



# Project CARE Refresher Training

EnCompass: Resources for Learning

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# Child Development

## 6-8 year olds

Based on

*Developmentally Appropriate Practices*

by Bredekamp & Copple (1997)

# Physical Development



- Greater coordination and ability to control movements.
- Highly sensitive to social comparisons of their physical skills.
- Girls are ahead of boys in fine motor skills.
- Boys are ahead of girls in large motor skills.
- Interested in acquiring realistic skills, rough and tumble play, games with rules, teasing, and rituals (chants passed from older children).

# Social & Emotional Development

- Have at least 3 images of self:

- Academic
- Social
- Physical



- Strong gender identity is connected to culturally accepted roles and expectations.
- Are shaping their self concept and self esteem.  
*Adult coaching helps with this as well as with developing positive peer relationships.*
- Internal locus of control is when children feel they have the power within themselves to make a difference.

# Cognitive Development

- Can think about and solve a wide range of problems with reason and logic.
- More proficient and flexible with mental representations.
- Can understand multiple perspectives.
- Have more complex language skills.
- Have improved capacity for short and long term memory.
- Have ability to think about how they think (meta-cognition).
- Have self-directed speech, which guides their thought processes.



# Child Development for 6-8 year olds

- These domains are interrelated and cannot be seen as separate.
- Each child is unique with an individual pattern and timing of growth
- The uniqueness of each child depends on their genetic composition as well as environmental influences.





# Cultural Competencies



**“I don’t see color, I only see children.”**

(Vivian Paley, *White Teacher*, 1979)

**What does this statement mean to you?**



# *Black Children, Their Roots, Culture, and Learning Styles*

(Janice Hale, 1982)

- Tend to respond to things in terms of the whole picture instead of its parts.
- Tend to prefer inferential reasoning to deductive or inductive reasoning.
- Tend to prefer to focus on people and their activities rather than on things.
- Have a keen sense of justice and are quick to analyze and perceive injustice.
- Tend to prefer novelty, freedom, and personal distinctiveness (i.e. clothes, music).
- Tend not to be “word” dependent, but proficient in nonverbal communications.

Asa Hilliard (1997)

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# *Other People's Children: Cultural Conflict in the Classroom*

(Lisa Delpit, 1995)

## **Discourse Styles of Teachers and Children**

- African American children come to school with rich oral and comprehensive skills rather than typical pre-reading and decoding skills.
- Directives work well with African American children. For example: Use an “I” message: “I need you to focus on your reading.” Rather than: “Could you please stop looking around the room and start reading?”
- Latino girls have more difficulty speaking out in gender-mixed groups; instead they often defer to boys.
- Some Native Americans will not speak for others. These children may have difficulty writing summaries or providing opinions of others’ work.

# *The Real Ebonics Debate: Power, Language, and the Education of African-American Children*

Edited by Theresa Perry & Lisa Delpit (1998)

- Ebonics is the language spoken by many African American children.
- It is the language they have heard since they were born.
- To succeed in American society, children need to be fluent in Standard English.



# The Ebonics Debate

- Teachers should recognize and value the child's first language.
- Teachers should not constantly correct children's speech.
- Children need to understand there are two accepted ways to speak: one which is better used with friends and family and one that is better used in school and public places.

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# *Reading Families*

(Catherine Compton-Lilly, 2003 & 2004)

## **Myths About Poor and Diverse Parents**

- Parents are content to rely on welfare.
- Parents are caught in a cycle of poverty.
- Parents are often children themselves.
- Poor households are vacant of print.
- Parents have no interest in their own learning.
- Parents do not care about school.
- Parents don't know how to help their children with reading.
- Parents don't help their children with reading.
- Parents can't read.
- Parents don't read.
- Parents grew up in households without literacy.
- Parents lack resources to help kids with reading.



