

Preschool Curriculum

Approaches to Learning

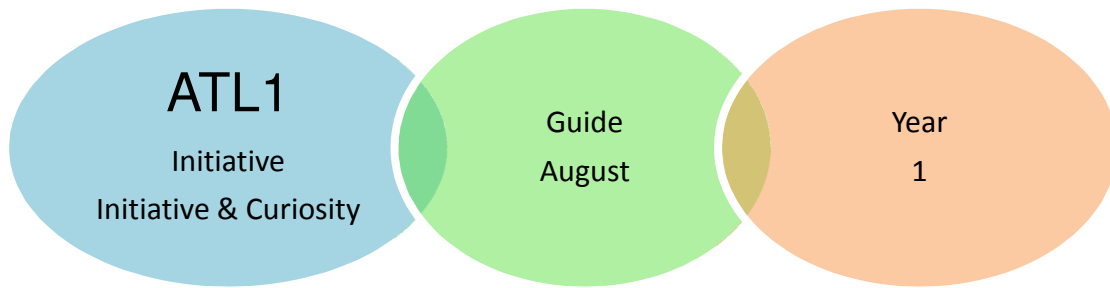


Approaches to Learning

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Approaches to Learning



ATL 1 Seek new and varied experiences and challenges (take risks)

What will Children be able to do...

- Play with new materials and/or play in new areas of the class or school.
- Complete a new task (try a snack for the first time or new activity, etc.).

ACTIVITIES

- Offer a variety of opportunities to play with new materials, foods, or new environments.
- Offer a variety of opportunities to try new activities, foods, etc.
- Variety of materials rotated periodically.
- Variety of opportunities for child-directed, free choice activities.
- New materials to investigate or explore with a project or investigation.

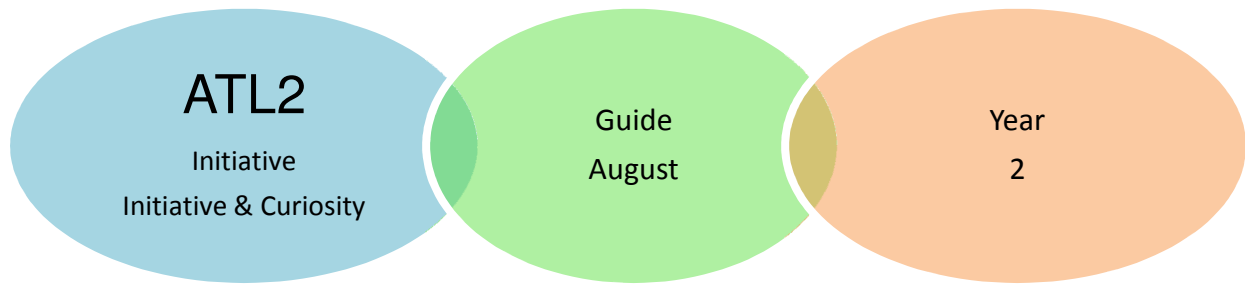
ENRICHMENT/SUPPORT

- Help support others in risk-taking or ask to take on new challenges.
- Offer a variety of opportunities and materials; making it "Safe" to try.
- Acknowledge approximations or small steps toward trying something new.
- Ask a peer to model how to complete the activity or tasting a new food, etc.

ASSESSMENT

- Personal Communication
- Observation
- Teacher-made standard-based assessment

Approaches to Learning



ATL 2: Demonstrate self-direction while participating in a range of activities and routines.

What will Children be able to do...

- Follow class routines without prompting.
- Participate in class routines/activities (arrival-put up backpacks, hang up coat, get out folder; free play, circle, centers, recess, gym, art, snack, music, pre-academic activities, and dismissal).

