

The CLASS Framework and IMIL Domain: Instructional Support

Comments from IMIL Training-August 5, 2014

Dimension	IMIL Examples
<p>Concept Development</p> <ul style="list-style-type: none"> Analysis and Reasoning Creating Integration Connections to the Real World 	<ol style="list-style-type: none"> 1. "What would happen if...?" Ways to move toward your cot, bed, mat at naptime. 2. Yarn balls-group by size, density, smell predicting which ball will fall the fastest when dropped. Compare w/other balls in environment (indoors/outdoors). Ask: Where else would you find balls like these? Who might like to play with balls of this type? (humans? pets?) 3. Which muscles are you using? Measuring distance, comparing previous. 4. Concept of force. Sound-decibel—not just loud and soft. How would you move if you were a bunny (or other animal). Take a video of the child and show children and ask if "that is how a bunny moves?" More like an animal you know? Predicting what would happen with different materials. Give children newspaper to crumble- then predict which would go further when thrown, do it and ask why. 5. Yarn creating letters/shapes. What do you think we could create with these? Last week we used yarn to jump rope, how do you think we can make letters out of these? Do you use something like rope at home? Remember when we learned how to hop last week? Connect to real world of nutrition/harvesting veggies/movement in harvesting, cues (CFU).
<p>Quality of Feedback</p> <ul style="list-style-type: none"> Scaffolding Feedback Loops Prompting Thought Processes Providing Information Encouragement and Affirmation 	<ol style="list-style-type: none"> 1. Yarn ball-toilet tissue roll/sizes "Can it fit? What makes you think that? Can you fit? Let's try and see....Keep trying?" "Are you telling your muscles what to do? How are you telling them?" 2. The dimension strategies would be included in above activities. 3. Are those the only muscles you would use? Wow! You can do this today but couldn't yesterday. 4. How did it feel when you were a bunny.....? How else could you move? Encourage process of catching and throwing/not results. 5. Celebrating when they learned transition to the next skill/ emerging to transitional.
<p>Language Modeling</p> <ul style="list-style-type: none"> Frequent Conversation Open-ended Questions Repetition and Extension Self and Parallel Talk Advanced Language 	<ol style="list-style-type: none"> 1. Self-talk (for infants/toddlers) as teachers engage in the movement. Parallel talk as toddlers engage in movement. 2. Children provided with opportunity to create chants or adding onto an existing chant/song. Vocabulary related to movement. 3. The whole list you gave us. 4. New vocabulary words. How, why, what questions. Huddle activity (self talk). 5. "Sportscasting" when they are learning a skill. Harvesting talking about veggies (variety). Body language vocabulary

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<p>Quality of Feedback</p> <ul style="list-style-type: none"> Scaffolding Feedback Loops Prompting Thought Processes Providing Information Encouragement and Affirmation 	<p>6. Scaffolding-children throw at bedsheet, pillowcase.....smaller. How small can we make it? (scarves)</p> <p>7. When you go up a hill how much force do you need? What happens when you go down a hill? Help children with pedals on bikes so they can participate. Provide info on safety measures.</p> <p>8. As children learn to throw and catch scaffold their movements.</p>
<p>Language Modeling</p> <ul style="list-style-type: none"> Frequent Conversation Open-ended Questions Repetition and Extension Self and Parallel Talk Advanced Language 	<p>6. If you stretch them out, how many children could fit? How can we tell? What are some other ways? Describe what you are doing. Use IMIL vocabulary. Lot of conversation throughout. Activities/movement leading to how or why you/they choose to do something.</p> <p>7. Have conversations with children. Ask how and why questions. Teacher will map out movement when child does a movement. Advanced language—force, speed, pedal, direction, straight, curved, obstacle, cones predict.</p> <p>8. Use parallel talk during the activities. Use more/less, inches/feet/yards during the measurement activity.</p>

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<p>Quality of Feedback</p> <ul style="list-style-type: none"> Scaffolding Feedback Loops Prompting Thought Processes Providing Information Encouragement and Affirmation 	<p>9. Demonstrate one form of swinging, then have children discuss other parts of the body that can swing. Using ball to facilitate conversations and loops. Use ball to encourage back and forth loops.</p> <p>10. Use CFUs. Why did you choose to jump over the puddle instead of hop? Defining vocabulary-let kids define—ask questions to help them define→move closer to the answer. Providing information —explicit feedback about motor skills “the ball didn’t go as far so you were more gentle with your muscles.”</p> <p>11. Listen-Watch-Wait. Use of natural elements for medicinal purposes but also for poison prevention and educational appreciation of culture. Classify safety of basic plant identification.</p>
<p>Language Modeling</p> <ul style="list-style-type: none"> Frequent Conversation Open-ended Questions Repetition and Extension Self and Parallel Talk Advanced Language 	<p>9. Introduce new vocabulary. Utilize parallel and self-talk when facilitating activities. Utilize open-ended questions when facilitating activities.</p> <p>10. Mapping your own or child’s actions. Vocabulary-language modeling-hands on defining of words. Talk through skills like throwing/catching. Use real vocabulary correctly. Talk to your muscles.</p> <p>11. Learning about action-oriented cultural activities, ie., gardening, gathering, drumming. (Language development of the tenses). Dual-language learners of new words in both languages. The physical Tending of “life ways”</p>