



DISCUSSION OF CLASSROOM SCENARIOS: FACILITATOR GUIDE

Below are some scenarios for participants to discuss and possibly role play, in order to practice how they might use strategies for scaffolding children's learning in their own classrooms. If you have a larger group, consider dividing participants into several smaller groups. You may use all four options provided or select among them, depending on the needs and interests of your group. Three scenarios are provided for three different domains of the Head Start Child Development and Early Learning Framework.

Options:

1. Scenario 1: Read the scripted activity and identify the strategies being used. (Answers are provided in green italics in the right column in the following Scenario 1 table.)
2. Scenario 2 and/or 3: Generate at least two statements/questions for specific strategies. (Some possible statements are provided in green italics in the right column of the following Scenarios 2 and 3 table).
3. Scenario 2 and/or 3: Create a detailed script including children's responses, building upon some of the questions generated in option 2. Be sure to focus on noticing and responding to children's cues. You may include some examples from Scenario 1. Write your script down on a blank piece of paper.
4. Scenario 1, 2, and/or 3: Role play the scenario based on the script, and extend it to include additional dialog and strategies. Identify one person to be the teacher, at least two to be children, and the rest to be observers. Afterwards, discuss the role play as a large group. Comment based on your assigned role of teacher, child, or observer. (What did you notice the teacher doing? How did the children respond? What other ways could teachers implement this strategy?)

Scenario 1: Identifying strategies (Option 1) and role play (Option 4)

Learning domain	Scenario 1	Script	What are the strategies for the underlined comments or questions?
Physical Development & Health	As the children sit at their tables and wait for their lunch to be set up, the teacher hears a child ask, "Why do we have milk every day?"	<p>Teacher: <u>That's a great question, Jack. Remember when we talked about our bodies last week and what we do to keep them healthy?</u></p> <p>Child: Yes</p> <p>Teacher: <u>Do you remember what we said about healthy foods?</u></p> <p>Child: (shrugs)</p> <p>Teacher: <u>Why don't we go over to the Healthy Habits poster in our classroom to remind us?</u></p> <p>Teacher: <u>(Pointing to poster) What are some of the healthy foods the children are eating?</u></p> <p>Child: I see yogurt. I love strawberry yogurt!</p> <p>Teacher: That's great! Yogurt is very healthy and it has lots of vitamins that help us grow big and strong.</p> <p>Child: I'm growing. I'm super tall and I have lots of muscles!</p> <p>Teacher: You do! Did you know that yogurt is made from milk? They both have lots of calcium, which is important for all of those muscles.</p>	<p><i>Provides hints</i></p> <p><i>Provides a hint</i></p> <p><i>Encourages use of additional resources</i></p> <p><i>Offers a range of answers</i></p>



Scenarios 2 and 3: Creating teacher statements/questions for strategies (Option 2), scripts (Option 3), and role play (Option 4)

Learning domain	Scenario 2	Strategies	Create teacher statements/questions for these strategies
Creative Arts Expression	As the children play in the drama center, the teacher sees that they are having difficulty reenacting the "Goldilocks and the Three Bears" story.	<p><i>Provide hints.</i></p> <p><i>Offer a range of answers.</i></p> <p><i>Encourage use of additional resources.</i></p>	<p><i>What does Goldilocks do first? ... does she eat the porridge, sit in the chairs, or sleep in the beds? (child responds)... (This example provides hints and offers a range of answers.)</i></p> <p><i>Let's go back to our library and see if we can find the book to help us out a little bit.</i></p>

Learning domain	Scenario 3	Strategies	Create teacher statements/questions for these strategies
Literacy Knowledge & Skills	During a small group lesson on letter identification, the teacher sees that a child is having difficulty matching uppercase and lowercase letters.	<p><i>Provide hints.</i></p> <p><i>Offer a range of answers.</i></p> <p><i>Encourage use of additional resources.</i></p>	<p><i>In response to a child: This lower case letter may look a little like a "D" but it makes the same sound as "bottle."</i></p> <p><i>Do you hear the "D" or the "B" sound in the word "bottle?" (another child responds)...</i></p> <p><i>How about we sing our new alphabet song to remind us what each letter says.</i></p>



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For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

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