

This book follows a girl, or “una niña”, as she interacts and compares herself with animals in the forest. The book lends itself to prompting children to explain the differences shown throughout the story.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

THINK



Children will:

- ◆ Make inferences based on prior knowledge
- ◆ Think through the “what”, “why”, and “how” of different scenarios

Teachers will:

- ◆ Prompt children’s explanations

TEACHING TIP

When faced with a new experience or scenario, there are several ways that children may be able to come to new conclusions and answers. They may recall prior experiences and apply their knowledge to a new situation or ask “why?” to find out new information. When we allow children to go through this process, we are supporting their reasoning skills. To help children grow into effective problem-solvers, we can support their thought process as they approach new scenarios every day. While infants and toddlers may not be able to explain their thinking yet, we can narrate and model reasoning – just be sure to give even young children a chance before jumping in.

1. INTRODUCE

- ◆ “Today, we’re going to follow a girl named Marta around the forest. The book is called *Marta! Big and Small*, and we’re going to try to explain the differences that Marta notices!”

2. READ THE BOOK

- ◆ Pause occasionally to prompt children’s explanations for what Marta sees and does.
- ◆ Narrate your own reasoning using prior knowledge about the scenarios in the story.

Prompt Children’s Explanations

<p>Read: “Slow, very slow.”</p> <p>Prompt: “What do you think makes the horse so much faster than Marta?”</p> <p>Narrate: “I know that some people ride horses to get around, so they must be even better at running than people. I also see that the horse is bigger and has longer legs than Marta!”</p>	<p>Read: “Loud, very loud.”</p> <p>Prompt: “Why is the bunny running away? Why do you think that?”</p> <p>Narrate: “Some animals like to eat bunnies, so I wonder if the bunny was trying to hide so that it couldn’t be seen.”</p>	<p>Read: “Like una niña.”</p> <p>Narrate: “I see Marta has a magnifying glass and binoculars. I’ve seen people use tools like that to look closely at animals. That could be how she notices so many things about them.”</p>
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3. REVIEW

- ◆ “We thought hard about what Marta was noticing in the forest. I wonder what else you will notice today, and how we will find out more about it by thinking together.”

4. KEEP IT GOING

- ◆ Prompt children to extend their thinking by explaining the answers they give. If a child has an idea about why something is the way that it is (e.g., “a horse is faster because it can run better than people”), follow up with “how”, “why”, and “what” questions of your own. Allow children thinking time to consider why their answer may be true, how something is possible, or what makes something the way that it is. Coming together to think through ideas and problems can also help your learning community share knowledge.