

Oklahoma
EARLY LEARNING
GUIDELINES FOR
CHILDREN
Ages Three through Five



Child Care
Services



Child Care Services

Oklahoma

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FOR CHILDREN***

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Child Care Services

Oklahoma Early Learning Guidelines

A taskforce convened by the Oklahoma Department of Human Services Child Care Services developed the Oklahoma Early Learning Guidelines for three to five year olds in 2011. A Review Workgroup was formed in September 2016 and met monthly to revise the Early Learning Guidelines. This was initiated due to comments and suggestions from users of the guide, the 2016 Head Start Performance Standards and the development of the Oklahoma Academic Standards which replaced the PASS, Priority Academic Student Skills. Both the Early Learning Guidelines for Infants, Toddlers and Twos and the Early Learning Guidelines for Ages Three through Five were revised at the same time by content area. This allowed for consistency across the domain and strengthened the continuum from birth through five. Committee members included representatives from the Center for Early Childhood Professional Development, Oklahoma Child Care Resource and Referral Association and its affiliates, Oklahoma Child Care Services, Oklahoma Head Start/Early Head Start, Oklahoma State Department of Education, Oklahoma State Department of Health, Oklahoma State Regents for Higher Education, Oklahoma Tribal Child Care Association, child care programs, community colleges, and universities. Additional resources include other state's Early Learning Guidelines.

This document has been developed to be used by all. The word 'teacher' is used in the guidelines to represent parents, family members, educators, caregivers, program staff, and other caring adults who offer instruction, support and guidance to young children.

Oklahoma Early Learning Guidelines

The Oklahoma Early Learning Guidelines Ages Three through Five are intended to provide guidance to teachers with regard to what children should know and be able to do in order to experience school success. The Early Learning Guidelines provide examples of activities and can be used to develop curriculum. They should not be used as a curriculum or for assessment. Curriculum and Early Learning Guidelines are connected, but not the same. ELGs can be used in practice every day and can be helpful in providing resources or ideas to help teachers understand and use learning experiences in the classroom. Teachers trained in early childhood curriculum theories will provide an enriched curriculum and include some of the activity examples in the guide along with many others. The guidelines are intended to assist with learning activities for preschool children ages 3 through 5 and are inclusive of all children. These guidelines are designed to align with Oklahoma Early Learning Guidelines for Infants, Toddlers and Twos. Children may be able to show they meet the standards at different times and in different ways. The guidelines are a resource with commonly held expectations and widely accepted best practices for children. At the same time, the guidelines are flexible enough to meet the needs of individual children and groups of children.

Guiding Principles:

- ★ All children are active learners. They explore and experiment with concepts in the world through play and hands-on activities.
- ★ Children show individual differences in ways of knowing, learning and doing. Every child is unique.
- ★ Through interactions with family and other adults, children develop new skills and understandings of concepts. Children need opportunities to practice new skills and experience challenges.
- ★ Families are the child's first and most important teachers. Children are influenced by the values of their family, culture, and community. The child's family and culture of language, traditions, beliefs, etc. will influence who the child is and who he/she will become. This must be embraced as part of the child's early learning experiences.

Overview

The way the learning environment is constructed and the materials available foster opportunities for growth in all areas of development: creative/aesthetic, intellectual, language, physical, adaptive, and social/emotional; and provides the challenge for children to learn according to their individual growth patterns. Early childhood programs should be appropriate for the age, developmental level, and individual needs of each child. The environment should be modified and adapted to promote the participation and learning of all children. Teaching strategies are based on the knowledge of content and how young children develop and learn.

Programs should strive to have strong family engagement so that two-way conversations happen related to the child that you both share. Young children are integrally connected to their families and it is important to establish positive relationships with family members based on mutual trust and respect.

Organization

This document contains not only the domains or curriculum content and standards, but also the INDICATORS OF CHILD'S PROGRESS and suggestions of STRATEGIES/ACTIVITIES to provide children with meaningful learning experiences. The content areas are interdependent and support one another. Each of the sections is organized into five areas.

- 1) Introduction – provides a brief description of the area and the purpose for including it in the Guidelines.
- 2) Standard – agreed upon framework of skills within each content area for children to experience in order to develop a foundation for additional learning.
- 3) Indicators of progress – desired outcomes to identify what children are likely to know or do in relationship to each standard.
- 4) Examples – specific observable skills or actions children are acquiring, concepts described as an indicator of progress and illustrate what a child might do or say related to each indicator.
- 5) Strategies/activities – examples of activities, environments, daily routines, and play to encourage the development of skills in all content areas.

The standards can be demonstrated through observations, descriptions, documentations of a child's performance or behavior, and by samples of a child's work.

Early childhood programs should:

- ★ Provide curriculum building upon what children already know and are able to do to enable them to connect new concepts and skills.
- ★ Provide units or themes of interest integrating and teaching across all areas of the core curriculum. (For example: foreign languages, language arts including listening, speaking, reading, writing, mathematics, science, social studies, and the arts).
- ★ Provide a literacy-rich environment arranged in learning centers or learning areas. (For example: art, science, reading, dramatic play, blocks) Each center will have a variety of activities for the children. This arrangement supports a wide range of interests and abilities within the same learning space.
- ★ Provide exposure to a wide variety of information and literacy experiences, and the use of appropriate technology through daily activities in the environment and/or media center.
- ★ Provide a safe environment designed for the developmental needs of the age group served and implemented with attention to the needs and differences of the individual children.
- ★ Provide an active climate; one in which children interact with each other and with appropriate materials while engaging in cooperative hands-on learning related to the interests of the children.
- ★ Provide a balance of activities including child-initiated and adult-directed. These activities may be active or quiet, performed individually, or in large and small groups.
- ★ Provide an environment sensitive to cultural, language, physical, and learning differences among all children.
- ★ Provide what is needed to support a child's full participation in learning. If needed, teachers may support learning through adaptive devices or adjustments to activities.
- ★ Provide an ongoing process of collecting information from multiple sources about a child's needs, which may include conversations with families, observation, portfolios, screenings, etc. in order to provide for his/her optimal educational experiences.

Families Can Use Guidelines to:

- ★ Broaden their understanding of ways children are developing and learning.
- ★ Determine ways to support children's development and learning at home.
- ★ Discuss how to partner with others to provide for continuity of learning.
- ★ Identify what is important to look for when choosing programs for children.

Inclusion

Responsiveness to individual children should be evident in teacher/child interactions, activities, and classroom environment. Teachers will make sure each child has opportunities to actively participate and make contributions. Using knowledge of each child, teachers can plan learning experiences by taking into account children's differing abilities, temperaments, developmental levels, and approaches to learning. All children should have high-quality early childhood experiences. Teachers should consider the following when planning activities:

- ★ Recognize children come to programs with varying experiences, backgrounds, language, and abilities. The curriculum and environment should be adapted for all children to reach their potential.
- ★ Plan for differing levels of difficulty in activities to provide success and challenge for each child, especially when children are in mixed-age groups.
- ★ Develop creative means of communicating ideas. Teachers can use gestures, pictures, and real objects to help communicate with children. Children can express themselves through drawing, painting, using clay, and movement activities.
- ★ Create a predictable schedule to assist with the order and pace of activities. Additional time may be needed for some children to complete an activity or routine.
- ★ Choose activity topics children enjoy, such as animals, to encourage interest and preferences of the children. The child may select an activity he/she would like to share with others.
- ★ Develop strategies to encourage children's active participation. (For example: pair children who are having difficulty with other friends who are successful at a task.) Children may select activities based on readiness, learning style, and interest.
- ★ Create an adaptable environment for the flow of activities to allow for flexibility. Arrange the play space so activity areas are clearly defined and provide children who may be easily overwhelmed an opportunity to use unfamiliar equipment.
- ★ Modify materials as needed for children to participate as independently as possible. Use picture cues, simplified language, the child's home language when possible, or lower the easel or provide a chair for the child who has difficulty standing.
- ★ Modify activities to be less or more complicated depending on children's abilities.
- ★ Break activities such as cooking projects or games into parts by describing and making pictures of the steps. Prepare art experiences with individual children in mind so experience is enjoyable.
- ★ Provide adult assistance in an activity or routine to support children's participation. Provide assistance when needed for any activities and position an adult near children who may need more assistance.

Diversity

Cultural

1. Teachers understand culture affects childrearing practices and may therefore affect an individual child's development.
2. Teachers and programs support, appreciate, and honor cultural diversity, including family and home experiences, language, beliefs, values, and patterns of interaction.

Individual Differences

1. Teachers recognize and respect individuals differ in temperament, preferences, culture, development, abilities, and social interactions.
2. Teachers use their observations of children to support learning experiences in ways to accommodate each child's unique characteristics and development.
3. Teachers serve and respect all children, including those with a disability or an individual need, in a manner supporting best possible growth and development.

Teachers

1. Teachers adhere to all state regulations including the Oklahoma Department of Human Services Licensing Requirements.
2. Teachers are lifelong learners of child development and early childhood education.
3. Teachers respect unique developmental, cultural, and individual differences in children.
4. Teachers promote meaningful relationships with children, families, colleagues, and the communities.
5. Teachers establish a safe, developmentally appropriate environment welcoming to children and families.
6. Teachers provide consistent routines sensitive to the needs of the children in care.
7. Teachers provide responsive, individualized care for each child.
8. Teachers offer a variety of activities to stimulate children's learning and development.
9. Teachers support the development of the whole child, valuing safety as a top priority.
10. Teachers demonstrate healthy habits for life by offering nutritious meals and ample opportunities for movement experiences indoors and out.

Families

1. Families are the child's first teacher and play the most important role in their development.
2. Families can use these guidelines to assist them in understanding their child's development, growth, and learning.
3. Families build relationships with their children by providing resources and activities supporting learning at home.
4. Families and the early childhood community can use these guidelines to serve as a resource in this partnership.



Learning can and should take place anywhere. The teacher can enhance learning by talking with children about what is observed and by providing interesting materials and activities that involve all learning modes. Teachers can guide children's curiosity and follow their fascination by setting up interesting learning/ activity centers. Asking "*I wonder*" types of questions leads children to think about different possibilities. (For example: "*I wonder what would happen if*".

The strategies and activities provided in each section of the publication are a sample of what teachers can offer in learning/interest centers. The room arrangement should invite children to participate in hands-on, interactive play experiences.



APPROACHES TO LEARNING

Children exhibit different styles of learning, but all can lead to success in school. Some children seem to be born well-organized and bursting with initiative while others require some structure and encouragement as they discover their unique capacity as learners. Teachers must ensure every child has the opportunity to direct his/her own learning.

When children complete a complex puzzle, construct an elaborate block structure, or ride a tricycle through a maze, they learn when to ask for assistance, seek additional resources, and take responsibility

for the care of materials. A well-planned learning environment with carefully designed activities, along with teachers and family members who participate as co-learners promotes a willingness in children to try new experiences and show persistence in completing projects. As children connect their learning to past experiences, they learn how to take the initiative, be problem solvers, and raise their knowledge and skills to a new level of mastery.

STANDARD 1

The child demonstrates positive attitudes, habits and learning styles.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Demonstrates an eagerness and interest in learning.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Chooses to participate in a variety of activities, tasks, and in different play areas. 2. Shares ideas and asks questions. 3. Enters into cooperative play with other children. 	<ul style="list-style-type: none"> ★ Provide activity/learning center play areas with interesting and inviting toys and materials. (For example: art, block, library, dramatic play, sand, water, table toys discovery, math, and nature.) ★ Arrange sufficient space within learning center play areas so children have real choices. (For example: for every 10 children, have at least 20 spaces for children to play. Allow for sufficient time to spend to extend the complexity of play even over multiple days.) ★ Be available to help children become involved in activities. ★ Honor a child's need for quiet time to absorb the environment and make transitions from one activity to another. ★ Help children learn how to play well with others. ★ Accept young learners often do not want to participate in large groups.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES ACTIVITIES
<p>B. Develops and expands listening skills</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Follows simple oral directions. 2. Identifies sounds heard. 3. Responds to and mimics sounds. 	<ul style="list-style-type: none"> ★ Ask questions about the characters, plot, and setting after reading or telling a story. “What if?” and “What do you think might happen next?” ★ Provide activities to encourage children to listen to language or sounds and respond to questions about the sounds through: <ul style="list-style-type: none"> • recorded books or sound effects • sounds heard inside and outside • sounds from musical instruments, songs, or words ★ Play games requiring children to listen and repeat or copy what they hear, such as Simon Says or repeating patterns of clapping, stomping, etc. ★ Engage children in one-on-one conversation and encourage talking with and listening to their friends.
<p>C. Takes care of materials.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Makes appropriate use of materials. 2. Knows where supplies and materials are kept and assists with clean-up. 	<ul style="list-style-type: none"> ★ Organize the environment so children can easily choose materials and put them away. ★ Provide labeled and low, open shelves. <ul style="list-style-type: none"> • Store like-materials together and near area of intended use (For example: art materials stored together on art shelf located near tables, easels, and water). • Stacking tubs and boxes where children can access them. • Place heavier toys on bottom shelves. • Label storage containers with photos of real objects (For example: small blocks, figurines). • Label materials in two or more languages and include pictures (using home languages spoken that represent children in care first and then use other languages).

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES ACTIVITIES
<p>D. Demonstrates self-direction and independence.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Makes choices and completes an activity. 2. Uses toilet independently; washes hands unassisted; blows nose when reminded; dresses self for outdoor play; and asks for assistance when needed. 3. Follows routines upon entering and leaving the play space, playground, learning centers, etc. 	<ul style="list-style-type: none"> ★ Support children in their efforts to complete common tasks independently such as: <ul style="list-style-type: none"> • Zipping and buttoning clothing • Putting on shoes • Washing hands • Eating with spoon and fork • Putting materials and belongings away • Cleaning up spills • Managing the established daily routine ★ Involve children in responsibilities such as setting the table for meals and/or snacks, pouring juice or milk, taking equipment outside, assisting other children, and handing out materials. ★ Provide materials children can use successfully and independently. <ul style="list-style-type: none"> • Plan family style meals so children can serve themselves. • Provide child-sized eating and serving utensils (For example: small plastic pitchers, baskets, and sturdy serving utensils). • Use puzzle pieces with knobs when children have difficulty with small motor activities.
<p>E. Demonstrates increasing ability to set goals. Develops and follows through on plans.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Increases ability to organize him/her self and materials. 2. Increases understanding of a task as a series of steps. 3. Follows through to complete tasks and activities. 	<ul style="list-style-type: none"> ★ Introduce new materials to children before placing the item in an interest area. Guide children to discuss ideas for use of new toys and materials. ★ Involve children in discussing what they plan to do before they choose an activity area and what they will do at clean-up time. ★ Provide opportunities for children to recall what they did as they played with materials and participated in activities.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES ACTIVITIES
<p>F. Manages transition between activities effectively.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Moves with ease from one activity to another. 2. Displays little discomfort or distress when schedule changes. 	<ul style="list-style-type: none"> ★ Create a class daily schedule using photos or drawings so children can read, predict, and anticipate transitions. Some children may need a personal schedule to check off activities as they happen. ★ Have a predictable, consistent schedule so children know what to expect, including routines such as eating and resting. ★ Give children notice when changes to the schedule are made and why the changes are necessary. ★ Give children notice a few minutes before they are asked to move to another area and explain where they are going and why.
<p>G. Understands, accepts, and follows rules and routines.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Begins to show self-control by following rules. 2. Begins to accept consequences of behavior. 3. Begins to show greater ability to control intense feelings. 	<ul style="list-style-type: none"> ★ Provide opportunities for children to create rules for the learning environment. During a group experience, assist the children with developing a small number of basic rules stated positively, and easily understood. ★ Frequently remind children of the rules, following age-appropriate expectations. ★ Use pictures, photographs, or other symbols along with the words when posting the rules. ★ Role-play scenarios on choices. Puppets and other props may be used to involve the children in discussions.

“You cannot make people learn . You can only provide the right conditions for learning to happen.” – Vince Gowmon

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES ACTIVITIES
<p>H. Develops increasing ability to find more than one solution to a question, task, or problem.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Begins to show ability to generate several approaches to carry out a task. 2. Pursues alternative approaches to problem solving. 	<ul style="list-style-type: none"> ★ Ask children to think about ways to solve problems. "What ideas do you have for...?" or "How do you think we can...?" or "Is there another way you can think of to...?" ★ Provide activities to encourage children to see problem solving as a series of steps. (For example: "What would you do first? What could happen next?") ★ Initiate questions about people, things, and the world around them. ★ Provide items such as shape sorters, peg boards or simple puzzles to encourage problem solving.
<p>I. Recognizes and solves problems through active exploration, including trial and error, interactions, and discussions with peers and adults.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Enjoys actively exploring materials and displays curiosity and a desire to participate in activities; participation may vary depending on the learning style of the child. 2. Engages in conversations with others regarding the materials. Applies previously learned information to new situations. 	<ul style="list-style-type: none"> ★ Model curiosity by asking "Let's find out about..." and "I wonder what would happen if...?" ★ Include open-ended/unstructured materials when inviting children to explore and manipulate. (For example: sand and water with measuring cups, sieves, sifters, scoops, eggbeaters, pitchers, unit blocks of various shapes, or link and interlocking materials) ★ Bring in safe materials for exploration. (For example: broken, small appliances with dangerous parts removed such as a clock, computer, or phone to take apart. In mixed-age groupings, watch for small pieces that are choking hazards and keep them in an area inaccessible to younger children.) ★ Provide opportunities for small groups of children to play together. (For example: add 2-4 chairs at a learning center to encourage playing in small groups.)



CREATIVE SKILLS

The arts give children a chance to grow skills in a number of learning domains and to express ideas and feelings. Music, movement, drama, and visual art stimulate children to use words, manipulate tools and media, solve problems in ways to simultaneously convey meaning, and are aesthetically pleasing.

Through experimenting with sounds, colors, forms, motion and words, children communicate in ways distinctly their own and reflect their own learning style. Each painting, dramatic play scenario, and improvised tune provide teachers and families with insights into a child's interests. These activities also provide

opportunities for children to express what they know. In an environment fostering the arts, children learn to appreciate the contributions of other children and the works of others that reflect different experiences, and culture views.

Creative skills are developed by engaging children in activities with play dough, sand, water, dramatic play, blocks, stories, art, music, movement, and a variety of other materials.

