



PRE-K INSTRUCTIONAL MODELS

LEARNER-CENTERED MODEL

OVERVIEW: Learner-centered activities are central in early childhood education. The needs and interests of the child should always be at the center of planning for activities and learning that occurs throughout the day.

SUGGESTED STRATEGIES

- [Distance Learning for All: Care, Connection, Continuity](#) (Offers guidance and requirements)
- Create a network of support for students that allows differentiation and meets their learning needs (Teacher, peers, and other educators) [ODE Special Education](#), [ODE TAG](#), [ODE English Learners \(page 18\)](#)
- Provide children and families with a menu of options (use simple words and pictures) of activities that can easily be completed. Allow children to pick several activities from the menu of options at various times during the day.
- Make a plan, carry out the plan.
- Encourage children to be physically active each day by running in place, jumping, and dancing to music. Be sure to provide ideas for adapting physical activities for children who are physically disabled.
- Provide guidance to parents on how to follow their child's lead during learning activities.
- Teachers should establish a predictable schedule to communicate with caregivers (Examples: weekly check-ins with each family, open-ended discussion with the child, have parents take pictures of work and submit through app/email, weekly or daily "challenges" to showcase learning, etc.)
- Maximize this time to strengthen school and home connections and family engagement. As teachers work with families, promote a community of respect that considers the various cultural, racial, and linguistic backgrounds of parents and caregivers.

RESOURCES

- [Interest-Based Learning: Following Children's Lead.](#)
- [10 Things Every Parent Should Know About](#)
- [Five Essentials to Meaningful Play.](#)
- [5 Steps for Brain-Building Serve and Return pdf](#) + [Spanish version](#)

SAMPLE DAILY SCHEDULE

Children's learning time may vary depending on their needs and interests. A suggested time frame:

- Reading/Literacy - approximately 10-20 minutes
- Mathematics - approximately 10-20 minutes
- Social/Emotional – approximately 10-20 minutes
- Adult-Child Interactions - throughout the day

Note: Daily and weekly schedule times and activities are recommendations; however, teachers, students, and families should work together to adapt schedules and activities to meet individual needs.

The teacher provides an introduction of the concept(s), with options for online or offline strategies. Delivery methods include video, web links, games, take-home resources, hands-on kits.

The teacher or family/caregiver follows the lead of the child as they explore the concept by (building on children's interest, providing choices, and encouraging children to express ideas).

Families are encouraged to develop routines that incorporate unstructured time for physical activity and creative play into the day.

Families/caregivers should ask questions that prompt discovery while providing supervision.

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TEACHER-CENTERED MODEL

OVERVIEW: During Teacher-led activities, adults should intentionally plan to build on specific concept and skill development while focusing on the child's interest, providing choices, and encouraging the child to express themselves.

SUGGESTED STRATEGIES

- [Distance Learning for All: Care, Connection, Continuity](#) (Offers guidance and requirements)
- Create a network of support for students that allows differentiation and meets their learning needs (Teacher, peers, and other educators) [ODE Special Education](#), [ODE TAG](#), [ODE English Learners \(page 18\)](#)
- Demonstrate for families how meaningful learning opportunities for young children can be a natural part of each day's routine: cooking from a simple recipe that involves measuring and following directions, counting cups in the cupboard, matching socks in pairs, making a repeating pattern with plasticware, conversing back-and-forth about a child's favorite toys, etc.
- Emphasize the importance of daily reading with children and model this for families by providing storytimes in virtual platforms.
- Model storytimes that promote concept development and higher-level thinking through online learning.
- Provide activities that promote phonological awareness.
- Create learning opportunities that resemble classroom content or mimic classroom routines.
- Model for families via activities and virtual platforms strategies to emphasize the development of self-regulation and social skills throughout daily routines.
- Help parents/caregivers prepare to use calming strategies to assist in regulating emotions by modeling calming strategies for families.
- Promote frequent adult-and-child interactions of a quality nature that foster extended conversations with a child. Demonstrate how the parent/caregiver can add on information and ask questions to keep the back and forth exchange going.
- Teachers should use self-talk during video lessons. Be sure to use advanced language to help build vocabulary.
- Provide a set of open-ended questions for families to use during play and story time that encourage critical thinking.