ACTIVITIES

- Foster independence with expectations for arrival-hang up coat, get out folder from backpack, and hang up the back pack, and other school procedures and routines.
- Schedule blocks of time for both child-directed and teacher-directed activities.
- Offer a variety of opportunities to play with new materials, foods, or new environments.
- Offer a variety of opportunities to try new activities, foods, etc.
- Variety of materials rotated periodically.
- Variety of opportunities for child-directed, free choice activities.
- New materials to investigate or explore with a project or investigation.

ENRICHMENT/SUPPORT

- Initiate new activities or ideas for the class.
- Extend an investigation through home study or independent work or "research".
- Picture schedule for class
- Individualized picture schedule for an individual
- First _____, Then _____, picture cards.
- Prompt child with verbal cues (What should you do next?)

ASSESSMENT

- Observation
- Personal communication

Approaches to Learning



ATL 3 Ask questions to seek explanations about phenomena of interest.

What will Children be able to do...

- Ask questions regarding investigations/projects or other topics of interest.

ACTIVITIES

- Ask children to explore the outside and investigate areas of interest (caterpillar, spiders, holes in the ground, etc.)
- Ask children to observe something over time.
- Provide experiments/activities that will spark interest and questions, etc.
- Opportunities for free, child-directed play with material/activities in the classroom.

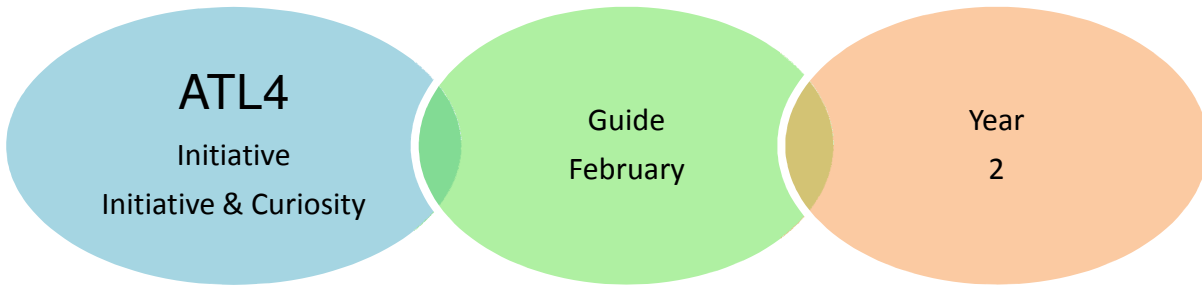
ENRICHMENT/SUPPORT

- Ask/Answer questions about phenomena of interest through "research"
- Document explanations about phenomena of interest using media.
- Model asking/answering questions
- Pre-teach new concepts or allow more individualized exploration of phenomena.
- Visual/Picture Cue Prompts to help formulate questions.

ASSESSMENT

- Observation
- Personal communication
- Work Samples

Approaches to Learning



ATL 4 Develop initiate and carry out simple plans to obtain a goal.

What will Children be able to do...

- Initiate and carry out simple plans to obtain a goal. Example: The child wants to create a robot with Legos that has an wheels for arms and formulates a plan to build it or a child ran out of a specific type of blocks that he/she felt was necessary to complete a structure but formulates a way to use another material to complete the structure, etc.

ACTIVITIES

- Offer a variety of opportunities to play with a wide array of materials/activities.
- Variety of materials rotated periodically.
- Variety of opportunities for child-directed, free choice activities.
- New materials to investigate or explore with a project or investigation.
- Discuss and model "planning" to achieve a goal. For example: Planning how to investigate a particular phenomena, etc.
- Discuss a plan on how to work together using limited materials or model problem-solving when children have a conflict with one another.