STANDARD 1

The child participates in activities that foster individual creativity.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Participates with increasing interest and enjoyment in a variety of creative activities, including listening, singing, finger play, games, and performances.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Participates freely in music activities. 2. Enjoys singing games, dramatizing songs, and dancing/moving to music. 	<ul style="list-style-type: none"> ★ Show an enjoyment of music and participates in activities with the children. Be willing to accept different levels of children's participation and response to a musical activity. ★ Use music as a way to ease children through transitions and routines such as: <ul style="list-style-type: none"> • Coming to the table for snack or lunch • Calming down for rest time • Cleaning up the play space ★ Use music in group/circle time to help children feel a part of the group. Group singing, movement activities, and action games help children learn to cooperate with the group. <p>Suggested types of songs include:</p> <ul style="list-style-type: none"> • Songs with lots of repetition: <i>Ole McDonald Had a Farm</i> and <i>Skip to My Lou</i>. • Songs with finger plays: <i>Eensy Weensy Spider</i>, <i>Where is Thumbkin?</i> and <i>Wheels on the Bus</i>. • Singing games and action songs: <i>Hokey-Pokey</i>, <i>Farmer in the Dell</i>, <i>Looby Loo</i> and <i>Did You Ever See a Lassie?</i> • Music with different tempos and styles: waltz, jazz, folk, lullaby, spirituals, classical, reggae, etc. <p style="text-align: right;">Continued on next page.</p>

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. <i>Continued</i></p>	<ul style="list-style-type: none"> • Old traditional and folk songs: <i>She'll Be Coming 'Round the Mountain, Pop Goes the Weasel, This Old Man</i> and <i>B-I-N-G-O</i> • Nursery rhyme songs: <i>Baa Baa Black Sheep, Jack and Jill</i>, and <i>Little Jack Horner</i> • Songs from other cultures (Begin with music from the cultures of children in the group and expand to other cultures and include songs in other languages) <p>★ Extend children's understanding of creative activities by:</p> <ul style="list-style-type: none"> • Inviting a guest to play a musical instrument, display artwork, or tell a story • Taking children to watch and/or listen to a performance of an orchestra, band, or children's play
<p>B. Thinks of new uses for familiar materials.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Shows creativity and imagination in play with materials and props. 2. Uses objects as symbols for other things. 	<ul style="list-style-type: none"> ★ Provide a variety of real life materials. (For example: real pots and pans, real deactivated phones, etc.) ★ Encourage children to participate in activities using objects as symbols for other things, such as a scarf to represent bird wings, a hoop to represent a house, or wooden cubes to represent food. ★ Encourage use of imagination by asking children what they would need to continue play. (For example: "If you were driving a car, what would you need?" If no response, continue with suggestions? "What could be your wheel, your keys, the gas pedal, etc.?" "What are other ways you could use a wooden block?" Or if the child says she is making cookies and needs a mixer, you might say, "What could you use for a mixer?")

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>C. Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Participates in dramatic play themes becoming more involved and complex, possibly carrying over several days. 2. Assumes various roles in dramatic play situations. 	<ul style="list-style-type: none"> ★ Include props for dramatic play reflecting diversity in gender, culture, ability, and occupations. Some examples include: <ul style="list-style-type: none"> • Cooking and eating utensils; tortilla presses, frying pans, kettles, ladles, woks, steamers, rice bowls, chopsticks, tin plates, baskets, mesh bags, pottery, and plastic plates • Clothes: dresses, skirts, clip-on ties, jackets, dance costumes, overalls, aprons, large pieces of fabric for clothing in squares, rectangles, and triangles (include saris, kimonos, serapes, woven vests, dashikis, shawls, ponchos, purses, sunglasses, and wallets) • Shoes and hats: sandals, clogs, moccasins, huaraches, boots, slippers, dress shoes, hard hats, baseball caps, cowboy hats, straw hats, turbans, and felt hats • Adaptive equipment: cane, leg brace, crutch, glasses, and elevated shoe ★ Join in dramatic play when invited. Suggest ways to extend play, but avoid directing it. ★ Develop prop boxes around dramatic themes based on children's interest and experiences in family and community occupations. Some examples include: shoe store, office, veterinarian's office, camping, grocery store, etc. ★ Provide a variety of dress-up clothing so children have choices. Include items for boys and girls, different kinds of uniforms, etc. ★ Provide props, puppets, and felt board pieces to dramatize favorite stories.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>D. Works creatively using a variety of self-expressive materials and tools to convey ideas.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Explores and manipulates art media (For example: crayons, paint, clay, markers) to create original work. 2. Shares ideas about personal artwork. 3. Uses materials (For example: small figures, puppets, dolls props) to recreate or dramatize stories, moods, experiences, and situations. 	<ul style="list-style-type: none"> ★ Provide daily opportunities to use different types of symbolic representation (For example: art, print, drama, dance, construction) to express own ideas. Having a variety of materials and options in play, provides for flexibility in play, and creation of artwork without models, patterns, or photocopied materials. ★ Provide unstructured materials. A variety of materials should be available to paint, draw, paste, sculpt and mold. <ul style="list-style-type: none"> • Art media such as crayons, markers, play dough, collage materials, and a variety of types and sizes of paper for children to select and use independently. Include nontraditional art media. (For example: found items, empty boxes fabric) • Dress-up clothes such as purses, shoes, dresses, ties and jackets. • Small hand held items such as transportation toys, puppets, figures, and musical instruments. ★ Encourage children to select art materials to use on their own and in their own way (independent expression) and set their own time limits for using the materials to extend art activities over several days.
<p>E. Moves freely in response to music and change of tempo.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Moves in time with the beat. 2. Begins to respond to music of various tempos through movement. 	<ul style="list-style-type: none"> ★ Play a variety of music with different tempos and styles: waltz, jazz, folk, lullaby, spirituals, classical, reggae, etc. Ask children to move to the different musical styles: “How did you feel when you heard the music? What did it make you think about? or How would you move to this music?” “Fast/slow, using your whole body/only your feet, etc.” ★ Provide space and opportunities for children to create their own movements and dance steps. ★ Encourage children to teach their music movements to other friends.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>F. Expresses thoughts and feelings through creative movement.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Uses movement to express feelings and understand and interpret experiences. 2. Enjoys dramatizing songs and games and moving to music. 	<ul style="list-style-type: none"> ★ When reading a story to a group of children ask, "What kind of music or movement would go with this part of the story?" or "How would we act out this story?" (For example: <i>Caps For Sale</i> or <i>A Snowy Day</i>.) ★ Play movement games with children to show their thoughts and feelings through movement. (For example: "Let's Go on a Bear Hunt" or "If You're Happy and You Know It." Add verses to include other emotions such as sad, afraid, etc.) ★ Provide experiences with music at group/circle time, activity time, and during transitions. Suggested types of songs include: <ul style="list-style-type: none"> • Songs with lots of repetition • Songs with finger plays • Songs with high and low tones • Singing games and action songs • Music with different tempos and styles • Old traditional and folk songs • Nursery rhyme songs • Songs from other cultures and in other languages
<p>G. Experiments with a variety of musical instruments.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Begins to distinguish among the sounds of several common instruments. 2. Experiments with a variety of musical instruments and sound sources. (For example: keys, wooden blocks, bowl, and spoon) 	<ul style="list-style-type: none"> ★ Include a variety of rhythm instruments, either purchased or made. (For example: drums, rhythm sticks, cymbals, kazoos, tambourines, triangles, maracas, shakers, rattles, bells, gourds, and castanets. Add straps or handles to instruments for children who need assistance.) ★ Use rhythm instruments for rhythm bands. Keep participation informal, working for expression and creativity, not a concert. ★ Use instruments when marching and to accompany songs. Use recorded music for individual enjoyment during times when children play in learning centers. ★ Invite a guest to play an instrument for the children.



LANGUAGE ARTS

It is important for young children to have many opportunities to learn language and practice communication skills in order to obtain information and express themselves in a variety of ways and settings. Young children begin to develop language arts skills through the context of shared reading with quality children’s literature, shared writing, language experience, reading, and writing centers.

Children increase their language and communication skills by engaging in meaningful experiences in which they practice expressing their ideas and feelings as well as where they learn to listen and understand

others. Teachers must plan for the many ways children communicate verbally and/or nonverbally.

For children who have limited English language skills, teachers should gather information and appropriate procedures to assist children by building upon what children may already know in their home language, the language a person acquires first in life. Emphasis should be placed on what is common between English and the home language. Extra time and support should be given to process information and formulate thoughts.

STANDARD 1

Listening – The child listens for information and for pleasure.

INDICATORS OF CHILD’S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Listens with interest to stories read aloud.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> Shows enjoyment of books and stories and participates in discussions. Responds to pictures, symbols or sign language. (For example: smiles, laughs, changes in facial expression) 	<ul style="list-style-type: none"> ★ Read to children several times a day. Read in small or large groups and to individual children. Display books on children’s eye level and make them accessible to children for independent reading. Books should reflect: <ul style="list-style-type: none"> • a wide selection of types of stories • diversity in cultures and in children’s abilities • content in large print with illustrations showing actual photos, and bright colors • content appropriate to children’s attention and interest levels • different languages and cultures • stories created by children and teacher ★ Tell or act out stories using felt board pieces, white boards, puppets, or props. ★ Gradually increase the length and complexity of stories read or told.
<p>B. Understands and follows oral direction.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> Listens, understands, and follows simple spoken directions, symbols, or sign language. Attends to conversations and answers questions. 	<ul style="list-style-type: none"> ★ Provide opportunities to listen for different purposes. (For example: knowledge, information, and/or enjoyment) ★ Provide opportunities to listen to recordings of stories or music. ★ Provide repeated opportunities to listen and respond to activity recordings. <p style="text-align: right;">Continued on next page.</p>

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p><i>B. Continued</i></p>	<ul style="list-style-type: none"> ★ Start a simple clapping sequence and ask children to first listen to the pattern and then join in. Children can also add to the pattern. ★ Play Simon Says.
<p>C. Engages/participates in conversations (listening, interacting, speaking, etc.) and answers/asks questions and follows directions</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Participates in the turn-taking of listening, speaking, staying on topic and engaging appropriately in conversations with other children and adults. 	<ul style="list-style-type: none"> ★ Initiate conversation with an individual child or a small group of children. ★ Ask open ended questions about a story. Discussion could begin with what might happen if... (For example: In "Goodnight Moon," how could you tell a similar story?) ★ Play a game with verbal directions beginning with only 1 step and advance to more steps. (For example: "Point to something that is blue." or "Walk to the carpet." or as understanding increases, "Wash your hands for lunch and sit down at the table." etc.)

"Children learn as they play. Most importantly, in play children learn how to learn." – O. Fred Donaldson

STANDARD 2

Speaking – The child expresses ideas or opinions
in group or individual settings.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Uses oral language or sign language for a variety of purposes. (For example: expressing needs and interests)</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Uses words or pictures to communicate needs such as hunger, cold, and sleepy. 2. Expresses ideas in complete sentences such as "I want to play with the blocks." 3. Names objects instead of pointing. 4. Shows understanding of a conversation by nodding, gesturing, or responding appropriately. 5. Communicates clearly enough to be understood by adults. 	<ul style="list-style-type: none"> ★ Use effective communication skills such as speaking in complete sentences and using appropriate grammar. ★ Listen to the children and give time for response. ★ Give children time to think and respond to the process of oral communication. ★ Encourage children to talk about feelings and ideas instead of solving problems with force. ★ Introduce <i>feeling</i> words through books, songs, finger plays, pictures, puppets, and role-playing. <ul style="list-style-type: none"> • Ask children to tell about, 'scary things' or 'what makes him/her happy or sad' and record or write down what is said. • Relate discussions with children to observations of problems children may be having with each other. (For example: children have been grabbing toys from each other. In group discussion, ask the question, "How do you feel when someone takes a toy from you?" and "Can you think of another way you might get the toy?" Guide discussion on using words to ask for things and to settle differences.) • Read and discuss books related to feelings. Suggested titles could include: <i>Ira Sleeps Over</i>, <i>The Quarreling Book</i>, <i>Sam and Feelings</i>. • Use songs such as "If You're Happy and You Know It" to start a discussion about different emotions.
<p>B. Listens and speaks using agreed-upon rules with guidance and support.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Works in groups to set agreed-upon rules. 2. Accepts suggestions but may revise rules in his/her favor. 	<ul style="list-style-type: none"> ★ Model working respectfully with adults and children. ★ Do not correct any pronunciation and grammatical errors a child makes, but model by restating correctly. (For example: Child says, "I <i>ranned</i> down the sidewalk." Teacher repeats, "Yes, you ran down the sidewalk. Was it fun?")

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>C. Recalls and repeats simple poems, rhymes songs.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Participates in singing, reciting poems and saying and acting out finger plays. 	<ul style="list-style-type: none"> ★ Plan many opportunities for children to use and expand language. (For example: nursery rhymes, finger plays, poetry, songs, recorded music) ★ Introduce poems and rhyming songs by inviting children to imitate and repeat. Say one phrase, then ask the children to repeat. Continue until all the verses, lines of the poem or rhyme have been introduced. Add physical actions to help children remember. ★ Use poems, finger plays and songs during transitions from one activity to another such as from activity time to cleanup.
<p>D. Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Uses longer, more complex sentences. 2. For children learning English, makes progress in communicating and using English while maintaining home language. 	<ul style="list-style-type: none"> ★ Expand upon sentences for children with limited communication skills. (For example: Child says “Ball” and teacher responds with “You want the ball.”) ★ Use additional words to represent more details and specifics of an idea or activity. Instead of “Look for the ball.” say “Look for the blue round shape that rolls.” ★ For children with limited language ability: <ul style="list-style-type: none"> • model language by using gestures with words and objects as much as possible. • maintain eye contact so children can watch your mouth to see how words are formed. • learn and use key words in the child’s home language (For example: words for greetings and goodbyes, food, toileting, clothing, family members, please, thank you, come, hurt, thirsty, hungry, etc.) • Introduce the child’s home language to the other children in the group. • Include songs from the child’s home language. ★ Learn and introduce some sign language to all of the children.
<p>E. Shares simple personal narrative.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Tells stories about themselves and can focus on favorite or memorable part in correct sequence. 	<ul style="list-style-type: none"> ★ Use photos or drawings for the daily schedule of activities. Review with the children. Suggest they put the photos or drawings in order, from arrival to the time they leave. Ask the children to tell the story. ★ Ask children to tell steps in sequence for routine things they do such as dressing, going to bed, or getting up. ★ Invite children to tell personal stories about their activities or family. ★ Ask children to describe their day or an activity. <p style="text-align: right;">Continued on next page.</p>

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p><i>E. Continued</i></p>	<ul style="list-style-type: none"> ★ Ask a verbal child to give the teacher directions on how to make a sandwich and do exactly what is said. (For example, child says “Start with bread.” Teacher puts a loaf of bread on a plate. Child says, “No, only two pieces of bread go on the plate. Then put mustard on the bread.” Place the jar of mustard on top of the bread, etc.)
<p>F. Participates actively in conversations.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Carries on conversations with children and adults. 2. Follows conversational rules such as staying on topic, taking turns, speaking and listening, and speaking at appropriate volume and intensity. 	<ul style="list-style-type: none"> ★ Use routines such as meal and snack time for conversation with children. Encourage children to talk about events of the day and things in which they are interested. ★ Include materials in the learning environment to encourage children to communicate. (For example: puppets, felt board and felt pieces, telephones in the home living area, small people figures, animal figures, and vehicles in the block area)



STANDARD 3

Print Awareness – The child understands the characteristics of written language.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Demonstrates increasing awareness of concepts of print.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Recognizes name in print. 2. Uses scribbles, shapes, and letter-like symbols to write or represent words or ideas. 3. Begins to print letters in own name. 	<ul style="list-style-type: none"> ★ Model writing children's names, attendance records, and notes to families ★ Provide textured letters and shapes for children to feel and trace with their finger. ★ Link children's spoken communication with written language. <ul style="list-style-type: none"> • After an experience such as a listening walk on the playground or a field trip to a point of local interest, have children dictate a story for the teacher to write down. • Invite children to dictate stories to go with their artwork and write what they say. Encourage children who are able to use inventive spelling to write their own words. ★ Use pictures and words on recipe cards or charts in cooking experiences.
<p>B. Identifies the front and back cover of a book.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Recognizes favorite books by their cover. 2. Correctly names the front and back covers of a book. 	<ul style="list-style-type: none"> ★ Model how to use and discuss appropriate care for books. <ul style="list-style-type: none"> • Introduce the parts of a book: cover, title page, pages, title, author, and illustrator. • Demonstrate starting at the beginning and turning each page.
<p>C. Follows book from left to right and from top to bottom on the printed page.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Holds book right side up and begins at the front. 2. Begins to develop awareness that print moves from left to right, top to bottom, and front to back. 	<ul style="list-style-type: none"> ★ Demonstrate how to hold a book when you are reading to a child individually or in a group setting. ★ Point to words so children observe reading in English is left to right and top to bottom. ★ Provide wait time for children to explore illustrations on the page.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>D. Shows increasing awareness of print in classroom, home, and community settings.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> Shows an awareness of alphabet letters. Recognizes letters in own name. Identifies letters, words, and signs located in the environment. 	<ul style="list-style-type: none"> ★ Encourage interest and knowledge of books and printed materials by placing appropriate materials in each learning area: <ul style="list-style-type: none"> • Cook books, telephone books, newspapers, menus, or bedtime story books in the home living area. • Counting and shape books in the math area. • Plant, animal, or simple science books in the science area. • Books with pictures of buildings or 'how to build' books in the block area. • Books of paintings or stories about mixing colors next to the art area. ★ Hang signs and symbols which children might see in their community. ★ Post a calendar containing daily activities.
<p>E. Begins to recognize the relationship or connection between spoken and written words by following the print as it is read aloud.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> Imitates teacher's behavior of tracking print when using big books. Pronounces some sounds represented by letters. 	<ul style="list-style-type: none"> ★ Choose quality children's books to read aloud. Include books that make use of rhyme, rhythm /or repetition. (www.nea.org lists teachers' top 100 books for children) <ul style="list-style-type: none"> • High quality children's books are captivating, well-illustrated, well-worded, balance the amount of text and illustrations, balance the pace of the story, have great endings, teach, and are enjoyed by the reader and listener. (© 2018 Stories and Children) ★ Point to words when reading to children to emphasize reading is from left to right, top to bottom. ★ Have word/picture cards for children to read and/or copy. ★ Remind children about appropriate use of written materials. Provide appropriate print materials, scissors and glue sticks for children (advertisements and catalogs work well) to make his/her own <u>I Can Read</u> book.
<p>F. Understands print carries a message by recognizing labels, signs, and other print forms in the environment.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> Understands signs, labels and print forms have certain meanings. (For example: a stop sign, a child's name on a cubby, or a name on the front of an envelope). 	<ul style="list-style-type: none"> ★ Make and post signs, charts, and labeled pictures at children's eye level. Write signs in languages spoken by the children. ★ Use words as they come up in real situations (For example: children's names on the back of artwork, cubbies, a laminated name card for each child for activities such as roll call or placing on helper's chart, signs upon request by children such as a 'Do not disturb' sign for a special project). ★ Call attention to names with the same beginning letter and initial sound.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>G. Develops growing understanding of the different functions and forms of print. (For example: signs, letters, newspapers, lists, messages, and menus)</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Begins to demonstrate an interest in using writing for a purpose such as a making a menu, writing a note to mom, or creating a map. 	<ul style="list-style-type: none"> ★ Use language-rich experience activities frequently. (For example: make a class book, write daily news, children's responses to questions, or documenting a field trip or experience) ★ Cut out common logos and names from advertisements, food products, or restaurants. Glue the logos in a book and write the names below. ★ Incorporate different forms of print into daily activities such as: <ul style="list-style-type: none"> • Make lists of toys, activities, foods, etc. • Write thank you notes or invitations. • Write messages using words or pictures.
<p>H. Begins to understand some basic print conventions. (For example: the concept letters are grouped together to form words and words are separated by spaces)</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Uses known letters or approximation of letters to represent written language. 	<ul style="list-style-type: none"> ★ Establish a writing center with a variety of writing tools and types of paper printing options. <ul style="list-style-type: none"> • Large pencils with black lead, color pencils, washable magic markers, chalk, and chalkboards, and crayons • Magazines, index cards, small blank books, unlined and lined paper, construction paper, envelopes, and stationary • Computer and printer, alphabet stamps and ink pad • Hole punch, scissors, paper clips, scotch tape, and stapler ★ Keep paper and writing tools in various areas of the learning spaces. (For example: in the block area to make signs and in home living area to write a grocery list or take a restaurant order.) ★ Invite children to write whenever they are interested with fun writing tools such as color pencils, markers, ink pens, chalk, etc.
<p>I. Role-plays reading.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Shares books and engages in pretend reading with other children. 	<ul style="list-style-type: none"> ★ Create an inviting reading area. Have an attractive display of colorful books, a comfortable place to sit, a reading lamp, glasses with either no lens or clear plastic lens to wear while reading. Include props such as a felt board, puppets, stuffed book characters such as Clifford the dog or Corduroy the bear. ★ Provide opportunities for children to choose books to read to themselves and others. ★ Encourage dramatic play that includes reading, such as playing school, office, store, or home living. ★ Use pointers or finger to track words when reading books, charts, etc.

