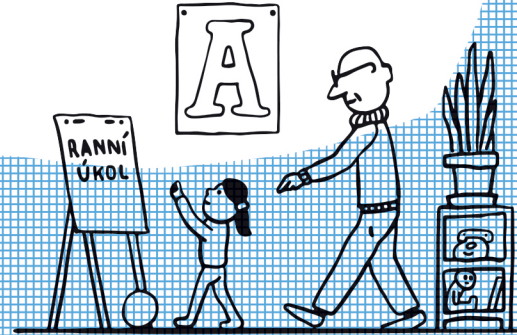


ONE DAY IN A CLASS FOLLOWING THE STEP BY STEP METHODOLOGY

MORNING TASK/MESSAGE

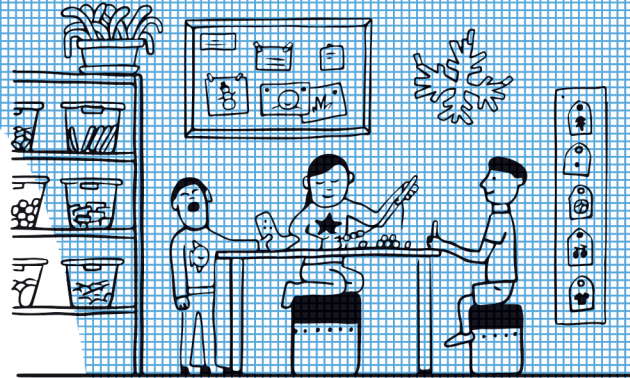
KINDERGARTEN
When entering the class, the children and their parents usually get their morning task. Sometimes the task is related to the activities of the day, sometimes it is focused on the cooperation between the child and the parent, or it is aimed at practicing various skills: graphomotor skills, counting, colours.

PRIMARY SCHOOL
The pupils receive a morning letter or message. It can be about the plan of their day, motivating them to other activities, sometimes it presents them with material to think about, or it helps them practice what they have learnt before.



LITERACY

PRIMARY SCHOOL
The morning circle is usually followed by class work. It is about learning activities with a common assignment. The children work individually or cooperate in pairs or small groups. Most often, this work is devoted to Czech language and mathematics.



MORNING CIRCLE

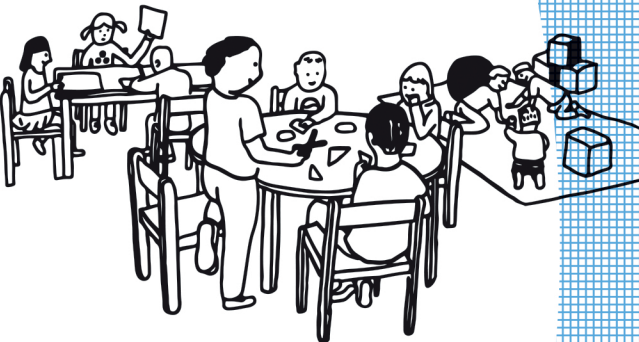
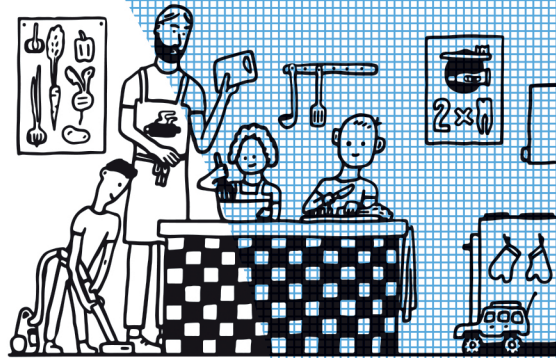
The morning circle helps to establish the basic class rituals, e.g. greetings, sketching the day plan, sharing experience, playing games, and birthday wishes. The morning circle supports thematically focused teaching. In a natural way, the teacher can check the previous knowledge of the children and ask what they want to know. The children can suggest new topics of their interest and plan some activities for the learning centres. The children learn to listen to each other, keep to the rules they have negotiated and express their feelings and opinions.

ACTIVITIES IN LEARNING CENTRES

One of the basic features of the Step by Step methodology is the integrated, thematically shaped teaching in the so called learning centres. The activities in the centres are related to the theme the children are focusing on in a certain period. They are designed to guide them to cooperation and mutual learning and offer the possibility to solve the tasks in various stages, which respect the individual styles of learning and needs of the children. At the same time, the children work at various tasks in various centres, which are chosen according to the rules set beforehand. Thanks to the active method of teaching, the teacher can observe the children during their work, give them feedback, and help them if necessary. The outputs from the centres are collected in portfolios, which enable the children to retrospectively evaluate their work and present results, e.g. during the regular meeting of the child – parent – teacher.

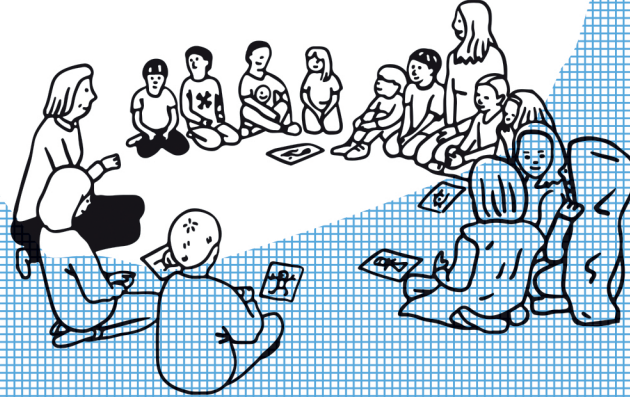
KINDERGARTEN
The most frequent learning centres are: Atelier, Books and Letters, Home, Experiments and Discoveries, Water and Sand, Workroom, Cubes, Manipulative Games, Dramatic Games/Theatre, Music

PRIMARY SCHOOL
The most frequent learning centres are: Mathematics, Experiments and Discoveries, Reading, Writing, Atelier



CONCLUDING CIRCLE

At the end of the day, the children and teachers meet in a circle again. The children present the results of their work, evaluate what they did well and what can be improved and why. They share their experience and give the other groups their recommendation for future work in learning centres. They learn to evaluate their own work and also the work of others.



RULES

Rules for class work and mutual cooperation are created by children at the beginning of the school year and, if necessary, the children can also adjust them. The rules guide the children to self-reliance and responsibility for their own learning.



CONNECTION WITH THE SURROUNDING WORLD

It is natural to interconnect the studied theme with real life outside of class. Together with their teacher, the children plan and realise excursions, tours, discussion meetings, trips to the nature, or visits of interesting places and institutions.

