

## Second Step Program and the Classroom Assessment Scoring System

Early Learning

The *Second Step* Early Learning program offers teachers many opportunities to use intentional teaching strategies to actively engage children in their development of social-emotional, language, and cognitive skills. The program promotes school readiness and success by directly teaching children the skills that strengthen their ability to learn, have empathy, manage emotions, make friends, and solve problems. Teachers using the *Second Step* Early Learning program often ask how it aligns with the Classroom Assessment Scoring System® (CLASS).

CLASS is an observation tool that focuses on the effectiveness of classroom interactions among teachers and children, because it's these daily interactions that promote children's social and cognitive development. Children thrive when teachers create nurturing, well-managed settings and provide frequent and engaging learning opportunities.

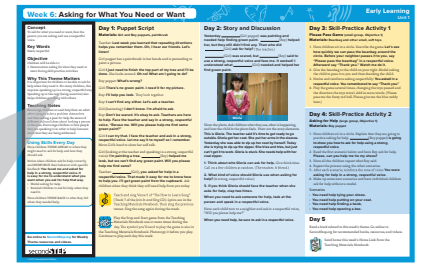
The graphics and chart that follow illustrate alignment between the *Second Step* Early Learning program and domains, dimensions, indicators, and/or behavioral markers outlined in the CLASS *Dimensions Guide*. For full details on the CLASS framework go to [teachstone.com](http://teachstone.com). For more information on the *Second Step* Early Learning program visit [cfchildren.org](http://cfchildren.org).



# Unit Weekly Theme Card

## Weekly Theme 6: Asking for What You Need or Want

### Unit Weekly Theme Card



#### CLASSROOM ORGANIZATION

##### Instructional Learning Formats

- Clarity of learning objectives
- Advanced organizers

#### CLASSROOM ORGANIZATION

##### Instructional Learning Formats

- Clarity of learning objectives

#### EMOTIONAL SUPPORT

##### Regard for Student Perspective

- Support for autonomy and leadership
- Gives students responsibilities

#### INSTRUCTIONAL SUPPORT

##### Quality of Feedback

- Encouragement and affirmation
- Prompting thought processes

#### INSTRUCTIONAL SUPPORT

##### Concept Development

- Integration
- Integrates with previous knowledge

### Concept

To ask for what you need or want, face the person you are asking and use a respectful voice.

### Key Words

Need, respectful

### Objective

Children will be able to:

1. Demonstrate asking for what they need or want during skill-practice activities

### Why This Theme Matters

It is important for children to be able to ask for help when they need it. For many children, this requires speaking up in a strong, respectful way. Speaking up in this way (being assertive) also helps children get along with others.

### Teaching Notes

Encourage children to seek help from an adult after trying to solve a problem themselves and then asking a peer for help. Be aware of different cultural ideas about looking a person in the eyes. Encourage children to face people they are speaking to in order to help listeners know that they are being addressed.

### Using Skills Every Day

Have children THINK AHEAD to when they might need to ask for help and how they should ask.

Notice when children ask for help correctly, and REINFORCE their behavior with specific feedback: **You faced me and asked for help in a strong, respectful voice. It is easy for me to understand what you want when you ask for help that way.**

- Model asking for help.
- Remind children to ask for help when they need it.

Have children THINK BACK to what they did when they needed help.

#### INSTRUCTIONAL SUPPORT

##### Concept Development

- Creating
- Planning

#### INSTRUCTIONAL SUPPORT

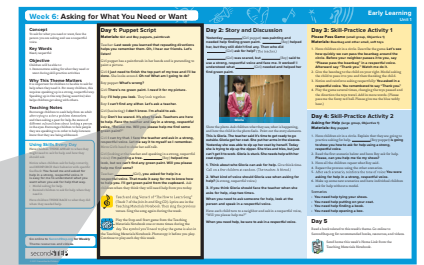
##### Language Modeling

- Self- and parallel talk

# Unit Weekly Theme Card

## Day 1 Breakdown

## Unit Weekly Theme Card



### CLASSROOM ORGANIZATION

#### Instructional Learning Formats

- Advanced organizers
- Variety of modalities and materials
- Effective facilitation
  - Teacher involvement

