



March 3, 2022

## Supporting Initiative and Curiosity in Preschoolers

# Viewer's Guide

This viewer's guide gives you ideas for creating positive learning environments for all preschoolers. 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 Preschool: Initiative and Curiosity

## Preschooler Approaches to Learning Sub-Domains

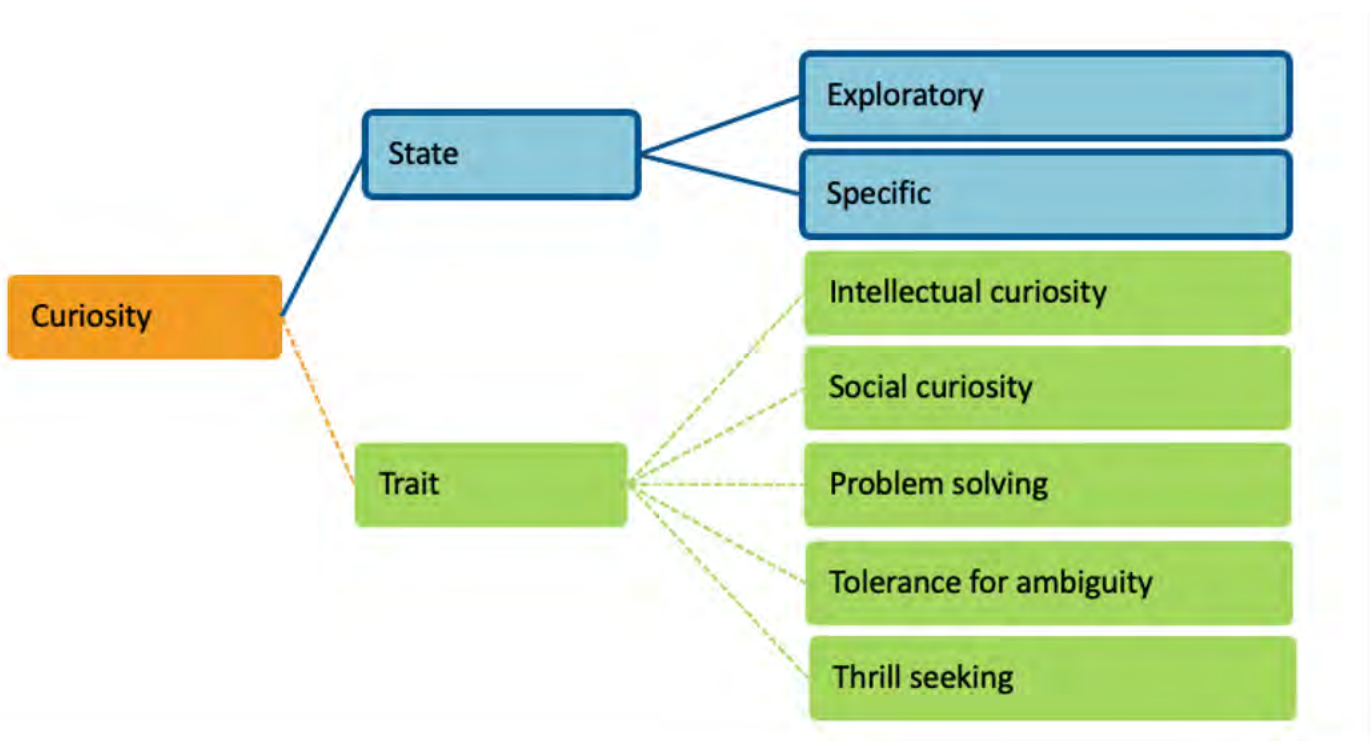


## Goals for Sub-Domain: Initiative and Curiosity

Goal P-ATL 10. Child demonstrates initiative and independence.

Goal P-ATL 11. Child shows interest in and curiosity about the world around them.

## Types of Curiosity



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: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/iss/language-modeling-and-conversations-birth-to-5/askingquestions0-5-teachertips.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**



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and Learning**

## TOOLS FOR TEACHERS CHILD PREFERENCES

This log can be used to track the preferences of children in your class. For specific children in need of additional support or challenge, the preferences can be integrated into daily activities and routines to increase participation. Because children's preferences often change over time, this tool can be updated throughout the year.

