



## WRAP-UP: FACILITATOR GUIDE

This is the third in a sequence of three learning activities that address strategies to help children focus on learning goals. Consider conducting this activity following Slide 7: Providing “Wrap-up” Statements: At the End of the Activity. Another option is to conduct the three activities together following Slide 10.

**Activity overview:** The purpose of this activity is to generate wrap-up statements at the *end* of an activity that summarize what was learned.

**Directions:** Prior to the training, gather tabletop materials like puzzles, cooperative games, dominoes, small blocks, and buttons. Choose several learning goals and write each one on a piece of paper.

Place each goal and tabletop materials on two or three tables. Some domains and goals are provided below for use, if desired.

Divide participants into small groups and ask them to play with the materials. At the end of a designated time period, ask participants to generate three wrap-up statements that summarize what was learned.

Participants then move to a new table and repeat the process. If desired, repeat a third time. Conclude with a full group discussion to share and compare favorite wrap-up statements.

### Two examples:

Focusing Children on Learning Goals
Materials: <i>Dominoes</i>
Learning goal: <i>Children match numbers written on flash cards to the number of dots on the dominoes</i>
Possible summarizing statements: “Wow! Look at how many numbers you matched today!” “Our goal today was to match numbers. You matched all the numbers from one to ten!” “I wanted you to learn about matching numbers when you played with the dominoes. I see you matched three and five. Way to go!”
Favorite summarizing statement: “Our goal today was to match numbers. You matched all the numbers from one to ten!”

Focusing Children on Learning Goals
Materials: <i>Pictures of animals; paper, crayons</i>
Learning goal: <i>Children use new vocabulary about animals and their habitats</i>
Possible summarizing statements: “Today you drew a picture of your favorite animal and its natural habitat.” “We learned new words to talk about animal homes and habitats.” “You used new words to talk about your picture.”
Favorite summarizing statement: “We learned new words to talk about animal homes and habitats.”



## EXAMPLES OF LEARNING GOALS

*Note: Learning goals can be personalized to the specific needs of the audience.*



### PHYSICAL DEVELOPMENT & HEALTH

Eats a variety of nutritious foods

### LOGIC & REASONING

Recognizes cause and effect relationships

### PHYSICAL DEVELOPMENT & HEALTH

Develops balance

### LOGIC & REASONING

Engages in pretend play and acts out roles

### PHYSICAL DEVELOPMENT & HEALTH

Manipulates art tools

### LANGUAGE DEVELOPMENT

Comprehends increasingly complex and varied vocabulary

### SOCIAL & EMOTIONAL DEVELOPMENT

Develops friendships with peers

### LANGUAGE DEVELOPMENT

Engages in storytelling

### SOCIAL & EMOTIONAL DEVELOPMENT

Identifies personal characteristics

### LITERACY KNOWLEDGE & SKILLS

Demonstrates interest in different kinds of literature

### SOCIAL & EMOTIONAL DEVELOPMENT

Moves through transitions with minimal directions from adults

### LITERACY KNOWLEDGE & SKILLS

Recognizes that different words begin with the same sounds

### APPROACHES TO LEARNING

Demonstrates imagination

### LITERACY KNOWLEDGE & SKILLS

Associates correct sounds with letters

### APPROACHES TO LEARNING

Continues a task through frustrations, challenges

### LITERACY KNOWLEDGE & SKILLS

Understands that print conveys meaning

### APPROACHES TO LEARNING

Helps, shares, cooperates in a group

### LITERACY KNOWLEDGE & SKILLS

Uses scribbles, shapes, pictures, and letters to represent ideas

### APPROACHES TO LEARNING

Sets goals and develops and follows through on plans

### MATHEMATICS KNOWLEDGE & SKILLS

Recognizes and names common shapes





**SCIENCE KNOWLEDGE & SKILLS**

Uses tools to gather information, investigate materials

**SCIENCE KNOWLEDGE & SKILLS**

Observes, describes, and discusses the transformation of substances

**CREATIVE ARTS EXPRESSION**

Experiments with musical instruments

**CREATIVE ARTS EXPRESSION**

Moves to different patterns of beat and rhythm in music

**CREATIVE ARTS EXPRESSION**

Discusses one's own artistic creations and those of others

**CREATIVE ARTS EXPRESSION**

Uses dialogue, actions, and objects to express the thoughts and feelings of a character

**SOCIAL STUDIES KNOWLEDGE & SKILLS**

Recognizes that people share the environment with other people, animals, and plants

**SOCIAL STUDIES KNOWLEDGE & SKILLS**

Differentiates between past, present, and future

**SOCIAL STUDIES KNOWLEDGE & SKILLS**

Draws the geography of the classroom

**SOCIAL STUDIES KNOWLEDGE & SKILLS**

Recognizes a variety of jobs and the work associated with them

**ENGLISH LANGUAGE DEVELOPMENT**

When asked in English, points to body parts

**ENGLISH LANGUAGE DEVELOPMENT**

Repeats words or phrases to self

**ENGLISH LANGUAGE DEVELOPMENT**

Talks to peers or adults about a story read in English



## WRAP-UP

**Activity overview:** In this activity, you will practice making wrap-up statements at the end of an activity that summarize what was learned.

**Directions:** Write down the learning goal and the tabletop materials you use. Generate three to five statements that summarize or wrap up what was learned. Select your favorite to share.

Focusing Children on Learning Goals	
TABLE 1	
Materials:	
Learning goal:	
Possible summarizing statements:	
Favorite summarizing statement:	
TABLE 2	
Materials:	
Learning goal:	
Possible summarizing statements:	
Favorite summarizing statement:	
TABLE 3	
Materials:	
Learning goal:	
Possible summarizing statements:	
Favorite summarizing statement:	