



THE NATIONAL CENTER ON
Quality Teaching
and Learning



Teacher Time
Webinars for Head Start Preschool Teachers

FOLLOW-UP

WHEN CHILDREN ASK “WHY?”

STEAM SHARPENS THEIR INQUIRY SKILLS

FRIDAY, OCT. 10, 2014

Thank You!

We're so glad you were able to join us for Teacher Time. Let's continue to learn from each other! Send your ideas, questions, and strategies to ncqtl@uw.edu and we'll include them on Teacher Time.

Looking Ahead

Don't miss the next Teacher Time, **Friday, November 14, 3 p.m. EST (12 noon PST)**, when we'll talk about new ways to use digital technologies to help children learn.

Presentation Summary

This month we discussed ways to encourage and support children's thinking skills with an inquiry-based learning approach. It starts with questions and curiosity. Questions can nurture deep “thinking and doing” in children *and* teachers when we believe the topics we teach are rich in wonder and opportunities for exploration. Some of the highlights:

- Create opportunities for children to solve problems, experiment, and figure out how things work (Teacher Daren's “problematize” idea).
- Draw upon children's everyday experiences; connect a current activity or new information to something you know about the child.
- Use “how” and “why” questions that help children think about ideas.
- Link new information with something they previously learned.
- Ask them to predict what may happen next.
- Brainstorm new ideas; make something in a new way.
- Compare and contrast to understand similarities and differences.

Ximena Dominguez explained how using science and the scientific method promotes children's thinking.

- Ask children to use their senses and closely **observe** the world around them.
- Help children form their own **questions** about their world.
- Provide tasks where children can **predict, experiment, discuss, and record** their results.

Try It Out

This month we saw two classroom video examples. Children from Teacher Daren's classroom used their problem-solving skills, and Teacher Gabe engaged in a color mixing activity with children in his class. These teachers encouraged and supported children's thinking and inquiry skills in a number of ways:

- They used their environment to create problems for the children to solve. It can be as simple as putting more cups on one table than another during snack time.
- They met the children at their level, and let them guide their own discovery. Teacher Gabe did this in the color mixing activity when he scaffolded the children's learning—by giving them just enough support so they could build on what they already knew.

How are you nurturing deep "thinking and doing" in children?

- How do you use the scientific method?
- Do you create problems for children to solve?
- Do you think about when to tolerate a little messiness and chaos in order to give the children opportunities to organize and make decisions?
- What resources do you need?

Resources

Early Childhood Learning & Knowledge Center (ECLKC)

15-minute In-service Suites:

Fostering Children's Thinking Skills <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/ISS/foster-t.html>

Scientific Method <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/ISS/scientific-method-t.html>

Asking Questions <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/ISS/ask.html>

The Tools for Teachers handout from the Novel Words in-service suite <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/novel-words-teacher-tools.pdf>

Resiliency & Wellness

A support network is made up of people who care about you, and who are there when you need them.

- Sharing tough times with someone can help reduce the stress and pressure we feel.
- Sharing happy moments with someone can increase the happiness we feel!

Which two or three people would you share these things with?

- Positive feedback you received from your coach
- A major health problem
- An ending to a romantic relationship
- A great idea you want to implement at work



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

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