

September 2, 2021  
**Asking Good Questions To Support Children's Thinking And Learning**

**Host**  
Marley Jarvis, PhD

1

---

---

---

---

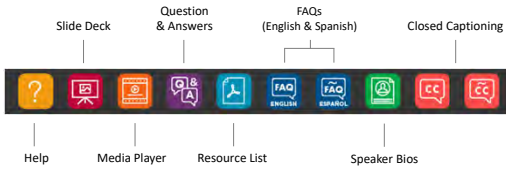
---

---

---

---

### Webinar Features



Slide Deck    Question & Answers    FAQs (English & Spanish)    Closed Captioning

Help    Media Player    Resource List    Speaker Bios

2

---

---

---



---

---

---

---

---



**Presenter**  
**Marley Jarvis, PhD**  
NCECDTL

3

---

---

---

---

---

---


---

---

**Learning Objective**

**Use Conversations To Support All Children's Learning**

1. Child's Perspective
2. Adults As Facilitators
3. Responding To Children's Questions



4

---

---

---

---

---

---

---

---

NCECOTL

1. Child's Perspective

5

---

---

---


---

---

---


---

---



**Why Do Children Ask So Many Questions???**

- A. To get your attention.
- B. Because they are bored.
- C. To gain information.



6

---

---

---

---

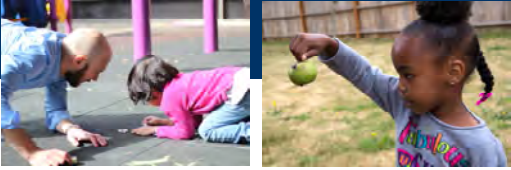
---

---

---

---

### Children Are Like Scientists



They ask questions to get information, test theories, and learn about the world around them.

7

---

---

---

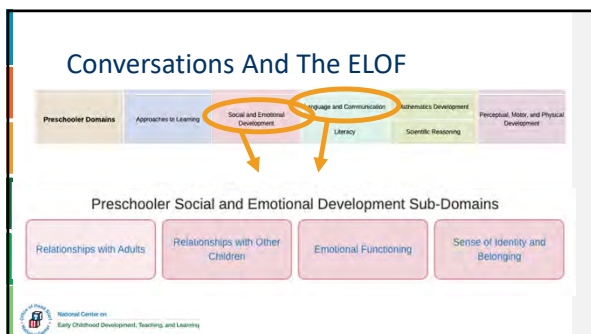
---

---

---

---

---



8

---

---

---

---

---

---

---

---

NCECDYL

## 2. Adults As Facilitators

9

---

---

---

---

---

---

---

---

### How Does Teaching Affect Exploration?

Bonawitz et al., 2011; Muentener & Schulz, 2012

10

---

---

---

---

---

---

---

---

### Explaining

“I’m going to show you how my toy works. Watch this!”

National Center on Early Childhood Development, Teaching, and Learning

Bonawitz et al., 2011; Muentener & Schulz, 2012

11

---

---

---

---

---

---

---

---

### Co-Exploring

“Look at this toy I just found. Huh, did you see that?”

National Center on Early Childhood Development, Teaching, and Learning

Bonawitz et al., 2011; Muentener & Schulz, 2012

12

---

---

---

---

---

---

---

---

How do you think children responded to the different scenarios?

National Center on Early Childhood Development, Training, and Learning

13

---

---

---

---

---

---

---

---

### From "Expert" To Co-Explorer

"Ooooh, did you see that? I wonder what this does?"

Children played with the toy longer and discovered more about the toy in the "co-exploring" scenario.

Bonowitz et al., 2011; Muentener & Schulz, 2012

14

---

---

---

---

---

---

---

---

### The Inquiry Cycle

**QUESTION:** What are you curious about? What do you want to know? Are you wondering if...?

**RESEARCH:** What do you think will happen? What are you predicting? Why do you think that? How could we find out?

**EXPLORE:** Let's investigate! What do you think? What do you think? What do you think? Let's learn what we can.

**DISCUSS:** What are you predicting? What happened? What did you learn? Why do you think that happened? What did you investigate?

- 15-min in-service suite on STEAM.
- Tips for education staff.
- Printable inquiry cards.

National Center on Early Childhood Development, Training, and Learning

15

---

---

---

---

---

---



---

---

### Questions That Continue Conversations

**• Examples Of Open-Ended Questions:**

- What are you working on?
- What do you think will happen next?
- What does this remind you of?
- What changes would you make to...?
- What else can you use?



16

---

---

---

---

---



---

---

---

### Questions That Continue Conversations:

- Are open-ended with many possible answers.
- Focus on children's interests and excitement.
- Show adult's interest.
- Match energy level.



17

---

---

---

---

---

---



---

---

### Questions That Stop Conversations

**• Examples Of Close-Ended Questions:**

- What is this called?
- Are you having fun?
- Did you play in the block area?
- That's a large tree, isn't it?



18

---

---

---

---

---


---

---

---

### Questions That Stop Conversations:

- Intended to test.
- Rhetorical, no response really needed.
- Too simple or complex.



