

Component	Features of the OWL Approach
<p>Morning Meeting</p> <p>10- minutes</p>	<p>Brief orientation to the Centers available for the day</p> <ul style="list-style-type: none"> • An item/activity from each center is shown, and is explained or demonstrated to interest children and to encourage exploration. • Teacher uses rich vocabulary. • Explanations and demonstrations predominate, with little or no questioning of children.. • Items for demonstration are organized. • Teacher’s explanations appear planned, rather than spontaneous. Focus and emphasis of explanations/demonstrations changes over the week. There is a routine for going to centers. <p>Child Choice</p> <ul style="list-style-type: none"> • As the teachers call centers, children choose a center to start. • Children are not assigned to centers, and children are not called individually to make a choice. <p>Turns list</p> <ul style="list-style-type: none"> • A turns list is used to keep track of children who did not get to go to their center of choice. • Turns lists are made available for children to consult during center time • The turns list is carried over from one day to the next so children learn that their choices will be honored.

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	<ul style="list-style-type: none"> • Is responsive to children’s comments and questions, but does not engage in “question-answer” or discussion with the children <u>during</u> the story. • Encourages a short discussion <u>after</u> the reading (with 4’s) or provides a brief comment or two to model reflection or summary of the story (with 3’s). <p>Characteristics of a <u>Reading Two</u>:</p> <ul style="list-style-type: none"> • Re-construction of the story • <u>Events-related</u> discussion questions <p>The Teacher:</p> <ul style="list-style-type: none"> • Uses language appropriate to a Reading Two. • Predominance of “Do you remember what happens next?” and “We know what happens next, don’t we?” rather than “What do you THINK will happen?” and “Let’s see what happens” • Co-constructs children’s recall of the story. <p>Characteristics of <u>Reading Three</u></p> <ul style="list-style-type: none"> • Participatory chiming-in with pauses and prompts • <u>Analysis & Personal Connections</u> discussion questions probe characters’ emotions & feelings and link to their actions • Relate story events to children’s own experiences <p>The Teacher:</p> <ul style="list-style-type: none"> • Supports chiming in by emphasizing initial sound or whispering the words to chime in on. • Keeps the story and children’s chiming-in flowing. • Encourages a “reading three” discussion. • Often has time to read a second, theme-related book. <p>Characteristics of <u>Reading Four</u></p> <ul style="list-style-type: none"> • Participatory with children assigned one character’s part. <p>The Teacher:</p> <ul style="list-style-type: none"> • Supports children by mouthing or whispering the children’s part. • Keeps the story and children’s chiming-in flowing. • May skip Reading 4 and read a different book if children seem to be “done” with the core book. • Often has time to read a second, theme-related book

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<p data-bbox="155 268 305 558">Songs, Word Play and Letters/ Building Blocks Whole Group</p> <p data-bbox="155 632 305 663">20 minutes</p>	<p data-bbox="342 268 1446 373">Whole group circle time that helps children develop phonological awareness, alphabet letter knowledge, vocabulary, and mathematical skills and concepts in a playful way.</p> <p data-bbox="342 415 526 447">The Teacher:</p> <ul data-bbox="342 457 1458 747" style="list-style-type: none"> <li data-bbox="342 457 837 489">• Has materials needed close at hand <li data-bbox="342 495 1409 562">• Has the sequence of activities clearly in mind, but is able to modify to maintain children’s engagement <li data-bbox="342 569 857 600">• Conveys enjoyment of the activities. <li data-bbox="342 606 1458 674">• Paces the activities appropriately for the developmental levels/needs of the children and purposes of the activity. <li data-bbox="342 680 1419 747">• Uses “wrap around” language that provides rich vocabulary and literacy concept information to children. <p data-bbox="342 758 932 789">For the OWL SWPL activities, the teacher:</p> <ul data-bbox="342 800 1451 972" style="list-style-type: none"> <li data-bbox="342 800 1227 831">• Uses the OWL songs, poems, and literacy skills tasks (primarily). <li data-bbox="342 837 1451 972">• Uses instructional strategies suggested in the <i>Teachers Guides</i> Recites the poems and sings the songs with the children at their own pace, rather than playing the CD. The CD should be used by the teacher for learning the songs. For variation, other, better recordings of some of the songs can be played such as Raffi CDs. <p data-bbox="342 982 1166 1014">For the Building Blocks Whole Group activities, the teacher:</p> <ul data-bbox="342 1024 1442 1121" style="list-style-type: none"> <li data-bbox="342 1024 1442 1121">• Uses classroom management strategies that enhance the quality of the activity and children’s mathematical learning. Uses mathematical language, including, as appropriate to the activity, a discussion of mathematical ideas or strategies.