### CHILD PREFERENCE LOG

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

Child's name	Favorite OBJECTS	Favorite ACTIVITIES	Favorite PEOPLE



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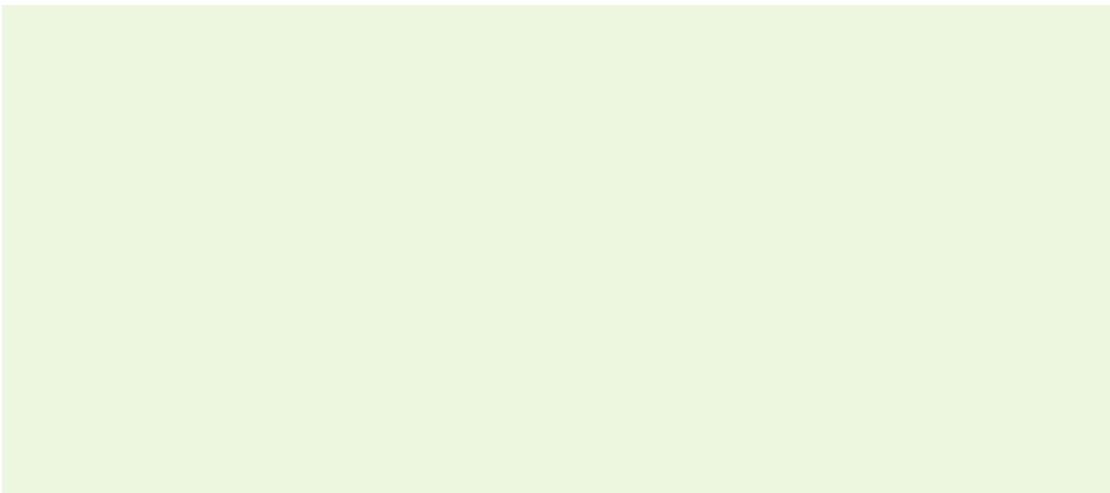


## Focus on Equity

### Who are you attending to?

Ask another adult – co-worker, education manager, coach – to observe you leading an activity. Or record yourself with a video recorder. The person observing you should mark where each child is sitting then note the type of interaction you have with each child. You can use the shapes below for a table or circle time or create your own shape for your activity.

- o = open-ended question (why, how)
- c = closed-ended question (who, what, where)
- r = respond
- + = encouragement
- x = redirect



## Focus on Equity

When the observation is finished, look for patterns in your behavior. Were there some children you paid more or less attention to? Some children who you asked questions to and others you only redirected? Write your reflections in the box below.

### Take your observations further.

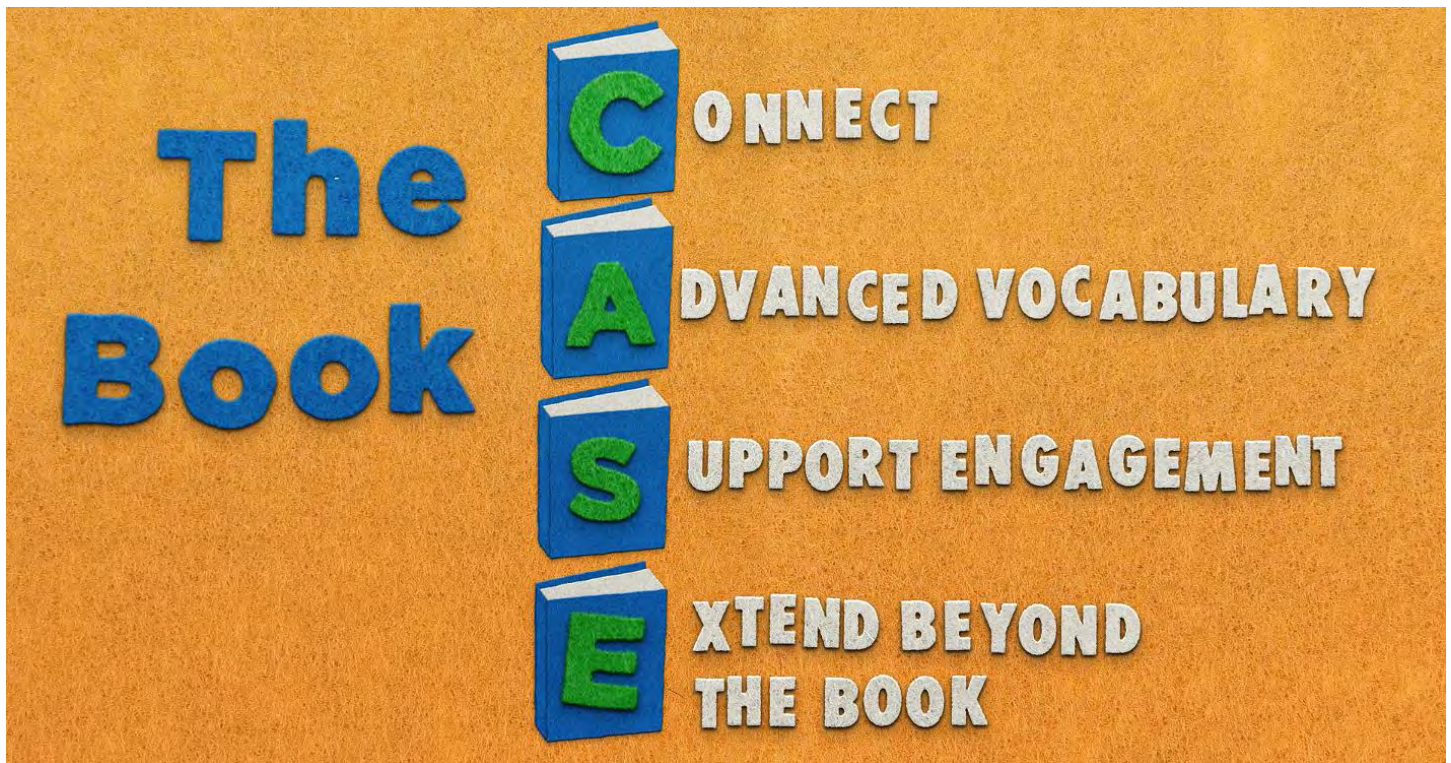
Let's look deeper at the data. Put your observation data into a chart that includes the names of the children, their gender, race, if they are dual language learners, and if they have an IEP.

