



April 7, 2022

## Supporting Initiative and Curiosity in Infants and Toddlers

# Viewer's Guide

This viewer's guide gives you ideas for creating positive learning environments for all infants and toddlers. The reflection questions, activities, and resources will help you think about ways to support children's learning.

## Head Start Early Learning Outcomes Framework (ELOF)

<https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five> (English)

<https://eclkc.ohs.acf.hhs.gov/es/marco-interactivo-de-head-start-sobre-los-resultados-del-aprendizaje-temprano-de-los-ninos-desde-el> (Spanish)

Follow the link above to the interactive ELOF. Then, click on domains and subdomains. Within each subdomain are goals that outline the developmental progression of skills for ages birth through five.

	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	



Need to access the ELOF on the go? Check out ELOF2GO, a mobile app that includes the ELOF developmental progressions here:

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app> (English)

<https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/articulo/aplicacion-movil-mielof-en-espanol> (Spanish)



National Center on

Early Childhood Development, Teaching, and Learning

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# ELOF Goals – Approaches to Learning for Infants and Toddlers: Initiative and Curiosity

## Infant/Toddler Approaches to Learning Sub-Domains



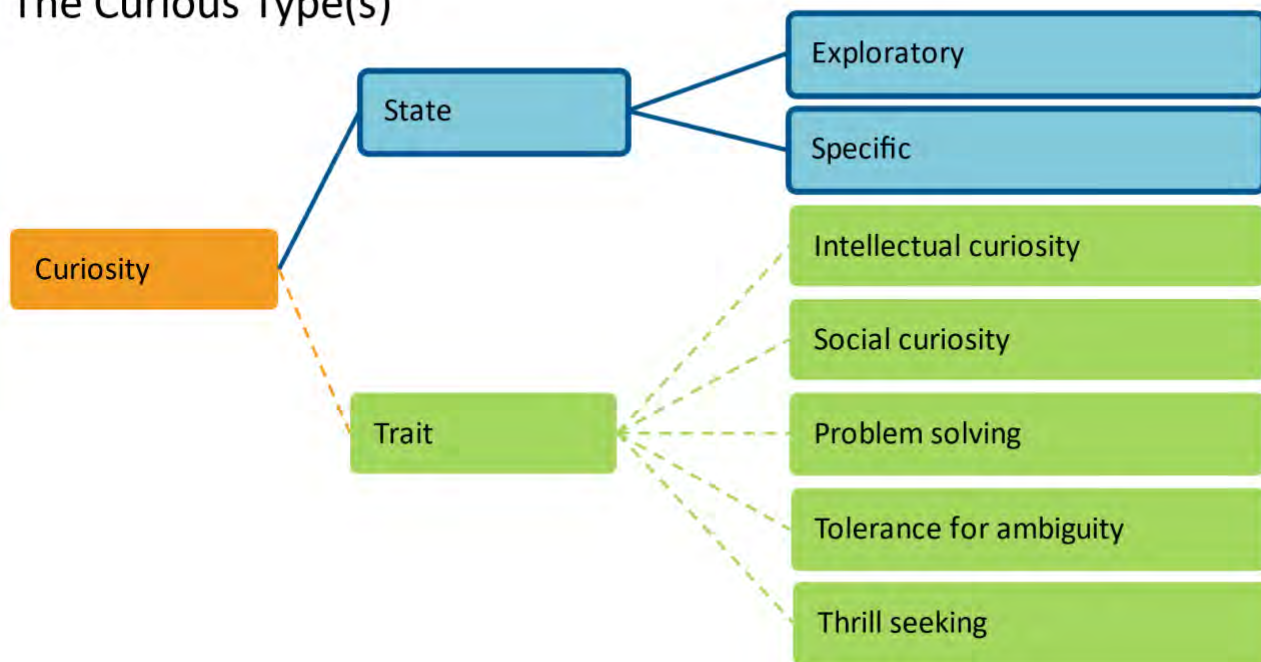
## Goals for Sub-Domain: Initiative and Curiosity

Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.