National Center on  
Early Childhood Development, Teaching, and Learning

19

---

---

---

---

---

---

---

---

### Examples: Stopping Or Continuing Conversations

Teacher: Kelly, what are you working on?	Teacher: Kelly, what are you working on?
Kelly: I don't know.	Kelly: I don't know.
Teacher: You don't know?	Teacher: You don't know? Tell me about what you are making.
Kelly: No.	Kelly: Flower.
	Teacher: Oh, you are making a flower with petals and leaves. (Extension)
	Kelly: Yeah, I love my flower.
	Teacher: I do, too. It looks like a tulip. (Extension)

National Center on  
Early Childhood Development, Teaching, and Learning

20

---

---

---

---


---

---

---

---

### Video: Continuing Conversations



National Center on  
Early Childhood Development, Teaching, and Learning

21

---

---

---


---

---

---

---

---



### Asking Questions Resource

- From the 15-Minute In-Service Suite.
- Full video.
- Activities for educators.

National Center on Early Childhood Development, Training, and Learning

22

---

---

---

---

---

---

---

---

### Leave Space For Children To Respond

**FOLLOW THE CAR:**



**FOLLOW THE CHILD'S LEAD AND THEN:**

- Comment and **wait**.
- Ask a question and **wait**.
- Respond by adding a little more and **wait**.

23

---

---

---


---

---

---

---

---



### Supporting Children Who Are DLL:

- Use familiar and/or open-ended materials.
- Learn a few open-ended questions.
- Record interactions for translation.

National Center on Early Childhood Development, Training, and Learning

24

---

---

---

---

---

---

---

---





### Universal Design For Learning (UDL)

- Provide choices!
- Ensure many ways to access and engage with materials.

NCECDTL  
National Center on  
Early Childhood Development, Training, and Learning

25

---

---

---


---

---

---

---

---



### Power Dynamics Can Limit Curiosity

- Are children trying to guess what's in your head?
- Or can they freely respond to what you're asking?

26

---

---

---

---

---

---

---

---

NCECDTL

### 3. Responding To Children's Questions

27

---

---

---

---

---

---

---

---

### Responding To Children's Questions

1. Listen      2. Clarify      3. Respond

← Repeat!

28

---

---

---

---

---

---

---

---

How much detail to give in your response?

National Center on  
Early Childhood Development, Teaching, and Learning

29

---

---

---

---

---

---

---

---

"Why did she pour ketchup on her ice cream?"

Frazer et al., 2016

30

---

---

---

---

---

---

---

---

"Why did she pour ketchup on her ice cream?"



**Level 1 Response:**  
"It was a mistake."

Frazer et al., 2016

31

---

---

---

---


---

---

---

---

"Why did she pour ketchup on her ice cream?"



**Level 2 Response:**  
"It was a mistake because she thought it was chocolate in the bottle."

Frazer et al., 2016

32

---

---

---

---


---

---

---

---

"Why did she pour ketchup on her ice cream?"



**Level 3 Response:**  
"It was a mistake because she thought it was chocolate in the bottle, because the ketchup bottle and the chocolate bottle look the same."

Frazer et al., 2016

33

---

---

---


---

---

---

---

---

 **Level 2 Response:**

"It was a mistake because she thought it was chocolate in the bottle."

answer

purpose or cause

National Center on Early Childhood Development, Teaching, and Learning  
Frazer et al., 2016

34

---

---

---

---

---

---

---

---

 **Let Us Know:**

- Do some questions make you uncomfortable?
- How did you respond?

National Center on Early Childhood Development, Teaching, and Learning

35

---

---

---


---

---

---

---

---

 **"What Did You Just Ask Me??"**

- Breathe!
- What are they really curious about?
- Respond without judgment.

National Center on Early Childhood Development, Teaching, and Learning

36

---

---

---

---

---

---

---

---



**Head Start Heals:  
Podcast Episode**

- Rosemarie Allen, EdD.
- Guidance on talking to children about differences.
- Focus on race.

37

---

---

---

---

---

---

---

---



**Fill Your  
Treasure Chest**

- Think of some responses in advance.
- Practice!

National Center on  
Early Childhood Development, Teaching, and Learning

38

---

---

---

---

---

---

---

---

**Diverse Materials + Conversations**



39

---

---

---

---

---


---

---

---

**Bringing It All Together: Key Ingredients**

- Listen and wait.
- Co-exploration and modeling.
- Multiple ways for children to engage with materials and express ideas.
- Open-ended.
- Respond to questions with curiosity, not judgement.



40

---

---

---

---

---

---

---

---

**Question & Answer Time**



**Marley Jarvis, PhD**  
NCECDTL



41

---

---

---

---

---

---

---

---

**PUSHPLAY**  
DTL On Demand 

Get access to more  
webinars and resources



42

---

---

---

---

---


---

---

---

**We Want To Hear From You!**

Please take some time to complete the session evaluation.  
<https://survey.alchemer.com/s3/6504081/FrontPorch-09-02-21>  
For more information contact:  
[ecdt@ecetta.info](mailto:ecdt@ecetta.info)  
(Toll-free) 1-844-261-3752



National Center on  
Early Childhood Development, Teaching, and Learning

43

---

---

---

---

---


---

---

---

**Thank You For All You Do!**

**Join Us For Our Next Front Porch Webinar**  
**Date:** March 17, 2022  
**Focus:** Outdoor learning environments



National Center on  
Early Childhood Development, Teaching, and Learning

This training was supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$10,200,000 with 100% funded by ACF. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by ACF/HHS, or the U.S. Government. This resource may be duplicated for noncommercial uses without permission.

44

---

---

---

---

---

---

---

---