MNPS Early Learning Centers

Examples of Level 3 Instruction from 2015-16

Learning Setting and Content	Notes/Details on Level 3 Instruction
Centers (Math)	Teacher achieved a level 3 instruction with a focus on Math Concepts in Centers. She prompted children to use different colors of objects to make a pattern and then asked them to explain why something is or is not a pattern.
Centers (Dramatic Play)	Teacher achieved a level 3 instruction when she asked children inferential questions during dramatic play in Centers. She facilitated a doctor's office scenario and asked questions like "what else could we do to help her [the 'patient'] feel better?" She incorporated the following Cognitive Demands during this Center time: Scaffolding Language, Turn-taking Talk, Multi-word Responses, Predictions, and Connections.
Centers (Literacy)	During Centers, Teacher achieved level 3 Instruction with a literacy focus. She asked children questions about items in their kitchens at home. These questions elicited turn-taking talk and multi-word responses, and helped children make home-to-school connections.
Centers (Book Reading/ Social-Emotional)	Teacher achieved a level 3 Instruction by asking inferential questions during Centers as she read a book about a rabbit. She encouraged multi-word responses and turn-taking talk as she prompted children why a character in the book felt sad, and she asked children to describe times they have felt sad (communicating understanding and making connections).
Centers (Science)	Teacher used level 3 Instruction during Centers by setting up a discovery center in which children could test whether various objects would float or sink. During this activity, the teacher elicited turn-taking talk, multi-word responses, and asked that children communicate their understanding and make connections.
Centers (Science)	During Centers, Teacher achieved level 3 Instruction with science content. She led a discussion about how plants grow, and whether seeds can grow in the dark. By asking open-ended questions, the teacher encouraged children to make connections, engage in turn-taking talk, and give multi-word responses.
Centers (Science)	Teacher was observed using level 3 Instruction during Centers and during a Whole Group book read. During Centers, she set up a discovery area where children had various items and a tub of water. Children made predictions about what would sink or float, and the teacher led a discussion about why.
Small Group Centers (Blocks)	Teacher achieved a level 3 Instruction during Small Group Centers. She worked with children in the block center, asking inferential questions, like "How do you know?", "What might happen if …?" This prompted turn-taking talk and several multi-word responses, as well as communicating understanding.
Small Group Centers (Math/Science)	Teacher achieved level 3 Instruction during Small Group Centers when she got children involved in a conversation about the number of tablespoons of beans she was moving from one place to another. Children counted, and she asked children how they would be able to tell if two separate groups of beans had the same amount of beans. The teacher elicited multi-word responses and turn-taking talk from children, as they communicated understanding of how to balance the beans.
Whole Group (Book Reading)	During Whole Group, Teacher asked a series of open-ended questions designed to help children communicate their understanding of the story. She also had children make suggestions/predictions about alternate endings for the story.

Whole Group (Book Reading)	Teacher achieved a level 3 Instruction when she read a book to her students ("Three Little Havelinas") and related it to the "Three Little Pigs". She asked children to make predictions about this new book. During this activity, the teacher elicited turn-taking talk, multi-word responses, connections, predictions, and reflections.
Whole Group (Book Reading)	Teacher achieved a level 3 Instruction by asking inferential questions during Whole Group as she read a book about a chicken. She encouraged multi-word responses and turn-taking talk as she asked different children to make predictions about why the chicken wanted to cross the road.
Whole Group (Science)	During Whole Group, Teacher achieved level 3 Instruction by engaging children in a discussion about growth and height. She asked them to compare how big they were as babies with how big they are now. She then asked children to think of other things that grow. The teacher then read a book about trees growing, asking questions that elicited multi-word responses from children as well as turn-taking talk.
Whole Group (Science)	Teacher achieved a level 3 Instruction when she asked inferential questions of children during a Whole Group that was focused on Science. This prompted a discussion about how you can tell if something is alive. During this discussion, the teacher scaffolded children's language, prompted children to engage in turn-taking talk, and elicited multi-word responses.