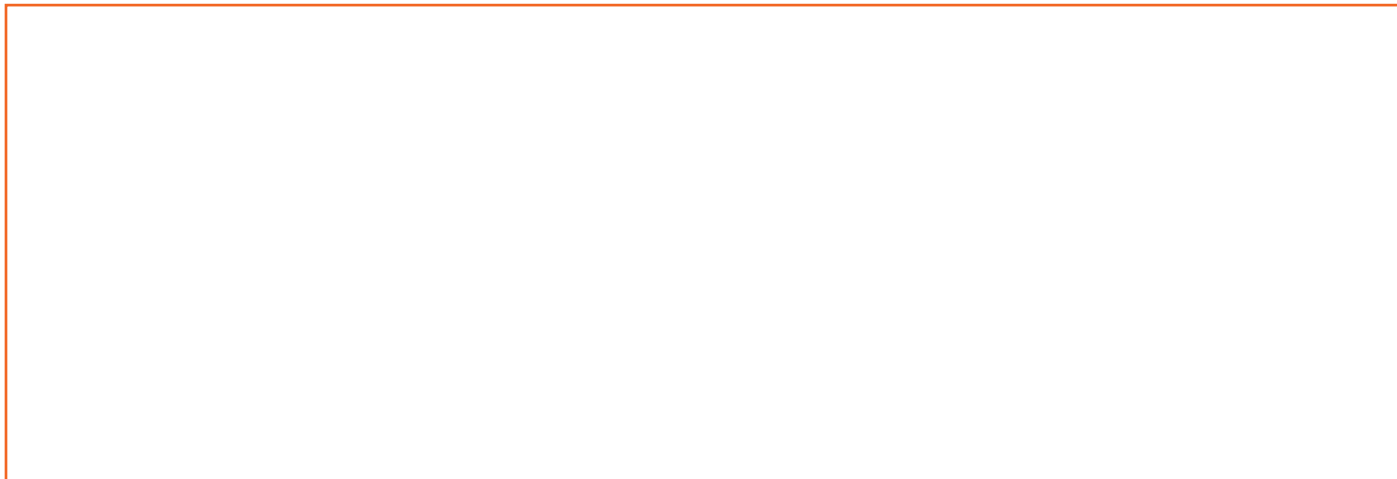
Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.

