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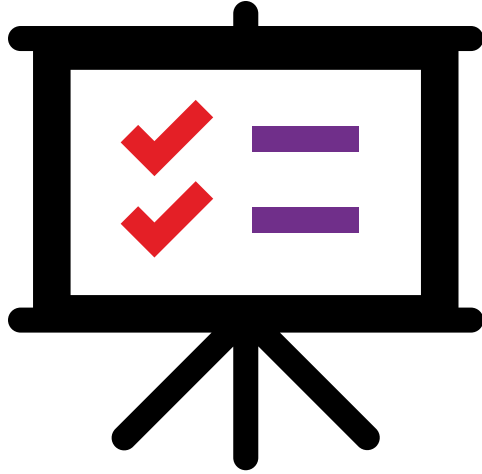
Practicum 4

- **Emergent Curriculum:
Big Ideas in Action, Day One**

Date
Section #



Objectives



- Identify themes such as connections, focus, intentionality, and sustained engagement within children's play.
- Collaboratively determine the big idea, brainstorm concepts, and plan provocations.
- Explore ways to integrate big ideas into various curricular domains.
- Reflect on children's engagement with big ideas to refine and adapt the curriculum.

Magical Playscapes

James Talbot and
Joe L. Frost

The primary motive for writing this article was the authors' dissatisfaction with current developments in play environment design and development. Widespread misunderstanding of children's play has resulted in a growing tendency to replace vibrant, enchanting, natural and magical playscapes with overly slick, technology-inspired, manufactured structures. Further, the child's life is growing increasingly structured and centered upon the achievement ethic in the mistaken notion that what adults think is good for adults is also good for children. Overly anxious parents and misguided bureaucrats are robbing children of their right to play and, consequently, their sense of wonder and enchantment. We trust that this article will inspire designers, builders and others to reconsider their involvement in children's play, to think back to the magical places and events of their own past and look at play once again through the eyes of the child.

As adults, we often drift back to magical moments of childhood. We create works of art, build places and present spectacles intended to transport us into other worlds; we create realities and convey impressions that are not completely understandable either to the senses or the intelligence. An instinctive desire for the mystical is universal; it is part of what makes us human. We have accumulated an astounding array of techniques to fulfill this need according to the tastes and technologies of the era.

At no time in life is a person more receptive to the magical than in childhood, when limits have not yet solidified and the mind is not yet bound by the physical and the rational. Indeed, leaps into the magical through sym-



bolic, imaginative, make-believe or pretend play are the child's chief means of transition from the concrete to the symbolic, from primitive to elaborate thought and action.

We all have fond memories of mysterious, enchanting, dreamlike places in our pasts, when we were one with the world, in love with life, suspended in an eternal present. It might have been during a special party, a foggy lamplit evening or some brilliant, dewy,

early-morning sunrise. We recall the places that best supported or evoked that state of mind: the beach, a rose garden, a special park, Grandmother's yard, some state or national monu-

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Emergent Curriculum



Read and Consider:

- What resonated with you?
- How might these ideas influence your planning for play environments?

*As a co-researcher, you
reflect on and revisit the
experiences of the children...
“to think deeply about each
child’s care, play, learning,
and development and their
family’s perspective”*

(Makovichuk et al., 2014. pg. 55)



What is a **Big Idea**

- “an overarching idea that unifies, inspires, and resonates with children” (Chaille, 2008, p. 9).
- “an idea that is rich with possibilities and permits [educators] and children to work together in many ways” (Chaille, 2008, p. 9).
- an idea that supports children’s thinking and learning and helps them make connections in ways that make sense for them (Kashin, 2023).
- rich and valuable ideas that cross all curriculum domains (Kashin, 2023).



What is a:

**BIG
IDEA**

- Inspiration
- Connection
- Observation



Big Ideas

When looking for the Big Idea, remember these themes:

- **Connections**

you can see children are exploring theories as they do this

- **Focus and Deep Engagement**

when children do this, they are very engaged

- **Intentionality**

children are doing this on purpose

- **Sustained**

this is happening in different places at different times



Planning for a BIG IDEA



What does this look like?

