

Quality Interactions and Communication: ***Conversational Prompts***

**WHAT'S IN THIS PD2GO PACK?**

Conversational prompts encourage children to use more language and practice their communication skills. Teachers and providers can frame specific comments and open-ended questions to activate children's ideas, interests, and current understanding.

**Your Participants Will...**

increase their capacity to use conversational prompts to engage children in extended dialogue and discussions that will build on their thinking and broaden their learning experiences.



**SUPPORTING MATERIALS**

**Facilitator's Guide** Everything you need to facilitate this PD2GO presentation on Conversational Prompts including an interactive presentation page along with step-by-step presenter's notes.

**Coaching Corner** One page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge through **Digging Deeper**, **Resource Links**, and **Family Connections**.

## HOW TO USE THIS FACILITATOR'S GUIDE

This Facilitator's Guide will provide you with step-by-step information on how to present this session using the interactive presentation page and downloadable materials specific to this PD2GO pack. We recommend [opening the pack presentation](#) as you go through this Facilitator's Guide.

### THE INTERACTIVE PRESENTATION PAGE

The presentation page includes the following elements:

#### ■ Steps

Click on each number icon to begin the section of the presentation — use the presenter's notes in this guide to facilitate each step of the presentation.

The screenshot shows a presentation slide titled 'Quality Interactions and Communication: Conversational Prompts'. On the left is a vertical navigation menu with five numbered icons: 1 START, 2 THINK, 3 LEARN (highlighted in blue), 4 PRACTICE, and 5 EXTEND. The main content area contains the text: 'A conversational prompt may be a comment such as 'tell me about this' or an open-ended question.' Below this is a cartoon illustration of two children talking. Underneath the illustration, it says: 'Both of these serve as prompts to start and extend the dialogue.' A blue arrow icon is in the bottom right corner of the content area. A small copyright notice 'Copyright © 2014 First 5 California and WestEd' is visible at the bottom right of the slide.

### DOWNLOADABLE MATERIALS

#### ■ In This Pack

Click on the downloadable materials hyperlink to access all materials related to this presentation.

#### ■ In This Bundle

Click on the downloadable materials hyperlink to access all additional resources and materials that can be used with this presentation and other related packs.






### EXPANDING ON THIS PD2GO PACK

This presentation on *Conversational Prompts* can be used individually or in conjunction with related packs in the bundle, *Quality Interactions and Communication*. Additional resources and materials in this bundle (*Digging Deeper*, *Resource Links*, and *Family Connections*) are designed to extend skills and knowledge around these related packs, provide links to resources, and promote partnerships with families.

### MATERIALS




In this pack, you will find:

[Download all \(2.8 MB\)](#)

- 
[Facilitator's Guide \(2.6 MB\)](#)  
 Everything you need to facilitate this PD2GO presentation on Conversational Prompts, including an interactive presentation page along with step-by-step presenter's notes.
- 
[Coaching Corner \(140 KB\)](#)  
 One page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.
- 
[Handout: Comments that Prompt Thinking and Conversation \(120 KB\)](#)
- 
[Handout: Closed-Ended and Open-Ended Questions \(120 KB\)](#)
- 
[Handout: Let's Practice \(120 KB\)](#)

In this bundle, you will find:

[Download all \(280 KB\)](#)

- Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge. The resources include:
- 
[Digging Deeper \(120 KB\)](#)
  - 
[Family Connections \(210 KB\)](#)
  - 
[Resource Links \(170 KB\)](#)

**STEP 1:  
START**

**PRESENTATION SEQUENCE**

**FACILITATOR'S NOTES**

Step 1

Engaging a child in extended dialogue.

CLICK Step 1 - Start

**Facilitator:** *Let's get started and look at some ways we engage children in dialogue.*

CLICK

[1 min. 30 sec.] **Pair and Share**

**Facilitator:** *In the following scenario, a child is painting at the easel. The teacher/provider walks over, looks at the painting.*

**Teacher/Provider:** *I like your painting. It's beautiful!*

[1 min.] *Turn to a partner and share what the child might say in response to the teacher's/provider's comment.*

**Facilitator** Ask for a few responses from the group.

**Debrief:**  
[20 sec.]

CLICK

Leaving the child with only limited ways to respond, the teacher/provider missed an opportunity to engage the child in an extended dialogue.