## Types of Curiosity

### The Curious Type(s)

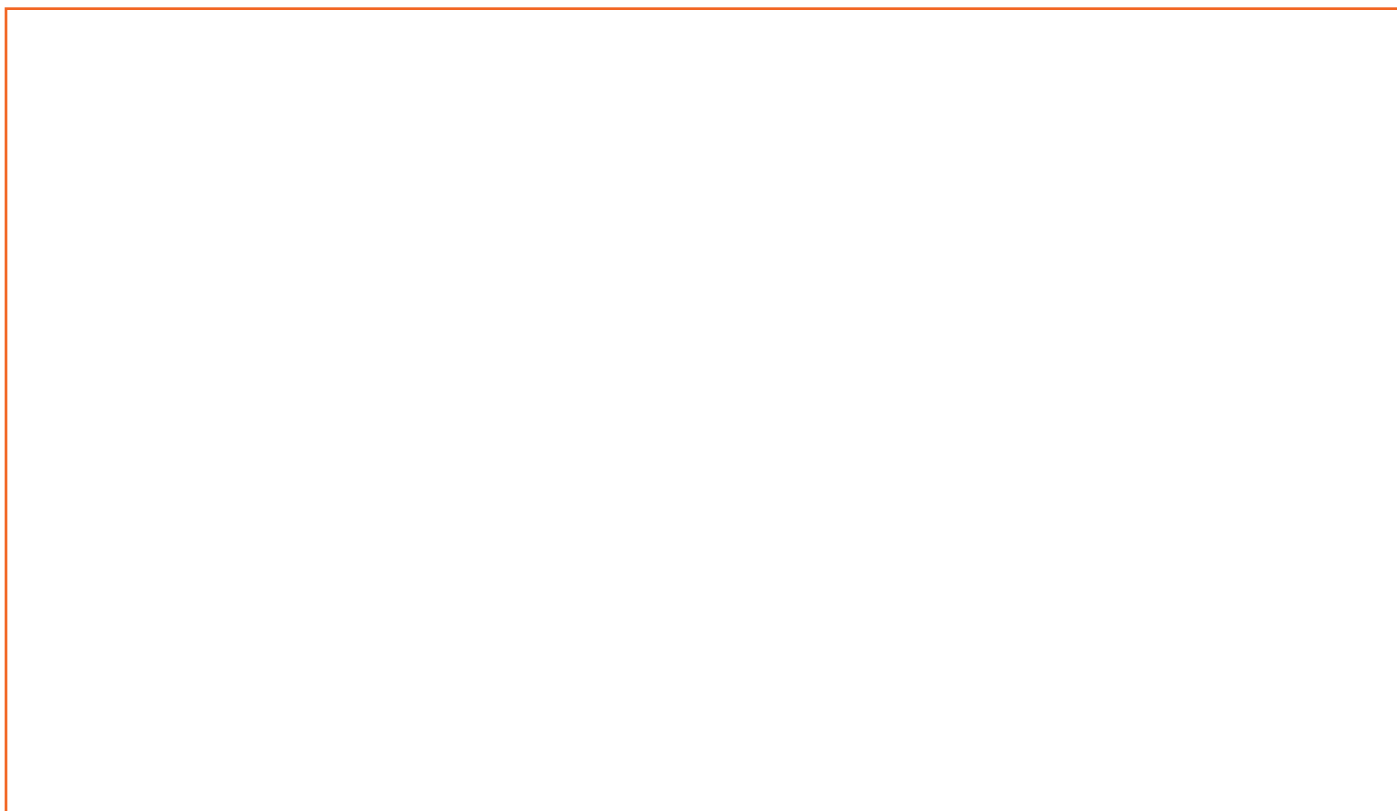


How do you foster curiosity traits in yourself? In the children you work with?



## Video Observations

Write down strategies you'd like to try that will support young children's curiosity.



## BASICS: Cognitive Self-Regulation



**B** Behavioral expectations in advance



**A** Attend to and encourage appropriate behavior



**S** Scaffold with cues and prompts



**I** Increase engagement



**C** Create or add challenge



**S** Specific feedback

Write down ideas for: **Behavioral expectations in advance.**

Write down ideas for: **Attend to and encourage appropriate behavior.**

Write down ideas for: **Scaffold with cues and prompts.**

Write down ideas for: **Increase active engagement.**

Write down ideas for: **Create or add challenge.**

Write down ideas for: **Specific feedback.**

## Tips for Teachers

Print these *Tips for Teachers* to share with your co-workers about how to support children's learning and curiosity.

- Tips for Teachers: Asking Questions-Young Infants : <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/language-modeling-and-conversations-birth-to-5/askingquestions0-5-teachtipsyi.pdf>
- Tips for Teachers: Asking Questions-Older Infants and Toddlers: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/language-modeling-and-conversations-birth-to-5/askingquestions0-5-teachtipstod.pdf>
- Tips for Teachers: Fostering Children's Thinking Skills: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/engaging-interactions/foster-teachertips.pdf>
- Tips for Teachers: Following Children's Lead: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/interest-based-learning/following-childrens-lead-teachertips.pdf>

## Small Change – Big Impact

### Child Preferences

During this segment, we talked about modifying the environment by using a child's preferences to encourage full participation and exploration in learning.

Print the resources on the next page, and you can find them on ECLKC!

- Tips for Teachers: Child Preferences: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/curriculum-modifications/child-pref-teacher-tips.pdf>
- Tools for Teachers: Child Preferences: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/curriculum-modifications/child-pref-teacher-tools.pdf>



## CURRICULUM MODIFICATIONS:

Small changes to ongoing classroom activities or materials to increase a child's participation

**Child preferences is one of the eight types of curriculum modifications.**

# CHILD PREFERENCES



Integrate  
a favorite object

Use  
a favorite activity

Involve  
a favorite person





### Representation Matters and So Does Talking About It!

Get on your belly or at toddler height and look around the learning environment. What materials do you see that act as mirrors and windows for the children? List them below.

- Mirrors honor children's home cultures and allow the child to see themselves in the environment.
- Windows are materials that honor cultures that are not represented by the children in the learning environment. So children can get a glimpse of other cultures.

