

Effective Systems in a Pre-K Classroom

Tangible materials help support the development of preschoolers' understanding of systems/expectations of the classroom. These systems and expectations are more effective than verbal directions, as children's brains are still developing, taking in information, and acting accordingly.

Color-coded storage bins

- The color of bins matches each center
- Effective "clean-up time" system
- Clear expectations

Labeling

- Labels support children in independently sorting materials
- -Communicates clear expectations

Number of children allowed in each center

- Helps transitions
- Communicates clear expectations
- Prevents overcrowded centers
- Provides for problem solving opportunities when a center is full



Equity Sticks

These sticks are used for:

- assigning classroom helpers
- other turn taking tasks

Visual Schedule

Young children have a difficult time processing and using language, or they might easily miss the information provided. A visual provides the child with a symbol of the word and idea so it helps them retain information.

- Support children transitioning from one activity to another
- Visual communicates clear expectations
- Teaches routines
- The moving arrow helps children develop a concept of time (beginning and end)