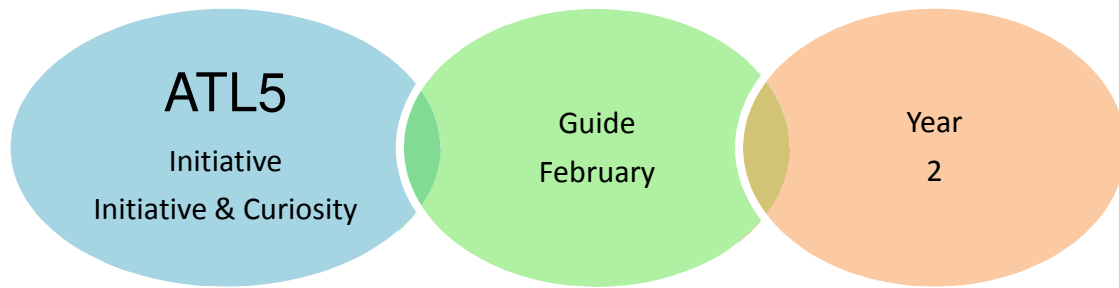
ENRICHMENT/SUPPORT

- Initiate and carry more complex plans to obtain a goal or goals
- Use picture cues/prompts to assist initiating and carrying out simple plans.
- Model planning to achieve a goal.
- Set up a scenario: Place an object or less materials, etc. in order for the child to plan and carry out a goal.

ASSESSMENT

- Observation
- Personal communication

Approaches to Learning



ATL 5 Use prior knowledge and information to assess, inform, and plan for future actions and learning.

What will Children be able to do...

- Using previously learned information, Initiate and carry out simple plans to obtain a goal.
Example: The child wants to build a tower but remembers that they have to build the foundation with larger heavier blocks or the child remembers information learned from a book or “research” and decides how to tell or create something to share the information with friends.

ACTIVITIES

- Offer a variety of opportunities to play with a wide array of materials/activities.
- Variety of materials rotated periodically.
- Variety of opportunities for child-directed, free choice activities.
- New materials to investigate or explore with a project or investigation.
- Discuss and model “planning” to achieve a goal. For example: Planning how to investigate a particular phenomena, etc.
- Discuss a plan on how to work together using limited materials or model problem-solving when children have a conflict with one another.
- Discuss “research” or new information and how to plan to use it in the future.

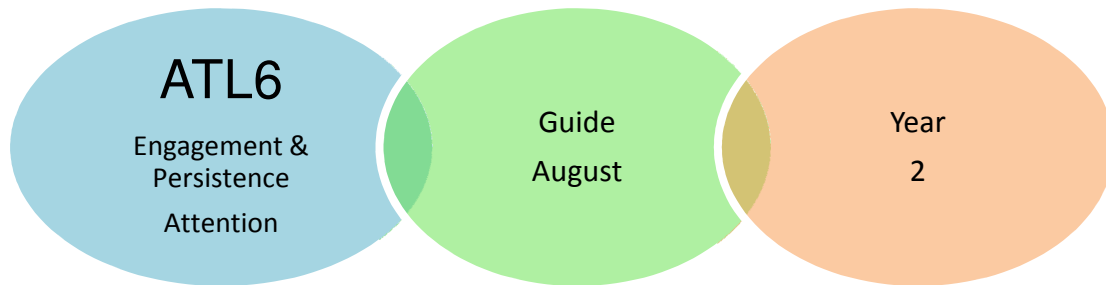
ENRICHMENT/SUPPORT

- Initiate and carry more complex plans to obtain a goal or goals.
- Initiate and demonstrate generalizing knowledge to different situations or new learning.
- Use picture cues/prompts to assist initiating and carrying out simple plans.
- Model planning to achieve a goal.
- Set up a scenario: Place an object or less materials, etc. in order for the child to plan and carry out a goal.
- Model “researching” and applying knowledge to new situations. Use KWL, webs, and others visuals to assist.

ASSESSMENT

- Observation
- Personal communication

Approaches to Learning



ATL 6 Focus on an activity with deliberate concentration despite distractions.

What will Children be able to do...

- Play or work on a simple task during free and structured times in a classroom.

