

A “3” Star Quality Rated Observation Game Plan

Schedule Item	Time/ How Long?	What’s Happening ?
Transitions-		You are walking so quietly. (12-3.3. The red shaped sign means stop Show two fingers and say 2 more minutes until we clean up. 1 of 2 observed (24-5.1). Wait time more than 10 minutes score 1- with nothing engaging to do. 33-7.2- No wait time more than 3 mins
Transition outdoors		<input type="checkbox"/> Praise child for putting on his coat or a child helping another child put on their coat.
ROUTINES		
Hand Washing - Before/After Meals -Water Play -After Sand Play	20 seconds	<input type="checkbox"/> Point to the chart hand washing display. <input type="checkbox"/> Point to all the steps in the handwashing display once 1 st Wet hands, 2 nd wet get some 3 rd etc... (16-7.4) <input type="checkbox"/> Say in a friendly voice- 1 st wash hands, 2 nd Get soap <input type="checkbox"/> Count to 20 with Child or have child count to 20 (24-5.1- math in daily routine 1of2) <input type="checkbox"/> Please turn the water all the off, we must conserve or save our water that comes from rivers/lakes (22. 5.3) <input type="checkbox"/> Children are watched closely, Nice tone of voice. <input type="checkbox"/> Remind children who may need prompting to go to the rest room <input type="checkbox"/> Praise child for when he/she uses tissue to wipe nose, then washes their hands (5-5.4, 9-5.3, 9-7.3, 10-3.3, 10-7.2, 10-7.3, 16-7.4
Greeting		<input type="checkbox"/> Madison, I love your bright turquoise blue coat/sweater. 12.7
Whole Group/ Circle Time At least 10 Music Instruments in good condition		<input type="checkbox"/> Point to calendar or weather chart on wall (5-3.3) <input type="checkbox"/> Come to our “blue” “Oval” carpet, Travis, sit on your “yellow circle”. 3.1 <input type="checkbox"/> 5 Little Snowmen-Finger Play (23-5.3 / I Am a Snowman (19-7.2 point out rhyming words or finger plays where children use gestures to act out the meaning of words.) Resource provided below. <input type="checkbox"/> Pre-K only- Experiment with rhyming in songs, White and Night rhyme, hmmm, let me think of another word that rhymes with White and Night maybe Bike or chike (that’s not a word, but it’s ok) Who can think of or make up a word that rhymes with White or Night.
General		<input type="checkbox"/> Point to something on the wall in any center in a way that <u>interests</u> the child i.e. Point out the Sign for Hot Chocolate (5-5.2), point to and read the words on the display (5-7.3). <input type="checkbox"/> Ask if he/she likes hot chocolate? Share Something you like about Hot Chocolate. (back and forth conversation) 5-7.2
Music Movement		Ice Skating Activity- Use descriptive words like “glide” “slowly” “balance” (12-3.3 concrete experience to introduce new words, 12-7.2) You got it <u>name of child(ren)</u> let’s ice skate together! (19-5.4.

