



















## Suggestions for Implementing COVID-19 Guidance in Early Childhood Programs

### Personal Care Routines Transition Tips

- **Arrival/Greeting:**
  - One staff member greets children and families and provides support as needed
  - The other staff member supervises handwashing and toileting;
  - Children can have access to limited centers (e.g., table top toys and books).
  
- **Meals:**
  - One staff member reads to children while the other cleans/sanitizes the tables and prepares for lunch;
  - Children sing or do finger plays while they wait, standing on floor markers (6 feet apart), to wash hands;
  - Staff and children discuss healthy habits while looking at the handwashing posters or counting at the sink;
  - Once done with hand cleaning, children go to their spot at the table and are allowed to start eating.
  - Use music to stagger how children move from one activity to another; for example, “When the music stops, Maria, James, and Fre go to wash hands and Elijah, Ava, and Marco please sit at the table.”
  
- **Toileting:**
  - Engage children in social conversations, review classroom activities from the previous day, or talk about the current unit of study;
  - Let children know what you are doing, “I am going to take off your pull-up now;”
  - Review sanitary practices (e.g., handwashing steps), while children wait to use the bathroom.

## Group Activities

This section includes strategies and suggestions for the following areas:

- **Circle/Meeting Time Considerations**
- **Singing Activities Considerations**
- **Circle/Meeting Time Transition Tips**
- *How this might look*

### Circle/Meeting Time Considerations

- Classroom staff should avoid congregating entire classes (for example, for a morning meeting), unless there can be adequate space, a minimum of six feet, allotted to limit physical closeness;

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- Where there is a need for an entire class gathering, consider placing a poly spot or large X with tape indicating the spaces where children can and cannot sit;
- Limit meeting time to no more than 10 minutes for 3K (including transitions in and out) and up to 15 minutes for older children;
- Be intentional with the types of activities planned for circle/meeting time, such as engaging children in discussions to build community, introduce classroom expectations, read a story, share about fun activities with family, introduce a new theme and/or center materials. Consider doing attendance when children are in centers, classroom jobs and/or the feelings chart when children arrive and/or individually during transitions, and the weather chart in the Nature/Science Center.
- Transition to the next activity when children start losing interest;
- Provide alternative activities, such as puzzles or books for children who become disengaged in group activities;
- Consider having smaller meeting times in separate parts of the classroom occurring simultaneously and allow for adequate spacing, a minimum of six feet, between children. For example, there can be two meetings (one small group first and then another group) and/or two groups at the same time meeting in different areas (e.g., half of the class sit in the meeting area and the other half sit at nearby tables/at opposite ends of the classroom);
- Use big books during read alouds so everyone can see it from a distance;
- Introduce one or two center activities at a time on the rug to limit the length of the meeting;
- Engage children in conversation about their center choices/plan once at the center and not during large group time.

Please see Unit 1: Welcome to Pre-K, [Appendix B](#) and Explorations One: Our Community, VIII: [Weekly Planning template](#) for additional resources on large group activities.

### Singing Activities Considerations

- Utilize the entire classroom space to maintain distance during large group singing activities;
- Keep voices low to avoid the spread of germs caused by droplets/aerosols from projecting voices;
- When children want to explore loud sounds, encourage them to do so by clapping, stomping, humming, or using percussion instruments.

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### Circle/Meeting Time Transition Tips

- Play a song to indicate it is time to start Circle/Meeting Time;
- Initiate a music and movement activity while waiting for everyone to be ready for the meeting to start;
- Have center signs at each area (instead of using a large center chart);
- Dismiss children to centers in small groups of 2 to avoid crowding while they place their names in the center of their choice;
- Do finger plays with children waiting until everyone has been dismissed to centers.

[Refer to Explorations One: Our Community, VIII: Weekly Planning Template for time expectations for Large Group.](#)

### ***How this might look:***

*A staff member reads a story, pausing a few times to discuss it with children, for approximately 5 minutes. Then, the class may have a music and movement activity for 5 minutes. Next, the staff member introduces one or two center activities, such as, "We have a new plant in the Nature/Science Center and a book about it next to it, I will come around and talk about it with children who may be interested."*

*Then, the staff member reminds children to sanitize/wash hands before they start playing at each center, to keep their face coverings on, and to do their best not to play too close to their friend.*

*Next, children get their center cards and are dismissed in groups of 3 to choose centers. The other staff member ensures that children sanitize their hands before they start playing at each center and that only the number of children allowed to play are in there. If children choose a center that is full, the staff member uses the center sign to help the child count how many are allowed and may review the system in place to be placed on a waiting list in order to ensure those interested get a turn.*

*Please see Unit 1: Welcome to Pre-K, [Appendix A: Tools of Autonomy](#) for additional suggestions.*