Go to step 2: THINK

**Facilitator:** *While the teacher/provider had good intentions, her comment left the child with limited ways to respond. We all enjoy hearing positive feedback, but sometimes praise may limit opportunities for extended dialogue.*

## STEP 2: THINK

### PRESENTATION SEQUENCE



### FACILITATOR'S NOTES

[2 min.]

CLICK Step 2 - Think

**Facilitator:** *Now let's look at the same scenario with a different teacher/provider comment and listen to how the conversation gets started.*

CLICK

**Facilitator:** ***Teacher/Provider:** You're working hard on your painting Amanda. You're using a lot of blue. Tell me about what you are painting.*

**Facilitator Debrief:** *In this scenario, how might the child respond to the teacher's/provider's comment?*

Acknowledge a few responses from participants and help make the connection that the child now has a variety of ways to respond based on the teacher's/provider's comment.

*In this scenario, the adult has skillfully used a prompt ("**Tell me about what you are painting**") to engage the child and start a conversation.*

CLICK

**Facilitator:** *Using a conversational prompt can begin a rich conversation and provide the child with multiple ways to respond.*

**STEP 3:**  
**LEARN**

**PRESENTATION SEQUENCE**

**FACILITATOR'S NOTES**

Step 3




What exactly is a conversational prompt?




A conversational prompt may be a comment such as 'tell me about this' or an open-ended question.



Both of these serve as prompts to start and extend the dialogue.



CLICK  **Step 3 - Learn**

**Facilitator:** *So what exactly is a conversational prompt?*

CLICK 

[3 mins. 30 sec.]

**What's the Key Idea?**

Read the definition and elaborate.

**Facilitator:** *A conversational prompt may be a comment such as 'tell me about this' or an open-ended question. Both of these serve as conversational prompts to start and extend the dialogue.*

Refer to handout.

 **"Comments that Prompt Thinking & Conversation"**

As participants look over the handout, point out the "key considerations" section.

CLICK 

**STEP 3:**  
**LEARN** *Continued*

**PRESENTATION SEQUENCE**

**FACILITATOR'S NOTES**

**Closed-Ended Questions** elicit a one or two word answer. They are often used to determine whether or not a child knows the correct answer.

**Open-Ended Questions** have many possible answers. They encourage the child to think both creatively and critically, activating the child's ideas, interests and current understanding.

**Facilitator:** *Let's take a look at how we define two types of questions: closed-ended and open-ended questions.*

Read the definitions.

**Facilitator:** *Closed-Ended Questions elicit a one or two word answer. They are often used to determine whether or not a child knows the correct answer.*

*Open-Ended Questions have many possible answers. They encourage the child to think both creatively and critically, activating the child's ideas, interests and current understanding.*



Is it Open?  
or  
Is it Closed?

**Facilitator:** *Let's look at the following examples of questions to determine if they are open or closed.*

- What color are the clouds in your picture?
- I see many clouds in your picture. I wonder why there are so many?
- Are you ready to go outside?
- What will you do when you go outside?





When participants call out the answer, click on the "CLOSED" button for closed or "OPEN" button for open.

- What color are the clouds in your picture?
- I see many clouds in your picture. I wonder why there are so many?
- Are you ready to go outside?
- What will you do when you go outside?



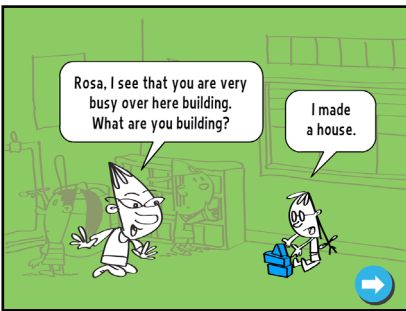
**STEP 3:**  
**LEARN** *Continued*

| PRESENTATION SEQUENCE                                                                                                                                                                                                                                                                                                                                      | FACILITATOR'S NOTES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div style="border: 1px solid red; padding: 10px;"> <p>Closed-ended questions elicit basic information.</p>  <p>Open-ended questions provide children an opportunity to elaborate.</p> <p style="text-align: center; font-size: small;">Go to step 4: PRACTICE</p> </div> | <p><b>Facilitator:</b> <i>When we use closed-ended questions, we elicit short responses that provide basic information. Closed-ended questions can be an important start and can often lead into open-ended questions that prompt more detailed thought and provide children an opportunity to elaborate.</i></p> <p>Refer to handout.</p> <p> <b><i>“Closed-Ended and Open-Ended Questions”</i></b><br/>Ask participants to read the introduction and highlight the differences between closed-ended and open-ended questions.</p> |

**STEP 4:**  
**PRACTICE**

**PRESENTATION SEQUENCE**

**FACILITATOR'S NOTES**



CLICK **Step 4 - Practice**

[7 mins.]