#### Materials that act as mirrors

#### Materials that act as windows

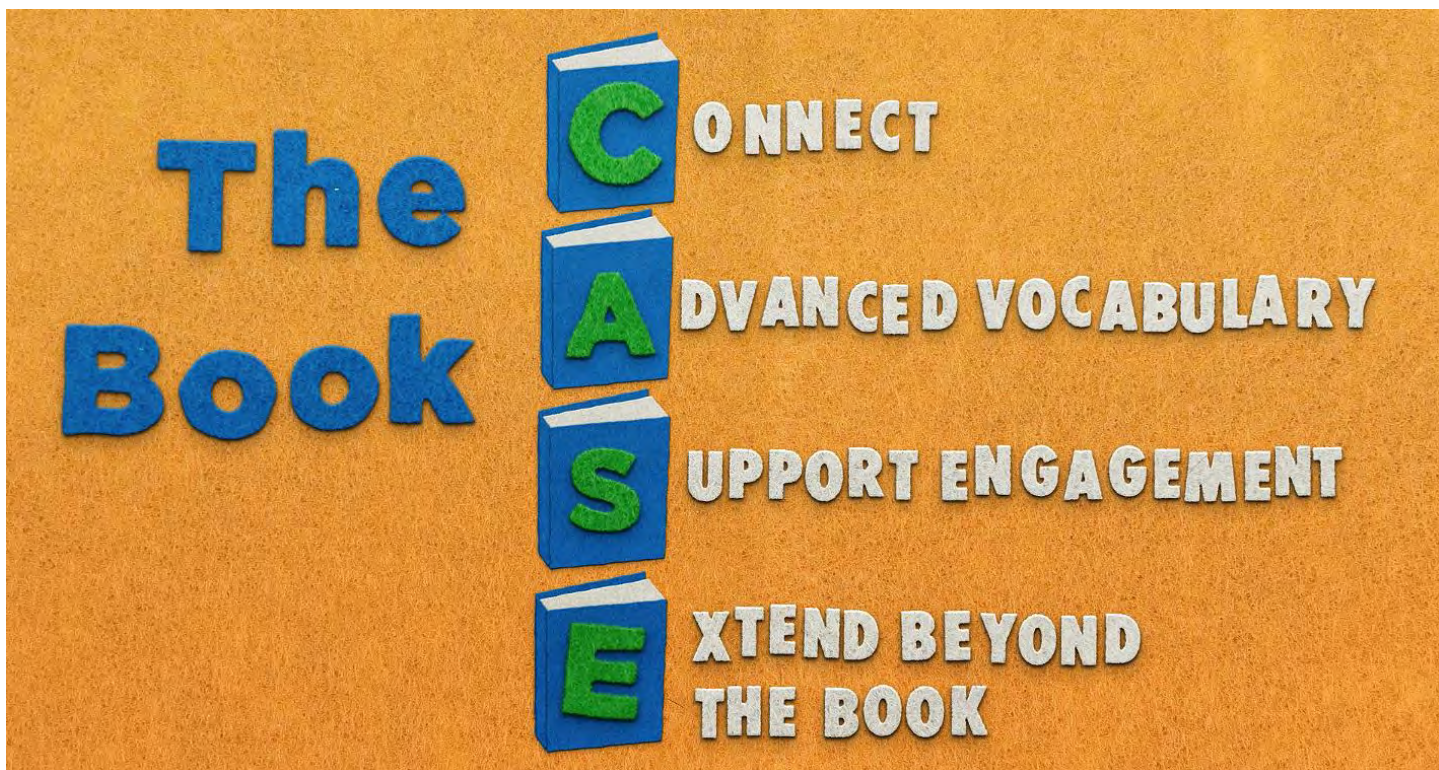
## Focus on Equity

### Make observations.

After creating your list, look for patterns in the cultures that are represented and not yet represented. Were there some cultures that are shown in many of the materials? Some cultures that are represented in one area? Write your reflections in the box below.

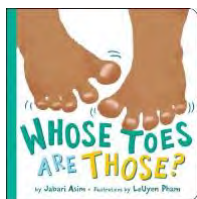
### Take your observations further.

Reflect on the cultural materials you have listed above, what cultural materials have you talked about with children? What have those conversations sounded and looked like? What materials are you hesitate to talk about? Why? Write your reflections below.



Books are a great way to engage with children. There are books about many things in our world, too. So, matching books with themes and activities helps make learning experiences meaningful for children. Choosing books on topics that infants and toddlers are interested in is another way to help them feel included and that their interests are important.

## Selected Books from the BookCASE



### ***Whose Toes are Those?* Jabari Asim (author), LeUyen Pham (illustrator)**

A vibrant, playful verse that celebrates a beautiful brown baby's adorable little toes. *Who do you suppose has such fine toes? So brown and sweet. Who could have such darling feet?*

Snuggle with a child on your lap with this cheerful rhyme inspired by the classic giggle-inspiring game of This Little Piggy. With lush, adorable pictures from *New York*

*Times* bestselling illustrator LeUyen Pham, reminiscent of the beloved work of Ezra Jack Keats, this interactive board book full of toddler appeal is a perfect baby gift for parent-child playtime. (from [www.bookshop.org](http://www.bookshop.org))