### Purposeful Play/Center Time

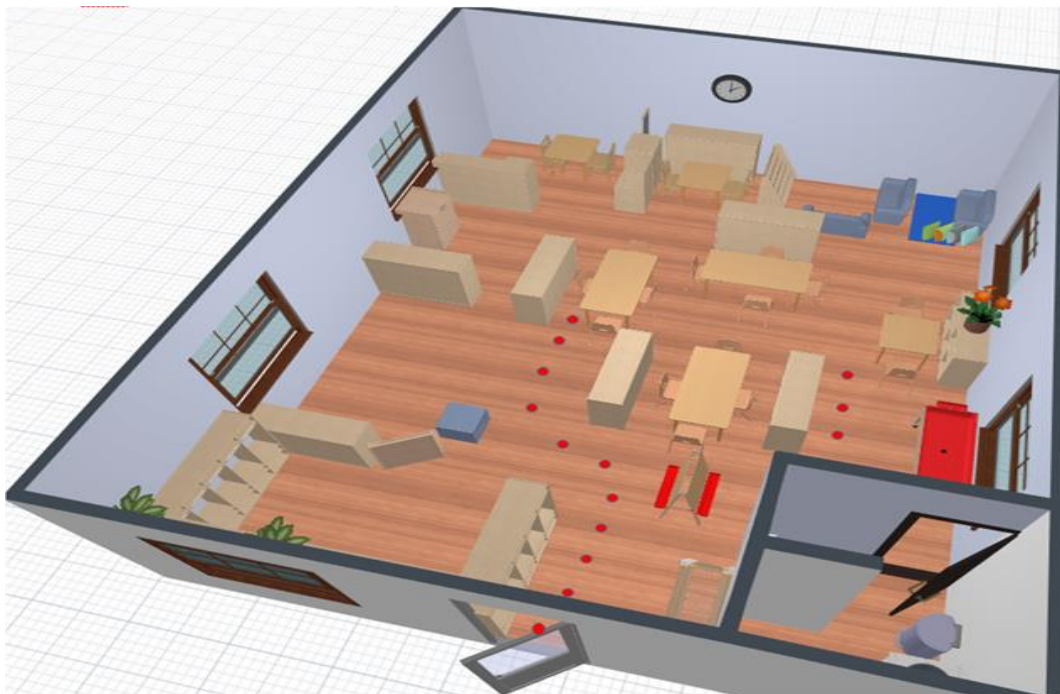
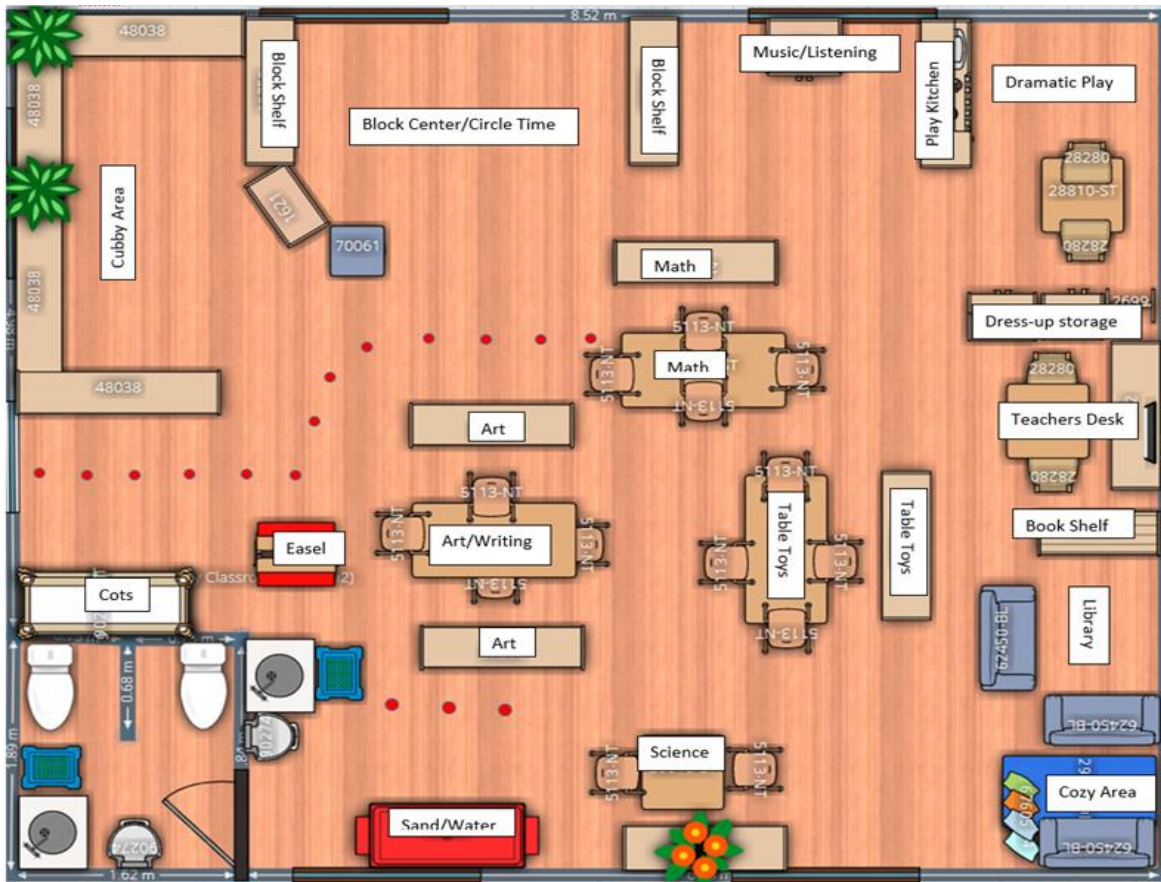
This section includes strategies and suggestions for the following areas:

- **Classroom 1 Example: Large Space**
- **Classroom 2 Example: Limited Space**
- **Classroom Environment Considerations**
  - **Clearly Defined Centers**
    - Reading Center
    - Cozy Area
    - Block Center
    - Dramatic Play Center
    - Table Toys (Fine Motor/Math)
    - Art/Writing Center
  - **Room Arrangement**
  - **Activities and Materials**
    - Considerations for providing soft furnishings in the classroom
    - Cleaning and sanitizing soft surfaces
    - Cleaning rugs
  - **Additional Considerations**
- **Health and Safety Considerations**
  - Cleaning rugs
- **Interactions Considerations**
- **Center Time Transition Tips**
- ***How this might look***

The way the classroom is arranged and organized affects how well staff can support and enhance children's learning and supervise them to protect their well-being. These are classroom layout examples that can be used to assist with the implementation of quality classroom environment elements in alignment with COVID-19 guidelines, as well as specific considerations for setting up centers, arranging materials, and more. These considerations support best practices and requirements, such as frequent handwashing, the use of face coverings for staff and children, social distancing.

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## Classroom 1 Example: Sufficient Space



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This suggested classroom layout has sufficient space and furnishings for storage of materials and play. This allows the space in the classroom to be maximized so that children can socially distance while still meeting their needs for routine care, play, and learning.

- The classroom has enough chairs and tables for each child to use during meals, whole group activities, and play time, with **limited seating around each table to ensure children do not sit closely together**. For example, during meals, 4 children would sit at a table that would typically accommodate 8 and 2 children at a table that would typically accommodate 4. Also, during Circle Time, children would sit at opposite ends of the tables throughout the room rather than sitting closely together in a confined space in order to maintain the required distance.
- The shelving units in the room house the required materials in the various centers. Having just enough toys to ensure that children have access to the variety of materials required at each center will ensure that children have gratifying experiences and develop different skills while having more space to freely access materials and move while they play. Centers that require more space, such as the Block and Dramatic Play Centers, are the largest in the classroom to accommodate building large structures and more active play. This will also provide children with additional space to physically distance.

Carpets and/or rugs that cannot be easily cleaned and sanitized are not recommended to have in the classroom during the pandemic. Large soft furnishings, such as an adult size vinyl bean bag, a soft plastic chair on rubber mats, are options for the cozy area that would surround children with softness when they relax in the space. If carpets and rugs are used, they should be cleaned regularly, according to the manufacturer's instructions and frequency of use. If these items are heavily soiled or difficult to clean they should be removed. Please see below for more information on cleaning guidelines for rugs.

\*The red dots on the floor (e.g., stickers or masking tape) can help children keep a distance when they wait in line.

This classroom layout has a generous amount of space. For spaces with less square footage consider the suggested adjustments made in Example for Classroom 2 below:

- A Library which doubles as a Cozy Area;
- Instruments in the Music Center on a shelf or in a bin (a cabinet is not needed) in a corner of the classroom;
- A Table Toys Center with fine motor and math materials combined;
- An Art Center where painting can be done on the tables;
- Removal or downsizing of the teacher's desk, at the teacher's discretion, to allow for more space for centers.
- Dramatic Play and Block Centers are still the largest in the classroom to allow for more active play;
- All active/noisy centers are on the same side of the room and away from Library/Cozy (quiet center);
- A smaller sand/water table or play with sand or water in a bin on a table. Offering access to both sand and/or water play on a regular basis is encouraged (both materials are not required at the same time) with more frequent access to water play during the pandemic since it is easier to change after each individual child's use. Handwashing is required before and after water play;

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- Sand/Water, Nature/Science (which can be combined in the same center) and Art are the centers where messy play typically takes place so they are close to the bathroom sink for easier access during handwashing and cleanup.

