

PLANNING IN YOUR CLASSROOM: FACILITATOR GUIDE

The purpose of this activity is to plan classroom activities that utilize strategies for fostering children's thinking skills presented in this in-service suite. The activity is designed to connect these strategies with specific domains and classroom settings.

For each activity:

1. Choose one of the domains of the Head Start Child Development and Early Learning Framework for your area of focus (for example, Logic & Reasoning, Literacy Knowledge & Skills, Social & Emotional Development).
2. Circle one setting for the activity.
3. Plan an activity to do in your classroom using the selected domain, and strategy.
4. Bring it back to the group at your next meeting to discuss how the activity went. What was your experience of the activity? How did the children respond? What went well? What might you do differently in the future?

Please see the sample activity below as an example. Feel free to share this with participants. Also feel free to come up with your own examples for the two other strategies in the space provided.

Learning domain	Setting	Strategy	Activity
	Whole group	<i>Using the scientific method:</i> • Observe • Predict • Experiment	
	Small group		
	Transition		
	Center		
	Meal		

Learning domain	Setting	Strategy	Activity
	Whole group	<i>Problem solving:</i> • <i>Brainstorm</i> • <i>Plan</i> • <i>Solve problem</i>	
	Small group		
	Transition		
	Center		
	Meal		



Learning domain	Setting	Strategy	Activity
Literacy Knowledge & Skills	Whole group	<i>Applying knowledge:</i> • <i>Connect ideas.</i> • <i>Draw upon children's experience.</i>	As the children transition from book reading to centers, I will help children to connect the letters in their name to print in the room. Questions I ask will be individualized to the needs of the children. As children respond, I will dismiss them to centers. Here are possible ways I will approach this: 1. I'll ask a child, "Tell me a letter in your name." If the child knows a letter, I'll then say, "Show me where you see the letter in the room." I'll repeat and encourage the child in this process. 2. If children do not know a letter in their name, I will tell them the first letter of their name and show them what it looks like. Then I'll ask them if they can find this letter in the room. 3. I will say, "Who has the letter 'P' in their name?" As children say they do, I'll say, "Yes, 'Pete' starts with a 'P'. Where do you see a 'P' in the room?" If there are many children in my group, I may ask smaller groups of children with the same letter to identify the letters together.
	Small group		
	Transition		
	Center		
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