

## Pre-K Essential 7, Bullets 2 & 3 Engaging in Extended Conversations with Children Sample Video

MAISA Literacy Essentials

<https://youtu.be/xKoRDYCa7Dk>

Narrator: When teachers engage in extended conversation with children, these interactions support children's literacy learning. In this classroom, the teacher encourages talk among children during dramatic play experiences and content area learning.

Teacher: In pre-K, we try to encourage conversation in all parts of our day, we are always talking about things. You want to do a restaurant?

Student: Yeah.

Teacher: Alright, so how should we set up our restaurant?

Students: How about we get some blankets and set it up.

Teacher: We're going to get some blankets and set it up. Alright, let's set up our restaurant. What do you think we need?

Students: We need some food and pans to make it.

Teacher: We need food

Student: and pans.

Teacher: and plans, oh, pans. Oh, okay.

Student: And plates.

Teacher: And plates

Students: Yeah and forks

Teacher: What else?

Student: and spoons

Teacher: How are we going to know what it is we're going to be serving at our restaurant?

Students: We can make a sign that says sign up

Teacher: We can make a sign.

Student: Yeah.

Teacher: And what about a menu? Have you ever looked on the menu to see that there's chicken nuggets,

Students: There's menus, they have menus there

Teacher: So let's make a menu and signs and get the food in the pots and pans.

Students: Yeah, we can make the paper food

Teacher: You want to make paper food?

We decided that we wanted to have a restaurant and that was meaningful to the children. They've all been to some type of restaurant. We had a recipe for cupcakes and we looked on the back of the box and we were trying to figure out what ingredients we needed to add to the cupcake and how to mix it, and then how long we should cook it for. So we just really tried to extend the conversation and make it meaningful.

Students: These are dessert.

Teacher: That's for dessert.

Students: Yeah. Lucy. I'm set a table.

Teacher: You're setting the table. Oh, she wants to set the table.

Students: Get my shirt off the table

Teacher: Get your stuff dessert off the table. Jenna's going to set it.

Students: And here's the cupcakes for dessert too. Cupcakes,

Teacher: You're making blueberry cupcakes for dessert. Do you have all the ingredients for that?

Students: Yeah, there. And here's sugar.

Teacher: So it needs a little sugar. Do we need a bowl to maybe mix it?

Students: We have a bowl somewhere else.

Teacher: We have a bowl.

Students: I know where the bowls are...

Teacher: First we need to mix it, Jenna said. The directions are on the back. Say first we need mix it and we need pans. Oh, we need a big pan. Do we have any cupcake pans that we could use? What should we use to mix it? Jenna? Oh, we've got our cupcake pan. We are ready.

They're talking. They're using words that are more complicated and just the structure of their language. They're talking to their friends instead of automatically taking a toy away from them. They're learning how to communicate with each other.

So I'm making my menu. What items should I put on the menu?

Students: Hey, move. You're going to get hit

Teacher: Should I put cupcakes on the menu?

Student: Sure

Teacher: Okay, I can put

Students: flour and this.

Teacher: Flour, and what is in that other one?

Students: I going to make ice cream.

Teacher: Ice cream. So I should put ice cream on our menu too. Yeah. All right. So I've got cupcakes. Cupcakes.

Students: Can I try some?

Teacher: Yeah. Here I have more paper for you.

Students: Apple. Apple and Apple sandwiches.

Teacher: Apple sandwiches.

Student: Yeah.

Teacher: Okay. Did you want to work on a menu?

Student: Yeah.

Teacher: All right. Here, here's some paper for you, for your menu.

Students: I want some paper for my menu here. I want for Apple, I want Apple. A for apple.

Teacher: A for apple. Then what comes next?

Students: I don't know.

Teacher: Let's see. App.

Student: P.

Teacher: Yeah. P comes next.

My role is to facilitate, to guide, but not to overtake their whole play. I like to add to it, but not control it. We've read "The Grouchy Ladybug", "The Hungry Caterpillar" and "The very Quiet Cricket". Those are all Eric Carl books. So I wanted to tie in our lesson with some real live crickets that they could look at and

they could see the different body parts that we had been discussing. They were very excited about having something live to look at.

Do you remember this morning we read this story?

Students: Yeah. about the quiet cricket.

Teacher: The very quiet cricket. And we've read a few books by Eric Carl this week. Do you remember those stories? Yeah. What else have we read?

Students: The Hungry Ladybug.

Teacher: The Grouchy Ladybug. And it was The Hungry

Student: Caterpillar

Teacher: And Eric Carl. He wrote all of those stories. Well, I have a very special guest for you. I brought in

Student: crickets.

Teacher: Crickets. I want us to look at these crickets and see what we notice about them.

Students: Oh, they're creepy.

Teacher: They're creepy. Why do you say they're creepy Marina?

Student: They're moving. They're moving.

Teacher: They are moving.

Students: They have antennas.

Teacher: Do you notice the antennas? Where are they?

Students: Right on their head.

Teacher: I try to model more complex language for my students. For example, during our lesson today with the insects, we talked about the thorax and the abdomen. And you could tell when, as I was saying those words that they were picking up on them and then they were repeating them later in the conversation.

I see some of the body parts. Do you remember the body parts? Yeah, I can see it. Which ones do you see? Evelyn, do you remember the body parts?

Students: Look at it, look at it

Teacher: What do they have? What is the thing on the top that they have? It's what?

Students: They're white.

Teacher: They have antennas. And then what are the antennas hooked to?

Student: Their head?

Teacher: Their head? Yeah.

Students: Then their thorax

Teacher: They have a thorax. That's right. Is that one in the middle or at the end?

Students: Middle

Teacher: That one's in the middle. And then there's one more big part.

The children were able to really observe what a real cricket would be like. And they can go home and they can talk to their parents about that. And they can have conversations with their parents too about what they learned in school.

Students: Look mine is, look at my cricket, what is he doing

Teacher: What is your cricket doing?

Students: I don't know.

Teacher: Is he jumping?

Students: No

Teacher. He's not jumping.

Student: Mine is not jumping. Mine is not.

Teacher: What is he doing?

Student: Lemme see.

Teacher: How could we see these better? What do you think?

Students: We could use the magnifying glasses

Teacher: If we use the magnifying glasses. Marina, could you go get the magnifying glasses?

Students: I get to see mine

Teacher: Marina. Marina brought the magnifying glasses for us so we could see our crickets better.

Student: Can I see 'em?

Teacher: Maybe we could see all their body parts. Well, what are you observing with your magnifying glasses

Students: A big cricket.

Teacher: You have a big cricket. What's yours doing, Jackson?

Student: Wiggling.

Teacher: He's wiggling.

Students: He's trying to get down.

Teacher: He's trying to get out.

I believe their language was really supported by this activity. They talked about it for a long time afterwards and they just were so excited during the whole activity. They just kept talking and talking and sometimes they don't talk about what you want them to talk about, but they're all still talking.

Let's think about all the things you told me today. Insects have a head, a thorax, an abdomen.

Student: I don't want to touch my legs.

Teacher: How many legs do they have again?

Student: One.

Teacher: They have six legs.

I am helping them to build a foundation for the rest of their lives and it all starts here.

Narrator: Learn more at [literacyessentials.org](http://literacyessentials.org).