### INSTRUCTIONAL SUPPORT

#### Language Modeling

- Frequent conversations
- Peer conversations

### INSTRUCTIONAL SUPPORT

#### Quality of Feedback

- Encouragement and affirmation
- Prompting thought processes

### EMOTIONAL SUPPORT

#### Teacher Sensitivity

- Responsiveness

### INSTRUCTIONAL SUPPORT

#### Concept Development

- Integration
- Creating
  - Producing
- Analysis and reasoning
  - Evaluation
- Creating
  - Producing
- Integration
- Connections to the real world

## Day 1: Puppet Script

**Materials:** Girl and Boy puppets, paintbrush

Teacher: **Last week you learned that repeating directions helps you remember them. Oh, I hear our friends. Let's listen!**

Girl puppet has a paintbrush in her hands and is pretending to paint a picture.

Girl: **I just need to finish the top part of my tree and I'll be done.** She looks around. **Oh no! What am I going to do?**

Boy puppet: **What's wrong?**

Girl: **There's no green paint. I need it for my picture.**

Boy: **I'll help you look.** They look together.

Boy: **I can't find any either. Let's ask a teacher.**

Girl (hesitating): **I don't know. I'm afraid to ask.**

Boy: **Don't be scared. It's okay to ask. Teachers are here to help. Face the teacher and say in a strong, respectful voice, "Excuse me. Will you please help me find some green paint?"**

Girl: **I can try that. I face the teacher and ask in a strong, respectful voice. Let me say it to myself so I remember.** Move Girl's head to show her self-talk.

Girl (looking at the teacher and speaking in a strong, respectful voice): **I'm painting a tree. \_\_\_\_\_ (Boy) helped me look, but we can't find any green paint. Will you please help me find some?**

Teacher: \_\_\_\_\_ (Girl), **you asked for help in a respectful voice. That made it easy for me to know how to help you. I'll get green paint from the cupboard.** Ask children when they think they will need help from you today.



Teach and sing Verse 5 of "The How to Learn Song" (Track 7 of the *Join In and Sing* CD). Lyrics are in the Teaching Materials Notebook. Then sing the previous verses. Sing the song again during the week.



Play the Stop and Start game from the Teaching Materials Notebook one or more times during the day. The symbol you'll need to play the game is also in the Teaching Materials Notebook. Photocopy it before you play. Continue to play each day this week.

### INSTRUCTIONAL SUPPORT

#### Concept Development

- Integration
- Integrates with previous knowledge

### INSTRUCTIONAL SUPPORT

#### Language Modeling

- Self-and parallel talk

### EMOTIONAL SUPPORT

#### Regard for Student Perspectives

- Support for autonomy and leadership
- Allows students to lead lessons

### INSTRUCTIONAL SUPPORT

#### Language Modeling

- Open-ended questions
- Repetition and extension
- Self-and parallel talk

### INSTRUCTIONAL SUPPORT

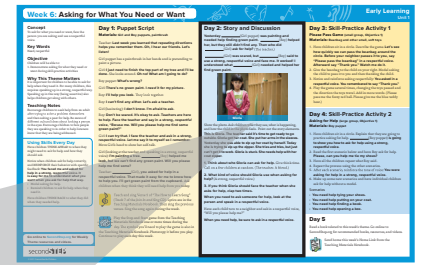
#### Quality of Feedback

- Scaffolding
- Feedback loops
- Providing information
- Encouragement and affirmation

# Unit Weekly Theme Card

## Day 2 Breakdown

## Unit Weekly Theme Card



### CLASSROOM ORGANIZATION Instructional Learning Formats

- Clarity of learning objectives
- Advanced organizers

### INSTRUCTIONAL SUPPORT Concept Development

- Integration
- Integrates with previous knowledge

## Day 2: Story and Discussion

Yesterday \_\_\_\_\_ (Girl puppet) was painting and needed help finding green paint. \_\_\_\_\_ (Boy) helped her, but they still didn't find any. Then who did \_\_\_\_\_ (Girl) ask for help? (The teacher.)

