Resources for circle times:

**What Goes Around Comes Around: Building a Community of Learners through Circle Times**
by Teresa Harris, J. Diane Fuqua

Format: Journal Article
Publication Date: January 2000
Journal Info: Vol. 55 / Num. 1 / Pg. 44

**Research Report. Circle Time: Getting Past "Two Little Pumpkins"**
by Oralie McAfee

Format: Journal Article / 6 pages
Publication Date: September 1985
Journal Info: Vol. 40 / Num. 6 / Pg. 24-29

Synopsis
The author discusses research on what happens during circle time, according to interviews with teachers, and how group time can be improved

Bibliographic Reference:

**A Story about George, Circle Time, and the Polar Bear**
by Mary Ambery

Format: Journal Article / 2 pages
Publication Date: January 1996
Journal Info: Vol. 51 / Num. 2 / Pg. 86-87

Synopsis
A story about George who did not get to make a polar bear with the rest of his class. Comments on this story will appear in a later edition of Young Children.

Bibliographic Reference:
Ideas for active stories at circle time:

- Choose picture books that are interesting and meaningful to children.
- Make sure the book is not too long.
- Be animated when you read, show your own enthusiasm for the story and use voice inflections.
- Use sound effects when appropriate (for example animal noises, sirens, etc.).
- Look for ways to actively engage children in story (for example words, lines or phrases that children can repeat or movements that children can do with certain parts of the story or props that each child can have that correlates to the story).
- Ask some open ended questions, such as “what do you think will happen next?”
- Tie the theme of the book to something the children have experienced.

Other ideas for smoother circle times:

- When possible divide the group into two smaller groups.
- Schedule circle time for 5-15 minutes, if successful you can always repeat at another time.
- Use the activity to transition to the circle time (for example start singing the song or start talking about the book you will be reading).
- Be prepared to stop, shorten or change an activity that is not working (you will know if it is not working if most of the children are restless and not attending).
- Avoid activities that require long teacher discussion or directions.
- Make sure you have an alternative activity available for individualization.