

## NEW JERSEY PRESCHOOL TEACHING GUIDELINES VIDEO SERIES -FULL TRANSCRIPTION-

### VIDEO 1: “Setting Up to Support Children’s Learning”

[Tonya Coston, on screen]

Hi, my name is Tonya Coston. I am the Acting Director for the Division of Early Childhood and Family Engagement at the New Jersey Department of Education. I'm here to welcome you to our three part video series that accompanies the Preschool Classroom Teaching Guidelines. These videos were designed to bring the guidelines to life for everyday use for the classroom teacher. The Department of Education's vision for preschool in New Jersey is an atmosphere that is academically challenging and supportive of young learners. Meeting them where they are, giving them the opportunity for growth and creativity, we want well-rounded, successful, healthy children and that comes from a really good environment that is explicitly designed for young children.

[Narrator]

This video is the first in a three-part series based on the New Jersey Preschool Classroom Teaching Guidelines. In part one, you'll see how teachers set up the classroom environment to support children's learning. As we look at the environment, we'll explore room arrangement, interest centers and play centers and displays. To support children's learning, teachers plan for schedule, routines, and how to use time effectively. Teachers also plan for health and well-being.

[Live conversation/singing]

♪ Wash, wash your hands, several times a day ♪ Wash, wash, wash your hands, wash the germs away  
♪ Okay, rinse off.

[Narrator]

And classroom management and rules.

[Live Conversation]

[Teacher] - Okay, friends. Kayley is already doing the carpet rules, right? [Children] - Yeah!

[Teacher] - Who's ready? [Children] - Me. [Teacher] - What's it say? It says ears listening. Let me see everyone's ears.

[Narrator]

And finally, we'll see how the environment supports building a classroom community.

[children singing]

♪ Turn to your neighbor and shake their hands ♪ ♪ Shake their hands this morning ♪

[Narrator]

Let's begin with room arrangement.

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[Dr. Seplocha, E.C. Prof., William Patterson University]

Environments provide places for children to wander, to explore, to feel safe, and to learn.

[Narrator]

When teachers think about arranging the environment, they make use of all space in the classroom. Placing furniture to create clear pathways, ensuring there is sufficient space for blocks and dramatic play, and arranging centers so that the quiet areas are apart from the noisier ones. Well-defined centers have materials appropriate for the focus of the center, space to play, and suitable storage. –

[ Mary DeBlasio, Master Teacher]

It's also important that dramatic play, or house area, the art area, the block area, to have like materials, and then in doing that, giving the children the gift of time. Having that long period of center time, so that the children have the time to truly engage with the materials and therefore have the opportunity to learn new concepts and new ideas.

[Live Conversation]

*[Teacher] - Ring-ring, ring-ring, ring-ring, who has the phone? Ring-ring. [Child] - Hi! –[teacher] Hi! Is [this] the restaurant? – [child] Yeah. [teacher] Can I place an order for delivery? –[child] Yes. [teacher] Yes? –[child] We have pizza, we have chicken. [teacher] five little pumpkins sitting on a gate. The first one said "Oh my, it's getting late."*

[Kathleen Molina, Teacher]

I try to make a classroom warm and welcoming for the students so that they can feel safe and comfortable and ready to learn. They spend their entire day with us. It's like a second home.

[Michelle Angelo, Teacher]

I like to use a lot of visuals, a lot of pictures, and that will help the children that maybe don't understand the words. They're just seeing the words as maybe not meaningful at the moment. So they'll see the pictures.

[Live Conversation]

*[Teacher] - As you put it away, look for the matching picture.*

[Michelle Angelo, Teacher]

I use clear bins, so the students can see what's inside the bins. By putting labels on the container and on the shelves, I'm integrating children's learning. They're matching and sorting, which is math. They're recognizing the word, the picture, and the object, which is literacy. They're learning about self-control by putting things back where they belong. –

[Kathleen Molina, Teacher] When the classroom is organized and labeled, there's a certain sense of security in knowing where to locate things. Students know, I'm going to the art area. There's a location in the room that's labeled, and I know what materials I need to use and exactly where I can find them. –

[Live Conversation]

*[Teacher] Lulu! You are using the scissor. Yeah, open, close. You see, open. Close. Open. Close. Open. Close.*

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[Giselle Buttler, Teacher]

The teacher has to set up the environment so that the children feel comfortable and free to explore the materials. The Magnetiles are something that the kids feel free to take out. They know that they can build on the floor or they can build on the table.

[Live Conversation]

*[Child] - Wow! Wow!*

[Giselle Buttler, Teacher]

The great thing about Magnetiles is that they're open-ended and the children can use them in any way they see fit.

