

Toddler: Facilitation of Learning and Development

Title: Active Facilitation while Reading a Book

During the whole group book reading, the teacher guides the children's exploration of the storybook by asking questions and adding comments at opportune times.

Active Facilitation

- As the teacher facilitates a book reading, she asks questions to support learning and development. For example, she asks, "What is the baby doing?" "What is she eating?" "Does that look like some noodles?"
- The teacher directs the children's attention to the book by providing comments and questions to expand learning, such as, "What's happening in this picture?"
- She continues to ask questions to involve the children in the book reading. ("Where is your tongue?" "What does a frog say?")

Expansion of Cognition

- The teacher relates some information to children's lives as she reads the book, "Is that peas? Do we like to eat peas? Yes, when Ms. Glenda brings peas, we eat all of our peas."
- She also makes a connection between the clock in the book and the clock in the classroom. As she draws the children's attention to the clock in the book, the teacher says, "That is a clock. You see the clock. We have a clock over there with the numbers. Do you see it?" The child points and verbalizes (unintelligible). The teacher responds, "Yeah, that is a clock, just like this one."

Children's Active Engagement

- The children actively participate in the book reading by providing verbal and nonverbal responses when asked questions about the story. The children point to their tongues when the teacher asks, "Where is your tongue?"

The teacher is actively involved with the children during the book reading. In order to expand their learning and development, the teacher asks questions about the storybook and related concepts at opportune times.