STANDARD 4

Phonological Awareness – The child demonstrates the ability to work with rhymes, words, syllables, onsets, and rimes.

INDICATORS OF CHILD’S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Begins to hear, identify, and make oral rhymes. (For example: “The pig has a wig.”)</p> <p><i>Example:</i></p> <p>1. Enjoys words with matching sounds and rhymes in familiar words, games, stories, songs, and poems.</p>	<ul style="list-style-type: none"> ★ Use a Rhyming Box to assist children with understanding the concept of rhyming words by placing small rhyming objects or pictures in the box. Child closes eyes and reaches into the box for 1 object. After naming the item, the child looks into the box for the rhyming object. (For example: small bear and a doll-house chair; a chain and a train; a shell and a bell; a duck and a truck; a spoon and a balloon) ★ Provide songs, poems, and stories with rhyming words. (For example: “I Know an Old Woman” or “This Old Man”) The teacher repeats the activity different times so the children can say it on their own. Leave out a word and ask the children to fill in the rhyming word. Use movements and/or puppets to model. ★ Write down children’s dictated stories. Show words and ask for a rhyming word. Children can repeat the words sounding the same and think of new ones. ★ Play the game ‘Which rhymes?’ Give the children three words and ask to name the rhyming words. (For examples cat, hat, sun; knee, bee, hook; blue, store, door) ★ Read stories like “There’s a Locket in My Pocket.” As the beginning sound of objects are substituted, such as the ‘zamp in the lamp’. Children can make up their own creatures in the room such as the ‘zair in my chair’.
<p>B. Shows increasing ability to hear, identify, and work with syllables in spoken words.</p> <p><i>Example:</i></p> <p>1. Begins to hear and discriminate separate syllables in words. (For example: “I can clap the parts in my name: An-drew.”)</p>	<ul style="list-style-type: none"> ★ Begin introducing syllables by asking questions such as, “What two parts do you hear in cowboy? or David?” Try clapping once to each part of the original word “<u>Cow</u> <u>boy</u> or <u>Da</u> <u>vid</u>.” ★ Demonstrate by using a poem or name. Ask children to tap their knees or march in place to each sound. If child is having difficulty, assist the child to help you with a drum or to tap his/her hand on a flat surface when saying the words.

STANDARD 5

Phonemic Awareness – The child demonstrates the ability to hear, identify, and manipulate individual sounds in spoken words.

INDICATORS OF CHILD’S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Shows increasing ability to discriminate, identify, and work with individual phonemes in spoken words. (For example: “The first sound in sun is /s/”)</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Hears the difference between similar sounding words. (For example: coat and goat, three and free) 2. Experiments with language. (like ssssnake) 	<ul style="list-style-type: none"> ★ Focus on words when reading to the children. After reading the story, talk about beginning sounds of certain words in the story and in the environment. (For example: the /s/ sound begins in the words for September, Sam, soap, sun, etc.) ★ Use games to introduce individual sounds in words. A puppet can introduce a word by saying the word sound-by-sound and the children have to try to figure out the word when the puppet says p/o/t, emphasizing each phoneme found in the word. Clues can be given by showing a picture of the word.
<p>B. Recognizes which words in a set of words begin with the same sound. (For example: “bell, bike, and boy all have /b/ at the beginning”)</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Hears beginning sounds in familiar words. 2. Plays with repetitive sounds. 	<ul style="list-style-type: none"> ★ Provide picture cards with beginning letters for children to place on top of another card with the same beginning letter. (For example: boat and box or dog and door) ★ Create silly sentences using the same initial sound like <i>Peter Piper Picked a Peck of Pickled Peppers</i>. Children may create their own, like <i>Sammy sees soup</i>. ★ Play “Which Sounds the Same?” Show three picture cards with words or objects and say, “Two begin with the same sound and one does not. Which ones start with the same sound?”
<p>C. Begins to isolate final sounds in spoken words with teacher support.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Hears final sounds in familiar words. 	<ul style="list-style-type: none"> ★ Provide picture cards with the same ending sounds for children to place on top of another card. (For example: up/mop or chip/cap) ★ Emphasize the final sounds of words when rereading a familiar story. ★ Model finding the final sound in words as you talk with children. (For example: “I see children on the rug. I hear /g/ as the last sound in rug.”)

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>D. Recognizes letters from one's name.</p> <p><i>Example:</i></p> <p>1. Notices there is the same letter in his/her name as in another child's name.</p>	<ul style="list-style-type: none"> ★ Label items and ask children to find their own name, their friend's name or where the word 'book' is located in the room. ★ Provide 3 D letters for activities. (For example: child can match letters to their name written on paper or place letters found in a child's name in a baggie and the child locates the way his/her name is spelled by taking the letters of their name out and putting them in order.)
<p>E. Shows an awareness of alphabet letters.</p> <p><i>Example:</i></p> <p>1. "There is an 'M' in this book an 'M' in my name, says Mark."</p>	<ul style="list-style-type: none"> ★ Model noticing letters throughout daily activities and state the name of the letter and the sound heard. ★ Provide supplies for children to make letter shapes out of clay. ★ Post alphabet charts and talk about specific letters. ★ Model finding letters in print. ★ Create a pathway of letters on the floor and invite the children to name them as they walk, march, fly, etc. while singing the alphabet song. ★ Provide numerous alphabet book. ★ Model noticing letters throughout daily activities and state the name of the letter and the sound heard. ★ Provide supplies for children to make letter shapes out of clay. ★ Post alphabet charts and talk about specific letters. ★ Model finding letters in print. ★ Put childrens names on chairs, cubbie, etc., so children practice recognizing their own name.

STANDARD 6

Letter Knowledge and Early Word Recognition
(Phonics) – The child demonstrates the ability to
apply sound-symbol relationships.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Recognizes own name in print.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Recognizes and selects his/her name from a list. 	<ul style="list-style-type: none"> ★ Take every opportunity to use the child's name. Label the child's dictated stories, photographs of work in learning centers, and in his/her cubby. ★ Use children's names on attendance and helper lists. Children become familiar with their own names and those of others. ★ Put children's names on chairs, cubby, etc., so children practice recognizing their own name. ★ Make a book of photographs of children in the group. Label pictures with their names. Put book in library area for children to read on their own. Later in the year, add short dictated stories about each child's family, friends, or pets. Use children's home language whenever possible.
<p>B. Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Identifies some letters of the alphabet in random order. 2. Recognizes letters are different from words. 	<ul style="list-style-type: none"> ★ When reading language-experience stories that have been dictated by children, call attention to words beginning with the same letters. ★ Include alphabet books in the library or on the bookshelf to read to the children, and for independent reading. ★ Display the alphabet at the children's eye-and-touch-levels in various parts of the learning or personal care areas. ★ Provide opportunities for children to work with alphabet puzzles, games, felt board pieces, and lottos. ★ Use a variety of tunes to make up alphabet songs.
<p>C. Begins to recognize the sound association for some letters.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Identifies the sounds letters make in his/her name. 	<ul style="list-style-type: none"> ★ Provide opportunities for children to relate the first letter and the sound of an object to that object. (For example: Place the letter "t" on a picture of a turtle or on a table.) ★ Develop a personal book of words the child is able to recognize on sight. ★ When reading books and stories aloud, some children can look for letters beginning with a specific sound such as the same sound as their name (/b/ for Bonnie), or the same sound of an identified word (/p/ for pumpkin), or special event (/r/ for recess).

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>D. Knows letters of the alphabet are a special category of visual graphics and can be individually named.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Identifies and picks out the letters in his/her name from an alphabet chart. 	<ul style="list-style-type: none"> ★ Provide opportunities to explore letters of the alphabet using magnetic letters, felt letters, sandpaper letters, tracing forms, blocks, etc. ★ Play alphabet Bingo with a small group of children.



STANDARD 7

Vocabulary- The child develops and expands knowledge of words and word meanings to increase vocabulary.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Shows a steady increase in vocabulary knowledge in listening and speaking.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Uses new words introduced by the teacher. 2. Tells what he/she likes or dislikes about a book or story using vocabulary from the story. 	<ul style="list-style-type: none"> ★ Provide children with opportunities to respond to stories. Ask questions about the story and emphasize new words and what they mean. ★ Provide a listening center so children can listen to a story while looking at the book. Ask children questions about the story they heard, such as, "What was your favorite part of the story?"
<p>B. Understands and follows oral directions. (For example: use of position words: under, above, and through)</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Follows simple two or three step directions. 2. Repeats instructions to a friend. 	<ul style="list-style-type: none"> ★ Ask children to repeat or echo back directions as they are given. ★ Make an obstacle course in the room and/or outside for children to follow directions as they go through the course. (For example: go over the rope, under the table, around the chair, and on top of the balance beam. Use the number of directions as appropriate to the child's ability) ★ Introduce games including positions and following directions such as, Follow the Leader, Simon Says, Teddy Bear, Teddy Bear and Red Light, Green Light.
<p>C. Links new learning experiences and vocabulary to what is already known about a topic.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Incorporates words and phrases from learning experiences and stories into play. 	<ul style="list-style-type: none"> ★ Relate new words to prior knowledge when introducing to the children. Write the words on a poster or white board to display in the room. (For example: porridge in <i>Goldilocks</i> and the <i>Three Bears</i>. Write other words with similar meaning for porridge such as oatmeal, cereal, etc.) ★ Provide materials for children to make a book of words they know. Include blank pages so new words can be added. Invite children to illustrate the words.

STANDARD 8

Comprehension – The child associates meaning and understanding with reading.

INDICATORS OF CHILD’S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Begins to use pre-reading skills and strategies. (For example: connecting prior knowledge to text, making predictions about text, and using picture clues)</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Looks at pictures in books and predicts what might happen next. 2. Read symbols before able to read words. 	<ul style="list-style-type: none"> ★ Use symbols to stand for words in the learning environment such as weather (clouds, sun, rain) on the weather board, symbols for different learning areas and symbols for jobs of helpers. Encourage children to read the symbols. ★ Ask open-ended questions about the characters in a book and ask what might happen next. Remind children pictures can offer clues to what is happening in the story.
<p>B. Demonstrates progress in abilities to retell stories from books and experiences.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Dictates simple stories for the teacher to write down. 2. Uses pictures or special events as a subject for the story. 	<ul style="list-style-type: none"> ★ Provide chart paper for children to dictate personal experiences. (For example: “How did you get to school today?” Follow with open-ended question.... “How do you wish you could have traveled to school?”)
<p>C. Remembers and states some sequences of events.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Retells information from a story in sequence. 2. Tells stories with a beginning, middle and end. 3. Explains an experience in sequence. 	<ul style="list-style-type: none"> ★ Provide picture cards showing a three-step sequence of events. As children look at each set of pictures, ask what happens first, second and third. (For example: a seed, small plant, and mature plant; a whole apple, an apple with a bite out of it, and an apple core; or going to the store, paying for groceries, and leaving the store with groceries.) Talk about the sequence of events and have the children tell the story the pictures show. If possible, use real objects for the sequence rather than pictures. Children may draw their own three-step sequence and explain it to others. ★ After participating in special events, ask the children to share their common experiences in sequence. Write the sentences on chart paper.
<p>D. Recognizes concrete objects as persons, places or things (nouns).</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Says, “My dog is a boy dog, but he isn’t a real boy.” 	<ul style="list-style-type: none"> ★ Play noun games to demonstrate the concept of nouns. (For example: Touch a thing in the room. Assist children in finding a thing. Then proceed to point at a person in the room. Next go to a place in our room.) Say persons, places and things are called nouns. <ul style="list-style-type: none"> • This concept should be skipped if the children are young or unable to understand abstract concepts such as a “noun”.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>E. Recognizes action words by demonstrating action words (verbs).</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> Says, "I can run fast! Can you?" 	<ul style="list-style-type: none"> ★ Play games with the children to demonstrate action words. (For example: a relay race of hop, skip, jump and run) ★ Watch for teachable moments such as when a child says or does an action. "You can jump high. The word jump is a verb." Skip this concept if children are young or unable to understand abstract concepts such as 'verb'.
<p>F. Connects information and events to real life experiences.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> Talks about personal experiences as he/she is read a story. 	<ul style="list-style-type: none"> ★ Read stories which could have actually happened. Ask children questions about the story, such as "How did you feel on your first day of school?" (Understand young children often take word meanings as literal—so how did you feel might be answered with 'cold'.)
<p>G. Demonstrates understanding of literal meaning of a story being told through questions and comments.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> Shows interest in a story by making comments and asking questions. Identifies the main events in a story, the characters, and where it takes place. 	<ul style="list-style-type: none"> ★ When reading to children, ask "What do you think this story is going to be about?" "What do you think will happen next?" or "What is another way the story could have ended?" ★ Have children retell a well-known story with puppets, felt board stories, or illustrations. ★ Have children reenact major events from a read-aloud story.
<p>H. Tells what is happening in a picture.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> Makes up a story from looking at a picture. 	<ul style="list-style-type: none"> ★ Post interesting pictures at children's eye-level that are related to the topic being studied or are of interest to the children. Ask what is happening in the picture and additional open-ended questions for children to expand the story. ★ Ask the child to tell what might be happening on a specific page of a familiar story.
<p>I. Recognizes story elements such as main idea, characters, awareness of context clues and can answer basic questions (For example: who, what, when, where and how) about texts when listening to read-alouds.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> Asks specific questions about the illustrations or about the context of a book. 	<ul style="list-style-type: none"> ★ Ask children about story elements through questioning, drawing, dictating, etc. (For example: "Draw a picture of what you think Goldilocks looks like? How you think she feels? I wonder what she might do the next time she is lost.") ★ Before reading, ask about the cover and describe a character in the story. Invite the children to raise their hands when they think they have found that character. ★ During story time ask what will happen next and what supported their prediction. ★ Provide supplies for children to draw a picture of their favorite part; costumes to act out the story; or record a child re-telling the story.

STANDARD 9

Writing Process – The child uses the ‘writing process’ to express thoughts and feelings.

INDICATORS OF CHILD’S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Develops understanding that writing is a way of communicating for a variety of purposes.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Uses writing tools and paper to ‘write’ words or stories. (Writing at this age may mean making scribbles on a piece of paper or making letters, lines and shapes.) 	<ul style="list-style-type: none"> ★ Provide writing tools and paper for children to write whatever they want. Use in dramatic play to <i>write a ticket</i>, in reading area to <i>make a list of favorite books</i>, or in the art area to <i>write a story</i> about a picture. ★ Use large print to write down concepts in which children are interested <ul style="list-style-type: none"> • Kinds of trees on the playground • Names of animals in a barnyard • Names of children in the class ★ Write dictated stories or encourage children to write their own stories, lists, etc. <ul style="list-style-type: none"> • When learning to write, children often use inventive spelling
<p>B. Participates in writing opportunities.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Uses writing materials to make shapes, squiggles, and letters. 2. Writes something and asks someone else to read it. 	<ul style="list-style-type: none"> ★ Provide writing materials. (For example: pencils, crayons, markers, paints, chalk, salt trays, roll-on bottles, or squeeze bottles with paint) Items such as non-menthol shaving cream on the table or a sealed plastic bag with hair gel are fun for children and provide ways to use small muscles. Remember to follow safety & preference precautions - dislike of sensory materials, allergens by guarding for dangers of ingesting, inhaling scent, etc. ★ Provide opportunities for children to write a story or a letter as a group. This could be about an experience, a guest or an event. ★ Invite older children to copy letters or words from the learning environment. (For example: cereal boxes, names, public signs, logos, books, etc.)

