



Self-Guided Learning Module

Child Interests



What is the CELL self-guided module?

- This self-guided learning module focuses on child interests, the foundation of the CELL early literacy learning model.
- The purpose of the self-guided module is to share information about:
 - The definition of child interests
 - The importance of child interests
 - Practices to help identify child interests



Pause and think about child interests before you proceed

- What are child interests?
- How do you know when a child is interested in something?
- Why do you think child interests are important to early literacy learning?
- The following slides provide CELL's response to these questions.



Introduction:

What are child interests?

Child interests are objects, activities, or people that . . .

- Make a child laugh and smile
- A child works hard at doing
- A child wants to do over and over
- Attract a child's attention
- The child chooses most often



Introduction:

What are child interests?

- All children with and without disabilities, have interests and preferences.
- Children have different types of interests, including:
 - Personal
 - Situational



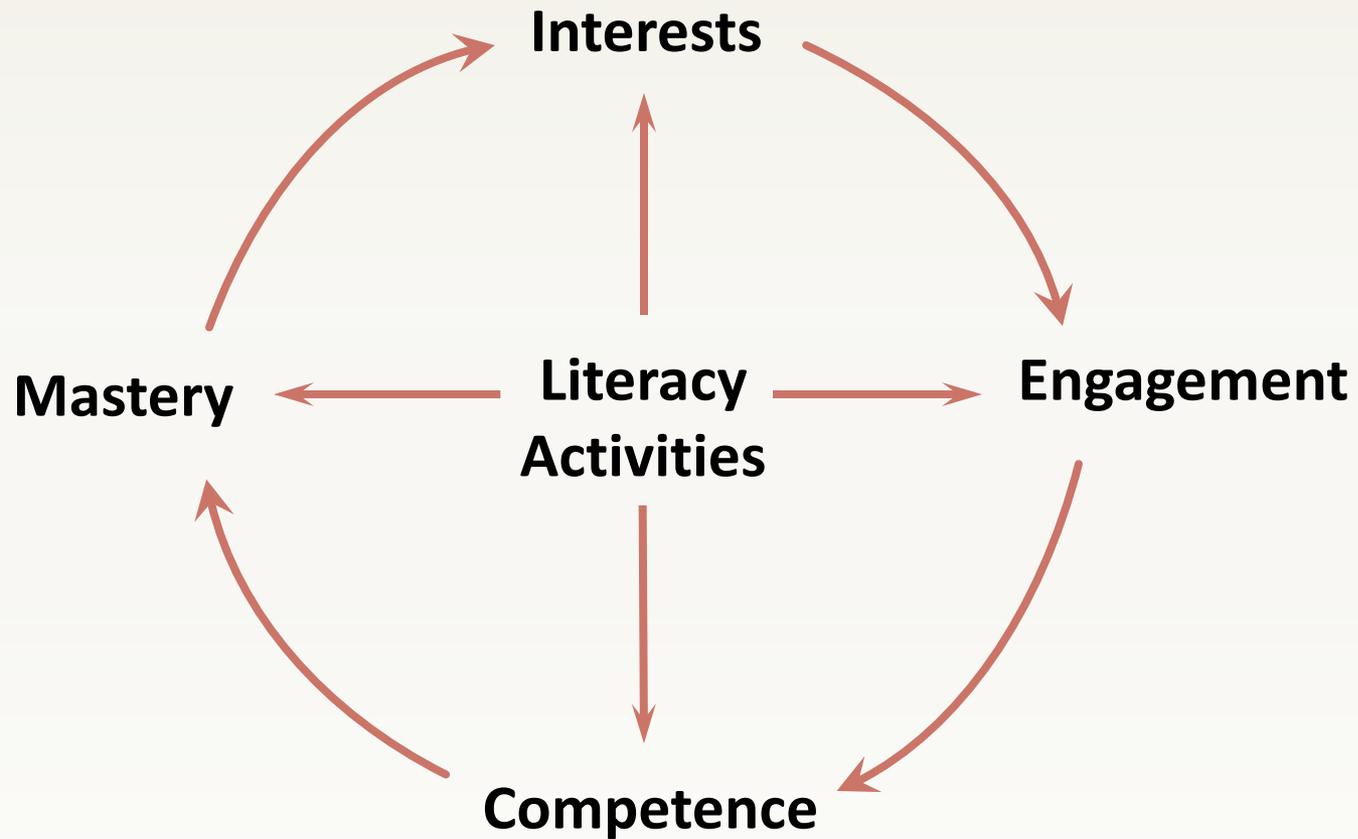
Introduction:

