



THE NATIONAL CENTER ON

Quality Teaching
and Learning

LEARNING ACTIVITY CLASSROOM TRANSITIONS

PROBLEM-SOLVING VIGNETTES

Discuss the following scenarios with your group. Answer the questions that follow.

<p>Vignette 1</p> <p>Michelle is 3 years old. She enjoys playing in the kitchen center and interacting with friends. When the teacher announces that it is time to clean up and sit on the carpet for group time, Michelle gets very upset. She throws toys and pushes other children. When the teacher comes near her, Michelle starts screaming and saying that she is not done playing.</p>	<p>Questions</p> <ul style="list-style-type: none">• Why might Michelle be acting this way?• What strategies could the teacher implement before the transition to group time to support Michelle? During the transition? After the transition?
<p>Vignette 2</p> <p>Jim, a 4-year-old, is new to the program. He and the other preschoolers in his classroom are playing on the playground. When Miss Johns calls them to go inside, they all gather next to the entrance door. Jim stays in the sandbox. When Miss Johns approaches him and asks him to come with her he starts crying, screaming, and then drops to the ground.</p>	<p>Questions:</p> <ul style="list-style-type: none">• Why might Jim be acting this way?• What strategies could Miss Johns implement before the transition inside to support Jim? During the transition? After the transition?



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

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