

Opening & Reflection

Nevada Early Childhood Math Series

Session 6

Session Objectives

- Preview the scope of work for the day
- Reflect on the impact that problem solving and reasoning is having in their centers
- Share successes and challenges around introducing problem solving and reasoning to teachers and implementation at their center/school

“Backpack” Bingo

- Three Rounds
- Go through your “backpacks” and find an item that fulfills each of the categories.
- Phones do not count.
- Stand and shout “Bingo” when you have all of the items.



“Backpack” Bingo



Round One. Find:

- Something you confiscated from a student.
- Something you'd like to give a student.
- Something you're reading that makes you a better leader.
- Something you are reading without any educational value.

**Stand and shout “Bingo!” when your table has all 4 items.
Be ready to share.**

“Backpack” Bingo



Round Two. Find:

- Something you take with you everywhere.
- Something you brought just for today.
- Something that reminds you of your family.
- Something that reminds you of your students.

**Stand and shout “Bingo!” when your table has all 4 items.
Be ready to share.**

“Backpack” Bingo



Round Three. Find:

- Something high-tech.
- Something low-tech.
- Evidence of something you're really excited about.
- Evidence of something that keeps you organized.

**Stand and shout “Bingo!” when your table has all 4 items.
Be ready to share.**



Table Reflection and Discussion

- How did you have teachers dig into problem solving and reasoning? (What setting? What format? What activities or strategies did you use?)
- What went well? What evidence have you seen of the training on number sense thus far in their classrooms?
- What was challenging? How did you address the challenges?
- Group brainstorm ways to address outstanding challenges moving forward.



Take 5 minutes to reflect:

- Why is play important for our earliest learners?
- Write specifically about a time you saw play done effectively where a child learned something. What was happening? What was the teacher doing? What was the student doing?
- What do you find challenging about making play effective?

Learning Through Play: What It Looks Like When Done Well

Nevada Early Childhood Math Series

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Objectives

- Explain why play is an important part of young children's development
- Understand and describe excellent play-based learning
- Plan for and identify opportunities for play-based learning
- Collaborate and share best practices of play-based learning with their colleagues in the cohort

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Why Play?

Excellent Play-Based Learning

Application: Plan and Practice

Resource Sharing: Building Our Toolkits

Closing



Let's share out:

- Why is play important for our earliest learners?
- Write specifically about a time you saw play done effectively where a child learn something. What was happening? What was the teacher doing? What was the student doing?
- What do you find challenging about making play effective?

Let's dig in to play...



As you read, take notes on:

- the **teacher's role in play**,
- how play **connects to and supports the standards**,
- the **integration of play, learning, and development**

Extend your thinking:

*WHY is play valuable
for MATH
development?*

**“Play gives children a chance to practice
what they are learning.”**

Fred Rogers

Agenda

Opening

Why Play?