**Role-Play Modeling**

**Facilitator:**

*Prompting helps build on children's thinking. Now let's see an example of prompting in action.*

Ask a participant to role-play a brief scenario with you. Give the participant a copy of the "Let's Practice" handout and direct them to the "Role-Play Modeling Script" section. You (facilitator) will be the teacher/provider and the volunteer will be "Rosa". Walk over to "Rosa" to begin.

CLICK

**Teacher/Provider:** *Rosa, I see that you are very busy over here building. What are you building?*

**Rosa:** *I made a house.*

**Teacher/Provider:** *You did build a house—tell me how you built your house.*

**Rosa:** *I used big blocks. I made a big house like mine—it's blue.*

**Teacher/Provider:** *It is a big blue house like yours! What other things are the same as your house?*

**Rosa:** *It has this on top (points to a chimney).*

CLICK





**STEP 4:**  
**PRACTICE** *Continued*

**PRESENTATION SEQUENCE**

**FACILITATOR'S NOTES**

When we use conversational prompts to extend conversations, we create opportunities to support children's critical thinking skills and concept development.

**Facilitator:**

Let participants know the child has just pointed to a chimney.

End the role-play and explain that the child's last statement presents the adult with an opportunity to deepen the child's understanding (**concept development**) about the purpose of a chimney.

*When we use conversational prompts to extend conversations, we create opportunities to support children's critical thinking skills and concept development.*

CLICK 

Refer to handout.

 **"Let's Practice"**

(Place a "Let's Practice" handout at each table. Direct participants to the "Role-Play Activity" section of the handout. You can conduct this activity with as few as three participants.)



**Let's Practice**




**Facilitator:**

*Now let's practice! We are going to do a short role-play in our small groups.*

1. Quickly choose one person to play the teacher/provider, one person to play the child, and the rest of the small group to be observers.
2. Observers have the important role of listening and providing feedback during the debrief.
3. Have participants begin and let them know they have 3 minutes for this activity.

After 3 minutes stop participants.



**Let's reflect**



CLICK 

**Facilitator Debrief:**

Ask participants to debrief the activity with the observers in their group. Refer to the debrief questions at the bottom of the "Let's Practice" handout.

CLICK 

**Facilitator:**

*Engaging in quality conversations with children requires using thoughtful comments and open-ended questions to activate deeper thinking.*



Engaging in quality conversations with children requires using thoughtful comments and open-ended questions to activate deeper thinking.



Go to step 5: EXTEND 

**STEP 5:**  
**EXTEND**

**PRESENTATION SEQUENCE**

**FACILITATOR'S NOTES**

Step 5



Conversational prompts support children's thinking skills and language development.




CLICK  **Step 5 - Extend**

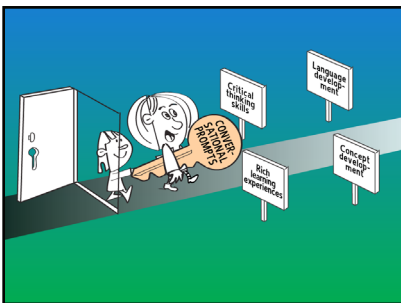
**Facilitator:**  
[1 min.]

*Teachers and providers can engage children by using conversational prompts to support thinking skills and language development.*

CLICK 

**Facilitator:**

*When teachers and providers invite children to elaborate on their ideas, they open a door to rich learning experiences, critical thinking skills, concept development, and language development.*



CLICK 

**Facilitator:**

*Using conversational prompts is an important key that opens the door to building meaningful learning experiences for children!*



Using conversational prompts is an important key that opens the door to building meaningful learning experiences for children!