



Making Young Children's Thinking Visible through
Building a Classroom Community

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Alignment to Learning Forward Standards

- The new education law, Every Student Succeeds Act (ESSA), redefines professional development with a purposeful influence from Learning Forward.
- Learning Forward, a national association recognized as leaders in professional learning, has established standards for professional learning that set a high bar for quality learning experiences.
- This session aligns to the following standard(s):

Professional learning that increases educator effectiveness and results for all students...

- occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- requires prioritizing, monitoring, and coordinating resources for educator learning.
- uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate learning.
- applies research on change and sustains support for implementation of professional learning for long term change.
- Aligns its outcomes with educator performance and student curriculum standards.

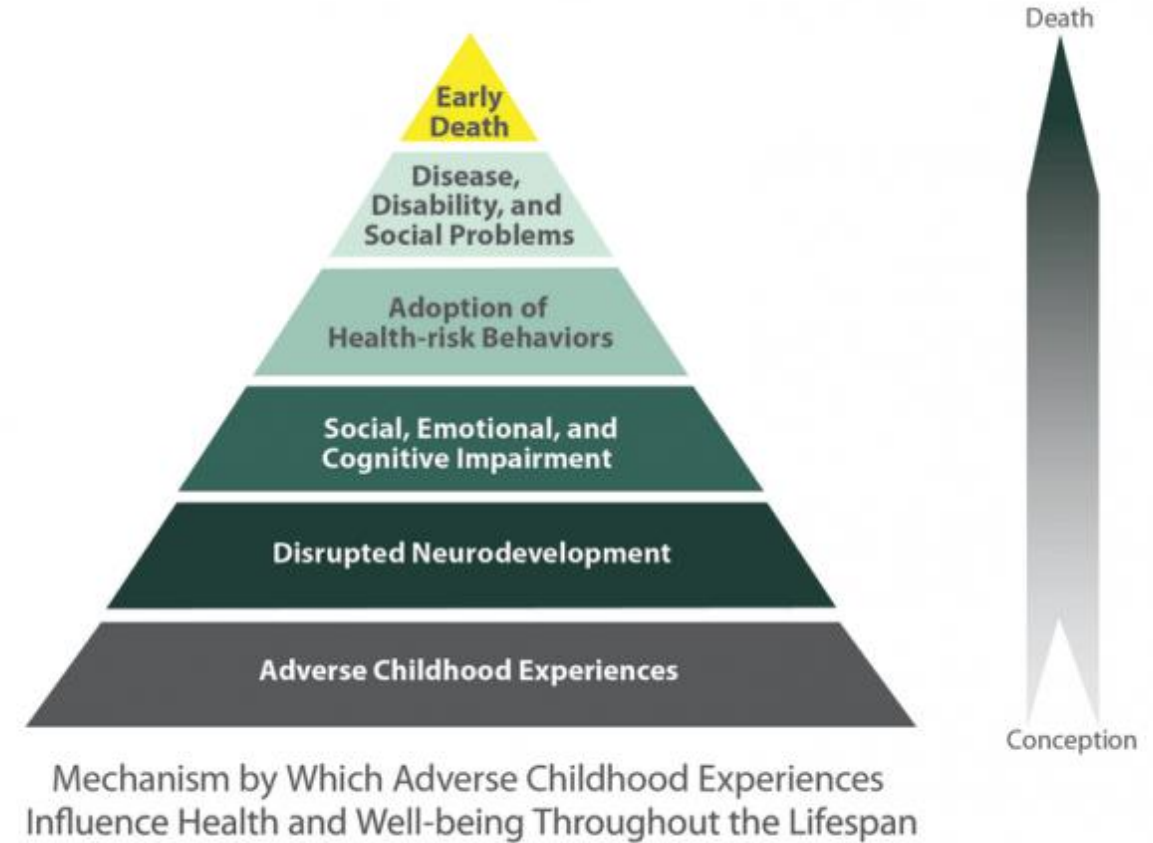


A classroom community

It is important because

Adverse Childhood Experiences (ACEs)