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>C. Progresses from using scribbles, shapes, or pictures to represent ideas by using letter-like symbols, or writing familiar words such as their own name.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Scribbles some letter-like symbols and some letters in writing. 2. Writes own name or familiar words. 	<ul style="list-style-type: none"> ★ Assist children to write stories where the focus is not on correct spelling. Word lists for the class could be used if the child wants to know how to spell something. ★ Help children experiment with writing words by sounding it out. ★ Provide opportunities to develop muscle control in children's hands. Examples include: <ul style="list-style-type: none"> • Small blocks for building. • Clay and play dough for molding. • Small hand held toys for dramatic play. • Small tools such as scissors, hole punchers, eye droppers, tweezers, and tongs to pick up objects. • Beads, pegboards, lacing boards, clothes pins etc., to provide practice for small muscles.
<p>D. Begins to remember and repeat stories and experiences through drawing and dictation.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Tells others about intended meaning of drawings and writings. 	<ul style="list-style-type: none"> ★ Invite children to write or dictate an actual story about a special event or a visit to a relative. After each child finishes his/her story and illustrates it, collect the stories and make a book. This book can go home with each child or could be kept in the reading area. ★ After listening to a story, have the child draw what they remember from the story and tell about it.

“I continue to believe that if children are given the necessary tools to succeed, they will succeed beyond their wildest dreams!” – David Vitter



MATHEMATICS

Mathematics helps young children make sense of the world around them and understand their physical world. Children make comparisons, notice what is similar and different in objects, group their toys, and materials. This ability to organize information into categories and gather information helps children solve problems when they learn about time, space and numbers.

When children play in the sandbox, cook applesauce, or complete a puzzle, they are engaging in activities to develop the thinking skills naturally used in daily

life. Preschoolers develop mathematical knowledge as they play with materials. Children learn the uses of mathematics to describe and explore relationships among objects and materials in the environment. They increasingly develop vocabulary and skills to measure, describe patterns, express order, and position. Experiences with a wide variety of real objects in learning centers and in day to day activities help children begin to develop mathematical understanding.

STANDARD 1

Patterns – The child sorts and classifies objects and analyzes simple patterns

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Sorts and groups objects into a set and explains verbally what the objects have in common. (For example: color, size, shape).</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> Sorts objects into groups by a certain characteristics and begins to explain how the grouping was done. Describes or recognizes similarities and differences between objects. 	<ul style="list-style-type: none"> ★ Have children sort themselves according to a particular attribute such as hair color, type of shoe, or color of clothing. Count the children each time they have been classified into a group. Discuss the concepts of more and less. ★ Provide materials of the same shape and color. Discuss how objects are the same and different. Some examples include: unit blocks, attribute blocks, parquetry blocks, pegs, stringing beads, counting bears, and crayons. ★ Store materials by color or shape. <ul style="list-style-type: none"> • Place all crayons of the same color in a container of the same color, all counting bears in bowls of the same color. When children are putting away materials, remind them to “Put all the blue bears in the blue bowl.” • Store all blocks of the same shape together. To make this easier for children to do, make labels by tracing the outlines of blocks onto solid-colored contact paper. Cut out the outlined shapes and place on the shelves. Place the shapes on the shelf lengthwise so children can see which block is which. Demonstrate and assist children to put blocks away by shape. ★ Provide opportunities for children to explore collections of items. (For example: keys, bottle caps, nuts, bolts, pebbles, cereal, seashells, small objects, and buttons) Provide plates or egg cartons for children to use in grouping objects that are all the same. Ask children what items they would put together. Encourage children to come up with their own ideas. The teacher can ask, “Can you find the ones with the same shape? The same color? Or used for the same thing?” Children may create their own groups. <p style="text-align: right;">Continued on next page.</p>

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. <i>Continued</i></p>	<ul style="list-style-type: none"> ★ Play classification games. (For example: 'Things That Go Together'. Gather a group of items including pairs of objects that go together such as a shoe and sock, comb and brush, hammer and nail, pencil and paper, knife and fork, or flower and vase. Place the items in front of the children, separating pairs. Ask the children to select the items that go together and to explain their choice. After children have had lots of experience with real objects, play classification games with photos or pictures of items that go together.)
<p>B. Recognizes patterns, can repeat explain verbally (red, black, red, black, red, black).</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Continues a simple pattern such as arranging blue and yellow pegs in alternating order. 2. Describes patterns. 	<ul style="list-style-type: none"> ★ Demonstrate simple patterns using children (boy-girl pattern, stand-sit pattern, or high-low pattern). ★ Introduce children to auditory patterns through hand claps, foot taps, and leg slaps. Begin with a two part pattern. When the children are successful, slowly increase the difficulty. ★ Introduce children to visual patterns with concrete materials such as beads, pegs, cubes, or parquetry blocks. <ul style="list-style-type: none"> • Give opportunities for children to explore the objects, such as beads with strings, over a period of time. They may make necklaces in a random pattern. • Copy their bead pattern, describing what they are doing. "I'm going to make one just like yours." • Begin to create a bead pattern, again describing the pattern as it is made. "I'm creating a bead pattern with red and blue. First, I'll put on a red bead, next, I'll put on a blue bead....." Invite children to copy patterns. Gradually increase the complexity of the pattern. • When children have had a lot of hands-on patterning experiences with real objects, make a pattern by drawing and coloring a string of bead shapes on a card. Encourage the children to string real beads to duplicate the pattern. ★ Provide objects for children to create patterns, such as lacing beads, pattern blocks, small building blocks, pegs, colored pasta, poker chips, buttons, shells, leaves, or other manipulatives. Move toward recreating patterns. (For example: when children see a pattern on a string of beads, offer encouragement about determining which bead is needed to continue the pattern.)

STANDARD 2

Number Sense – The child understands the relationship between numbers and quantities.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Begins to associate number concepts, vocabulary, and quantities using written numerals in meaningful ways.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Begins to recognize numerals. 2. Puts two objects by the number two, three objects by the number three and so forth. 3. Compares and recognizes items that are more, less or the same in size. 	<ul style="list-style-type: none"> ★ Introduce numbers (how many) with people and real objects. Encourage children to count objects in their environment. The teacher can draw children's attention and model counting during transitions between activity time, outdoor time, or mealtime. <ul style="list-style-type: none"> • Count the number of boys and girls. • Count how many books are on the shelf. • Find out how many napkins are needed for snack. • Ask children to locate three toy cars in the block area. • Using a calendar, count the number of days until a class trip. • At clean-up time, ask each child to put away 4 things, or give directions in numeric order. (For example: put away 1 toy and come to the rug. Put away 2 toys and come to the rug. Put away 3 toys and come to the rug, etc.) ★ Provide experiences counting forward and backward. Introduce number finger plays requiring children to take one away. (For example: Five Little Monkeys) ★ Provide materials considering the age and ability levels of children in your class; include a few materials above the children's abilities to stretch their curiosity. Use commercial or teacher-made number/numeral two-piece puzzles. Each puzzle contains one piece with a numeral and the other piece contains a corresponding number of objects. Start out with puzzles from 1 to 3 and add more puzzles as children become familiar with the numerals. ★ When working with numerals and counting objects, ask children to compare one group of objects with another. (For example: "Are there more or less buttons in this cup than the other? Or are they the same?") In mixed-age groupings, watch for small pieces that are choking hazards and must be kept in an area inaccessible to younger children. ★ Introduce games such as number bingo or dominoes with dots.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>B. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</p> <p><i>Example:</i></p> <p>1. Counts objects in a one-to-one correspondence.</p>	<ul style="list-style-type: none"> ★ Give children opportunities to count, such as: <ul style="list-style-type: none"> • Use pegs and peg boards where children put one peg in each hole. • Mix up lids on washable markers. Ask children to put a cover on the correct marker to make the markers and covers the same color. • Provide an equal number of nuts and bolts for children to put together. • Ask a child to give every child in the group a scarf to use for dancing. • At lunch, ask helpers to place one napkin, one fork and one carton of milk at each child's place at the table. ★ Read <i>The Three Little Pigs</i> and talk about a house for each pig. To extend the activity, make felt figures of the three pigs and the three houses. Encourage children to retell the story using the felt figures on a felt board. Children could be invited to make a different type of house for each pig, for different animals, etc.
<p>C. Counts objects in a set one-by-one from one through five.</p> <p><i>Example:</i></p> <p>1. Counts objects from one through five.</p>	<ul style="list-style-type: none"> ★ Provide objects children can count. (For example: Unifix cubes, counting bears, buttons, etc.) and ask children to put into groups with five objects per group. Use bowls, divided trays, or egg cartons, etc. for children to use to group objects. ★ Make a counting game by putting a group of objects on a tray (For example: four acorns). Ask the child to count how many are on the tray. Ask the child to cover his or her eyes, change the number of items, and ask the child again to count how many are on the tray. This game can be played as a small group or with an individual child. Children can play this game with each other.
<p>D. Identifies and creates sets of objects one through five.</p> <p><i>Example:</i></p> <p>1. Creates a set of five objects by counting them out.</p>	<ul style="list-style-type: none"> ★ Provide opportunities for children to create sets. (For example: Count out crackers in sets of 5 for each child to have for snack.) ★ Take children on a walk, giving each a small bag in which to collect items from nature. When complete, ask the children put all objects into groups (sets) such as a group of leaves, twigs, nuts, rocks, and pine-cones. Count how many are in each set. Discuss which group has more or less items. Save items for science/math center and add magnifying glasses, paper, pencils, etc. ★ Use felt board pieces including numerals and an assortment of shapes. Ask children to sort the shapes into sets, count the members in each set, and put the appropriate numeral next to set of shapes.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>E. Identifies numerals one through five.</p> <p><i>Example:</i></p> <p>1. Names numerals one through five.</p>	<ul style="list-style-type: none"> ★ Label each learning center with the numeral of how many children should be in each area. (For example: 4 in science area, 2 in computer area, etc.). ★ Use playing cards to play matching games. Place cards face down. As child turns over a card, the numeral is named. Increase difficulty by looking for a match. The child turns over two cards and names each numeral. If the cards match, the child picks up the cards and gets another turn. If not, the next child plays. ★ Provide art experiences using numeral shaped stamps and sponges, yarn, and glue numeral shaped paper for drawing and painting. ★ Provide textured numerals and shapes for children to trace with their finger.
<p>F. Recognizes the numerical value of sets of objects through five.</p> <p><i>Example:</i></p> <p>1. Names how many are in a group of up to five (or more) objects.</p>	<ul style="list-style-type: none"> ★ Play a variety of matching games where children count out the number of objects they see and place a numeral card next to the set of objects. Small numeral cards can be used. On the back of the cards can be the number of dots the numeral represents. The child may check to see if he/she has counted the correct number to match the numeral. ★ Read number books to children. Use pictures to start conversations about counting. (For example: "How many puppies are on this page?") ★ Use dice, dominoes and playing cards for counting experiences and to illustrate sets of numbers.
<p>G. Develops increasing ability to count in sequence to ten.</p> <p><i>Example:</i></p> <p>1. Counts from one to ten.</p>	<ul style="list-style-type: none"> ★ Give children opportunities to count: <ul style="list-style-type: none"> • in group times with counting finger plays. • while involved in activities such as counting the pieces in a puzzle. • during outdoor time counting the number of times the swing moves back and forth. • during transitions when children count the toys they put on the shelf at cleanup time. (Children who are not verbal may count by touching, tapping or pointing to another child's fingers or tapping on a drum or tray.) ★ Post numerals one through ten with the number of objects ★ Include counting songs, finger plays and chants. (For example: <i>This Old Man, Three Blind Mice, Five Little Monkeys, Six Little Ducks, Five Little Speckled Frogs, and One Elephant Went Out To Play</i>)

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INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<i>G. Continued</i>	<ul style="list-style-type: none"> ★ Teach children to count (one-ten) in another language such as Spanish, French, Vietnamese, etc. ★ Provide simple board games such as Chutes and Ladders or Candy Land so children may throw dice or use a spinner to play the game to give practice identifying numerals and counting.



STANDARD 3

Geometry and Spatial Sense – The child identifies common geometric shapes and explores the relationship of objects in the environment.

INDICATORS OF CHILD’S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Begins to recognize, describe, compare and name common shapes. (For example: circle, square, triangle, and rectangle)</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Names and describes shapes in the environment. 2. Groups objects according to their shape and size. 	<ul style="list-style-type: none"> ★ Provide children with opportunities to play with unit blocks, table blocks, pattern blocks, shape sorters, pegboards, and geoboards so children can gain an understanding of shape and form. ★ Label shapes and post in the room. Create an interactive bulletin board with shapes for children to match pictures of shapes to those on the bulletin board. ★ Provide a variety of shapes (circle, square, triangle, rectangle) for manipulation. (Shapes made of wood, paper, plastic, foam, etc.). Ask children to find the items having the same shape. Add pictures or objects of different shapes such as a ring, a piece of pie, an envelope, etc. ★ Put large shapes on the floor and have children stand on a specific shape. ★ Play a game of I Spy. Children look for items in the environment representing various shapes. (For example: “I spy something in the shape of a circle.” The children reply, “Is it a wheel? ...a doughnut?” “a penny?” , etc.) ★ Play another shape game by describing a shape and having the child guess the shape.(For example: “I spy something with only three sides and the sides are straight.”) ★ Provide art materials to create geometric shapes. Crayons, paper, and tracing items can be used along with collage materials and glue sticks.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>B. Builds an increasing understanding of directionality, order, and position of objects and words. (For example: on, under, above)</p> <p><i>Example:</i></p> <p>1. Uses words to indicate where things are in space. (For example: 'beside', 'inside', 'over', 'under', etc.)</p>	<ul style="list-style-type: none"> ★ Include chants or songs to teach location words. <ul style="list-style-type: none"> • The traditional, "The Bear Went Over the Mountain to See What He Could See" can be expanded to include the bear went around the mountain, or the bear went through the mountain. Act out what it might look like. • The children's favorite "Going on a Bear Hunt" contains many words relating to space: over, under, through, around, up and down. • Play a game using hula hoops, rings large enough for children to stand in, or table cloths. Give directions related to space. (For example: "Walk around the circle." "Jump inside the circle." "Put one foot in the circle." "Stand outside the circle.") • Songs and games such as Hokey Pokey, Looby Loo and Go in and Out the Window direct children's movements in space. ★ Play a game with puppets, dolls, blocks in dramatic play, including positional words. (For example: "Put the dish beside the cup," "Put the block on top of the cylinder," "Put the blanket over the doll.") To make the game more open-ended, don't give the name of the object, just ask children to put something under something else or make a line of 3 objects with a block as the second object, with other direction, order and position words. Vary the request based on the comprehension level of the child.

STANDARD 4

Measurement – The child explores the concepts of nonstandard and standard measurement.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Measures objects using nonstandard units of measurement. (For example: pencil, paper clip, block)</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Participates in measuring activities and names units of measure. 	<ul style="list-style-type: none"> ★ Provide children with an object such as a chalk board eraser to measure something like the length of a table. Demonstrate how to place the object next to the edge of the table. Mark down how many erasers it took to measure the table. ★ Ask a child to lie down on a large piece of paper. On the paper, a friend marks the bottom of the child's feet and the top of his/her head. Children can use their hands, pencils, a jump rope, or other object to measure the height of the child. A chart can be made so the height of each child can be compared. (For example: Susie is five hands and Carl is five and 1/2 hands). ★ Use a scale or balance. Children can estimate how much certain items weigh. (The bird nest is the same weight as three inch-cubes).
<p>B. Compares objects according to observable attributes. (For example: long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large)</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Begins to order, compare and describe objects. 2. Identifies which object is the longest, shortest, biggest, or smallest. 	<ul style="list-style-type: none"> ★ Use words of comparison in daily conversations with children. As the child begins to take notice of objects, ask which is the shortest, the largest, etc. ★ Place a handful of items in a see-through container and ask children to estimate the number and record their estimates on a chart, or in a notebook. See who guessed the most and least. Count the objects and see who is closest to guessing the correct number. Repeat activity with different objects.
<p>C. Compares and orders objects in graduated order. (For example: shortest to tallest, thinnest to thickest)</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Places objects in graduated order. 	<ul style="list-style-type: none"> ★ Provide children with groups of three similar objects graduated in size or length. Have children put them in order from the largest to smallest, shortest to longest, etc. Start out using real objects such as books, bowls, baskets, flowers, soda straws, pencils, etc. and move to pictures of objects. The order of the correct sequence can be written on the back of the picture cards. Children may check their work. Increase difficulty by asking children to put five pictures in order. ★ Place objects in learning activity areas. (For example: in dramatic play area - several sizes of dishes; in block area-blocks of various thickness; in art area- paint brushes in various lengths; and in science area- seashells of various sizes) <p style="text-align: right;">Continued on next page.</p>

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p><i>C. Continued</i></p>	<ul style="list-style-type: none"> ★ Read the story “The Three Bears” and ask children to retell the story. Discuss how each bear has a bowl, a chair and a bed. To extend the activity, provide three sizes of bears and discuss the sizes with the children, labeling the bears as baby, mama, and/or papa. Ask the children to put the bears in order from the smallest to largest. Add three sizes of bowls and suggest the children give each bear the correct bowl. An open-ended question could be “What could be a reason that the size of the bears and the size of the bowls don’t match?” ★ Provide nesting and stacking toys for children to explore.
<p>D. Develops an awareness of simple time concepts within his/her daily life. (For example: yesterday, today, tomorrow; morning, afternoon, night)</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Uses terms such as before, after, yesterday, tomorrow, morning, afternoon, day, and night appropriately. 	<ul style="list-style-type: none"> ★ Use time words in daily conversations with children. (For example: when reviewing plans for the day, note which activities follow the other. Discuss what happened yesterday and what is planned for tomorrow.) ★ Use photos or drawings to illustrate each time period of the daily schedule. (For example: arrival time, group time, snack time, etc. Review the illustrated schedule with the children. Ask the children to put the schedule in sequential order. Post the schedule in the room where children can easily see it. Individual children may benefit from a personalized schedule as it helps familiarize the daily routine.) Best practice is to limit the number of transitions during a day. ★ Model writing the date for the children. (For example: When writing the date on attendance reports, lunch counts or other notices, write where children can see what is being done. Say aloud what is written.) <ul style="list-style-type: none"> • Write short notes home to families and date each one. • Date the experience stories as children dictate. • Assist children with dating their work. ★ Use a weekly calendar. Indicate special days such as birthdays, field trips, or holidays. Use terms such as yesterday, today, or tomorrow in discussion. ★ Use a variety of timers (such as an hour glass, egg timer, cell phone timer, kitchen timer, and alarm clock) to explore and to establish time limits. ★ Give children time reminders. (For example: “You have five more minutes to play in the learning centers, then it will be time to cleanup.”) ★ Include books related to time. Suggested titles include: <ul style="list-style-type: none"> • “The Very Hungry Caterpillar” • “Today is Tuesday” • “The Very Quiet Cricket” • “Chicken Soup With Rice” • “A Book of Months” • “A Year of Beasts” • “Night in the Country”

