

NEW JERSEY PRESCHOOL TEACHING GUIDELINES VIDEO SERIES -FULL TRANSCRIPTION-

VIDEO 2: “Intentional Teaching and Supporting Learning”

[Narrator]

In this video, the second in a three-part series based on the New Jersey Preschool Classroom Teaching Guidelines, you'll see Intentional Teaching and Supporting Literacy in action. We'll watch how teachers plan with purpose to foster engagement, ask questions, promote inquisitiveness, and extend conversations. We'll see how teachers use teachable moments to listen for children's interests and extend and integrate learning. And, finally, we'll see how teachers infuse literacy all day, every day by using rich vocabulary, using rhymes and alliteration, and promoting print concepts and writing. Let's begin by noticing how teachers plan with a purpose.

[Live Conversation]

[Teacher] David, can I join you? Can I join you?

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

Teachers are intentional in everything that they do throughout the day. Teachers think about where children are, they think about who children are. They plan and tailor and individualize for children based on the interests, levels of development, and the New Jersey standards.

[Live Conversation]

[Child] Blue [teacher] Blue [Child] Blue [Teacher] Blue Yes [child] I'll make. [Teacher] You're mixing, yes. Wow, look how dark that is.

[Teacher] We're making observations of the apples, right? And I see... [Child] This come from tree.

[Teacher] That come from a tree, right.

[Angela Feliz, Teacher]

I use observation on a daily basis to plan for the children's learning. I take notes, everything they say, to help me plan.

[Live Conversation]

[Teacher] I see it spinning, right. It's spinning all around.

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

When children are engaged, children learn. They explore, they experiment. To foster engagement teachers need to be in the moment and they need to be animated and interested in their children.

[Live Conversation]

[Teacher] What's happening here Amory? [Child] He walks in. [Teacher] He's walking and his shoes are squeaking. Squeak, squeak, squeak.

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

To vary their voices, their movements. They're non-verbal communication, their eyes, how they smile or not, how they whisper so that children pay attention and change their voices as they're reading a story.

[Live Conversation]

[Teacher] Llama llama red pajama hollers loudly for his mama. Mama.

[Teacher] Can you guys tell me, what do you see here? Tell me what do you see? What's the same, anything similar, anything different? [Child] I see the little ones. [Teacher] So you see that some are little, some rolls are little. What else do you see? [Child] Some are big. [Teacher] Some are big.

[Michelle Howell, Teacher]

I decided to use paper towel rolls of all different sizes as a new material in the block area for small group time. I started by laying out the tubes and asking them questions.

[Live Conversation]

[Teacher] What could we do with these? [Child] Put cars in there. [Teacher] We could put cars inside.

What else could you do with them? What are you doing right now? [Child] Putting your hand inside.

[Teacher] You could put your hand inside. What are you doing with them? [Child] Banging them.

[Teacher] You could bang them of course [Child] Like a drum [Teacher] Banging like a drum.

[Michelle Howell, Teacher]

The children were able to identify how they were the same or different. I extended it with, "What could you do with this material?"

[Live Conversation]

[Teacher] Do you wanna get one of the pots? Do you want the big one? - Yes. - The medium one or the small one, which one of you want? Jenny she's going to start cooking You want the big pot? Here let's put it on the stove. What do you want to make? Okay, go get the food.

[Giselle Buttler, Teacher]

I think that children need real objects that they can relate to and see at home to help them gain a better understanding of their world. I had pots and pans that they can use in dramatic play. I wanted them to be able to see how it looks, feel the heaviness of it.

[Live Conversation]

[Teacher] It looks similar to the color you made before. [Child] I use orange. [Teacher] You're gonna use orange now? I wonder what's gonna happen to this color, what's gonna happen to your color if you add orange?

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

Teachers ask questions to invite children to explore, problem solve, to encourage language, to help children to look at things through different perspectives, to be creative.

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[Live Conversation]

[Child] - This gonna be the ocean. [Teacher] This is the ocean? Now you're adding blue.

[Teacher] What did you make? [Child] A pumpkin person. [Teacher] Oh a pumpkin person. I notice that your pumpkin person has two yellow beads at the bottom, what are those?

