



... 15-Minute ...
In-Service Suites

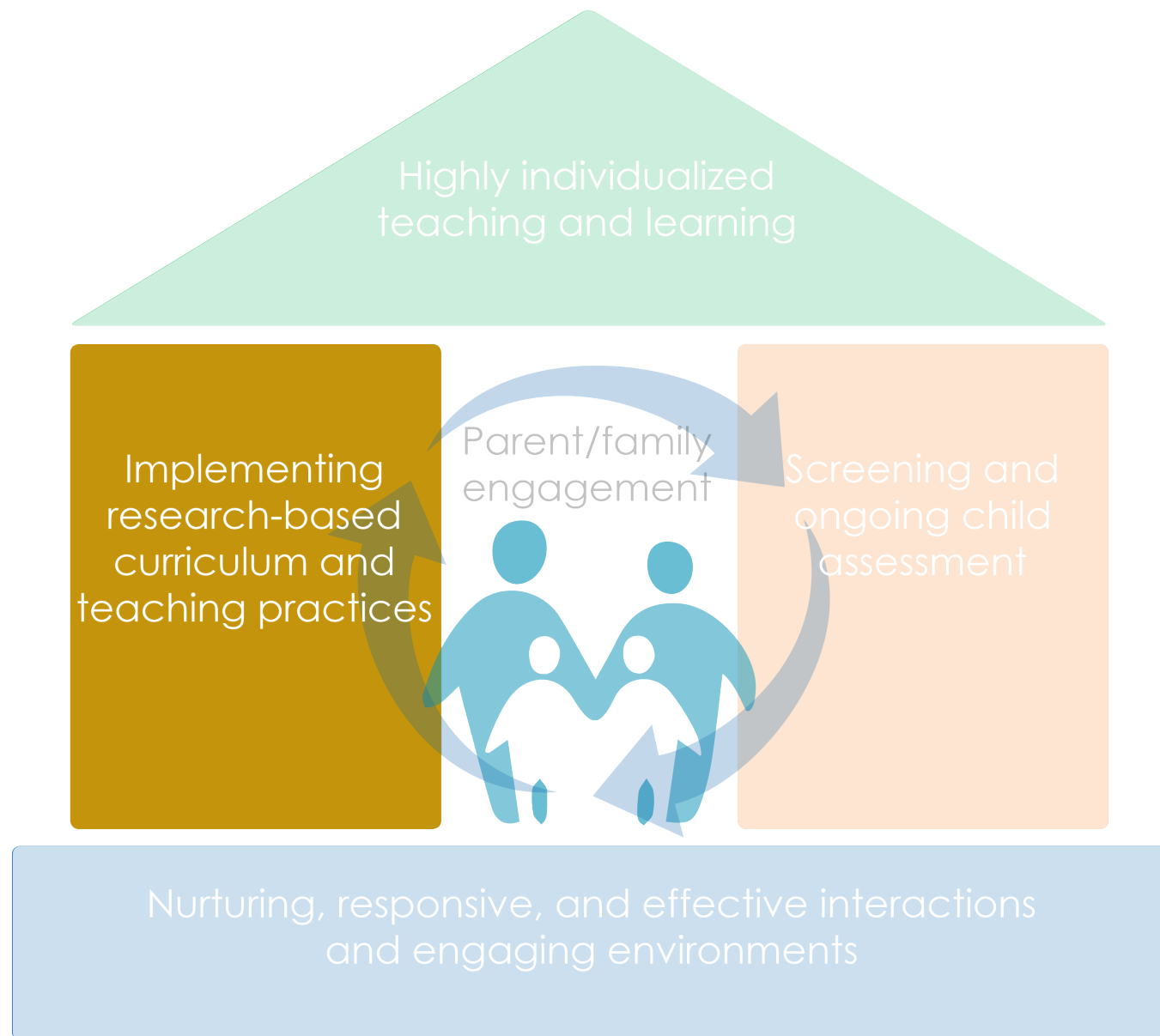
IMPLEMENTING A CURRICULUM RESPONSIVELY: SUPPORTING INDIVIDUAL CHILDREN'S DEVELOPMENT AND LEARNING



NATIONAL CENTER ON

Early Childhood Development, Teaching and Learning







Objectives

- **Discuss** the importance of learning about and understanding individual children's development and learning.
- **Explore** ways a curriculum provides guidance on the learning environment, learning experiences, and adult–child interactions.
- **Consider** ways to use a curriculum's guidance to support individual children's development and learning.