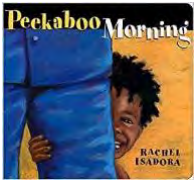


### ***Windows*, Julia Denos (Author) E. B. Goodale (Illustrator)**

Walking his dog at dusk, one boy catches glimpses of the lives around him in this lovely ode to autumn evenings, exploring your neighborhood, and coming home. Before your city goes to sleep, you might head out for a walk, your dog at your side as you go out the door and into the almost-night. Anything can happen on such a walk: you might pass a cat, or a friend, or

even an early raccoon. And as you go down your street and around the corner, the windows around you light up one by one until you are walking through a maze of paper lanterns, each one granting you a brief, glowing

snapshot of your neighbors as families come together and folks settle in for the night. With a setting that feels both specific and universal and a story full of homages to *The Snowy Day*, Julia Denos and E. B. Goodale have created a singular book -- at once about the idea of home and the magic of curiosity, but also about how a sense of safety and belonging is something to which every child is entitled. (from [www.bookshop.org](http://www.bookshop.org) )

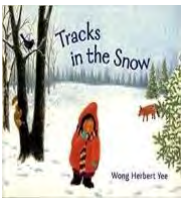


**Peekaboo Morning , Rachel Isadora (author and illustrator)**

A toddler plays a game of peekaboo, and you're invited to play too. First there's Mommy to find, with Daddy not far behind. Then Puppy comes peeking around the corner, and a favorite toy train brings the toddler to Grandma and Grandpa. Isadora's brilliant, joyful pastel illustrations capture the familiar and cozy people, toys and animals that will delight babies.

Join this sweet toddler in the morning fun, sharing words your baby can repeat and pictures your baby will recognize. Then find out what this toddler sees next. It could be you!. (from [www.bookshop.org](http://www.bookshop.org) )

## Exploring the BookCASE



**Tracks in the Snow, Wong Herbert Yee (author)**

*Just outside my window, There are tracks in the snow.  
Who made the tracks? Where do they go?*

A little girl follows tracks outside her window after a fresh snowfall, only to realize that the tracks in the snow are her own from the day before--and that they lead her home. This diminutive and sweet picture book is as cozy as a cup of hot chocolate. (from [www.bookshop.org](http://www.bookshop.org) )

### Connect

In this story the character notices tracks in the snow. They wonder who made the tracks and where do they go? This is curiosity in action! The child investigates the tracks on their own, this shows independence and initiative, which is related to the goal on demonstrating emerging initiative in explorations.

### Advanced vocabulary

This story uses words like tracks, squeeze, beyond, woodchuck, peek, and stamp – big and fun words for toddlers especially!

### Support engagement

Ask open-ended questions. Encourage children to make predictions about what they think might be making the tracks.

### Extend

*Tracks in the Snow* provides a great opportunity to explore similarities and differences in tracks. Set out playdough with animal or dinosaur figures so the children can make tracks in the dough! Print out pictures of different animal tracks or footprints and place them on the floor for the children to explore. Another idea is to set up a large piece of paper on the floor so children can paint with their hands and feet. This would be a great opportunity to talk about the different marks that are made on the paper.

## Explore the BookCASE on Your Own

The infants and toddlers in my learning environment love this book:

Make the CASE

Connect:

Advanced vocabulary:

Support engagement:

Extend:

## Books I would like to add to my learning environment:

### Finding Alternatives

Sometimes the books shared in the BookCASE aren't available or accessible for use or purchase. In addition to the alternatives listed below, what strategies do you use to increase access to books to the children in your care?

- Check out books from the local library
- Listen to books being read from YouTube
- Ask family members and neighbors to share books they aren't using anymore
- Ask for book donations on local community boards or social media platform.

# Helpful Resources

## ECLKC Resources

### Head Start Early Learning Outcomes Framework and related resources

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework> (English)

<https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/articulo/marco-de-head-start-sobre-los-resultados-del-aprendizaje-temprano-de-los-ninos> (Spanish)

### Approaches to Learning Effective Practice Guide: Initiative and Curiosity

<https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/initiative-curiosity> (English)

<https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/effective-practice-guides/iniciativa-y-curiosidad> (Spanish)

### Asking Questions 15-minute In-service Suite

<https://eclkc.ohs.acf.hhs.gov/video/asking-questions-birth-five> (English)

<https://eclkc.ohs.acf.hhs.gov/es/video/hacer-preguntas-desde-el-nacimiento-hasta-los-5-anos> (Spanish)

