

QUICK BEHAVIOUR LOCATOR

Demonstration of interest, curiosity and a desire to learn**I want to help a child TO ...**

- show interest and curiosity in a variety of subject areas C5-4 - C5-5

More specifically, I want to help a child WHO ...

- appears to be withdrawn in a variety of situations..... C5-4 - C5-5

Experiment with various ways of exercising thinking**I want to help a child TO ...**

- experiment with various ways of exercising thinking C5-6 - C5-7

More specifically, I want to help a child WHO ...

- engages only in unorganised, immature spontaneous play C5-6 - C5-7
- interacts with the same toys or items and always in the same way C5-6 - C5-7

Use pertinent information to learn**I want to help a child TO...**

- organise and represent information..... C5-8 - C5-9

More specifically, I want to help a child WHO ...

- has difficulty organising him/herself in his/her environment..... C5-8 - C5-9

Describe the process and strategies used in learning**I want to help a child TO ...**

- describe the process and strategies he/she used C5-10 - C5-11

Developmental Profile

During preschool education, children become members of a learning community; the classroom is a place of intellectual stimulation. They advance in their exploration of the world through manipulation and experimentation, production and creation, oral communication and reflection. Their experience in the classroom allows them to use creativity, to become familiar with various languages, to acquire learnings and to develop attitudes and abilities that will serve as a foundation for future learning. To answer their questions, they use various sources of information in their environment. They discover that there are differences between their reality and those of others. (QEP, 62).

Outcomes at the End of Preschool Education

At the end of preschool education, the children know the pleasure of learning. They are curious and are able to use their learnings and creativity in play and projects. They use some basic elements from various subject areas: the arts, social sciences, mathematics, science and technology. They share their discoveries. (QEP, 63).

This icon indicates that there are targeted related resources you can consult in the corresponding Resource Documents available on line.

This document and all its related resources are available on LEARN at
www.learnquebec.ca/special-needs-in-k

Evaluation Criteria:**Demonstration of interest, curiosity and a desire to learn**

In order to encourage the children to demonstrate interest, curiosity and a desire to learn, I need to provide ample opportunity

- to show interest and curiosity concerning the arts, history, geography, mathematics, science and technology.
- to experiment and use tools, materials and strategies in these subject areas.
- to make connections with his/her everyday life.

Kindergarten exit profile

Over the course of the year, the children are encouraged to become active participants in their learning environment. As scientists, the children are invited to make predictions and hypotheses and to test them out. As mathematicians, they are invited to use numerical representations, shapes, and math concepts to represent, explain, analyse, compare, argue their thoughts and ideas. As artists, they are encouraged to use color, line, shape, form and texture to represent and express their thoughts. Through music and dance they learn to use rhythm, movement and melody to express themselves.

For instance, by the end of the year, the children can be observed:

- listening
- contributing information to explain or clarify
- asking questions
- seeking information
- experimenting and observing
- making predictions
- counting, sorting, comparing
- drawing plans
- painting, drawing with a variety of tools
- dancing, singing, using rhythm

If I want to help a child TO

show interest and curiosity in a variety of subject areas,

for example:

- listen to what is said
- observe/pay attention to a situation, an action, an object, a physical phenomenon
- move closer to the centre of interest
- ask questions about what he/she is observing
- seek to know more
- experiment and observe
- make predictions
- count, sort, compare
- draw plans
- paint, draw with a variety of tools
- dance, sing, use rhythm

First I would consider ...

- Do I provide a variety of materials and activities in free play centres?
- Do I provide the opportunity for children to make choices?
- Do I provide the opportunity for children to observe and share their discoveries and questions in a variety of ways?
- Do I spend time with the students while they are playing to interact with them?

If I want to help a child WHO

appears to be withdrawn in a variety of situations,

for example:

- refrains from participating
- does not engage in free play
- isolates from peers

First I would consider ...

- In what situations am I observing the withdrawal? When, during the daily schedule? In large or small groups?
- Can I change or alter something in the schedule to prevent the behaviour?
- Could this be a personality trait? Is the child just very shy?