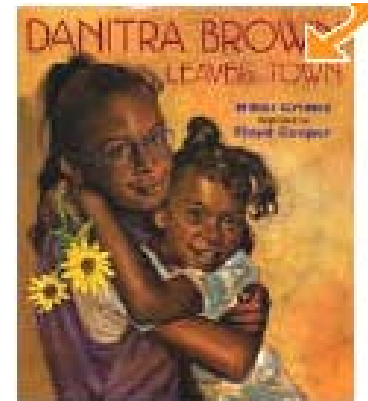
# NYS Learning Standards & Activity Ideas

# English Language Arts

## STANDARD 1

**Students will read, write, listen, and speak for information and understanding.**

As listeners and readers, students will collect data, facts, and ideas, discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

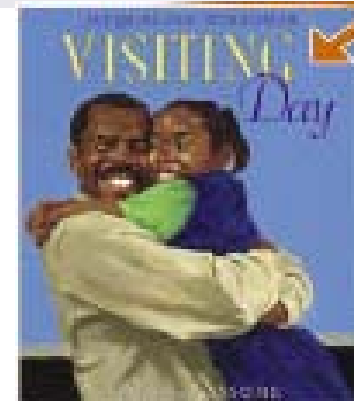




# Ideas to Meet ELA Standard 1

- At the elementary level gather and interpret information from children's reference books, magazines, textbooks. Use maps, charts, and graphs as sources.
- Use a double bubble map to compare two texts.
- Create a KWL chart for a topic that the class is studying.
- Have the student make predictions before, during, and after the reading. Have the student construct new predictions as they read.

# English Language Arts



## STANDARD 2

**Students will read, write, listen, and speak for literary response and expression.**

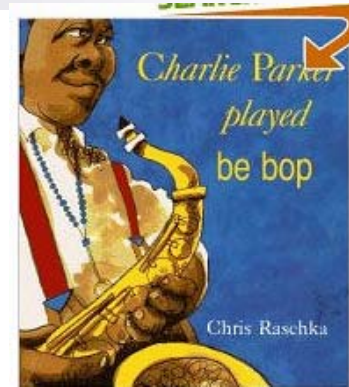
Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.



## Ideas to Meet ELA Standard 2

- Read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; non-fiction; and culturally relevant.
- Use a double bubble map to help compare the types of literature.
- Help the student read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning.

# English Language Arts



## STANDARD 3

**Students will read, write, listen, and speak for critical analysis and evaluation.**

As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.



# Ideas to Meet ELA Standard 3

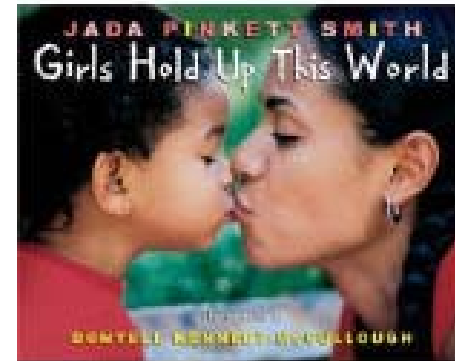
- Help the student read and form opinions about a variety of literary texts such as letters, advertisements, and commercials.
- Compare two texts and discuss fact vs. opinion.
- Discuss with students the attractiveness of the illustrations and appeal of the characters in a picture book. Compare their opinions to yours.

# English Language Arts

## STANDARD 4

**Students will read, write, listen, and speak for social interaction.**

Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.





# Ideas to Meet ELA Standard 4

- Play a book on tape for the student. Help them to determine when it is appropriate to speak and when it is listening time.
- Interview each other orally, and take turns speaking and listening.
- Help your student recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations.



# NYS Learning Standards

For Information on  
NYS English Language Arts Learning Standards

<http://www.emsc.nysed.gov/ciai/ela.html>



# Children's Books

- The River Campus Library has a small collection of children's books located on the 300M level on the far left wall of that level when you exit the elevator.
- Check with the school librarian for books you can use with your student.



# Getting Started Again



# Getting to Know Each Other

- Discuss what you both did over the summer.
- Review what you did last Spring.
- Review any limits or expectations you had or have during your time together.



# School Etiquette

- Wear clothes that are on the professional side rather than on the “on campus” side of the continuum.
- Be prompt for you appointment.
- Sign-in in the school office.
- Make friends with the secretaries.
- Wear you UR name badge.



# School Etiquette

- Conduct yourself in a professional manner
- Check in with the teacher at the beginning and the end of your appointment, but try not to interrupt what he or she is doing with the children.
- Observe classroom and school rules.
- Work with the child without disrupting what is going on in the classroom with the other children.



# HAVE FUN

Relationship building is the key to success  
in your work with children.