

Goal 1: Curiosity and Interest in Learning

IDAHO EARLY LEARNING EGUIDELINES

GOAL 1: CHILDREN SHOW CURIOSITY AND INTEREST IN LEARNING AND EXPERIMENTING.

Domain 1: Approaches to Learning and Cognitive Development

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[Birth through 8 Months](#)

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DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT			
SUB-DOMAIN: LEARNING APPROACHES			
CURIOSITY, MOTIVATION, EXPLORATION, AND EXPERIMENTATION			
GOAL 1: CHILDREN SHOW CURIOSITY AND INTEREST IN LEARNING AND EXPERIMENTING.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>Birth through 8 Months</p>	<p>Seeks, initiates, and responds to interactions with people and objects.</p>	<ul style="list-style-type: none"> ▪ Reacts to new voices or sounds by turning in the direction of sound, becoming more quiet or active, or changing facial expressions. ▪ Looks and follows slow moving objects. ▪ Shows interest in people by kicking legs, smiling, reaching, and looking at the person. ▪ Shows interest in patterns and shapes. ▪ Responds to familiar things or sounds. ▪ Gazes toward and or reaches for toys that are visible but out of reach. 	<ul style="list-style-type: none"> ▪ Hold the baby facing you to encourage exploration of the human face, emotions, communication, and interactions. ▪ Create a safe, secure, and attractive environment for children to explore toys, books, and people. ▪ Use both facial expressions and words to initiate play with the child during the course of everyday routines (diaper changing, bathing). ▪ Observe child to understand unique temperament, learning styles, and ways of showing curiosity. ▪ Introduce child to new people, places, objects, and experiences. ▪ Offer a variety of positions from which a child can explore (e.g. tummy, back, sitting upright, propped on side, or laying on the floor, sitting on a lap, or sitting in a baby chair). ▪ In group child care settings with multiple staff, establish a primary caregiver to create a trusting relationship from which the child can explore. ▪ Provide child with toys and materials with bold designs and contrasting colors. ▪ Show child mobiles with complex patterns. ▪ Encourage child to track movement of slow moving toy. ▪ Offer toys and activities where the child gets a definite, focused response to interactions.

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6 to 18 Months	Demonstrates curiosity through physical exploration and vocalization with objects, people, and environments.	<ul style="list-style-type: none"> ▪ Shows interest in, explores, manipulates, or stares at objects in the environment. ▪ Persists in looking for or searching for an object just out of reach or vision. ▪ Points at, gestures, and verbalizes toward or about objects or people. ▪ Uses gestures to express emotions relating to exploration (e.g. hands in the air, shaking hands or head to indicate "no," clapping hands for joy). ▪ Explores objects through mouthing, banging, filling and dumping, moving, and throwing. ▪ Uses a mix of senses to explore the environment (e.g. tasting, touching, hearing, smelling, and looking). 	<ul style="list-style-type: none"> ▪ Provide support and time for child who is hesitant about new objects and experiences. ▪ Repeatedly offer unfamiliar objects, with slow, even approach. ▪ Play with child using objects with different textures, sounds, shapes, temperatures, and smells. ▪ Provide safe floor play space for child to explore favorite toys and movement. ▪ Offer a variety of environments from which a child can explore. ▪ Place objects for touching within child's range. ▪ Point out places, objects, and what people are doing. ▪ As child begins to eat solids, offer variety in food, textures, and taste. Recognize that child needs to touch and manipulate the food. ▪ Respond to child's sensory cues (e.g. child makes verbalization of frustration), then help child resolve the problem; child drops item and follows it with her eyes to the floor, then comment about how it fell, and put it back, tolerating the child's repetitious behavior.

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16 to 38 Months	Deliberately explores and experiments with people and objects.	<ul style="list-style-type: none"> ▪ Explores immediate environment (e.g. asks about a new object and actively searches through a collection of toys). ▪ Shows interest in new activities and others' activities. ▪ Uses simple "wh" questions (where, who, and what). ▪ Asks about people in their own environment. ▪ Turns objects around, upside down, and inside out to examine the characteristics of the object. ▪ Opens, closes, fills, empties, and builds up and knocks down objects and containers. 	<ul style="list-style-type: none"> ▪ Make child's surroundings safe and inviting to encourage exploration. ▪ Point out objects for gazing at and listening to around the room and outside (e.g. clouds that look like cotton candy or shaped like a sheep), pictures that hang high up, light patterns caused by the sun and the curtains on the windows, a tinkling bell strung in a tree that rings in the breeze, or the sound of a big truck backing up outside. ▪ Offer a variety of safe objects/toys that can be used in multiple ways. ▪ Ask simple questions using who, why, and what. ▪ Respond to children's questions with genuine remarks. ▪ Wonder aloud with child about why, who, what, when, and where. ▪ Describe and comment about what you see around you. ▪ Take cues from a child to know when to add information and when to let the child simply explore an object without words. ▪ Read and tell stories that introduce children to diverse people, places, and cultures. ▪ Offer materials and activities that match child's exploration style (a child who is slow to warm may respond best to an activity that allows play at the edge of the group, a child with vision impairment may explore best with materials that have a variety of textures). ▪ Offer sensory play to include water and sand toys.