Evaluation Criteria:**Experimentation with various ways of exercising thinking**

In order to encourage the children to experiment with various ways of exercising thinking, I need to provide ample opportunity

- to exercise thinking in a variety of context.
- to observe, explore and manipulate.
- to ask questions and make associations with ideas.
- to make and test predictions.

Kindergarten exit profile

Over the course of the year, the children are placed in situations where they are encouraged to experiment with various ways of thinking in order to understand and make sense of their world. The classroom learning environment is designed to incite curiosity in the disciplinary areas of study, and to support a desire to explore and experiment.

For instance, by the end of the year, the children can be observed:

- exploring
- manipulating
- experimenting
- organizing
- sorting
- modeling
- predicting
- revisiting
- associating
- analysing
- comparing
- planning
- selecting
- questioning
- producing new ideas
- verifying
- evaluating

If I want to help a child TO

experiment with various ways of exercising thinking, for example:

- explore
- manipulate
- experiment
- organise
- compare
- sort
- model/imitate
- predict/anticipate
- revisit/re-use/associate
- associate
- analyse
- compare
- plan
- select
- question
- produce new ideas
- verify
- evaluate

First I would consider ...

- Do I provide time in the day for children to explore, experiment, organise, compare, test, etc?
- Do I provide a variety of materials and activities in free play centers?
- Have I provided ample time for the children to explore different ways of using the materials available to play?
- Do I provide opportunities for children to observe and share their discoveries or questions in a variety of ways?
- Do I spend time with the children while they are playing and do I interact with them?
- Do I invite the children to predict or to anticipate what comes next?

If I want to help a child WHO

engages only in unorganised, immature spontaneous play

First I would consider ...

- What do I know about the stages of cognitive development as they apply to play?
- Have I modeled different ways of using the materials available to play?

If I want to help a child WHO

interacts with the same toys or items and always in the same way

First I would consider ...

- What do I know about the stages of cognitive development as they apply to play?
- Do I have to insist for the child to explore other areas, centres, toys or materials?
- What could there be about the given centre or objects that make it interesting for the child?

Then I could try to:

- offer the children a variety of tools, materials and activities conducive to explorations, manipulation, etc.
- encourage the children to make and test predictions and to draw conclusions in a variety of contexts, for example, if I ask the children how many hops it would take to get across the classroom, they would need to predict, test, and then discuss why results may vary from one child to the next.
- put the children in situations that provoke questions and curiosity, for example, give them a box filled with simple machines with moving parts (kitchen tools, carpentry tools, scissors) and invite them to explain how they work.
- encourage the children to organise a center, a new area or an activity, i.e. contexts to organise, and then facilitate the process, for example: transform the kitchen center into a pet store, prepare a show and invite classes, prepare to read under covers with flashlights, etc.
- provide natural situations for children to organise and sort, for example, have a child responsible for placing the communications folders in numerical order, have a child responsible for attendance every morning using a "Here- Not here" graph. Model different ways to organise information.
- verbalise the children's actions to make strategies used and learning explicit, for example, "You're using the alphabet chart to put the alphabet puzzle pieces in order."
- invite the children to predict what the story is about whenever I read to them. While reading the story, invite them to anticipate what will happen next.

Then I could try to:

- give the children time to explore and experiment with materials before asking them use them with intention.
- provide many opportunities for the children to explore, experiment and use a variety of materials all the while questioning them in a open-ended way, working in their zone of proximal development.
- model different ways of thinking and working with the materials.
- invite other children to explain how they used or what they noticed about a given tool and or material.

Then I could try to:

- use the child's interest as a door into other activities. For example, if a child will only play with cars, place the cars in the sand center.
- review center possibilities from time to time and close centers to encourage other choices, but forewarn the child about the change through the morning message for example.
- create a schedule/rotation for a favourite toy or activity so students will be reassured they will eventually have another turn.
- establish a fun rotation system such as a passport to be stamped for each center visited in order to encourage them to try all the activities/centers throughout the week.
- use the child's interest as a motivator to explore other centers or other activities, for example, "First play in the block center then you can go [...]"

Evaluation Criteria:**Use of pertinent information to learn**

In order to encourage the children to use pertinent information to learn, I need to provide ample opportunity

- to organize information.
- to express what he/she knows.
- to seek, select and exchange information.

Kindergarten exit profile

Over the course of the year, the children are introduced and exposed to many different ways of organizing and representing information. By organizing information with graphs, charts, drawings, lists, diagrams, Venn diagrams, number lines, by using the daily calendar, self-evaluation tools, step-by-step processes and by planning projects and developing criteria for evaluation, etc., the children are given opportunity to practice organizing and representing information.

For instance, by the end of the year, the children can be observed:

- making lists
- planning
- seeking information
- recognizing relevant information
- using a step-by-step process to help organize information
- using a strategy to help organize information
- using a chart, graph, diagram to organize information

If I want to help a child TO

organise and represent information, for example:

- make lists
- create/use a plan
- seek information in his/her environment to answer questions raised
- recognize relevant information
- use a step-by-step process to help organize information
- use a strategy to help organize information
- use a chart, graph, diagram to organize information

First I would consider ...

- Do I provide opportunities to plan, to make lists, to seek information?
- Do I encourage the children to use a step-by-step process or to create their own?
- Have I modeled strategies to help organise information?
- Do I use charts, graphs, diagrams to help organise information in the classroom?
- Have I given the children opportunities to practice in a variety of meaningful play situations?
- Have I provided visual support/cues to which the children can refer?

If I want to help a child WHO

has difficulty organising him/herself in his/her environment

First I would consider ...

- In what situations have I observed this?

Then I could try to:

- introduce a variety of reasons to organise and of ways to represent information over the course of the year.
- model and provide many opportunities to practice using them in meaningful situations, for example, building a step-by-step process to help us organise ourselves at snack time, building a graph of favourite snacks, etc.
- provide a large template (chart paper) with numbered steps. Have the children suggest what to do first, second, etc. with visual cues.
- create books, information walls, etc.
- use the voting process to make decisions.
- use association games for transitions, for example, put children together based on a (secret) criterion (long sleeves, or running shoes, or red). Have them figure out the rule. Later, ask them to create the “secret” rules.

Then I could try to:

- prioritize which situations I want to deal with first.
- establish a 3-step sequence (maximum), supported by pictures, with the child.
- go through the process with the child several times, referring to each step, until the child is ready to manage on his/her own.

Evaluation Criteria:**Description of the process and strategies used in learning**

In order to encourage the children to describe the process and strategies used in learning, I need to provide ample opportunity

- to describe his/her learnings.
- to describe his/her method.
- to define his/her learnings and strategies.
- to apply his/her learnings.

Kindergarten exit profile

Over the course of the year, the children are encouraged to make new discoveries and consolidate their learning. Sharing what they have discovered, noticed, observed and learned with the focus on what they did to complete the task, activity or project fosters the development of their metacognitive skills.

For instance, by the end of the year, the children can be observed:

- sharing what they discovered, observed, learned, created
- explaining what they did that led to the discovery, observation, learning or production
- describing the strategy, method or process used
- using, in a new context, a process or strategy that worked

If I want to help a child TO

describe the process and strategies he/she used, for example:

- identify what he/she has learned
- with help, describe the steps taken
- with help, describe the strategies used (trial and error, etc.)
- with help or independently, apply a process or strategy to a new context

First I would consider ...

- Do I provide the children opportunities to share in a variety ways what they discovered, observed or learned?
- Do I encourage children to explain what they did that led to their discovery or result?
- Do I encourage children to describe the strategies, methods or processes used?

Then I could try to:

- ask the children what “trick” they used, or how they knew “how to do that” while they are at work or play. Rephrase their answers to make learning explicit and to build vocabulary.
- provide children with show and tell opportunities where they can explain how something works, describe a hidden object, or share an experience.
- take digital photos during play time to document what they are doing and what they discovered. Create a “What I discovered wall” on which to display them.
- provide a time each day for a selected few to share with the class what they discovered or learned while at play. Use photos taken during the day as prompts to help them remember.
- provide students with a learning log or “What I Know” journal in which they can draw-record a discovery, a strategy used, or what they learned. Scribe for them if needed.
- have children present work samples and explain how they made it. Provide a “How I made it” template, starting with 4 steps and later in the year introducing 6 steps.