



Toddler: Facilitation of Learning and Development

Title: Guiding Explorations with Colored Pegs and Bugs

During small group time, the teacher provides intentional support to guide children's learning at the table as they explore math manipulatives.

Active Facilitation

- The teacher provides opportunities for learning during small group time with math manipulatives. She guides the children's exploration of colored pegs and counting bugs by asking questions about the materials. She asks, "So what do you have here, Aiden? What are those called? What color is that?" and "What do you have Tynasia? What are those called? Do you know why they call them counting bugs?"
- The teacher continues to guide exploration with the pegs by asking Aiden to count how many it took to build it up high, "How many did you use to build it up high? Are you going to add some more to it?"

Expansion of Cognition

- The teacher provides and embeds information for the children by commenting, "If you look on their head, they have the number on them, and that's the number four."
- The teacher relates information to children's lives by comparing the colors of the pegs to familiar ideas, "It's red. Red like an apple. Red apple. Red apple," and "I have on the same color, and you have on the same color. Even though they are different shades, they are blue. That's right, blue."

Children's Active Engagement

- The children manipulate materials by stacking, sorting, and counting the colored pegs and bugs.
- The children are physically involved as they explore their colored pegs and bugs, and they are verbally involved as they respond to the teacher's questions and add their own comments.

The teacher guides the children's thinking and supports their exploration, which builds children's cognitive skills, allowing them to get the most from classroom activities.