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# IMPLEMENTING A CURRICULUM RESPONSIVELY: BUILDING ON CHILDREN'S INTERESTS



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# Connections to the ELOF

|                          | 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    |   |











# Objectives

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- **Discuss** the importance of learning about children's interests.
- **Explore ways** curricula provide guidance on the learning environment, learning experiences, and adult-child interactions.
- **Consider ways** to implement a curriculum responsively by building on children's interests.



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# Why Care About Children's Interests?



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# Relationships: The Heart of Responsiveness



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# Implementing a Curriculum Responsively

What do I know  
about children's  
interests?

What does my  
program's  
curriculum offer?

How do I  
implement the  
curriculum  
responsively?







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# Observing and Learning About Children's Interests



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# Learning About Children's Interests: Personal Interests



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# Learning About Children's Interests: Situational Interests



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# Curricula Offer Guidance On



Learning  
environments



Learning  
experiences



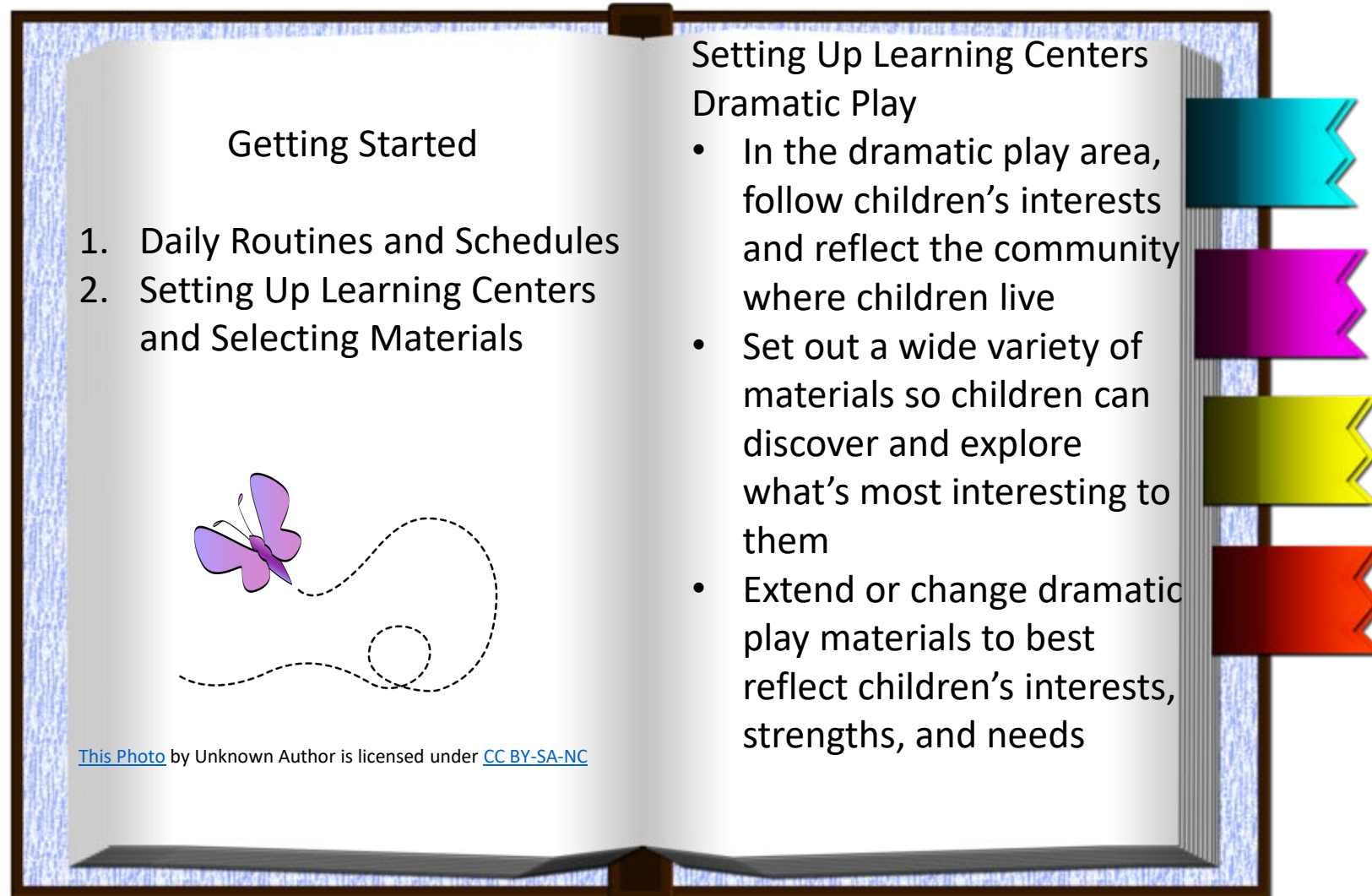
Interactions





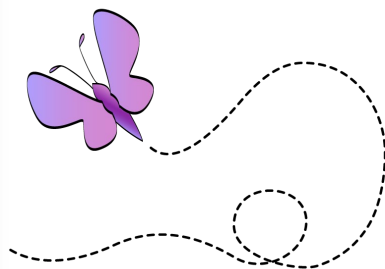


# Learning Environments



## Getting Started

1. Daily Routines and Schedules
2. Setting Up Learning Centers and Selecting Materials



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## Setting Up Learning Centers Dramatic Play

- In the dramatic play area, follow children’s interests and reflect the community where children live
- Set out a wide variety of materials so children can discover and explore what’s most interesting to them
- Extend or change dramatic play materials to best reflect children’s interests, strengths, and needs



# Learning Experiences

## MONDAY: Small Groups

### Building a Tree House

**Skills and Concepts:** counting with one-to-one correspondence, measurement, cause and effect, persistence and sustained attention

**Materials:** Wooden unit blocks, rulers, "Build a Tree House" poster

- Post and review the directions on the "Build a Tree House" poster. Place several wooden unit blocks in the center of the table. Ask the children "Do you remember when we read *Squirrel Builds a Tree House*?"
- Have children share what they remember about the book and the steps for building the tree house. Tell the children that today they will work in pairs to build a tree house using unit blocks. Show the poster and review the steps with them.
- As they build together, narrate their actions, encourage them to count aloud, and ask open-ended questions about their process (e.g., "What do you think will happen if you...?"). Encourage children to measure their tree houses to check if they are the same or different than the tree house on the poster.

# Activity: Teacher Sara Builds on Toddlers' Personal Interests



How do I implement my program's curriculum responsively?



# Activity: Teacher Jessica Follows Children's Situational Interests



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How do I implement my program's curriculum responsively?







# Review



What do I know about children's interests?

Learning Experiences

**MONDAY: Small Groups**

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What does my program's curriculum offer?



How do I implement the curriculum responsively?