ACTIVITIES

- Offer a variety of opportunities to play with a wide array of materials/activities.
- Variety of materials rotated periodically.
- Variety of opportunities for child-directed, free choice activities.
- New materials to investigate or explore with a project or investigation.
- Allow time to play and work during structured and free play.

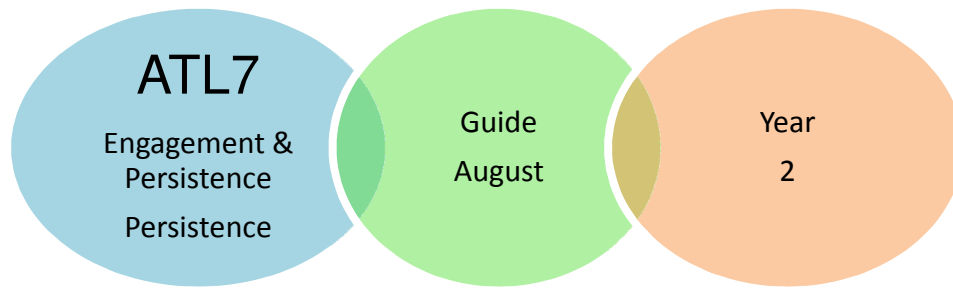
ENRICHMENT/SUPPORT

- Play and work on more complex tasks; maintaining attention to tasks despite distractions.
- Give support and redirect attention back to tasks with decreasing cues/prompts.
- Give visual and prompts to count down how much time remains for a task.
- Timer
- Verbal cues (What should you be doing?)
- Multiple opportunities to practice in a variety of ways.

ASSESSMENT

- Observation
- Personal communication

Approaches to Learning



ATL 7 Carry out tasks, activities, projects or experiences from beginning to end.

What will Children be able to do...

- Complete a task and/or activity or participate in a project and/or language experience during circle from beginning to end.

ACTIVITIES

- Offer a variety of opportunities to play with a wide array of materials/activities.
- Variety of materials rotated periodically.
- Variety of opportunities for child-directed, free choice activities.
- New materials to investigate or explore with a project or investigation.
- Allow time to play and work during structured and free play.
- Opportunities to participate at circle discussions, "research" investigations, small group and individual group work.

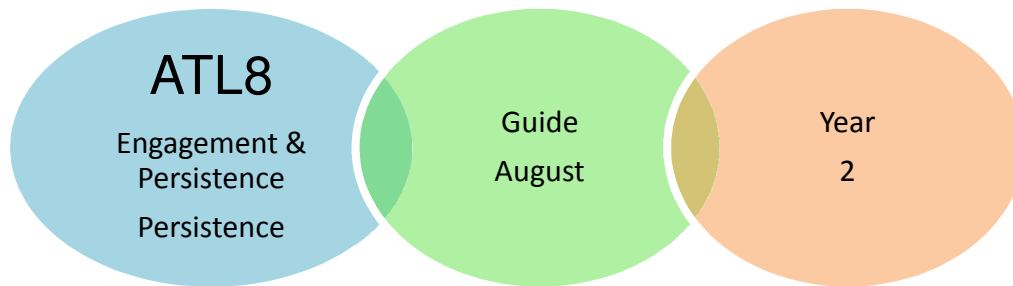
ENRICHMENT/SUPPORT

- Play, work and/or participate on more complex tasks; maintaining attention to tasks despite distractions from beginning to end..
- Give support and redirect attention back to tasks with decreasing cues/prompts.
- Give visual and prompts to count down how much time remains for a task.
- Timer
- Verbal cues (What should you be doing?)
- Multiple opportunities to practice in a variety of ways.

ASSESSMENT

- Observation
- Personal communication

Approaches to Learning



ATL 8 Focus on task at hand even when frustrated or challenged.

What will Children be able to do...

- Complete a task without throwing a tantrum, whining, or yelling about the level of difficulty.