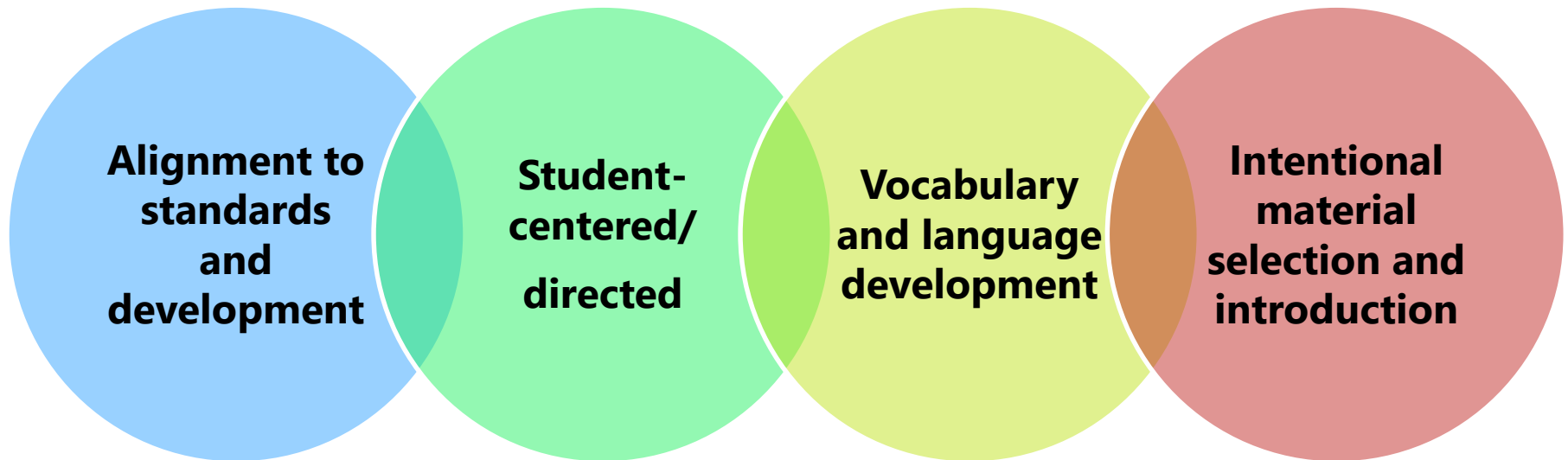
Excellent Play-Based Learning

Application: Plan and Practice

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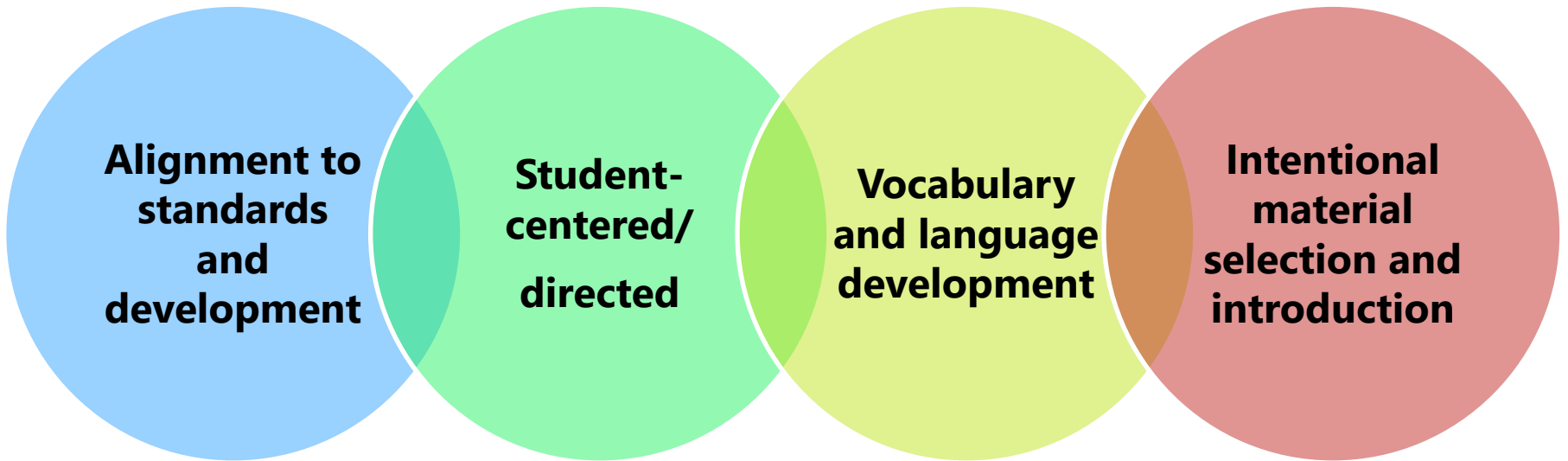
What defines excellent play-based learning?



Extension/important to keep in mind: Connecting across content areas

How might I approach planning this?

Activity: Art Center



Extension/important to keep in mind: Connecting across content areas

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Why Play?

