



Pre-K: Instructional Learning Formats

Title: Maximizing Interest with Hands-on Opportunities

In this video, the teacher moves around the room to various small groups, asking questions and encouraging students to continue their involvement in the activities.

Effective Facilitation

- During small groups, the teacher circulates around the room, asking questions that allow students to get involved in the activity, including, “What is this? Instead of calling this a pumpkin, what do they carve it into? A jack-o’-lantern.”
- When she visits the small group doing puzzles, the teacher says, “These are some tricky, tricky puzzles, but if you notice, they all come from trees or have something that is living in a tree. And you have what kind of tree in that picture?”

Variety of Modalities and Materials

- The students work with interesting and creative materials in each of the small groups, including matching picture tiles, stamps, art supplies, and puzzles.

Student Interest

- The students maintain focus on the activities, as evidenced by consistent looking, listening, talking, and active participation.
- Students manipulate and make use of the materials that the teacher has provided for them (e.g., matching picture tiles, stamping, and putting puzzles together).

Clarity of Learning Objectives

- In the first small group, the teacher focuses the students on the beginning sound of “jack-o’-lantern” and states, “Y’all are doing so good on matching all of your beginning sounds.”
- The students demonstrate they know the purpose of the lesson by orienting their attention and focusing on the activities in each small group. The teacher focuses her questions on the specific, small group activities in which the students are involved (*see questions under effective facilitation*).

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