[Stephanie Tsimpedes, Teacher]

When I say to them, "I notice" I am giving them validation. When they feel validated they're going to want to engage in more of a conversation with you.

[Live Conversation]

[Child] I got a dream. [Teacher] Oh you had a dream. Tell me about your dream.

[Stephanie Tsimpedes, Teacher]

There's something very powerful in saying to a child, "Tell me more."

[Live Conversation]

[Teacher] Alright, things get bigger. Oh does it get bigger? Does it get bigger as you move it back? What's inside there? [Child] A rock, two rocks.

[Natasha Davis, Teacher]

I try to phrase my questions to extend the thinking of the children...

[Live Conversation]

[Teacher] David, do you want to investigate also?

[Natasha Davis, Teacher]

...And to have lots of different ideas.

[Live Conversation]

[Teacher] Oh are you gonna investigate with him? [Child] - It's so big. - Yeah, that eye on the turtle is so big, right?

[Live Conversation]

[Teacher] Let's sauté some scallions. Cauliflower.

[Giselle Buttler, Teacher]

It's my goal to engage children's curiosity. I know that if I model engagement it will spark their engagement and their interest in whatever we're doing.

[Live Conversation]

[Teacher] Oh, okay. Jahida, you know what we could make with the scallions and the garlic, I like soup, do you like soup? [Child] Yeah.

[Child] I'm trying to switch. [Teacher] - How about I move it this way out here. -[Child] Yeah. You could go like here, if you want, or like here if you want. 'Cause that... [Teacher] - So you're building a ramp now, right?

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[Matthew Marino, Teacher]

I have in the classroom cardboard corner pieces that I decided would be good in the block area. Let them explore design and build.

[Live Conversation]

[Child] Oh we have to build it.

[Teacher] So is this at the bottom now? And, do you want me to hold this one on top? Like this? ok What is going on? It's filling up. Are you going to put more?

[Michelle Howell, Teacher]

As an extension of the small group activity the students took the tubes into the sand area and they were experimenting.

[Live Conversation]

[Teacher] Hello, hi. [Child] You want the food? [Teacher] Yeah I want to buy some pumpkins, but I want to know if the store is open or closed.

[Michelle Angelo, Teacher]

I use a telephone in the house area to promote and extend language. That's a way of motivating them to start the conversation back and forth.

[Live Conversation]

Someone's calling you. - [Child] Did you open? - Yeah. [Teacher] - Is the store open? - Yes? So what do we have to do to the sign 'cause right now it says closed. [Child Spelling] O-P-E-N [Teacher] Okay it's open. Where's the pumpkins? Oh I don't see, did you run out of pumpkins? [Child] No. [Teacher] Cause I don't see any pumpkins. Oh, this one is for sale? [Child] Yeah. [Teacher] Okay I want to buy this pumpkin. [Child] It's 50. -[Teacher] 50 what? Dollars.

[Narrator]

Teachers regularly plan for lessons and studies, but unplanned opportunities to learn from real-world classroom situations happen every day. It is important for teachers to recognize and use teachable moments to explore ideas, add vocabulary, provide valuable explanations, and provoke thinking.

Live Conversation

[Teacher] Alright so now I have three. So now I gotta give you more money. How much more money is this? [Child] Five. [Teacher] Five dollars? [Child] Yeah. [Teacher] Wow, that's really cheap. Here you go, sir. Thank you, but here you gotta write it. Can you write it, write me my receipt for me Thank you.

[Child] Maybe that's the pig's bucket. [Teacher] Maybe it's the pig's bucket? What makes you say that? - [Child] He's running. - He's a baby. [Teacher] He's a piglet, yeah.

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

When teachers are active participants and facilitators in their classroom they look for and notice teachable moments as they occur. When teachers pick up on teachable moments, children feel valued and respected and engaged in what it is they're doing.

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[Live Conversation]

[Teacher] So if you want to try another investigation, you could see, we know the little cars fit in. Who thinks the big cars will fit in? [Child] Me. [Teacher] You think?

