Jumpstart Sessions & Program Areas: Growing Understanding

CAS 140/L Jumpstart
Week 6

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Quiz 2

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Checking In

- Class Business:
  - Time sheets
  - Jumpstart survey
  - Resume
- Fieldwork News:
  - Team meetings
  - Classroom assistance schedule
  - Community events
  - NAEYC Conference
  - Read with Me
Review of DAP Paradigm

- Constructivism:
  - Children are active learners
  - Cognition is individual
  - New knowledge built on existing knowledge
  - Active Learning:
    - Build on existing interests
    - Utilize exploration
    - Provide guidance (not direction)

DAP Goals:
Children Will Be Able to:

- Communicate effectively
  - Respect
  - Language skills
  - Analyze information
  - Logic
  - Critical thinking
  - Succeed academically
  - Master prerequisite skills
  - Acquire new information
  - Adapt to changing situations

Respects Universality

- Development is sequential
  - Sensitive periods
  - Progress:
    - Complexity/sophistication
    - Internalization
Respects Individuality
- Rate of development
  - Environmental effects
  - Biological effects
  - Processing of information
  - Mode of learning
  - Communication style

Jumpstart Sessions
- 1-to-1 reading
  - Individual work with child
  - Emphasis on language and literacy
  - Circle time
    - Whole (large group)
    - Emphasis on language & social skills
  - Center/choice time
    - Individual or small group
    - Emphasis on all aspects of development

1-to-1 Reading
- Child-selected book focuses on
  - Book knowledge
  - Awareness of text
  - Emergent topic
  - Autonomy
  - Guidance
- Book discussion focuses on
  - Child’s level of ability ability
  - Possible focus:
    - Vocabulary
    - Comprehension
    - Elaboration
**Circle Time**
- Focus on social skills
  - Turn-taking
  - Routines & expectations
  - Coordination of different skills
- Focus on language
  - Following directions
  - Verbalizing choices/goals
  - Specific language skills

**Center/Choice Time**
- Emergent topics (with guidance)
- Focus on:
  - Verbalizing choices
  - Awareness of text
  - Diverse skills & knowledge

**Session Routine**
- Same components in same order
  - Clear sequence
  - Clear activity description
  - Clarifies leadership & expectations
  - Familiarity scaffolds performance
  - Schedule specific to session time
Transitions

- Moving to new activity
- Minimize
  - “Wasted time”
  - Social stress
- Maximize skill development
- Ensuring that activities
  - Meet child’s individual needs
  - Work toward “school readiness”
  - Are integrated/consistent

Effective Transitions

- Clear information regarding
  - What is next
  - When to change
  - Where to go
  - How to transition
- Consider
  - Variability in children’s speed and attention
  - Variety of activities available
  - Attention-getting strategies

Classroom Assistance Time

- Build relationships
- Identify
  - Curricular themes & goals
  - Child’s strengths & needs
  - Classroom rhythm
- May provide opportunities
  - Communicate with teacher
  - Conduct 1:1 reading with child
Anecdotal Notes

- Document key event or skill
- Emphasize clarity
  - Concrete
  - Specific
  - Direct quotes
  - Complete
  - Reflection 6
- Practice anecdotal recording
- Focus on session elements

Exercise

(if time allows)