STANDARD 5

Data Analysis – The child collects and analyzes data in a group setting.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Begins to use numbers and counting as a means for solving problems and measuring quantity.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Compares groups and counts the number of items in each group to determine if there are more, less, or the same (equivalent sets). 	<ul style="list-style-type: none"> ★ Use finger plays including counting such as “Five Little Monkeys.” Talk about if there are more monkeys at the beginning of the finger play or at the end. Have children hold up fingers on each hand to represent two groups. ★ Introduce the use of counting to see if there are more or less. <ul style="list-style-type: none"> • Have children line up in two groups. Ask, “Which group has more, which has less, or are they the same?” Match one to one to check the children’s prediction. • Provide children with two groups of objects to count and compare. “Which has more, which has less? If I add one more object to this group, are there more or less in the group?” • Comparison activities can be conducted in large groups. Ask the children to talk about how they come up with their ideas. The teacher asks the children questions about the problem to be solved. The children learn from each other. ★ During activity time look for opportunities to use counting to solve problems. (For example: In the block area compare two stacks of blocks or in the dramatic play area compare the number of hats to the number of children playing in the area.).
<p>B. Develops growing ability to collect, describe, and record information through a variety of means, including discussion, drawings, maps, charts, and graphs.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Shows curiosity about locations, maps, and charts. 2. Ask questions. 3. Participates in discussions, creates and uses real and pictorial graphs, maps, photographs, and charts. 	<ul style="list-style-type: none"> ★ Provide activities to guide the children on how to observe and find ways to record what they see. Begin by discussing what the children see and write it down. Show different ways to record what is seen. Some ideas are: <ul style="list-style-type: none"> • Invite children to draw a picture of a growing plant or take a photograph. In a week they can draw another picture showing what happened over time (grows, blossoms, wilts). • Set up a chart to list the children painting pictures each day. Use a large piece of paper and let children write down their names. • List the foods the hamster is fed. Mark the foods eaten and those not eaten. On a large poster, children can glue magazine pictures or food labels to represent the foods. Put a tally mark next to the food when it is eaten. <p style="text-align: right;">Continued on next page.</p>

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p><i>B. Continued</i></p>	<ul style="list-style-type: none"> • Assist the children to take a poll of the group and chart the results. (For example: “What kind of pet do you have?” Make a large grid on a felt or white board. Use felt shapes to represent pets. Place a happy face shape beneath the dog, cat, bird, or fish shape to represent each child.) • Draw a map of the learning environment noting where each of the learning centers is located, (For example, start with the doors, windows). Use a large piece of butcher paper to draw the map, then put in the different centers. • Create books with children’s stories and drawings. • Provide materials for children to draw a map of their classroom, bedroom, house, neighborhood, etc.
<p>C. Describes similarities and differences between objects.</p> <p><i>Example:</i></p> <p>1. Describes the characteristics of objects that are similar. (For example: they both have round edges and are red; for different this one is soft and that one is prickly)</p>	<ul style="list-style-type: none"> ★ Play the game “Alike and Different”. Gather groups of objects of various colors, shapes, sizes, textures functions. (For example: manipulatives, hand-held toys, props, etc.). Ask children to pick three items. Describe how each item looks and how they are alike. Then how they are different. Accept all answers. Use questions to find out how the children know objects are alike and different. Children may have different ideas. • Use objects found in nature to describe and compare. • To increase difficulty, compare pictures of objects. • Ask children to describe how they are the same and how they are different.



HEALTH, SAFETY AND PHYSICAL DEVELOPMENT

Children love to explore and move. They use different motions with fine and large motor skills. How a child learns to sit, walk, or hold a spoon is a stepping stone to how the child understands space, coordinates thinking and holds a pencil. Children often describe their abilities according to their accomplishments by saying “I can..... or Watch me.....”.

Children use their bodies and five senses to explore their surroundings. When taking an active role in caring for their bodies by maintaining a clean and healthy area, and taking an active role in preparing nutritious snacks, they feel a sense of pride and accomplishment in their independence.

STANDARD 1

Large Muscle Skill Development – The child participates in activities involving large muscle skills.

INDICATORS OF CHILD’S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Demonstrates basic locomotor movements. (For example: galloping, hopping, jumping, running, leaping, sliding, riding tricycles, pulling wagons, pushing wheelbarrows)</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> Shows increasing confidence in movements such as running, jumping, sliding, pushing, hopping, and pulling. Moves toward skipping, galloping, and riding while maintaining balance. 	<ul style="list-style-type: none"> ★ Participate in movement activities with the children. ★ Provide adequate space outdoors and indoors for gross motor play. Space should be easily accessible for all children in the group and have no barriers for children with disabilities. ★ Ask children to assist younger children or children with limited movement abilities to enable all to participate as much as possible. ★ Provide equipment to encourage a variety of skills. (For example: Use low balance beam, tape on the floor, or cardboard stepping stones to practice balance. Tricycles, wagons, wheel barrows, and riding toys provide practice for riding, pushing, and pulling skills.) ★ Include movement and exercise into daily activities. (For example: use recorded music containing games and songs for children to practice movement skills.) ★ Include props in movement and music activities such as crepe paper streamers, ribbons, or scarves. ★ Break down locomotor movements into smaller steps. (For example: hopping: stand on one foot and jump landing on the same foot; skipping: on one foot step and hop, then step on the other and hop, or hold a ball in hand and raise arm in the air to throw it overhand or underhand) ★ Create an indoor or outdoor fitness trail. Use signs with words, pictures, and arrows showing the children what to do and where to go next. (For example: run to the tree; tip toe to the swings)

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>B. Demonstrates body and space awareness to move and stop with control over speed and direction.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Names or points to body parts. 2. Moves within a space with defined boundaries. 3. Runs easily and stops quickly. 4. Controls body and can change movement, speed and direction. 	<ul style="list-style-type: none"> ★ Teach songs and games using names for parts of the body. (For example: "This Old Man," "Head, Shoulders, Knees and Toes" and "Put Your Finger in the Air") ★ Introduce children to how parts of the body move. Have children stand in their own space and move various parts of their bodies. (For example: "How can you move your head, eyes, mouth, neck, shoulders, elbows, chest, arms, fingers, waist, hips, legs, knees, ankles and toes?") ★ Introduce personal space (the space just around a child's body). Use carpet squares, masking tape, etc. to identify each child's personal space. Instruct children to do a movement in their personal space, such as: hop, touch toes. ★ Introduce general space (the space surrounding everyone in the room). Use plastic cones, jump rope or masking tape on the floor as a boundary for general space. Ask the children to move around the room in different ways. Fast and slow; straight and curvy. ★ Have children use imagination in their movement. (For example: "How would you move if you were popcorn popping? How would you move if you were a giraffe looking for food?")
<p>C. Demonstrates non-locomotor movements. (For example: bending, pulling, pushing, stretching, swaying, swinging, turning, twisting)</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Moves while standing in place. 2. Identifies and reproduces non-locomoter movements when asked. 	<ul style="list-style-type: none"> ★ Use a small parachute. Have children sit or stand around the edge of the parachute or large sheet and hold on to it with both hands. Tell the children to follow directions for the parachute game. <ul style="list-style-type: none"> • Marshmallow: Hold parachute waist high. On signal have children throw arms and chute as high as possible and let go. Let it float down softly. • Waves: Children hold onto parachute and gently wave the chute up and down and observe the rippling motion. • Coverup: Hold chute waist high. On the signal, extend arms upward and while still holding onto the chute, turn around and then squat on the ground. Chute covers the children. • Bouncers: Place two yarn or other small balls in the center of the chute. Try to keep the balls bouncing by shaking the chute up and down. <p style="text-align: right;">Continued on next page.</p>

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p><i>C. Continued</i></p>	<ul style="list-style-type: none"> ★ Tell children a story. Children can imitate the activities happening in the story while standing in their own personal space. Begin the story when the child is asleep. The child finds actions to go with the story, with modeling and assistance from the teacher if needed. (For example: The child wakes up, stretches and yawns, washes face and brushes teeth and imitates washing, eating breakfast, walking to car, etc.) <ul style="list-style-type: none"> • Teacher reads, tells or creates other stories for children to imitate such as <i>Let's Go on a Bear Hunt</i>. Or use animals, nature and activities. (For example: a bird building a nest, a vine growing, or building a house)
<p>D. Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Throws and kicks a ball. Begins to catch and bounce a ball with two hands. 2. Dribbles a ball with hands and/or feet. 3. Swings with assistance. 4. Goes down a slide. 	<ul style="list-style-type: none"> ★ Provide materials and equipment for activities. (For example: bean bags, yarn balls, Koosh balls, rubber balls, foam balls, soccer balls, basketballs, hoops, whiffle balls, slides and swings.) ★ Models underhand and overhand throwing a variety of balls, rings, or bean bag into a container (laundry basket, hoop, large plastic jar), or at a target (pillow, stack of blocks, or bowling pins). ★ Set up small groups to play catch, roll or kick a soft ball. Children form a circle (standing or sitting) and take turns throwing, rolling or kicking the ball to each other. ★ Make racquets out of a clothes hanger covered with nylon hosiery (Put tape over the end of the racket so there isn't a sharp point at the end). Play balloon tennis by blowing up a balloon and hitting it with the racquet.
<p>E. Coordinates large arm movements. (For example: easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on a chalkboard, playing with blocks, and catching or tossing).</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Participates in activities to develop large muscles, strength and endurance. 	<ul style="list-style-type: none"> ★ Provide opportunities for children to use large muscles. (For example: activities such as easel painting, woodworking, movement activities, drawing on chalkboard, block building and music making) <ul style="list-style-type: none"> • For painting, use large paper and an easel. • Set up a woodworking area in the room or outside. Use small hammers, large nails, small blocks of wood to hammer together, or large blocks of styrofoam or wood. Children can practice hammering nails into a stump or large piece of wood or Styrofoam (pull out nails with hammer), or they can create wood sculptures with small pieces of wood. Close supervision and protective eye-wear are required. • Use commercial climbing equipment or old tires, boxes, barrels, crates and planks of wood and other movable parts that are safe. <p style="text-align: right;">Continued on next page.</p>

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p><i>E. Continued</i></p>	<ul style="list-style-type: none"> • Purchase or create simple rhythm band instruments. Drum (oatmeal box), rhythm sticks (dowel rods), sandpaper blocks (cover wood with sandpaper), bells, tambourine (pie tin with bottle caps), or shakers (cans or plastic bottles with beans, seeds, or sand inside).
<p>F. Develops coordination and balance through a variety of activities.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Begins to gain coordination through participation in physical activities. 2. Demonstrates ability to balance. 3. Transfers weight from one body part to another. 	<ul style="list-style-type: none"> ★ Provide opportunities for children to practice balance. (For example: use balance beam to balance, or use a stretched rope, tape a trail on the floor, use stepping stones made out of cardboard, or use carpet squares. First walk forwards, then add more difficult moves: slide your feet, turn around, walk backwards, stand on one foot, and walk heel to toe.) Participate with the children. ★ Introduce movements; increasing difficulty. <ul style="list-style-type: none"> • Practice walking with feet inside shoe boxes. • Three-leg walk/race. Loosely tie the legs of two children together. Walk or race to a set destination. • Crawl through a tunnel (cloth over a table). • Jump over an extended rope low to ground. • Walk on coffee can stilts. • Toss and catch a ball in a scoop or mitt. ★ Adapt or provide equipment for children who have a disability. ★ Teach children games including motor activities. (For example: Skip to My Lou and Simon Says) ★ Include daily warm-ups such as stretching, jumping jacks, running in place and exercises created by the teacher and children. <ul style="list-style-type: none"> • Include exercises incorporating the movement of animals: <ul style="list-style-type: none"> • Hopping (grasshoppers, frogs, rabbits, kangaroos) • Running (dogs, foxes, squirrels, wolves) • Galloping (horses, donkeys, zebras) • Crawling (snakes, lizards, caterpillars)

STANDARD 2

Fine Motor Skill Development – The child participates in activities involving small muscles.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Demonstrates increased fine motor control. (For example: using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger paint, scissors, glue, and a variety of puzzles)</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Controls small muscles to complete tasks. 2. Uses small muscles for self-help skills. 	<ul style="list-style-type: none"> ★ Provide puzzles, pegs, pattern blocks, beads to string, construction sets, sewing and lacing cards, linking, and interlocking sets. Puzzles with knobs should be included for varying fine motor skills. (In mixed-age groupings, watch for small pieces that are choking hazards and must be in an area inaccessible to younger children.) ★ Offer a variety of writing and drawing tools: pencils, crayons, markers, chalk, blank and lined paper. ★ Provide art materials to encourage the use of small muscles such as finger paint, poster paint with paint brushes, play dough and clay, stringing beads, or sewing activities. ★ Model correct scissor grasping position for children. Thumb is in small finger hole, pointer finger is on top of large finger hole and three fingers are in large finger hole. Instruct children to hold scissors in front of their body so they have better control. ★ Provide opportunities to practice cutting skills: Children can fringe paper, cut around paper plate in a spiral, or snip play dough or clay rolled in snake shapes. ★ Teach children to button, zip, and snap. Give ample time for children to use and practice these skills.
<p>B. Demonstrates increasing control of small muscles in hands. (For example: using tongs or eyedropper, stringing beads).</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Uses simple tools during a variety of learning activities. 	<ul style="list-style-type: none"> ★ Provide activities for children to use small muscles with materials such as adhesive tape, a hole punch, a stapler, and an eye dropper, etc. ★ Provide simple tools, such as a scale, a measuring tape, a pair of tweezers, or tongs. (For example: Children can pick up small items with tweezers or tongs such as moving cotton balls from one bowl to another. When using a water table, add food coloring to water to improve children's ability to see water moved from one cup to another.) ★ Incorporate holding and grasping activities to foster the children's development of fine motor skills such as picking up and playing with small toys. (For example: placing objects in the sand and water table, digging with small garden tools, measuring with cups and measuring spoons, and cutting/spreading play-dough with dull knives)

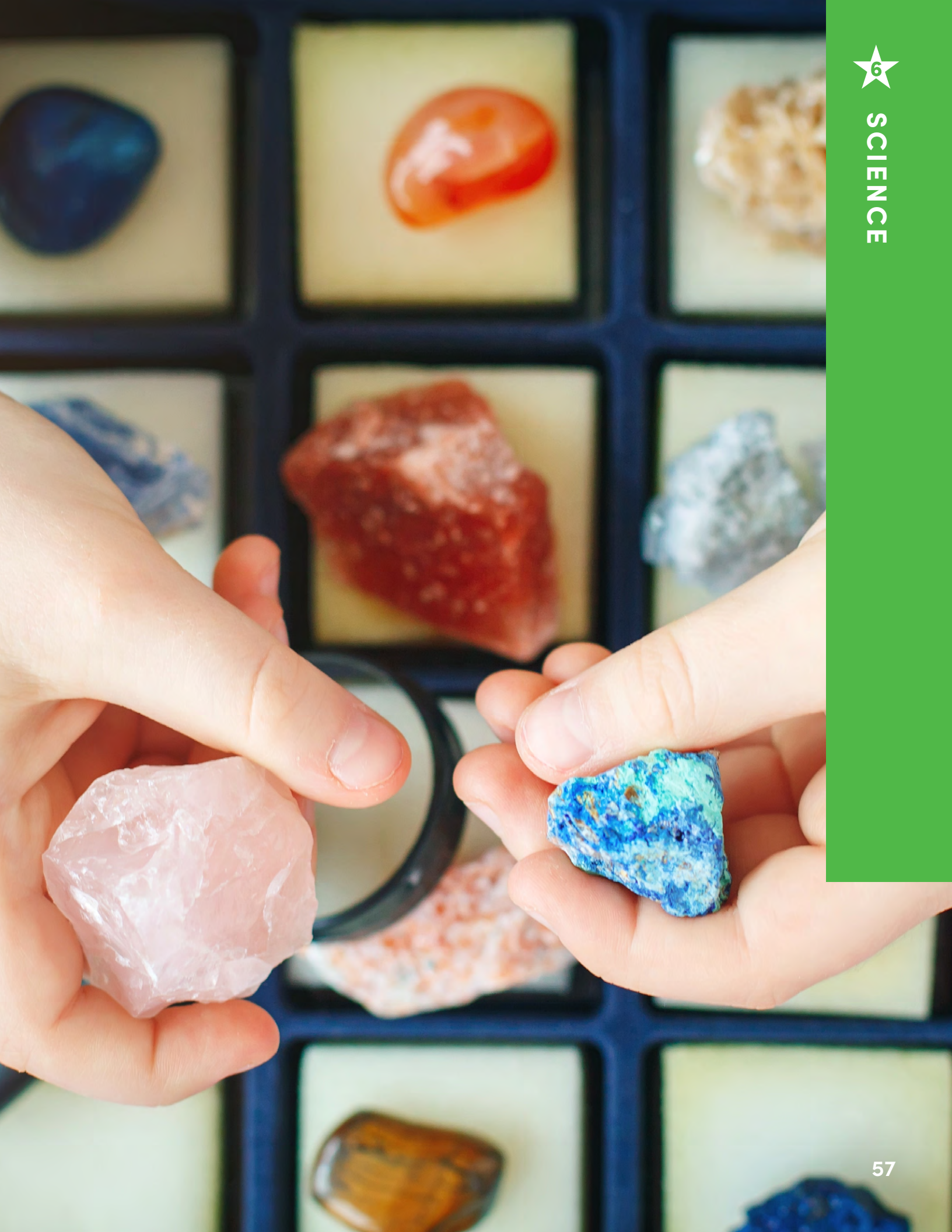
STANDARD 3

Health-Enhancing Activity Development – The child participates in activities for the development of lifetime health and fitness.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Progresses in physical growth, strength, stamina, and flexibility.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Demonstrates increasing ability to lift and carry heavier items, run farther, and successfully navigate playground equipment. 	<ul style="list-style-type: none"> ★ Provide children with opportunities to compare their own abilities from one point in time to another point in time. <ul style="list-style-type: none"> • Make a chart of children's height and weight at the beginning of the school year and measure again in three months. Discuss how the children have grown. Compare to the size of an infant. • As children master tasks, review what they have learned and how they have grown and changed. Look at physical abilities such as throwing or kicking a ball, or the ability to put together a more difficult puzzle. ★ As children mature, they are able to play for longer periods of time without tiring and needing rest times. Plan for these changes when choosing activities. Add new elements to activity as the year progresses. (For example: after children can toss a large ball into a laundry basket, change to a small ball. If children can complete a small obstacle course with ease, then increase the size and difficulty of the course.)
<p>B. Understands that healthy bodies need rest, exercise, water and good nutrition.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Participates in a variety of activities leading to an understanding of nutrition, exercise and proper rest. 2. Begins to recognize and select healthy foods, exercise and rest activities. 	<ul style="list-style-type: none"> ★ Invite children to use body movements to act out a healthy day. The teacher narrates a story where the child wakes up, prepares for school, goes to school, etc. and engages in healthy activities. This activity gives the child pretend practice for eating nutritious meals, resting when tired, and exercising. ★ Provide examples of foods children need the most. Create a healthy eating plate or food pyramid collage for the room by having children cut food pictures from advertisements, newspapers or food magazines. ★ Make daily rest time a positive experience. <ul style="list-style-type: none"> • Play soft music. • Read a story to the children. • Have children take a soft toy with them when they lie down. • Children who don't fall asleep after a time period, should be given the opportunity to play quietly with table toys or to read books. <p style="text-align: right;">Continued on next page.</p>

