

“WHAT DO YOU WANT TO LEARN TODAY?”

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EMERGENT CURRICULUM

WHAT IS IT?

- CHILD INITIATED, FRAMED BY TEACHER
- CHILD INTEREST, TEACHER BUILD UPON WHAT THEY NEED
- TEACHER HELP CHILDREN DIG DEEPER, DISCOVER AND CONSTRUCT FURTHER KNOWLEDGE
- FLEXIBLE CURRICULUM
- TEACHING IS VISIBLE IN BOTH TEACHER AND CHILD



HOW DOES IT WORK?

LEARN TO DITCH THE CURRICULUM AND FOLLOW YOUR CHILD'S LEAD

- BEGINNING WITH CONVERSATIONS WITH YOUR STUDENTS
- PROCESS BEGINS ANEW WITH TEACHERS ACTING AS RESEARCHERS
- TEACHERS OBSERVE CHILDREN'S EMERGING INTEREST
- TEACHERS ACT AS SCAFFOLDING, HELPING THE CHILDREN DEFINE THEIR QUESTIONS



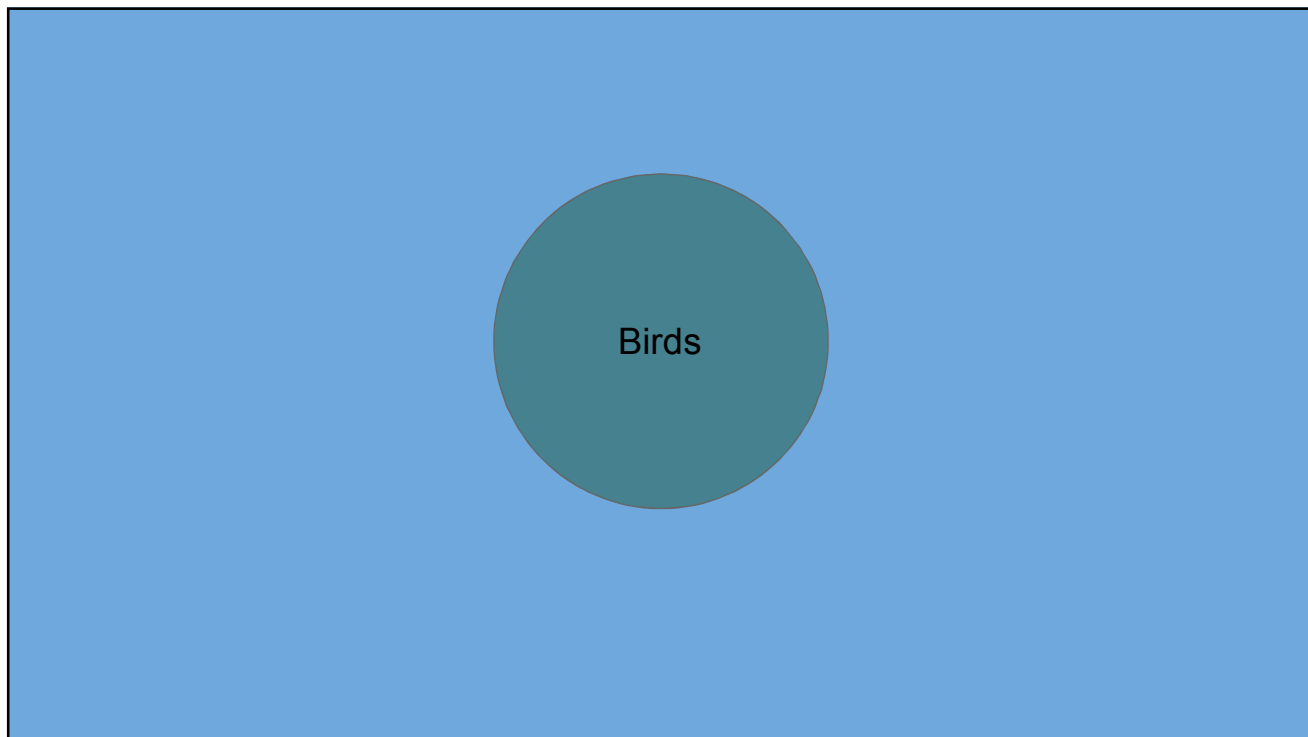
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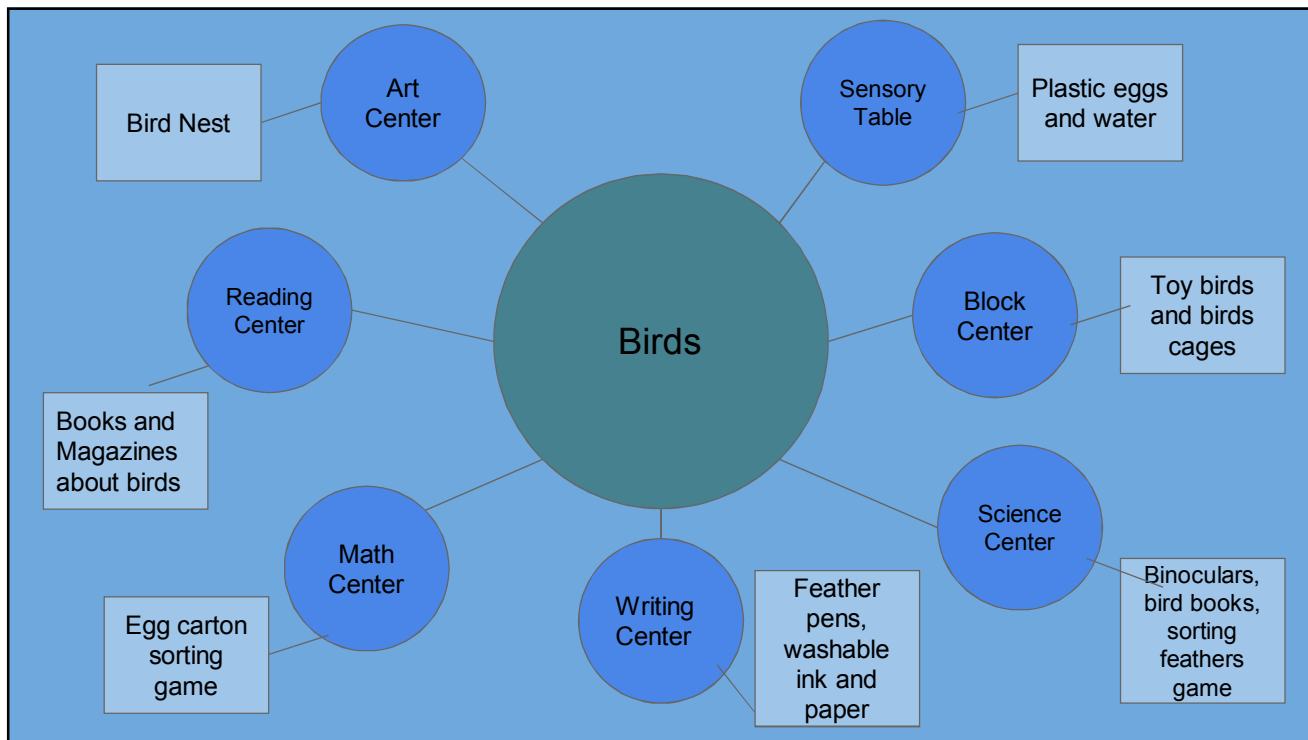
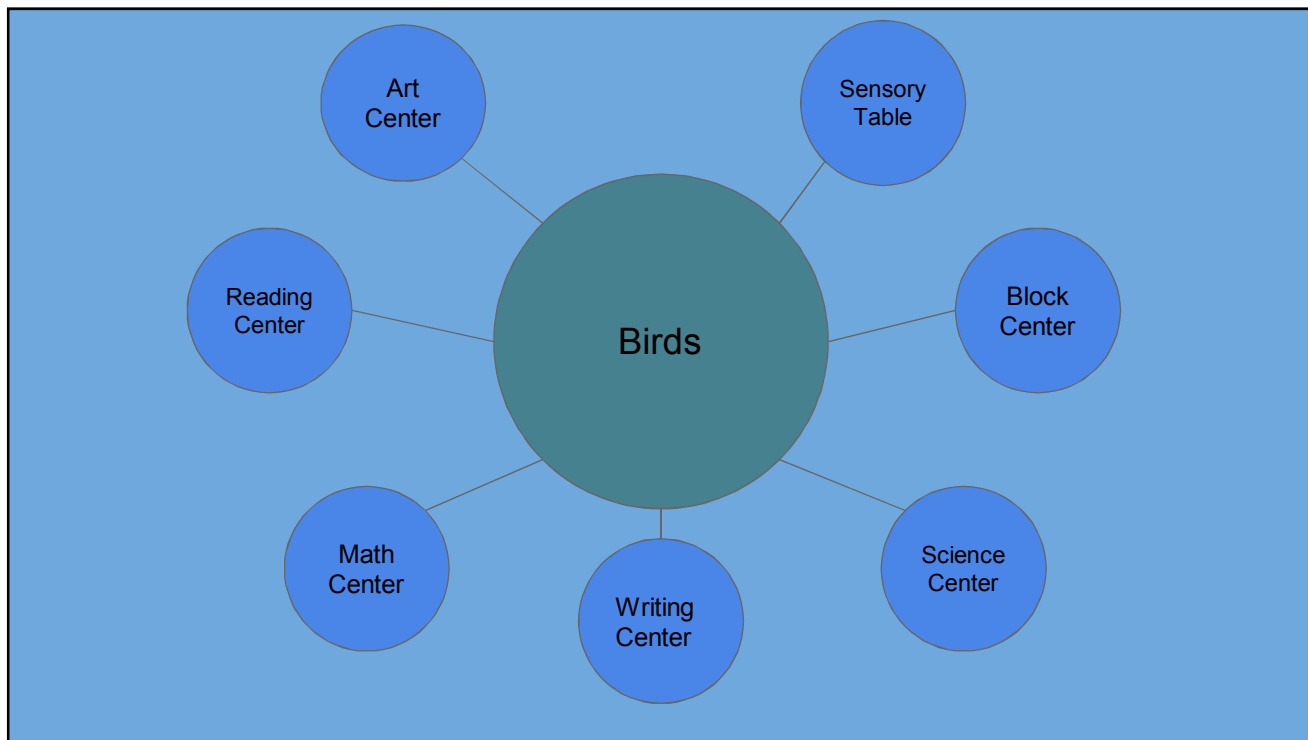
- CHILDREN AND TEACHERS SELECT TOGETHER A DIRECTION OF STUDY
- TEACHERS PROVIDE MATERIALS, FACILITATE HYPOTHESIS DEVELOPMENT, AND METHODS TO TEST HYPOTHESIS
- ACTIVE INVESTIGATION BEGIN...
- TEACHERS CHALLENGE CHILDREN TO TAKE ANOTHER APPROACH OR WORK IN ANOTHER MEDIUM ENCOURAGING CHILDREN TO REACH DEEPER AND DEEPER LEVELS OF LEARNING

