

HOUSE AREA



*In the house area,
I am learning...*

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

- 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, phone books, 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.
- *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.*



*In the library/reading area,
I am learning...*

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

- **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**
- **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**

SAND & WATER AREA



*In the sand and water area,
I am learning...*

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

- 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
- 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.

BLOCK AREA



***In the Block Area,
I am learning...***

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

- 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
- 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.***

LARGE GROUP



In Large Group Time...

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

- 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
- 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

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
- Awareness of the beat and rhythm of music

SMALL GROUP



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

What children learn in Small Group Time...

- Problem solving, making choices, social skills, and critical thinking
- Working with different classroom materials

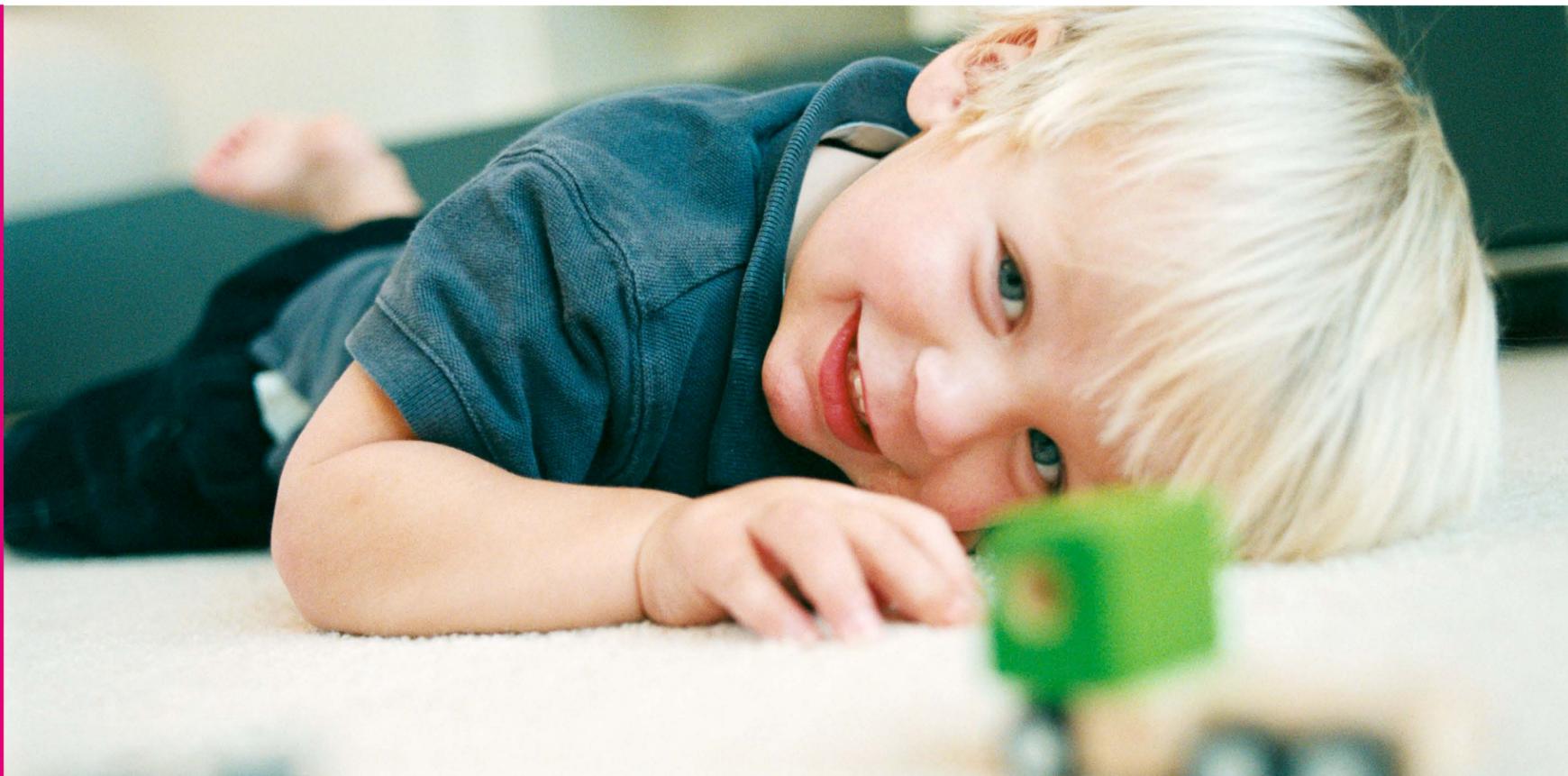


During Meal/Snack Time:

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

- 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
- 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

TOY AREA



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...")**



Doing Large Motor Activities, I am learning...

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

- 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
- 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

ART AREA



***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 the child
- Assisting the child with putting on and taking off smocks
- ***If you have any questions, ask the teacher.***

WRITING AREA



*In the Writing Area,
I am learning...*

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

- 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
- 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