

Piece together the question

Objective(s)

Learners use a tool called PICO to help create a focused question that is answerable through research.

Description

In this activity, learners use a tool called PICO to turn a dilemma about how to incorporate dialogic reading practices during storybook reading into an answerable question around dialogic reading practices.

Required Materials/Resources

Instructor Materials

- Printable page at the end of this activity, one copy for each learner or groups of learners

Learner Materials

- [Video 6.1: The teacher's viewpoint](#)

Detailed Facilitator Instructions

- Make a decision about whether to implement this activity by each learner working alone or working in small groups.
- Provide access to dilemma video and/or transcript. Video or transcript can be viewed as a class or independently outside of class.
- Provide a worksheet (printable page at the end of this activity) for all students.
- Have learners describe the dilemma. Find what is missing in each sample PICO and complete it.
- Remind learners that PICO requires you identify the following information:
 - P – Person (characteristics of the child or family who will receive the intervention)
 - I – Interventions being considered
 - C – Comparison to other interventions (if there is research that compares two or more interventions)
 - O – Outcomes desired

In this module we are not focusing on the C factor – comparison to other interventions. Thus, you will be guiding students to identify the following three elements:

- P – Person (characteristics of the child or family who will receive the intervention)
- I – Interventions being considered
- O – Outcomes desired

- Individually or in small groups, ask learners to arrange the pieces to provide an answerable question related to the dilemma. Learners should tape or paste the answer onto a new 8 ½ x 11 piece of paper.

This activity is part of Module 6: Dialogic Reading Practices. To view the content related to this activity, go to [Step 2: Question](#).

Instructional Method
Structured Exercise

Level
Beginner

Estimated Time Needed
15 minutes for instructor preparation
10-20 minutes for learner activity

Suggested Assessment

When reading to young children in early care and education settings (P), is the use of dialogic reading (I), effective in developing early language and literacy skills (O)?

Facilitation Tips

- Break into groups to complete activity.

Alternate Version(s) (refers to different levels of difficulty)

- [Activity Guide 6.2a](#): Turn the dilemma into an answerable question

Credits

The CONNECT Content Team

When reading to young children in early care and education settings

is the use of dialogic reading

effective in developing early language and literacy skills?

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