



# FEBRUARY TEACHER COLLABORATION

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Teaching Preschool Partners



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EXPLORE THE  
MATERIALS

FIND A CONNECTION  
BETWEEN THE  
MATERIALS AND  
YOUR LIFE

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WHAT DID YOU DISCOVER?

WHAT DID YOU NOTICE ABOUT YOUR THINKING?

THOUGHTS AND POTENTIAL AGREEMENTS ON SHARING LOOSE PARTS WITH CHILDREN.

HOW TO HANDLE LOOSE PARTS WITH CHILDREN WHO PUT THINGS IN THEIR MOUTHS?

WHY LOOSE PARTS? WHAT DO LOOSE PART EXPERIENCES DO FOR CHILDREN?

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# WHAT'S IN THE BOX?







# Loose Parts Storage























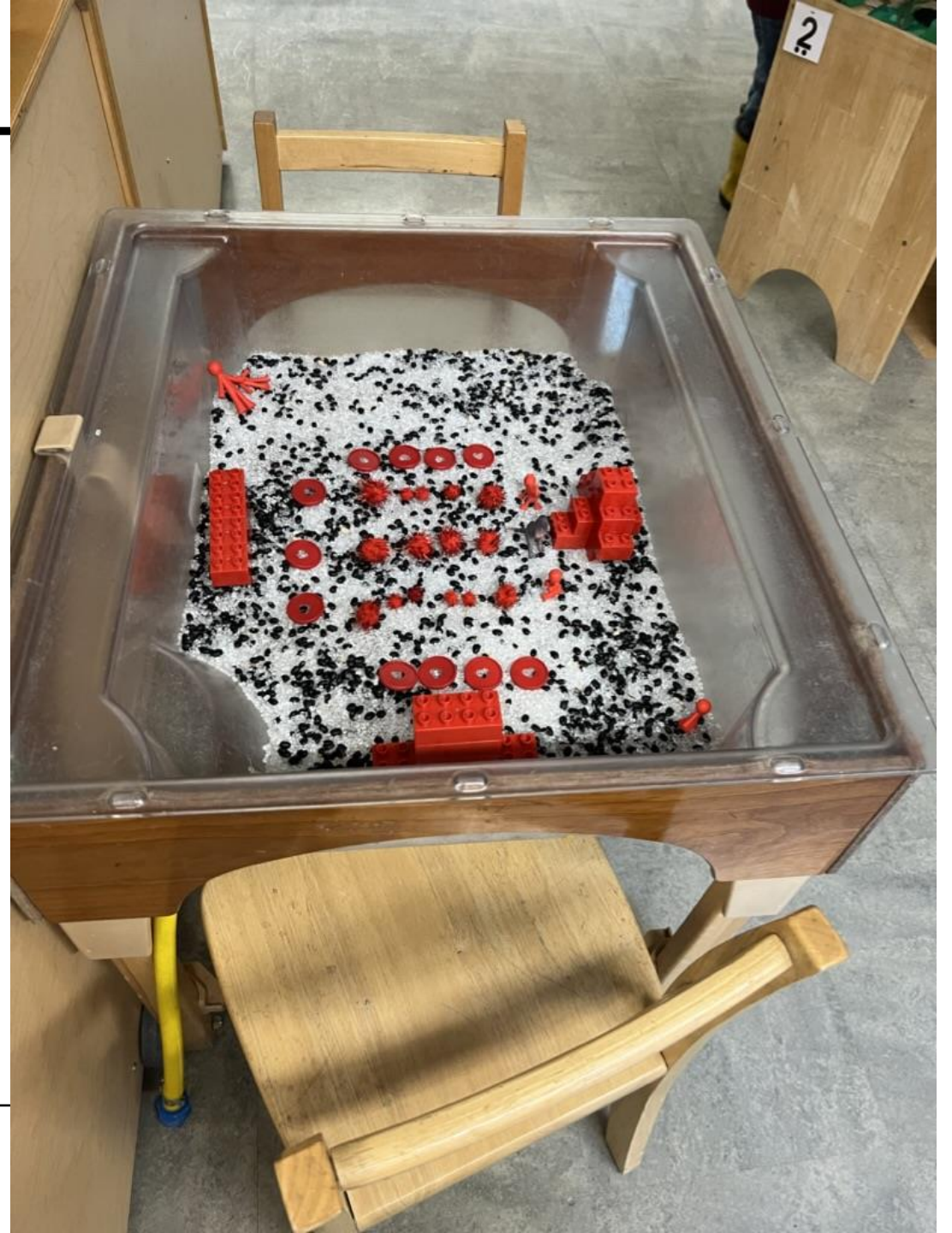


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# Touch Table Invitations









# LIGHT TABLE



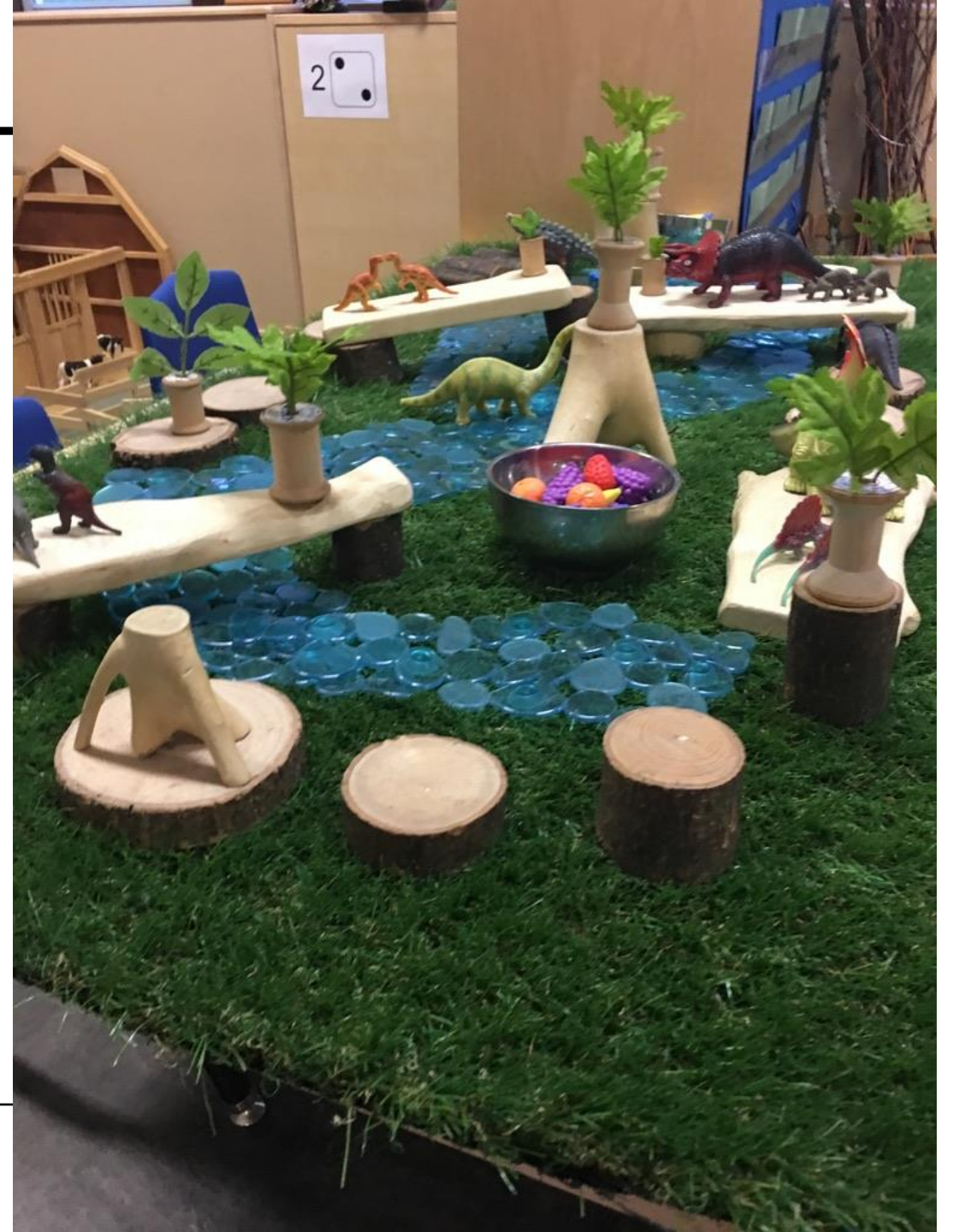




















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**YOUR QUESTIONS**



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# WHAT'S THE GOAL?

We mistakenly think the goal of Early Childhood programs is learning. The goal is engagement. If young children are engaged, they are learning. Let them play.