ACTIVITIES

- Offer a variety of opportunities to play with a wide array of materials/activities.
- Variety of materials rotated periodically.
- Variety of opportunities for child-directed, free choice activities.
- New materials to investigate or explore with a project or investigation.
- Allow time to play and work during structured and free play.
- Opportunities to participate at circle discussions, "research" investigations, small group and individual group work. Allow time and give support when child does not feel successful.
- Model, discuss, and problem-solve coping skills and task completion.
- Assist child in recognizing a problem and suggest ways to solve it.
- Document "work", projects and investigations to review experiences.

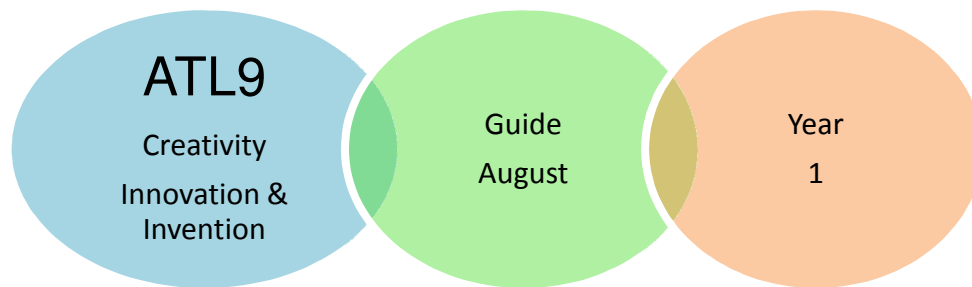
ENRICHMENT/SUPPORT

- Play, work and/or participate on more complex tasks; maintaining attention to tasks despite distractions from beginning to end..
- Give support and redirect attention back to tasks with decreasing cues/prompts.
- Give visual and prompts to count down how much time remains for a task.
- Timer
- Verbal cues (What should you be doing?)
- Multiple opportunities to practice in a variety of ways.
- Give support when children are frustrated-facilitate coping skills by problem-solving together.
- Use peers, adults and literature as examples of completing tasks when frustrated or challenged.
- Set up for success for a task and increase level of difficulty incrementally over time.

ASSESSMENT

- Observation
- Personal communication

Approaches to Learning



ATL 9 Use imagination and creativity to interact with objects and materials.

What will Children be able to do...

- Create something with objects and materials in the classroom.

ACTIVITIES

- Offer a variety of opportunities to play with a wide array of materials/activities-open ended to promote discovery.
- Variety of materials rotated periodically.
- Variety of opportunities for child-directed, free choice activities.
- New materials to investigate or explore with a project or investigation.
- Allow time to play and work during structured and free play.
- Dramatic play to allow role playing

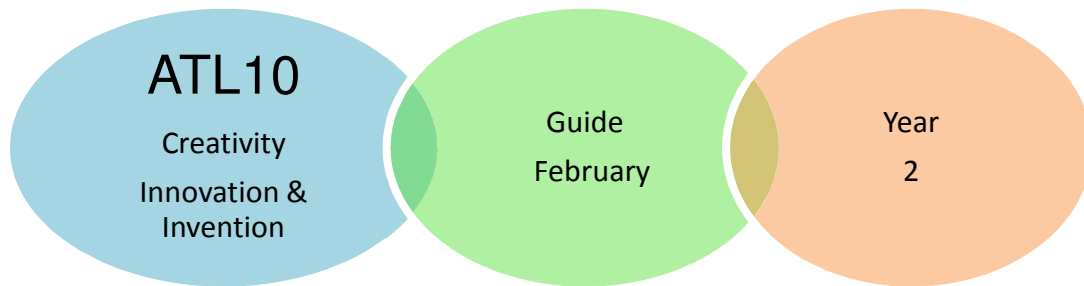
ENRICHMENT/SUPPORT

- Initiate new activities or ideas for the class.
- Extend an investigation through home study or independent work or “research” with opportunities to create using a variety of media.
- Modeling-Picture cues
- Prompt child with verbal cues
- Give choices

ASSESSMENT

- Observation
- Personal communication

Approaches to Learning



ATL 10 Use creative and flexible thinking to solve problems.