Please note that the names of the Centers/play areas in the classroom illustrations are suggestions. For example, "Table Toys" could also be called the Math Center, Fine Motor Area, or Manipulative Center. Similarly, the "Dramatic Play Center" could be called "Housekeeping Center."

### Classroom 2 Example: Limited Space



### Classroom Environment Considerations

#### Clearly Defined Centers Considerations

Having clearly defined centers in the classrooms ensures that children have a variety of places to play. ECERS strongly encourages setting up at least 5 clearly defined centers where children can play with little to no interruption from traffic going through the space, or other children playing in neighboring areas. The number of centers in the classroom may vary based on the setting, classroom size, and room arrangement. In





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| Center                              | Considerations  |
|-------------------------------------|---|
| <b>Dramatic Play Center</b>         | <ul style="list-style-type: none"> <li>● Large enough for the number of children allowed to play without crowding while keeping a distance;</li> <li>● Furniture for meaningful housekeeping play, such as play kitchen cabinets, a table with two chairs, and a wardrobe, placed to create clear boundaries so play does not spill out of the space;</li> <li>● Props for meaningful housekeeping play, such as hard body dolls, vinyl/plastic dress up items (e.g. purse, wallet, jewelry, shoes), play food, and cooking utensils (placing duplicates of popular toys on both sides of the space will help avoid children crossing into each other's play);</li> <li>● A few additional small props (e.g., a doctors' kit, and/or a construction set of tools and a plastic hat).</li> </ul> |
| <b>Nature/Science Center</b>        | <ul style="list-style-type: none"> <li>● Well-organized materials for children's easy access;</li> <li>● Furniture/space to use them in the center;</li> <li>● Sand and/or water play (can be a table in or near the Nature/Science Center if space allows or small bins) with enough material and toys to dig, scoop, mold, fill, and pour.</li> </ul>   |
| <b>Table Toys (Fine Motor/Math)</b> | <ul style="list-style-type: none"> <li>● Well-organized and clearly labeled materials for children's easy access;</li> <li>● Convenient/comfortable furniture/space to use them (tables/chairs that can be used for meals).</li> </ul>  |
| <b>Art/Writing Center</b>           | <ul style="list-style-type: none"> <li>● Well-organized and clearly labeled materials for children's easy access;</li> <li>● Furniture needed to use them (tables/chairs that can be used for meals);</li> <li>● Close to a sink if there is one in the room;</li> <li>● A separate container to place art materials after use for cleaning and sanitizing.</li> </ul>  |

### Room Arrangement Considerations

- Designate a center for no more than 2 children in order to offer them a **"space for privacy"** to play protected from intrusion while also maintaining physical distance;
- Ensure that quiet centers, such as the Library and the Cozy Area, are not next to active/noisy activities, such as the Block, Dramatic Play and Music Centers. **Buffer centers**, such as Table Toys, Art, and Nature/Science can be placed between them to avoid interference;
- Limit furnishings at each center to what is needed for the specific kind of play (versus many additional pieces) to allow children to keep their distance and move freely while they play;
- Place furniture, such as shelves and cabinets, between centers to create a physical barrier. This clearly defines the center so the children playing in each center can remain within the space and keep a distance while playing. This will also avoid "runways" and encourage children to walk in the classroom;
- Place centers away from high traffic areas, such as the bathroom, sink, and cubbies, to avoid crowding and interruptions to play;
- Make more room for gross motor activities in the classroom, use shelves/casters that are easy to move;

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- If possible, do not store materials inside the room in order to maximize space available for children to play;
- Use center signs instead of a single chart to avoid crowding/congregation during center selection.

### Activities and Materials Considerations

Below are examples of ECERS-required materials at the “excellent” level of quality that are typically accessible to children and are recommended for use during this time. This is not an exhaustive list. The types of materials recommended can be easily and frequently sanitized in order to reduce the spread of germs (e.g., vinyl and plastic soft toys). Therefore, for safety and to avoid compromising children’s access to a variety of materials at all times, programs are advised to **only put out materials that are required at each center, store the rest, and rotate them daily/weekly to allow time for sanitization**. Similarly, limiting furnishings in centers to just what is needed to house materials and for play, allows for more choices of activities during Center Time and more space within each center for the number of children at one time (2 recommended) to move freely and keep a distance while they play.

The chart below outlines the specific materials required for various items in the ECERS scale. These materials may be organized in a variety of centers/areas throughout the room (e.g., measuring cups can be in a Math Center and/or in the sand table, and “Table Toys” may include various fine motor and/or math materials).

| <b>ECERS Minimum Materials Requirement</b>  |
|---|
| <p><b>Item 15 Encouraging children’s use of books</b><br/>35 books for 20 children on topics, including a wide variety of topics, such as diversity, nature/science, math/number books, and the current theme.</p>  |
| <p><b>Item 17 Fine Motor Materials</b><br/>10 choices, at least 1 type from each of the following categories and including varied levels of challenge:</p> <ul style="list-style-type: none"> <li>● Interlocking building materials (e.g., Duplo, Bristle, Legos, Lincoln Logs);</li> <li>● Art materials (e.g., scissor, markers, crayons, pencils);</li> <li>● Manipulatives (e.g., links, beads, pegs and pegboards);</li> <li>● Puzzles (e.g., floor, framed, knobbed, with images representing diversity).</li> </ul>                                      |
| <p><b>Item 18 Art</b><br/>1 material from each of the 5 categories, accompanied by paper and/or another surface suitable for carrying out artwork:</p> <ul style="list-style-type: none"> <li>● Drawing (e.g., crayons, markers, pencils, chalk);</li> <li>● Paints (e.g., tempera, water color, finger paint);</li> <li>● Three Dimensional (e.g., wood, pipe cleaners, cardboard boxes/rolls);</li> <li>● Collage (e.g., yarn, textured paper, cloth);</li> <li>● Tools (e.g., scissors, hole punch, dot paints, stamps and stamp pads, stencils).</li> </ul> |
| <p><b>Item 19 Music and Movement</b><br/>10 instruments, at least 1 per participating child if used in group time:</p> <ul style="list-style-type: none"> <li>● Different types of instruments (e.g., bells, shakers, maracas, rhythm sticks, triangles). Credit is not given if all materials are of the same type.</li> </ul> <p>*Recorded music (e.g., a CD player with CDs) counts as 1 type of music material if used.</p>   |

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### ECERS Minimum Materials Requirement

#### Item 20 Blocks

Enough blocks\* and accessories for 3 children to build sizeable independent structures at the same time (interlocking blocks not given credit here):

- Unit Blocks (e.g., wood, hard foam, plastic);
- Hollow blocks.

Block Accessories from 3 categories

- Accessories (e.g., small diverse people, vehicles, animals, road signs).

\*To make a sizable structure using the same type of blocks, each child would need a set of at least 30 small unit blocks or 10 large hollow blocks.

\*Since wooden blocks have a porous surface, they require special cleaning procedures as outlined [here](#).

