

PreK On My Way Supports the Classroom Assessment Scoring System® (CLASS®) Dimensions

Emotional Support, Classroom Organization, and Instructional Support

Children need positive and engaging instructional experiences that support teacher-child interactions. **PreK On My Way** provides children and teachers with rich experiences that drive learning and development during Circle Time, Story Time, and small-group and independent centers while building on the objectives of the CLASS dimensions.



	LARGE GROUP		SMALL GROUP	INDEPENDENT CENTERS
	Circle Time	Story Time		
Positive Climate	<ul style="list-style-type: none"> • Conversation between the teacher and children 	<ul style="list-style-type: none"> • Shared interactions • The teacher calls children by name 	<ul style="list-style-type: none"> • Children cooperate and share • The teacher positively communicates with each child 	<ul style="list-style-type: none"> • The teacher fosters peer-to-peer conversation • The teacher sets positive expectations
Regard for Student Perspectives	<ul style="list-style-type: none"> • Talk together about children's experiences and perspectives • The teacher welcomes opinions 	<ul style="list-style-type: none"> • Open-ended questions encourage children to share their ideas about the book 	<ul style="list-style-type: none"> • Open-ended questions invite children's individual perspectives 	<ul style="list-style-type: none"> • Children direct their own learning
Instructional Learning Formats	<ul style="list-style-type: none"> • The teacher actively engages children using a variety of modalities 	<ul style="list-style-type: none"> • A guiding question helps focus children's attention on learning objectives 	<ul style="list-style-type: none"> • Every child participates in hands-on learning 	<ul style="list-style-type: none"> • Varied materials support multi-modal learning
Concept Development	<ul style="list-style-type: none"> • Build background knowledge related to the Weekly Concept 	<ul style="list-style-type: none"> • Open-ended questions encourage higher-level thinking 	<ul style="list-style-type: none"> • "Connect to Large Group" reminds children of prior learning and prepares them to apply it in hands-on activity 	<ul style="list-style-type: none"> • Conversation prompts encourage children to Apply, Investigate Evaluate, and Extend
Quality of Feedback	<ul style="list-style-type: none"> • The teacher provides guidance and scaffolding during Background Building 	<ul style="list-style-type: none"> • Differentiated support for a read-aloud discussion based on children's individual responses 	<ul style="list-style-type: none"> • As children move through the hands-on activity, the teacher asks them to explain their thinking 	<ul style="list-style-type: none"> • The teacher provides feedback that encourages children to persist in their purposeful play
Language Modeling	<ul style="list-style-type: none"> • The teacher uses scripted instruction to introduce new vocabulary to children 	<ul style="list-style-type: none"> • The teacher asks open-ended questions about the text 	<ul style="list-style-type: none"> • Conversation between the teacher and children 	<ul style="list-style-type: none"> • The teacher and children talk to each other about what they are doing



LARGE GROUP

During **Circle Time** the teacher activates children’s prior knowledge with regard for their perspectives, helps them shake their wiggles out and engage with learning through a music and movement learning format, and introduces key vocabulary with careful language modeling.

Every **Story Time** experience supports teachers by recommending open-ended questions for language modeling, concept development, and regard for student perspectives. These questions are based on the research-based “Strive for Five” model from the Children’s Learning Institute at the University of Texas Health Science Center at Houston.

SMALL GROUP

In **Small Groups**, children express themselves and share through hands-on experiences supported by teacher guidance and prompts. Model language helps teachers build on children’s prior knowledge and language while cultivating their problem-solving skills.

INDEPENDENT CENTERS

Independent Centers provide an opportunity for child-directed learning and language modeling in a positive climate through the use of conversation prompts that encourage concept development, conversational exchanges, and positive feedback.

