

In the Developmentally Appropriate Classroom, Children:

Create... rather than duplicate.

Move... rather than wait.

Attempt to solve their own problems... rather than tell the
Teacher, to have her solve them.

Speak... rather than listen passively.

Explore their interests... rather than just learning about what
the Teacher thinks they should learn

Make choices... rather than just being told.

Make their own lines... instead of coloring within the
Teacher's lines.

Write their own books... rather than fill in workbooks.

Create art... rather than do pre-planned crafts.

Decide... rather than passively submit.

Learn through experience... rather than by rote.

Appreciate the process... rather than the end product.

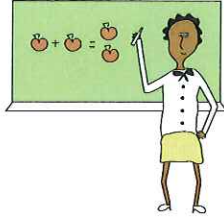
Ask questions... rather than being told facts by adults.

Then - Figure out the answers... rather than being told
facts .

Learn and use skills that are of interest and meaningful...
rather than vague, abstract concepts that have no real
significance to them.

Have a schedule based on their needs... not the needs of the
adults or the program.

Adapted from "The Butterfly Garden" by Sandra Crosse



What *wouldn't* you see in a D.A.P. Classroom?

What *would* you see in a D.A.P. Classroom?

Dittos as art activities

Open-ended art

“Rote” learning & memorization

Hands-on experiences with real objects

Waiting, lining up

Self-help skills/autonomy

Most activities teacher - directed & large group

Small group activities, based on interest

Forced participation

Children offered choices

Activities with “right” & “wrong” outcomes

Successful participation at any skill level

All adult-oriented décor

“Ownership” of the room by the children reflected

Rigidity

Flexibility

Compliance with adult the only choice

Problem-solving

Teacher frustrated with non-napping child

Small, quiet “naptime boxes”

Art, music, science are all at designated times only

Media tables, easels open, art/music/science accessible

USA Today Article/Survey

Survey of 800 Kindergarten Teachers

What are the most important skills for children entering Kindergarten?

Most Important skills (School Readiness):

Top Answers:

Paying Attention	86%
Not being disruptive	86%
Following directions	83%
Getting along	83%
Problem solving	61%

Also Listed:

Alphabet	32%
Counting to 20	27%

“What Are They Learning?”

Which of the learning domains is represented by the activities on your handout?

1. Relate to teachers and peers in positive ways. _____
2. Crying to babbling/cooling to experimenting with putting words together to making meaning of print. _____
3. Independently performing self-care tasks and basic health practices such as using a tissue when needed; walking a balance beam and holding a magnifying glass.

4. Helping children learn about themselves and how they fit in their immediate world and the world beyond their front doors. _____
5. Engaging in scientific thinking and inquiry. _____
6. Use movement and lines, shapes, and colors to communicate ideas, thoughts, and feelings.

7. Sort objects based on color, size or other attributes. _____

Word Bank

Mathematics Fine Arts Language/Literacy Science Social Studies Social Foundations
Physical Well-being & Motor Development