#### Item 21 Dramatic Play

Furnishings and props enough for number of children allowed in the Center:

- Child-sized household furnishings (e.g., stove, sink, refrigerator, small table and chairs) that can be used to clearly indicate the center boundaries;
- Household props (e.g., plates, utensils, pots, dolls, mirror, telephone);
- Dress up clothing items that are non-porous and easy to clean (e.g., wallet, shoes, jewelry);
- Additional housekeeping props or a second theme (only one additional theme is required). Options for small props (to allow for more space to play) include, but are not limited to: restaurant (e.g., menus, play money), construction (tools and plastic hat), farmer/gardener (rakes, shovels, seed packets), or Post Office (mail box, envelopes, postcards);
- Diversity, 4 examples (e.g., dolls representing different races and ages, cultural food and utensils, toy wheelchair or walker).

\*Duplicates of popular items will prevent children from crossing over their spaces while they play.

#### Item 22 Nature/Science

15 materials, some from each of the 5 categories:

- Living Things (e.g., plants, pets, outside garden);
- Collection of Natural Objects (e.g., shells, rocks, seeds, leaves);
- Factual Books/Pictures/Games;
- Tools (e.g., magnets with objects, magnifying glass with objects to explore, color paddles, microscope, prism);
- Sand and/or water (both not required) with toys (e.g., measuring cups, small pails, digging tools). Offering water play in individual smaller tubs/bins is encouraged in order to avoid the spread of germs. In addition, this makes it easier to set up and clean up (e.g., staff discard the water in a small bin after a child uses it and refills it for another child). Handwashing is required after sand play and before and after water play.

#### Item 23 Math Materials and Activities

10 different appropriate materials, at least 3 from each of the three categories:

- Counting/Comparing Quantities (e.g., unifix cubes, dominoes, dice, pegboards with numbers, objects to count in numbered trays);
- Measuring/Comparing Sizes (e.g., tape measure, thermometer, measuring cups, spoons, rulers, height charts);
- Familiarity with Shapes (e.g., shape sorters, shape puzzles, geoboards, attribute blocks, shape stencils).

#### Item 25 Understanding Written Numbers

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### ECERS Minimum Materials Requirement

Some print numbers in display materials and at least 3 different play materials that show the meaning of numbers:

- Print numbers on display (e.g., posters with numbers and corresponding pictures, center labels with numbers);
- Play materials with numbers (e.g., telephones, stencils, play money, numbers on furnishings);
- Play materials showing the meaning of numbers (e.g., number puzzles with corresponding pictures, matching picture/number cards, pegs with numbered peg boards).

### Item 26 Promoting Acceptance of Diversity

10 examples of diversity, at least 1 in each of the following:

- Books;
- Displayed pictures;
- Accessible play materials with at least 2 types of dramatic play props representing different races or cultures (e.g., dolls of different skin tones; play foods such as tacos, sushi, pizza, a burger, a croissant; a wheelchair, a walker, a guide dog).

### Additional Considerations

- Establish a protocol that allows children to rotate centers and allows staff to inspect, clean, and sanitize used materials/areas between uses;
- Offer dramatic play materials that are not fabric/cloth so they can be easily cleaned (e.g., hard body dolls, vinyl purses/wallets, wood/plastic play food and/or utensils from different cultures, adaptive devices);
- Provide individualized bins for popular toys (e.g., manipulatives, art supplies) to avoid needing to clean them every day or have bins with toys that can be used on a rotating basis (e.g., one bin for each center for each day of the week);
- If children have a transitional toy (not of a soft material) from home, ensure it is kept with their personal belongings and not shared with other children.
- Use displays, books, dramatic play materials, and/or musical instruments (rather than clothing) that represent the different categories of diversity (race, culture, gender, age, and abilities);
- Organize materials in labeled bins; this will help identify which toys need to be cleaned/sanitized after play;
- Clean/sanitize materials as needed. For proper procedures to sanitize materials, please see [here](#).

### Considerations for providing soft furnishings in the classroom

Softness in children’s environment gives them an opportunity to escape the normal hardness of the typical early childhood classroom. This means having a space with soft furnishings where they can relax, lounge, daydream, or read. To prevent the spread of viruses, especially during the pandemic, soft items used should be of non-porous materials, such as rubber mats and vinyl bean bags, so that they are easier to clean, sanitize, and/or disinfect.

### Cleaning and sanitizing soft surfaces

Use non-porous vinyl/plastic (instead of fabric/cloth) furnishings that can be easily cleaned (e.g., a seat cover can be placed on upholstered soft furnishings that are not vinyl so that it can be easily removed and laundered).

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### Health and Safety Considerations

- Ensure children wash/sanitize hands before they go to centers and, given the current situation, every time they switch to a different play area. For additional support on how to support children in understanding handwashing expectations see Appendix B [here](#);
- Have well-supervised "sanitizing stations" in the classroom, such as by the entry door, by the Nature/Science, and the Art Centers;
- Have hand sanitizer handy (e.g., in smocks or pockets) to give children a squirt as they move from one center to the next (if hands are not visibly soiled), ensuring that it is not within their reach during play
- Remove mouthed toys and place them in a labeled bin (at each center or by the sink) so they are sanitized before making them accessible to children. For proper procedures to sanitize materials, please see [here](#);
- Ensure that staff have an unobstructed view of all parts of the classroom at all times;
- Ensure that centers are not placed behind or within the swing path of doors;
- Keep spaces regularly used by children clean and well-maintained (e.g. waste baskets emptied frequently, floors swept, spills/messy play cleaned up promptly);
- Ensure that adults who enter the classroom during Center Time (e.g., cluster teachers, staff who may provide coverage during prep time) and throughout the day should properly wash their hands upon entry and change soiled clothing or face covering as needed;
- Store cleaning supplies away from children's reach during play, on high shelves or in locked cabinets;

### Considerations for cleaning rugs:

Carpets and rugs should be cleaned regularly, according to the manufacturer's instructions and frequency of use. If these items are heavily soiled or difficult to clean they should be removed. Depending on your program type, for more information on cleaning rugs, please see the maintenance and cleaning section in the district school health and safety guidance (coming soon) or the [NYCEEC health and safety guidance](#).

### Interactions Considerations

Staff may:

- Wear tags with pictures of themselves smiling, and/or fun transparent masks that could show their smile or have a smile on it;
- Engage children in individual/small group social conversations to give them an opportunity to ask questions/discuss what they may be feeling given the situation;
- Circulate around the room and spend time at each center to engage children in conversations about the materials/activities, help them expand their vocabulary (using specific/new words and explaining the meaning), and encourage their logical reasoning;
- Use more non-verbal cues, such as sign language, flicking the lights, starting a song, and/or clapping, to redirect children (similar to children with IEPs);

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- Use gestures for positive feedback, such as throwing an air-kiss, giving an air-hug/high five, and/or an elbow bump;
- Use posters and/or other positive strategies to guide/encourage children with all necessary health/safety practices (harsh interactions and/or punitive discipline strategies should never be used if children forget or do not follow proper procedure);
- Maintain a soft/gentle/low tone and encourage the use of “quiet voices” to avoid the spread of germs caused by droplets/aerosols from projecting voices.

