Activity #5: Sort questions.

<table>
<thead>
<tr>
<th>Close-ended Questions</th>
<th>Open-ended Questions</th>
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Activity #5: Sort questions.

Should you fall like that? Isn’t it dangerous?  What would happen if I didn’t catch you?

Are you feeling okay?  How do you feel?

Does anyone have any questions?  What do you think?

Is this a circle?  What happens if we turn it upside down?

What color is this?  How did you make it?

What is it?  Tell me about what you see.

Is it a car?  How are you going to use it?

What shape is this?  Did you draw the same picture at home?

How many friends did you play with?  Tell me about playing with your friends.

Who fell?  Tell me about what happened.

How are you going to make it?  What’s your idea?

Red, green, black. What’s next?  What do you think will happen next?

Did you have a nice weekend?  Tell me about your weekend.

Who likes to eat popcorn?  Why do you like to eat popcorn?

Do you want to cut it by yourself?  What color do you want?

What else could you use?  Can you tell me more about why you did it this way?
Activity #6

1. You are in the House Area with two four-year-old girls. They are pretending to eat pizza. What could you say to support their thinking? Generate two close-ended questions and two open-ended questions.

   Close-ended questions:
   ✔
   ✔

   Open-ended questions:
   ✔
   ✔

2. You are in the Block Area with three children who are building a dinosaur zoo. What could you say to support their thinking? Generate two close-ended questions and two open-ended questions.

   Close-ended questions:
   ✔
   ✔

   Open-ended questions:
   ✔
   ✔
Activity #8:

Planning Open-ended Questions

1. What open-ended questions can you ask at lunch?

2. What open-ended questions can you ask during your next small group activity?
Practicum

Your practicum assignment is to practice the language strategies presented today. Your coach can model each of the strategies and help you to develop your skills.

1. Select a child in your class who is quiet, shy, or a dual language learner with no expressive language in English. During the week of January 9-13, practice using parallel talk with this child. Describe what the child is doing or seeing. Practice using parallel talk with this child for a few minutes everyday for a week.

   How does this child respond to your parallel talk?

2. Select a child in your class who has some language, but speaks mostly using phrases or 2-3 words. During the week of January 17-20, practice using repetition and extension with this child. Listen to what the child says, and then use the child’s words in a more complete sentence (repetition). Add another sentence onto the child’s topic to extend the conversation further (extension). Practice using repetition and extension with this child for a few minutes everyday for a week.

   How does this child respond to your repetition and extension?

3. Open-ended Questions: Try out using open-ended questions with your highly verbal children during the weeks of January 23-February 3.
   (a) Consciously ask open-ended questions, especially when you are sitting with children during lunch and small group. Some strategies for helping you to do this:
      - In advance, plan and write down 2-3 open-ended questions you will ask children each time you sit with them during lunch or small group.
      - Attach the open-ended questions prompts card to the surface of the table where you sit. Glance at this card to help you generate on-the-spot questions to ask.
   (b) After reading a storybook, ask the children, “Do you think this is a true story or a make-believe story? Why?” Discuss their answers. Consider providing more information to help them develop their thinking around what is real and what is make-believe. Do this everytime you read a storybook.
   (c) Invite 3-4 highly verbal children in your classroom to have a special discussion with you on “friends.” Find a quiet place to meet and talk using open-ended questions, either in English or in the children’s home language. Start by talking about your friends and what you like to do with your friends. Use open-ended questions such as…
      - How do you become a friend?
      - What should friends do?
      - What should friends not do?
      - What do you do if your friend does something you don’t like?
      - What’s the best thing a friend can do?
      - What’s the worst thing a friend can do?
      - Can your mom or dad be your friend? Why?
      - Can your brother or sister be your friend? Why?
      - Can a teacher be your friend? Why?

   You might want to record or write down some of the children’s responses. Reflect on this activity. What worked, and what did not work? What are your next steps?
Practicum Planning Form

To plan how you will implement your practicum assignment, please use this form to discuss with your co-teachers who will be using each strategy with which child. Ideally, teachers will practice each strategy without duplication.

1. **Parallel Talk**: describing what the child is doing or seeing. Use this strategy with a child who is quiet, shy, or non-verbal.

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2. **Repetition and Extension**: listen to what the child says, and then use the child’s words in a more complete sentence. Use these strategies with a child who mostly talks using phrases.

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3. **Open-ended Questions**: Who are the highly verbal children that you will engage in a discussion about friends?

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