Why are child interests important?

- A child's interests form the basis of CELL practices.
- Children are more likely to become engaged in an activity if they are interested in it, which increases the opportunity for learning.
- For children to master new behaviors, they need to first be interested in the experiences and activities that promote those behaviors.
- Watch the video *Interests Lead to Learning*, which is available on the CELL website, www.earlyliteracylearning.org



Illustration: The Interest-Based Cycle of Mastery





Introduction:

What is “engagement”?

- Engagement begins by identifying a personal or situational interest of a child.
- The child is actively participating in the activity by directing the activity and verbally and/or physically participating in some way.



Introduction:

What is “competence”?

Competence develops through:

- Repeated **opportunities** for engagement.
- Repeated **experiences** of engagement.

Example: Once a child has learned to recognize a letter in print, she will want to look for “her” letter when she sees print. She will get better and better at correctly identifying “her” letter and discriminating between it and other letters.

Practice:

Child Interests

Think about a child that you know well or a child in your program, and answer the following questions:

- When given a choice, what kinds of objects, activities, and/or people does this child choose or prefer?
- What are some things that make this child smile and laugh?
- What things does this child like to do over and over again?
- What are some things that this child works hard at doing?

Evaluation:

Child Interests

- What interests did you identify?
- What were the top interests?
Did you identify any passions of the child?
- What are themes or clusters of interests that you see?
- What surprised you?



Practice:

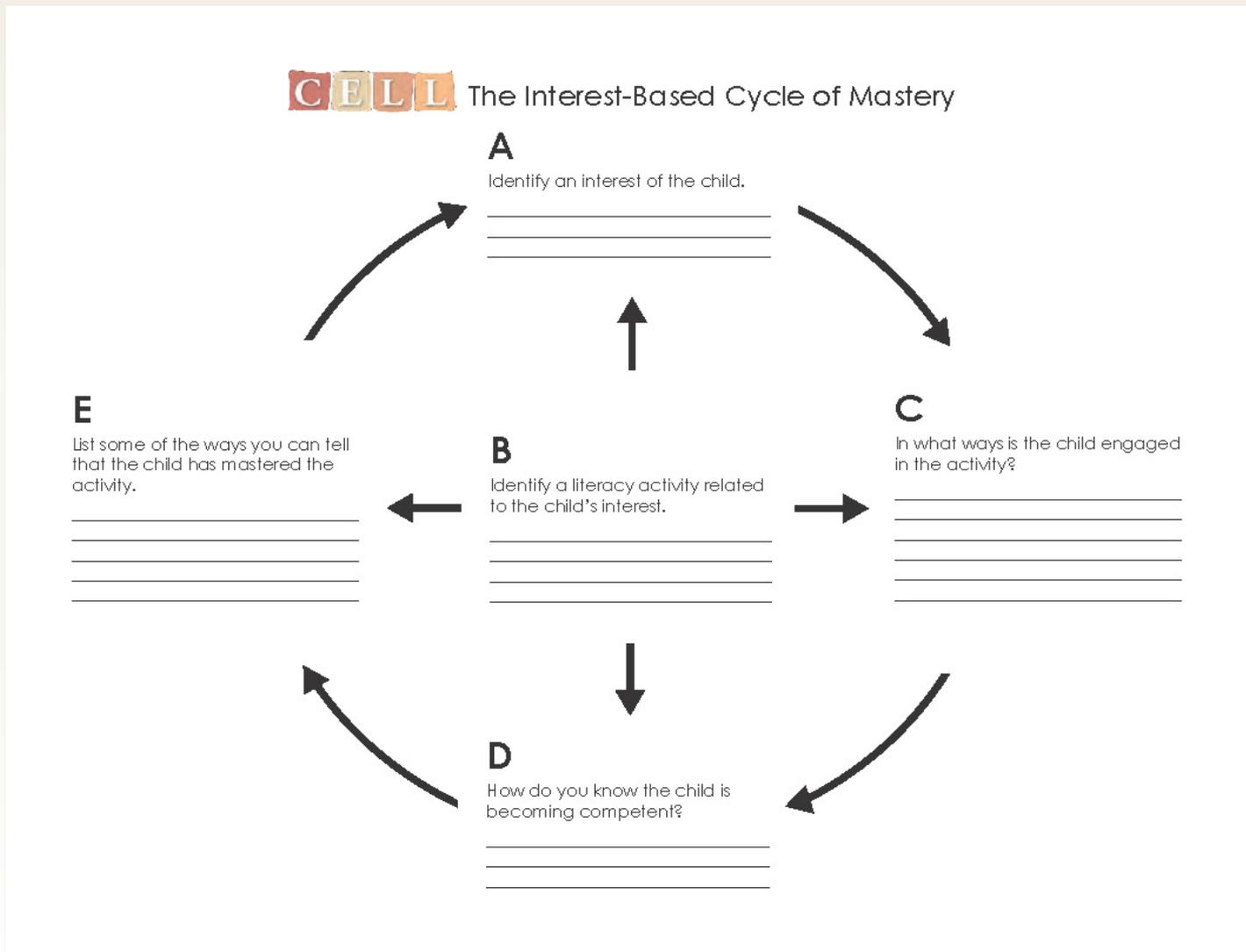
Interest-Based Cycle of Mastery

Thinking about the same child from the practice before, complete the *Interest-Based Cycle of Mastery* tool that has been provided on the following slide. You can also access a copy of the tool on the CELL website, www.earlyliteracylearning.org.

Provide the activities and opportunities you've listed over the course of a week with the child you identified.



Practice: Interest-Based Cycle of Mastery





Evaluation:

The Interest-Based Cycle of Mastery

1. By following the child's interest, what literacy-related activity did you provide the child?
2. How did you know the child was engaged?
3. How did you encourage the child's engagement in the activity?
4. In what ways did you support the child to build competence and mastery?
5. How will you know that the child has moved from competence to mastery?



Reflection: Child Interests

Complete the
*Child Interests
Checklist*



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Child Interests Checklist

This checklist can be used with or by parents and practitioners to identify the key features of using a child's interests as the basis for early literacy learning. Complete the checklist by indicating if you did (Yes) or did not (No) have the opportunity to help the parent/practitioner use the practice.

<i>Did you help the parent or practitioner ...</i>	Yes	No
1. Identify the objects, people, activities, and actions that capture and hold the <i>child's</i> attention?		
2. Identify the objects, people, activities, and actions that are the <i>child's</i> favorites?		
3. Identify the objects, people, activities, and actions that make the <i>child smile and laugh</i> ?		
4. Identify the objects, people, activities, and actions that are especially <i>exciting to the child</i> ?		
5. Identify the objects, people, activities, and actions that the <i>child chooses most often</i> ?		
6. Identify the objects, people, activities, and actions that the <i>child works hard at doing</i> ?		
7. Identify new objects, people, activities, and actions that <i>attract the child's attention</i> ?		

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Thank you!

- Thank you for accessing the CELL self-guided module on child interests.
- Remember, you can access additional practices on the website at:
www.earlyliteracylearning.org.