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36 to 60 Months	Becomes inquisitive; seeks information and vocabulary to build understanding.	<ul style="list-style-type: none"> ▪ Asks others for information (e.g. "What is that?" "Why is the moon round?"). ▪ Investigates and organizes materials (e.g. uses matching, sorting, and grouping). ▪ Shows interest in how and why others do things. ▪ Builds a vocabulary of nouns, verbs, and descriptors including adjectives and adverbs, to bring understanding to words and actions. ▪ Uses "wh" questions to get additional information about how their world works (why, who, what, where, and when). ▪ Develops personal interests (trains, animals, dinosaurs). ▪ Actively engages in play and putting materials together to test end results. ▪ Uses fantasy and reality to explain phenomenon. 	<ul style="list-style-type: none"> ▪ Offer many sensory play opportunities using textures, mixing substances, block play, and dramatic play. ▪ Provide opportunities for child to explore a variety of activities and materials, including those in the larger community and those from diverse cultures. ▪ Schedule adequate time for child initiated play and exploration. ▪ Identify and build on child's individual interests. ▪ Teach children to be observers and recorders of what they observe. ▪ Offer writing tools and art materials for recording observations. ▪ Provide open-ended materials such as blocks and building materials, liquids for pouring and mixing, various art mediums, digital technologies (cameras, recording devices), and microscopes/magnifiers. ▪ Offer time and settings for child to talk about and display ideas where adults and other children listen and respond. ▪ Help child use vocabulary that leads to exploration (e.g. exploring together), offer open-ended questions and comments (e.g. "I wonder...?" "How could that work?" "What do you think about...?" or "What ideas do you have?"). ▪ Read about topics of interest with the child (trucks, insects, and gardening) to demonstrate how and where people find information.

			<ul style="list-style-type: none">▪ Learn about internet resources that are child-appropriate for finding answers to questions and finding images that offer exploration opportunities.▪ Play question-and-answer games that inspire child's curiosity.▪ Elaborate and embellish a child's utterances (Child says, "I rode the trike." Adult responds, "Yes, you rode on the tricycle with two small wheels and one large wheel.").
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<p>60 Months through Kindergarten</p>	<p>Begins to show logic in thinking about complex information, and about people, objects, and actions.</p>	<ul style="list-style-type: none"> ▪ Talks about new events and occurrences. ▪ Asks questions about changes in their world. ▪ Uses same and different to explain phenomenon. ▪ Shows enthusiasm for field trips and other outings to new places. ▪ Looks for new information, with assistance, and wants to know more about personal interests. ▪ Uses available tools to explore (books, technology, and people). ▪ Uses multiple strategies to explore a new situation or object. ▪ Looks to others when trying to explain illogical outcomes. ▪ Uses vocabulary and gestures to indicate measurable attributes (e.g. "I need a big triangle, not the little one."). ▪ Uses a variety of groupings when classifying. 	<ul style="list-style-type: none"> ▪ Offer a variety of resources for gathering information to build on child's interests (books, videos, field trips, technology). ▪ Provide child with opportunities to use resources to answer questions (if a child wonders about dinosaurs, find a dinosaur book at the library, search a child-appropriate website together). ▪ Use child's previous experiences and knowledge as a springboard to experimentation and exploration (e.g. "Remember when we made play dough and we put green coloring in it? What colors should we use this time? What would happen if we mix colors?"). ▪ Use personal family and local community experiences to support child's new learning (e.g. child uses sled to play outside in the snow; what does a child use to play in the ocean?"). ▪ Provide opportunities for children to observe and listen to adult and child-to-child conversations about why, who, what, where, and when. ▪ Offer dolls, costumes, pictures, puppet theatres, and open ended story boards to encourage child to create make-believe stories. ▪ Offer ample opportunity for dramatic play where the child is free to try out roles and activities. ▪ Offer props, time, and a variety of settings for experimenting with art and music.

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<p>First, Second, and Third Grades</p>	<p>Uses hypothesis testing in a structured and focused approach.</p>	<ul style="list-style-type: none"> ▪ Explores self-directed interests. ▪ Uses a variety of means to gather new information. ▪ Uses a variety of means to report and document information. ▪ Knows where to find needed information, including seeking adult help. ▪ Extends and elaborates ideas and conversation with peers and adults. ▪ Uses basic “if, then” logic to explore a question. ▪ Uses humor to express understanding of the multiple meanings of words and phrases. ▪ Asks complex questions about an issue or problem. 	<ul style="list-style-type: none"> ▪ Encourage sensory exploration, conversation, written and oral presentations, art media, technology, theatre, music, and physical activities that give children opportunity to try out multiple ways of thinking. ▪ Recognize children's differing levels of knowledge and thinking skills. Start where the learner is in offering activities and project starters. ▪ Build on child's interests by providing opportunities and time for child to collaborate with peers on group projects of interest to them. ▪ Model reading a variety of books, poetry, websites, both fiction and nonfiction. ▪ Encourage child to talk about and document their discoveries and discuss their ideas with others. ▪ Provide opportunities for child to observe and listen to adult presentations on topics of interest. ▪ Encourage fantasy play, as well as opportunity for reasoned logic in play.