[Child] That's not fitting. [Teacher] Yeah, it's not fitting properly. [Child] Yeah because the block.

[Natasha Davis, Teacher]

We listen to learn, I have to listen so I can gauge their understanding. It shows that I'm interested in what they're doing and that I understand what they are saying.

[Live Conversation]

[Teacher] I see Vivianna's is really tall. How did you get it so high? [Child] I want to make it big.

[Natalia Davis, Teacher]

And it's also a way to demonstrate mutual respect.

[Live Conversation]

[Teacher] Does he know that there's any animals behind him? Does he know? [Child] Yeah [Teacher] You think he does? [Child] Yeah, I see a banana. [Child] Gorillas like bananas. [Teacher] Gorillas like bananas? [Child] Yeah. [Teacher] People like bananas too.

[Maria Biondo, Teacher]

I know how to interact individually with each one, because of the bonds that I have made with each individual child.

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

When teachers extend children's learning they need to pause, listen, tune into what the child is doing, what the child is saying, and expand on what the child is discussing and doing.

[Live Conversation]

[Child] Go around those things, those lines that are circles. [Teacher] Okay [Child] And then do one through there. [Teacher] Okay, so we're gonna go around these lines and loops and then we end here. Okay are you gonna race with me? Okay, come on. Ready, set, go. Whoa. This is very curvy. Wow, you won!

[Michelle Howell, Teacher]

They like to make telephones with the paper, so as they were making the telephones to extend the play we decided to get the phone book out. We actually had to follow the number pattern and dial it on the phone.

[Live Conversation]

[Teacher] There you go it's ringing. [Child] Hi.

[Teacher] This one's fun I want to show you something. Can I show you? When you pull these different pieces, then it moves. Come here Israel. Pull this arrow. Like this Ethan, watch, watch. Then the tail moves.

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[Dr. Holly Seplocha, E.C. Prof., William Patterson University] Extending learning means helping them to make the connection whether it be language, science, or math, fine motor, expanding on what it is that they are doing by asking the question, making a comment, being present in what it is that's happening.

[Live Conversation]

[Teacher] *It's a little mouse. Tiny little mouse.*

[Dr. Holly Seplocha, E.C. Prof., William Patterson University] When teachers are purposeful in planning, they look for opportunities to integrate content areas, studies, themes, or units, allow children to experience and learn about a particular concept or topic from varying angles. Experiencing literacy and practicing math skills.

[Live Conversation]

[Child] *One, two, three, four.*

[Dr. Holly Seplocha, E.C. Prof., William Patterson University]
Or science or social studies can be used to extend that topic.

[Angela Feliz, Teacher]

My idea of having a recipe book is to integrate many areas of learning and support family partnerships.

[Live Conversation]

[Child] *"Okay, No More"*

[Teacher] *Just lay flat on your back. And take a few deep breaths, here we go. In, out.*

[Michelle Howell, Teacher]

Yoga is safe, healthy and engaging. It's something I'm passionate about and I see them get excited about it. It is nice to have some form of literature while you're doing the exercise. Yoga Baby, it's an excellent way for me to link literacy into our daily routine.

[Narrator]

Children's success and happiness at home, school, and in life are enhanced significantly when teachers provide a strong foundation of reading, writing, vocabulary, and comprehension skills. Watch how teachers infuse literacy everyday in the classroom.

[Teacher Maria Biondo]

I believe that literacy is the foundation of learning. As a lover of books and literature, I bring that into the classroom in all different areas.

Live Conversation

[Teacher] *She thinks he's chasing them. [Child] Maybe they need to run faster [Teacher] Maybe they should run much faster.*

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[Kathleen Molina, Teacher]

When I set up the environment in my class, literacy is always at the forefront. We have our book area where we have a set of books related to our unit of study and also other books of interest. It's important to have books placed throughout the room that have to do with those materials. In the house area there's books about cooking and families. In discovery we have books about animals, magnets, and experiments

[Live Conversation]

[Teacher] On the balloon it says, "Happy first birthday." you were only one year old.

[Giselle Buttler, Teacher]

One of the most important things that we can give children at this age is vocabulary, language, and an opportunity to speak, to engage in a conversation.