<b>Child</b>									
<b>Child info</b>									
<b>Open ?</b>									
<b>Closed ?</b>									
<b>Respond</b>									
<b>Encourage</b>									
<b>Redirect</b>									

## Focus on Equity

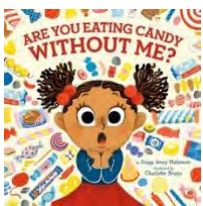
From the data in the table, now what do you notice? Who are the children who have the most questions asked of them? Who are the children who are redirected most? Who are the children who you encouraged the least?

Think about what you will do to ensure you are attending to children equitably in ways that encourage curiosity. Think about who you engage with the most and least and challenge yourself about biases you may hold toward a child or groups of children. Write down your ideas for adjusting your interactions.



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 preschoolers are interested in is another way to help them feel included and that their interests are important.

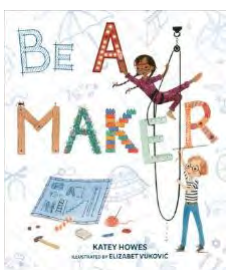
## Selected Books from the BookCASE



### ***Are You Eating Candy Without Me?***

Draga Jenny Malesevic (author), Charlotte Bruijn (illustrator)

Four different children from three different families ponder what the adults in their lives do during the day. Are they jumping on trampolines? Are they eating cake and ice cream while riding birthday ponies? Are they eating candy with other adults? After a series of hilariously illustrated and wildly imaginative scenarios, readers learn an important lesson: The adults who love them think about them constantly and are most definitely, certainly, ABSOLUTELY . . . not eating candy without them. Or are they? (from [www.bookshop.org](http://www.bookshop.org))



### ***Be a Maker***

Katey Howes (author), Elizabet Vukovic (illustrator)

Rhyme, repetition, and a few questions that *seem* straightforward engage young readers in a discussion about the things we make--and the ways we can make a difference in the world. This simple, layered story celebrates creativity through beautiful rhyming verse and vibrant illustrations with a timely message. (from [www.bookshop.org](http://www.bookshop.org) )



### ***Many Shapes of Clay: A Story of Healing***

Kenesha Sneed (author and illustrator)

Eisha lives with her mother, a ceramic artist, who helps her make a special shape out of a piece of clay. The shape reminds Eisha of her father, of the ocean, of a lemon. As Eisha goes through her neighborhood doing errands with her mother, the piece of clay hardens and then shatters into pieces when Eisha taps it. Kenesha Sneed shows how Eisha learns to live with the sense of loss and of the joyful power of making something new out of what is

left behind. (from [www.bookshop.org](http://www.bookshop.org) )

## **Exploring the BookCASE**



### ***After the Fall (How Humpty Dumpty Got Back Up Again)***

Dan Santat (author and illustrator)

Everyone knows that when Humpty Dumpty sat on a wall, Humpty Dumpty had a great fall. But what happened *after*? Dan Santat's touching tale follows Humpty Dumpty, a bird watcher whose favorite place to be is high up on the city wall. But when Humpty Dumpty fell, he became terrified of heights. Humpty can no longer do many of the things he loves most. Will he summon the courage to face his fear?(from [www.bookshop.org](http://www.bookshop.org) )

### **Connect**

In this story the character Humpty decides that after the fall he becomes afraid of heights and decides to only be safe on the ground. But then he becomes curious about a plane - which is related to the goal on increasing children's curiosity.

### **Advanced vocabulary**

This story uses words like healed, bandages, heights, and terrified. As you read these words, ask the children if they know what the words mean? Encourage them to share definitions.

### **Support engagement**

Ask open-ended questions. Encourage children to make predictions about what will happen next.

### **Extend**

Humpty Dumpty's story provides a great opportunity for a design challenge: have children create and experiment with different egg containers that will protect the egg from cracking when it is dropped. You will be so amazed at what children come up with and they will be so curious to find out if the protective containers work or not.

## Explore the BookCASE on Your Own

**The preschoolers 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 platforms.

## 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)

## 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