1. Observe children at play
2. Determine what they might be interested in (Big Idea)
3. Brainstorm Concepts
4. Web-of-Possibilities & Planning
5. Set-up your provocation
6. Facilitate play
7. Observe children at play
8. Reflect
9. Document
10. Renovate



Planning for a BIG IDEA



Observe children at play

- Take observations of children engaged in play
 - What are they playing at?
 - What is the intent of the play?
 - Do they seem to have a repetitive idea that they keep coming back to?
 - Are you see this play in different areas of the room
- Listen carefully and write down their dialogue
- Watch for how children use materials
- Watch for changes in play
- You don't need to wait for development milestones

Planning for a BIG IDEA

Observe children at play & determine the Big Idea

- *“M carefully stacked cylindrical blocks one on top of the other in the block centre. With each block added, M would pause and look at the tower before continuing to the next block. Eventually, M’s tower reached a height where it wobbled. M looked at the tower for several seconds, adjusting his head to see it from different angles. He added yet another cylindrical block to the top causing the tower to crash down.”*
- *“S attempted to stack mini pumpkins, but the round shape made it difficult for them to balance on top of each other. S tried different approaches, placing smaller pumpkins on larger ones and holding them steady for a moment before they rolled away. Despite the challenges, S remained engaged, seemingly intrigued by the pumpkins' unpredictable movements.”*



**Bridging
Theory and
Practice**

Planning for a BIG IDEA

Observe children at play & determine the Big Idea

- *“S engaged with puzzle pieces, carefully placing one glossy piece on top of the other. However, the shiny surfaces of the pieces caused the tower to collapse shortly after gaining height. S repeated the activity a few times, watching as the pieces slid off and fell apart. S. frowned and let out a big sigh, yet continuing to try different arrangements.”*
- *“During snack time, S began stacking pieces of cheese and Shreddies, alternating between them to create a small structure. The stack wobbled as it grew taller, S made slow and careful adjustments to maintain balance.”*



**Bridging
Theory and
Practice**

Planning for a BIG IDEA



**Complete
Observations**

**Determine
Big Idea
and
Brainstorm
Concepts**

**Plan based
on Big Idea**

**Set-up Play
&
Observe Play**

**Reflect,
Document,
and
Renovate**



Planning for a BIG IDEA



Brainstorm Concepts

What do Children Know?	What do Children Want to Know?
Concepts <i>What concepts might this include?</i>	Materials <i>What materials could be used to explore this concept?</i>

WHAT CHILDREN KNOW ?

- Blocks come in different **sizes** and have different **weights**
- items for stacking can be the same or different **shapes** (geometry)
- towers are made from stacking
- tall towers can fall
- how to manipulate small shapes (flip, rotate)
- all types of items can be stacked (toys, food, our bodies)
- building can be done by oneself or with a peer

WHAT DO CHILDREN WANT TO KNOW ?

- how to build a tower consecutively taller each time it is constructed (problem solving & balance)
- how to balance (consider properties of weight)
- how to balance (consider size graduation)
- cause and effect
- understanding gravity

CONCEPTS

- Construction – balance, stability, gravity, level
- Building – foundation, base, ceiling, walls, roof, tower, skyscrapers
- Shapes – cylinder, square, rectangle, circle, triangle
- What you can do with stacking – pile, heap, addition, subtraction, compile
- Stacking described – tall, short, grow, fall, up, down, height, depth
- Math – sorting, patterns, size, weight, measurement
- Cause and effect, trial and error, action and reaction

MATERIALS

- Items we see stacked – pallets, bales of hay, luggage/suitcases, cards, stones, drawers, crates, cargo, firewood, logs, chairs, cups, plates, blocks, boxes, books, bricks, paving stone, pancakes, cans, rainbow (colors are stacked), trains (stacked horizontally), tires
- Games – Jenga, Minecraft, Lego, stacking rings
- Blocks – unit blocks, foam blocks, large hollow wooden blocks
- Loose parts – cardboard boxes (various sizes, some could be weighted), egg cartons, berry baskets, milk crates, buttons
- Nature stacked – sedimentary rock, mountains, peas in a pod (stacked horizontally), layers of ice



Bridging Theory and Practice

Planning for a BIG IDEA



What's the
BIG IDEA



**Bridging
Theory and
Practice**

Big Ideas

When looking for the Big Idea, remember these themes:

- **Connections**
- **Focus and Deep Engagement**
- **Intentionality**
- **Sustained**



Planning for a BIG IDEA



What's the
BIG IDEA

**Building &
Construction**



**Bridging
Theory and
Practice**

Planning for a BIG IDEA



Brainstorming – Building defined

Building – a usually roofed and walled **structure** built for permanent use (as for a **dwelling**); the art or business of **assembling** materials into a structure; putting parts or material together

- **Structure** – the action of building; something arranged in a definite pattern of organization
- **Dwelling** – a shelter (such as a house) in which people live
- **Assemble** – to bring or fit together