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p><i>B. Continued</i></p>	<ul style="list-style-type: none"> ★ Plan nutrition/food experiences for children to be actively involved in the growing, preparation, serving, and eating of healthy foods. <ul style="list-style-type: none"> • Spread butter on bread or cream cheese on bagels. • Plan fruit tasting activity. Involve children in growing, washing, cutting and tasting fruits such as apples, bananas, and strawberries. • Tasting activity can be done with other groups of food such as whole wheat bread, pita, bagel, and tortillas, etc. ★ Provide bathroom scales for children to weigh themselves and tape measurers (growth charts) to track height. ★ Read books or take field trips to health-related facilities in the community such as a hospital, grocery store, farmer's market, or health club. ★ Discuss what is needed for a healthy lifestyle: good nutrition, plenty of rest and exercise. Play a game of "Mr. and Ms. Goodbody". Children look for pictures showing a healthy lifestyle and place those next to a picture of Mr. and Ms. Goodbody. This can be a large or small group activity. (For example: have a variety of pictures for children to select ones that exhibit health habits such as exercising, sleeping and eating healthy foods.) ★ Show images in books that include people of different shapes, sizes, and abilities.
<p>C. Shows growing independence in following routine healthy behaviors. (For example: nutrition choices, health and personal care hygiene when eating, dressing, washing hands, brushing teeth, and toileting)</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Takes care of self when eating, dressing, toileting, and washing hands. 	<ul style="list-style-type: none"> ★ Model health and personal care practices for preventing the spread of germs including washing hands before meals, after using the restroom, and after using a tissue to sneeze/cough. ★ Invite a doctor, nurse, and/or dentist to visit and talk about good health habits. ★ Teach children to independently manage health and personal care practices. (For example: proper hand-washing and tooth brushing techniques, proper use and disposal of tissues after blowing nose) ★ Put props in the dramatic play area so children can pretend to be doctors, nurses, and other health care providers. <p style="text-align: right;">Continued on next page.</p>

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p><i>C. Continued</i></p>	<ul style="list-style-type: none"> ★ Include health related books, pictures, songs, and games. <ul style="list-style-type: none"> • Collect pictures related to health and personal care and use to encourage children to discuss the practices. • Place health care items such as a bar of soap, toothbrush, washcloth comb in feely bag or box. Take turns identifying an object in the bag by touch. Ask child to bring the item out of the bag and talk about what it is, how it is used, and how it helps keep them healthy. • Sing songs such as “This Is the Way We Wash Our Hands,” making accompanying motions. Encourage children to contribute additional health and personal care practices to the song.
<p>D. Builds awareness and ability to follow basic health and safety rules.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Utilizes appropriate safety procedures for school, outdoors, playground, vehicles, bicycles, etc. 2. Identifies ways to locate school and community helpers. 3. Communicates fears to a trusted adult. 	<ul style="list-style-type: none"> ★ Discuss safety rules. Act out rules such as looking both ways to cross a street, staying away from animals you do not know, using safety around pools and ponds, and not talking to, accepting rides, or taking treats from strangers. Explain what a trusted adult means. ★ Become aware of resources available within your program and community. (Include community health helpers.) ★ Explain how community helpers can keep us safe. ★ When appropriate for the understanding level of the children in care, discuss that medication should only be taken if an adult family member or teacher has given it. Other items or liquids could be harmful and/or poisonous and should not be consumed. ★ Provide helmets, knee pads, and elbow pads for bike and tricycle safety. ★ Provide opportunities and props in dramatic play to enact ‘stop, drop and roll’, fire drills, tornado drills, wearing seat belts, using appropriate responses for using the phone for emergency phone calls, etc. ★ Provide props to encourage children to engage in play related to safety. (For example: adding a fire hat and a piece of hose to tricycle play invites children to role-play putting out a pretend fire) ★ Demonstrate talking to a trusted adult when in an unwanted, threatening or dangerous situation. Using puppets may be helpful. ★ Invite community helpers to be guest speakers. ★ Provide health and safety education and resources to families. If families speak a language other than English, provide resources in home language if possible.



SCIENCE

Children are curious about the natural world and by physical events. They insist teachers and family members answer their questions about the world around them. By nurturing this sense of wonder, teachers help children to become explorers and scientific thinkers.

Children can learn to use the scientific method. The questions children ask about how animals

move, how to make a shadow, or how to mix different colors of paint allows children to gain information. They use their senses and scientific tools to observe, collect and make conclusions. Science knowledge is developed through experiences with real animals, plants, and objects in the environment.

STANDARD 1

Scientific Processes and Inquiry – The child investigates and experiments with objects to discover information.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Develops increasing abilities to classify, compare and contrast objects, events, and experiences.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Describes objects and living things in increasing detail. 2. Identifies similarities and differences in objects. 3. Tells stories about what he or she experiences. 	<ul style="list-style-type: none"> ★ Provide a science learning area containing a variety of items to explore, classify and compare. (For example: shells, rocks, leaves, insects, seedpods, pinecones, or other small objects.) A low table in the area can be used for children to sit or stand as they explore and experiment with the materials in the center. Ask children what items they would put together. “How are these different?” or “Can you think of a way they are the same?” Encourage children to talk with each other and compare ideas. If mixed-ages are in care, keep small objects out of reach of younger children. ★ Locate a low, open shelf near the science learning area for storage of extra equipment and materials. Store like materials together on a labeled shelf or in a container. ★ Display animal coverings: turtle shell, fur, feathers, leather, snake skin, antlers, bones, fossils, horns, etc. Ask children to talk about the animals and make comparisons. ★ Discuss events of the day with children. Compare two events and ask children how they are the same or different. (For example: talk about the visiting guinea pig. Remind the children of the last visit. “How is this visit different?” Responses might include, “We know what to feed him now.” “The guinea pig isn’t afraid of us now.” or “He ate two carrots last time and three this time.”) ★ Use large paper graphs for children to compare and classify real objects such as leaves, rocks, bugs, etc. (For example: ask children to put all the tie shoes on one line and all the shoes that are ‘other’ on the other lines of the graph.) Ask questions about what the graph shows.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>B. Selects and becomes familiar with simple scientific tools. (For example: magnifying glass, magnet)</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Uses scientific tools as props in play. 2. Describes the use of scientific tools. (For example: weighing, making bigger, measuring, collecting, etc.) 	<ul style="list-style-type: none"> ★ Provide a variety of scientific materials/ equipment such as magnifying glasses, metal mirrors, prisms, flashlights, kaleidoscopes, magnets, microscopes, telescopes, binoculars, rulers, scales, and/or balances for the children to use independently when exploring their environment. ★ Introduce children to scientific words such as magnetic attraction, enlarge, prediction, etc. Practice using these words when involved in activities. ★ Provide simple items to be weighed using the scale or balance. (For example: "Which is heavier, the cotton balls or the seeds?") ★ Provide plastic tubing, funnels, measuring cups, spoons, waterwheels, etc. in the sand or water area.
<p>C. Participates in simple experiments to discover information. (For example: bottles of water or homemade telephone to learn about vibration and sound, simple scale to determine heavy and light)</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Explores and tries new things with materials. 	<ul style="list-style-type: none"> ★ Provide children opportunities to experiment with materials. Remember to ask children leading questions. (For example: "What would happen if you put it in water?" "How many will it take to fill that box?" and "What does it look like under the microscope?" Find out what children think.) ★ Provide simple experiments for children to use individually or in small groups. <ul style="list-style-type: none"> • Have children put differing levels of water in five glass containers. Use a pencil and tap on each container. Ask, "What do you hear?" "How are they different?" "What if there was less or more water? How would that change the sound?" • Use a pie pan with water. Sprinkle pepper or another lightweight visible material over the water. Ask children to observe what happens. Dip a small piece of soap into the water. Ask, "What happened now?" Sprinkle sugar into the water. Ask children to make predictions and describe what happens next. • Explore light and shadow using flashlights. • Use a variety of learning materials including scissors, screwdriver, hollow and unit blocks, pulleys, and wheels to demonstrate simple tools and machines.
<p>D. Asks questions, makes predictions, and communicates observations orally and/or in drawings.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Verbalizes what he or she sees and predicts what will happen. 2. Shows interest by asking questions. 	<ul style="list-style-type: none"> ★ Encourage children to talk about, draw, or document their experiences in the science area. Provide activities for children to work together in small groups. Ask open-ended questions of the children about what they are doing, seeing or drawing.) ★ Play 'What Will Happen Next?' Have children make predictions about what will happen. Accept all answers and ask additional questions. <ul style="list-style-type: none"> • When reading a story to a group, stop and ask the children, "What will happen next?" • When everyone is putting on their coats ask, "What will we do next?"

Continued on next page.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p><i>D. Continued</i></p>	<ul style="list-style-type: none"> • When observing a bird outdoors ask, “What do you think will happen next?” • When drawing pictures of a boat in the water table, ask the children “What will happen next?” ★ Ask children to draw their observations or results of experiments on charts or in large notebooks that are shared with others.
<p>E. Explores cause and effect..</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Understands simple cause and effect situations. (For example: If the ball is dropped, it will fall. If the juice spills, the table is wet). 	<ul style="list-style-type: none"> ★ Ask children questions based on their discoveries. “What happened to the blocks?” “Why do you think the plant is dead?” Ask children to think about why things happen and possible causes. ★ During experiments, ask children to think about what happened. (For example: “What do you think caused the water to splash?”) ★ Provide cooking experiences to observe cause and effect. (For example: “What happens when I pour milk in the pudding mix?” “What happens if I put the bowl in the refrigerator?” “What happens when I leave water in the freezer, or on a hot stove?”)
<p>F. With increasing independence, children gather information, conduct investigations, and make predictions about how things work.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Takes steps in conducting investigations. 2. Records data with teacher assistance. 3. Explains what discoveries were made. 	<p>Strategies/Activites</p> <ul style="list-style-type: none"> ★ Provide activities for children to make predictions and investigate. ★ Ask children to predict what will happen with an investigation and chart their predictions (Ex. Where will the same size ice cube melt faster? In the dark, on the teacher’s desk, or in the window? Set a timer to check every 3 minutes and note changes on a picture graph.) ★ Assist children to make a chart/graph/picture representation of their predictions. ★ Ask children to think about why they made their prediction and possible reasons or causes. ★ Include a question of the day in lesson plans for graphing or investigation purposes.

STANDARD 2

Physical – The child investigates and describes objects that can be sorted in terms of physical properties.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Develops an awareness of the sensory attributes of objects according to taste, smell, hearing, touch sight.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Uses senses to explore the environment and can describe differences. 	<ul style="list-style-type: none"> ★ Provide opportunities to use the senses to explore surroundings. Provide objects for smelling, touching, hearing, seeing and tasting. (For example: Place items that are safe to smell in baby food containers. Place one ingredient in each container and punch holes in the lid. Ask children to close eyes and take turns smelling each container. Guess what the smell is. Use cloves, mint, sawdust, flower petals, leather, onions, apples, etc.) Talk with children about dangers of smelling or tasting unknown substances. ★ Encourage children to use their senses to learn about the outdoor environment. Examples could be: <ul style="list-style-type: none"> • Go on a listening walk around the playground and see what you can hear. • Experience the weather as you go for walks. • Observe the movement of leaves on a windy day. • Children lie on their backs and watch the clouds go by. • Watch small things like bugs and ants. • Look for bird or animal tracks. • Observe water on the sidewalk evaporate when the sun comes out after a shower. • Smell freshly mowed grass. ★ Provide items to explore with magnifying glasses, prisms, eye glasses, and color paddles. (For example: “How does the leaf look when you look at it with a magnifying glass?”) ★ Plan for children to explore water colored by paint or food coloring. Use eye droppers and plastic cups to mix colors.
<p>B. Develops an awareness of the properties of some objects. (For example: float/sink, heavy/light, rough/smooth, hard/soft, magnetic/ nonmagnetic, solid/liquid, wet/dry).</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Recognizes and describes the properties of objects. 2. Makes comparisons among observed objects. 	<ul style="list-style-type: none"> ★ Investigate items (For example: soap, wood, rock, sponge, toy car, cork, styrofoam packing pieces, waxed paper, shells, boats, marbles, etc.) to predict and test whether they will sink or float in a water table or dishpan full of water. Children can separate items into two groups based on predictions. ★ Provide a scale or balance for children to weigh a variety of items. (For example: rocks, feathers, metal chain, cotton balls, blocks, etc.) Children can separate into ‘heavy’ and ‘light’. ★ Encourage children to touch a variety of items. Have children put on a paint shirt or plastic apron and put hands into ‘goop’. “What happens when you squeeze it? How does it feel?”

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>C. Observes and describes how objects move. (For example: slide, turn, twirl, roll).</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Tries to find which objects move best when placed on a ramp. 	<ul style="list-style-type: none"> ★ Give children opportunities to experiment with a ball, block, acorn, top, stick, feather, seedpod, etc. Observe what happens when they are dropped. Discuss how they move differently. ★ Use the same objects and observe what happens when they are placed on top of a ramp. How do they move differently now?



STANDARD 3

Life – The child observes and investigates plants and animals.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Develops an awareness of what various plants and animals need for growth.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Provides plants and animals what is needed for growth (soil, water, sunshine, food). 	<ul style="list-style-type: none"> ★ Provide a variety of plants and animals for children to observe and explore including nontoxic house plants and pets (insects, fish, gerbils, hamsters, etc.). Invite children to record weekly growth on paper. Discuss what is needed for growing, such as carrots for the gerbil and water and sunlight for the plants. ★ Provide a variety of materials to use for exploration. (such as indoor/outdoor gardening tools, watering cans, sprayers, misters, leaves, seeds, pine cones, bark, bird feeders, collections of animal bones and teeth, donated x-rays of bones and teeth, nature books, and magazines). ★ Provide soil and seed containers for children to use to grow their own plants, use in a small group or independently. ★ Assist the children in creating schedules for the care of live animals and plants in the learning environment (cleaning cages, watering, and feeding).
<p>B. Demonstrates a beginning awareness of the changes plants and animals go through during their life. (For example: seed/plant, egg/chicken)</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Matches a seed and a plant and a young animal and an adult animal. 	<ul style="list-style-type: none"> ★ Observe plants which are growing. Place seeds on a wet paper towel. Observe what happens. After seeds root, plant in dirt and watch the changes taking place. Make a chart or drawing to show how the seeds have changed. ★ As a class activity, plant a tree on the playground. Children help decide where it should be planted and get approval for location. Take photographs or have children make drawings of them standing next to the tree. Look for changes based on seasons such as the color of leaves and types of children's clothing. Every few months document the growth of the tree and growth of the children. ★ Observe animals in various stages of the lifespan. (For example: as a frog-egg, tadpole-frog; chicken-egg, chick-hen or rooster, or butterfly-caterpillar/larvae-cocoon/pupa-butterfly)
<p>C. Demonstrates interest and respect for the plant and animal life around them.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Takes care of familiar plants and animals. 	<ul style="list-style-type: none"> ★ Follow program policy and if possible, take field trips to farms, zoos, petting zoos, nature preserves, botanical gardens, science centers, and science museums. If traveling isn't possible, take virtual trips and read books, watch videos and pretend. Ask children to describe the 'environment' and what they know based on their observations in the form of drawings or dictated stories. ★ Discuss ways we can care for animals and plants by caring for the soil, air, and water. Talk about recycling and putting trash in the proper place and not putting things in ponds and lakes in order to keep from polluting the water.

STANDARD 4

Earth/Space – The child investigates and observes the basic concepts of the Earth.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Develops an awareness of the properties of common earth materials. (For example: soil, rocks, water).</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Explores and discusses materials related to rocks, soil, air, clouds, sun, moon, and/or stars. 	<ul style="list-style-type: none"> ★ Provide a variety of materials including windsocks, pinwheels, an air pump, water, sand, gravel, pebbles, stones, rocks, shells, plastic pails, buckets, shovels, and water toys. Children can explore and become familiar with items. ★ Take a trip to a planetarium or star lab if possible. If not possible, invite a speaker from a university and/or a meteorologist. Other guests could include a geologist, land conservationist, ecologist, or meteorologist. ★ Provide prisms for children to experiment with light. ★ Invite the children to blow bubbles and look for colors and rainbows. ★ Provide activities for children to explore water at different temperatures, warm, cool, icy, etc. Discuss how each makes them feel. ★ Provide activities to explore how different items respond to the warmth of the sun. Place a rock, piece of metal, a crayon, a stick, a small dish of sand, etc. on a tray outdoors in the sun or in a sunny window. After several hours, talk about how each item feels. How are they different? How are they alike? Which feels warmest?
<p>B. Develops an awareness of daily weather. (For example: sunny, cloudy, rainy, snowy, windy, hot, warm, cold).</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Uses words such as cloudy, sunny, windy, etc., to identify daily weather conditions. 	<ul style="list-style-type: none"> ★ During group time, take the opportunity to talk about the weather. Discuss what the children see when they look outside. Look at temperatures on a thermometer. Ask, "Can we estimate how hot it will be today?" ★ When outdoors, look at the weather. Ask, "What do the clouds look like?" or "What happens when the wind blows?" Ask the children to gather something inside that they want to take outside to see if it would blow in the wind. Make predictions and tell reasons why or why not something might blow on a windy day. ★ Take a walk outside in different kinds of weather. Ask, "What will you need to wear?" "What do you see?" and "How is the weather different from yesterday?"

