



## VIDEO REVIEW OF BOOK READING: FACILITATOR GUIDE

The purpose of this learning activity is for participants to identify examples from the *Book Reading* video that relate to strategies for fostering children's thinking skills. Please see below for some of the observed strategies. In addition, the participants are asked to link strategies and behaviors observed in this video to the Head Start Child Development and Early Learning Framework. A handout is included for participants to record their ideas and observations.

- Watch the video and ask participants to look for examples of the teacher using strategies covered in the presentation. What does the teacher say and do to incorporate the strategy? How do children respond? Ask participants to write down specific behaviors in the box provided on the participant handout.
- Ask participants to record other strategies the teacher uses to foster children's thinking skills that are not covered in this in-service suite. Have the participants list the strategies on the participant handout and describe the teacher and child behavior in the box provided.

Video	Strategies (discussed in the PowerPoint presentation)	Other strategies related to fostering children's thinking skills (not discussed in PowerPoint presentation)
<i>Book Reading</i>	<p>The teacher:</p> <ul style="list-style-type: none"><li>• Brainstorms about whether the book they are about to read is a fiction or an information book.</li><li>• Draws upon children's experiences when responding to the child who says that some animals would be allowed to live inside houses.</li></ul>	<p>The teacher:</p> <ul style="list-style-type: none"><li>• Prompts children to explain their thinking by asking <b>why</b> and <b>how</b> questions such as, "Why is this a fiction story?" and "How do you know?"</li><li>• Expands learning by engaging in a sustained back-and-forth exchange.</li><li>• Compares and contrasts the difference between real photos in information book versus the photos in their fiction book.</li></ul>

**NOTE TO FACILITATOR: Participants may notice other strategies that support engaging interactions, including:**

- There is emotional connection between the teacher and children, indicated by positive communication.
- The teacher demonstrates respect for the children by establishing eye contact and refers to children by their names.

Although there are additional strategies in this video, it is important to keep the participants focused on strategies that *foster children's thinking skills*.

**After discussing the various strategies, link the video to the Head Start Child Development and Early Learning Framework.**

Have participants choose the domain and the domain element from the framework that can best be linked to the video and discuss why.

- *What domain and domain elements are observed in this video? Give an example of the behaviors that support these domains.*

### Connecting strategies to domains from the Head Start Child Development and Early Learning Framework

This video is an example of supporting children's Literacy Knowledge & Skills, specifically:

- *Book Appreciation:*
  - *Children show interest in a shared reading experience.*
- *Print Concepts & Conventions:*
  - *The teacher explains the difference between real photos in the information book versus the photos in their fiction book.*



**After discussing the strategies above, link the video to the Head Start Child Development and Early Learning Framework.**

- *What domain and domain elements from the framework are observed in this video? Give examples of the behaviors observed that support these domains.*

**Connecting strategies to domains  
from the Head Start Child Development and Early Learning Framework**



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