\_\_\_\_\_ (Girl) was scared, but \_\_\_\_\_ (Boy) said to use a strong, respectful voice and face me. It worked! I understood what \_\_\_\_\_ (Girl) needed and helped her find green paint.



Gloria

### CLASSROOM ORGANIZATION Instructional Learning Formats

- Variety of modalities and materials

### INSTRUCTIONAL SUPPORT Language Modeling

- Open-ended questions

### INSTRUCTIONAL SUPPORT Quality of Feedback

- Providing information

Show the photo. Ask children what they see, what is happening, and how the child in the photo feels. Point out the story elements. **This is Gloria. The teacher said it's time to get ready to go outside. Gloria got her coat. She put her arms in the sleeves. Yesterday she was able to zip up her coat by herself. Today she is trying to zip up the zipper. She tries and tries, but just can't get it to work. Gloria is stuck. She needs help with her coat zipper.**

**1. Think about who Gloria can ask for help.** Give think-time. Call on a few children at random. (The teacher. A friend.)

**2. What kind of voice should Gloria use when asking for help?** (A strong, respectful voice.)

**3. If you think Gloria should face the teacher when she asks for help, clap two times.**

**When you need to ask someone for help, look at the person and speak in a respectful voice.**

Have each child turn to a neighbor and ask in a respectful voice, "Will you please help me?"

**When you need help, be sure to ask in a respectful voice.**

### EMOTIONAL SUPPORT Regard for Student Perspectives

- Student expression
- Elicits ideas and/or perspectives

### INSTRUCTIONAL SUPPORT Language Modeling

- Open-ended questions

### EMOTIONAL SUPPORT Regard for Student Perspectives

- Student expression
- Elicits ideas and/or perspectives

### CLASSROOM ORGANIZATION Instructional Learning Formats

- Student interest
- Active participation

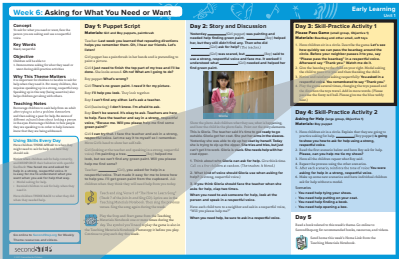
### INSTRUCTIONAL SUPPORT Language Modeling

- Frequent conversations
- Peer conversations

# Unit Weekly Theme Card

## Day 3 Breakdown

# Unit Weekly Theme Card



CLASSROOM ORGANIZATION

**Instructional Learning Formats**

- Clarity of learning objectives
- Advanced organizers

INSTRUCTIONAL SUPPORT

**Language Modeling**

- Self- and parallel talk

INSTRUCTIONAL SUPPORT

**Language Modeling**

- Repetition and extension

**Day 3: Skill-Practice Activity 1**

**Please Pass Game** (small group, Objective 1)

**Materials:** Beanbag and other small, soft toys

1. Have children sit in a circle. Describe the game. **Let's see how quickly we can pass the beanbag around the circle. Before your neighbor passes it to you, say "Please pass the beanbag" in a respectful voice. Afterward say "Thank you." Watch me do it.**
2. Give the beanbag to the child on your right. Model asking the child to pass it to you and then thanking the child.
3. Notice and reinforce asking respectfully: **You asked in a respectful voice. You remembered to say "Thank you."**
4. Play the game several times, changing the toys passed and the direction the toys travel. Add in more words. (Please pass me the fuzzy red ball. Please give me the blue teddy bear.)