Planning for a BIG IDEA



Brainstorming – synonyms for building/build

construct

assemble

make

create

erect

found

establish

fabricate

manufacture

produce

design

make up

set up

piece

unite

raise

put together

put up

generate

rear

forge

organize

shape

fashion

carpenter

initiate

invent

concoct

devise

mold

innovate

originate

frame

hammer

Institute

develop

prefabricate

retrofit

constitute

fashion

reassemble

combine

conceive

handcraft

contrive

imagine

rig (up)

jerry-build

Planning for a BIG IDEA



Brainstorming – Construction defined

Construction – the action of **framing**, devising, or **forming**, by the putting together of parts; **erection**, building; to make or form by fitting the parts together

- **Frame** – a supportive structure of which the outline or skeleton is not filled in; a framework
- **Form** – to construct, frame, to make, bring into existence, produce
- **Erect** – to set up (a building, statue, framework, etc.); to rear, build.

Planning for a BIG IDEA



Brainstorming – synonyms for construction/construct

devise

concoct

invent

design

manufacture

produce

fabricate

come up with

think (up)

contrive

drum up

cook (up)

make up

excogitate

trump up

conceive

hatch

envision

visualize

imagine

vamp (up)

dream

improvise

envisage

coin

vision

fantasize

daydream

extemporize

picture

Planning for a BIG IDEA

- Who** Who knows about building and construction?
- What** What gets built and constructed?
- When** When does building and construction happen?
- Where** Where does building and constructing happen?
- Why** Why does building and construction happen?
- How** How do you build on construct?

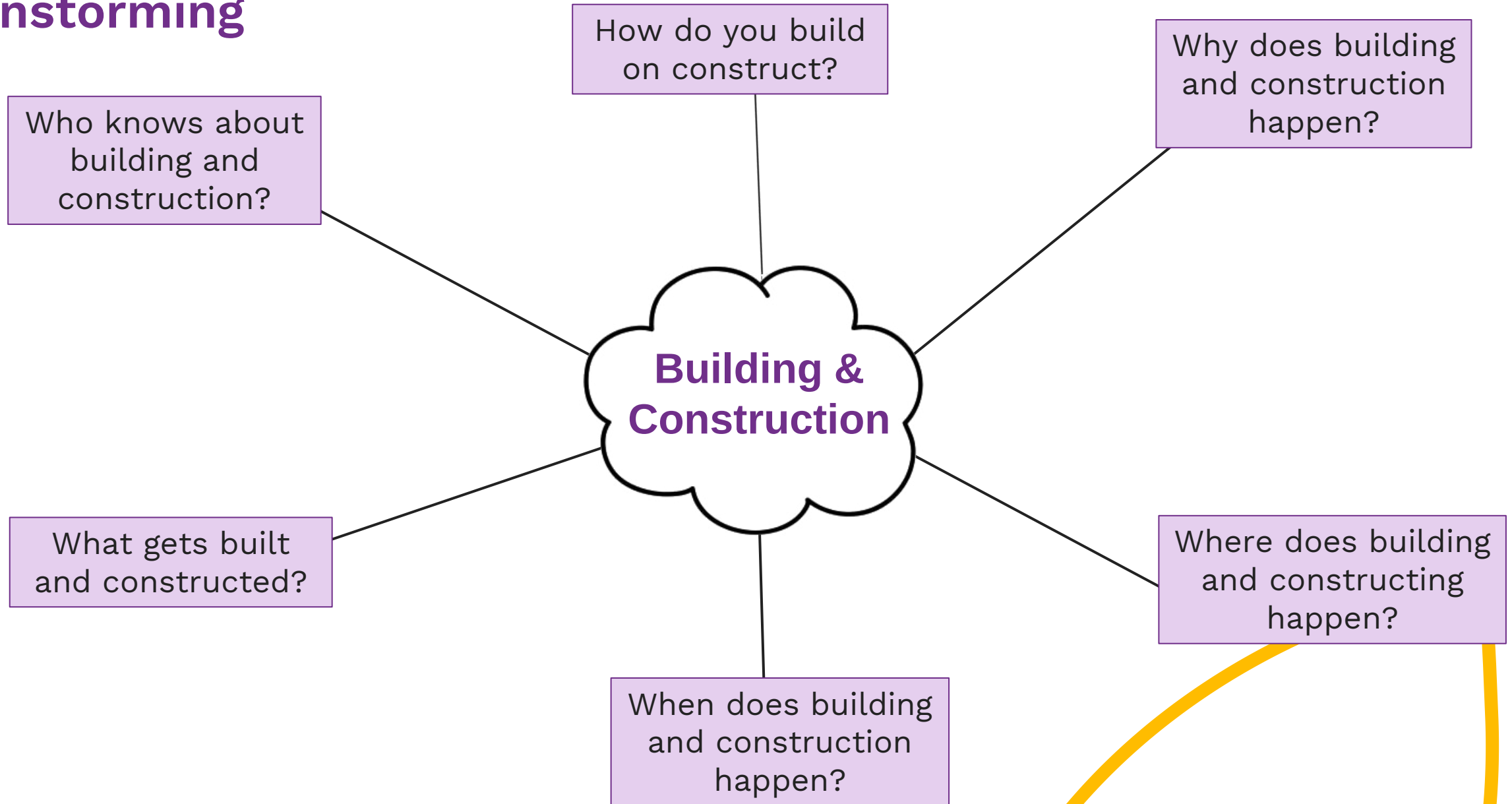


**Bridging
Theory and
Practice**

Planning for a BIG IDEA



Brainstorming



Brainstorming



Who knows about building and construction?

- Builders
- Architects
- Engineers
- Artists
- Children
- Carpenters
- Designers
- Foreperson
- Project Manager
- Inventor

What gets built and constructed?

- Houses
- Roads
- Bridges
- Furniture
- Towers
- Ideas
- Art
- Spaces
- Sandcastles
- Ecosystems
- Gardens
- Sculptures

How do you build or construct?

- Using hands
- Tools
- Imagination
- Teamwork
- Planning
- By stacking
- As a team
- Arranging
- Gluing
- Assembling
- Hammering
- Drawing
- Blueprints
- Gathering resources

Building & Construction

When does building and construction happen?

- Anytime
- Daily
- Seasonally
- During projects
- When things are broken
- During play
- In nature

Why does building and construction happen?

- To create
- To explore
- To solve problems
- To play
- To learn
- To innovate
- For shelter
- For survival

Where does building and constructing happen?

- Indoors
- Outdoors
- Playground
- Construction sites
- Home
- In nature

Planning for a BIG IDEA



**Complete
Observations**

**Determine
Big Idea
and
Brainstorm
Concepts**

**Plan based
on Big Idea**

**Set-up Play
&
Observe Play**

**Reflect,
Document,
and
Renovate**





Brainstorming

Who knows about building and construction?

- Builders
- Architects
- **Engineers**
- Artists
- Children
- Carpenters
- Designers
- Foreperson
- Project Manager
- Inventor

How do you build or construct?

- Tools
- Imagination
- Teamwork
- **By stacking**
- Assembling
- Hammering
- Drawing
- Blueprints

Building & Construction

What gets built and constructed?

- Houses
- Roads
- Bridges
- Furniture
- Towers
- Ideas
- Art
- Spaces
- Sandcastles
- Ecosystems
- Gardens
- **Sculptures**

When does building and construction happen?

- Anytime
- Daily
- Seasonally
- During play
- **In nature**

Curricular Domains

Art

Language & Literacy

Gross Motor

Blocks & Building

Dramatic Play

Music & Movement

Science & Math (STEM)

Sensory/Messy Play

Planning for a BIG IDEA

Web of Possibilities



Name of Experience: <u>Outdoor</u> Type of Play: Materials: Brief Description:	Name of Experience: <i>Indoor or Outdoor:</i> Type of Play: Materials: Brief Description:
Interest Age Group Plan for different types of play experiences: Art, Language & Literacy, Dramatic/Imaginative Play, Sensory/Messy Play, STEAM, Music & Movement, Nature/Environmental, or Blocks & Building.	
Name of Experience: <i>Indoor or Outdoor:</i> Type of Play: Materials: Brief Description:	Name of Experience: <i>Indoor or Outdoor:</i> Type of Play: Materials: Brief Description:



Planning for a BIG IDEA

Web of Possibilities

Name of Experience: *Clay Constructions*
Outdoor
Type of Play: Art/Sensory

Materials: Clay, tools for shaping clay, wet cloths for covering clay, fabric for lining table, bowls of water

