever tried…?

Do planning/wonder time while children are still seated at small group tables.







Wonder-Work-Share GLOBAL - VISUAL Watch -Demonstrate/ Listen -Model Think — Refect/ Child Child Share Observe/ Support Wonder-THE BIG Work-Share REFLECTIVE "Do" Prompt/ Teacher Listen "Do" Observe/ Experiment/ Support Wonder WORK TIME WORK TIME → INDIVIDUAL REFLECTIVE → INDIVIDUAL





Sum Up



- A consistent daily routine is important why?
- How is a CIRCLES morning routine different from what you have been doing?
- What are some obstacles for you with your routine this year?



2. When using the CIRCLES morning routine, have you noticed specific changes in children's behaviors as a result? If so, what are those behaviors?

5 responses

test

Children are listening and focusing on things that are being presented to them.

They seem more interested because they want to know what is coming up or how we are going to build on the lesson. They are more interested in circle time now.

Yes, the children have been paying more attention to where they work and the choices they make during Work Wonder Share time because of the addition of their mini person who moves around with them. The children are beginning to share more at the circle also.

Children seem to behave better. They know what to do; however, we can still get acting out at times, typically after work times/PACT Time (having too much fun :))



3. Have you noticed any changes in children's behavior during Small Group Time? What did you notice?

5 responses

test

Students behavior seems to be very calm, interaction between students is very good.

For the 5 year olds they are right on top of what we have learned and want to take part of what is coming up next or even throwing in some ideas of what we can do next. For the 4 year olds they are more interested, but tend to follow a little more instead of coming up with the ideas of what to do next. The three year olds in our room are all over the place. Like it is to much and they are lost and just want to play. Their behaviors are more off course and negative behaviors are happening more.

Yes, the children are watching me model the process and are trying to do it like I do but on their own. It seems it is easier for them and that makes them feel less frustrated and more happy, which encourages them to want spend more time enjoying small group.

They want to do their work. They actually request to sit down and explore materials. They enjoy learning and want to be challenged.



4. When using the CIRCLES Morning Routine sequence in order, have you noticed any changes in how children transition from one part of the day to the next? Can you describe?

5 responses

test

The transition is good children don't seem to have any issues with it. They remember what is going to happen next.

Morning Circle and Small Group Time transitions are great. It seems that they lose it after snack time and our transitions are more "messy". We have changed our line up procedures and this new change is not beneficial to transitions. I am looking into changing it back. Our three year olds are just not ready for more freedom yet.

Yes, the students know the sequence and they are the ones who announce what we will do next. They have become automatic in knowing when we have circle, small group, work time, and PACT time.

They know the daily routine, and tell me what is happening next. Going from circle, to Ojibwe language, to small group, and to work time has been great. Changing the routine has made all the difference!



5. If you have made any modifications or adjustments to the Morning Routine to fit your needs, could you describe those changes and why you did it?

5 responses

test

We are just now talking about changing other parts to fit the rest of the day so next year we can start Circles.

We have not. I want to come up with some modifications so that the three year olds are more attentive.

We gave up having snack because there was no time for it, but it turned out that the students ate more of their lunch instead.

Having to reconfigure how to do snack time, circle, Ojibwe language, small group, and work time was a challenge to begin with. All those things are important to the morning, so making sure we have enough time for all was an adjustment. I have to shorten some stuff, move stuff to a different time, or even break things up into 2 different times of the day (Work time~ morning and afternoon).







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