



# Resources for Teachers and Others Who Work with Children

## There's a Question for That!

The preceding chapters offer numerous examples of how to talk with children using questions at all levels in a variety of situations. Here are additional questions and conversation prompts that preschool and kindergarten teachers have used in their classrooms.

### Level 1: Remember

- » What color are your shoes?
- » How many rectangles did you use in your collage?
- » What do we call this place where we're growing our vegetables?
- » What shape is this pattern block?

### Level 2: Understand

- » What did you see today when we met the builders at the construction site?
- » Tell me about the people in your family.
- » Describe what you will be making me for dinner in the dramatic play area today.
- » Tell me about this part of your block building.

### Level 3: Apply

- » Have you ever seen a building like this in real life? Why did you choose this block to use as the door?
- » How can you use your body to show snowflakes gently falling down from the sky?
- » I wonder how it feels to be a caterpillar growing into a butterfly. Show me with your hands.
- » How could you and Marissa change the way you play so you don't get angry at each other when you both want to put the same doll to sleep?

- » Our bean plants are growing tall on our windowsill. It looks like it is time to plant them in the garden. What should we do to keep them growing big and healthy outside?
- » Now that the weather is sunny and warm, what do you like to do outside with your family?

#### Level 4: Analyze

- » How is Kailin’s pet rabbit the same as our gerbil? How is she different?
- » If people wanted to go inside the building you made, which way would they enter? What if a dog or cat wanted to enter?
- » We listened to two songs, both called “Going on a Bear Hunt.” What did you notice that was the same (different) about them?
- » If you chose LEGO bricks instead of wooden blocks to make your building, do you think it would have turned out the same? What might have been different?
- » We just finished reading *Cat on the Bus*, by Aram Kim. Yesterday we read *Pete the Cat: I Love My White Shoes*, by Eric Litwin, illustrated by James Dean. How is our story time different when the book has words (*Pete the Cat: I Love My White Shoes*) than when the book doesn’t have words (*Cat on the Bus*)?
- » How do you think Nikolai feels when you take that car away from him? Can you tell by looking at his face and listening to his voice?
- » When the day started, you were really sad and sitting by yourself, and now you’re laughing with your friends during music time. What changed from then until now? Do you feel different?
- » How can you mix the paint colors (red, yellow, blue, black, white) to get that purple color you used for the sky?
- » Tell me how you made that color on your paper.

#### Level 5: Evaluate

- » These two block buildings you made are pretty similar. Let’s play a game! What do you think you would need to do to this one to make it exactly like the other one?
- » In the story, do you think the boy did the right thing by sharing his toys with his sister? How do you know?
- » If we wanted to get inside this block structure you made, which side do you think would be the easiest to enter through? Why?
- » Do you think this feather would be a good material for our game of catch? Why or why not?
- » Who would like to talk about something they could do to help our new friend, Trinity, feel like she is part of our class?

Many of the resources in this section are also useful for teacher educators and administrators. In particular, see “Reflection Questions” on page 142 and “Resources for Further Learning” on pages 142–143.

- » Which feels better to you, the very smooth playdough or the kind that has the grainy salt in it? Why?
- » How do you think the story might have been different if the pigeon in Mo Willems's book had been a goldfish?
- » Why do you think you and Keesha are getting along so well today when last week it was harder for you to play together?

### **Level 6: Create**

- » Draw a picture of what you notice happening outside our classroom window. You can use the discovery sheets, clipboards, and different colored markers in the science area.
- » Remember, today we are working on creating habitats for lizards. What materials will we use? Where will we get the materials? Let's make some sketches before we start.
- » How can you design a way for a car to go inside the structure you just built?
- » I wonder how we could change the dramatic play center to become a doctor's office like the one we visited.
- » How can we use these recycled materials to create sculptures?

### **Anytime, Anywhere Questions**

The index-size cards on the next two pages may be photocopied, cut out, and placed around your classroom or carried with you throughout your day on a ring, in your pocket, or in your class emergency bag. Keep them where they are easy to refer to as you move through the daily routine.