	<p>staff positively encourage children to participate). "I don't like ice skating and it's not fun. Say- <u>name of child</u>, you may draw in art or look at books if you like (once). (If child(ren) do not want to participate, s/he allowed to go to another accessible activity. (19. 7.2)</p>
<p>Story Time</p>	<p>Read Book "A Snowy Day" (14. 7-1 book relate to classroom's current topic-<i>once</i>) (See book guide) Make sure all children can see the book (14-3.2), Prevent Crowding (14-Voice enthusiastic/animation, using tips from guide for hand movements/gestures to help keep children engaged. Maybe two different book readings (smaller circle for children who have challenges paying attention). (Point to a word in book)- 1. "Disappear" means to go away 2. "empty" - nothing is inside 3. "path" - a space to walk 4. "adventures" - exciting things that happen</p> <p>List your book(s) _____</p> <p>Vocab Words: 1. _____ 2. _____ 3. _____</p> <p>(12-7.2) ASK: Why was Peter sad when he discovered that his snowball had disappeared? Possible Answers: He was sad because he didn't want the snow to go away. He was so happy about the snowball and he thought he could save it forever. He was sad because it didn't last. He was sad because he thought that if the snowball in his pocket would disappear, the snow outside would also disappear. He was sad because he wanted the snow to last forever and it disappeared. (14. 7.2 Staff and children discuss the content of a book in a way that engages children- Any content from ReadRightfromtheStart Book guide).</p>
<p>Free Play</p>	<p>Children have individualized toileting time. (9-5.1 Stop potentially dangerous behavior and prevent safety problems (sweep up sand, quickly wipe spills.) 5.2, 5.3 <input type="checkbox"/> Attend to specific area and remain aware of your other areas (10-7.2) <input type="checkbox"/> Give more attention to hitters etc (10-7.3) <input type="checkbox"/> <u>Frequently</u> use descriptive words in all centers i.e. I am so "excited" that we have some clothes from around the world or winter clothes to keep us warm.</p>

		<input type="checkbox"/> Staff add info and ideas in order to expand children’s understanding of the meaning of words the children use. (Twice) See example in blocks (12-7.3) <input type="checkbox"/> Staff help children speak to one another (twice) i.e. Ask another child if s/he enjoys hot chocolate. (13-5.4) <input type="checkbox"/>
Space for Privacy List space_____	1 hour	<input type="checkbox"/> Only 1 or 2 children allowed to use <input type="checkbox"/> If child interrupts privacy, make child aware of rule/ successfully redirect child <input type="checkbox"/> Say something positive to child(ren) X2 <input type="checkbox"/> 1. _____ <input type="checkbox"/> 2. _____ When child wants to work alone, suggest child move to the designated space for privacy. 4. Space for privacy (5.1-7.2)
Dramatic Play 7.1 4 clear examples represent diversity 1. 3 Diff. skin tones. 2. Food from diff countries 3. Cultural dress up clothes. 4. Home items 5. Equipment used by ppl with disabilities		<input type="checkbox"/> Assist children in dressing and undressing with dramatic clothing, help dress doll (21-3.2) <input type="checkbox"/> Point to something on the wall in any center in a way that “interests” the child i.e. Point out the Sign for Hot Chocolate (5-5.2), point to and read the words on the display (5-7.3). (16. Become familiar with print-3.2) (21, 7.2) <input type="checkbox"/> I prefer 4 marshmallows in my hot coco, oooh is so sweet and “tasty”. I am your # 1 “customer”! (12-3.3, 5.1, 5.3, 7.1, 7.2) Here’s \$4 dollars for my hot cocoa. (Conversations about math in non-math area) <input type="checkbox"/> Ask if he/she likes hot chocolate? Share Something you like about Hot Chocolate. (back and forth conversation) 5-7.2 <input type="checkbox"/> I am “delighted” to enjoy this “delish” cup of hot cocoa! What do you like to drink at home? How do you celebrate holidays? Staff help children speak to one another i.e. Ask another child if s/he enjoys hot chocolate. <input type="checkbox"/> When I drink hot cocoa, I love to sing holiday songs. “Jingle Bells, Jingle all the way, oh what fun it is to ride in a one horse open slay.” (19-5.2) Sing with me (19-5.4. staff positively encourage children to participate).
Science 15 materials, some from each of the 5 categories.		<input type="checkbox"/> Feed Fish- Kevin would you like to help me feed <u>name of fish</u> , the Beta Fish? (12-7.1), (22-7.2) <input type="checkbox"/> Use a book in the science area to help a child answer questions/ or provide info about something a child is curious about (14. 7.4) Also 1 of 2 observed used of books informally for (14.7.3) also get credit for (15. 5.2 Children show interest in accessible books “once”). <input type="checkbox"/> Show children how to sort using nature materials (arrange pine cones from biggest to smallest. Talk about it (22. 5.2 and 7.2), (23-7-1) Group and Glue pine cones on a chart Small, Med, Large. Focus Tier 2 Words: grow, wonder, investigate, explore, compare, contrast, sort, discover, measure, assist, variety