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<p data-bbox="151 275 341 415">Let's Find Out About It/ Let's Talk About It</p> <p data-bbox="175 491 316 520">20 minutes</p>	<p data-bbox="368 275 1463 415">LFOAI Builds children's background knowledge through demonstrations, first-hand exposure to objects and processes, and exposure to information from non-fiction texts. Often based upon something of interest in a Story Time book</p> <p data-bbox="368 457 1159 487">Instructional strategy = Explanations and Demonstrations</p> <ul data-bbox="368 495 1442 909" style="list-style-type: none"> • "Expository mode" predominates; and questions are used, as appropriate. • Teacher gives accurate information in a way that is accessible to preschoolers. • Clear, well organized, sequenced to aid understanding • Teacher links to the appropriate core story book. • Book is a "jumping off point" rather than the main focus of the LFOAI. • Teacher's language is rich in key vocabulary. • Includes markers, such as "first, second, next, last". • Expository texts are used, as much as possible, as recommended in the <i>Teachers Guide</i>, and supplemented with additional expository texts from the library. • Use of expository texts is appropriate to the situation and book (i.e. may use to look up information rather than read the book straight through). <p data-bbox="368 951 1273 1010">LTAI Discussion of topics of social and emotional importance to children</p>

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<p data-bbox="164 270 326 338">OWL Small Groups</p> <p data-bbox="196 417 293 485">20 - 25 minutes</p>	<p data-bbox="370 270 760 300">Three adult-guided activities</p> <ul data-bbox="370 310 1382 380" style="list-style-type: none"> <li data-bbox="370 310 927 340">• One high support, one medium, one low <li data-bbox="370 348 1382 380">• Children rotate through over 3 days. Each child does one activity each day. <p data-bbox="370 422 613 451">Activities include:</p> <ul data-bbox="370 462 1458 562" style="list-style-type: none"> <li data-bbox="370 462 1458 562">• Science, writing, language, book browsing, alphabet puzzles, print manipulatives, Small group read alouds (replacing most OWL math activities listed in <i>Teachers Guide</i>) <p data-bbox="370 569 1133 598">The teaching team is clearly prepared for Small Groups.</p> <ul data-bbox="370 609 1430 835" style="list-style-type: none"> <li data-bbox="370 609 841 638">• Materials are ready on the tables. <li data-bbox="370 646 915 676">• Adults coordinate well with each other. <li data-bbox="370 684 873 714">• High Support Activity – teacher led <li data-bbox="370 722 1024 751">• Medium Support Activity– paraprofessional led <li data-bbox="370 760 1430 835">• Low Support Activity –led by an additional adult in the classroom or monitored by paraprofessional or teacher <p data-bbox="370 877 526 907">Each adult:</p> <ul data-bbox="370 917 1458 1136" style="list-style-type: none"> <li data-bbox="370 917 776 947">• Uses a moderate voice level <li data-bbox="370 955 1446 1026">• Balances time spent on explanations/demonstrations and time devoted to guided discovery <li data-bbox="370 1035 997 1064">• Uses rich language, including key vocabulary <li data-bbox="370 1073 1458 1136">• Monitors individuals and interacts individually with each child, providing on-the-spot adaptations for those who struggle and those who need more challenge <p data-bbox="370 1144 542 1173">The teacher:</p> <ul data-bbox="370 1184 1430 1348" style="list-style-type: none"> <li data-bbox="370 1184 1430 1213">• Implements all OWL high-instructional small groups activities with 4-year-olds <li data-bbox="370 1222 911 1348">• Plans effective adaptations for <ul data-bbox="516 1255 911 1348" style="list-style-type: none"> <li data-bbox="516 1255 597 1285">○ 3’s <li data-bbox="516 1293 613 1323">○ ELL <li data-bbox="516 1331 911 1348">○ Children with special needs

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Targeted Transitions	<ul style="list-style-type: none"> • Transition activities promote literacy skills • Reading names, letter naming, letter sounds, rhyming and vocabulary • <p>The Teacher:</p> <ul style="list-style-type: none"> • Uses OWL’s language and literacy-related dismissal devices each day. • Follows recommendations in the <i>Teacher’s Guide</i>. • Adapts skill levels to individual children.
Outdoor Play and Mealtimes	<ul style="list-style-type: none"> • OWL has a “Conversations with Children” section in each week of the <i>Teacher’s Guide</i> • Weekly Planner suggests outdoor time and mealtime conversation topics teachers and paraprofessionals can use to connect the curriculum to children’s daily lives