*~ Richard Cohen*

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Arrival

Bfast

Morning  
Mtg

Song

attendance

Calendar

Weather

Centers

Story

Outside

PE

MUSIC

Tech

LUNCH

NAP

Departure

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# MAPPING YOUR SCHEDULE

- 3 Colors
- First put down the things that feel set in stone.
- Next add in the various pieces of your day – reflecting multiple components if necessary.
- Finally, add in other events/elements that impact your day on a regular, but maybe not daily basis. Specials, Adult Break Intensive times



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# MAPPING YOUR SCHEDULE THINKING OUT OF THE BOX

- **GOAL: 60 continuous minutes of Exploration Time for children**
  - What times or elements in your day feel like children are pushing against the schedule?
  - What is possible? E.g. Does everyone have to go outside all the time?
  - What might become one of many options to explore?
    - Breakfast served “family style” but at a single table.
    - “Table Work” or “Small Group” becomes a choice.
  - What might you advocate to change or remove?
    - Decline specials more appropriate to Elementary Ed.
    - Could the PE teacher join you on the playground?
  - What might you seek to change gradually over time?
    - Arrival and departure .....
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# WHAT IF ...



Playful learning and your curriculum had a baby?

Some thoughts and reminders on integrating playful inquiry with your existing curriculum

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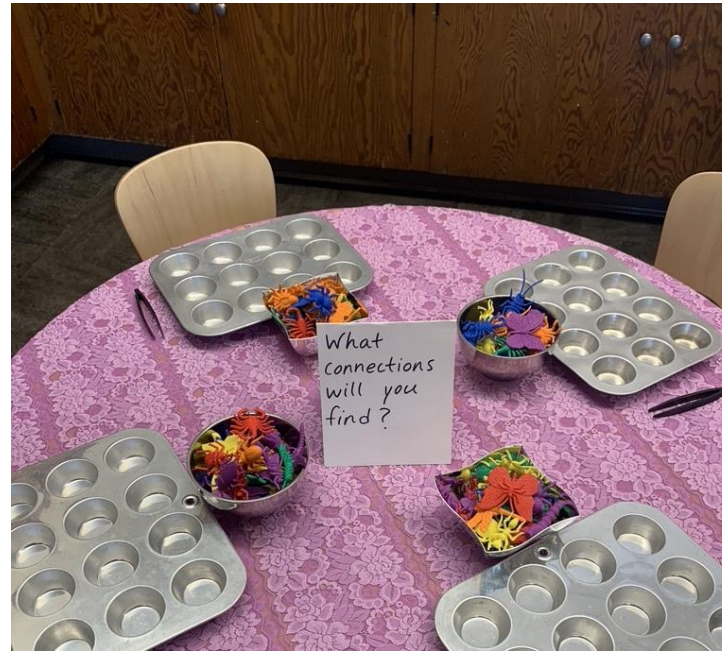
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# GO SLOW

## IDENTIFY SMALL STEPS & BIGGER INTENTIONS







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# PROMPTS THAT REMIND YOU WHAT TO ASK

- Mine your curriculum guides for open-ended questions
- In your planning



The background of the slide is a vibrant blue, densely populated with numerous speech bubbles of various colors including red, yellow, pink, and white. Each speech bubble contains a large, dark blue question mark, creating a visual theme of inquiry and questions.

# FINDING GOOD QUESTIONS

How do open-ended questions  
support engagement, thinking, and  
language development?



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# PERMISSION TO ASK BIG QUESTIONS

- What does friendship look like?
- How will loose parts help you capture what inspiration feels like?
- What do you notice about these leaves (flowers, seed pods, branches)?
- What do you see when you look at your face? What lines, shapes, and colors do you notice? What materials could represent your eyes?





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OPEN UP  
POSSIBILITIES  
FOR EXPLORING  
ACADEMIC  
ELEMENTS







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# WHERE IS MATH?



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ROCK THE BLUE!