CLASSROOM ORGANIZATION

**Instructional Learning Formats**

- Variety of modalities and materials
- Clarity of learning objectives

INSTRUCTIONAL SUPPORT

**Quality of Feedback**

- Feedback loops
- Encouragement and affirmation

INSTRUCTIONAL SUPPORT

**Language Modeling**

- Advanced language
- Variety of words

		DOMAIN	EMOTIONAL SUPPORT		
		DIMENSION	Positive Climate	Teacher Sensitivity	Regard for Student Perspectives
Second Step Early Learning Program	Puppet Scripts, Story and Discussion, and Skill-Practice Activities	Implementing the program with fidelity provides consistent support for the development of the following indicators: <ul style="list-style-type: none"> <li>Relationships</li> <li>Positive affect</li> <li>Positive communication</li> <li>Respect</li> </ul>		<b>Awareness</b> <ul style="list-style-type: none"> <li>Anticipates problems and plans appropriately</li> <li>Notices any lack of understanding</li> </ul>	<b>Flexibility and student focus</b> <ul style="list-style-type: none"> <li>Incorporates students' ideas</li> </ul> <b>Student expression</b> <ul style="list-style-type: none"> <li>Elicits ideas and perspectives</li> </ul>
	Brain Builder Games and Songs			<b>Awareness</b> <ul style="list-style-type: none"> <li>Anticipates problems and plans appropriately</li> </ul> <b>Responsiveness</b> <ul style="list-style-type: none"> <li>Acknowledges emotions</li> <li>Provides comfort and assistance</li> <li>Provides individualized support</li> </ul> <b>Addresses problems</b> <ul style="list-style-type: none"> <li>Helps in an effective and timely manner</li> <li>Helps resolve problems</li> </ul>	<b>Student expression (games)</b> <ul style="list-style-type: none"> <li>Encourages student talk</li> </ul> <b>Restriction of movement (games and songs)</b> <ul style="list-style-type: none"> <li>Allows movement</li> </ul> <b>Support for autonomy and leadership</b> <ul style="list-style-type: none"> <li>Allows choice</li> </ul>
	Visual aids: Posters, Listening Rules Cards, and Feelings Cards			<b>Awareness</b> <ul style="list-style-type: none"> <li>Anticipates problems and plans appropriately</li> </ul> <b>Responsiveness</b> <ul style="list-style-type: none"> <li>Acknowledges emotions</li> <li>Provides comfort and assistance</li> <li>Provides individualized support</li> </ul> <b>Addresses problems</b> <ul style="list-style-type: none"> <li>Helps in an effective and timely manner</li> <li>Helps resolve problems</li> </ul> <b>Student Comfort</b> <ul style="list-style-type: none"> <li>Students seek support and comfort</li> </ul>	<b>Student expression</b> <ul style="list-style-type: none"> <li>Encourages student talk</li> <li>Elicits ideas and perspectives</li> </ul>
	Using Skills Every Day			<b>Responsiveness</b> <ul style="list-style-type: none"> <li>Acknowledges emotions</li> <li>Provides comfort and assistance</li> <li>Provides individualized support</li> </ul> <b>Addresses problems</b> <ul style="list-style-type: none"> <li>Helps in an effective and timely manner</li> <li>Helps resolve problems</li> </ul>	<b>Flexibility and student focus</b> <ul style="list-style-type: none"> <li>Shows flexibility</li> <li>Incorporates students' ideas</li> <li>Follows students' lead</li> </ul> <b>Student expression</b> <ul style="list-style-type: none"> <li>Encourages student talk</li> </ul>

