



VIDEO REVIEW OF SHRIMP, SHRIMP, SHRIMP: FACILITATOR GUIDE

The purpose of this learning activity is for participants to identify examples from the *Shrimp, Shrimp, Shrimp* video that relate to strategies for scaffolding children's learning. Please see below for some of the observed strategies. In addition, the participants will be asked to link strategies and behaviors observed in this video back to the Head Start Child Development and Early Learning Framework. A handout is included for participants to record their ideas and observations. The video *Shrimp, Shrimp, Shrimp* is provided on the optional slide included in this in-service suite.

During a small group art activity, the teacher facilitates a child's awareness and understanding of a shrimp. As the child works to make a representation of a shrimp, the teacher scaffolds the child's thinking about what details are needed.

- Watch the video and ask participants to look for the specific examples that are related to the scaffolding strategies covered in the presentation. What does the teacher say and do related to the strategy? How do children respond? Ask participants to write down specific behaviors in the box provided on the participant handout.
- Ask participants to share other strategies observed related to scaffolding in this video clip. Have the participants list the strategies on the participant handout and describe the teacher and child behavior.

Video	Strategies (discussed in PowerPoint presentation)	Other strategies related to scaffolding children's learning (not discussed in PowerPoint presentation)
<i>Shrimp, Shrimp, Shrimp</i>	<p>The teacher:</p> <ul style="list-style-type: none">• Provides hints to help the child think about specific details. He reminds the child that the shrimp has arms that are sticking out.• Assist the child by providing a range of answers. He works with the child to determine if the shrimp has "big" or "little" arms and creates a visual of big and little using his arms to assist the child's understanding of these terms.• Supports the child by suggesting an additional resource. He draws the child's attention back to the picture of the shrimp on the wall to study the shrimp's arms.	<p>The teacher:</p> <ul style="list-style-type: none">• The teacher provides individualized support as he assists a child transition to a new area.

NOTE TO FACILITATOR: Participants may notice other strategies that support classroom interaction, including:

- There is an emotional connection between the teacher and child, indicated by sitting close to children and making eye contact.
- The teacher demonstrates sensitivity by being responsive to children and matching his support to their needs.

Although there are additional strategies in this video, it is important to keep the participants focused on strategies that *scaffold children's learning*.



After discussing the various strategies, link the video to the Head Start Child Development and Early Learning Framework.

Have participants choose the domain and the domain element from the framework that can be best linked to and discuss why.

- *What domain and domain elements are observed in this video? Give an example of the behaviors observed that support these domains.*

**Connecting strategies to domains
from the Head Start Child Development and Early Learning Framework**

This video is an example of supporting children's Science Knowledge & Skills, specifically:

- *Conceptual Knowledge of the Natural & Physical World*
 - *Children are learning to observe, describe, and discuss living things.*



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

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After viewing the video, *Shrimp, Shrimp, Shrimp*, identify and discuss the strategies that *scaffold children's learning*.

1. Watch the video and look for the specific examples of the teacher using scaffolding strategies covered in this presentation. What does the teacher say and do related to the strategy? How do children respond? Write down specific behaviors in the box provided.
2. Do you notice other strategies related to scaffolding in this video clip? Please list below and describe the teacher and child behavior.

Video	Strategies (discussed in PowerPoint presentation)	Other strategies related to scaffolding children's learning (not discussed in PowerPoint presentation)
<i>Shrimp, Shrimp, Shrimp</i>	<i>Providing hints:</i> <i>Offering the child a range of answers:</i> <i>Encouraging the child to use additional resources:</i>	

After discussing the various strategies, link the video to the Head Start Child Development and Early Learning Framework.

- *What domain and domain elements are observed in this video? Give an example of the behaviors observed that support these domains.*

Connecting strategies to domains from the Head Start Child Development and Early Learning Framework