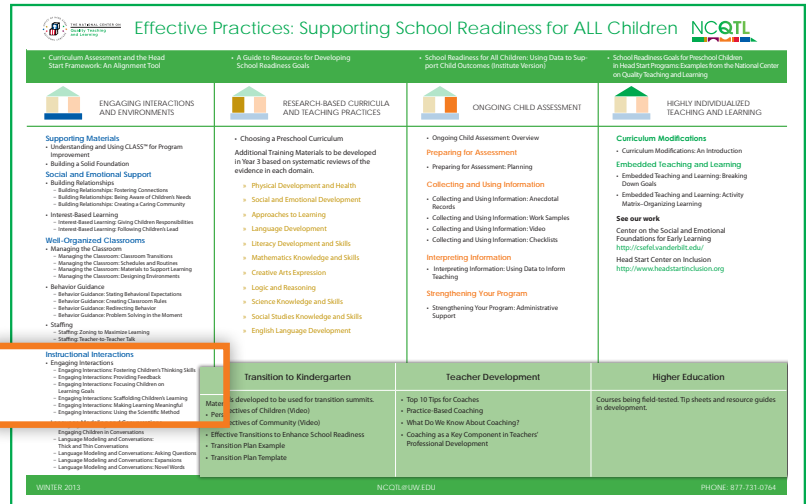
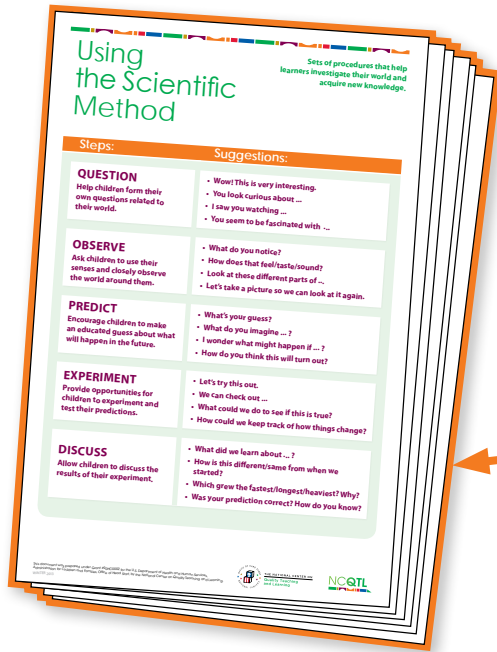


Engaging Interactions



These posters are supplemental training materials designed to help teaching staff foster engaging interactions throughout the day. For maximum benefit, it is highly recommended that teachers be given clear suggestions for using the posters.

Specifically, they are meant to:

- Check participant's understanding of the teaching practices.
- Support the transfer of training content to the classroom.
- Provide a visual reminder for teaching staff to strengthen teaching practices around a big idea.

Depending on the topic of the training, distribute relevant posters to all participants or to each classroom represented.

Following are some suggestions you may want to recommend.

Suggestions for use

Suggestion # 1: Additional learning activities

- Distribute relevant poster, give time to read, then have participants create at least one more example to “say or do.”
- Conduct a group activity (e.g., brainstorm in a large group, think-pair-share) for participants to discuss ideas for how they will use the posters in their classrooms).
- Meet as classroom teams to generate “next steps” for implementation of practices in their classrooms

Suggestion #2: Follow up to training

- Teams implement engaging interaction(s). For example, strengthen providing feedback by increasing the number of “how” and “why” questions so that children are able to explain their thinking.
- Teams select a different topic of focus each month or quarter.
- At a team meeting, teaching staff can share strategies that worked, bring photos or video that illustrate the practice, and identify additional ideas they can then use to create new posters.
- Bring poster to lesson planning meetings and develop targeted activities around the selected practice.

Suggestion #3: Placement of posters

- Post in an area of the classroom that is clearly visible to adults.
- Post in an area of the classroom that makes sense for the topic. For example, place the poster about *Focusing Children on Learning Goals* near the small group area.

Suggestion #4: Make the poster interactive

- Use sticky notes to add new ideas and questions.
- Write new ideas and questions on the poster itself.
- Make smaller copies of the poster to carry as you interact with children.

Suggestion #5: Share

- Review the posters with volunteers.
- Share the posters with families at conferences, home visits, or program events. Work together with family members to identify how they can use the practices at home and in the community. Make photos or videos that illustrate the practice.



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

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Provide *just enough* assistance to enable each child to perform at a skill level *just beyond* what the child can do on his or her own.

Provide hints.

Say

Look over here.

Did you notice that ...

Do you think this is big enough?