Active Role of Education Staff

What do I know about each individual child's development and learning?

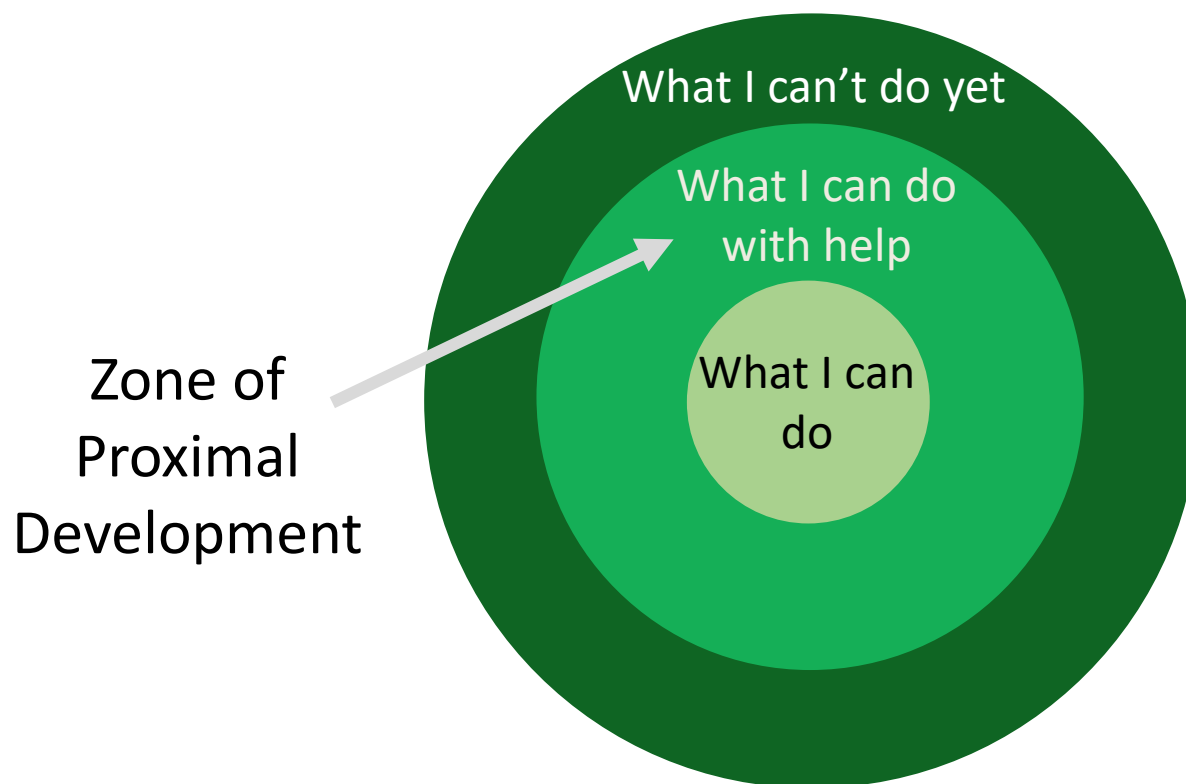
What does my program's curriculum offer?

How do I implement my program's curriculum to support individual children's development and learning?





How Children Develop and Learn



A curriculum provides useful guidance to help education staff support children's learning in the zone of proximal development (ZPD).

Connections to the Early Learning Outcomes Framework (ELOF)