### Center Time Transition Tips

**Center Time** begins when all children are able to use the space and materials and ends when the first child is required to clean up.

- **Choosing centers:**
  - Dismiss children by twos to self-select their center choice;
  - Have center signs at each center instead of one in a centralized location;
  - Have materials prepared ahead of time for each activity;
  - Engage children in conversations about their plans once already at the center so everyone can get an equal/similar amount of time to play;
- **During Center Time:**
  - Allow children to move freely from center to center instead of doing center rotations;
  - Remind children of the rules and assist them in picking a center once they are ready to move on;
  - Alert children when there are five more minutes left to play (e.g., flicking the lights or using a bell);
  - Pace transitions so that children do not feel rushed to finish one activity to start the next, such as cleaning after Center Time to wash hands for lunch.
- **During cleanup time:**
  - Give children specific areas to clean up to avoid crowding and to maintain distance, for example, “Ronell, please put away the big blocks and Sally put away all the people figurines. Rose, can you please put all the constructions tools in the box?” (using songs, pictures, and/or pointing at the toys);
  - Provide storage with picture/word symbols within play areas for efficient clean up.

See [Unit 1: Welcome to Pre-K](#) and Explorations One: Our Community Tips for Transition in [Appendix F](#) for additional suggestions.

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### *How this might look:*

*Once all children are in centers, staff circulate around the room and spend time talking with them about the activities/materials they are using, new materials recently introduced, the names of the objects in a book children selected, and/or asking questions that will encourage them to explain their logical reasoning.*

*For example, while sitting away from children:*

- *At the Block Center, staff may ask them about the structures they are building, how to get the bridge to stay up, or why they thought the yellow cars went down the ramp faster. If children prefer to build a structure together, in order to ensure they keep a distance, staff may recommend they work on different parts of the same structure and have blocks meet in the middle.*
- *At the Fine Motor/Math Center, staff may guide children to look at the different colors and shapes in the puzzle pieces to decide which one fits in the space or count the dots and the apples to decide which two go together.*
- *At the Dramatic Play Center, staff may suggest that while one of them gets dinner ready the other may need to change the baby and then sing a lullaby or read to help the baby fall asleep.*

*When children want to switch centers, staff will ensure that they wash/sanitize their hands and find another center to play. Staff and/or children will remove dirty or mouthed toys from play areas and place them in a "to-be-cleaned" bin to ensure they are sanitized.*

*Five minutes before cleanup time, staff may make an announcement and/or go around and let children know. Staff may recommend that children clean up different parts of the center so they are not close together. As children finish cleaning, they line up, keeping a distance, to wash hands and/or go to the hallway bathroom to toilet and wash hands.*



### Gross Motor Play

This section includes strategies and suggestions for the following areas:

- **Equipment and Space Health and Safety Considerations**
- **Gross Motor Play Transition Tips**
- *How this might look*

#### Equipment and Space Health and Safety Considerations

- Use heavy duty masking tape or poly spots to indicate different areas or stations during gross motor play;
- Indicate the number of children allowed at each station/piece of equipment (with masking tape or chalk) to help with distancing and avoid crowding;
- Take action to minimize hazards in the space (e.g., closing gates, removing sharp objects/trash from the area where children play, ensuring all children can be seen during play). If the space used is a parking lot or a barricaded street, ensuring that there is no active vehicular traffic while children play;
- Set up a "Hand hygiene" station with wipes/sanitizer for children and staff to use frequently during play;
- Use a long rope with holders or strings to help with distancing as children walk to the space (which should be sanitized regularly);
- Engage children in fingerplays or large group games (while keeping distance) as a staff member inspects the space for safety;
- Ensure that gross motor equipment is cleaned on a daily basis, especially thoroughly cleaning all touched areas, such as grab bars and railings. Please note that it is not necessary to sanitize/disinfect outdoor gross motor equipment.

#### Gross Motor Play Transition Tips

**Gross Motor Play** begins when all children are able to use the space and equipment and ends when the first child is required to clean up.

- Children should be expected to maintain a safe distance of six feet between one another if they must walk as a group outside of their classroom but should not be expected to hold hands.
- Make gross motor equipment (e.g., tricycles, balls) available when children enter the gross motor space so they can immediately play;
- Allow children to have free play;
- Allow staff-led activities to be one of several choices;
- Use poly spots, indoors and/or outdoors, to help children with distancing.

See [Unit 1: Welcome to Pre-K](#) and [Explorations One: Our Community](#) for Learning Center/Outdoors/Playground/Gross Motor ideas.

## Suggestions for Implementing COVID-19 Guidance in Early Childhood Programs

### ***How this might look:***

*Children line up on a masking tape spot on the floor and then walk to the onsite outdoor playground. Once there, one staff member checks the space for safety and prepares stations, far from each other and the stationary equipment if space allows. The other staff member reminds children where the "sanitizing station" is placed and reviews the rules to ensure there is no crowding during play, reminding children that the number on the floor at each station (made with masking tape or with chalk) tells them how many children are allowed to play there at one time. Then, the staff member may lead a stretching activity while children stand in a circle (maybe on poly spots to help with distancing) until it is time to dismiss children to free play.*

*Staff then circulate around the space, keeping a line of sight with all children, verbally assisting children with equipment as needed, and engaging them in conversation. Staff redirect children who may be crowding a space and/or remind them of a system in place to have a turn for very popular items, such as tricycles.*

*Staff give a five minute warning before cleanup time and, when cleanup is announced, children help collect portable equipment and stand in line. They then return to their classroom or go to the hallway bathroom to wash their hands before they touch classroom materials.*

## Outdoor Play (non-gross motor)

This section includes strategies and suggestions for the following areas:

- **Outdoor Play Considerations**
  - Large group meeting/games
  - Activities/materials
  - Health and Safety
  - Interaction/Supervision
- ***How this might look***

Early childhood best practices include daily play opportunities both indoors and outdoors, weather permitting. Staff who wish to provide children with what they need for present well-being and future success need to be well informed about the choices they are making.

Programs can be approved to offer outdoor lessons/learning during the pandemic (see more about outdoor learning [here](#)). Below are ideas about how to best offer non-gross motor outdoor opportunities based on individual program variances, such as space and staff availability and other factors. For example, programs can consider integrating one or more of the outdoor play options listed below, such as having outdoor play stations (with non-gross motor materials) in addition to indoor Center Time and/or in addition to outdoor gross motor play; and this can be offered at the beginning and/or at the end of the day.

## Suggestions for Implementing COVID-19 Guidance in Early Childhood Programs

### Outdoor Play Considerations

- **Large group meeting/games**

- Limit meeting time to no more than 10 minutes for 3K children (including transitions in and out) and up to 15 minutes for older children;
- Transition to the next activity when children start losing interest;
- Provide alternative activities, such as puzzles or books for children who become disengaged;
- Stand or sit (on the grass, on a nylon blanket, a parachute, or poly spots) keeping 6 feet distance from each other (chalk or tape markers on the floor), for a read aloud, a Freeze dance activity, or a sing along with or without instruments;
- Play scavenger hunt;
- Play with bubbles and chalk.