- Verbal Abuse
- Physical Abuse
- Sexual Abuse
- Physical Neglect
- Emotional Neglect
- Witness IPV
- Substance Abuse in Home
- Separated/Divorced Parent
- Family Member Incarcerated
- Family Member Mentally Ill or Suicidal



<https://www.cdc.gov/violenceprevention/acestudy/index.html>

Protective and Compensatory Experiences (PACEs) (Morris, Hays-Grudo et al., 2015)

- Unconditional Love
- Having a Best Friend
- Volunteering
- Having a Mentor
- Being Part of a Group
- Clean, Safe Home with Enough Food
- Being Physically Active
- Good School
- Having a Hobby
- Have Rules and Routines

<http://www.opsrfoundation.org/presentations>



Center for the Developing Child Harvard University

“Young children experience their world as an environment of relationships, and these relationships affect virtually all aspects of their development.”

“Children who develop warm, positive relationships with their kindergarten teachers are more excited about learning, more positive about coming to school, more self-confident, and achieve more in the classroom.”

<http://developingchild.harvard.edu/wp-content/uploads/2004/04/Young-Children-Develop-in-an-Environment-of-Relationships.pdf>

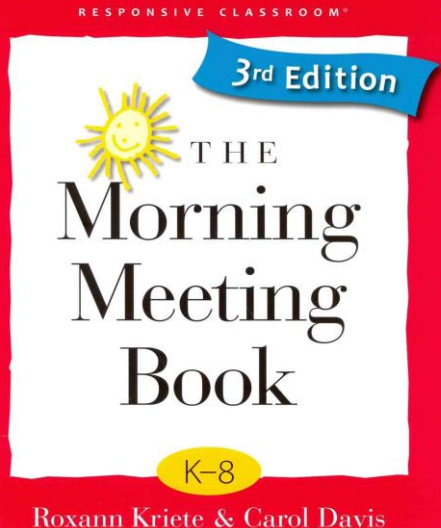
Building a Classroom Community: The Morning Meeting

“Morning Meetings set the tone for respectful learning and establishes a climate of trust that encourages children to take risks.”

“The Morning Meeting addresses two human needs: the need to feel a sense of significance and belonging and the need to have fun.”

“Morning Meeting merges social, emotional, and intellectual learning.”

-The Morning Meeting Book



The Morning Meeting

- Greeting
- Sharing
- Group Activity
- Morning Message



The Morning Meeting: Greeting

- Sets a positive tone
- Provides sense of belonging
- Helps learn names
- Practice in hospitality

Friendly
Tone

*Eye
Contact

Students
must use...

Names

The Morning Meeting: Sharing

- Develops communication skills
- Gain knowledge of others
- Practice speaking in a group
- Strengthens vocabulary skills
- Encourages reading and writing success
- Builds confidence
- Promotes empathy



The Morning Meeting: Sharing

Sharing....

All students need a chance to share.

Students use clear voices and stay on topic using details.

Audience....

Use appropriate audience skills.

Respond with an appropriate question or comment if called on.

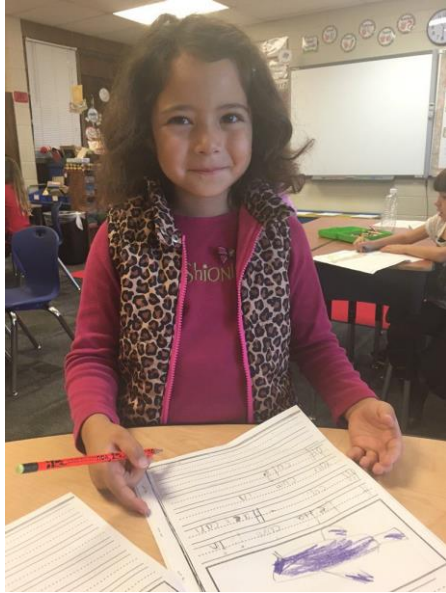


A Morning Meeting in 5th Grade

“Children often ‘act out’ or engage in other challenging behavior when they don’t have the language to communicate their needs. They have been repeatedly frustrated in getting their needs met, and/or are experiencing chronic stress and trauma at home.”



Making Thinking Visible



“Getting to know the children in your classroom, their interests, their passions, and their pet peeves has powerful and long lasting benefits for children.”

