



Pre-K: Instructional Learning Formats

Title: Facilitating Children's Understanding of Counting

In this video, the teacher actively facilitates two students' engagement through her participation in a counting activity with math manipulatives.

Effective Facilitation

- The teacher demonstrates involvement in the math center activity with two students. She asks the students, "Do you mind if I help you put the bears on the number? So how are we doing this? Are we just picking a number?" The teacher selects the card with the number three, counts the three dots, and asks the student, "So what do I do next?" and "Why do I get a bear?"
- The teacher asks questions that expand the students' involvement in the activity: "Why should I only put three bears?" "What should I do with this bear?" "What number comes after three?" "Where does two come in?"
- The teacher continues to maximize the students' participation with questioning, "But is it still two? So what did you do? Did you count them separately, or did you put them together?"

Variety of Modalities and Materials

- The students use interesting and creative materials in the math center including numbered cards and colored bears.

Student Interest

- Students actively manipulate and make use of the materials in the math center. One student labels the colors of the counting bears as he shows them to the teacher, "You can get red, you can get blue, and you get orange."
- Students listen to the teacher and respond when asked direct questions about the numbered cards and bears.

Clarity of Learning Objectives

- The teacher focuses her questions on the activity in which the students are involved. The teacher asks, "Why do I get a bear?" "So I should only put three bears on here?" "Why should I only put three bears?" "How many bears do we need to put here?"

The teacher actively facilitates students' engagement in activities to encourage participation and expand involvement, thus ensuring that students get the most out of instructional opportunities.