



## About Inspired Learning

Moving beyond rote memorization into deeper thinking helps children make sense of the world. The more they learn, the more concepts they connect—and the more they understand about their own learning process. You play a vital role in inspiring children through intentional interactions that build language and strengthen thinking. When children experience the joy of aha moments, they want to experience them again and again. So through your support, children can be inspired with a love for learning.



## CLASS Focus



### Concept Development

Your use of instructional discussions and activities to promote students' higher-order thinking skills. Moreover, your focus on understanding rather than rote instruction.



### Quality of Feedback

The degree to which you provide feedback that expands learning and understanding and encourages participation.



### Language Modeling

The quality and amount of your use of language-stimulation and language-facilitation techniques.

## Planning to Inspire Learning in a Socially Distanced Classroom

Your intentional teaching inspires children to learn. Make the most of smaller group sizes by introducing complex ideas to explore, supporting children's extended thinking, and creating many opportunities to think and talk together.



### Building Concepts, Connections, and Understanding

For children, understanding how concepts and experiences are related is part of gaining deeper knowledge and developing thinking skills. Take time to explore, plan, and talk with children about their ideas.

Some Suggestions

- 1 Extend projects and activities for days or even weeks!
- 2 Support children to make detailed plans—imagine, draw, list!
- 3 Talk with children about comparisons, predictions, and connections.

Your Idea(s)

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### Supporting Ideas and Efforts for Sustained Thinking

Sustained interactions motivate children to deepen their thinking and take on challenging problems and tasks. Observe and listen as children interact with materials and peers. Then find out more about their ideas and actions.

Some Suggestions

- 1 Respond to children. Ask questions to learn about what they know and think.
- 2 Provide information and vocabulary to build children's understanding.
- 3 Offer specific encouragement for children's efforts.

Your Idea(s)

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### Providing Frequent Opportunities to Build Skills

Children's thinking skills develop when they have frequent opportunities to make connections, solve problems, and talk about their thoughts. Be alert throughout the day for every possible chance to inspire learning.

Some Suggestions

- 1 Work *with* children to solve problems all day—outdoors, at mealtime, during arrival.
- 2 When a child struggles with a task, ask their peers for ideas.
- 3 Help children connect today's problems with yesterday's solutions.

Your Idea(s)

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### School-to-Home Connections

Family members are a child's first teachers, so close partnerships with them are vital to supporting learning. You can start by sharing information about children's progress and providing ways for caregivers to share their goals for their child. When you communicate developmentally appropriate learning goals and share simple strategies, you give families what they need to support their child at home. Try keeping busier family members involved through videos of their child engaged in activities, and provide questions they can use to talk with their child. It will comfort caregivers to know how much learning is still happening, and it may inspire them to learn more, too!

## Before starting your day with children ...

Now that you've brainstormed some ways to inspire learning in your socially distanced classroom, choose a goal to focus on the next time you're with children.

Today, my interaction goal is:

- ☐ Encourage children to make detailed activity plans.
- ☐ Connect activities with something outside of school.
- ☐ Prompt children to explain their thought processes.
- ☐ Offer specific encouragement for a child's efforts.
- ☐ Invite peers to share ideas to help solve problems.
- ☐ Guide children to solve routine problems, like spills.

## After your day together ...

How did it go? Were you able to support children's thinking in the way you planned with the goal above? If so, check off the related observation to the right! Perhaps you used other strategies too! Check off anything else you noticed.

Today, I noticed that:

- ☐ Children made and carried out detailed plans.
- ☐ Children related learning to their own experiences.
- ☐ Children could talk about their thinking processes.
- ☐ A child who was struggling experienced success.
- ☐ Children helped each other solve problems.
- ☐ Children were able to solve everyday problems.

## Next time you're together with children ...

Now that you've taken a moment to reflect on the interactions you had today, it's time to consider what you'll do next to continue inspiring children's learning. Based on your reflection, consider the statements below, and complete those that stand out to you.

- 1 Connect learning in this new way: \_\_\_\_\_
- 2 Ask this new question: \_\_\_\_\_
- 3 Encourage a child by \_\_\_\_\_
- 4 Provide this challenge: \_\_\_\_\_
- 5 Do this again: \_\_\_\_\_
- 6 Do this instead: \_\_\_\_\_



## Inspiration for Inspired Learning!

Snip and tape these questions, prompts, and encouragements for children somewhere special in your classroom.



**What does  
this remind  
you of?**



**What would  
happen if ...?**



**What is  
another  
way to ...?**



**Why do you  
think that  
happened?**



**You're working  
really hard  
to ...**



**You can do it!  
You're almost  
there!**



**How did you  
know that?**



**I notice that  
you ...**



**Tell me more  
about ...**