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>C. Develops an awareness of the four seasons. (For example: temperature, weather-appropriate clothing, changing leaves)</p> <p><i>Examples:</i></p> <p>1. Recognizes characteristics of different seasons.</p>	<ul style="list-style-type: none"> ★ Talk about the seasons. During every season, view and talk about trees outside. The trees show us the seasons of the year. <ul style="list-style-type: none"> • In the fall, look at the leaves turning colors. Talk about the cooler weather and how the leaves fall from the trees. Rake and pile up leaves in the fall, run and jump in the leaves. Incorporate holidays of the season in the activities planned. • In the winter, look at leafless trees. Discuss how the plants and trees stop growing in the winter. Experience snow, ice, fog, and frost on windows. • Freeze water to make ice and watch it melt. Talk about skating, sledding and other outdoor activities. • In the spring, look at the newly sprouting plants and trees. Grow bulbs, watch for other signs of spring such as birds nesting, early spring flowers, planting gardens, and spring showers. • In the summer, talk about trees with heavy green foliage. Talk about the warm days and need for watering plants. Use fans to keep cool and have fun with water play on hot days. Talk about fruit and vegetables as they become ripe. ★ Utilize people-shaped pieces of felt for weather dolls. Make small pieces of clothing out of felt for the dolls. Include raincoats, winter coats, hats, sweaters, gloves, boots, scarves, pants, dresses, shorts, shirts, etc. Invite children to dress the dolls for the weather. Ask, "What should the doll wear if it is raining outside?" etc. ★ Provide a variety of clothing for children to sort for wearing during different seasons.
<p>D. Observes and participates in a variety of activities related to preserving the environment.</p> <p><i>Examples:</i></p> <p>1. Expresses concern for taking care of the earth.</p>	<ul style="list-style-type: none"> ★ When possible, utilize recycled materials in the program. Recycled paper and plastic containers can be used in the art area and bags can be reused. ★ Encourage children to help keep our world clean. <ul style="list-style-type: none"> • Encourage children to help keep the playground clean by picking up trash. Go on a litter hunt. Provide children with trash bags and plastic gloves. Discuss safety when picking up hazardous items that could be found in a public place (such as glass, cigarettes, etc.). • Model and discuss respect for the environment by not leaving water running, reusing paper, turning off lights, and using found objects for artwork and science area.



SOCIAL AND PERSONAL SKILLS

Children's growth and development is dependent on social interactions with adults and other children. As children mature they notice and explore differences among people. This natural curiosity helps children develop a strong sense of identity and it provides teachers and families with opportunities to connect schools and programs with a child's home and community. Social skills include interactions with others, work habits and self-help skills. Social skills are reinforced in daily events and the learning environment. This helps children become aware of

and respect the interests, preferences and cultural background of others. Personal skills include self-regulation, self-esteem, and self-care. These skills are taught through daily interactions and events. The ongoing development of personal skills equips a child to work in the social setting.

To develop these skills, children need daily opportunities to negotiate issues that occur, to take turns, to lead and follow, and to be a friend. They also need to learn how to handle their feelings in a socially acceptable manner.

STANDARD 1

The child participates in activities to develop the skills necessary for working and interacting with others.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Plays, works and interacts easily with one or more children and/or adults.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Greets the teacher and others when arriving. 2. Responds to familiar faces and voices verbally and nonverbally. 3. Engages in conversations with children and adults. 4. Initiates longer and more reciprocal interactions with adults and/or peers by asking questions or talking about ideas. 	<ul style="list-style-type: none"> ★ Greet children daily and encourage dialogue and interaction. Assist children with feeling at ease with adults and other children. ★ Provide children with opportunities to engage in activities with others. ★ Encourage children to play and work with activities together. ★ Model proper behavior when interacting with children and other adults. ★ Encourage children to help others who are unable to participate and socialize on their own if assistance is needed. ★ Introduce children to other adults in the program they might see on a regular basis such as custodian, cook, or other teachers.
<p>B. Begins to develop relationships with others.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Chooses to work and play with other children. 2. Initiates interaction with others. 	<ul style="list-style-type: none"> ★ Encourage children to find a friend to do an activity with such as read a book, play a game, look at the rock collection, or eat a snack. ★ Frequently comment about children's activities. (For example: "I see Jason and Jeff are playing a fun game.") ★ Provide activities for more than one child to work on together. (For example: Paint at the easel, play Go Fish, build a block tower, or set the table for snack.)

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>C. Recognizes the feelings of others and responds appropriately.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Expresses increased care and understanding for the feelings of others. 	<ul style="list-style-type: none"> ★ Encourage others to invite a child who has been excluded from play to join him/her. ★ Support children's efforts to assist each other with tasks such as carrying something for a child who is unable to do so or to help with cleaning up.
<p>D. Develops confidence and stands up for own rights.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Attempts new tasks with enthusiasm. 2. Enters into play with groups of children with confidence. 	<ul style="list-style-type: none"> ★ Encourage children to express their thoughts and feelings. (For example, say to a child: "If someone takes a toy from you, tell that child you were not finished playing with it and to please give it back.") ★ Guide children to suggest roles for themselves in play or to assist in asking another child how to join in his/her play. (For example: "I see you are playing fire department and I know Joey also likes fire fighters. Do you want to ask him to play with you?") ★ Support children when they try new activities, make mistakes, or create artwork or something new. (For example: "You have never tried to climb the Big Toy before, but today you climbed it easily.")
<p>E. Shows respect for others, materials, and equipment.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Treats other children respectfully and uses care with possessions. 2. Uses equipment carefully, does not waste supplies, and puts materials away when finished. 3. Respects all children by accepting their challenges or use of adaptive equipment (For example: glasses, wheel chair, hearing aide, crutches, etc.) as part of the person. 	<ul style="list-style-type: none"> ★ Model respectful ways of interacting with others and using materials. ★ Encourage children to assist with keeping their play space organized and clean. Teach children how to wipe tables, pick up trash, water plants, and feed pets. ★ Support children in using materials and equipment appropriately: without breaking or destroying it, putting items back in their assigned place; and leaving items alone that don't belong to them. ★ Refer one child's questions and concerns to another child. (For example: "Jamie said he wanted to play with you in the block area and you said No. May he play with you in 5 minutes?") ★ Encourage children to use words when standing up for their rights. (For example: "I can play with blocks, too." "Thank you for asking Amica if you can play with the car when she is finished playing with it.") ★ Introduce new materials to children by showing how to use them and where to put them away. ★ Invite adults who use adaptive equipment to talk with the children and explain why they might use a wheelchair, have glasses, or hearing aids, and to help them understand individual needs.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>F. Recognizes and expresses own feelings and responds appropriately.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Handles feelings in an age-appropriate way. 2. Uses words or pictures to identify and label some of his/her own feelings and needs. 3. Looks for adult assistance when feelings are most intense and utilizes coping strategies to manage emotions. 	<ul style="list-style-type: none"> ★ Provide activities, games and songs to encourage children to identify and express feelings appropriately. (For example: "If You're Happy and You Know It." Make up additional verses with other feelings, such as mad, sad, scared, sleepy, shy, etc.) ★ Provide opportunities to use dolls and puppets to act out scenarios with actions and feelings. ★ Ask children to explain their feelings. (For example: "How did you feel when he took the truck?" and confirm children's feelings. "I see that you look upset and are crying because your friend took your toy.") ★ Provide choices and activities to encourage children to manage emotions so they do not harm themselves or others. They may need to take a break, sit in a quiet area for a little while and/or talk it out if they need help.)
<p>G. Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Shares equipment/materials and takes turns in activities. 	<ul style="list-style-type: none"> ★ Utilize props such as a talking-stick, a talking feather, or a talking hat to help children to take turns in group discussions. Children can talk only when they are holding the talking stick, feather or wearing the hat. ★ Invite children to participate in activities as leaders as well as participants. (For example: children can lead a song, teach a skill, or choose a game.) ★ Use a sign-up sheet for children to use with popular activities. ★ Incorporate children's ideas into the lesson plan for small group, large group and individual activities. ★ Develop shared stories where each child may contribute. These stories can be recorded on charts by an adult, dramatized by children, used with puppets, and/or made into big books to be shared with others.
<p>H. Works independently and/or cooperatively to solve problems or resolve conflicts.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Uses words and strategies for resolving conflicts and solving problems. 	<ul style="list-style-type: none"> ★ Encourage children to offer assistance to friends who are trying to solve a problem. (For example: help to zip coats or tie shoes, or figure out how to divide the blocks among three children) ★ Assist children with words they can use to solve or settle a conflict. (For example: "Tell Anna you would like a turn with the magnifying glass when she is finished." or "Tell Frank you don't like being pushed.") ★ Model using negotiation as a way of settling a dispute. Address own rights as well as accommodating the other person's needs. (For example: "I'll use the paste for these two pieces of paper and then I will give it to you.")

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>I. Seeks assistance from an adult when appropriate.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Follows school rules for appropriate behavior. 2. Attempts to solve problem before asking for assistance from teacher. 	<ul style="list-style-type: none"> ★ Be available, responsive, and patient when children request help. Offer suggestions. (For example: "Would you like to hear how some children have solved this problem?") ★ Limit the number of rules to a few that are most important for children's safety. Invite children to help establish the rules. State rules in a positive manner telling children what they can do. ★ Remind children to get help from an adult when they have tried to work out a problem without success.
<p>J. Recognizes self as a unique individual having own abilities, characteristics, emotions and interests.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Shows satisfaction or seeks acknowledgment when completing a task or solving a problem. 2. Identifies self as being part of different groups such as family, community, culture or school. 	<ul style="list-style-type: none"> ★ Invite children to use positive words to describe themselves. (For example: I am Thomas and I'm kind. I am Angie and I'm a good helper. I'm Felipe and I'm strong.) ★ Provide opportunities for children to help. (For example: clean-up, take attendance, or feed the class pet. Provide specific recognition using the child's name. "David, I see you straightened all of the books in our library. Thank you for being so helpful.")
<p>K. Demonstrates emerging awareness and respect for culture, ethnicity, abilities and disabilities.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Develops successful relationships with others in the home, family and learning environment. 2. Treats everyone with respect and dignity. 3. Understands and values similarities and differences among people. 3. Notices differences in skin color, eyes, hair, language, and culture. 	<ul style="list-style-type: none"> ★ Post pictures and posters showing a variety of cultures, ethnicities, abilities, and disabilities. ★ Provide culturally appropriate books, dramatic play materials, dolls, pretend sets, puzzles, games, etc. reflecting varying cultures, ethnicities, abilities, and disabilities relevant to what the children would find in their own home. Talk with families for suggestions on what to add to the environment. ★ Invite children and families to share photos or draw a picture of their family or share a special object related to their cultural heritage. Tell a story about themselves and their family. ★ Invite guests from other cultures and ethnic groups to visit the program. Ask the guest to talk about their culture and bring items to show. ★ Provide experiences rich in cultural diversity. Avoid limiting experiences to certain times of the year or that are stereotypical. Expand beyond food experiences. Explore cultures other than those represented by children in their environment. Lead by example. Demonstrate by personal actions that diversity is valued.

STANDARD 2

The child develops the skills necessary for participating in a variety of settings.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. States his/her full name, age, and name of parent or guardian.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Knows personal information such as name and age. 2. Names significant family members. 	<ul style="list-style-type: none"> ★ Print children's name on back of artwork and front of cubby or locker. Encourage children to locate their cubby so they may put their possessions away. Use a symbol or photo next to the name to assist the child. ★ Use name charts to assign jobs, make lists, create sign-in sheets, etc. so children can identify their names. ★ Share children's stories by having the child tell or 'read' his/her dictated stories about their families. Use child's home language when possible. ★ Create family trees with your children or use as a family activity. Put leaves on tree to represent the people living in the family or household. (Be sensitive to families represented by children in your care, such as foster children, grandparents raising grandchildren, etc.)
<p>B. Shows ability to adjust to new situations.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Moves smoothly from one routine to another such as from activity period to cleanup. 2. Transitions from home to school without extensive or long-lasting anxiety. 	<ul style="list-style-type: none"> ★ Assist children in adjusting to the learning environment. Greet children and help them understand routines. Children may need to bring a comfort object such as a stuffed animal or blanket to help with the anxiety related to transitions with new situations. ★ Adhere to a consistent daily schedule as much as possible and give children a reason for any change to the schedule. ★ Post the schedule with pictures and words to assist child in making the transition. ★ Help children understand appropriate behaviors for each situation. (For example: Use a quiet voice and walk inside the library, quietly sit on the carpet for group time, run and jump outside on the playground.)

**“While we try to teach our children all about life,
Our children teach us what life is all about.” – Angela Schwindt**



SOCIAL STUDIES

For young children, learning about social studies is built on children’s experiences in their families, school, community, state, and country. Children are eager to know more about themselves, their culture, and environment. Beginning concepts can be explored with questions such as “Who are the members of my family?” “Who are our neighbors?” “Where do we live?”

Skills such as working independently, problem solving and decision-making are fostered when children engage in activities with others.

Social studies provides an opportunity to develop an integrated curriculum using civics, geography, history and economics. Learning experiences may be provided through learning centers, resource people, projects, and field trips.

STANDARD 1

Civics – The child exhibits traits of good citizenship.

INDICATORS OF CHILD’S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Works and plays cooperatively in a variety of settings.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Contributes to large and small group discussions. 2. Participates in group decision making. 	<ul style="list-style-type: none"> ★ Provide children with opportunities to work and play in a variety of settings such as large groups, small groups and activity centers. <ul style="list-style-type: none"> • Large group activities may include physical activity games or group story time. • Small groups may work with building material or table games. • Individuals can read or draw by themselves in a quiet place. ★ Create opportunities for cooperation. <ul style="list-style-type: none"> • Ask two children to complete a task together, such as picking up the blocks and putting them on the shelf. Comment on how much easier it is when two people work together. • Plan activities asking children to work together. (For example: to try to keep the ball on the uplifted parachute/sheet or working together on a class project)
<p>B. Recognizes the importance of his/her role as a member of the family, the class, and the community.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Identifies self as a member of a family, community, and class. 2. Creates drawings or sculptures of home, school, or community. 	<ul style="list-style-type: none"> ★ Use voting as a way of making group decisions. Recognize the majority vote wins. <ul style="list-style-type: none"> • Engage children in class meetings. • Invite children to choose class helpers. ★ Introduce children to an awareness of the roles people play in the community. To help in planning appropriate activities related to this topic, determine what children already know and what they can find out more about. <ul style="list-style-type: none"> • Brainstorm ideas about people who help us and write down responses. • Talk about families and invite children to discuss the roles/jobs of various family members. • If the program is in a center or school, take a walk around the facility. Introduce children to the various people and discuss their jobs.

Continued on next page.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p><i>B. Continued</i></p>	<ul style="list-style-type: none"> • Take a walk around the neighborhood and encourage children to stop, look, and listen. They may see neighborhood stores, construction sites, someone working in a garden, etc. Upon returning to the learning space, have the children recall and record their observations. If walking in the neighborhood isn't possible, make a video while walking around the neighborhood to show the children what is happening nearby. • Show pictures of community helpers and ask them to guess who they are and what they are doing. • Ask questions such as "What do you want to be when you grow up?" "What kind of work do you like to do?" ★ Provide choices of clothing and props for dramatic play representing different roles in the family and community. ★ Invite guests to the program to tell about the roles they play. (For example: invite a children's librarian to bring books and read to the children, someone who works in a nursery could help children with potting plants, or invite family members to share their occupations with the children.)
<p>C. Listens to others while in large and small groups.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Takes turns listening and speaking. 	<ul style="list-style-type: none"> ★ Model listening when others are talking. ★ Ask children to take a turn talking and listening. Use a 'talking stick' or other object to assist children. The person holding the stick may have a turn to talk while others listen. ★ Play a listening game. After one child says a short phrase, ask the children to be an echo and to repeat it.
<p>D. Shows respect for others and their property.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Treats other children respectfully and uses care with their property. 2. Uses equipment carefully and does not waste supplies. Puts material away when finished. 	<ul style="list-style-type: none"> ★ Model respectful ways of interacting with others and using materials. ★ Encourage children to assist with keeping the learning space organized and clean. Children can help to wipe tables, pick up trash, water plants and feed pets. ★ Support children using materials and equipment appropriately by putting items back in their place and leaving items alone that are not theirs. ★ Refer one child's questions and concerns to another child. (For example: "Jamie said he wanted to play with you in the block area and you would not share the blocks. Can you help us solve this problem?") <p style="text-align: right;">Continued on next page.</p>

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p><i>D. Continued</i></p>	<ul style="list-style-type: none"> ★ Encourage children to use words when standing up for their rights. (For example: "Girls can play with blocks, too." "I don't like it when you take my car." "I was playing with it. Don't do that anymore." or "Don't call me a baby. My name is _____.") ★ Introduce the care of new toys, equipment, and materials to children by modeling how they should be used.
<p>E. Develops an awareness of how people can positively affect the environment.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Participates in taking care of the indoor and outdoor environment. 2. Recognizes some resources and money are limited. 	<ul style="list-style-type: none"> ★ Model ways to keep an organized and clean environment. Invite children to help keep the space clean and uncluttered after play is finished. ★ Make taking care of the indoor and outdoor environment a normal part of the daily routine. Everyone participates. ★ Use recycled materials to create props for play. Involve families in saving materials for the program by posting a needs list. ★ Use found objects, recycled materials, and scrap paper so children can see one material has multiple uses. ★ Use class meetings to brainstorm ways to obtain resources which are limited. ★ Recognize need to share materials among the members of the group. Intentionally set up activities where sharing is required. Problem solve with the children.
<p>F. Recognizes patriotic symbols and activities.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Recognizes the American and/or Tribal flag and other symbols. 2. Given the opportunity, practice reciting the Pledge of Allegiance. 	<ul style="list-style-type: none"> ★ Decorate the learning space with patriotic symbols such as the American and/or Tribal flag, representations of the American Eagle, Tribal symbols, and historical landmarks. ★ Provide opportunities to learn and sing patriotic songs such as "America" and "This Land is Your Land".
<p>G. Recognizes the importance of rules and responsibilities as a member of the family, class, and school.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Identifies rules at home and at school. 2. Understands consequences when a rule is not followed. 	<ul style="list-style-type: none"> ★ Discuss reasons to have rules. ★ Invite children to help develop positive rules for the class. (For example: We Keep Our Hands and Feet to Ourselves)

STANDARD 2

Geography – The child demonstrates knowledge of basic geographic concepts.

