



VIDEO REVIEW OF COCONUTS: FACILITATOR GUIDE

The purpose of this learning activity is for participants to identify and discuss specific steps addressed in *Using the Scientific Method*. In addition, participants are asked to link strategies and behaviors observed in this video to the Head Start Child Development and Early Learning Framework. A handout is included for participants to record their ideas and observations. The video *Coconuts* is provided on the optional slide included in this in-service suite.

- Watch the video and ask participants to look for a specific step of the scientific method that the teacher uses in this video. What does the teacher say and do related to this step? How do children respond? Ask participants to write down specific behaviors in the box provided on the participant handout.
- For the steps in the scientific method that are not observed in this video, ask participants to describe how they would set up the rest of the lesson so that each part of the scientific method is addressed. Participants may think of many possible ways to set up the lesson. Below are two examples for the facilitator to use if participants need additional support. You may scaffold the discussion, as needed, helping the group come up with the question and moving on from there.

Video	Which step of the scientific method do we see in this video?	Based on what you notice in this video, how would you integrate the remaining steps of the scientific method?	
Coconuts	<p>Observe:</p> <ul style="list-style-type: none"> • Children explore the outside and inside of the coconut with magnifying glasses. • The teacher asks a child to listen as she shakes the coconut. • Children taste the coconut and coconut water. 	<p>Example 1:</p> <p>QUESTION: What tools can be used to open a coconut?</p> <p>OBSERVE: Children are encouraged to explore the outside and inside of the coconut with magnifying glasses.</p> <p>PREDICT: Children predict what will happen if they use a hammer, vegetable peeler, or spoon to open a coconut.</p> <p>EXPERIMENT: Some children have a peeler, some will have a spoon, and the teacher helps a few students with a hammer and nail.</p> <p>DISCUSS: The children discuss the results of their experiment and decide which tool helped them better open a coconut.</p>	<p>Example 2:</p> <p>QUESTION: How are coconuts and oranges different/similar?</p> <p>OBSERVE: Children can explore the outside of the coconut and orange with magnifying glasses. Teachers can ask children to pay attention to what they hear when they shake the fruits as well as how they smell.</p> <p>PREDICT: Children guess if the inside of the coconut will look like the inside of the orange.</p> <p>EXPERIMENT: Children take turns opening a coconut and peeling an orange.</p> <p>DISCUSS: Children talk about the similarities and difference between oranges and coconuts.</p>

NOTE TO FACILITATOR: Participants may notice other strategies that support classroom interaction, including:

- There is an emotional connection between the teacher and children, indicated by positive communication, warm tone, and respect.
- The teacher encourages student expression and allows children to move around during the activity.

Although there are many effective teacher strategies in this video, it is important to keep the participants focused on the steps of the scientific method.

After discussing the various strategies, link the video to the Head Start Child Development and Early Learning Framework.

Have participants choose the domain and the domain element from the framework that can be best linked to and discuss why.

- *What domain and domain elements are observed in this video? Give an example of the behaviors observed that support these domains.*

Connecting strategies to domains from the Head Start Child Development and Early Learning Framework

This video supports children's Science Knowledge & Skills, specifically:

- *Conceptual Knowledge of the Natural and Physical World.*
 - *The children are observing, describing, and discussing various facts about coconuts.*



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The purpose of this learning activity is to identify and discuss specific steps addressed in *Using the Scientific Method*. In addition, you are asked to link strategies and behaviors observed in this video back to the Head Start Child Development and Early Learning Framework.

- Watch the video and look for a specific step of the scientific method. What does the teacher say and do related to this step? How do children respond? Write down specific behaviors in the box provided.
- Brainstorm ideas for how to integrate the remaining steps of the scientific method not covered in this video.

Video	Which step of the scientific method do we see in this video?	Based on what you notice in this video, how would you integrate the remaining steps of the scientific method?
Coconuts		Question: Observe: Predict: Experiment: Discuss:

After discussing the various strategies, link the video to the Head Start Child Development and Early Learning Framework.

What domain and domain elements from the framework are observed in this video? Give an example of observed behaviors that support these domains.

Connecting strategies to domains from the Head Start Child Development and Early Learning Framework



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

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