- **Activities/materials**

- In addition to indoor access to materials, examples for outdoor play can include:
  - **Dramatic Play.**
    - Housekeeping furniture (e.g., kitchen cabinets, table and chairs, a baby stroller/crib, a shopping cart) and props (e.g., dolls, play food, play utensils).
  - **Blocks and accessories**
    - Unit and hollow blocks and accessories, such as people figurines, animals, and vehicles.
  - **Nature/Science**
    - Plants, shells, rocks, seeds, leaves, magnifying glass with objects to explore, color paddles;
    - Small water bins with toys (e.g., measuring cups, small pails, digging tools). Water is discarded after a child uses it and refilled for another child to use. Handwashing is required before and after water play.
  - **Fine Motor**
    - Puzzles, matching games, Legos (on a table with two chairs or on the floor).
  - **Art**
    - Drawing/writing materials, paint on a table with two chairs.
  - **Books**
    - A basket with an assortment of books on various topics.
- *If access to materials is only provided outdoors, then the minimum materials list provided above should be accessible outdoors during play.*

- **Health and Safety**

- Physical distance should be maintained during outdoor play and children should not be expected to hold hands during the walk to/from the space;
- Ensure that first aid supplies are readily available during outdoor play;
- Set up a "Hand hygiene" station with wipes/sanitizer for children and staff to use frequently during play if there is no sink available;
- Follow proper cleaning and sanitizing procedures. In addition, if shared with other classrooms furniture (e.g., tables, chairs, benches) and play materials/equipment need to be cleaned/sanitized between uses. For guidance on proper cleaning and sanitizing/disinfecting procedures and frequency, see [here](#);

## Suggestions for Implementing COVID-19 Guidance in Early Childhood Programs

- Remove mouthed toys and place them in a labeled bin (at each center or by the sink) so they are sanitized before making them accessible to children;
- Minimize hazards in the space as much as possible, such as closing gates and removing sharp objects from the floor. If the outdoor space is a parking lot, ensuring that there will be no active vehicular traffic during the time that children play outdoors.

- **Interaction/Supervision**

Staff should:

- Ensure that all children can be seen during outdoor play;
- Provide adequate supervision while a staff member escorts children to the bathroom;
- Monitors traffic/barricades, the public, dogs away from the space selected for children's play;
- Circulate around the space and engage children in social conversations as well as discussions about materials/activities while they play;
- Indicate the number of children allowed at each play area (with masking tape or chalk) to help with distancing and avoid crowding;
- Use a song or a musical instrument to call children's attention when it is time to transition to another activity;
- If possible, set up activities in an area with plenty of shade.

### *How this might look:*

- 1) *The class walks to the outdoor play space when the breakfast routine is finished. Once there:*
  - *One staff member sets up a nylon blanket or a parachute on the floor (children sit down keeping a distance) and starts Circle Time while another staff member checks the space for safety and sets up play areas.*
  - *Circle Time (10 minutes): A few children share how they are feeling or news from home and then the staff member reads a book, pausing a few times to discuss the story. Then, the staff member reviews the morning schedule, introduces one or two center activities and children choose where they want to play. Puzzles and/or books can be offered as an alternative activity for children who are not engaged during Circle Time.*
  - *Safety: A staff member ensures the gates are closed and/or barricades are in place, checks the floor for sharp objects and trash, sets up "Hand hygiene" stations, and indicates the maximum number of children allowed in each play area at a time using tape or chalk.*
  - *Play areas: A staff member sets up play areas, which, based on the space and furnishings available, can consist of materials in easy to carry bins and/or storage bags from the class and/or materials stored at the space. Staff ensure that materials/equipment are cleaned/sanitized before children are dismissed to play. Examples of play areas include:*
    - *A table with paper, crayons, markers, glitter and color glue;*
    - *A basket with an assortment of books;*
    - *A bin with unit blocks and another one with block accessories separated by type (people, vehicles, animals);*
    - *A bin with puzzles, legos, and math matching games;*

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### *How this might look:*

- A picnic set with play food, cooking utensils, dolls, and a purse.
  - Children are dismissed to play areas of their choice and staff circulate around the space engaging children in conversations and closely monitoring the health and safety of children during play (e.g., ensuring children keep a distance while they play, repositioning barricades that may be pushed out of place, redirecting smokers/strangers that may be close to children at play, replenishing supplies in "Hand hygiene" stations, closely supervising the use of hand sanitizer).
  - Staff announce "5 more minutes to cleanup time" and then they go around reminding children that they each can clean up a section of each play area so they can maintain a distance.
- 2) Children who already had an opportunity to engage in gross motor play can clean their hands and join a play area like the ones listed above.
  - 3) Children have choices of play areas outdoors until cleanup time is announced. After that, they engage in gross motor play with access to equipment.

## Teaching Routines and Transitions

This section includes strategies and suggestions for the following areas:

- Planning for the Transition
- Teaching the Transition
- *How this might look*
- Transitions Tips and Considerations
- Concepts that can be Integrated
- Additional Ideas

With all of the specific safeguards programs and classrooms will be putting in place to ensure children's health and safety due to the COVID-19 pandemic, it is important that children be taught routines and transitions to support these health and safety practices. As much as possible, programs should plan their schedules to limit the number of transitions in the day. While each program may have specific ways of teaching transitions, below are suggested steps for teaching any transition to a child or group of children.

### Planning for the Transition

- Identify exactly what will happen:
  - Consider:
    - Space/location: Classroom/space specifics and children to determine what you would like to have happen. For example, if planning how children will wash their hands, consider the space and logistics in your classroom or facility (e.g. whether the faucet needs to be pushed down, location of trash can, whether the sink is in the bathroom

## Suggestions for Implementing COVID-19 Guidance in Early Childhood Programs

or another location) and the flow of the transition (e.g., children may use the toilet, then put on their coats, and then go to the next spot in line).

- Staffing: What each staff member will do during the transition, for example, while one staff member stands by the bathroom door, the other staff member sends children to the sink for handwashing.
  - Activities: What children can do, toys they can play with, while peers complete the transition/routine so they are not waiting in line with nothing to do.
- Determine when and how you will teach children:
    - Consider:
      - Which routine/transition they need to learn first in order to execute the next one. For example, they first need to learn procedures for lining up before they learn how to walk safely to the playground;
      - Time of day and when it would be best for children to receive the information. For example, immediately before or after nap may not be as successful. Also, it may be best to introduce and practice one routine at a time, and plan for the next one once children can follow the steps;
      - Size of group that may be best for instruction. When thinking about a multi-step routine that may be in a small space (like teaching handwashing in the bathroom), a small group may be best, while teaching the transition to line up may make more sense in a large group;
      - Flow of the day so children are not rushed. Allow for enough time in the daily schedule based on children's needs, for example, at the beginning of the year, it may take a longer time from the time they finish cleaning up after center time than it may take later in the year;
      - Teaching and reinforcing the steps to complete routine/transition. For example, using visuals (e.g., pictures of children in the classroom) following the steps and repeating instructions can be a helpful reminder for children;
      - Gather all necessary items for the next activity before signaling a transition.
  - Use of language and/or visuals to meet children's needs:
    - Consider:
      - Having explicit steps written out to know what to say;
      - Saying and demonstrating the steps before practicing the routine/transition with children, for example, "Turn on the faucet;"
      - Brainstorming with children "what to do with our bodies while we wait;"
      - Prepare children by giving them a warning for how long an activity will last;
      - Using activities to keep children engaged while they wait, such as fingerplays, singing a song, playing a game, and/or using breathing techniques to help regulate;
      - Using materials that may be helpful to understand and visualize the steps, such as a poster with their pictures demonstrating steps to follow, poly spots/markers on the floor for them to know where to form the line during transitions;