### Fostering Children’s Thinking Skills 15-minute In-service Suite

<https://eclkc.ohs.acf.hhs.gov/video/fostering-childrens-thinking-skills> (English)

<https://eclkc.ohs.acf.hhs.gov/es/video/fomentar-las-habilidades-del-pensamiento-de-los-ninos> (Spanish)

### Following Children’s Lead

<https://eclkc.ohs.acf.hhs.gov/video/following-childrens-lead> (English)

<https://eclkc.ohs.acf.hhs.gov/es/video/seguir-la-iniciativa-de-los-ninos> (Spanish)

### News You Can Use: Play

<https://eclkc.ohs.acf.hhs.gov/curriculum/article/news-you-can-use-play> (English)

<https://eclkc.ohs.acf.hhs.gov/es/curriculo/articulo/hablemos-de-el-juego> (Spanish)

### News You Can Use: Take It Inside

<https://eclkc.ohs.acf.hhs.gov/learning-environments/article/news-you-can-use-take-it-inside> (English)

<https://eclkc.ohs.acf.hhs.gov/es/entornos-de-aprendizaje/articulo/hablemos-de-llevar-la-naturaleza-al-interior> (Spanish)

You’re the Best Teacher! Responsive Interactions with Young Children:

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/youre-the-best-teacher.pdf>

### Supporting Messy Play with Infants and Toddlers

<https://eclkc.ohs.acf.hhs.gov/video/supporting-messy-play-infants-toddlers> (English)

<https://eclkc.ohs.acf.hhs.gov/es/video/fomento-del-juego-sensorial-con-bebes-y-ninos-pequenos> (Spanish)

### **The Benefits of Messy Play for Infants and Toddlers**

<https://eclkc.ohs.acf.hhs.gov/podcast/benefits-messy-play-infants-toddlers> (English)

<https://eclkc.ohs.acf.hhs.gov/es/podcast/los-beneficios-del-juego-sensorial-para-los-bebes-y-ninos-pequenos> (Spanish)

Designing Messy Play for Infants and Toddlers: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/designing-messy-play-for-infants-and-toddlers.pdf>

Playful and Fun Learning Environments for Infants and Toddlers:

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/research-notes-playful-fun-learning-environments.pdf>

### **Talking to Children About Differences and Similarities**

<https://eclkc.ohs.acf.hhs.gov/publication/talking-children-about-differences-similarities> (English)

<https://eclkc.ohs.acf.hhs.gov/es/publicacion/hablar-con-los-ninos-acerca-de-las-diferencias-y-similitudes> (Spanish)

### **Talking to Children About Race**

<https://eclkc.ohs.acf.hhs.gov/podcast/talking-children-about-race> (English)

<https://eclkc.ohs.acf.hhs.gov/es/podcast/hablar-con-los-ninos-sobre-la-raza> (Spanish)

### **Anti-Bias Teaching and Learning Environments in Head Start and Early Head Start Programs**

<https://eclkc.ohs.acf.hhs.gov/video/anti-bias-teaching-learning-environments-head-start-early-head-start-programs> (English)

<https://eclkc.ohs.acf.hhs.gov/es/video/entornos-de-ensenanza-y-aprendizaje-contra-el-sesgo-en-los-programas-head-start-y-early-head-start> (Spanish)

## **Featured Books**

### ***Building a Curious School: Restore the Joy That Brought You to School*, Bryan Goodwin (author)**

Curiosity is hardwired in all of us, but the longer students stay in school, the less curious they become. Why is that? Grounded in research, this book uncovers the ways in which formal education seems to hinder our natural curiosity and shows educators how to cultivate inquisitiveness and wonder. It includes activities, ideas, and tips to encourage curiosity; compelling examples of curiosity at work in schools, businesses, and communities; tools for supporting curiosity in ways that spark meaningful conversations and promote empathy, equity, and social-emotional learning. (from [www.bookshop.org](http://www.bookshop.org) )

## **Mobile Apps**

ELOF2GO Mobile App

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>

MiELOF Mobile App

<https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/articulo/aplicacion-movil-mielof-en-espanol>

Text4Teachers

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers>

Ready DLL Mobile App

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/ready-dll-mobile-app>



## Online Communities

MyPeers

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>

- Teacher Time Community
- Head Start Disabilities and Inclusion Network
- Culturally and Linguistically Responsive Practices Community