

Planning and Recall

Why and How

Week 2 Learning Unit

Recall Time



What is Recall Time?

Recall time completes the **plan-do-review** sequence.

Recall is its own segment of the daily routine.

It offers children the chance to reflect on what they did at work time, and it brings closure to their work time activities.



Benefits of Recall

During this recall time, children cut out the area or areas they worked in and share what they did with their classmates. Their brain performs the following important processes:

- Drawing on mental images
- Reflecting on experiences
- Associating plans with outcomes
- Talking with others about their discoveries and actions



Benefits of Recall (continued)

- As children recall, they choose what to talk about. They describe what occurred, using their own words.
- When children recall they discover that
 - They can make things happen.
 - They learn new things.
 - They solve their own problems.
- The recall process stimulates children's thinking about the meaning of their work time experiences and ideas.

They begin to form and talk about **mental images**.

- Recall expands children's consciousness beyond the present.
- Children begin to think in the abstract.

Children talk with each other about **personally meaningful experiences**.

- Children are free to choose what they want to talk about.
- Recalling with children daily eventually results in increased higher level thinking — they remember more and more about what they did.

Recall Time Basics

The basic guidelines for recall time follow those of planning time:

- Recall with the same small groups
- Meet in the same consistent space
- Allow about 10–15 minutes



How to Recall

Step 1. Invite children to talk about what they have done.

- Ask open-ended questions.
- Comment on what you saw them doing.

Step 2. Look at children when they share and listen attentively.

- This lets them know they have your full attention.

Step 3. Add your own observations from work time to extend children's recall thinking.

T: *After you made your building, I saw you using the paint. Can you tell me what you did?*

C: *Made a picture. It's still wet.*

Step 4. Encourage other children to add their own observations.

Ch A: *Me and Quinn went to the house area.*

T: *You and Quinn.*

Ch B: *Yeah, an' we were doctors.*

How to Recall (continued)

Recall is a *group* process rather than an individual process.

As you learned in Week 1, children plan individually, but recall is a **group process**.

When a teacher asks a child about what he or she did, others are thinking about what they saw that child do too.

- This is recalling: a child is thinking and remembering, even if it wasn't his or her own work time experience!



How to Recall (continued)

Making Recall a Group Process

Teachers can capitalize on this group process by opening statements up to include others.

T: *Who saw what Thomas did next?*

T: *Who else played with the wooden blocks?*

Sometimes children who played together will recall their play together. A teacher can include everyone in their recall sharing.

T: *So, Jenna was the mom and Erik was the dog. What did you do, Aishia?*

Take Your Time

Do not rush! It is important that the children feel they have your complete attention and interest.

Children should be able to recall without feeling pressured.

- As a result, you may not be able to recall with every child every day.
- Assure those that do not get a chance that they will be first to recall the next day.

Remember, if you make recall a group process, all children are remembering and thinking!

How Adults Support Children at Recall Time

Selecting Strategies for Different Developmental Levels

In Week 1, you learned how to plan with young or new planners and how to plan with older or experienced planners. The same strategies apply to recall time, although you will make adjustments because the process you are asking of the children is different.

Remember...

Planning is anticipation, recall is reflection.



Recall Time With New, Nonverbal, or Young Children

These children are not yet capable of abstract thinking. It is important that your recall matches the child's developmental level.

- **Recall props or games should be simple and concrete.**

T: *Sascha, will you take this bag and put in it something you played with during work time? Then you can bring it back to the group and show us.*

- **Translate a child's gestures and actions.**

T: *Nigel, you put the wand on the horses. Would you show me what you did with them?*

- **Use open-ended questions; they serve as an invitation to a child to share a work-time experience.**

T: *Pablo, tell me what you did today during work time.*

P: *Made a really big monster house!*

T: *Wow, how did you make it?*

P: *Used all the blocks!*

- **If your initial question doesn't get a response, make a comment about something you saw the child doing.**

T: *What did you do at work time, Ana?*

A: (Says nothing, looks at the table).