Blocks		<input type="checkbox"/> Many conversations about block play. Use words like stack, topple, construct, connect, disconnect, attach, sturdy, balance, assist, variety. (20-5.5) Observed at least twice. <input type="checkbox"/> Look these two squares make a rectangle. We need more blocks stacked, if we are going to make a tall tower like castle. <input type="checkbox"/> Listen's to child share about structure. Take pictures of structures. (20-7.3) <input type="checkbox"/> Staff write down what a child describes s/he is building (1 of 2 for 16-7.2), (17-7.3), (20-7.2)\ <input type="checkbox"/> I have a truck. –child teacher A red truck, I like trucks. Trucks come in many sizes. My dad has a small pick-up truck, and there are some very long trucks shaped like rectangles that carry's things like toys to the toy store called freight. (12-7.2) <input type="checkbox"/> Child fighting over block. Ask them to, "Use your words." Say "excuse me" when we bump into our friends.
Library		<input type="checkbox"/> Staff read informally with a child in the library area. (Think about who loves books and invite the child to the area, if there are no children in the interest center. (14-7.3) <input type="checkbox"/> See child independently look at book. Smile and Ask-Why would you recommend this book to your friends. (15. 5.2 Children show interest in accessible books "once") (15-5.4 Show positive interest when children choose to use books independently (15-5.4)
Art		<input type="checkbox"/> Wow, <u>Name of Child</u> your painting is so "vibrant", the yellow and blue colors are beautiful and bright! - comments to show appreciation of art work <input type="checkbox"/> Write down what the child describes about artwork in way that engages the child (1 of 2 for 16-7.2), (17. 7.3) Use quote marks. And share with child I wrote your words or you said, "....." (18-7.3) <input type="checkbox"/> More advanced child encouraged to write his/her name on work. Pre-K (not required) <input type="checkbox"/> Have winter related materials in art center to promote seasonal topic individual art. (Art work from previous theme does not count, must be discussed that day.) (18.7.2) <input type="checkbox"/> Compare and Contrast Snowflakes- Using white paper or coffee filters, help children cut out and create snowflakes just like the ones Peter dreams about in the story. Compare and contrast each snowflake and discuss how no two snowflakes are the same. Every snowflake is unique and special.
Fine Motor		<input type="checkbox"/> Participate in play- ask open-ended questions. <input type="checkbox"/> Show interest in what children create have back and forth conversations (this can occur in any center that uses fine motor materials i.e. Art, Math, (Needs to happen with two different children). <input type="checkbox"/> Discuss picture in puzzle or gears
Math – 10 diff math materials at least 3 from 3 different categories. 23-5.1		<input type="checkbox"/> Help set up math materials. <input type="checkbox"/> How can we arrange these shapes to make a pattern? <input type="checkbox"/> What do you think would happen if? What will happen to the square shape if we add another shape next to it. (23-7.2)
Gross Motor		<input type="checkbox"/> Many staff-child conversations <input type="checkbox"/> Ask child questions about social activities, home life, feelings other non-school topics (once). i.e Madison, what did

		<p>you do over the weekend? "I went to a Christmas Parade!!" Wow, what did you like best about the Parade?" I loved see the robot men from the Star Wars movie. So you enjoyed seeing the white Stormtroopers! I look forward to seeing the newest Stars Wars Movie soon!</p> <p>(13. 7.3) Also meets many requirements from other items.</p>
Meals/Snacks	Time	
		<p>*** Write a note to parent brining in a object for the Holiday's Around? Write their name using the wait list (16-5.2 Staff show that print is a useful tool as they explain how or why they use it.</p> <p><input type="checkbox"/> Milk offered with Meal, not afterwards</p> <p><input type="checkbox"/> Name foods children have in their lunch 12-</p>

Review items below:

Most art materials allow children to use materials in their own way. No more than two teacher directed art activities. Evidence of no more than 2! (18- 5.2)

Math – 10 diff math materials at least 3 from 3 different categories. 23-5.1

Art activities related to theme

Print a picture word wall regarding winter words (16-7.1)

Display can be used as evidence for this indicator also. (16-5.3 Staff write down what a child).

Printed names of children in classroom

Basket of 5 theme books.

Preschool 1- move sand table near sink (3. Room Arrangement for Play and Learning 7.2)

34% of Artwork children's Individualized work. (5-5.3 p.23)

50% of Display related to current theme/interests/what the class is discussing (5-7.1)

3-D is displayed as well as flat work. (Let children use foam, blocks, and pine cones to display 3-D art)

Put up steps for nose wiping

Notes for Menyuan-

Cots 18 inches apart 3.2, 36 in at the 5.3

Gross Motor Activities and Supervision

Resources:

Music and Movement Ice Skating: Plan an indoor ice skating activity. Have the students imagine they are on a frozen pond in the winter. You will need a carpeted area, two paper plates for each child and a music player. Demonstrate how to place each foot on a paper plate and move your feet slowly (glide), as if you are skating on ice. Give two paper plates to each child and provide opportunity to practice skating in a safe way. Turn on waltz music, and have the class glide across the carpet. Show children how to glide slowly across the floor without picking up their feet.

Read more: [WinterWeather Activities for Pre-K Classes | eHow.com](http://www.ehow.com/info_7824365_winter-weather-activities-prekclasses.html#ixzz2Hh1AS1K9)
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From Read Right from the Start Extension Activities – A Hat for Minerva Lousie

FIVE LITTLE SNOWMEN- Fingerplay

Five little snowmen standing in a row,
Five little snowmen all made of snow.

Hold up five fingers.

Out came the sun and stayed all day.

Make circle over head.

One little snowman melted away.

Put one finger down, or take away one snowman.

Four little snowmen, etc.

Three little snowmen, etc.

I AM A SNOWMAN

I am a snowman, cold and white.

I stand up tall, all through the night. **(Stand up tall)**

With a carrot nose **(Point to nose)**

And head held high, **(Hold head up high)**

Two lumps of coal to make my eyes. **(Point to eyes)**

I have a muffler made of red, **(Pretend to wrap scarf around neck)**
And a tall black hat upon my head. **(Place hands on top of head)**
The sun is coming out! Oh, my! **(Make circle with arms)**
I think that I am going to cry. **(Pretend to cry)**
Yesterday, I was so big and round, **(Start sinking to the floor)**
Now, I'm a puddle lying on the ground. **(Collapse on the floor)**

Science Display-Afternoon Activity, but put of photos of activity for display.

Concept of melting:

Children in any climate can understand melting ice. For children who live in climates where it is snowing, you can do this experiment with snow if not use ice from the freezer.

Materials Needed:

Ice cubes (or snow balls)
Styrofoam plates
Paper and crayons for observations
Poster board and marker

Project Steps:

Choose three to five different places in your classroom to place two ice cubes or snow balls on Styrofoam plates. Good places to try are near a window, near a heater, and near the center of the room.

Use a large piece of poster board to write down the time you placed the ice on the plates.

Have children use the paper and crayons to draw a picture of their observation of the ice when it was placed on the plate.

Each hour, observe what has happened to each plate of ice. Has the ice near the window melted slower or faster than the ice near the heater?

Have children keep track of their observations each hour. Make an observation book, tracking the ice changes each hour.

Add another dimension to this experiment by adding salt to one of the ice cubes on each plate. How does this change how it melts?

Recommendations-