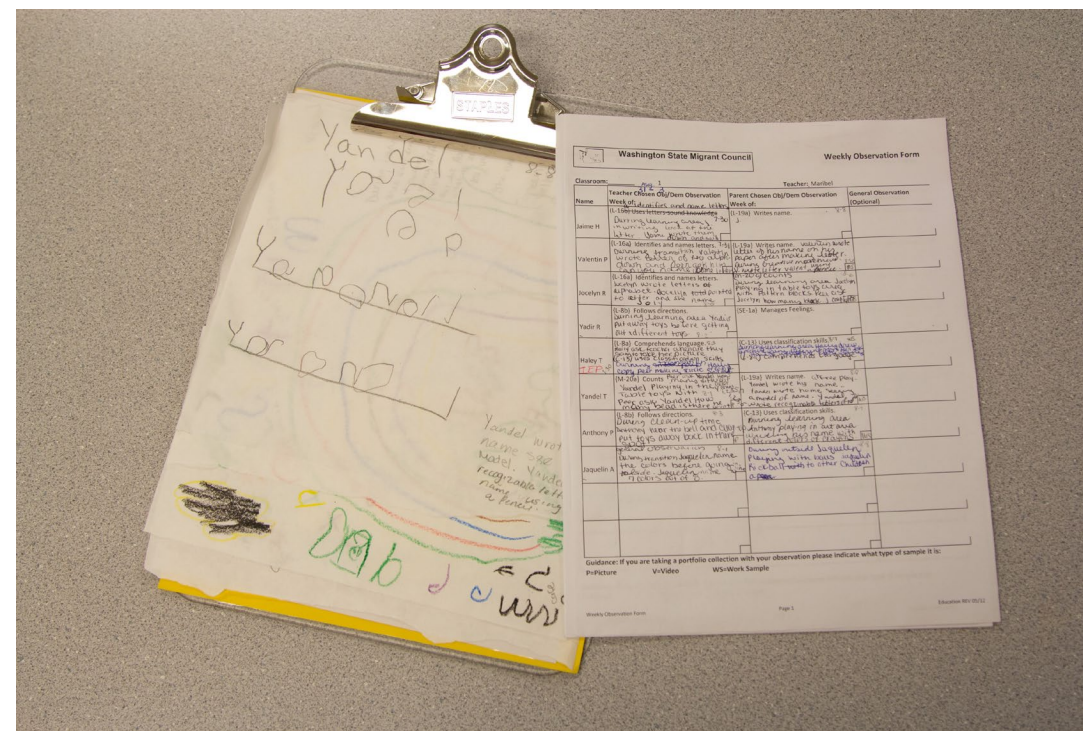
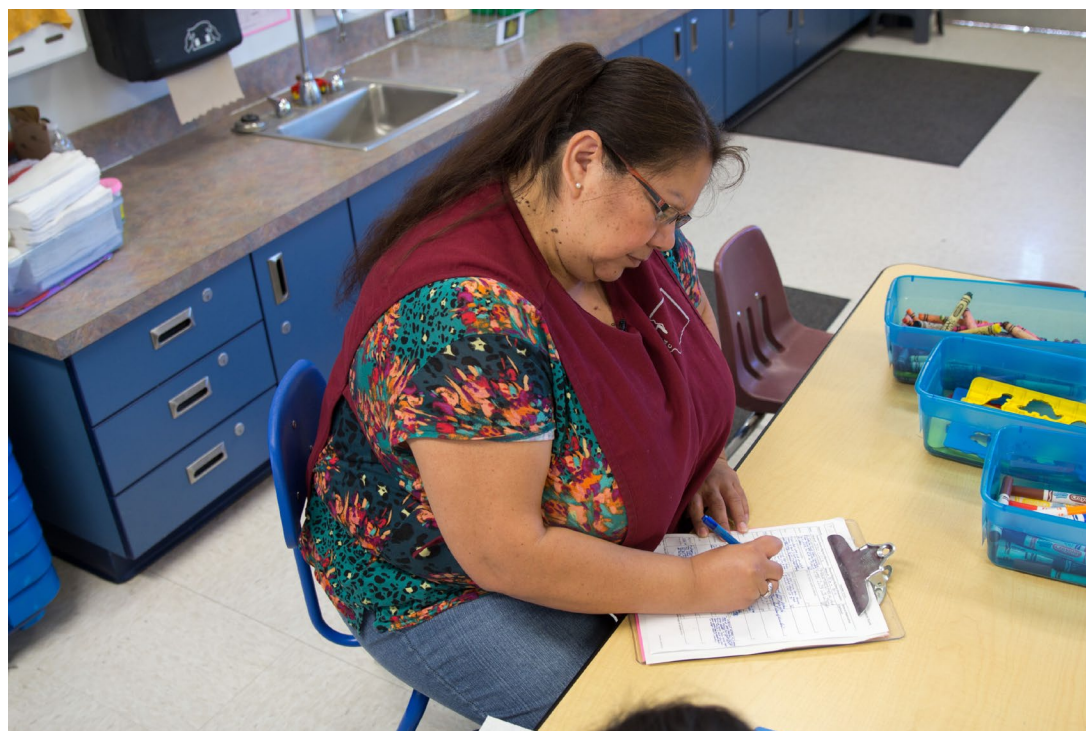
Use the ELOF to understand what children should know and be able to do.

