

## SE12

## All Interest Areas

# Classroom Jobs



## What You Do

**Background:** Taking care of the classroom is a shared responsibility. Talk to the children about what needs to be done to keep an orderly classroom. One way to introduce caring for the classroom is to create a job chart with pictures of each job. Use the chart to discuss the different jobs and explain to the children how they can use the chart to learn their jobs. Explain that each child will have a new job each week. Designate jobs with a name or photo card of each child.

**1. Talk about each job and what it involves. Prompt the children to discuss the importance of performing jobs daily.**

“This job says ‘Wash the paintbrushes.’ Why is it important to do that each day? You’re right, we need clean brushes so that we can paint again the next time we come together in the classroom.”

“We know that plants need water to grow, so we’ll need someone to water our plant, too.”

**2. Talk about how each child’s job helps to take care of classroom materials and keep the room neat and safe. Assign responsibilities or allow each child to choose a job. Let the child associate his or her name with the chosen job. Explain how the children can refer to the chart to remind them of their jobs.**

**3. Display the job chart at appropriate times throughout the day as a reference for the children. Give positive feedback as they attempt and complete their jobs.**

“Steven, thank you for setting the table. I like the way you folded each napkin next to the plates.”

### Objective 1

Regulates own emotions and behaviors

b. Follows limits and expectations

Related Objectives: 3a, 7a, 8b, 9c, 11c, 17b

### Additional Ideas

See *The Creative Curriculum® for Preschool, Volume 1: The Foundation, Chapter 2*, for more information about classroom jobs.

### English-Language Learners

- Include items with environmental print in children’s first languages.
- When English-language learners ask you to name an object in English, ask them to tell you its name in their first languages.
- Model what children are expected to do and take photos as children demonstrate each job. Post the photos as reminders for each job.

### Including All Children

- Adhere hook-and-loop fasteners to the back of each child’s name or photo card.
- Hang the chart so all children can access it. Refer to it during the day.
- Provide sequential photos for each part of a classroom job. Provide supports as needed for various jobs.
- Assign pairs of children to each job to help build classroom community.

## Teaching Sequence

YELLOW	<p><b>Point out how each child contributes to the community by doing classroom jobs. Talk through the steps of a simple job as you help the child complete it. Offer reminders about what to do next.</b></p> <p>Rebeka is in the Discovery area looking at the plants. The teacher observes her trying to lift the wilted leaves with her fingers. “What do you think the plants need to grow tall and strong?” She suggests that Rebeka touch the dirt around the plant. “The plant is thirsty!” says Rebeka. The teacher responds, “We know that plants need water to grow. We need to be sure someone is in charge of our plants. Let’s go look at the job chart and see whose job that is.”</p> <p>Rebeka finds the picture of the plants on the chart and moves her finger to the name or photo card next to it. “Alexa is the plant person this week! I’ll go get her.” When Alexa comes over, the teacher says, “We can fill the watering can together. Can you turn on the water while I hold the can? Rebeka will show you the plants that need watering.”</p>
GREEN	<p><b>Assign a simple job to the child that he or she can do without assistance, e.g., filling water cups or washing brushes, or ask the child to complete a multistep job with your help, as needed. When the job is completed, offer positive feedback that describes his or her contribution to the classroom community.</b></p>
BLUE	<p>It is almost time for snack in the classroom. The teacher checks the job chart and says, “Sarah, the job chart shows us that it is your turn to fill the water cups for snack. I’ll put the cups out next to the sink for you.” After Sarah fills each cup with water, the teacher reminds her of what to do next. “You filled the cups. Now you can put one next to each plate. Thank you! Now we are ready to put our snack on the table.”</p>
PURPLE	<p>When the snack is finished, Sarah asks, “Is cleaning up the table part of my job?” The teacher responds, “You can find a friend to help you with cleaning up. That will help you finish more quickly.”</p>

### Questions to Guide Your Observations

- Was the child able to complete his or her job? (1b)
- In what ways did the child cooperate with others during group time or finish a job? (3a)
- Was the child able to manipulate the objects needed to complete the job? (7a)
- Did the child understand and follow simple directions? (8b)
- Did the child use the job chart as a daily reminder of the jobs to be done? (17b)