		DOMAIN	CLASSROOM ORGANIZATION		
		DIMENSION	Behavior Management	Productivity	Instructional Learning Formats
Second Step Early Learning Program	Puppet Scripts, Story and Discussion, and Skill-Practice Activities		<b>Clear behavior expectations</b> <ul style="list-style-type: none"> <li>• Clear expectations</li> <li>• Consistency</li> <li>• Clarity of rules</li> </ul> <b>Proactive</b> <ul style="list-style-type: none"> <li>• Low reactivity</li> <li>• Proactive monitoring</li> </ul> <b>Redirection of misbehavior</b> <ul style="list-style-type: none"> <li>• Effective reduction of misbehavior</li> </ul> <b>Student behavior</b> <ul style="list-style-type: none"> <li>• Frequent compliance</li> </ul>	<b>Maximizing learning time</b> <ul style="list-style-type: none"> <li>• Few disruptions</li> <li>• Pacing</li> </ul> <b>Routines</b> <ul style="list-style-type: none"> <li>• Clear instructions</li> </ul> <b>Preparation</b> <ul style="list-style-type: none"> <li>• Materials ready and accessible</li> <li>• Teacher knows lessons</li> </ul>	<b>Effective facilitation</b> <ul style="list-style-type: none"> <li>• Teacher involvement</li> <li>• Effective questioning</li> <li>• Expanding children's involvement</li> </ul> <b>Variety of modalities and materials</b> <ul style="list-style-type: none"> <li>• Interesting and creative materials</li> <li>• Hands-on opportunities</li> </ul> <b>Student interest</b> <ul style="list-style-type: none"> <li>• Active participation</li> <li>• Listening</li> <li>• Focused attention</li> </ul> <b>Clarity of learning objectives</b> <ul style="list-style-type: none"> <li>• Advanced organizers</li> </ul>
	Brain Builder Games and Songs		<b>Redirection of misbehavior</b> <ul style="list-style-type: none"> <li>• Effective reduction of misbehavior</li> </ul> <b>Student behavior</b> <ul style="list-style-type: none"> <li>• Frequent compliance</li> </ul>	<b>Maximizing learning time</b> <ul style="list-style-type: none"> <li>• Few disruptions</li> <li>• Pacing</li> </ul> <b>Routines</b> <ul style="list-style-type: none"> <li>• Clear instructions</li> </ul> <b>Preparation</b> <ul style="list-style-type: none"> <li>• Materials ready and accessible</li> </ul> <b>Transitions</b> <ul style="list-style-type: none"> <li>• Learning opportunities within</li> </ul>	<b>Effective facilitation</b> <ul style="list-style-type: none"> <li>• Teacher involvement</li> <li>• Expanding children's involvement</li> </ul> <b>Variety of modalities and materials</b> <ul style="list-style-type: none"> <li>• Range of... movement opportunities</li> </ul> <b>Student interest</b> <ul style="list-style-type: none"> <li>• Active participation</li> <li>• Listening</li> <li>• Focused attention</li> </ul> <b>Clarity of learning objectives</b> <ul style="list-style-type: none"> <li>• Advanced organizers</li> </ul>
	Visual aids: Posters, Listening Rules Cards, and Feelings Cards		<b>Clear behavior expectations</b> <ul style="list-style-type: none"> <li>• Clear expectations</li> <li>• Consistency</li> <li>• Clarity of rules</li> </ul> <b>Redirection of misbehavior</b> <ul style="list-style-type: none"> <li>• Effective reduction of misbehavior</li> </ul> <b>Student behavior</b> <ul style="list-style-type: none"> <li>• Frequent compliance</li> </ul>	<b>Transitions</b> <ul style="list-style-type: none"> <li>• Learning opportunities within</li> </ul>	<b>Effective facilitation</b> <ul style="list-style-type: none"> <li>• Teacher involvement</li> <li>• Expanding children's involvement</li> </ul> <b>Variety of modalities and materials</b> <ul style="list-style-type: none"> <li>• Interesting and creative materials</li> <li>• Hands-on opportunities</li> </ul> <b>Student interest</b> <ul style="list-style-type: none"> <li>• Active participation</li> </ul> <b>Clarity of learning objectives</b> <ul style="list-style-type: none"> <li>• Reorientation statements</li> </ul>
	Using Skills Every Day		<b>Clear behavior expectations</b> <ul style="list-style-type: none"> <li>• Clear expectations</li> <li>• Consistency</li> </ul> <b>Proactive</b> <ul style="list-style-type: none"> <li>• Proactive monitoring</li> </ul> <b>Redirection of misbehavior</b> <ul style="list-style-type: none"> <li>• Effective reduction of misbehavior</li> </ul>	<b>Transitions</b> <ul style="list-style-type: none"> <li>• Learning opportunities within</li> </ul>	<b>Effective facilitation</b> <ul style="list-style-type: none"> <li>• Teacher involvement</li> <li>• Expanding children's involvement</li> </ul> <b>Student interest</b> <ul style="list-style-type: none"> <li>• Active participation</li> </ul> <b>Clarity of learning objectives</b> <ul style="list-style-type: none"> <li>• Reorientation statements</li> </ul>