SAMPLE DAILY SCHEDULE

Family/caregiver promotes growth and development in children by providing activities based on children's unique needs and interests.

Suggested time frame:

- Reading/Literacy - approximately 10-20 minutes
- Mathematics - approximately 10-20 minutes
- Social/Emotional - approximately 10-20 minutes
- Adult-Child Interactions - throughout the day

Note: Daily and weekly schedule times and activities are recommendations; however, teachers, students, and families should work together to adapt schedules and activities to meet individual needs.

The teacher provides a planned activity to promote a specific concept(s), with options for online or offline strategies. Delivery methods include video, web links, games, take-home resources, hands-on kits.

The teacher or family/caregiver follows the lead of the child during the planned activity while redirecting the child back to the concept being taught.

Families are encouraged to develop routines that incorporate unstructured time for physical activity and creative play into the day.

Family/caregivers should ask questions that prompt discovery while providing supervision.



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RESOURCES

- [Conversations with Children, Asking Questions That Stretch Children's Thinking](#) (Janis Strasser, [Teaching Young Children](#) February/March 2019, Vol. 12, No. 3).
- Teachstone®'s [The CLASS at Home](#)- Designed to help parents learn how to better support quality interactions.
- [Executive Function & Self-Regulation](#) overview.

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HYBRID MODEL

OVERVIEW: Activities implemented in early childhood settings may be a hybrid of both learner-centered and facilitator-centered activities.

SUGGESTED STRATEGIES

- [Distance Learning for All: Care, Connection, Continuity](#) (Offers guidance and requirements)
- Create a network of support for students that allows differentiation and meets their learning needs (Teacher, peers, and other educators) [ODE Special Education](#), [ODE TAG](#), [ODE English Learners \(page 18\)](#)
- Complete an activity that helps others such as drawing pictures for those who are sick or lonely.
- Encourage assignment of “home helper” jobs similar to “classroom helper jobs.” The child may collaborate with siblings in completing home helper jobs.
- Create labels for items in the home. Brainstorm a list of simple labels for common household objects. Write the words on paper and have the child draw matching pictures. Have the child place the labels on the correct objects.
- Have the child assist the parent/caregiver in lining up a collection of rocks from smallest to largest. Have the child describe the rocks using their five senses.
- Teacher introduces a mathematics lesson. Compare the lengths of two objects by matching the end of one object with another. Objects to use may include shoes, books, and pencils. Discuss which is longer and which is shorter.
- Provide video lessons that demonstrate problem-solving strategies being used. Your coat slips off the hook. The teacher says, “I see that my coat won’t stay on the hook. I feel frustrated.” “It won’t stay on.” The teacher asks the children, “What can I do to make it stay?” Then she/he/they says, “I have to find the coat loop.” “That’s a good idea.” “Then my fingers will be able to fit the coat loop over the hoop.”

SAMPLE DAILY SCHEDULE

The activity may start as being facilitated by the family/caregiver and transition into a more learner-facilitated activity as the child becomes more engaged.

Suggested time frame:

- Reading/Literacy - approximately 10-20 minutes
- Mathematics - approximately 10-20 minutes
- Social/Emotional - approximately 10-20 minutes
- Adult-Child Interactions - throughout the day

Note: Daily and weekly schedule times and activities are recommendations; however, teachers, students, and families should work together to adapt schedules and activities to meet individual needs.

The nature of early childhood education is often a combination of child-centered and teacher-led activities. The teacher introduces a concept and guides the child to an activity that promotes communication and collaboration. Delivery methods include video, web links, games, take-home resources, hands-on kits.

Teacher or family/caregiver supports the child in sharing what they have learned through a variety of opportunities.

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RESOURCES

- [8 Strategies for Preschool ELLs' Language and Literacy Development](#)
- [Vroom](#): Add learning to mealtime, bathtime, bedtime, or anytime with 1,000+ fun, free activities.
- [PBS KIDS Daily Newsletter](#)- Free resource from [PBS KIDS®](#). Provides daily activities and tips to parents covering emotions and self-awareness, social skills, character, literacy, math, science, and arts content.
- Virtual field trips: [San Diego Zoo](#) live cams; Birch [Aquarium's Kelp Cam](#); [San Diego Safari Park](#) (giraffe, tiger, and elephant cams), including the [Butterfly Jungle](#).