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	



Learning About Children's Development

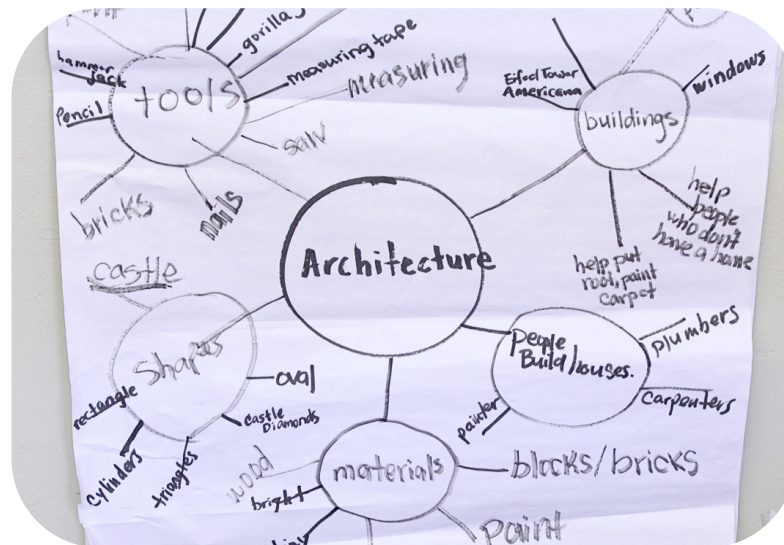
Use data from ongoing child assessment. Learn from the child's family.





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Curricula Offer Guidance on:



Learning
environments

Learning
experiences

Adult-child
interactions





Learning Environments

Learning Environment

Date . . . No.

Tips for Interest Areas:

- Select materials and equipment for children at different developmental levels.
- Provide opportunities for children to practice new skills and concepts.
- Use scheduled time for learning centers to engage in individualized interactions based on children's developmental levels.

Welcome Guide

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Learning Environment

Date . . . No.

Example: Interest Area



Materials Needed: sensory table, measuring spoons, scoops, containers

Offer sand with various scoops and cups of different shapes and sizes for children to use in open-ended ways. As they explore, invite children to discuss how much sand it takes to fill up the different containers.

Welcome Guide

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Learning Experiences

Physical Development Learning Experience

Birth to 6 Months

Physical Development Learning Experience

6–12 Months

Physical Development Learning Experience

12–18 Months

Drinking From a Cup

Goal: Child demonstrates increasing independence in self-care routines

Materials: Child-size table and chairs, cups with no lids

When you observe that a child has developed the fine motor and self-care skills necessary to drink from a cup with no lid, discuss this observation with the child's family. If the family agrees, plan to serve the child milk or water in an open cup during mealtime. As the child practices this new skill, pour a small amount of liquid into the cup. Model and describe for the child how to pick up and tilt the cup more slowly.



Guidance on Responsive Interactions

UNIT 6: PLANTS

WEEK 3

Small-Group Activity

Science Learning Goal: Child compares observable phenomena.

1. Remind children about their recent discussions of the plant life cycle.
2. Show the green and dried pea pods.
3. Ask the children:
 - How are the pea pods similar?
 - How are the pea pods different?
4. As children respond, facilitate the discussion around the shape, texture, size, color, taste, and/or scent of the pea pods.

To Simplify...

Ask the children to describe one of the pea pods.

To Add Challenge...

Invite children to predict what is inside of the pea pods.

Tips for Dual-Language Learners (DLLs)

Ask the questions in children's home languages. Allow children to respond in whatever language they feel most comfortable using.



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Activity: Teacher Delia Encourages Exploration



How do I implement my program's curriculum to support individual children's development and learning?





Activity: Teacher Mari Supports Literacy



How do I implement my program's curriculum to support individual children's development and learning?

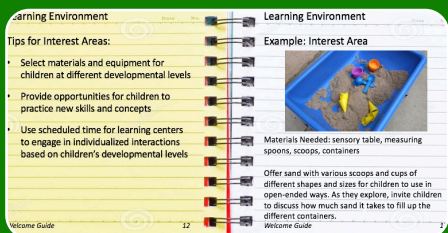




Review



What do I know about each individual child's development and learning?



What does my program's curriculum offer?



How do I implement my program's curriculum to support individual children's development and learning?