Children's Book: *Mud!: A Picture Book* by Annie Bailey

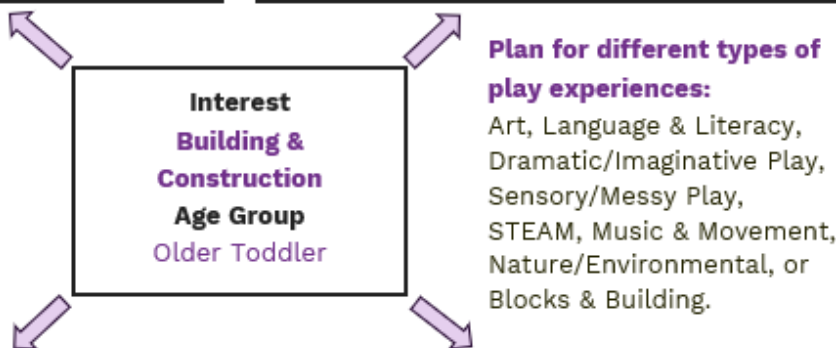
Brief Description: Clay to be divided into individual bowls with wet cloths placed on top to maintain moisture. Children will be encouraged to explore and experiment with the materials. Educator will model techniques such as coiling, pinching, & carving.

Name of Experience: *Super Stackers*
Indoor or Outdoor: Indoor
Type of Play: Blocks and Building

Materials: Wood square, ABS pipe, ABS pipe, ABS adapter, ABS toilet flange (for adhering pipe to wood), cardboard tube, swing rings, bicycle inner tube

Children's Book: *Tower and Tunnels* by E. Kaner

Brief Description: A gargantuan version of a ring stacking activity for children. The tower will have adjustable heights and both large, small, and smaller rings.



Name of Experience: *Noble Nesters*
Indoor or Outdoor: Indoor
Type of Play: Language and Literacy

Materials: Books, twigs, shredded paper, fake eggs, magnifying glass, small baskets, leaves, feathers, clipboards, & paper.

Children's Book: *The Nest That Wren Built* by Randi Sonenshine; *Nesting* by Henry Cole; *Spit & Sticks: A Chimney Full of Swifts* by Marilyn Grohoske Evans

Brief Description: After reading stories, materials will be provided for children to explore. Children will be introduced to new words, and we will make a word wall with these words, including images from the books and from online.

Name of Experience: *Expert Engineers*
Indoor or Outdoor: Indoors
Type of Play: Dramatic Play

Materials: Construction blueprints, large sheets of paper, pencils, erasers, rulers, drawing scales, pictures of interesting structures from around the world (ex., Eiffel Tower) *place near block area

Children's Book: *Rosie Revere, Engineer* by Andrea Beaty

Brief Description: Materials will be introduced after reading book a few times. Materials will be open and accessible for all children all the time. Children will be encouraged to actively explore designing structures (and building later)

Planning Template

Name of Play Experience: Super Stackers	
Date of Planning: June 05	Set-up: June 05 Take-down: June 06
Targeted Age Group: Older Toddler	Play Space: Carpet block area
Materials/Equipment Required	
☐ Wood square (0.75M x 0.75M) ☐ PVC pipe (4-inch dia., decoupaged with tissue paper) ☐ PVC pipe, 2 different lengths (3 inch dia., decoupaged with tissue paper) ☐ PVC adapter (for connecting 4" pipe to 3" pipe) ☐ PVC toilet flange (for adhering pipe to wood) ☐ Cardboard tube (6-inch dia., painted black and cut into rings of varying length) ☐ Bicycle Inner tube (2 different sizes) ☐ Swim ring (3 different sizes, 3 different colours)	
Set up of Experience	
<i>How will you prepare? Consider Time, Space, Materials, and Participation</i> Use the "Setting up a Play Experience Checklist" to guide your response.	
I will build the base and tower of the ring stacker at home and ensure all the required materials are at the centre the day before my provocation. I will make sure the back carpeted area is clear and set up the provocation after the children leave, so it is ready for them first thing in the morning. The rings will be inflated and placed nearby. I will also talk with my WIL Supervisor to request that my <i>Super Stacker</i> remain in the block centre for a couple of weeks.	
Intention of Experience	
Explain what you think the children might do with the materials and how this will support and connect to the identified interest.	
I have noticed several stacking explorations occurring in different spaces throughout the room. I am curious how this play might change when the scale of the materials is significantly altered. Talbot (1989) suggests that when materials are provided on a "colossal scale," children are "compelled to see them things with new eyes" (p. 12). While the materials will remain proportionally the same, their increased mass and weight will introduce a new dynamic.	
I wonder, beyond the novelty of the oversized materials, how the children might explore concepts such as balance and stability. Will they navigate the larger tubes to investigate mathematical ideas like patterns and ordering?	
Reference	
Frost, J., & Talbot, J. (1989). <i>Magical playscapes</i> . Childhood Education, 66(1), 11-19	

Possible Questions and Terminology	
<i>What open-ended questions might extend learning and play? What vocabulary might you introduce?</i>	
How can you make the tower stay steady? What do you think will happen if you stack this large ring on top?	
Vocabulary	
Balance, Stability, Heavy, Light, Gravity, Foundation, Support	
Explain two developmental domains this would support. This should connect to the current level of the child's development.	
<i>Use the "Developmental Terms and Definitions" document to guide you.</i>	
Physical Development (Gross Motor)	Cognitive Development
Children will use their large muscles to lift and maneuver the oversized rings, developing strength, coordination, and spatial awareness.	Children will engage in problem-solving as they figure out how to balance the rings and critical thinking skills as they test different stacking strategies.
Identify one Disposition to Learn and one Holistic Play-Based Goal this would support and explain how.	
<i>Use the Flight, Alberta's Early Learning and Care Framework, to guide you.</i>	
Holistic Play-Based Goals: Well-Being, Facet: Physical Health	
This play supports children's physical health by encouraging movement, coordination, and engagement with materials. As children explore "body and movement," they are increasing "bodily awareness, control, strength, agility, and large motor coordination" (Makovichuk et al., 2014, p. 95).	
Disposition to Learn: Playing and Playful	
As children explore and experiment with materials in new ways, they may be exploring cause and effect and "creating and testing theories" (p. 120) about what will happen next.	
How will you ensure that all children have the opportunity participate in the play experience?	
In building the Super Stacker, I will ensure the height can be adjustable in order to challenge and accommodate the children's varying sizes and abilities. Both large rings, such as beach inner tubes and bicycle tubes, and smaller cardboard rings will be available, allowing children to select materials that suit their comfort level and skills. I will stay in the area as children engage to support problem-solving as required and ask questions to support and extend their play.	
Additional Considerations, if applicable	
<i>How have you considered safety? How have you considered clean-up after? What else?</i>	
No additional considerations for this play	
References & Resources	
<i>What adult reference books or resources will support you as a co-researcher?</i>	



Planning for a BIG IDEA

Planning Template

Planning for a BIG IDEA

Planning Template



What early literacy materials or experiences **will** you incorporate? For example, children's songs, fingerplays, children's book, early writing, etc.

Adult References

Hirsch, E. S. (Ed.). (1996). *The block book* (3rd ed.). National Association for the Education of Young Children.

Salvadori, M. (2000). *The art of construction: projects and principles for beginning engineers & architects*. Chicago Review Press.

Children's Picture Book

Kaner, E. (2009). *Towers and tunnels*. Kids Can Press.

Seymour, S., & Fauteux, N. (2003). *Let's try it out with Towers and Bridges*. Simon & Schuster Children's Publishing.

Sutton, S. (2014). *Construction*. Candlewick Press.

WIL Supervisor Signature

Planning should be reviewed and approved by your supervisor **prior** to setting up the experience.

Comments:

Signature:

Date:

Planning for a BIG IDEA



**Complete
Observations**

**Determine
Big Idea
and
Brainstorm
Concepts**

**Plan based
on Big Idea**

**Set-up Play
&
Observe Play**

**Reflect,
Document,
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Renovate**





Planning for a BIG IDEA

Set-up Play & Observe Play



Picture from M. Steinke, 2014, P3 Practicum provocation

Provocation, mid set-up
(more colours and sizes
of rings to be added)

Observation 1

S holds a black cardboard tube in his hands

S: *"Maybe this one could."*

He walks over to the pipe, (which had been fitted with the taller length as he was not challenged by the first) stretches his arms up high and drops the tube over the pipe.

S: *"It would fit."*

He picks up a large blue swim tube

S: *"This one."*

He walks back towards the pipe.

S: *"It's way heavy. It's way heavy for me. It's weighy heavy. This one actually turns."*

S is now turning the tube in his hands while he stands at the base of the pipe. He again stretches up high to place the tube over the pipe. (I believe he thinks he is successful) He lets go of the tube and it rests precariously balanced on top of the pipe for a few seconds before slipping off to the ground

S: *"That was funny!"*



Planning for a BIG IDEA

Set-up Play & Observe Play



Observation 2

Thursday morning, M required the boost of an educator in order to place a tube over the pipe. She spent almost the entire day with the provocation and the late afternoon. She had masterfully adapted how she held the tube, where she needed to stand, and how she needed to stretch in order to reach 'success' in this activity on her own. She seemed to talk herself through steps as she completed them.

