Tsiurabe Vazquez (Stephanie)

04/18/13

CHLD 282-01

 **Curriculum Response Reflection**

What worked about implementing my curriculum response plan when I engaged with children in parallel talk, through parallel talk it was a good way for me to get to know the children better. We would talk about why they were choosing a certain bead color to put on their bracelet, most of the time the children said because they liked that color. Other times when children and I were engaged in parallel talk, they would talk about animals while working on their bracelet. Therefore our parallel talk was not always about the activity they were working on. Two children sitting next to each other were engaged in parallel talk and their talk was about sharks and oil in the ocean. It was very interesting therefore I listened which helped with two of my engagement strategies which are listening and restating. I would listen to Juan Diego say “The oil that is in the ocean hurts the sharks.” I would restate and say “Juan Diego, that is true, the oil that is in the ocean does hurt the sharks.” Other times I would restate during parallel talk with a child, one example of that is when Vero said “I like the color orange because my favorite fruits are the color orange.” I restated “Wow Vero how awesome that you like the color orange because your favorite foods are orange color too.” Overall my planned communications and engagement strategies worked during this curriculum activity. I also said I would encourage children with ideas, but I did not have to. When the children got to my activity table they were full of ideas on how to do their bracelet.

My curriculum response was developmentally appropriate because it includes a variety of content areas. Week ten class notes given on April 11th 2013 by professor Manley said to “focus on a topic or content area that is integrated throughout the entire curriculum”; therefore I focused on the creative arts. The DAP book says “preschoolers should have access to many kinds of materials and objects to help them develop and practice fine motor skills, such as small objects to sort and count, pegboards, and beads to string…..”(pg 119, Copple and Bredekamp) With more reason I feel like my curriculum response was developmentally appropriate because I had the children string beads which helped them practice their fine motor skills.

I learned that when working with 24 children I should provide the children with more beads. I bought a baggy with 400 colorful beads and another baggy of about 200 heart shaped colorful beads and teacher Alicia said that it wouldn’t be enough beads for the children to do necklaces. I was planning on having the children do necklaces but I had to think about the situation that I was in with limited amount of beads; therefore I decided to do bracelets instead. I learned that children prefer to do necklaces therefore I would provide more beads next time. I also learned to not use thick yarn because the yarn becomes to get undone when the beads are going through; therefore I had to put tape at the beginning of the yarn so it wouldn’t come undone. One thing that I would change is that next time I would get different type yarn or string in order for that not to occur again. Also another thing I would do differently is either having only one choice of shaped beads or having more than three options so the children have the opportunity to be more creative.

It was very fun to plan my own curriculum response although I was lost on how to begin it, but once I was done with my curriculum response I was very excited to implement it. I went into the Gridley Center very excited to be able to enjoy my activity with the children. I was happy that I had the opportunity to choose the type of material I wanted to use with the children and have the opportunity to sit with them and guide them through the curriculum. Also I am happy I had the opportunity to fill out my own curriculum response plan because now I know how to do one on my own.