What will Children be able to do...

- solve problems in a variety of ways and/or give multiple solutions to a problem.

ACTIVITIES

- Offer a variety of opportunities to play with a wide array of materials/activities-open ended to promote discovery.
- Variety of materials rotated periodically.
- Variety of opportunities for child-directed, free choice activities.
- New materials to investigate or explore with a project or investigation.
- Allow time to play and work during structured and free play.
- Class meetings to problem solve class problems (no markers because the lids were left off, etc.)
- Dramatic play to allow role playing

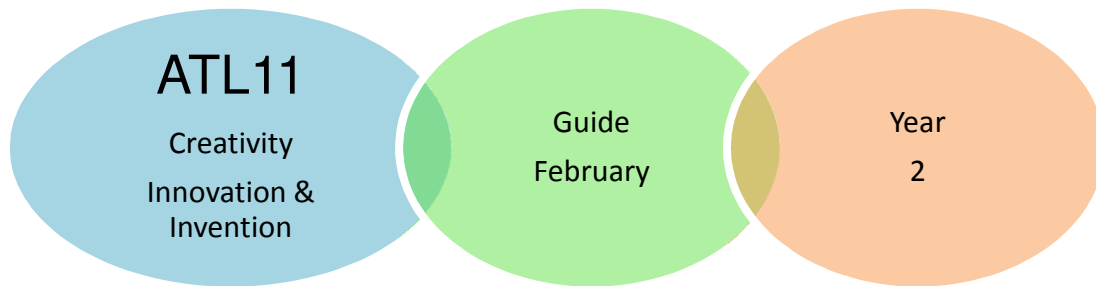
ENRICHMENT/SUPPORT

- Initiate new activities or ideas of problem solving for the class.
- Extend an investigation through home study or independent work or "research" with opportunities to create using a variety of media for solving a problem. (What could we use to soak up oil in water like an oil spill in the ocean?)
- Modeling problem-solving using picture cues
- Prompt child with verbal cues
- Give choices

ASSESSMENT

- Observation
- Personal communication

Approaches to Learning



ATL 11 Engage in inventive social play.

What will Children be able to do...

- Participate in social play-inventing his/her own play schemes.

ACTIVITIES

- Offer a variety of opportunities to play with a wide array of materials/activities-open ended to promote discovery.
- Variety of materials rotated periodically.
- Variety of opportunities for child-directed, free choice activities.
- New materials to investigate or explore with a project or investigation.
- Allow time to play and work during structured and free play.
- Dramatic play to allow role playing

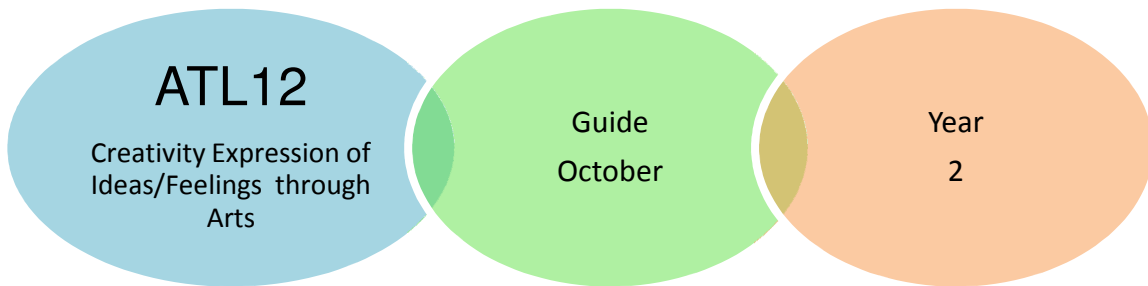
ENRICHMENT/SUPPORT

- Engage in inventive social play with peers with increasing complexity and time.
- Model social play-increase the time in which the child engages or attempts social play incrementally.
- Use pictures/books/videos to demonstrate social play.
- Prompt child with verbal cues
- Pair with a peer that engages in inventive social play.