M: *"Reach,taller, higher"*

And with this success:

M: *"I do that!"*

M reiterated herself, *"I do that!"*, every time she put the tube over the pipe on her own.



Planning for a BIG IDEA

Set-up Play & Observe Play



Observation 3

There are no tubes on the vertical pipe; they lie scattered throughout the block area. M, A, S & SE are lying with their bodies draped atop the tubes, their bottoms nestled in the middle hole, and her hands resting upon the sides.

A: *"I'm floating."*

S: *"I'm hiding in a boat now."*

SE: *"That one is for me. That is a boat."*

M: *"Are you ready? Are you ready SE?"*

Observation 4

A puts her face into a black cardboard tube. Her whole face is enveloped as she looks at me.

A: *"Hooooo."*

The sound resonates through the tube and A smiles. She pulls the tube off of her face and looks at me.

A: *"I'm making noises."*

A returns the tube to its previous position on her face.

A: *"Hooo, hooo."*

Planning for a BIG IDEA



**Complete
Observations**

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on Big Idea**

**Set-up Play
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Planning for a BIG IDEA

Reflect, Document, and Renovate

- What do children know about building and stacking



- What do the children know about stacking and building in relation to size and balance?
- How might the initial *colossal* Stacking Ring Activity be represented in *miniature* form.



Name of Experience: Super Stackers

Indoor or Outdoor: Indoor

Type of Play: Blocks and Building

Materials: Wood square, ABS pipe, ABS pipe, ABS adapter, ABS toilet flange (for adhering pipe to wood), cardboard tube, swing rings, bicycle inner tube

Children's Book: Tower and Tunnels by E. Kaner

Brief Description: A gargantuan version of a ring stacking activity for children. The tower will have adjustable heights and both large, small, and smaller rings.

Name of Experience: Clay Constructions

Outdoor

Type of Play: Art/Sensory

Materials: Clay, tools for shaping clay, wet cloths for covering clay, fabric for lining table, bowls of water

Children's Book: Mud!: A Picture Book by Annie Bailey

Brief Description: Clay to be divided into individual bowls with wet cloths placed on top to maintain moisture. Children will be encouraged to explore and experiment with the materials. Educator will model techniques such as coiling, pinching, & carving.

Interest
Building & Construction
Age Group
Older Toddler

Name of Experience: Noble Nesters

Indoor or Outdoor: Indoor

Type of Play: Language and Literacy

Materials: Books, twigs, shredded paper, fake eggs, magnifying glass, small baskets, leaves, feathers, clipboards, & paper.

Children's Book: The Nest That Wren Built by Randi Sonenshine; **Nesting** by Henry Cole; **Spit & Sticks: A Chimney Full of Swifts** by Marilyn Grohoske Evans

Brief Description: After reading stories, materials will be provided for children to explore. Children will be introduced to new words, and we will make a word wall with these words, including images from the books and from online.

Name of Experience: Expert Engineers

Indoor or Outdoor: Indoors

Type of Play: Dramatic Play

Materials: Construction blueprints, large sheets of paper, pencils, erasers, rulers, drawing scales, pictures of interesting structures from around the world (ex., Eiffel Tower) *place near block area

Children's Book: Rosie Revere, Engineer by Andrea Beaty

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Type of Play: Blocks and Building

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Name of Experience:
Indoor or Outdoor
Type of Play:

Materials:

Children's Book:

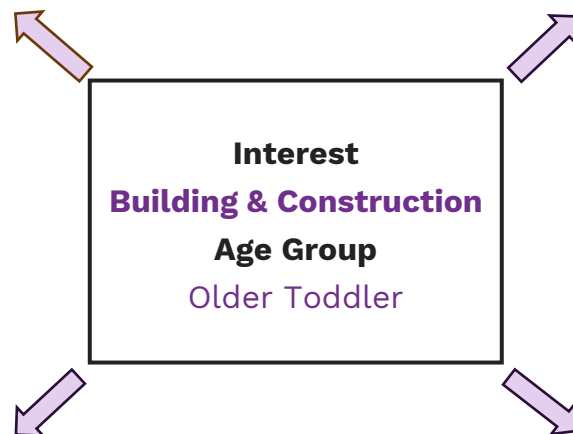
Brief Description:

Name of Experience:
Indoor or Outdoor
Type of Play:

Materials:

Children's Book:

Brief Description:



Name of Experience:
Indoor or Outdoor
Type of Play:

Materials:

Children's Book:

Brief Description:

Name of Experience:
Indoor or Outdoor
Type of Play:

Materials:

Children's Book:

Brief Description:



Planning for a BIG IDEA

Reflect, Document, and Renovate

- What do children know about building and stacking



- How might the initial *Colossal Stacking Ring Activity* be represented in *miniature* form.



