Head Start Orientation Information
Big Group

Paperwork:
- Group Lesson Plan (see example) – complete as a group and give to your supervisor each day and to the classroom teachers as they arrive in the skills center with their class.
- Group Progress Report (see example) – complete individually, only address your objectives. Be very brief, but informative. Turn into Mrs. Durham’s box.
- T = ___TBA______ Rooms  R = ___TBA_____ Rooms

Big Group: as a group
- Choose a nursery rhyme, big book, and a CD (movement songs). Big books and nursery rhymes are in the hallway outside the graduate assistants’ office. There are individual cards as well as a flip book for the nursery rhymes. CDs are in the graduate assistant’s office.
- You must check out the Big Books, nursery rhymes, & CDs before taking them. The Head Start check-out notebook is on the desk in the GA’s office. Please take good care of the materials. They are expensive and in order for us to obtain new books and supplies we have to maintain the old ones. If a book, nursery rhyme, or CD is missing, the group assigned to those materials will be responsible for the replacement cost.

- CDs- Movement Songs
  As the classes arrive for Big Group, play 2-3 songs from the CDs to sing and do with the children as they wait for the other classes to come to the Skills Center. Choose and prepare songs before Big Group.
- **Nursery Rhyme**
  - Start with the rhyme.
  - Do it 2x, the children really enjoy this.
  - Visually act out your rhyme in some way.
  - Make sure you introduce your characters &/or vocabulary as needed.
  - Make this fun and exciting. Your tone and attitude is “catching” to these children so make sure you are demonstrating an excited, happy tone and attitude.

- **Big Book**
  - Read the book 1x, if it is too wordy, edit it to make it appropriate.
  - Watch your speech rate, do not read or talk too fast
  - Use inflection, be excited.
  - Practice reading your book out-loud.
  - Use visuals
  - Keep it fun.
  - Look for opportunities to pause. For ex., in repetitive books to get the children to join in and interact.
  - Think about literacy preparation. Call their attention to the title, author, and illustrator, etc. Follow the words with your finger or a pointer etc.
  - Do things that will keep them interactive. Ex. Ask questions “What do you think is going to happen?”
  - Have fun with this activity. The children really like it and it is so neat to see them respond to your efforts.

- **Big Group time (movement songs, nursery rhyme, big book, and small group break-outs)** are 45-50 minutes total.
  - Book & Rhyme = approximately 15 minutes
  - Small group break-outs = approx. 7 minutes each

- **Small Group Break-out sessions**
  - There are 4 different picture name tags that the children will be wearing. Each clinician will take a popsicle stick with a name tag on it and call the friends with that name tag to follow you. Ex. “All
my Bee friends, follow me.” (Name tags and popsicle stick name tags will be provided for you.) The next clinician will get another name tag mounted on a popsicle stick and call the next group of friends to follow her/him, etc. until all 4 groups are in a break-out session.

An assistant will be assigned the job of time keeper. She/He will monitor the small break-out session time limits. She will provide every group with a 2 minute and a 1 minute warning for the end that session.

- When your time is up for a small break-out session, the assistant will start singing, “Now it’s time to move, Stand and move, Stand and move. Now it’s time to stand and move to the next place.” And that is your signal for the children to stand up and move to the next “station/session.” Sing with the assistant as the children transition to the next station!!

- Choose your break-out session topics from the list provided or run your idea by a supervisor for approval.

- Each lesson should include a receptive and an expressive element. Elicit receptive knowledge and expressive knowledge from the children.
  - Use manipulatives.
  - Use lots of repetitions.
  - Keep the children engaged and elicit receptive and expressive responses from the children.
  - Don’t ask “Who wants to be my helper?”, they all do. You pick your helper and call them by name. They are all wearing name tags.
  - If you need help, ask a supervisor, but do not come unprepared. Plan, think through your sessions, and have questions ready before you come for help.
  - See notebook in Graduate Assistant’s Office for small group break-out session suggestions, examples of lesson plans, and progress reports.
  - After you complete the Big Group Session, you will receive verbal feedback on your performance from your supervisor. All group members are to gather at the front of the Skills Center to receive verbal feedback. Written feedback will be place in your box at the end of Tuesday and Thursday. If you do not take this assignment seriously, and make the requested changes --- your clinic grade will be affected.