Does this look right?

Remember when ...

This reminds me of ...

Let's go back and look ...

What's the same/different?

How can you make sure ... ?

Do

Comment on the task to guide toward the solution.

Point towards relevant answers.

Provide visuals (e.g., pictures, drawings etc.).

Rearrange materials (e.g., puzzle pieces) to make a task easier to complete.

Offer a range of answers.

Say

Let's look at some choices ...

Is this a ... or a ... ?

Which works best, ... or ... ?

Should we pick ... or ... ?

We have three choices ...

Do

Give suggestions.

Give relevant pictures or objects.

Use additional resources.

Say

Let's ask a friend.

How about using ... ?

What else might work?

Do

Give relevant materials (e.g., books, visuals, crayons).

Direct children to relevant tools (e.g., calendars, number lines, etc.).



Provide tasks where children can observe, predict, and experiment.

Observe

What do you see/hear?

What's happening?

What do you notice about ... ?

How many do you see?

Predict

What happens next?

What else might we see/do?

How could ... ?

What will happen if ... ?

Experiment

Let's try it out.

Did it work?

What happened after ... ?

What changed?

Why did it change?

Create opportunities for children to brainstorm, plan, and solve problems.

Say

How did this work?

Why did that happen?

Why did it change?

We have three choices ...

What/Who/Where/When/How else?

Tell me more.

How do you know?

Let's go back and look.

I wonder where he will go to find that?

Draw on a child's everyday experiences; connect to previous knowledge.

Say

What does this remind you of?

Remember yesterday when ... ?

What did you learn?

How do you know?

What makes you think that?



Describe learning goals BEFORE activity starts.

Say



The goal for group time is ...

We will work on ...

Today, we are going to learn more about ...

When I read this book, listen for ...

Make statements about learning goals DURING activity.

Say



You really know about ...

I see that you ...

That's right. We are exploring ...

Remember, we are talking about ...

"Wrap-up" by restating learning goals at the END of the activity.

Say



We found out that ...

Now we know that ...

Let's talk about what we learned when we ...

Tell me what you discovered when ...



New learning goal	Children's previous experiences
Recognize environmental print	Looked at signs in the community
Label emotions	Read a favorite book about a birthday party
Recognize cause and effect	Conducted a science experiment? What happened?

New learning goal	Children's everyday lives
Understand healthy habits	Ask children why they brush their teeth
Classify objects	Sort recycling materials at home
Describe living things	Talk about pets, gardens, or friends

New learning goal	Hands-on opportunities
Tell a story using dialogue and props	Furnish dramatic play area with costumes and materials
Recognize past events	Find photos/draw pictures of babies
Use tools to gather information	Place microscope in discovery area



USING THE SCIENTIFIC METHOD

Sets of procedures that help learners investigate their world and acquire new knowledge.

Steps:

Suggestions:

QUESTION

Help children form their own questions related to their world.

- Wow! This is very interesting.
- You look curious about ...
- I saw you watching ...
- You seem to be fascinated with ...

OBSERVE

Ask children to use their senses and closely observe the world around them.

- What do you notice?
- How does that feel/taste/sound?
- Look at these different parts of ...
- Let's take a picture so we can look at it again.

PREDICT

Encourage children to make an educated guess about what will happen in the future.

- What's your guess?
- What do you imagine ... ?
- I wonder what might happen if ... ?
- How do you think this will turn out?

EXPERIMENT

Provide opportunities for children to experiment and test their predictions.

- Let's try this out.
- We can check out ...
- What could we do to see if this is true?
- How could we keep track of how things change?

DISCUSS

Allow children to discuss the results of their experiment.

- What did we learn about ... ?
- How is this different/same from when we started?
- Which grew the fastest/longest/heaviest? Why?
- Was your prediction correct? How do you know?



Engage in back-and-forth conversations.

(More than yes/no and right/wrong)

Say

I see. You are ...

Tell me more about that.

What if ... ?

Do

Wait to give the child time to think.

Listen to and build on the child's response.

Add new and interesting materials that relate to what the child is doing.

Encourage children to explain their thought processes.

Say

Why do you think that?

How did you know?

Why didn't it work the first time?

Do

Create challenges to encourage problem-solving.

Repeat what the child did but in a slightly different way.

Make a playful mistake to encourage child's thinking.

Encourage effort and persistence.

Say

Wow! You have been working on that a long time.

You worked on that yesterday and you're trying again today.

You look like you are thinking hard about ...

Do

Offer nonverbal encouragement and praise.

Provide support as needed to keep the child going.

Remind the child of the goal or purpose of the task.