

Taking Turns [video]

About Empowering Preschool Quality (EPQ)

This collection was created to provide resources for early childhood professionals and the trainers providing professional development for them.

With the strong focus on early childhood education in recent years the EPQ Project is striving to meet the needs of teachers who are continually working to better serve young children. As the EPQ Project continues to grow, content will be added and revised as appropriate to meet the changing needs of teaching professionals and trainers.

As you explore this site, you will find a wealth of information including:

- [Video](#) examples of children and teachers in classroom settings that relate to specific
- Iowa Early Learning Standards ([IELS](#))
- Iowa Quality Preschool Program Standards ([IQPPS](#))
- National Association for the Education of Young Children ([NAEYC](#)) Standards and Accreditation Criteria
- A page for Trainers with resources to support their work

Although this work is based primarily on Iowa standards, the information contained in this web site is useful to early childhood professionals, consultants, or professional development providers outside of Iowa. The video examples illustrate high-quality preschool practices and will reflect the standards adopted by most states.

The EPQ Project was developed to help early childhood professionals and trainers achieve ever higher levels of excellence. You can help the EPQ Project achieve this by sharing your suggestions on how we can improve via our comment form.

NAEYC

Areas of Development: Social-Emotional

2.B.01— Children have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.

Several boys express interest in playing with the same dinosaur at the same time. Ms. Uhlenberg explains the order in which the boys asked to play with the dinosaur. She

suggests that it might be helpful to create a waiting list to facilitate turn taking with the dinosaur.

Curriculum Content Areas for Cognitive Development: Social Studies

2.L.02—In Ms. Uhlenberg's class, **children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging.**

When four boys in Ms. Uhlenberg's class want to play with a dinosaur at the same time, she explains to each successive boy the order of who will play with the dinosaur next. Each boy is assured that he will have a turn to play with the dinosaur. When Brady finishes playing with the dinosaur, he finds his friend Tate and gives the dinosaur to him.

Creating Caring Communities for Learning

3.B.05— Ms. Uhlenberg **helps individual children learn socially appropriate behavior by providing guidance that is consistent with the child's level of development.**

The concept of “waiting your turn” is a familiar one to the children in Ms. Uhlenberg's classroom. When several boys want to play with a dinosaur at the same time, Ms. Uhlenberg explains whose turn will come next. The boys accept this answer as an assurance that they will get to play with the dinosaur when their turn comes.

IELS

9.1-Self

Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.

Boys in Ms. Uhlenberg's class **express needs, wants, and feelings in socially appropriate ways.**

A boy wants to play with a toy dinosaur that Ms. Uhlenberg is holding. She explains that she is holding it for Brady while he rebuilds a structure. She encourages the boy to ask Brady if he can play with the dinosaur when he is finished with it. Brady agrees but reminds him that Tate wanted to play with it after Brady. Another boy approaches Ms. Uhlenberg and expresses a desire to play with the dinosaur. She explains that after Brady, Tate and then Julian want to play with it. She suggests making a waiting list for the dinosaur.

9.2-Self-Regulation

Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.

Brady **shows increasing capacity to monitor...his...own behavior, following and contributing to classroom procedures.... He uses materials purposefully, safely, and respectfully.**

When Brady is finished playing with a dinosaur, he hands it to Tate as he agreed to do without prompting from Ms. Uhlenberg.

9.4-Peer Interactions

Children develop the ability to interact with peers respectfully and to form positive peer relationships.

Brady **develops friendships with other peers...and...takes turns with others.**

Brady agrees to give the dinosaur he is playing with to his friend Tate when he is done playing with it. Brady does not need a reminder from Ms. Uhlenberg to give the dinosaur to Tate and hands it to Tate when he is finished with it.

IQPPS

Areas of Development: Social-Emotional

2.12- Children have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.

Several boys express interest in playing with the same dinosaur at the same time. Ms. Uhlenberg explains the order in which the boys asked to play with the dinosaur. She suggests that it might be helpful to create a waiting list to facilitate turn taking with the dinosaur.

Curriculum Content Areas for Cognitive Development: Social Studies

2.37-In Ms. Uhlenberg's class, children are offered opportunities to become part of the classroom community so that each child feels accepted and gains a sense of belonging.

When four boys in Ms. Uhlenberg's class want to play with a dinosaur at the same time, she explains to each successive boy the order of who will play with the dinosaur next. Each boy is assured that he will have a turn to play with the dinosaur. When Brady finishes playing with the dinosaur, he finds his friend Tate and gives the dinosaur to him.

Creating Caring Communities for Learning

3.5- Ms. Uhlenberg **helps individual children learn socially appropriate behavior by providing guidance that is consistent with the child's level of development.**

The concept of "waiting your turn" is a familiar one to the children in Ms. Uhlenberg's classroom. When several boys want to play with a dinosaur at the same time, Ms. Uhlenberg explains whose turn will come next. The boys accept this answer as an assurance that they will get to play with the dinosaur when their turn comes.

HSPS

1304.21(a)(3)(i)(D) - Ms. Uhlenberg **encourages** students to have **respect for the feelings and rights of others.**

A boy wants to play with a toy dinosaur that Ms. Uhlenberg is holding. She explains that she is holding it for Brady while he rebuilds a structure. She encourages the boy to ask Brady if he can play with the dinosaur when he is finished with it. Brady agrees but reminds him that Tate wanted to play with it after Brady. Another boy approaches Ms. Uhlenberg and expresses a desire to play with the dinosaur. She explains that after Brady, Tate and then Julian want to play with it. She suggests making a waiting list for the dinosaur.

1304.21(c)(1)(iv) – Ms. Uhlenberg **ensures that the program environment helps children develop emotional security and facility in social relationships.**

The concept of "waiting your turn" is a familiar one to the children in Ms. Uhlenberg's classroom. When several boys want to play with a dinosaur at the same time, Ms. Uhlenberg explains whose turn will come next. The boys accept this answer as an assurance that they will get to play with the dinosaur when their turn comes.

HSCOF

Language Development

Speaking and Communicating

- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes

Social and Emotional Development

Self Concept

- Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.

Self Control

- Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.
- Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.
- Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

Cooperation

- Increases abilities to sustain interactions with peers by helping, sharing and discussion.
- Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.

Social Relationships

- Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults