



DISCUSSION OF CLASSROOM SCENARIOS

Below are some scenarios to discuss and possibly role play in your group, to practice how you might use these strategies for fostering children's thinking skills in your own classrooms. 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.
2. Scenario 2 and/or 3: Generate at least two statements/questions for specific strategies.
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 feedback and cues. 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 to include additional strategies. Identify one person to be the teacher, at least two to be children, and the rest to be observers. As a large group, discuss the role play. Comment based on your assigned role of teacher, child, or observer (What did you notice the teacher doing? How did 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 highlighted questions?
Logic & Reasoning	At water table, the teacher brings out small cups and big cups for an activity.	<p>Teacher: <i>Walks over to several children who are playing at the water table. She hands the children cups of two different sizes — big and small, and says: “Here are some cups you can use at the water table today.”</i></p> <p>Paula: <i>“Oh boy!” and starts scooping water with one of the big cups.</i></p> <p>Teacher: <i>“What do you think will happen if you pour water from <u>Jamaal’s little cup into Paula’s big cup?</u>”</i></p> <p>Paula: <i>Shrugs and holds out her cup.</i></p> <p>Jamaal: <i>“Mine’s littler.”</i></p> <p>Teacher: <i>“Yours IS smaller than Paula’s cup. What do you notice about the water in Paula’s cup?”</i></p> <p>Paula: <i>“There’s more.”</i></p> <p>Teacher: <i>“That’s right! Paula’s big cup can hold more water than Jamaal’s little cup.”</i></p> <p>Jamaal: <i>Pours more water into Paula’s cup.</i></p> <p>Teacher: <i>“How many little cups of water fit into the big cup? <u>Let’s count together.</u>”</i></p> <p>Teacher, Jamaal, and Paula: <i>“One, two, three.”</i></p> <p>Paula and Jamaal continue to pour water into each other’s cups, as well as experiment with other objects in the water table, while the teacher comments on their interactions and asks what they observe and predict will happen with the different objects.</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 that foster children's thinking skills	Create teacher statements/questions for these strategies.
Literacy Knowledge & Skills	The teacher notices that a child is looking at a book on bees. She asks questions that encourage the child to become more engaged in the book.	<p><i>Connecting to previous knowledge</i></p> <p><i>Drawing upon everyday experience</i></p>	

Learning domain	Scenario 3	Strategies that foster children's thinking skills	Create teacher statements/questions for these strategies.
Science Knowledge & Skills	In a small group lesson, the teacher reads the story <i>The Wind Blew</i> and then the children make pinwheels out of straws and paper.	<p><i>Connecting to previous knowledge</i></p> <p><i>Predicting</i></p> <p><i>Observing/experimenting</i></p>	