

This book is about a family celebrating their little one as they explore the world. There are moments throughout the story to promote autonomy as the child has experiences independently and with their family.

### CORE SKILL OBJECTIVES

### INTENTIONAL TEACHING PRACTICES

#### RELATE



#### Children will:

- ◆ Express preferences
- ◆ Contribute their own ideas and experiences with adults and peers

#### Teachers will:

- ◆ Promote child autonomy

### TEACHING TIP

When young children feel confident in themselves, it increases their engagement and motivation. To help empower even the youngest learners, we can celebrate the value of their interests and independence. Valuing ideas and effort, rather than outcomes, contributes to children's developing self-confidence, as well as their willingness to try new things. This, in turn, provides more support for children to try things out, practice, and feel successful.

### 1. INTRODUCE

- ◆ "Today we're going to read this story called *Little You*. We're going to see what the child in this story is interested in, what things they like to look at and explore, and how excited their family is to watch them explore!"

### 2. READ THE BOOK

- ◆ Pause 2-3 times to narrate the child's interests or moments of independence within the story.
- ◆ Ask children to contribute their own ideas and opinions. Repeat what they say and express the value in children's interests.

### Promote Child Autonomy

**Read:** "You are mighty you are small"

**Narrate:** "The child is exploring what's at the beach. They can sit and explore the starfish all on their own!"

**Ask:** "What do you like to do all by yourself? (Child) is pointing at the book. Yes, you can look at the books all by yourself! That's exciting."

**Read:** "Little star with little wings"

**Narrate:** "The child looks really interested in the butterflies. It looks like they're having fun exploring and watching them."

**Ask:** "Is there an animal you're interested in? (*Pause for answers*) I heard lion, and doggy – I love hearing about your interests."

**Read:** "Little ember with growing light"

**Narrate:** "It looks like they are looking at fireflies together here. I think the child might try to catch a firefly in their hands!"

**Ask:** "What do you like to do outside? Do you like bugs? I see some excited faces! When we go outside, I would love to see how you explore."

### 3. REVIEW

- ◆ "The child in this story found a lot to explore and has a lot of interests. It sounds like you all had a lot of ideas about what you like, too!"

### 4. KEEP IT GOING

- ◆ One way to show children that you value their ideas and interests is to imitate their play. During free play times, like Outdoor Time or Choice Time, get down on the children's level and comment on what they're doing. For example, "You're scooping the sand. I'll find a scooper too." You don't need to join in the child's play necessarily – simply commenting and showing that their interests hold value promotes children's autonomy. If a child gets stuck during their play, try stepping back and allowing them to figure it out or complete the task independently. For example, "Oh, you lost the block under all this sand. Hmm, I wonder what you'll do... you're going to scoop through the sand until you find it! You can do it!"