[Michelle Angelo, Teacher]

An interest center is set up with a main focus, for example, a block area. The area is set up with different types of blocks, so that the children are going there to build structures and to create. The accessories that we add are there to enhance the children's play.

[Live Conversation]

*[teacher] Need one more right there? Here's another big hollow block. Do you wanna use that one? What could we use that for? Hmmm.*

[Kathleen Molina, Teacher]

When we first introduced the block area at the beginning of the year, we wanted the children to see how open-ended it was and how much they could do with different shapes and size blocks. We took pictures so that way they could see all the different creations they could come up with and that problem-solving that's involved in building.

[Live Conversation]

*[Teacher] Okay, do you see these three pieces? One, two, three. You make sure you put your paper in between the three pieces. One, two, three. Okay. And then, press! Hard! Are you ready? Let's see if it worked. You did it! Look! You punched holes in it!*

[Diane Herrera, Teacher]

I want them to feel comfortable. I want them to take ownership of the classroom and the things that are going on. I have different materials in each area. In my writing area, I have a small desk, two chairs, white paper, colored paper, rulers, calculators, a hole-puncher, crayons, scissors, a dry-erase board with dry-erase markers. I want to show them the different tools that you could use and that what they're doing is important. There is purpose to their play.

[Live Conversation]

*[Teacher] So what's your plan? [Child] Put tape in it. Teacher] To put tape in it? Okay. [Child] I don't know how to cut it. [Teacher] That was a great way to do it.*

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[Diane Herrera, Teacher]

In the house area, the menus serve different purposes. Not only to include language, but to include diversity in our classroom. Children are familiar with some of the foods that their friends like, their teachers like, and also learn about new foods. The menus also have numbers.

[Live Conversation]

*[Teacher] How much I have to pay? [Child] One dollar. [Teacher] One dollar?*

[Michelle Angelo, Teacher]

We pretend that we're gonna pay for it. We're gonna look to see how much money it costs.

[Live Conversation]

*[Teacher] Can you write down my order? - Tell me when you're ready!*

[Michele Angelo, Teacher]

I want to promote writing, so when I called them on the phone to place my order, I encouraged the child to write it down.

[Matthew Marino, Teacher]

I display children's artwork in the classroom. That's a way for the parents to get an idea of what children are doing. I use fabric on the walls, it brightens up the classroom and adds depth behind children's artwork.

[Maria Biondo, Teacher]

When I first hang up their work, they get so excited. Displaying it low, gives them the opportunity to say, "Oh I remember doing that." And we have conversations.

[Live Conversation]

*[Child] - I wanna use orange. [Teacher] You're gonna use orange now? I wonder what's gonna happen to this color. [Child] - I'm already done. [Teacher] - Are you finished painting? [Child] - Yeah. [Teacher] - You're gonna wash your hands?*

[Narrator]

Teachers think about children's health and well-being and ways to utilize time effectively when planning for schedule and routines.

[Live Conversation]

*[Teacher] What comes after breakfast time? [Children] - Greeting time. Teacher] Greeting time. Justin, can you change it to greeting time?*

[Dr. Holly Seplocha, E.C. Prof., William Patterson University]

Intentional teachers really think about time-spans and durations so that the flow of the day moves along. Children are active learners. They learn through involvement with teachers, with materials and with their peers. That's why choice time is a large block of time. While it's true that five-year-olds, four-year-olds, three-year-olds, can sit for a half an hour, or forty minutes, they shouldn't. Because it takes away too much time from the way that children learn.

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[Kathleen Molina, Teacher] - As a teacher, there is a lot to balance. We're trying to keep in mind lessons, objectives, standards, everything that we need to do to get through the day.

[Live Conversation]

*[Teacher] I see some letters. I see some lines. I see a little curved circle and a line down.*

[Kathleen Molina, Teacher] Sometimes it is about the lesson and you really have everybody's attention and you can focus in on an objective and then there are times when you have a child who's having a rough morning or who's looking for attention. They just want a hug or a gentle touch on the shoulder or a kind word and sometimes intentions and the best laid out lesson may not go that way because what's happening right in front of you is taking preference.

[Michele Angelo, Teacher] We talk about how we're going to set up the outside play space. Planning to incorporate different gross motor movement activities outside in the stations. The children will help us to set up. We always have an obstacle course, where children can hop and run, jump and crawl. We have another station to throw with a beanbag or ball.

[Live Conversation]

*[Teacher] - You made bubbles, now you can rinse it. ♪ Rinse them clean ♪ You have some on your wrist. There you go.*

[Kathleen Molina, Teacher] We encourage independent self-help skills, self-care skills, while also supporting their healthy skills.

[Live Conversation]

*[Teacher] It's on, get some soap. Can you roll up your sleeves? Alright, you got this.*

*[Teacher] If you have a xylophone, a xylophone, you can put your xylophone away and go get your things. My xylophones.*

[Narrator]

To set the stage for engaged, meaningful learning, teachers use a variety of strategies for classroom management that include involving children and establishing classroom rules.

