

Figure 10
Guidelines for Adult-Child Interaction

- __Adults respond to children’s questions about print in positive, supportive ways.
- __Adults model the functions of print so that children are aware of its use.
- __Adults take care to provide inviting displays that include print.
- __Adults offer praise and encouragement when children attempt to read and write.
- __Adults take advantage of “teachable moments” to extend children’s knowledge by relating new discoveries to what children already know.
- __Adults are aware that children need time to express their thoughts and ideas.
- __Adults build on what is known about children’s linguistic and cultural backgrounds to help them move from the known to the unknown.

Table 2
Instructional Groupings to Differentiate Instruction

Organizational Pattern	Interactions
<p>Whole Group</p> <ul style="list-style-type: none"> • Generally occurs once or twice a day includes read-aloud time, interactive writing, phonological awareness activities, and letter knowledge activities 	<ul style="list-style-type: none"> • Explicit instruction in content to which all children should be exposed • Intentional; builds on stated curriculum goals • Used diagnostically to determine the need for individual and small-group follow-up instruction
<p>Small Group (two to five children)</p> <ul style="list-style-type: none"> • Generally occurs as part of center-time activities 	<ul style="list-style-type: none"> • Follow-up to whole-group activity • Opportunity to revisit specific aspects of whole-group activity with two or three children (e.g., “Did you notice any letters that looked the same on our chart?”) • Intervention for English-language learners, educationally advanced children, and children with other special needs
<p>One on One</p> <ul style="list-style-type: none"> • May occur during center time or as brief, highly focused adult-child interactions throughout the day 	<ul style="list-style-type: none"> • Same as small-group instruction, only individualized