

***OKLAHOMA
EARLY LEARNING GUIDELINES
FOR CHILDREN AGES THREE
THROUGH FIVE***

Oklahoma Department of Human Services

Division of Child Care

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OKLAHOMA EARLY LEARNING GUIDELINES

A Task Force convened by the Oklahoma Department of Human Services Division of Child Care developed the Oklahoma Early Learning Guidelines. Task force members included representatives from the Oklahoma State Department of Education, Oklahoma Tribal Child Care Association, Oklahoma Head Start Association, and child care programs. The guidelines reflect current research on growth and stages of development, appropriate program planning, learning outcomes for children, and best practices in early education. The guidelines are designed to align with the Oklahoma Priority Academic Student Skills (PASS) and Head Start Performance Standards and to promote early learning experiences that lead to children's success. The word "teacher" is used in the guidelines to represent parents, family members, educators, caregivers, and caring adults who offer instruction, support, and guidance to young children.

The Early Learning Guidelines 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 that can be used to develop curriculum. They should not be used as a curriculum or assessment. Program providers that are trained in early childhood curriculum theories will provide an enriched curriculum including the following activities and many others. The guidelines are intended to assist with learning activities for preschool children ages 3 through 5 and are inclusive of all children recognizing that children may be able to show they meet the Standards at different times and in different ways.

Guiding Principles:

- All children are active learners. They explore and experiment with concepts in the world through play and hands-on activities
- Through interaction with friends, family and other adults, children develop new skills and understandings of concepts. Children need opportunities to practice new skills as well as experience challenges.
- Families are the child's first and most important teachers. Children are influenced by the values of their family, culture, and community.
- Developing in generally similar stages, children show individual differences in ways of knowing, learning, and doing.

Overview

Early childhood programs should be appropriate for the age, developmental level, and special needs of each child. The environment should be modified and adapted to promote the participation, engagement, and learning of **all** children. Young children are integrally connected to their families and it is important to establish positive relationships with family members that are based on mutual trust and respect. Teaching is based on the knowledge of content and how young children develop and learn. The learning environment fosters all areas of development: **creative/aesthetic, intellectual, language, physical and social/emotional**; and provides the challenge for children to learn according to their individual growth patterns.

Early childhood programs should:

- ◆ Provide curriculum that builds 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 that integrate and teach across all areas of the core curriculum (e.g., foreign languages, language arts including reading, mathematics, science, social studies, the arts).
- ◆ Provide a literacy-rich environment arranged in learning centers or learning areas (e.g., art center, science center, reading center, dramatic play center, block center). Each center will have a variety of activities for the children. This arrangement allows for a wide range of developmental interests and abilities within the same learning space.
- ◆ Provide exposure to a wide variety of information and literacy experiences and the use of 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 requirements and differences of the individual children.
- ◆ Provide a climate that is active; one in which children interact with each other and materials while engaging in cooperative hands-on learning with day-to-day life experiences.
- ◆ Provide a balance of activities that are adult-directed and child-initiated. These activities may be active or quiet, performed individually or in large and small groups.
- ◆ Provide an environment that is sensitive to cultural, language, physical, and learning differences among all children served. Accommodate children by using special or adaptive devices or adjustments to activities to improve communication and/or participation in activities.
- ◆ Provide an on-going process of collecting information from multiple sources about a child's needs, which may include observation, portfolios, screenings, etc., to determine a child's strengths and weaknesses in order to plan his/her educational services.

Families Can Use Guidelines to:

- Broaden 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

Young children come to programs with varying experiences, backgrounds and language. Recognizing that children learn at different rates and have varying abilities, the curriculum and environment should be adapted so that all children can reach their potential. Adults should consider the following when planning activities:

- ◆ Consulting children's family members and others in the community who have expertise in the languages and cultures of the children attending i.e. learn simple words for foods in other languages and encourage children to bring pictures of family, favorite foods for snack, materials that are familiar for dramatic play, or music

- ◆ Conveying respect for English Language Learners (ELL) and their home language i.e.. speaking clearly, using simple words and short phrases and repetition when speaking to children, paraphrasing and modeling correct use of English instead of correcting children's language and allowing children to be silent as they are in the process of learning English.
- ◆ Creative means of communicating ideas i.e. gestures, pictures, and real objects can be used to help communicate with children and children can express themselves through drawing, painting, using clay, and movement activities.
- ◆ The order and pace of activities i.e. create a predictable schedule and provide additional time for children who need it to complete an activity or routine.
- ◆ The interests and preferences of the children i.e. choose an activity topic that children enjoy such as animals and allow a child to select an activity that they would like to share with others.
- ◆ The use of special equipment that could assist children in learning a skill or participating in a activity i.e. loop scissors for a child who does not have hand strength and use a bean-bag chair at circle time so that a child in a wheelchair can sit on the same level as others in the room.
- ◆ Strategies to encourage children's active participation in activities, i.e. pair children who are having difficulty with friends who are successful at a task and allow children to select activities based on readiness, learning style and interest.
- ◆ Creating an environment that can adapt to the flow of activities, need for seating and position of children i.e. arrange the play space so that activity areas are clearly defined and provide children who may be easily overwhelmed an opportunity to use unfamiliar equipment before others.
- ◆ Providing modified materials so that children can participate as independently as possible i.e. use picture cues, simplified language or the child's home language when possible and lower the easel or provide a chair for the child who has difficulty standing.
- ◆ Modifying activities so that they are less or more complicated depending on children's abilities i.e. break activities such as cooking projects or games into parts by describing and making pictures of the steps and sequence or prepare art experiences with individual children in mind.
- ◆ Providing adult assistance in an activity or routine to support children's participation i.e. provide hand on hand assistance for some activities and position an adult near children who may need more assistance.

Organization


This document contains not only the domains or curriculum content and standards, but also the INDICATORS OF CHILD'S PROGRESS and suggestions of TEACHER'S 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.

- Introduction-provides a brief description of the area and the purpose for including it in the Guidelines.
- Standard-agreed upon framework of skills within each content area that children need to experience in order to develop a foundation for additional learning
- Indicators of progress-desired outcomes for children that identify what children are likely to know or do in relationship to each standard.






- Examples-specific observable skills or actions that show children are acquiring concepts described as an indicator of progress and illustrate what a child might do or say related to each indicator.
- Strategies/activities-examples of activities, environments, daily routines and play that 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.




NOTE:

Book icons  identify Information Literacy skills. The teacher, caregiver, or family member may consult with a school/community media specialist to serve children's specific needs.

The following icons represent the learning centers where strategies/activities may be presented. These learning centers are required to maintain One Star + status for programs that are licensed by the Oklahoma Department of Human Services Division of Child Care..

-  Block Building/Construction
-  Dramatic Play/Home Living
-  Manipulative Play/ Table Toys
-  Art
-  Book/Reading

Other learning centers may include:

-  Science/Sensory
-  Movement/Music
-  Outside

THE FOLLOWING CONTENT AREAS SHOULD BE INCLUDED IN EARLY CHILDHOOD PROGRAMS.

APPROACHES TO LEARNING

As early as infancy, children display some of the dispositions and styles of learning that 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. Adults must ensure that every child has the opportunity to direct his/her own learning. All children, regardless of innate abilities or the presence of disabilities, are able to learn and be successful.

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, carefully designed activities, and teachers, caregivers and family members who participate as co-learners will promote in children a willingness to try new experiences and persistence in completing projects. As children connect their learning each day to past experiences, they learn how to take the initiative 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	TEACHER'S STRATEGIES/ACTIVITIES
<p>A. Demonstrates an eagerness and interest in learning.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Chooses to participate in a variety of activities, tasks, and play areas.</i> • <i>Demonstrates eagerness and interest through questioning and adding ideas.</i> • <i>Enters into cooperative play with other children.</i> 	<ul style="list-style-type: none"> • Provide learning centers/activity areas play areas stocked with interesting and inviting toys and materials. For example: art, blocks, dramatic play, sand, library, water, table toys, and discovery. • Provide sufficient play spaces within learning center play area so that children have real choices. For example: For every 10 children, have at least 20 spaces for children to play. Offer choices in activities and materials: <ul style="list-style-type: none"> ○ choices of learning centers in which to play, ○ selection of materials with which to play, ○ amount of time to spend in a center. • Be available to help children become involved in activities upon arrival at the home or center. • Honor a child's need for "quiet time" to absorb the new environment and make that transition from the home to another environment. • Help children learn how to play well with others. • Accept that young learners often do not wish to expressively participate in large groups.
<p>B. Develops and expands listening skills.</p>	<ul style="list-style-type: none"> • After reading stories, ask children questions about the characters, plot, and setting.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Follows simple oral directions</i> • <i>Identifies sounds that are heard.</i> • <i>Responds to and mimics sounds.</i> 	<p>Children can also respond to “what if...?” and “what do you think will happen next?”</p> <ul style="list-style-type: none"> • Provide activities that encourage children to listen to language or sounds and respond to questions: <ul style="list-style-type: none"> ○ listen to recorded books or sound effects ○ identify sounds heard inside or outside ○ listen to sounds from musical instruments or shakers, songs, or words and find those that sound the same. • Play games that require children to listen and repeat or copy what they hear, such as “Simon Says”. • Engage children in one-on-one conversation and encourage children to talk with and listen to their friends.
<p>C. Demonstrates self-direction and independence.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Makes choices and stays with an activity for a reasonable length of time once a choice is made.</i> • <i>Uses toilet independently; washes hands unassisted; blows nose when reminded; dresses self for outdoor play with assistance; may put on shoes and lace; uses utensils, and cleans up with assistance</i> • <i>Follows routines upon entering and leaving the play space, playground, learning centers, etc.</i> 	<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, and ○ managing the room facilities according to the established daily routine. • Involve children in classroom or home responsibilities such as setting the table for meals and/or snacks, pouring juice or milk, taking equipment outside, and passing out materials. • Organize the environment so children can easily select and put away materials. • Provide labeled, 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.) ○ Avoid stacking tubs and boxes on top of one another. ○ Storage containers labeled with samples of real objects (small blocks, figurines). ○ Material are labeled in two languages when needed. • Provide materials that children can use successfully and independently. For example: <ul style="list-style-type: none"> ○ Plan family style meals so children can serve themselves. Provide child-sized eating and serving utensils (small plastic pitchers,

