

## Reasoning Examples for ECERS-R™ Item 17

### 3.1 Logical concepts are included in discussion

- “We will go outside after lunch.”
- “Clean up your toys because we need to go outside next.”
- “Only three children are allowed in blocks.”
- “You have to wear a jacket because it is chilly outside.”
- “If you lean back in your chair you could fall.”
- “You have 15 more minutes until cleanup.”

### 3.2 Concepts introduced appropriately using concrete experiences

- “Which pitcher has more water?”
- “Which tower is taller?”
- “You are wearing a red shirt just like Sally is wearing a red shirt.”
- “That puzzle piece is a rectangle.”
- “The feather is lighter than the block.”
- “We counted everyone. Are there more boys or girls here today?”

### 5.1 When children are using reasoning materials, staff talk about concepts

- Child is pouring water into the dam and the educator talks about pouring the water slow instead of fast so it won't break.
- The educator plays with the children with blocks and talks about how some towers they built are tall and others are short.
- “If you turn the screws around, they will go into the board and the tops will be shorter. If you turn them the other way, they will come out and will be longer.”
- As child uses a puzzle, the educator talks about how the pieces fit together and which pieces are at the top and bottom.

### 5.2. Staff encourage children to explain reasoning when solving problems.

- The educator and children were examining a prism in the window. The child noticed the colors reflecting on the floor. The educator asked, “Where do you think the colors come from? Why do you think it does that when you move it around? The child responded by explaining how the prism worked.
- A child mixes paint and shows the educator the color. The educator asks, “How did you make that color?”
- A child is playing in blocks with a railroad track and cars. The educator asks, “Are you trying to make it go uphill? How can you do that?” The child explains how they put the larger blocks together to make it slant upwards.
- The educator comes back to the block area to the same child and the track is different. She asks, “What happened to it now?” The child explains how they changed it to a tunnel. The educator asks, “How did you make it into a tunnel from a hill?”

## 7.1 Reasoning encouraged throughout the day

- Staff encourage children to help set the table with the correct number of plates and forks
- Staff ask children if they remember how they designed and planted the vegetable garden.
- “What comes first, putting soap or water on your hands?”
- “If you want to paint a picture of your mom, what do you need to get?”

## 7.2 Introducing concepts in response to children’s interests or needing to solve a problem

- The educator helps a child complete their building project by asking probing questions.
- “What do you think we should do since we splashed water on the floor from the water table?”
- “Both of you want to use the tricycle. What should we do?” Staff help children talk through taking turns using a timer.
- “Oh. You want to send a letter to Timmy. What do we need to send that?” The educator talks through writing the letter, addressing an envelope and using a stamp.