[Live Conversation]

*[Teacher] We're doing the carpet rules. Are you sitting criss-cross, with eyes up here? [Children] - Yeah! - Are your hands on your lap? [Children] - Yeah! [teacher] And now quiet mouth. - Be quiet - Quiet mouth.*

[Noemi Rivera, Teacher]

Classroom management doesn't magically appear. You have to work very hard at it and without it, learning would be very difficult. You have to calm yourself because they read it and they copy.

[Live Conversation]

*[Teacher] Use your words. [Child] I'm getting this. [Teacher] Okay, wait, hold on. Ready? When you're finished playing with the baby, do you think we can share him with Eric? No? Why not? [Child] Because I was using it first. [Teacher] Okay, but when you're finished, can we share it? Okay so why don't we tell your friend. Turn to your friend and say Eric? [Child] Eric. [Teacher] I can share her with you. [Child] I can share her with you. [Teacher] When I'm finished. [Child] when I'm finished. Does that work for you? Okay.*

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[Giselle Buttler, Teacher]

You take opportunities when they arise to help students learn conflict resolution, so that they can understand and express their feelings and this helps them not to overreact when something occurs and we try to help them learn about each other, how to work together, how to be respectful, how to give each other space when they need space and then work together.

[Kathleen Molina, Teacher]

Having rules and expectations in the classroom are really important because children need to know what is expected of them and learn acceptable behaviors when it comes to treating other people. We start every year talking about, on a daily basis, how we treat each other. We are gentle, we are kind, and we keep our hands on our own bodies. We don't use our hands for hurting, we use our hands for helping and it's not just a one time let's sit down and read a poster sort of rule, it's an all day long rule, where we remind them and they remind each other until it really becomes a part of how our room is run. We have three rules: We should listen when others speak, be respectful of one another, and keep our hands to ourselves. They're very basic. They're the rules of life, honestly.

[Narrator]

Children develop in a variety of ways, across multiple domains. How they see themselves reflected in the classroom, through representations of their family and their own language and culture is extremely important. Their sense of belonging to a close classroom community, greatly contributes to their self-concept and success as learners.

[Angela Feliz, Teacher]

So I have high expectations for my students and I model for them and I explain what I'm expecting from them. I talk to them about community. I have the helper chart and everybody has a job. Everybody has to do something to support the classroom.

[Live Conversation]

*[Teacher] Who picked their class helpers? Justin is going to turn the lights on and off.*

[Liteove Tighe, Director of E.C. Education, Passaic Public Schools] Relationships in pre-k are the essence of education. Young children that are starting the school experience need to have the most positive, nurturing, welcoming environments to be able to thrive academically, socially, emotionally, to take risks in their learning and be comfortable.

[Live Conversation]

*[Teacher] - Tell me, how many people are in your family? [Child] - Five. [Teacher] - Five? Who's in your family? Who do you live with? - Andrew. - Andrew? - And Kimberly. - And his sister's name is Kimberly, like you. -*

[Liteove Tighe, Director of E.C. Education, Passaic Public Schools]

Young children need to identify to feel part of something. When you go in the classroom, you see representations of families. Also, food, clothing and language. Our culture is a part of ourselves that we bring into our world.

[Live Conversation]

*[Teacher] Now I'm gonna ask you a question, how do you say that in Spanish? Because I have a lot of friends that need a little translation and so who can help them out? I'm gonna...uh. Grace. [Speaking*

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*Spanish] "Vamos a contar" Say that louder. [Speaking Spanish] "Vamos a contar" Okay, that means we are going to count. Ms. Vanna, can you translate for my friend Tennecia?*

[Maria Biondo, Teacher]

I like to take pictures of the children working in the different areas. Real photographs of the children. It builds a sense of warmth and comfort, a sense of belonging to the classroom.

[Live Conversation]

*[Child] Look at me! Look at me!*

[Noemi Rivera, Teacher]

I want my students to feel that this classroom is their classroom. That they own it. That they feel at home. That they are in control. Between my para and I one very important key ingredient is teamwork. It's very important to be in sync with your co-worker because the children feed off of your relationship.

[Kathleen Molina, Teacher]

I wanna make sure that everyone in the room knows that they're a valued member of this classroom community. Every single one and that they're respected and that this class can't operate without everybody's cooperation. And in order to have a good day and be able to grow and learn, then we all have to be in it together.

[Narrator]

For more information about best practices in preschool classrooms, search online for the New Jersey Preschool Classroom Teaching Guidelines, a comprehensive document, outlining how effective teachers support and enhance children's learning in high-quality preschool classrooms.