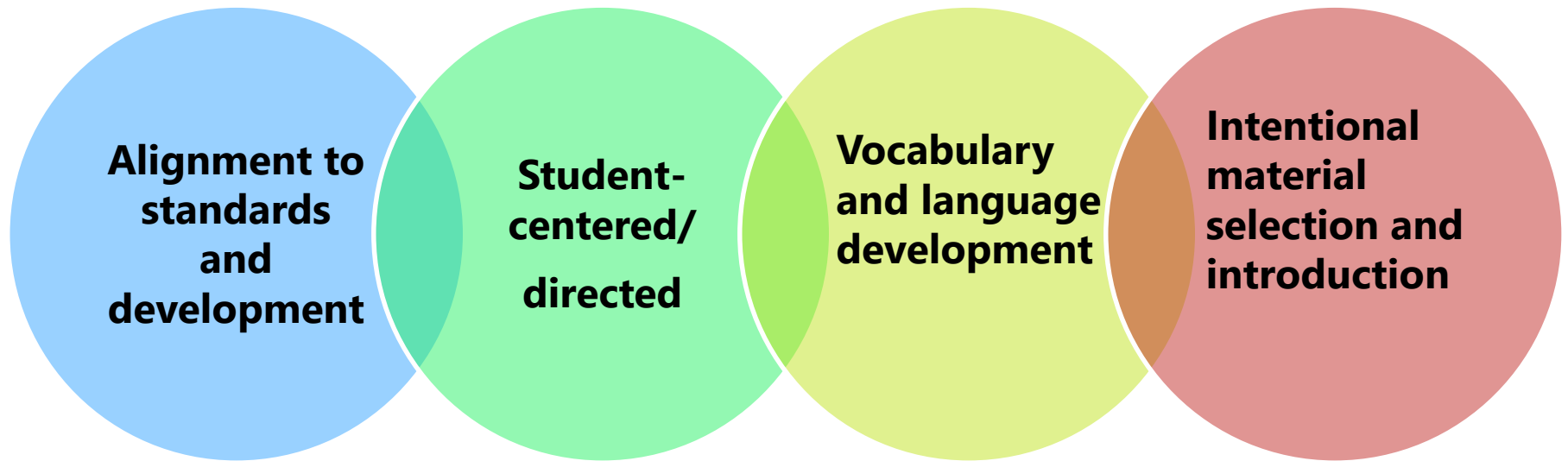
Excellent Play-Based Learning

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Plan Your Own: Refining and Checking for What Makes Play-Based Learning Effective



- 1 Using the play-based activity you brought with you, identify the connections to content: Where/how does this support standards and development? Look closely for MATH connections and opportunity.
- 2 Identify the key materials needed for this activity.
- 3 Identify related key tier 2 vocabulary you want to use during conversations with children.

Reflecting on Practice

Put your leader hat back on. Discuss the following questions with your group:

- How could this quick planning and practice activity support your teachers in intentionally setting up play in their classrooms?
- How might you need to adjust or adapt this practice opportunity for your teachers?

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Gallery Walk of Play-Based Activities



- You just created a play-based activity that is high quality that others in the room may want to use! When we begin this activity, put your poster up on the walls around the room.
- For the next nine minutes, circulate and read through the activities that are planned to get some ideas from everyone here! You should walk away with at least 3-4 new play-based activities for your classroom.
- Take a pen or marker with you so you can make notes of ideas you want to use or leave comments on post-its for your colleagues.
- *Note: We will take photos of all the posters and share out with you so do not feel like you need to rush to see all of them!*

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Take the next several minutes to create a plan for how you will take this content back to your team.

- When will you deliver this content to your staff or the teachers you support?
- How will you deliver content to your staff or teachers you support? (One whole-group two-hour professional development? Smaller groups? Smaller chunks of time? Direct facilitation vs. small group planning?)
- How will you support your team and those you work with in ensuring play is purposeful and effective? What tools will you create and provide them with?
- What challenges do you anticipate your staff and those you work with may have with this content?



The questions below are for when you facilitate for your staff:

What are your next steps for ensuring that you are constantly and intentionally using play in the classroom?

When and where will you prioritize language development and materials use in play? How will you hold yourself accountable for using these strategies?

What questions do you still have about what you learned today?

What feedback to you have about the session for the facilitator?

Next Steps for Teachers

- Draft materials introduction for a new play-based activity each day. Remember, you only need to introduce 1-2 materials a day.
 - Begin introducing a material each day by **PROVIDE DATE.**

Break 😊



Closing and Reflection

Nevada Early Childhood Math Series

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Session Objectives

- Reflect on key concepts learned during the Math Series
- Reflect on overall successes and challenges in using the strategies they learned throughout the course of the Math Series
- Plan for next steps to continue to use and improve on the strategies learned in the coming school years and how to stay connected to their cohort
- Complete reflective self-assessment on growth over the course of the Math Series
- Provide feedback on the day's sessions and the Math Series as a whole
- Celebrate the achievements of the Math Series cohort!

Reflecting on the Leadership Series

Action Planning Moving Forward

Self-Assessment and Surveys

Chalk Talk: We have covered a significant amount of content in the past several months! Think about the major themes we have explored in leader development, teacher development, and math content and respond to the questions below.



What are your biggest take-aways from the content that was covered throughout the course of the entire Math Series?

As a result of participating in this Math Series, what are you already doing differently as a leader? Why?

What will you do differently next year? How will you make sure you continue to “live the learning” of the Leadership Series?

As a result of the Math Series, what do you notice teachers doing differently? Why?

What successes do you want to celebrate from our time together?

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Reflecting on the Leadership Series

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Self-Assessment and Surveys



Think back to our norm of “what’s learned here, leaves here.” We want to make sure that your learning not only leaves here, but continues to live on in your centers or schools beyond the Math Series.

Take the next several minutes to action plan specific steps for how you will continue to:

- Prioritize your time to allow for teacher development
- Observe and coach teachers
- Ensure that teachers are presenting great content, especially in math, to their students

Use the template provided in your handouts to do your planning.

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Reflecting on the Leadership Series

Action Planning Moving Forward

Self-Assessment and Surveys



Please take the next several minutes to thoughtfully complete the self-assessment, feedback for today's session, and feedback for the Leadership Series overall.