		DOMAIN	INSTRUCTIONAL SUPPORT		
		DIMENSION	Concept Development	Quality of Feedback	Language Modeling
Second Step Early Learning Program	Puppet Scripts, Story and Discussion, and Skill-Practice Activities	<b>Analysis and reasoning</b> <ul style="list-style-type: none"><li>Why and how questions</li><li>Problem solving</li><li>Prediction/experimentation</li><li>Evaluation</li></ul> <b>Integration</b> <ul style="list-style-type: none"><li>Integrates with previous knowledge</li></ul> <b>Connections to the real world</b> <ul style="list-style-type: none"><li>Real-world applications</li><li>Related to students’ lives</li></ul>	Implementing the program with fidelity provides consistent support for the development of the following indicators: <ul style="list-style-type: none"><li><b>Scaffolding</b></li><li><b>Feedback loops</b></li><li><b>Prompting thought processes</b></li><li><b>Providing information</b></li><li><b>Encouragement and affirmation</b></li></ul>	Implementing the program with fidelity provides consistent support for the development of the following indicators: <ul style="list-style-type: none"><li><b>Frequent conversations</b></li><li><b>Open-ended questions</b></li><li><b>Repetition and extension</b></li><li><b>Self- and parallel talk</b></li><li><b>Advanced language</b></li></ul>	
	Brain Builder Games and Songs	<b>Connections to the real world</b> <ul style="list-style-type: none"><li>Real-world applications</li><li>Related to students’ lives</li></ul>			
	Visual aids: Posters, Listening Rules Cards, and Feelings Cards	<b>Analysis and reasoning</b> <ul style="list-style-type: none"><li>Why and how questions</li><li>Evaluation</li></ul> <b>Integration</b> <ul style="list-style-type: none"><li>Integrates with previous knowledge</li></ul> <b>Connections to the real world</b> <ul style="list-style-type: none"><li>Real-world applications</li><li>Related to students’ lives</li></ul>			
	Using Skills Every Day	<b>Integration</b> <ul style="list-style-type: none"><li>Integrates with previous knowledge</li></ul> <b>Analysis and reasoning</b> <ul style="list-style-type: none"><li>Why and how questions</li><li>Problem solving</li><li>Prediction/experimentation</li></ul> <b>Connections to the real world</b> <ul style="list-style-type: none"><li>Real-world applications</li><li>Related to students’ lives</li></ul>			

## Second Step: Social-Emotional Skills for Early Learning

The research-based *Second Step* program helps preschoolers develop lasting executive-function and self-regulation skills by teaching them how to focus attention and manage emotions. Fun Weekly Themes, Brain Builders, puppets, and songs allow youngsters to enter kindergarten ready to learn.

### Contact Us:

800-634-4449

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### Learn More:

[cfchildren.org/early-childhood](http://cfchildren.org/early-childhood)