ASSESSMENT

- Observation
- Personal communication

Approaches to Learning



ATL 12 Express individuality, life experiences, and what he/she knows and is able to do through a variety of media.

What will Children be able to do...

- Use art, media, instruments, dance, motion, or drama to express themselves or something that they experienced.

ACTIVITIES

- Provide art, media, instruments, dance, motion, or drama areas in the classroom to explore.
- Display children's "work" in and out of the classroom.
- Use portfolios to document learning and revisit concepts/experiences.
- Use Writer's Workshop and/or the class library for the children to express themselves.
- Author/Illustrator Studies
- "Winter" and "Spring" books completed with family input on breaks.
- Documentation of investigations and projects and class books.

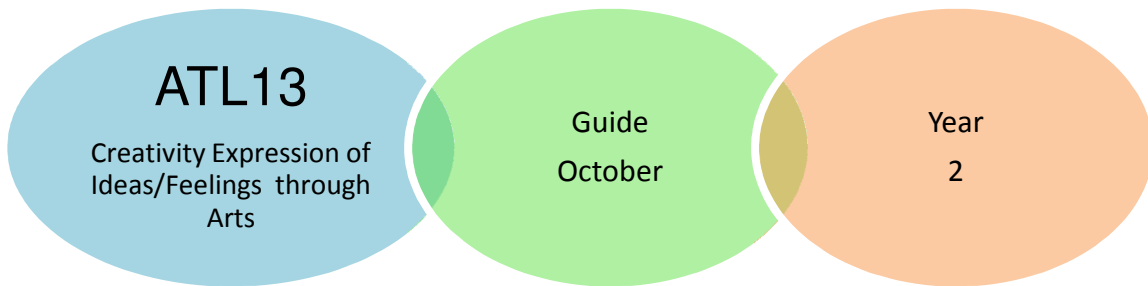
ENRICHMENT/SUPPORT

- Increase in complexity
- Extend project or investigation using media to express their learning and present to an audience.
- Model use of media to express individuality and experiences.
- Use pictures/books/videos to demonstrate experiences.
- Prompt child with verbal and picture clues.
- Pair with a peer that has some ideas on what they should create, etc.

ASSESSMENT

- Observation
- Personal communication

Approaches to Learning



ATL 13 Express interest in and show appreciation for the creative work of others.

What will Children be able to do...

- Look at peers or other's work and make a positive comment.

ACTIVITIES

- Provide art, media, instruments, dance, motion, or drama areas in the classroom to explore.
- Display children's "work" in and out of the classroom.
- Use portfolios to document learning and revisit concepts/experiences.
- Use Writer's Workshop and/or the class library for the children to express themselves.
- Author/Illustrator Studies
- "Winter" and "Spring" books completed with family input on breaks.
- Documentation of investigations and projects and class books.
- Provide time to "share" work and creations with an audience-allowing for questions and comments.
- Modeling making a positive comment and noticing things in "work" or "creations" whether it be a character in a child's book, a way they wrote a thought, the colors used in an illustration, etc.

ENRICHMENT/SUPPORT

- Increase in complexity-Show how someone else's work influenced their art, product or writing.
- Extend project or investigation using media to express their learning and present to a larger audience.
- Model use of media to express individuality and experiences.
- Model commenting on someone's work or creation.
- Use pictures/books/videos and/or ask questions to assist child in making a comment.
- Prompt child with verbal and picture clues.
- Pair with a peer that makes comments and ask them to look at "work" or a product and make a comment together.

ASSESSMENT

- Observation
- Personal communication