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
	baskets, and sturdy serving utensils) <ul style="list-style-type: none"> ○ Use puzzle pieces with handles or knobs
D. Demonstrates increasing ability to set goals and develop and follow through on plans. Examples: <ul style="list-style-type: none"> ● <i>Increases ability to organize themselves and materials.</i> ● <i>Increases understanding of a task as a series of steps.</i> ● <i>Follows through to complete tasks and activities.</i> 	<ul style="list-style-type: none"> ● Introduce new materials to children before placing them in interest areas and guide them to discuss ideas for their use. (Planning) ● Involve children in discussing what they plan to do before they go into an area. (Planning) ● Provide opportunities for children to “review” or “recall” what they did as they planned with materials and participated in activities.
E. Manages transition between activities effectively. Examples: <ul style="list-style-type: none"> ● <i>Moves with ease from one activity to another.</i> ● <i>Displays little discomfort or distress when schedule changes.</i> 	<ul style="list-style-type: none"> ● Using pictures, create a daily schedule so that children can read, predict, and anticipate transitions. Some children may be assisted by providing them a personal schedule and allowing the child to check off activities when they are finished. ● Have a schedule that is predictable and consistent so children know what to expect, especially for routines such as eating and resting. ● Give children advance notice when changes are planned. ● When the children leave play area or classroom to go to outdoors or to the gym, be sure to tell them where they are going.
F. Understands, accepts, and follows rules and routines. Examples: <ul style="list-style-type: none"> ● <i>Begins to show self-control by following rules.</i> ● <i>Begins to accept consequences of behavior.</i> ● <i>Begins to show greater ability to control intense feelings (e.g., anger)</i> 	<ul style="list-style-type: none"> ● Provide opportunity for children to create rules for the learning environment. During a group experience, assist the children with writing a small number of basic rules that are stated positively and can be easily understood and followed. ● Frequently remind children of the rules and remember age appropriate expectations. ● Use pictures, photographs or other symbols along with the words when posting the rules in the room. ● Read, discuss and role-play children’s stories concerning choices. Props can be used to involve the children in discussions.
G. Develops increasing ability to find more than one solution to a question, task or problem. Examples: <ul style="list-style-type: none"> ● <i>Begins to show ability to generate several approaches to carry out a task.</i> ● <i>Pursues alternative approaches to</i> 	<ul style="list-style-type: none"> ● Ask children to think of, act out or demonstrate a variety of 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 that encourage children to see problem solving as a series or steps. For example: “What would you do first? Then what?” ● Initiate questions about people, things and the

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<i>problem solving.</i>	world around them. ● Provide items such as shape sorters, or peg boards or simple puzzles to encourage problem solving.
H. Recognizes and solves problems through active exploration, including trial and error, and interactions and discussions with peers and adults. <i>Examples:</i> <ul style="list-style-type: none"> ● <i>Enjoys actively exploring materials and displays a curiosity and a desire to participate in activities.</i> ● <i>During exploration, engages in conversations with others regarding the materials. Applies previously learned information to new situations.</i> 	<ul style="list-style-type: none"> ● Model curiosity with a “Let’s find out about…” and “I wonder what would happen if…” attitude. ● Include open-ended/unstructured materials that invite children to explore and manipulate them. For example: sand and water with props such as measuring cups, sieves, sifters, scoops, eggbeaters, unit blocks of various shapes, and manipulative materials that link and interlock. ● Bring in safe materials for eager and curious learners. For example: an old toaster with dangerous parts removed, a clock or phone to take apart, and hole punchers. ● Provide lots of opportunities for small groups of children to play together. For example, set up the learning centers for two to four children.



**CONCEPT AREA:
CREATIVE SKILLS**



Investigating and appreciating the arts allow children to integrate a number of different domains. The arts provide each child with another opportunity to express ideas and feelings. Music, movement, drama and visual art stimulate children to use words, manipulate tools and media, and solve problems in ways that simultaneously convey meaning and are aesthetically pleasing.



Through experimenting with sounds, colors, forms, motion and words, children communicate in ways that are distinctly their own and reflect their own learning style. Each paint, dramatic play scenario, and improvised tune provides teachers and families with insights into a child’s interests and abilities and allows children to express what they know. In an environment that fosters the arts, children learn to appreciate the contributions of other children and the works of others that reflect different experiences, cultures, and views.





Creative skills are developed by engaging children in activities with play dough, sand, water, dramatic play, blocks, creative 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	TEACHERS’S 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> <ul style="list-style-type: none"> • <i>Participates freely in music activities.</i> • <i>Enjoys singing games, dramatizing songs and dancing/moving to music.</i> <p> </p>	<ul style="list-style-type: none"> ● Show an enjoyment of music and participate in the activities with the children. Be willing to accept different levels of 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 ○ Putting on clothes to go outside ● 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. Suggested types of songs include: <ul style="list-style-type: none"> ○ Songs with lots of repetition: “Ole McDonald Had a Farm” and “Skip to My Lou”. ○ Songs with finger plays: “Eensy Weensy Spider”, “Where is Thumbkin”, and “Wheels on the Bus”. ○ Singing games and action songs: “Hokey-Pokey”, “Farmer in the Dell”, “Looby Loo”, and “Did You Ever See a Lassie?” ○ Music with different tempos and styles: waltz, jazz, folk, lullaby, spirituals, classical, reggae, etc. ○ Old traditional and folk songs: “She’ll Be Coming ‘Round the Mountain”, “Pop Goes the Weasel”, “This Old Man”, and “Bingo” ○ Nursery rhyme songs: “Baa Baa Black Sheep”, “Jack and Jill”, and “Little Jack

INDICATORS OF CHILD'S PROGRESS	TEACHERS'S STRATEGIES/ACTIVITIES
	<p>Horner”</p> <ul style="list-style-type: none"> ○ Songs from other cultures. Begin with music from the cultures of children in the group or class, and then expand to other cultures. Include songs in other languages. ● Extend children’s understanding of creative activities by: <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> <ul style="list-style-type: none"> ● Shows creativity and imagination in play with materials and props. ● Uses objects as symbols for other things. 	<ul style="list-style-type: none"> ● Provide a variety of real life materials. ● 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? What would 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?”
<p>C. Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● Participates in dramatic play themes that become more involved and complex. ● Assumes various roles in dramatic play situations. 	<ul style="list-style-type: none"> ● Include props for dramatic play that reflect diversity in gender, culture, ability and occupations. Some examples include: <ul style="list-style-type: none"> ○ Cooking, eating and storage utensils; tortilla presses, frying pans, kettles, ladles, woks, steamers, rice bowls, chopsticks, tin plates, baskets, mesh bags, pottery, plastic plates. ○ Clothes: dresses, skirts, clip-on ties, jackets, dance costumes, overalls, plaid shirts, aprons, large pieces of fabric for clothing in squares, rectangles and triangles. Select patterns such as batik, tie-dyed and madras prints. Include saris, kimonos, serapes, woven vests, dashikis, shawls, ponchos, purses, and wallets. ○ Shoes and hats: sandals, clogs, moccasins, huaraches, boots, slippers, dress shoes, hard hats, baseball caps, cowboy hats, straw hats, turbans, felt hats. ○ Special needs: 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 your children’s interest and

INDICATORS OF CHILD'S PROGRESS	TEACHERS'S STRATEGIES/ACTIVITIES
	<p>experiences in family and community occupations. Some examples include: shoe store, office, camping, grocery store, etc.</p> <ul style="list-style-type: none"> ● Allow children to dress in clothing of their choice. ● Provide props, puppets, and flannel board pieces to dramatize favorite stories.
<p>D. Works creatively using a variety of self expressive materials and tools to creatively convey ideas.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● <i>Explores and manipulates art media (e.g., crayons, paint, clay, markers) to create original work.</i> ● <i>Shares ideas about personal artwork.</i> ● <i>Uses materials (e.g., small figures, puppets, dolls, and props) to recreate or dramatize stories, moods, experiences and situations.</i> <p></p>	<ul style="list-style-type: none"> ● Provide daily opportunities to use different types of symbolic representation (art, print, drama, dance, construction) to express own ideas. Allow flexibility in play and creation of artwork without models, patterns or photocopied materials. ● Provide unstructured materials: <ul style="list-style-type: none"> ○ art media such as crayons, markers, collage materials, paper and play dough that children can select and use independently. A variety of materials should be available to paint, draw, paste, sculpt and mold. Non-traditional art media (e.g. found items, broken toys, puzzles pieces, empty boxes, fabric) should also be included. ○ dress-up clothes such as purses, shoes, dresses, ties and jackets. ○ small hand held items such as transportation toys, puppets, figures and musical instruments. ● Allow children on a daily basis to select the art materials and use them on their own and in their own way (independent expression) and set their own time limits for using the materials. Allow them 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> <ul style="list-style-type: none"> ● <i>Moves in time with the beat.</i> ● <i>Begins to respond to music of various tempos through movement.</i> <p></p>	<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. Ask “What did you feel when you heard the music?”, “What did it make you think of?” or “How would you move to this music? Fast/slow, using your whole body/only your feet, etc.” ● Allow children to create their own movements and dance steps. ● Encourage children to help other friends move to the music.


