

- Consider the descriptions of the three contrasting climates for children. In one or two sentences, describe where you think you fall on the continuum and why.
- What are your ideas for moving toward a more supportive role or continuing to provide a more supportive role at small-group time?

Honestly, I believe I fluctuate on the continuum depending on the activity and time of day within the classroom. There are times where I will give the children full control over what they do, typically during our crafts. Some of my favorite activities are where I present a set of materials with an idea and let them create as they see fit. Other activities, like our Large Group Time can be considered supportive since I will often invite the children to share control with me. Giving them the opportunity to have control during some of these games increases engagement and their level of fun. I also have many times where we fall into the directive side, I have small activities that really focus on specific skills I know they will need for kindergarten like completing patterns, cutting, gluing and during these times I will give specific instructions so that they are able to complete the activities correctly and eventually build the skill to become independent. I have found that a strength of mine is to freely move between the continuum and although at times I may want to be more directive it may be more beneficial if I slide towards supportive. I think the more supportive I can be during those small group times the more the children are likely to get out of the activities.