PLANNING YOUR CURRICULUM

DON'T FREAK OUT, BUT YOUR CURRICULUM CANNOT BE PLANNED AHEAD OF TIME...

- ONE DAY AT A TIME
- KEEPING IT MOVING
- FOCUS ON WHAT YOU'RE ASKING THE CHILDREN
- IS THE INTEREST STILL THERE?
- DIG DEEPER
- SERENDIPITY





WHAT TO DO TO KEEP INTEREST?

- LOOSE PARTS
- CONVERSATIONS
- MATERIALS GIVEN
- SCAFFOLDING
- PLAY

TEACHING TOGETHER

- CHILDREN WILL BE INVOLVED, IF YOU ARE INVOLVED
- HAVE FUN WITH IT
- MAKE IT AN ADVENTURE
- HAVE CONFIDENCE IN WHAT YOU ARE TEACHING ABOUT
- SHARE THE POWER...

OPEN-ENDED QUESTIONS

*CLOSED - ENDED QUESTIONS HAVE ANSWERS OF YES/NO

*OPEN-ENDED QUESTIONS REQUIRE LONGER, INFORMATIVE ANSWERS

-MORE COMPLEX LANGUAGE

-ACTIVE PARTICIPATION

-RESPONSE TO THIS QUESTION IS NOT LIMITED TO A SET
OF OPTIONS.

General Open Ended Questions

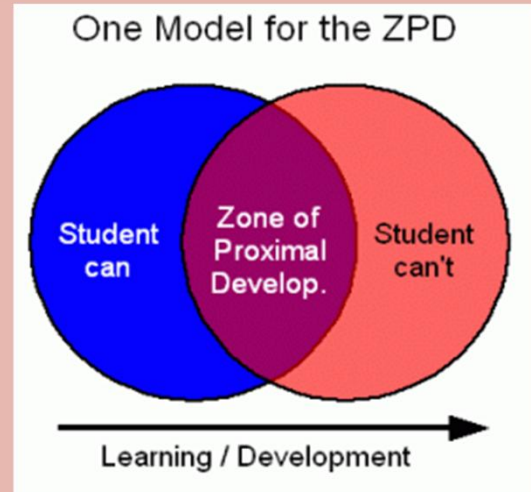
- What would happen if...?
- I wonder...
- What do you think about...?
- In what way...?
- Tell me about...?
- What would you do...?
- How can we...?
- How did you...?
- In what way...?
- What do you suppose...?

THEORIST

CAN I GET SOME SUPPORT...

LEV VYGOTSKY (1896-1934)- RUSSIAN PSYCHOLOGIST

- SOCIAL INTERACTION
- ZONE OF PROXIMAL DEVELOPMENT
- SCAFFOLDING



BENEFITS FOR THE CHILDREN

- WHO HAS THE POWER?
- THINK ABOUT A CHILD'S MORNING BEFORE THEY GET TO SCHOOL
- GOALS AND OBJECTIVES
 - SOCIAL /EMOTIONAL DEVELOPMENT
 - PHYSICAL DEVELOPMENT
 - COGNITIVE DEVELOPMENT
 - LANGUAGE DEVELOPMENT

WHAT YOUR CLASSROOM MIGHT LOOK LIKE...

READING CENTER



OPEN AND BRIGHT CLASSROOM



SCIENCE CENTER



LOOSE PARTS



ACTIVITY TIME!

WEB CREATING

YOU WILL COME UP WITH SOMETHING THAT YOU WANT TO LEARN ABOUT.

AFTER CHOOSING SUBJECT, BREAK IT INTO EACH LEARNING AREA,

-MATH, LITERACY, SCIENCE, DRAMATIC PLAY, BLOCKS, SENSORY AND OUTSIDE PLAY

BE AWARE OF:

OPEN-ENDED QUESTIONS, CHILD'S NEED, INTEREST, DEVELOPMENTALLY APPROPRIATE