T: *Ana, I saw that you had a smock on. (Pause.)*

A: *I painted.*

T: *You painted. (Pause.)*

A: *Yeah, and then I did the magnet blocks.*

Recall Time With Older, and/or Experienced Children

These children are able to keep mental images in their minds. This allows them to remember the details and even sequences of events or activities when they recall.

Props and experiences used with these children can be more abstract.

Urge these children to use details when they recall.

T: Suki, what did you do during work time?

C: I used the train.

T: The one in the block area or one you made?

C: Block area, and I had a track for the train and a train station too!

T: How did you make the train station?

C: I put a long block on top for the roof, then I put triangle blocks on top to make this part (and she demonstrates what she means).

Recall Time With Older, and/or Experienced Children (continued)

Encourage children who played together to recall together.

T: Caleb and Anika, did I see you using Unifix cubes during work time?

A: We were building the biggest tower we could!

C: Yeah, I showed Anika how, 'cause my dad makes houses as tall as the ceiling! (He jumps up from his tip toes.)

A: We used the small blocks to try and reach the ceiling.

T: Did you put on a hard hat?

C: I did but it kept falling off.

A: We had to look up the whole time.



For All Recallers

- Use a variety of recall props and games.
- Each day, choose a different prop or game to help children as they think about what they did during work time.
- The planning prop or game you choose should consider content, children's interests, developmental range, and support strategies.
- On any given day, use a different prop or game for recall than the one you used for planning. This helps keep the children's attention.

Providing a variety of recall experiences causes children to draw on different parts of brain; one day they use a graph, the next they may draw a picture, or dictate their story to the teacher for a recall book.

For All Recallers (continued)

Recall Props, Games, and Experiences

The props, games, and experiences you use for planning can generally be adapted to recall.

They fall into the same four categories:

- **Visibility games and tours** are concrete ways to remind recallers (especially new or younger ones) the interest areas and materials that they may have used during work time.
- **Props** are simply toys or materials from the classroom that children may use as pointers or to indicate whose turn it is. **Partnerships** occur when one child recalls while another child, or several children, listen.
- **Group games** are very useful for deciding whose turn it is to recall next. The games keep children interested in the activity while they wait for their turn.

- **Representations** are activities that involve children making or using symbols, photographs, drawing, writing, etc. This encourages children to visualize or describe their work-time experiences.

Recall games and experiences are provided to keep recall time interesting for children.

Keep them simple! Your time and attention should be focused on supporting children as they talk about their work-time experiences, **not** on playing the game.

For All Recallers (continued)

Examples of Visibility Games and Tours

Children use a magic wand to touch something they played with.

Children have a parade to each area, and when they get to each one, the children who played there share what they did.

Recall bus: Drive to each area. Children who played in the area share what they did.



For All Recallers (continued)

Examples of Props and Partnerships

The teacher calls each child and they talk about what the child did during work time.

Children take turns using a magnifying glass or a paper towel tube (spy glass) to look at what they played with and talk about it.

Children use a flashlight to aim the light on a toy they played.



For All Recallers (continued)

Examples of Group Games

Play “hot potato” with a bean bag. The child who ends up with the “potato” gets to recall.

Children pretend to be asleep. When the alarm goes off, the teacher “wakes up” each child, one-by-one, and they get to recall.

At the beginning of recall time, children are given a bag. When it’s their turn, a child goes to the area, puts something they played with or used inside the bag, and brings it back to the recall table to talk about.



For All Recallers (continued)

Representations

Children trace around something they played with at work time.

Children show the group what their hands were doing at work time, and the group guesses what the child did.

Children draw several things they did during work time.



Recalling Throughout the Day

In addition to always having recall time, **adults can recall with children throughout the day.**

Teachers can continue to talk about work-time activities after recall is over — during snack time, outside time, or any part of the daily routine.

Teachers can do mini recalls with individual children as they move from one work time plan to the next.

T: Jamie, I see you're finished with the blocks. Tell me what you did with them while we finish putting them away.



A Peek Ahead

This week you will

- View video clips of recall time.
- Try out recall experiences in your classroom.

Next week you will

- Learn how to adapt a planning and recall experience to be appropriate for all the children in your group.