## Suggestions for Implementing COVID-19 Guidance in Early Childhood Programs

- Using positive behavior strategies to support children’s varying needs as they learn the routine/transition, such as first calling those children who may need more support/time, and calling out the way some children are following the steps, “I see enough space between our friends at the end of the line, thank you! When we have enough space between friends, we do not touch their bodies while we wait;”
- Pointing to classroom rules and guiding them in a soft tone when children need clear reminders.

### Teaching the transition

Staff members should maintain positive affect and use an encouraging and warm tone while teaching routines/transitions so children are excited and engaged and feel supported in their learning. Positive behaviors should be reinforced with specific praise, such as, “You walked so calmly to your line spot!” “You’re really listening and looking as I am showing you these important steps.”

Throughout the steps below, we will use the example of teaching children how to wash their hands. This may look different depending on the exact set up of the sink area (e.g. in the classroom or in a bathroom, faucet type, paper towel set up)

Say it: Explain what you are about to teach, when it will be used, and why. For example:

- Explain, “During the day, we will need to wash our hands in order to keep our bodies healthy and safe so we don’t get germs all over. We are going to practice how to wash our hands. When we wash our hands, we have to follow the steps that I see on this chart (referencing anchor chart).”
- Reference the times when children may use the routine or transition on the visual schedule that should be near the place where they would be meeting and learning.

Show it: Demonstrate how it will be done, narrating actions along the way and using the visual cues. For example:

- When teaching most routines, both adults in the classroom can teach the steps, one can narrate and reference the visual anchor, such as posters and pictures, while the other models the steps.
- A staff member may narrate actions as she does it or may narrate the actions of another staff member as she takes the steps.
- Explain steps as they progress, “I am going to show you how I do this. First, I turn on the water. *Turn on the water.* Then I get one pump of soap in my hands. *Take a pump of soap.* Next I will pull my hands away from the water and rub them together as I sing the ABCs. *Rub hands and sing the ABCs.* Then I will rinse the soap lather off of my hands. *Rinse lather off.* And grab a paper towel to dry my hands. *Dry off hands with a paper towel.* Once my hands are dry, I will use the paper towel to turn off the water and throw away the paper towel. *Model these steps.* If someone is in line behind me, I will leave the water on so they don’t have to touch the faucet.
- After a staff member demonstrates it a few times, a child may demonstrate as well.

## Suggestions for Implementing COVID-19 Guidance in Early Childhood Programs

- It may then help to ask a child to follow the same steps and narrate that child's actions as they happen. For example, say, "Jaden is turning on the faucet so that he can get his hands a little wet. I see that he's grabbing one pump of soap so that he can start lathering his hands and making sure they are clean. Now he is rinsing off the suds and grabbing a paper towel to dry his hands. He's all done with that, so he is heading to the bathroom door to listen to a story on the rug. Thank you Jaden for showing the class how to clean your hands so he and everyone else stays healthy, let's all give Jaden a thumbs up!"
- You may wish to repeat with one or a few more children so they can practice and see the procedure multiple times.
- Repeat this process in small groups as needed to give children additional practice time. Young children learn by watching and doing!

Check it: For the first few times using or teaching a routine, it may help to reinforce the expectations and refer to the visual anchor of the steps. It may also be helpful to reteach or reinforce some of the expectations if you notice that steps are being skipped, there is a sudden change to the normal flow of the day (e.g., children need to go for a health screening or a fire drill when they would normally transition to centers), or after some days off school (such as after a long weekend or a holiday break).

For specific information on this method, please see [Say-it, Show-it, Check-it: Teaching Classroom Procedures](#). For additional hands-on activities to help children learn about handwashing, please see [here](#). For more information on planning transitions to prevent challenging behavior, please see [here](#).

### ***How this might look:***

- *Engage children in a conversation about why handwashing and keeping our hands clean is important. This can also be a time used to teach them empathy; caring for their school community/ friends and home community/family. Staff can say, "Washing and cleaning hands helps to keep us healthy and keep our friends and family healthy too." The class can then brainstorm ideas and make connections to how this can be done at home:*
  - *What are some things we can do to keep our friends and family healthy?*
  - *When do you think it is important to wash/clean hands? Why do you think so?*
  - *What should we use to clean/wash hands?*
- *At the end of the day or as part of a recap*
  - *What did you do today to help keep your friends healthy? (e.g. used hand sanitizer, washed hands, did not put toys in my mouth);*
  - *Showing them "happy eyes" affirm their answers and add information to affirm/expand what they said.*

### ***Teaching and reviewing the steps to handwashing/hand cleaning***



## Suggestions for Implementing COVID-19 Guidance in Early Childhood Programs

### **How this might look:**

*Using a simplified hand washing display, describe each picture and point to print/picture as you describe steps for handwashing as other staff model the procedure.*

- *Encourage children to model your actions as you use self talk to repeat and verbalize the steps;*
- *Consider singing the steps.*

### **Now, let's practice with soap and water...**

- *Encourage children to use the picture display to practice;*
- *Encourage them to describe the steps as they are handwashing;*
- *Help child by using self/parallel talk to describe what child is doing.*

### **Let's practice with hand sanitizer...**

- *Create a picture display similar to the handwashing display for using hand sanitizer;*
- *Encourage them to describe the steps as they are hand cleaning;*
- *Help children by using self/parallel talk to describe what they are doing.*

*Consider taking pictures as each child washes their hands and display in the classroom recording their responses*

- *"When do I wash hands?"*
- *"How can I keep my friends healthy?" (e.g., I washed my hands after meals; I washed my hands after I sneezed).*

*Post additional handwashing and hand sanitizer displays around the classroom to remind children of when to use (e.g, next to the tissue boxes, as they enter the classroom).*

*Also consider reviewing the handwashing/hand cleaning steps as part of your daily morning circle time including using displays to remind children when to wash hands until it is embedded as part of their routines.*

*As children become more familiar with handwashing/hand cleaning routines, incorporate different concepts during small group or individualized interactions.*

## **Transitions Tips and Considerations**

Difficulty with transitions can occur for a number of reasons, such as when children are tired, hungry, confused, or not ready to end an activity. To support children with successfully navigating their day and moving from one activity to the next consider the strategies below:

- **Planning ahead**

## Suggestions for Implementing COVID-19 Guidance in Early Childhood Programs

- Have materials and activities on hand to transform wait time into fun learning time;
- Maintain consistency with the daily schedule and routines, as much as possible.
- **Preparing**
  - Prepare children by giving them a warning for how long an activity will last;
  - Gather all necessary items for the next activity before signaling a transition.
- **Using visual cues**
  - A visual schedule makes it clear what a child can expect and what is coming up next;
  - Picture cues can serve as reminders for children about what they need to do during a transition. For instance, a poster with pictures near the front door might contain photos of a coat, hat, and boots that could be referenced to prompt a child to get ready to go outside. Or a chart with the proper handwashing procedure can help children remember the order of steps when cleaning their hands;
  - Using a visual timer or countdown system allows children to visually see how much time they have remaining for an activity or transition;
  - Tape or markers on the floor help children to know where to stand when in line and supports maintaining physical distance.
- **Using music, songs, or predictable noises to signal transitions**
  - A routine cleanup song can be used when it is time to pick up toys;
  - Set a timer to indicate that playtime is ending and soon it will be time to clean up for lunch.
- **Turning transition times into games**
  - Create a song and dance or engage in pretend play about what a child is going to do next. For example, children can be encouraged to “fly” to the sink like superheroes to brush their teeth.

### Ways to integrate discussions/concepts related to “staying healthy” during transitions and play:

#### Math

- Use math talk and/or math materials, introduce/discuss:
  - Sequencing, such as, “What comes first, second, third?”
  - Counting, such as “How many fingers are on each hand?”
  - Differentiating between left and right
  - Measurement, such as using markers on the floor to help children understand distance (# of tiles) as they wait/wash their hands.

#### Dramatic Play

- Discuss with children:
  - The handwashing poster in the Center and when they wash hands at home;
  - Activities they do to stay healthy in addition to washing hands, such as eating healthy foods and exercising;
  - Career workers that help us stay healthy, such as doctors and nurses, and help them understand how the tools in the medical kit are used.

#### Nature/Science

- Read books to children on how to stay healthy;
- Talk about the parts of the body and how to stay healthy;
- Model care for the environment, such as watering plants or feeding the class pet;

## Suggestions for Implementing COVID-19 Guidance in Early Childhood Programs

- Create a “I am healthy” theme box (e.g., books about health, pictures that show times to wash/clean hands, sequence puzzles showing the steps to washing hands, sorting healthy foods).

### Additional ideas to remind children to wash/clean hands during the day:

- Include pictures of hand washing/cleaning as part of the daily picture schedule;
- When greeting children individually at arrival, say, “Thank you for cleaning hands and caring for friends;”
- Chant, “Hands in the air and keep them way up there until our hands are clean for \_\_\_\_\_,” upon re-entering after gross motor play;
- Create a fun signal for children to use during play time for when they need a staff member to help them wash hands or use hand sanitizer, such as, “Put your hands in the air and wiggle your fingers.”

## Additional Considerations

This section includes information on:

- **Face Covering Considerations**
- **Teaching children about face coverings**
- **Additional Considerations**

### Face Covering Considerations

Adults must wear face coverings at all times (clear ones are recommended but not required). Staff may choose to wear additional PPE at this time, such as double masks, face shields and gloves for additional protection.

Children must wear a face covering at all times except:

- At nap time to ensure children are breathing properly (non-sleepers keep them on);
- At meal time;
- If they are approved for a medical exemption as documented by a doctor or other health care provider

It is important that this expectation not lead to conflict between or among children and teaching staff. Children who refuse to wear a face covering, are crying, or are dysregulated may be experiencing mental distress. In these cases, teaching staff and families should use positive, nurturing strategies to prevent conflicts over face coverings, and encourage the child to consistently use a face covering over time. **Early childhood children should not be isolated, suspended or expelled for failure to wear masks.** Children who do not respond to a positive intervention plan will be transitioned to remote learning.

For additional information please see [The Policy Guidance for Daily Routines in Early Childhood Classrooms](#) and [Guidance Regarding Use of Face Coverings for Students Participating in Blended Learning](#).

Gloves and proper sanitation should always be used when touching a used or contaminated face covering/mask. In addition, when putting on and taking off a face covering, hands should be properly cleaned every time face coverings are put on and taken off.

## Suggestions for Implementing COVID-19 Guidance in Early Childhood Programs

### Teaching children about face coverings

When talking with children about the need to keep face coverings on, consider:

- Explaining about the spread of germs;
- Modeling proper use of face coverings, using a doll to demonstrate to make it more fun and inviting;
- Individual social-emotional and developmental needs;
- Allowing them to select their own face covering;
- Using photos or illustrations in children's [books](#) and [videos](#).
- Use simple sentences to answer their questions, focus on the idea that a mask can keep them healthy and happy;
- Comment on how strong, brave, and helpful they look while wearing the mask.

For additional considerations on the use of face coverings see [here](#).

### Additional Considerations

- Store cleaning supplies away from children's reach, on high shelves or in locked cabinets, at all times;
- Follow cleaning, sanitizing, and/or disinfecting instructions as per manufacturer's label;
- Frequently sanitize "touch points" (e.g., door knobs, backs of chairs, table surfaces, center chart(s));
- Encourage children not to hold hands;
- Encourage staff to wear a clean smock/apron or an oversized button-down shirt throughout the day and to have spare ones available to change if it becomes dirty/contaminated (e.g., wiping nose on sleeve, with food during meals, saliva during nap);
- Share photographs and/or posters of proper procedures with families for them to be informed of how health practices are followed/reinforced in the classroom;
- Use an online app to communicate with families on a regular basis, such as on health and safety checks in order to minimize traffic at arrival.
- Children and/or staff who become ill while at school should be isolated from others and sent home as soon as possible. Staff supervision is required in an isolation room while children wait to go home.

## Suggestions for Implementing COVID-19 Guidance in Early Childhood Programs

### ECERS and CLASS Alignment

Guidance in this document is aligned with ECERS and CLASS as shown in this chart:

|       | Language and Literacy Subscale  | Learning Activities Subscale   | Interaction Subscale   |
|-------|---|--|--|
| ECERS | <ul style="list-style-type: none"> <li>Item 12 Helping children expand vocabulary</li> <li>Item 13 Helping children use language</li> <li>Item 16 Becoming familiar with print</li> </ul> | <ul style="list-style-type: none"> <li>Item 19 Music and movement</li> <li>Item 22 Nature Science</li> <li>Item 23 Math activities and Materials</li> <li>Item 24 Math in daily events</li> <li>Item 25 Understanding written numbers</li> </ul> | <ul style="list-style-type: none"> <li>Item 29 Individualized teaching and learning</li> <li>Item 30 Staff Child interactions</li> </ul> |
|       | Emotional Support Domain  | Classroom Organization Domain  | Instructional Support Domain   |
| CLASS | <ul style="list-style-type: none"> <li>Positive Climate</li> <li>Teacher Sensitivity</li> <li>Regard for Student Perspectives</li> </ul>  | <ul style="list-style-type: none"> <li>Behavior Management</li> <li>Productivity</li> <li>Instructional Learning Formats</li> </ul>  | <ul style="list-style-type: none"> <li>Concept Development</li> <li>Quality of Feedback</li> <li>Language Modeling</li> </ul>            |