[Live Conversation]

[Teacher] I, like to play with my [Child] Puppy. [Teacher] - Puppy! You see, you used your illustrations to help you.

[Child] He made a googles. [Teacher] - You saw Jaiere make googles, show me Jaiere. [Child] Like this. [Teacher] Like binoculars He made binoculars. You have a telescope, they have binoculars. Show them what you're doing Chasey, tell your friends. [Child] I put it on my mouth and then it makes a funny noise. [Teacher] If you put it on your mouth it makes a funny... [Teacher Gasps] My voice sounds different!

[Michelle Howell, Teacher]

When the students were putting their tubes to their mouth, I noticed that their voices sounded different.

[Live Conversation]

[Teacher] It's a little muffled, right. The tube makes his voice muffled.

[Michelle Howell, Teacher]

I provided them with the word, "muffled." And even though they didn't know exactly what the word was, they were then experimenting with it.

[Live Conversation]

[Teacher] Let me hear Johnathan. Wow.

[Live Conversation]

[Teacher] Okay let's go.(singing) Doo wa diddy diddy dum diddy doo, Doo wa diddy diddy dum diddy doo. Alissa is wiggling and we can do it too.

[Maria Biondo. Teacher]

When children play with sound and words they pick up on letter sounds. I include a lot of songs throughout the day, silly songs with real words, pretend words.

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[Natalia Davis, Teacher]

Rhymes throughout the day is important because it helps develop their language.

[Live Conversation]

[Teacher] Touch your toes. Touch your nose. Strike a scary pose.

[Michelle Howell, Teacher]

Throughout our day we'll use alliteration with the students.

[Live Conversation]

[Teacher] She has silly socks 'cause today is silly sock day.

[Michelle Howell, Teacher]

Silly socks or Karen kisses kangaroos – by playing around they're actually learning the beginning sounds of the letter which will then lead to reading and writing.

[Live Conversation]

[Teacher] - Nice and easy clapping, tip toe tip toe.

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

Some of the best learning happens in the in between times, when you're waiting in line, keep the children engaged, a rhyming game, an alliteration game.

[Live Conversation]

[Teacher] - Time to clean up, time to play, time to put toys away.

[Teacher] "The cat came in." Yes, he says meow meow.

[Maria Biondo, Teacher]

Bringing that literature into the classroom is exposure to the world around them allowing children to be swept away by a story, it's magic. I remind them these new books that are available. You can read them by yourself, you could read them with a friend.

[Matthew Marino, Teacher]

I use the lending library in my classroom as a way to bring the parents in and to read at home to their children. I also put English and Spanish books. –

[Stephanie Tsimpdes, Teacher]

It's important for children to know that there's a purpose for writing. The things that we say, can also be written and then read back to you. In the house area, today during work time, somebody wanted to make a shopping list.

[Michelle Angelo, Teacher]

I like to convey to the children that our words, the print, has a symbolic meaning. When the words are put together, it can be a message to the children.

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[Michelle Howell, Teacher]

We had a little conflict in the block. So I decided to ask all the builders involved in the structure to create a list of rules that they would feel comfortable so that their play could continue. And then afterwards I had them each sign their name so that they knew that they were accountable for making the rules and now this will hang in our block area as a reminder of the contract they all wrote together.

[Diane Herrera, Teacher]

For me what it means to be an intentional teacher is to know my students, create a relationship with them, to foster their learning, so that they are independent.

[Live Conversation]

[Teacher] He's the tallest in our class. He's the tallest boy and Hailey's the tallest girl.

[Giselle Buttler, Teacher]

I really believe that in order for them to learn I have to be an active participant in their play to really understand, be excited, play with them, engage with them, try and get at their level.

[Live Conversation]

[Teacher] Guys, you know if we make a drawing of your castle, you can make it even tomorrow. You can keep making it every time you go, you wanna help make a drawing of it? [Child] Yeah. [Teacher] Let's try.

[Giselle Buttler, Teacher]

Let them take the lead and you follow them and that's when they're going to blossom or they're going to grow.

[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.