Creating Reggio Inspired Environments and Reggio Inspired Curriculum Units of Study

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Reflecting on our Environments

• How did our environments look before we started our journey

• Where are we now...

• What do we aspire to become...
Before...
Creating home-like environments

What does the research tell us?

• The environment is often referred to as the “third” teacher
• A positive learning environment leads to optimum learning
  • That the environment plays an important role in the system of relationships between home and school
What do our hallways tell us about who we are?
Where do families sign in?
Where do the children sign in?
Looking at our windows
What’s hanging from our ceilings?
How do we display materials in the classroom?
How do we display materials in the classroom?
Mexico, they gotta go, gotta go to the oyamel tree
Nectar sip on the way
Antennae on their head
Sitting in an oyamel tree
Close to their friends
Hot in Mexico, that's the way they like it.
Let’s take a closer look at our centers...
Art
Library
Blocks
Dramatic Play
EL MERCADO DE CAC
Music and Movement
Science
Science Continued
Wood Working
Writing
Bathrooms
Outdoor Space
How does the environment shape child inspired curriculum?

- Units of study are child initiated, teacher framed
- Units of study are integrated into all of the centers within the classroom
- Children have more respect for the environment when materials of interest are available to them
- When children are engaged, the atmosphere of the classroom changes
Bookmaking

- Children gained an awareness of print
- Children counted number of pages in their books
- Children created a variety of books including pop up, accordion, and different shapes and sizes
- Children had the opportunity to share their books with family and friends
LOT PIO OLIP  BTO LOT LOA
Map Making

• Children created maps of their bedrooms, homes, classroom
• Children went on to create a life size map of the special places they visit on campus: library, student center, track, garden
• Children learned directions such as left, right, up, down, and around
• Families and friends used the children’s map to guide them on a tour of the campus
Points of Interest
1. Child Development Center
2. Our Garden
3. Resting Rocks
4. Clock
5. Library
6. Student Center
7. Track
8. Garden
9. Wightman Gym
10. Playground
11. Groundhog Holes
Toy Making

• Looked at children’s interest in terms of child inspired curriculum and the NJ Preschool Teaching and Learning Standards
• Children develop knowledge of spatial concepts
• Children develop inquiry skills
• Children observe and investigate matter and energy
Our invented toy:
"Stacking Contest"
by, Armaan, Bella and Celine
A Study of Rocks

- It all began when children asked:

  - Miss Hope, How did this get here?

  - Miss Hope, Who put this rock here?

  - Miss Hope, I think we can move this rock closer to our classroom. All we needs to do is push it!
But it didn’t move…

• Miss Hope, Jackson is here today, he didn’t push with us so maybe he can help us.

• Miss Hope…

• Miss Hope…

Miss Hope…
Each time a child chanted “Miss Hope”

• she listened
• she documented
• she responded
• Together, the children and Miss Hope developed a plan that was
  child initiated and teacher framed
The Great Family, Friends and Kids Fun Carnival

• All the children were talking about the local carnival in town
• Following their interest, I helped them create an end of the year carnival
  • They made all the decisions!
    • Carnival name
      • Booths
      • Food
    • How many tickets?
      • Invitation
Tickle
Measure up how far you grow.
A Study of Monarchs

• According to Gennarelli and Morgado, (pending publication), “young children cannot help but notice the plethora of Monarchs that are indigenous to their outdoor classroom environment. They are naturally curious and are inquisitive.”
Where we are going...

• Wherever our journey takes us