INDICATORS OF CHILD'S PROGRESS	TEACHERS'S STRATEGIES/ACTIVITIES
<p>F. Expresses thoughts and feelings through creative movement.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Uses movement to express feelings, understand and interpret experiences.</i> • <i>Enjoys dramatizing songs and games and moving to music.</i>  	<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: "Caps For Sale" or "A Snowy Day." • Play movement games that require children to show through movement their thoughts and feelings. For example, "If You're Happy and You Know It" (add verses that include sad, mad, etc.) and "Bear Hunt". • 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> <ul style="list-style-type: none"> • <i>Begins to distinguish among the sounds of several common instruments.</i> • <i>Experiments with a variety of musical instruments and sound sources (i.e. keys, wooden blocks, bowl and spoon).</i>  	<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/bell bands, gourds, and castanets. Add straps or handles to instruments for children who need assistance. • Use the rhythm instruments for rhythm bands. Keep participation informal, working for expression and creativity, not a concert. • Use instruments when marching and to accompany songs, records, tapes and CDs for individual enjoyment during times when children play in learning centers. • Invite a guest to play an instrument for the children.



**CONCEPT AREA:
LANGUAGE ARTS**



Research confirms that language has an essential impact on children’s development. It is important that young children 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 that require them to effectively express their ideas and feelings, listen, and understand others. Teachers must plan for the many ways the children communicate verbally and/or non verbally.

For English Language Learners (ELL), educators should gather information and appropriate procedures to assist children in acquiring the English language. Teachers need to assist ELL by building upon what children may already know in their native language. Emphasis should be placed on commonalities that exist between English and the native language. Extra time should be allowed for ELL to process information and formulate thoughts. It is important to use concrete objects and pictures to teach ELL children.

Oral Language	
Standard 1: Listening-The child will listen for information and for pleasure.	
INDICATORS OF CHILD’S PROGRESS	TEACHER’S STRATEGIES/ACTIVITIES
<p>A. Listens with interest to stories read aloud.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Shows enjoyment of books and stories and discussion of them. • Responds to pictures, symbols or sign language (e.g. smiling, laughing, change 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. Length of the story depends on the ability of the children to pay attention. Include: <ul style="list-style-type: none"> ○ a wide selection of books that are accessible to children for a large portion of the day for independent reading. ○ books that reflect diversity. ○ books with large print, bright colors and textures for children with visual impairments. ○ books in children’s primary language. ○ books displayed on the children’s level ○ stories created by children and teacher. • Tell or act out stories using flannel board pieces, 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> <ul style="list-style-type: none"> • Listens, understands and follows simple spoken directions, symbols or 	<ul style="list-style-type: none"> • Provide opportunities to listen for different purposes (e.g., to learn what happened in a story, to receive instructions, to talk with an adult or friend.) • Provide opportunities to listen to tapes or recordings of stories or music.




INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p><i>sign language.</i></p> 	<ul style="list-style-type: none"> ● Provide repeated opportunities to listen and respond to activity records. ● Start a simple hand-clapping pattern and ask children to first listen to the pattern and then join in. Children can also add to the pattern. ● Play “Simon Says”.
<p>Standard 2: Speaking- The child will express ideas or opinions in group or individual settings.</p>	
<p>A. Uses language or sign language for a variety of purposes (e.g., expressing needs and interests).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● <i>Uses words, pictures to communicate needs such as hunger, cold, and tiredness.</i> ● <i>Expresses ideas in complete sentences such as “I want to play with the blocks”.</i> ● <i>Names objects instead of pointing.</i> 	<ul style="list-style-type: none"> ● Use effective communication skills such as speaking in complete sentences, and speaking with appropriate grammar. ● Listen to the children and allow time for them to respond. ● Honor the quiet time for children who may need time to absorb the new environment and will not speak. ● Encourage children to talk about feelings and ideas instead of solving problems with force. ● Introduce “feelings” words through books, songs, finger plays, pictures, puppets, and role playing. For example: <ul style="list-style-type: none"> ○ Ask children to tell about “things that scare me” or “make me happy” or “sad” or “angry” and make a list of what they say. ○ Relate discussions with children to observations of problems children may be having with each other. For example, you have observed children grabbing toys from each other. In group discussion, you might ask the question, “How do you feel when someone takes a toy from you without asking?” “Can you think of another way you might get the toy without grabbing?” Guide them to discuss using words to ask for things and to settle differences. ○ Read and discuss with children books related to feelings. Suggested titles include: Ira Sleeps Over by Bernard Waber, The Quarreling Book by Charlotte Zolotow, Sam by Ann Herbert Scott, and Feelings by Aiki. ○ Use songs such as “If You’re Happy and You Know It” to start a discussion about different emotions.















INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p>B. Recalls and repeats simple poems, rhymes, and songs.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Participates in singing, reciting poems and saying and acting out finger plays.</i> 	<ul style="list-style-type: none"> • Plan many opportunities for children to use and expand language. For example: nursery rhymes, finger plays, poetry, songs, records, tapes, and CDs. • Use poems, finger plays, and songs during transitions from one activity to another (activity time to clean-up). • Introduce poems, rhymes, and songs by giving children opportunities to model the teacher and practice repetition. The teacher begins by saying one phrase, then asking the children to repeat it. Continue until all the verses, lines of the poem or rhyme have been introduced. Actions to the words help children remember.
<p>C. Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Uses longer, more complex sentences.</i> • <i>For ELL children, makes progress in communicating and using English while maintaining home language.</i> 	<ul style="list-style-type: none"> • Verbalize for children with limited communication skills. • Model appropriate sentences. Ex: "Ball?", "I want the ball." • Increasingly use additional words to represent more details and specifics of an idea or activity. Instead of "Look for the ball", "Look for the blue round shape that rolls." • For ELL children: <ul style="list-style-type: none"> ○ Model language usage by using gestures with words and objects as much as possible. ○ Maintain eye contact so children can see how words are formed. ○ Learn and use key words in the child's home language: words for greetings and good-byes, for food, toileting, clothing and 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. (Numbers, colors, etc.) • Learn and introduce some sign language to the children in your group.
<p>D. Shares simple personal narrative.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Tells stories about themselves and can focus on favorite or memorable part in correct sequence.</i> 	<ul style="list-style-type: none"> • Use photos or drawings on cards of the daily schedule of activities. Review with the children. Suggest that they put the photos or drawings in order, from arrival to the time they leave. Then have the children tell the story. • Have children tell in sequence routine things they do such as dressing, going to bed or getting up. • Invite children to tell personal stories about their




INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
	activities or family members. <ul style="list-style-type: none"> • Ask children to review the day or an activity.
<p>E. Participates actively in conversations.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Carries on conversations with children and adults.</i> • <i>Follows conversational rules such as staying on topic, taking turns, speaking and listening, and speaking at appropriate volume and intensity</i> 	<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 environment that encourage children to communicate. Some examples include: puppets and felt board and felt pieces in the book area, telephones in the home living area, and small people figures, animal figures and vehicles in the block area.


Literacy

Standard 3: Print Awareness-The child will understand the characteristics of written language.


INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p>A. Demonstrates increasing awareness of concepts of print.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Recognizes name in print. . • Uses scribbles, shapes, and letter-like symbols to write or represent words or ideas. • Begins to print letters in own name. 	<ul style="list-style-type: none"> • Let children see you write their names, attendance records and notes to parent. (model writing) • Let children feel textured letters and trace shape of each letter with their fingers. • Link children's spoken communication with written language. For example: <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 that you write down for them. ○ Invite children to dictate stories to go with their artwork and write what they say. • Use pictures and words on recipe cards or charts for use in cooking experiences.
<p>B. Identifies the front cover and back cover of a book. </p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Recognizes favorite books by their cover.</i> • <i>Correctly names the front and back covers of a book.</i> 	<ul style="list-style-type: none"> • Model and discuss with children how to use and care for books. For example: <ul style="list-style-type: none"> ○ Introduce the parts of a book: cover, title page and pages, title, author and illustrator. ○ Demonstrate starting at the beginning and turning each page.




INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p>C. Follows book from left to right and from top to bottom on the printed page. </p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Holds book right side up and begins at the front. • 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 reading to the child one-on-one or in a group setting. Point to words as you read so that children can see that we read left to right and top to bottom.
<p>D. Shows increasing awareness of print in classroom, home and community settings.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Identifies letters, words and signs 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 such as: <ul style="list-style-type: none"> ○ cook books, telephone books, newspapers, menus or bedtime story books in the home living area. ○ counting or shape books in the math area. ○ plant, animal, or simple science books in the science area. ○ books with many pictures of buildings or “how to build” books from a building center in the block area. ○ books of paintings or stories about mixing colors in the art area. • When on a field trip or neighborhood walk identify signs and symbols. Children can tell what the sign means. • Post a calendar that contains labeled 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> <ul style="list-style-type: none"> • Imitates teacher's behavior of tracking print when using big books.    	<ul style="list-style-type: none"> • Choose quality children's books to read aloud. Children enjoy books that make use of rhyme, rhythm, and /or repetition. • When reading aloud, point to words as you read so that children can see we read left to right and top to bottom. • Have word/picture cards available for children to read and /or copy. • Using words cut out of newspapers, magazines, and advertisements, make an <u>I Can Read</u> book. Glue the words the child knows in the book.
<p>F. Understands that print carries a message by recognizing labels, signs, and other print forms in the environment.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Understands certain, signs, labels, and print forms have certain 	<ul style="list-style-type: none"> • Make and post signs, charts and labeled pictures in the room at children's eye level. Write signs in the languages spoken by the children. Read signs with the children. • Use words as they come up in real situations. Some examples include: <ul style="list-style-type: none"> ○ Write children's names on their artwork and to label their cubbies.




INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p><i>meanings. For example: a Stop sign means stop, a child's name on a cubby means the cubby belongs to the child and the name on the front of an envelope means the letter inside is to that person.</i></p> 	<ul style="list-style-type: none"> ○ Make and laminate a name card for each child and use for activities such as roll call or placing on helper's chart. ○ Write signs upon request by children. For example, a child may want a "Do not disturb" sign for his block construction. ○ Call attention to names of children that begin with the same letter of the alphabet and have the same initial sound.
<p>G. Develops growing understanding of the different functions of forms of print (e.g., signs, letters, newspapers, lists, messages, and menus).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● <i>Begins to demonstrate an interest in using writing for a purpose. For example: listing lunch foods, writing a note to mom, or creating a map with labels.</i> 	<ul style="list-style-type: none"> ● Use language experience activities frequently with children, such as making class books, writing daily news, writing children's responses to questions, or in recounting a field trip or special experience. ● Cut out common logos and names from household and food products or fast food restaurants. Glue the logos in a book and write the names below. ● Incorporate into daily activities different forms of print such as: <ul style="list-style-type: none"> ○ Making lists- toys, activities, foods, body parts. ○ Writing notes- to thank volunteers or invite visitors. ○ Write messages using words or pictures.
<p>H. Begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● <i>Uses known letters or approximation of letter to represent written language</i> 	<ul style="list-style-type: none"> ● Establish a writing center in the classroom or home. Include a variety of writing tools, types of paper, and printing tools. Some examples to include are: <ul style="list-style-type: none"> ○ Writing tools: thick pencils-black and colored lead, washable magic markers, chalk and chalkboards, crayons. ○ Paper: computer printout, magazines, index cards, small blank books, unlined and lined paper, construction paper, carbon paper, envelopes and stationary. ● Printing tools: alphabet letter stamps and ink pad. <ul style="list-style-type: none"> ○ Other tools: hole punch, scissors, paper clips, and stapler. ● Keep paper and writing tools in various areas of the learning space. For example, in the block area to make signs and in the home living center to write a grocery list or take a restaurant order. ● Let children write whenever they are interested, while never forcing them to practice writing.




INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p>I. Role plays reading.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Shares books and engages in pretend-reading with other children.</i> 	<ul style="list-style-type: none"> • Create an inviting reading area in the home or classroom. Props that might entice children include an attractive display of colorful books, a comfortable place to sit, a reading lamp they can turn on, and glasses with either no lens or clear plastic lens they can wear while reading. The flannel board can also be part of this area. Stuffed book characters such as Clifford the dog or Corduroy the bear can be added. • 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 when “reading” books, charts, etc.




Standard 4: Phonological Awareness—The child will demonstrate the ability to work with rhymes, words, syllables, and onsets and rimes.





<p>A. Begins to hear, identify, and make oral rhymes (e.g., "The pig has a <u>w</u>ig").</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Begins to recognize matching sounds and rhymes in familiar words, games, stories, songs and poems.</i> 	<ul style="list-style-type: none"> • Use a “rhyming box” to assist children with understanding the concept of rhyming words. Place small rhyming objects in the box. Child closes eyes and reaches into the box for an object. After naming the item, the child then looks into the box for the object that rhymes. Examples: small bear and a dollhouse chair; a cork and a fork; a chain and a train; a shell and a bell; a duck and a truck; a spoon and a balloon. This can also be done with pictures of objects. • Present songs, poems, and stories with words that rhyme. Such as “I Know an Old Woman” or “This Old Man.” The teacher repeats the activity several times until the children can say it on their own. The next time this is recited, the teacher leaves out a word that rhymes with a previous word and asks the children to fill in the word. • Write down children’s stories and have them look at the words that sound the same. Children can repeat the words that sound the same and think of new ones. • Play the game “Which one doesn't rhyme?” Give the children three words and ask them to name the one that does not rhyme. Examples- cat, hat, sun; knee, bee, hook; blue, store, door. • Read stories like "There's a Locket in My Pocket". The beginning sounds of objects are substituted, such as the "zamp in the lamp."
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INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
	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 (e.g., "I can clap the parts in my name: An-drew").</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Begins to hear and discriminate separate syllables in words.</i> 	<ul style="list-style-type: none"> • Can begin introducing syllables by asking questions such as "What two words do you hear in cowboy? or David? Then try clapping once to each part of the original word "Cow-boy or Da-vid". Use a poem, rhyme, or children's names to demonstrate. Begin with children's names and move to more difficult rhymes. Can also ask children to tap their knees or march in place to each sound. If child cannot clap on their own, tap their hand on a tray or flat surface when you say the words.
<p>Standard 5: Phonemic Awareness–The child will demonstrate the ability to hear, identify, and manipulate individual sounds in spoken words.</p>	
<p>A. Shows increasing ability to discriminate, identify and work with individual phonemes in spoken words (e.g., "The first sound in sun is /s/").</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Hears the difference between similar sounding words (e.g., coat and goat, three and free)</i> • <i>Experiments with language (like ssssnake).</i> 	<ul style="list-style-type: none"> • When reading to the children, begin to talk about the beginning sounds of certain words. Focus on words that normally occur and reoccur in the learning space such as the letter children's names begin with, the letters the names of the holidays begin with, and topics of interest to children. Associate the sound with the letter. For example: S sound begins the word Santa, September, Sam, snow, sun, etc. • Use games to introduce individual sounds in words. A puppet can introduce a "funny" sounding word by saying the word sound-by-sound. 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 (e.g., Bell, bike, and boy all have /b/ at the beginning").</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Hears beginning sounds in familiar words.</i> • <i>Plays with repetitive sounds.</i> 	<ul style="list-style-type: none"> • Children place picture cards with beginning words on top of another card with the same beginning letter. Example: <u>B</u>oat with <u>B</u>ox or <u>D</u>og with <u>D</u>oor. • Create silly sentences using the same initial sound like "Peter Piper picked a peck of pickled peppers". A child creates their own, like "Sammy saved soup." • Play "Which One Doesn't Sound the Same". Show three picture cards with words and say each word. Two begin with the same sound and one does not. Ask the children which one does not start with the same sound?

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
Standard 6: Letter Knowledge and Early Word Recognition (Phonics)-The child will demonstrate the ability to apply sound-symbol relationships.	
<p>A. Recognizes own name in print.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Recognizes and selects his or her name from a list. 	<ul style="list-style-type: none"> Take every opportunity to use the child's name. Label the child's artwork, dictated stories, photographs of their work in learning centers and their cubby. Use children's names on role sheets and lists. Children become familiar with their names and those of others in the class or group. Make a book of photographs of children in the group. Label their pictures with their names. Put book in library area for children to read on their own. Can include short dictated stories about family, home, and pets.
<p>B. Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Identifies some letters of the alphabet in random order. Recognizes that letters are different from words. 	<ul style="list-style-type: none"> When reading language experience stories dictated by children, call attention to words that begin with the same letters of the alphabet. Let them pick out the letters in their names. Include alphabet books to be read to the children and to place in the library or on the bookshelf. Display the alphabet at the children's eye level in various parts of the classroom or home. Provide opportunities for children to work with puzzles, games, flannel board pieces, and lottos that include the alphabet. Use a variety of tunes to sing alphabet songs.
<p>C. Begins to recognize the sound association for some letters.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Identifies the sounds letters make in his or her name. 	<ul style="list-style-type: none"> Provide pictures for children to place letters on. For example: place the letter "t" on a picture of a table. Develop a personal list of words the child is able to recognize on sight When reading books and stories aloud, older children can look for letters that begin with a specific sound such as the same sound as their name (/c/ for Connie), or the same sound of an identified word (/p/ for pumpkin), or special event (/b/ for birthday).




INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p>D. Knows that letters of the alphabet are a special category of visual graphics that can be individually named.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Identifies and picks out the letters in his or her name from an alphabet chart.</i> 	<ul style="list-style-type: none"> • Provide opportunities to explore letters of the alphabet using magnetic letters, felt letters, sand paper letters, tracing forms, blocks, etc. • Play alphabet bingo with a small group of children. The teacher draws a letter and the children look for the letter on their card.
<p>Standard 7: Vocabulary–The child will develop and expand knowledge of words and word meanings to increase vocabulary.</p>	
<p>A. Shows a steady increase in listening and speaking vocabulary.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Uses new words that have been introduced by the teacher.</i> 	<ul style="list-style-type: none"> • Provide children with opportunities to respond to stories that are read. Ask children questions about the story and emphasize new words and what they mean. • Provide a listening center with tape recorder and headphones. Children can listen to the story on tape while looking at the book. Ask children questions about the story they heard, such as, “Who was in the story?”
<p>B. Understands and follows oral directions (e.g., use of position words: under, above, through).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Follows simple two or three step directions.</i> • <i>Repeats instructions to a friend.</i> 	<ul style="list-style-type: none"> • When directions are given, give children an opportunity to repeat them back to the teacher. • Make an obstacle course in the room. Children can follow directions as they go through the course. Example: require children to go over the rope, under the table, around the chair, and on top of the balance beam. • Play games that include positions and following directions such as, “Follow the Leader”, “Simon Says”, “Teddy Bear, Teddy Bear” and “Red Light, Green Light”.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p>C. Links new learning experiences and vocabulary to what is already known about a topic</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Incorporates words and phrases from learning experiences and stories into play. 	<ul style="list-style-type: none"> When new words are introduced to the children, write them on pieces of poster board to display in the room. Children can find pictures in magazines or draw pictures that represent the word. Children can make a book of the words that they know. The book should include blank pages so new words can be added. Children can draw pictures to represent the word.
<p>Standard 8: Comprehension–The child will associate meaning and understanding with reading.</p>	
<p>A. Begin to use prereading skills and strategies (e.g., connecting prior knowledge to text, making predictions about text and using picture clues).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Looks at pictures in books and predicts what will happen next. 	<ul style="list-style-type: none"> Use symbols to stand for words in the learning environment such as weather symbols (cloudy, sunny, rainy) on the weather board, child-selected symbols before children are able to read their name, symbols for the different learning areas, and symbols for the jobs of helpers. Encourage children to “read” the symbols. When reading stories to children ask questions about the characters, ask what will happen next, and remind children that pictures can offer clues to what is happening in the story.
<p>B. Demonstrates progress in abilities to retell and dictate stories from books and experiences.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Dictates simple stories for the teacher to write down. 	<ul style="list-style-type: none"> Children can dictate stories they have heard, from their experience, imagination, or a book they have read. Pictures or special events can be used as a subject for the story.
<p>C. Remembers and articulates some sequences of events.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Retels information from a story in sequence. Tells stories with beginning, middle and end. 	<ul style="list-style-type: none"> Provide picture cards that show three-step sequence of events. When looking at each set of pictures, what happens first, second and third? Example pictures: a seed, small plant, and mature plant; a whole apple, an apple with a bite out of it and an apple core; and, going to the grocery 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. After participating in field trips and special events,

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
	<p>have the children tell a story about their common experiences in sequence.</p>
<p>D. Connects information and events to real-life experiences</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Child brings to mind personal experiences when they are read a story.</i> 	<ul style="list-style-type: none"> • Read stories to children that could have happened to them. Ask children questions about the story, such as “Has anything like this happened to you?”, or “How did you feel on your first day of school?”
<p>E. Demonstrates understanding of literal meaning of story being told through questions and comments.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Shows interest in story by making comments and asking questions.</i> • <i>Identifies the main events in a story, the characters, and where it takes place.</i> 	<ul style="list-style-type: none"> • When reading to children ask children to tell you “What is the story 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 by using puppets, flannel board stories or illustrations.
<p>F. Tells what is happening in a picture</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Tells a story from pictures</i> 	<ul style="list-style-type: none"> • Post interesting pictures at children’s eye level in the room. Pictures that are an example of the topic being studied or are of interest to the children should be used. Ask children to tell what is happening in the picture. Ask additional questions so that children expand the story. • Tells what is happening on a specific page of a familiar story.

Writing

Standard 9: Writing Process-The child will use the “writing process” to express thoughts and feelings.

INDICATORS OF CHILD’S PROGRESS	TEACHER’S STRATEGIES/ACTIVITIES
<p>A. Develops understanding that writing is a way of communicating for a variety of purposes.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Uses writing tools and paper to “write” words or stories</i> 	<ul style="list-style-type: none"> • Provide writing tools and paper for children to “write down” whatever they want. Use in dramatic play to “write a ticket”, in reading area to “make a list of favorite books”, or in the art area, to “write a story” about a picture. • Use large print to write down concepts that children are interested in or that are mentioned during activities class. For example: <ul style="list-style-type: none"> ○ list of trees on the playground. ○ name animals in the barnyard. ○ chart with names of children in the class. • Allow children to dictate stories to the teacher or other children who are able to write.
<p>B. Progresses from using scribbles, shapes, or pictures to represent ideas to using letter-like symbols, or writing familiar words such as their own name.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Scribbles some letter-like symbols and some letters in writing.</i> • <i>Writes own name or familiar words.</i> 	<ul style="list-style-type: none"> • Children write stories where they invent the spelling. • Children experiment with writing words and sound out words with the teacher’s help • Opportunities are provided 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, peg-boards, lacing boards, clothes pins etc. to provide practice for small muscles.
<p>C. Participates in writing opportunities.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Uses writing materials to make shapes, squiggles, and letters.</i> • <i>Writes something and asks someone else to read it.</i> 	<ul style="list-style-type: none"> • Provide writing materials, such as pencils, crayons, markers, paints, chalk, salt trays, roll on bottles or squeeze bottles with paint, shaving cream, or sealed plastic bags with hair gel. • Provide opportunities for children to write a story or a letter as a group. This could be about a field trip, an assembly, a guest or special event. The children could take turns writing words they agree on using in the story. • Ask older children to copy letters or words from the environment (e.g., cereal box, names, public signs, logos, books, etc.)

D. Begins to remember and repeat
Stories and experiences through
drawing and dictation

Examples:

- *Tells others about intended meaning
of drawings and writings.*





- Ask children to write or dictate a story that happened to them such as a special event, their birthday, or a visit to a relative. After each child finishes their story and illustrates it, collect the stories and make a book. This book can go home with each child to be read or kept in the reading area.
- After listening to story from a book on tape, have child draw what they remember from the story or retell the story how they remember it.


**CONCEPT AREA:
MATHEMATICS**




Mathematics helps young children make sense of the world around them and understand their physical world. Children are inclined to make comparisons, notice similarities and differences in objects, and group their toys and materials. This ability to organize information into categories, quantify data, and solve problems helps children to learn about time, space and numbers.



When children play in the sandbox, cook applesauce, and complete a puzzle, they are engaging in activities that allow them to develop the thinking skills that are naturally used in daily life. Children learn the uses of mathematics to describe and explore relationships among objects and materials in the environment. They increasingly develop the vocabulary and skills to measure, describe patterns, and express order and position. Experiences with a wide variety of real objects in learning centers and practical situations help children begin to develop mathematical understanding.



Standard 1: Patterns-The child will sort and classify objects and analyze simple patterns	
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p>A. Sorts and groups objects into a set and explains verbally what the objects have in common (e.g., color, size, shape).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Sorts objects into groups by a certain characteristic and begins to explain how the grouping was done.</i> • <i>Describes or recognizes similarities and differences between objects.</i> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;">  </div>	<ul style="list-style-type: none"> • Have children sort themselves according to a particular attribute such as hair color, type of shoe, 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. For example: <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



INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
	<p>egg cartons for children to use in grouping objects that are "all the same." Ask children what items they would put together. Allow them to come up with their own ideas. The teacher can ask, "Can you find the ones that are the same shape?", "The same color?" or "Used for the same thing?" Allow them to create their own groups.</p> <ul style="list-style-type: none"> • Play classification games. For example: "Things That Go Together". Play it as follows: Gather a group of items that include pairs of objects that go together. Some examples are shoe & sock, comb & brush, hammer & nail pencil & paper, knife & fork, and flower & 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 them, and explain them verbally (red, black, red, black, red, black).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Continues a simple pattern such as arranging blue and yellow pegs in alternating order.</i> • <i>Describes patterns.</i> 	<ul style="list-style-type: none"> • Demonstrate simple patterns using children (boy-girl pattern, stand-sit pattern, high-low pattern). • Introduce children to auditory patterns through handclaps, foot taps and leg slaps. Begin with a two-part pattern, and then increase difficulty. • Introduce children to visual patterns with concrete materials such as beads, pegs, cubes or parquetry blocks. <ul style="list-style-type: none"> ○ Allow children to explore the objects, such as beads with strings, over a period of time. They will probably 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 what you are doing. "I'm creating a bead pattern with red and blue. First, I'll put on a red bead, then I'll put on a blue bead." Invite children to copy your pattern. 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.




INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
	<ul style="list-style-type: none"> ● Provide objects for children to create patterns, such as lacing beads, pattern blocks, legos, 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, encourage them to determine which bead is needed to continue the pattern.
Standard 2: Number Sense –The child will understand the relationship between numbers and quantities.	
<p>A. Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● <i>Begins to recognize numerals.</i> ● <i>Puts two objects by the number two, three objects by the number three and so forth.</i> ● <i>Compares and recognizes items that are more, less or the same in size.</i> 	<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 during transitions between activities, during activity time, outdoor time or mealtime. For example: <ul style="list-style-type: none"> ○ children can count those in the circle, the numbers of boys and girls. ○ find out how many napkins are needed for snack. ○ locate three toy cars in the block area. ○ using a calendar, count the number of days until a class trip. ● Provide experiences counting forward and backward. Introduce number finger plays that require children to take one away (i.e. Five Little Monkeys). ● Provide number/numeral materials. For example, counting bears, magnetic numerals, number stamps and rulers and tapes for measuring. ● Include 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. Purchase or make 10 puzzles, from 1 to 10. 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?" ● Introduce games such as number bingo and dominos with dots.
<p>B. Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</p>	<ul style="list-style-type: none"> ● Provide first-hand experiences with matching one-to-one in daily activities. Some examples include:

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p><i>Examples:</i></p> <ul style="list-style-type: none"> Counts objects in a one to one correspondence. 	<ul style="list-style-type: none"> Pegs and peg boards where children put one peg in each hole. After using a felt-tip marker, a child puts a cover on a marker. The markers and covers are the same color. Provide an equal number of nuts and bolts for children to put together. Ask a child to give each child in the group a scarf to use for dancing. At lunch, guide the helpers to place one napkin, one fork and one carton of milk at each child's place at the table. Read the story The Three Little Pigs to the children and talk about a house for each pig. To extend the activity, make felt figures of the three pigs and the three houses. Allow children to retell the story using the felt figures on a felt board.
<p>C. Develops increasing ability to count in sequence to ten.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Counts from one to ten. 	<ul style="list-style-type: none"> Children are given opportunities to count: <ul style="list-style-type: none"> in group times (counting finger plays), while involved in activities (counting the pieces in a puzzle), during outdoor time (count the number of times the swing moves back and forth) during transitions (count the toys you put on the shelf during clean up time) Children who are not verbal can count by touching, tapping or pointing to another child's fingers or tapping on a drum or tray. Include counting songs, finger plays and chants. Some examples include: This Old Man, Three Blind Mice, Five Little Monkeys, Six Little Ducks, Five Little Specked Frogs, and One Elephant Went out to Play. Teach children to count (1-10) in another language such as Spanish, French, Vietnamese, etc. Play simple board games such as "Chutes and Ladders" or "Candy Land" that allows children to throw dice or use a spinner to play the game. This gives practice identifying numerals and counting.
<p>D. Counts objects in a set one-by-one from one through five</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Counts objects from one to five. 	<ul style="list-style-type: none"> Children can count out objects (Unifix cubes, counting bears, buttons, etc.) and put into groups with five objects per group. Use bowls, divided trays, or egg cartons for the objects. Play a counting game. Put a group of objects on a tray (4 acorns). Ask the child to count how many are on the tray. Cover the tray with a scarf change the number of items and ask the children again to count how many are on the

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
	tray. This game can be played as a small group or with an individual child. Children can play this game with each other.
<p>E. Identifies and creates sets of objects one through five.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Creates a set of five objects by counting them out. 	<ul style="list-style-type: none"> Children can create sets. For example: have them count out crackers for each child for snack. Each child receives five crackers. Take children on a walk, giving each a small bag in which to collect items from nature. After returning to the classroom or home, have the children put objects into groups (sets) such as leaves, twigs, nuts, rocks, and pinecones. Have them count how many are in each set. Discuss which group has more or less items. Use flannel board pieces that include 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.
<p>F. Identifies numerals one through five</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Names numerals one through five. 	<ul style="list-style-type: none"> Post numerals 1 through 10 in the room. It is helpful to have the number of objects on the numeral card. For example, the numeral 3 is next to a picture of three balls. Use population charts to let children know how many children are allowed in each learning center. The population chart should have the numeral and the number of objects the numeral represents. For example: If four children are allowed in the library area, then post a sign on the children's level that has the numeral four and four stick figures. The child is advised to count the number of children in the area before beginning to play. If there are less children in the area than the number on the chart, the child may go in the learning area. 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 number shaped stamps and sponges, yarn and glue, and numeral shaped paper for drawing and painting. Let children feel textured numerals and trace shape of each numeral with their fingers.
<p>G. Recognizes the numerical value of sets of objects through five.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Name "how many" are in a group of 	<ul style="list-style-type: none"> Play a variety of matching games where children count out the number of objects they see and then 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


INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p><i>up to five (or more) objects.</i></p> 	<p>number of dots the numeral represents. This allows the child to check to see if they have counted the correct number to match the numeral.</p> <ul style="list-style-type: none"> • Read number books to children Use pictures to start conversations about counting. Example: “Can you see how many puppies are on this page?” • Use dice, dominos and playing cards for counting experiences and to illustrate sets of numbers.
<p>Standard 3: Geometry and Spatial Sense –The child will identify common geometric shapes and explore the relationship of objects in the environment.</p>	
<p>A. Begins to recognize, describe, compare, and name common shapes (e.g., circle, square, triangle and rectangle).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Names and describes shapes in the environment.</i> • <i>Groups objects according to their shapes and size.</i> 	<ul style="list-style-type: none"> • Provide children with opportunities to play with unit blocks, table blocks pattern blocks, shape sorters, pegboards, and geoboards. This will help them gain an understanding of shape and form. • Label shapes and post them in the room. Create an interactive bulletin board with shapes. Children can 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 that have 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 that represent 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 what shape it is. For example: “I spy something that has three sides, the sides are straight.” • Provide art materials to create geometric shapes. Crayons, paper, tracing items can be used along with collage materials and glue.
<p>B. Builds an increasing understanding of directionality, order and position of objects, and words (e.g., on, under, above).</p>	<ul style="list-style-type: none"> • Include chants or songs to teach location words. For example: <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


INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p><i>Examples:</i></p> <ul style="list-style-type: none"> • Uses words that indicate where things are in space (e.g., “beside,” “inside,” “over,” “under”, etc.) 	<p>the mountain”, or “The bear went through the mountain.”</p> <ul style="list-style-type: none"> ○ The children’s favorite “Going on a Bear Hunt” contains many words that relate to space: over, under, through, around, up, and down. ○ Play a game using hula hoops or rings that are large enough for children to stand in. Give directions related to space. For example “Walk around the circle”, “Jump inside the circle”, “Put one foot in the circle”, “Stand inside the circle.” ○ Songs and games such as Hokey Pokey, Looby Loo and Go in and Out the Window direct children’s movements in space. : ● When playing with puppets, dolls, blocks, or in dramatic play, include positional words. This can be done by giving directions or playing a game (“Put the dish beside the glass”, “Put the block on top of the cylinder,” or “Put the cover over the baby doll”).
<p>Standard 4: Measurement –The child will explore the concepts of nonstandard and standard measurement.</p>	
<p>A. Measures objects using nonstandard units of measurement (e.g., pencil, paper clip, block).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • 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 use to measure something, such as 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. ● Children 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 their head. Children then can use their hands, pencils, a jump rope or other object to measure the height of the child. A chart can be made so that the height of each child can be compared (Susie is 5 hands and Carl is 5 and ¼ hands). ● Use a scale or balance. Children can estimate how much certain items weigh. (The bird nest is the same as 3 inch-cubes).
<p>B. Compares objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large)</p> <p><i>Examples:</i></p>	<ul style="list-style-type: none"> ● Use words of comparison in daily conversations with children. For example, as the child begins to take notice of objects, note which one 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 book. See who guessed the most and least.


INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<ul style="list-style-type: none"> • <i>Begins to order, compare and describe objects.</i> • <i>Can identify which object is the longest, shortest, biggest, or smallest.</i> 	<p>Count the objects and see who is closest to guessing the correct number. Repeat activity with different objects.</p>
<p>C. Compares and orders objects in graduated order (e.g., shortest to tallest, thinnest to thickest).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Places objects in graduated order.</i> 	<ul style="list-style-type: none"> • Provide children groups of three similar objects that are 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. This allows children to check their work. Increase difficulty by asking children to put 5 pictures in order. • In learning centers, provide objects that can be placed in order. For example, in the dramatic play area provide several sizes of dishes; in the block area provide blocks of various thickness; in the art area provide paint brushes in various lengths; and in the science area, provide seashells of various sizes. • Read the story <i>The Three Bears</i> and have children retell the story. Discuss that each bear has a bowl, a chair and a bed. To extend the activity, provide three sizes of bears and discuss with the children the sizes, labeling the bears a "baby", "mama", and "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. • Provide nesting and stacking toys for children to explore.
<p>D. Develops an awareness of simple time concepts within his/her daily life (e.g., yesterday, today, tomorrow; morning, afternoon, night).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Use terms such as before, after, yesterday, tomorrow, morning, afternoon, day and night appropriately.</i> 	<ul style="list-style-type: none"> • Use time words in daily conversations with children. For example, as you review 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. Allow them 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.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
	<ul style="list-style-type: none"> ● Let children see you write the date. For example, when you use the date on attendance reports, lunch counts or other notices, write where children can see what you are doing. Say aloud what you are writing. <ul style="list-style-type: none"> ○ Write short notes home to parents and date each one. ○ Date the experience stories that you write as children dictate them. ○ Assist children with dating their work. ● Use a weekly calendar. Indicate special days such as birthdays, field trips, or holidays and use terms such as yesterday, today or tomorrow in discussing them. ● Use a variety of timers (such as an hour glass egg timer, kitchen timer, alarm clock) to explore and to establish time limits. ● Give children time reminders. For example, tell them “You have five more minutes to play in the learning centers, then it is time to clean up.” ● Include books that relate 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 will collect and analyze data in a group setting.

