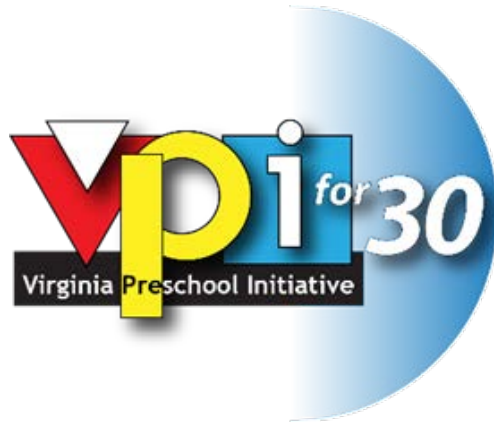


Raise Those Questions!



#2 in a 4-part Webinar Series
November 7, 2019



Today's Presenter

Mark Allan, Ph.D.

Virginia Department of Education

Early Childhood Project Manager Mark.Allan@doe.virginia.gov



Presented with support from the Fairfax County Early Childhood Team

Effective, engaging interactions serve as the foundation for learning in early childhood classrooms.



Measuring teacher-child interactions consistently and using them to provide feedback to teachers lies at the heart of high-quality early childhood instruction.



- ✓ EMOTIONAL SUPPORT
- ✓ CLASSROOM ORGANIZATION
- ✓ **INSTRUCTIONAL SUPPORT**



Mystery Bag Activity

*What did you learn about
using open-ended questions
through this activity?*



MIT cognitive scientists have found that conversation between an adult and a child appears to change the child's brain, and that this back-and-forth conversation is actually more critical to language development than the word gap.

In a study of children between the ages of 4 and 6, they found that differences in the number of “conversational turns” accounted for a large portion of the differences in brain physiology and language skills that they found among the children. This finding applied to children regardless of parental income or education.

Anne Trafton, Massachusetts Institute of Technology News Office, February 13, 2018
(<http://news.mit.edu/2018/conversation-boost-childrens-brain-response-language-0214>)



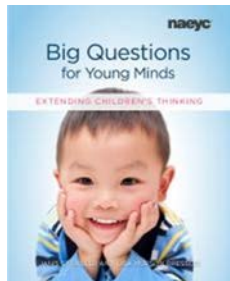
Serve and Return Interactions

<https://developingchild.harvard.edu/science/key-concepts/serve-and-return/>

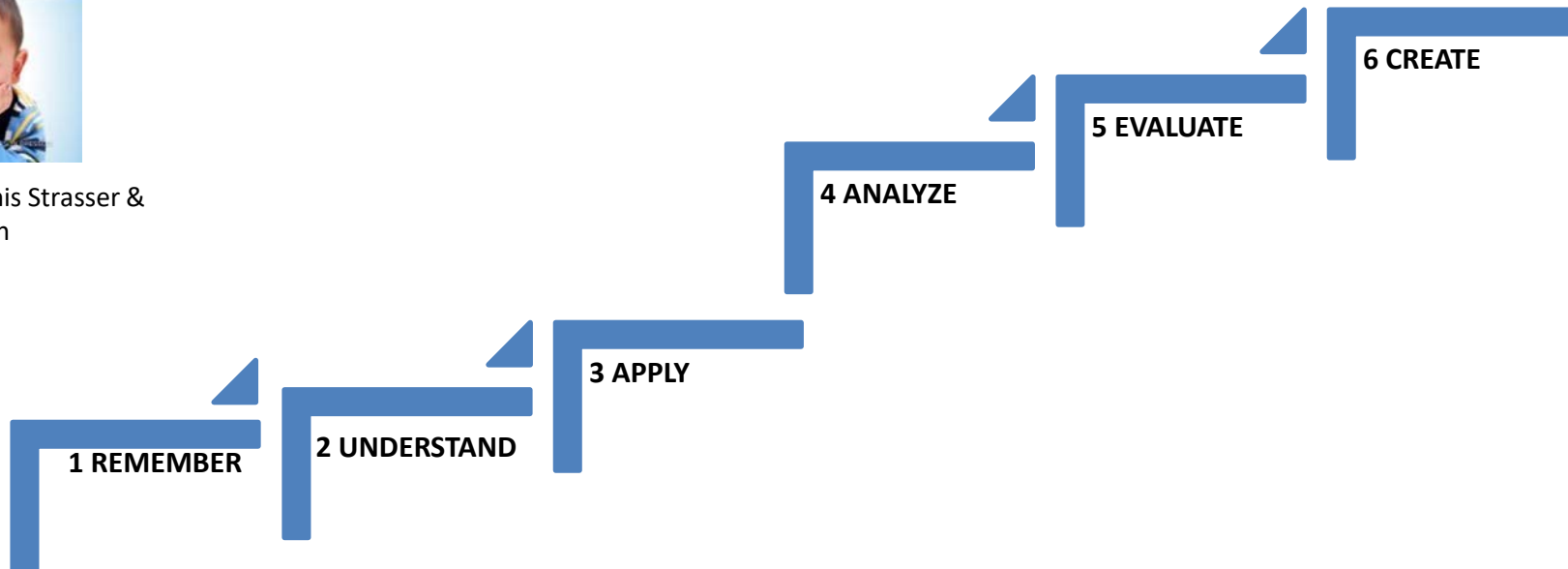
Using Questions to Promote Serve and Return Conversations