(Purposeful Play, p. 108)

The Morning Meeting: Group Activity

- Encourages a sense of community
- Active participation
- Encourages cooperation and inclusion
- Allows for varying abilities
- Reinforces learning



The Morning Meeting: Group Activity

1. Introduce
2. Model, practice, reinforce
3. Repeat activity, gradually releasing control



Games

Mystery Number
Match-Up
Headbands
Act It Out

Songs, Chants, or Poems

Sing songs that reinforce content

Center for the Developing Child
Harvard University

“Stated simply, young children learn best in an interactive, relational mode rather than through an education model that focuses on rote instruction.”

<http://developingchild.harvard.edu/wp-content/uploads/2004/04/Young-Children-Develop-in-an-Environment-of-Relationships.pdf>

The Morning Meeting: Morning Message

- Share and discuss upcoming events
- Transition into the class day
- Reinforces language and math skills
- Could include calendar activities, class jobs, lunch menu, or other daily routines



The Morning Meeting: Morning Message

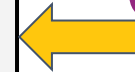
Parts of a Letter



Dear Class,

Today is Monday, _____ 25, 2016

Calendar Words
and Dates

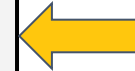


Letter formation,
Number Words
and Capitalization



The leader is _____. She is
_____ years old. Her favorite color
is _____ because
_____.

Color Words and
Opinion Writing.



Content
Vocabulary



We are learning about plants. Plants
have _____, _____, and
_____.

Keep it Simple!

Mrs. Morgan

The Morning Meeting: Morning Message

Good Morning, Journalists!

During our writing period today, we need to complete the preparation for our interviews so we will all be ready to record soon. We will talk about the following questions in our meeting today. Bring your thoughts.

What is the purpose of our interview?

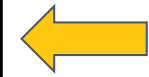
How can we prepare for an interview?

Write an interesting, useful, and appropriate interview question below:

Introduce
tasks



Response
Question



Vocabulary



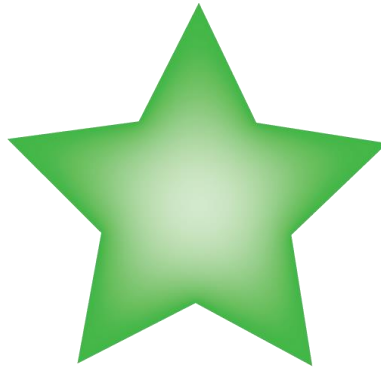
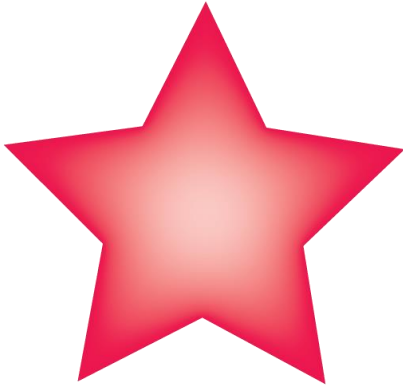
Review of
learning

“Teachers who create caring relationships with children make a huge difference in those children’s lives.”



(Purposeful Play, p. 109)

Two Stars and A Wish



Resources

ACEs Study

<https://www.cdc.gov/violenceprevention/acestudy/index.html>

PACEs PowerPoint

<http://www.opsrfoundation.org/presentations>

Young Children Develop in an Environment of Relationships - Harvard University

<http://developingchild.harvard.edu/wp-content/uploads/2004/04/Young-Children-Develop-in-an-Environment-of-Relationships.pdf>

<http://developingchild.harvard.edu/resources/8-things-remember-child-development/>

<http://developingchild.harvard.edu/science/key-concepts/executive-function/>

Resources

Morning Meeting Resources

<https://www.teachingchannel.org/videos/classroom-morning-meeting>

<https://www.responsiveclassroom.org/what-is-morning-meeting/>

<https://www.responsiveclassroom.org/keeping-morning-meeting-greetings-fresh-and-fun/>

Play in the Classroom

“Purposeful Play” by Kristine Mraz, Alison Porcelli, and Cheryl Tyler

