

## ILF and Instructional Support During Routines, Transitions, & Other Activities

### Instructional Learning Formats

#### Routines

- Teacher plays a song about the solar system and children sing along as they clean up after centers. They know that they need to have clean up completed at the end of the song and they make a game out of it.
- Children are expected to follow a specific routine when they come in the door (e.g., remove & hang up coat, put backpack in cubby, wash hands, sign in, and select an area to play). To keep things running smoothly, the teacher provides directions as children arrive and redirects children who do not remember the routine.
- Teacher demonstrates tooth brushing to her class. She makes funny faces and exaggerates brushing her tongue and rinsing her mouth to keep the children's interest.

#### Transitions

- As children wait for their turn to wash their hands, the teacher does finger plays with them to give them something to do while they wait.
- As children line up to go outside, they have to find a certain shape to stand on and then look around the room for other things that have the same shape.
- As the children move from the classroom to the cafeteria, they pass a toy from one to the other over their heads and behind them, without making a sound.
- Children try to sneak past the other classrooms without anyone seeing or hearing them.

#### Other activities ( meals, centers, self-help, etc.)

- Teachers ask questions that expand children's involvement. At breakfast, the teacher asks children what they eat at home, who makes the food, and how they would set the table for scrambled eggs versus how they would set the table for cereal.
- The teacher participates in the children's play and encourages them to try new things. As Leisel pours water from one container to another at the water table, the teacher suggests that she measure with additional containers to see how much water the other containers hold.
- When they arrive, the room is set up with a variety of activities that children can elect to do, including writing, puzzles, looking at books, or listening to music or books on tape.
- Children actively play in their centers. One group makes a road in the block area, while another sets up a grocery store in dramatic play and helps their customers find their purchases and check out at the register.

- As the teacher stops to play with the children at the vet center, she keeps her questions focused on what the children are doing, asking, “What do you think is wrong with the puppy?” and “How can you help the puppy get better?”
- The teacher helps children who have forgotten the steps for washing hands by singing the hand washing song and pointing to the pictures by the sink if children need more help.

## Concept Development

### Routines

- The teacher asks, “How can we go down the hall to the cafeteria without anyone hearing us?”
- As they enter the school from the playground, the teacher asks, “How many doors do you think we will pass on the way?” and “How can we check our prediction?”
- Cecily is upset because the center she wants to play at is full. The teacher helps her make a new plan about how to spend her time.
- The teacher notices that Grant is having difficulty figuring out where the long blocks belong on the shelf and reminds him about the matching strategy they had been using.

### Transitions

- The teacher dismisses children based on the sound of the first letter of their name or the color of their shirt.
- The teacher stops the story she is reading part way through. As she calls on children to go to the next activity, she asks them to predict what will happen next in the story.
- Children brainstorm silly rhyming words as they move from one activity to the next.

### Other activities ( meals, centers, self-help, etc.)

- The teacher observes the children building a marble track and asks them to think about which track they think will be faster and why they think that.
- The children gather different “found” objects on their nature walk. When they get back to the room, the teacher asks them to brainstorm ways they could use the objects to create art projects.
- As the children eat pineapple at snack, the teacher reminds them of the book that they read about Hawaii and explains that pineapples are grown there.
- As the children look at a book about animal habitats, the teacher contrasts animal habitats to the different types of homes where people live.

## Quality of Feedback

### Routines

- Isa hangs her coat up in Myron's cubby. Her teacher says, "Isa, look again at the name of that cubby? Is it your name?" Isa looks again and moves her coat to her cubby.
- Drew is setting the table for snack and is having trouble remembering where the different places of silverware go. His teacher reminds him to look at the picture of the place setting that is on the wall by the snack table.
- The teacher tells the children what they should be doing next. Manny says he doesn't remember what she told them. His teacher tells him to look at the picture schedule to help jog his memory.

### Transitions

- The teacher directs the children to stand on the carpet square that depicts the first letter in their names. When Sophia stands on the letter "C," the teacher says, "Sophia.../sss/ what sound do you hear?"
- During clean up time, Alfred hesitates before he puts the bristle blocks away. His teacher notices that he is scanning the photographs taped to each shelf and says, "Nice job looking at the pictures, Alfred. That's a great strategy."
- The teacher dismisses children from circle time by saying, "If you're wearing orange today, you may go to planning time." Naomi, who is wearing a red shirt jumps up and the teacher says, "Naomi, your shirt is red. Orange is made of red and yellow, so they are similar, but are not the same."

### Other activities ( meals, centers, self-help, etc.)

- Samuel and Luis are each building a separate block tower. Luis says his tower will be taller and the teacher asks him what makes him think that.
- Aubrey is having a hard time fitting a piece into the puzzle she is working on. The teacher suggests that she look at the shape of the piece and compare it to the space where she is trying to put it.
- Simar wants to write a letter to a friend who is sick. She cannot remember how to spell her friend's name. Her teacher reminds her that she can look at her friend's name card on her cubby.

## Language Modeling

### Routines

- The teacher greets the children when they arrive and they have a conversation on what they did after school the previous day.
- As the children walk from the classroom to the library, the teacher talks to the children about the mural on the wall. She points out new vocabulary words and explains what the words mean.
- When the children are getting ready for nap, the teacher narrates the children's actions, saying things such as, "I see that Janine is getting her blanket out and putting it on her cot" or "Otto is picking out a book to look at before he goes to sleep."

### Transitions

- Teacher uses self-talk when she says, "James is walking to the sand table and Lydia is putting on a smock so she can paint."
- As the teacher walks the children into school from the buses, they talk about what they did after school the day before.

### Other activities (e.g., meals, centers, self-help, etc.)

- At lunch time, the children and teachers talk about what they did during morning centers
- At the science center, the teacher labels the different kinds of plastic dinosaurs and explains how they differ from one another.
- As the children wait to wash hands, the teacher asks Tonya to tell her about her weekend visit to the park.
- The children excitedly talk to each other as they play in the housekeeping area.
- Tyler excitedly says, "Look, my seeds are coming up!" his teacher says, "Your seeds are coming up. They are sprouting."