When asking children questions, be sure to:

- Consider where the child is developmentally
- Reference their real life experiences
- Allow plenty of wait time for the child to respond
- Listen to the child's response so that the back and forth exchanges can develop into a full conversation



Authors Janis Strasser &
Lisa Bresson



Based on Anderson, L.W., & D.R. Krathwohl, eds. 2000. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Education Objectives. New York: Pearson.



Step up your questioning techniques!

OUR SHOES ACTIVITY

1

Remember

Children will:

Identify

Name

Count

Repeat

Recall



How many shoes do you put on each morning?

What color are your shoes?

What is this called (point to shoe lace)?

How many shoes do you see in the pile of shoes?

2

Understand

Children will:

Describe

Discuss

Explain

Summarize



What do your shoes look like?

I'm going to see if I can find your shoes from the description you provided.

Now, close your eyes.

What do your shoes feel like?

3

Apply

Children will:

Explain why

Dramatize

Identify
with/relate
to



What kind of shoes would you wear?

Why would you wear that type of shoe?

Have you ever walked in the snow? sand?

What was it like? What did you have on your feet?

4

Analyze

Children will:

Recognize
change

Experiment

Infer

Compare

Contrast

What questions about our
shoes will cause children to
analyze?

5

Evaluate

Children will:

Express
opinion

Judge

Defend/
Criticize



What are some questions that will cause children to express their opinion about shoes, make a judgment about shoes, or defend shoes (e.g., choice of shoes) ?

Why?

6 Create

Children
will:

Make

Construct

Design

Author

How would you change the design of your shoes? Show me.

What would shoes that an elephant might wear look like? Show me.

How could you make shoes out of the boxes, cloth, paper, string, cartons, Styrofoam and tape in our art center? Show me.

Can you make up a story or song about a dog that ate your shoes?



Talking About Weather Video

http://vpipius.org/resources/player.php?v=1_lg5gk63d

“Look Fors”

- Concept Development (e.g., level of questioning, real-world applications)
- Quality of Feedback (e.g., scaffolding, back-forth-exchanges, specific feedback)
- Language Modeling (e.g., open-ended questions, repeats, extends, variety of words)

What is an example of a higher-level questions that may be appropriate to ask during this conversation we observed?

And sometimes do you make a hole in the sand and pour water in the hole in the sand?

Yes.

What happens to the water?

It kind of goes away after a while, doesn't it?

Our Shoes Activity

Try this activity in your own classroom before the next webinar and be ready to share what you learned.

- How can you use questioning to promote rich, serve-and-return conversations?
- How can you raise the level of questions appropriately during conversations?

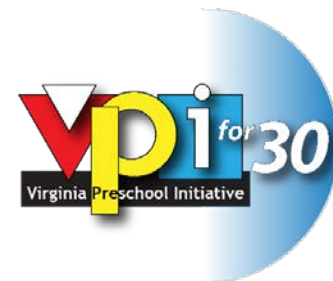


Coming soon to the Advancing Effective Interactions and Instruction in VPI Classrooms website:

<https://curry.virginia.edu/faculty-research/centers-labs-projects/castl/advancing-effective-interactions-instruction-vpi>

- VPI-for-30 recorded webinar links, handouts, and slide decks

Certificates of webinar attendance will be sent to school division VPI Coordinators.



Next VPI-for-30 Webinar
Thursday, January 9, 2020
4 p.m.

Note: The December 5th VPI-for-30 has been cancelled due to a scheduling conflict.

Contact Information



Mark.Allan@doe.virginia.gov

www.doe.virginia.gov

Twitter: @VDOE_News

Facebook: @VDOENews

#VAis4Learners #EdEquityVA