Planning for a BIG IDEA



**Complete
Observations**

**Determine
Big Idea
and
Brainstorm
Concepts**

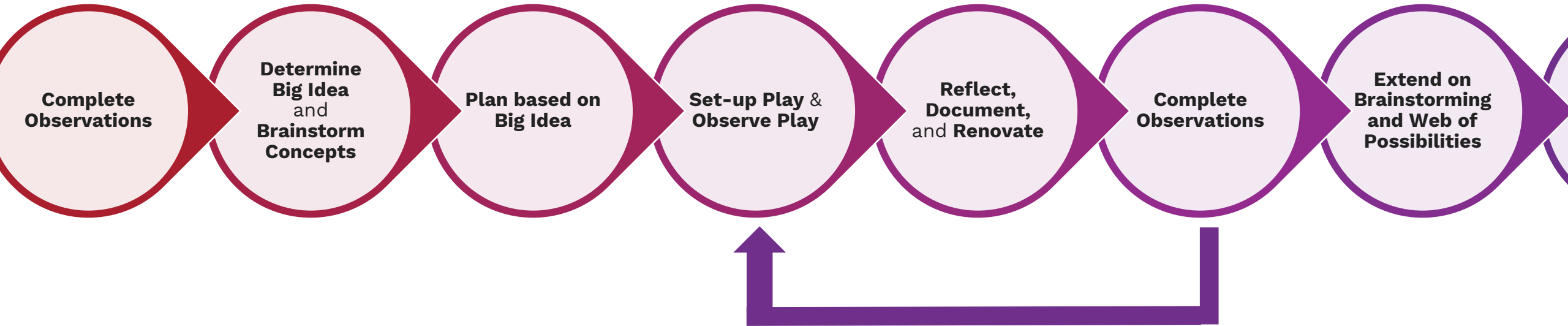
**Plan based
on Big Idea**

**Set-up Play
&
Observe Play**

**Reflect,
Document,
and
Renovate**



Planning for a BIG IDEA



A Model of Co-Inquiry for Co-Constructing Curriculum

Co-Imagining Possibilities

Planning and Taking Action

- Reflection and Planning Guide
- Wondering
- Playing with ideas
- What can we do next?
- Engaging playfully
- Observing Again

Co-Learning

Observing and Documenting

- Listening to children
- Documenting play and ordinary moments

Talking the Documentation

- Asking Questions
- Drawing on multiple perspectives
- What are the possible meanings of this play?

Co-Researching

Reflecting and Interpreting

- The narratives of a learning story
- Curriculum Cross-checking
- What does the curriculum framework tell us?

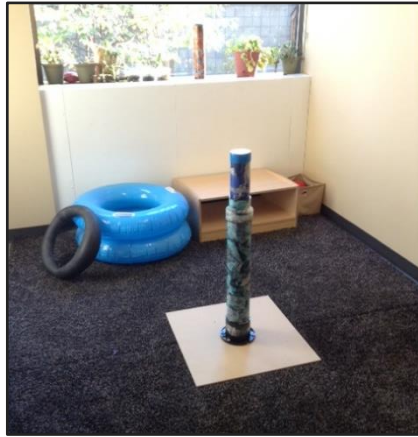
Connecting to Concepts, Goals and Dispositions to Learn

- What can we learn from theory?
- What is my image of this child/children?



**Field visit to
Construction
Site**

(observed from
a safe
distance)



Interest
Building & Construction
Age Group
Older Toddler



**Invited in
Community
Expert**
(one of the
parents is an
engineer)





References

- Chaille, C. (2008). *Constructivism across the curriculum in early childhood classrooms: Big ideas an inspirations*. Pearson Education.
- Kashin, D. (2023, February 26). *What's the big idea? Children's interests that make a difference*. Technology Rich Inquiry Based Research: <https://tecribresearch.blog/2023/02/26/whats-the-big-idea-childrens-interests-that-make-a-difference/#:~:text=By%3A%20Diane%20Kashin%2C%20Ed.,consider%20what%20is%20really%20important>.
- Makovichuk, L., Hewes, J., Lirette, P., & Thomas, N. (2014). *Flight: Alberta's early learning and care framework*. www.flightframework.ca