GROW SPACES  
AND  
EXPERIENCES  
THAT DON'T  
ALWAYS  
REQUIRE **YOU**





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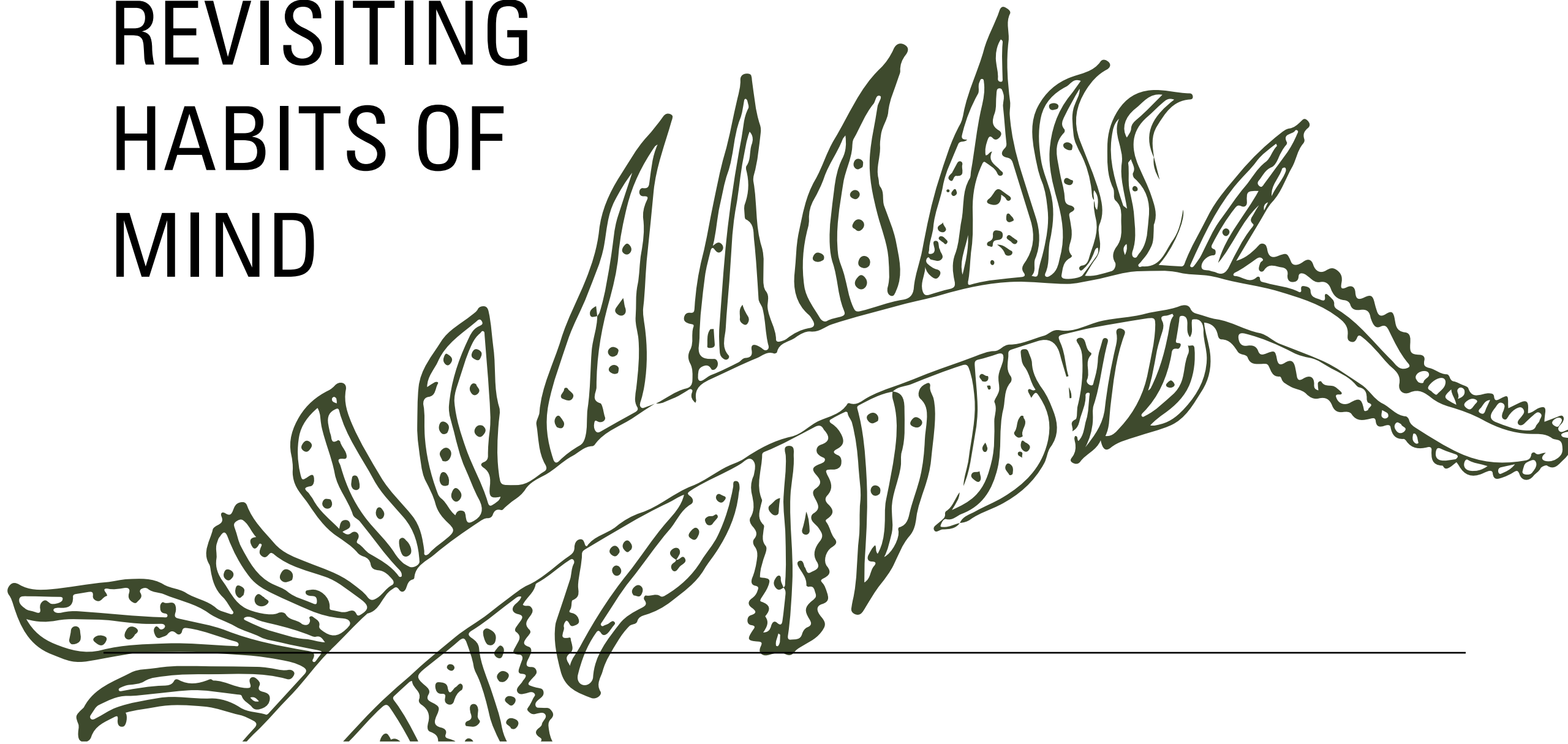
STRETCH  
BREAK!





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# REVISITING HABITS OF MIND





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# PLANNING FOR LOOSE PARTS

- Where will the materials live in the classroom/space?
- What agreements will you need to develop with children?
- What are your ideas of how the materials connect to your **existing curriculum**?
- What links do you see between the materials and the **Habits of Mind**?
- What other materials are you inspired to gather?

## Detail Planning for Playful Inquiry Experiences

Detailed planning can help you identify intention (Why am I wanting to offer this to children? Why am I wanting to toss the ball to the child in this way?) and to ensure that your intentions are both varied and responsive.

Detailed planning can help you identify what needs to happen before an experience or material is offered. Where might you need to slow down to ensure that children can connect to the exploration opportunity?

Intention (Why this experience? What Habits of Mind might you highlight?):

Materials (What do you need to pull together?):

Invitation (How will you set up the materials in an appealing manner?):

Introduction and Agreements (What will children need to know to be successful?):

Playful Language (What will you say to help children connect to exploration and discovery?):

Reflection and Next Steps:



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## CLOSING



- Sign Up for Classroom Visits
  - Next Environment Visit in April
  - Final Teacher Collaboration in April
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