

Strive for

If a student doesn't take his turn you can

- Lean forward, maintain eye contact and look expectantly
- Ask a question he *can* and *wants* to answer

Reluctant children may initially take turns by pointing to pictures, using gestures or making sounds. Lift the flap or other manipulative books can help

When a child takes a non-verbal turn

- Respond with interest
- Encourage him to take another turn, verbally or non-verbally

Example of Strive for 5 with one student at a time

Jordan is playing in the block center

Turn 1- **Jordan**: Mrs. M, look! I made a big car with blocks.

Turn 2 – **Mrs M**: Jordan, what an amazing car! Where are you going to go in your car?

Turn 3 – **Jordan**: I am going to Africa to see tigers

Turn 4 – **Mrs M**: All the way to Africa! That's very far. It might take you a long time to get there by car.

Turn 5 – **Jordan**: No it won't. My car can fly and go really fast!

Taking five turns with one child or between you and several children

The goal is to include more than one child in a conversation most of the time

If a child asks a question, throw it back to the group rather than answering it yourself

If a child raises a topic, ask the other children what they think

If a child talks about his experience, ask the other children if they have had similar experiences

If a child makes a comment, wait to see if other children will respond before you say anything

From time to time, ask each child to contribute ideas on a particular topic

Example of using Strive for 5 while reading a story

Teacher read "Jason's Bus Ride", a story about a dog who sits down in a busy street and will not move.

- Child asks "Why won't he move?"

Rather than answering the question herself, teacher asks "Why do *you* think he won't move?"

- Child answers "Maybe he's scared."

Teacher then asked what the dog might be scared of, but child didn't have an answer.

- So she asked the other children, "What do you think?"

A conversation ensued with a number of children taking turns to explain why they thought the dog would not move.

By getting the children to think about reasons for the dog's actions, the teacher encouraged conversation and interest.