INDICATORS OF CHILD’S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Locates and describes familiar places. (For example: classroom, home, school, park, or restaurant).</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Names and describes places they see on the way to school. (For example: store, restaurant) 2. Describes differences in homes and buildings. 	<ul style="list-style-type: none"> ★ Discuss spaces in their classroom. What items are where? Begin with mapping the classroom. Provide an outline of the shape of the room and a few items such as doors, windows, and sink to start identifying what goes where in their classroom. ★ Provide opportunities for walking trips around the neighborhood, making note of geographic features and landmarks. If a walking trip isn’t possible, use a video taken while walking around the neighborhood that includes geographic features and landmarks. ★ Model using blocks, tape on the floor, dramatic play items, or chairs to represent the neighborhood. Ask children for ideas. ★ Family child care homes may map each room the child uses during the day/evening.
<p>B. Begins to develop an understanding of his/her community. (For example: home, school, and city).</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Identifies common features in the home, school, and community. 	<ul style="list-style-type: none"> ★ Create representations (For example: maps, three-dimensional models, photographic displays, chalk drawings on the playground) of their learning space, school building, playground, neighborhood, or home. ★ Create a neighborhood map. Ask children to describe features. (For example: “Can you walk to the post office? . . . the grocery store?” “What do you see along the way?”)

STANDARD 3

Geography – The child discusses how children in various communities and cultures are alike and different.

INDICATORS OF CHILD’S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Explores common needs. (For example: food, clothing and shelter).</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Understands the basic human needs of all people for food, water, safety, clothing, shelter. 	<ul style="list-style-type: none"> ★ Discuss what people need to live. Provide activities that include: <ul style="list-style-type: none"> • Items for dramatic play such as different types of housing, such as a doll house, an apartment building (made from shoe boxes), with clothes, food, and figures to represent the family. • Props and dress-up clothes (For example: dresses, coats and ties, serapes, hats). • Imitation play foods in dramatic play area (For example: tortilla shell, chicken leg, spaghetti). • Books about people from different cultures.
<p>B. Explores how children are unique based on languages spoken, food, clothing, transportation, and customs.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Talks about how people are different. 	<ul style="list-style-type: none"> ★ Include props such as sets of small figures representing families of different structures, cultures, males and females in diverse roles, and individuals with different abilities. ★ Model respect for each child and the child’s family members. ★ Display books and photos of children and their families at children’s eye level. ★ Plan food experiences around the culture of the children in your care. ★ Ask families to share their favorite recorded music for the children to experience through listening and dance. ★ Integrate authentic materials and activities from different cultures throughout the year. Begin with the culture of the children in the program and expand. (For example: cultural objects include weaving, woodwork, pottery, basketry, bead-work, and cooking utensils) ★ Learn key words and phrases of the child’s home language and integrate into daily and group time routines such as greeting, singing, story time, and transitions to use throughout the day.
<p>C. Explores how families and communities build traditions.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Shares family and community traditions. 	<ul style="list-style-type: none"> ★ Get to know each family: its structure, occupations, celebrations, activities, holidays or events important to the family. Be respectful of families by making duplicate gifts for example, Father’s or Mother’s Day for step-parent families. Some cultures have holidays that may be different. Include those holidays (Boxing Day, Ramadan, etc.) ★ Invite families to come to the program throughout the year and share the ways they celebrate cultural holidays and family celebrations, as well as family activities such as trips.

STANDARD 4

Economics – The child explores various careers and identifies basic economic concepts.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
<p>A. Identifies various school and community personnel.</p> <p><i>Examples:</i></p> <ol style="list-style-type: none"> 1. Names school personnel by job and by name such as principal or director, teacher, secretary, custodian, cook, etc. 2. Names community personnel such as police officer, firefighter, doctor, mail carrier, farmer, restaurant server, etc. 	<ul style="list-style-type: none"> ★ Introduce children to school and community personnel. Have personnel explain what they do and how it impacts others. ★ Invite people who work in the local community to talk with the children, answer questions, show clothing, materials and/or tools they might use to do their work. ★ Encourage children to discover the kind of work done by their family members. ★ Provide opportunities for children to dramatize various jobs in the community. Provide hats, lunch boxes, brief cases, notebooks, boots, tool kits, etc. ★ Play a game asking children to look at the prop and think of how it would be used and who would use it. (For example: Show a firefighter helmet and ask what it is used for and who would use it. Repeat with other kinds of helmets and different equipment and clothing. For some items there are many uses.)
<p>B. Develops growing awareness of jobs, what is needed to perform the job how work impacts his/her life.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"> 1. Describes people's jobs and what tools or supplies would be needed to perform the tasks. (For example: a firefighter uses protective clothing, a hose, water, an ax, etc.) 	<ul style="list-style-type: none"> ★ Provide opportunities for children to learn about work done in their community. For example: <ul style="list-style-type: none"> • Take walking tour of the community identifying post office, police station, fire station, doctor office, grocery store, school, etc. Or record a walking tour on your phone/camera for the children to watch. • Invite families and other visitors to talk about their jobs and show the tools, equipment, uniform, etc. needed for the job and how the job impacts the community. • Provide props, tools, clothing, etc. for children's dramatic play. • Display a variety of books on work, jobs, and careers. Include books representing a variety of genders, races, ethnicities, and abilities.

INDICATORS OF CHILD'S PROGRESS	STRATEGIES/ACTIVITIES
C. Develop an awareness of using money to purchase things.	<ul style="list-style-type: none"> ★ Provide dramatic play experiences to build an understanding of the function of money in exchange for items or services. <ul style="list-style-type: none"> • Set up a store, restaurant, doctor's office, bakery, hairdresser accessories. Include play money, pretend credit cards, cash register, order/receipt book, and telephone. • Children can imitate pricing items for a store, creating a menu for a restaurant, and counting out change. • Discuss value of money. How much is a little or a lot? ★ Prepare to make purchases at a nearby store. (For example: make a shopping list with menu for foods needed for a cooking project, paper products for art project, or a snack at a restaurant). Follow program policies for field trips, transportation, etc. This activity could be a role-play activity.

Children are individuals that approach the world with different likes, temperaments, abilities and views. Although predictable, each grows, learns and develops at a different rate. The Early Learning Guidelines is an exciting resource to assist early childhood professionals and families with information about supporting the learning and development of young children.

This document can be useful in better understanding how positive relationships, interactions, routines, and understanding of early childhood support children from the very beginning. Use this resource to assist in planning a safe, loving and nurturing learning environment.



GLOSSARY

Approaches to learning – how children go about learning new skills and concepts and their attitude toward learning.

Appropriate – what is suitable for a particular age or situation.

Attributes – a quality, property, or characteristic of somebody or something.

Cardinality – a number used to indicate quantity.

Centers – areas within the classroom, home, or learning space arranged so children are able to participate in a variety of activities relating to art, science, reading, dramatic play, blocks, etc.

Consonants – the letters of the alphabet, not including vowels (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z).

Culture – traditions and beliefs practiced by a group of people.

Diversity – the inclusion of people of different abilities, ages, races, or cultures.

Dual language learners – children learning two or more languages at the same time.

English language learners – person who is learning the English language in addition to his/her home or primary language.

Ethnic – group of people with a common classification such as racial, national, tribal, religious, linguistic, cultural origin, or background.

Expressive language – the ability to communicate with words; it refers to what a child says, not how it is said.

Family style dining – serving food to children seated at a table in which the dishes are brought to the table in child-sized serving bowls or on platters passed between the children.

Final sounds – the last sound heard when a word is pronounced (/t/ in cat or /m/ in home).

First language – used to describe the language a person acquires first in life; sometimes referred to as primary, native, or home language.

Grapheme – the smallest part of written language representing a phoneme in the spelling of a word

A grapheme may be just one letter, such as b, d, f, p, s; or several letters such as, ch, sh, th, ck, ea, igh.

Hands-on – activities requiring children to use their hands as well as their minds.

Home language – the language a person acquires first in life; sometimes referred to as the primary, first, or native language.

Inquiry – processes of science (observe, sort, classify, describe, communicate).

Language experience – an approach to the teaching of reading in which students read about their own experiences recorded in their own words; experience stories are dictated by the student to a teacher who writes them down; dictated accounts are reread in unison, in echo-fashion independently.

Learning centers – areas within the classroom, home, or learning space arranged so children are able to participate in a variety of activities relating to art, science, reading, dramatic play, blocks, etc.

Locomotor – movement from one place to another.

Manipulative – objects designed to be manipulated and provide hands-on experience.

Media center – a library where individuals have access to a variety of resources.

Media specialist – provide access to books, media, and other tools to direct, enhance, and support the learning process in schools or communities.

Native language – used to describe the language a person acquires first in life; sometimes referred to as primary or home language.

Non-locomotor – movement in place.

Nonstandard measurement – a measurement determined by the use of nonstandard units (For example: hands, paper clips, beans, cotton balls).

Number sense – involves the understanding of numbers and their quantities.

Numeral – a word, letter, symbol, or figure, etc., expressing a number.

Onetoone correspondence – pairing or matching objects in a onetoone relationship.

Onset – the initial consonant(s) sound of a syllable (For example: the onset of bag is b; of swim, sw).

Personal skills – skills related to an individual; such as communicating appropriately with others, expressing feelings, or caring about yourself and others. Social skills are often grouped together with personal skills.

GLOSSARY

(Continued)

Phonemes – the smallest part of spoken language that makes a difference in the meaning or words (English has about 41 phonemes. Spanish has 29 phonemes.)

Phonemic awareness – the ability to hear, identify, and manipulate individual sounds – phonemes – in spoken words.

Phonological awareness – a broad term that includes phonemic awareness. In addition to phonemes, phonological awareness activities can involve work with rhymes, words, syllables onsets, and rimes.

Phonics – the understanding of a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings represent those sounds in written language).

Primary language – the language a person acquires first in life; sometimes referred to as the home, first, or native language.

Print awareness – the ability to understand how print works. This includes knowing the print on the page represents words that can be read aloud and distinguishing between various forms and purposes of print, from personal letters and signs to storybooks.

Print conventions – letters are usually grouped together to form words and *words are combined to form phrases and sentences.*

Prior knowledge – knowing that stems from previous experience.

Receptive language – the ability to understand language.

Rime – the part of a syllable that contains the vowel and all that follows it (For example: the rime of bag is ag; of swim, im).

Role play – to act or pretend a person is someone else or an object is something else.

Set – a group of items related to each other, or share an attribute.

Shared reading – a term used to describe the process in which the teacher and the children read a book together. The book is read and reread many times. On the first several readings the teacher does most of the reading. As children become more familiar, they join in and ‘share’ the reading.

Shared writing – teacher and children work together to compose messages and stories; teacher supports process as a scribe.

Social skills – includes more than ways to interact, but supporting skills to be social such as behavior and manners. Personal and social skills are often grouped together.

Spatial sense – involves building and manipulating mental representations of two and three-dimensional objects and ideas.

Standard Measurement – a measure determined by the use of standard units (For example: inches, feet, pounds, cups, pints, gallons).

Syllable – a word part containing a vowel, or, in spoken language, a vowel sound (event; newspaper; very).

Tempo – the speed or pace of a given piece.

Units of Measure – Standardized units of time, measurement, quantity, etc..

Unstructured – activities directed by a child; or are open-ended.

Vowels – a, e, i, o, u and sometimes y and w.



“People don’t care how much you know until they know how much you care.”
– Theodore Roosevelt

RESOURCES

Americans with Disabilities Act <https://www.ada.gov>

American Academy of Pediatrics <https://www.aap.org>

Oklahoma Chapter of American Academy of Pediatrics www.okaap.org

Center for Disease Control and Prevention <https://www.cdc.gov>

Child Development <https://www.cdc.gov/ncbddd/childdevelopment/index.html>

Disability Overview <https://www.cdc.gov/ncbddd/disabilityandhealth/disability.html>

Act Early (CDC) <https://www.cdc.gov/ncbddd/actearly/index.html>

Center for Early Childhood Professional Development at University of Oklahoma (CECPD) <https://cecpd.org/>

Center on the Social Emotional Foundations for Early Learning (CSEFEL) <http://csefel.vanderbilt.edu/>

Council for Exceptional Children/Division of Early Childhood <http://www.cec.sped.org/Search?q=Early+Childhood>

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/importance-home-language-series>

Early Childhood Development An Office of the Administration for Children and Families <https://www.acf.hhs.gov/ecd>

Birth to Five <https://www.acf.hhs.gov/ecd/child-health-development/watch-me-thrive>

Early Childhood Learning and Knowledge Center <https://eclkc.ohs.acf.hhs.gov/>

Good Health Handbook Oklahoma State Department of Health https://www.ok.gov/health/Community_&_Family_Health/Maternal_and_Child_Health_Service/Child_and_Adolescent_Health/Early_Childhood_Good_Health_Handbook/

The Institute for Childhood Education <https://theinstituteforchildhoodeducation.com/>

National Association for the Education of Young Children (NAEYC) <http://www.naeyc.org/>

National Association for Family Child Care <https://www.nafcc.org/>

National Child Care Information Center <https://www.icf.com/resources/projects/social-programs-and-communities/national-child-care-information-center-nccic>

National Indian Child Care Association <http://www.nicca.us/>

Office of Head Start <https://www.acf.hhs.gov/ohs>

Oklahoma Child Care Resource and Referral Association <https://www.oklahomachildcare.org/>

Oklahoma Child Care Services DHS <http://www.okdhs.org/services/cc/Pages/ChildCareMain.aspx>

Oklahoma Department of Human Services <http://www.okdhs.org/Pages/default.aspx>

Oklahoma State Department of Health <https://www.ok.gov/health/>

Child Care Warmline https://www.ok.gov/health/Community_&_Family_Health/Child_Guidance_Service/Child_Care_Warmline/

RESOURCES (Continued)

Oklahoma State Regents for Higher Education Scholars for Excellence <http://www.okhighered.org/scholars/>

Ounce of Prevention <https://www.theounce.org/>

Parents as Teachers National Center <http://parentsasteachers.org/>

Program for Infant/Toddler Care https://www.pitc.org/pub/pitc_docs/home.csp

Public Broadcast System <http://www.pbs.org/>

Child Development Tracker <http://nunu.pbs.org/parents/childdevelopmenttracker/>

Smart Start Oklahoma <http://www.smartstartok.org/>

Special Quest <http://www.specialquest.org/>

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replaces 2005 Early Learning and Development Benchmarks. Washington State Department of Early Learning.

www.del.wa.gov/development/benchmarks/Default.aspx

Consider adding a section specific to Dual Language Learners such as Washington has on pg 8 of their current ELDGs <https://del.wa.gov/sites/default/files/imported/publications/development/docs/guidelines.pdf>. These also include language regarding Tribes.

WIDA Early English Language Development Standards.

WIDA is a multistate consortium focused on academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research professional development for educators. The WIDA Early English Language Development (E-ELD) Standards were specifically developed to help support the unique language needs of children ages 2.5–5.5 years who are in the process of learning more than one language. They also include connections to State ELGs/Standards as well.





FEEDBACK FORM

Oklahoma Early Learning Guidelines for Children Ages 3 through 5

A taskforce convened by the Oklahoma Department of Human Services Child Care Services developed the original Oklahoma Early Learning Guidelines. An ELG Review Workgroup was formed in September 2016 and met monthly to revise, edit, and update the Early Learning Guidelines. Task force members included representatives from the Oklahoma State Department of Education, Oklahoma Tribal Child Care Association, Oklahoma Head Start Association, the Center for Early Childhood Professional Development, Oklahoma Colleges and Universities, Approved Professional Development Educators, Oklahoma Child Care Resource & Referral Association, SoonerStart, Oklahoma Regents for Higher Education, and child care facilities. This was initiated to align with changes from the 2016 Head Start Performance Standard, revisions to the Oklahoma Academic Standards from comments and suggestions from the field. These guidelines are

designed to align with Oklahoma Early Learning Guidelines for Infants, Toddlers and Twos.

This document was developed to enrich learning experiences leading to children's success in school and to be used by all who touch the lives of Oklahoma's children. The word teacher is used in the guidelines to represent parents, family members, caregivers, program staff, and caring adults who offer instruction, support, and guidance to young children.

Please provide comments based on your experience with the guidelines. Provide the corresponding page number for suggested language revisions and comments. Also note if the standards are understandable and whether they are useful when planning activities for children. All comments will be reviewed by the Task Force. Revisions will be made to the guidelines based on feedback and early education research. Thank you for your assistance.

Name (optional)

Job Title

Program:

- Child Care Center
- Family Child Care
- Head Start
- Pre-Kindergarten
- Kindergarten

School

Early Childhood Special Education

Family Member

Other (describe) _____

1. Are the Guidelines understandable? Yes Somewhat No

Comments:

2. Are the Guidelines useful? Yes Somewhat No

Comments:

3. Are you able to use the Guidelines to help develop curriculum and daily activities for your program? Yes Somewhat No

Comments:

4. Are you able to use the Guidelines to help you determine child's progress? Yes Somewhat No

Comments:

Cont'd on back ...

FEEDBACK FORM (cont'd)

Please provide detailed comments. Feel free to attach extra pages if needed. Thanks for your assistance.

Page No.	Concept Area	Specific Comment	Specific Change Suggested

5. What additional guidance or resources would be helpful for you to implement these early learning guidelines with your children?

Feel free to copy and distribute this form and the Oklahoma Early Learning Standards to co-workers, colleagues early childhood professionals for review.

Please fax this form to: 405-522-2564, or
Mail to: Department of Human Services
Oklahoma Child Care Services
P.O. Box 25352
Oklahoma City, OK 73125, or
Return by email to: childcare.occs@okdhs.org.



Child Care Services

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