<p>A. Begins to use numbers and counting as a means for solving problems and measuring quantity.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● <i>Comparing groups, counts the number of items in each group to determine if there are more, less or the same (equivalent sets).</i> 	<ul style="list-style-type: none"> ● Use finger plays that include 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 is more or less. <ul style="list-style-type: none"> ○ Have children line up in two groups, boys and girls. 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. Allow the children to talk about how they come up with their ideas.
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INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
	<p>The teacher asks the children questions about the problem that needs to be solved. The children learn from each other.</p> <ul style="list-style-type: none"> ● 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 abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, charts, and graphs.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● <i>Participates in discussions, creating and using real and pictorial graphs, maps, photographs, and charts.</i> 	<ul style="list-style-type: none"> ● Provide activities that require children to observe and find ways to record what they see. Begin by discussing what the children see and writing it down. Show different ways to record what is seen. For example: <ul style="list-style-type: none"> ○ Older children can draw a picture of a growing plant. In a week they can draw another picture that shows what happened over time (growth, blossoms, wilts). ○ Set up a chart to list the children that painted pictures each day. Use a large piece of paper and let children write down their names. ○ List the foods the hamster likes to eat. Mark the foods that were eaten and those that were not. On a large poster glue magazine pictures or food labels to represent the hamster foods. Put a tally mark next to the food when it is eaten. ○ With assistance from the teacher, the children 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 flannel board. Use flannel board shapes to represent pets. Place a circle 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, the doors, windows, etc. Use a large piece of butcher paper to draw the map. ○ Create books with children's stories and drawings about their visit to a farm.
<p>C. Describes similarities and differences between objects.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● <i>Describes the characteristics of objects that are similar (i.e., they both have round edges, and are red) and different (this one is soft and that one</i> 	<ul style="list-style-type: none"> ● Play the game "Alike and Different". Explore groups of objects. Can use items of various colors, shapes, sizes, textures, and functions (Manipulatives, hand held toys, props, etc.). Ask children to pick three items. Let them describe how each item looks. Describe how they are the same and how they are different. Accept all answers. Use questions to find out how the children know



INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p><i>is prickly).</i></p> 	<p>objects are alike and different and find out if children have different ideas.</p> <ul style="list-style-type: none"> ○ Objects found in nature can also be described and compared. ○ To increase difficulty, compare pictures of objects. Describe how they are the same, and how they are different.



**CONCEPT AREA:
HEALTH, SAFETY, AND PHYSICAL DEVELOPMENT**


Children enthusiastically explore how to move their bodies. They investigate and practice with concentration the small motions that lead to the mastery of fine and large motor tasks that adults often take for granted. 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 physical accomplishments.

Children use their senses and bodies to explore their physical environment. Children may appear uninterested in nutrition and sensible health habits, but they appreciate learning how to enhance their strength, balance, muscle control, and coordination. When children can take an active role in preparing nutritious snacks, maintaining a clean and healthy environment, and caring for their bodies, they feel a sense of pride and accomplishment in their independence.

Large Motor Skill Development	
Standard 1: The child will participate in activities that involve large motor skills.	
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p>A. Demonstrates basic locomotor movements (e.g., galloping, hopping, jumping, running, sliding, riding tricycles, pulling wagons, pushing wheelbarrows).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Shows increasing confidence in movements such as running, jumping, sliding, pushing, hopping and pulling. Moves toward skipping, galloping and riding.</i> <p></p>	<ul style="list-style-type: none"> • Provide adequate space outdoors and some space indoors for gross motor play. Space should be easily accessible for all children in the group. For example, no barriers for children with disabilities. • During movement activities put those children with limited movement abilities in adaptive equipment so they can move around with others • Provide equipment to encourage a variety of skills. 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 daily activities that involve movement and exercise. For example, use records, cassettes, or CDs that contain games and songs that require 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 small moves. Example: hopping: stand on one foot and jump landing on the same foot, or skipping: on one foot step and hop, then step on the other and hop. • 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 (run to next sign, tip toe to next sign).


INDICATORS OF CHILD'S PROGRESS	TEACHER'S 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> <ul style="list-style-type: none"> • <i>Names or points to body parts.</i> • <i>Moves within a space of defined boundaries.</i> • <i>Runs easily and stops quickly.</i> • <i>Controls body and can change movement, speed and direction.</i> 	<ul style="list-style-type: none"> • Learn songs and games that use the parts of the body. For example: "This Old Man", "Head and Shoulders, Knees and Toes" and, "Put Your Finger in the Air". • Learn how parts of the body move. Have children stand in their own space. Ask them to move various parts of their bodies. For example: "how can you move your head, your eyes, mouths, necks, shoulders, elbows, chests, arms, fingers, waists, hips, legs, knees, ankles, and toes." • Introduce children to personal space (the space just around a child's body) and general space (the space surrounding everyone in the room). Can use a carpet square as a boundary for personal space and plastic cones, a jump rope or masking tape on the floor as a boundary for general space. Have children stand in personal space and move any way they want. Then, have them move around the room in different ways. Fast and slow, broad and narrow, in a straight line and a curvy line, up high and down low. <ul style="list-style-type: none"> ○ Move to recorded music and stop moving when the music stops. ○ Move to tambourine beat and freeze when the sound stops. Change direction of movement. • Have children use their imaginations in their movement. For example: "How would you move if you were a puppet on a string?", "How would you move if you were popcorn in a hot pan?", "How would you move if your shoe were stuck on a large piece of chewing gum?" or "How would you move if you were a giraffe looking for food?"
<p>C. Demonstrates nonlocomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Moves while standing in place.</i> • <i>Identifies and reproduces nonlocomoter movements when asked.</i> 	<ul style="list-style-type: none"> • Use a small parachute. Have children sit or stand around the edge of the parachute 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. ○ Cover-up: 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 them bouncing by shaking chute up and down. • Tell children a story about their day. Children can imitate the activities happening in the story while standing in their own personal space. Begin the


INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
	<p>story when the child is asleep. The child finds actions to go with the story, with assistance from the teacher. For example: The child wakes up (stretches and yawns), washes face and brushes teeth (imitates washing, eating breakfast, walking to car, etc.).</p> <ul style="list-style-type: none"> ○ Can act out other stories the teacher creates (e.g. Bear Hunt). Use animals, nature, and activities. For example: a bird building a nest, a growing vine, 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> <ul style="list-style-type: none"> ● <i>Throws and kicks a ball. Begins to catch and bounce a ball with two hands.</i> ● <i>Swings with assistance.</i> ● <i>Goes down a slide.</i> <p></p>	<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 ball, basket ball, hoops, whiffle balls, slides, and swings. ● Practice throwing a variety of balls, rings, or bean bags 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 the ball. Children form a circle (standing or sitting) and take turns throwing, rolling or kicking the ball to each other. ● Play balloon tennis. Make racquets out of a clothes hanger covered with nylon hosiery. Blow up a balloon and hit it with the racquet.
<p>E. Coordinates large arm movements (e.g., easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on chalkboard, playing with blocks, catching, and tossing).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● <i>Participates in activities that develop large muscles, strength and endurance.</i> <p></p>	<ul style="list-style-type: none"> ● Provide opportunities for children to use the large muscles while participating in activities. Use equipment for 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 that sits on the floor to get large muscle activity. ○ Set up a woodworking area in the room or outside. Use small hammers, large nails, protective eye wear, 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 is required. ○ Use commercial climbing equipment or make own using old tires, boxes, barrels, crates, and planks of wood. ○ Purchase or create simple rhythm band instruments. Drum (oatmeal box), rhythm sticks (dowel rods), sand paper 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>	<ul style="list-style-type: none"> ● Adapt or provide equipment for children in the group with disabilities.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Begins to gain coordination through participation in physical activities.</i> • <i>Can balance</i> 	<ul style="list-style-type: none"> • Provide opportunities for children to practice balance. For example: a balance beam, balance on a stretched rope, tape a trail on the floor, stepping stones (cardboard or carpet). First walk forwards, then add more difficult moves: slide your feet, turn around, walk backwards, stand on one foot, walk heel to toe. • Try movements that increase in difficulty. <ul style="list-style-type: none"> ○ Practice walking with feet inside shoe boxes, ○ Three-leg walk. Loosely tie the legs of two children together. See if you can walk. ○ Crawling through a tunnel (cloth over a table) ○ Jump over an extended rope. Try jumping on own. ○ Walk on coffee can stilts ○ Toss and catch a ball in scoop or a mitt • Play games that include 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 that teacher and children create. <ul style="list-style-type: none"> ○ Include exercises that incorporate 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)

Small Motor Skill Development


Standard 2: The child will participate in activities that involve small motor skills.


INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p>A. Demonstrates increased control of hand and eye coordination (e.g., using pegs, beads, pattern blocks, crayons, pencils, paint brushes, finger-paint, scissors, glue, and a variety of puzzles).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Controls eye and hand movements to complete tasks.</i> • <i>Uses small muscles for self-help skills.</i> 	<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. • Offer a variety of writing and drawing tools: pencils, crayons, markers, chalk, blank and lined paper. • Provide art materials that require the use of small muscles such as finger paint, poster paint with paint brushes, play dough and clay, stringing or sewing activity. • 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:



INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
	<p>Children can fringe paper, cut around paper plate in a spiral, or snip play dough or clay rolled in snake shapes.</p> <ul style="list-style-type: none"> ● Teach children to button, zip and snap and allow time for them to use and practice these skills.
<p>B. Demonstrates increasing control of small muscles in hands (e.g., using tongs or eyedropper, stringing beads).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● <i>Successfully uses simple tools during a variety of learning activities.</i> 	<ul style="list-style-type: none"> ● Provide activities that allow children opportunities to use small muscles. Allow children to use adhesive tape, a hole punch, a stapler, an eye dropper, etc. during activities. ● Provide children a chance to use simple tools, such as a scale, a measuring tape, chopsticks, eggbeater, vegetable peeler, fork, a pair of tweezers, or tongs. For example: Children can move cotton balls from one bowl to another with tongs. Child can add food coloring to water to change colors, and children can pick up pieces of cloth or Styrofoam packing material with tweezers or chopsticks. ● Incorporate holding and grasping activities that foster the development of fine motor skills such as picking up and playing with small toys, placing objects in the sand and water table, digging with small garden tools, measuring with cups and measuring spoons, cutting/spreading with dull knives, dusting with feather dusters, beating drums with drumsticks, and tapping rhythms with rhythm sticks.

Health-Enhancing Activity Development

Standard 3: The child will participate in health-enhancing activities for the development of lifetime health and fitness.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p>A. Progresses in physical growth, strength, stamina, and flexibility.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● <i>Demonstrates increasing ability to lift and carry heavier items, run farther and successfully navigate playground equipment.</i> 	<ul style="list-style-type: none"> ● Provide children with opportunities to compare their abilities from one point in time to another point in time. For example: <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, remind them what they have learned, how they have grown and changed. Look at physical abilities such as throwing or kicking a ball, or ability to put together a more difficult puzzle. ● As children mature they are able to play for longer periods of time without tiring and with shorter rest times. Allow for these changes when planning activities. Add new elements to activity as the year progresses. For example: after children can toss a


INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
	<p>large ball into a laundry basket, change to a small ball. If children can complete a small obstacle course with ease, increase the size and difficulty of the course. Maybe add road signs.</p>
<p>B. Understands that healthy bodies require rest, exercise, and good nutrition.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Participates in a variety of activities leading to an understanding of nutrition, exercise and proper rest.</i> • <i>Begins to recognize and select healthy foods, exercise and rest activities.</i> 	<ul style="list-style-type: none"> • Have children 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. The story allows the child to eat nutritious meals, rest when tired, and exercise. • Provide examples of the food pyramid that include foods that children need the most. Create a food pyramid collage for the room by having children cut food pictures from magazines. • Make daily rest time a positive experience. • Plan nutrition/food experiences that allow children to be actively involved in the preparation, serving and eating of healthy foods. <ul style="list-style-type: none"> For example: <ul style="list-style-type: none"> ○ Spread butter on bread or cream cheese on bagels. ○ Plan fruit tasting activity. Involve children in washing, cutting and tasting fruits such as apples, bananas and strawberries. ○ Tasting activity can be done with other groups of food. For example, different kinds of bread such as pita, bagel and tortillas. • Provide bathroom scales for children to weigh themselves and other objects. • Take field trips to health-related facilities in the community such as a hospital, grocery store, farmer's market, or health club. • Discuss with children 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 that show a healthy lifestyle and place them next to a picture of Mr. and Ms. Goodbody. Can do this as an art activity, or in a small group. For example: have a variety of pictures that include children exercising, sitting and watching TV, sleeping, looking tired, pictures of vegetables, fruits, grains, proteins, and dairy products, candy, sweets, soft drinks. Children discuss which things are needed to be a healthy person.
<p>C. Shows growing independence in following routine healthy behaviors (e.g., hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth, and toileting).</p>	<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 using a tissue to sneeze/cough. • Invite a doctor, nurse, or dentist to visit and talk about good health habits. • Teach children to manage health and personal



INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Increasingly takes care of self when eating, dressing, toileting, and washing hands.</i> 	<p>care practices independently. For example: proper hand washing and tooth brushing techniques, taking care of toileting needs, flushing toilet, putting on and taking off own coat, proper use and disposal of tissues used for blowing nose.</p> <ul style="list-style-type: none"> • Put props in dramatic play area so that children can pretend to be doctors, nurses, and other health care providers. • Include health related books, pictures, songs and games. For example: <ul style="list-style-type: none"> ○ Collect pictures related to health and personal care and use them to encourage children to discuss the practices. ○ Place health care items such as a bar of soap, toothbrush, washcloth, and comb in feely bag or box. Let children take turns identifying an object in the bag by touch. Then have them 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> <ul style="list-style-type: none"> • <i>Utilizes appropriate safety procedures for home, school, outdoors, playground, vehicles, bicycles, etc.</i> 	<ul style="list-style-type: none"> • Discuss safety rules. Act out rules such as looking both ways to cross a street, never take medicine unless administered by teacher or parent, never eat substances that are not food or that might be poison, stay away from animals you do not know, act safe around pools and ponds, and do not talk to, accept rides or take treats from strangers. • Provide helmets, knee pads and elbow pads for bike and tricycle safety. • Provide opportunities and props for 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 fire.




**CONCEPT AREA:
SCIENCE**



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

Children can learn to use the scientific method. The questions that children ask about how animals move, how to make a shadow, or mixing different colors of paint are transformed into hypotheses about the world. They use their senses and scientific tools to observe, collect and interpret data, and draw conclusions. Science knowledge is developed through experiences with real animals, plants and objects in the home, classroom and the environment.

Science Processes and Inquiry	
Standard 1: The child will investigate and experiment with objects to discover information.	
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p>A. Develops increasing abilities to classify, compare, and contrast objects, events and experiences.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Describes in increasing detail objects and living things.</i> • <i>Identifies similarities and differences in objects.</i> • <i>Tells stories about what child experiences.</i> 	<ul style="list-style-type: none"> • Provide a science learning area that contains a variety of items to explore, classify, and compare. For example: shells, rocks, leaves, nuts, keys, bottle caps, bolts, rocks, insects, seedpods, pinecones or small objects. A low table in the area can be used for children to sit at or stand as they explore and experiment with the materials in the center. Ask children to look at them and see what items they would put together. The teacher can ask, "How are these different?" or "Can you think of a way they are the same?" Allow children to talk with each other and compare ideas. • Locate a low, open shelf near the table for storage of extra equipment and materials. Store like materials together on the shelf and in labeled, see-through containers. • Provide fabric, sand paper and other items for children to compare the textures. • Display animal coverings: turtle shell, fur, feathers, leather, snakeskin, antlers, bones, fossils, horns, etc. Allow children to talk about the animals and compare them. • Discuss with children events of the day. 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" and "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,




INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
	etc. For example: put all the shoes that tie in one line on the graph and all the shoes that don't tie on the other line.
<p>B. Selects and becomes familiar with simple scientific tools (e.g., magnifying glass, magnet).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Uses scientific tools as props in play.</i> • <i>Describes the use of scientific tools.</i> (For 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's 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 nuts? • Provides plastic tubing, funnels, measuring cups, spoons, waterwheels, etc. in the sand or water area.
<p>C. Participates in simple experiments to discover information (e.g., bottles of water or homemade telephone to learn about vibration and sound, simple scale to determine heavy and light).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Explores and tries new things with materials.</i> 	<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 do. For example: <ul style="list-style-type: none"> ○ Have children put water in five glass containers. Use a pencil and tap on each container. Ask, "What do you hear?", "How are they different?" "Could we pour out the water and see how they sound?" ○ Use a pie pan with water. Sprinkle pepper or lightweight visible material over the water. Ask children to observe what happens. Dip a small piece of soap into the water. Ask, "What happens now? Then sprinkle sugar into the water. Ask children to describe what happens next. ○ Explore light and shadow using flashlights. ○ Use a variety of learning materials including scissors, a 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> <ul style="list-style-type: none"> • <i>Verbalizes what child sees and expects to happen.</i> 	<ul style="list-style-type: none"> • Encourage children to talk about their experiences in the science area. Provide activities that allow children to work together in small groups. Ask open-ended questions of the children about what they are doing and seeing. Children can also use art materials to draw what they see. • Play "What Will Happen Next?" Have children




INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<ul style="list-style-type: none"> Shows interest by asking questions. 	<p>make predictions about what will happen. Accept all answers and ask additional questions. For example:</p> <ul style="list-style-type: none"> When reading a story to group, stop and ask the children “what will happen next?” When everyone is putting on their coat ask “What will we do next?” When observing a bird outdoors ask “what will happen next?” When drawing pictures of a boat in the water table, ask the child to draw “What will happen next?” <ul style="list-style-type: none"> Ask children to draw their observations or results of experiments on charts or in large books that are shared with others.
<p>E. Explores cause and effect.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Understands simple cause and effect situations. (i.e. 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 while playing. “What happened to the blocks?” “What caused the plant to die?” Ask children to think about why things happen and the reasons or possible causes. During experiments ask children to think about what will happen? 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 into the pudding mix?” “What happens if I put the bowl into the refrigerator?” “What happens when I leave water in the freezer, or on a hot stove?”
Physical	
Standard 2: The child will investigate and describe objects that can be sorted in terms of physical properties.	
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p>A. Develops an awareness of the sensory attributes of objects according to taste, smell, hearing, touch, and sight.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> Uses senses to explore 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 listening, seeing and tasting. Can compare items and describe how they smell, feel, sound, look and taste. For example: Place items to smell in baby food jars. Place one ingredient in each jar and punch holes in the lid. Ask children to close eyes and take turns smelling each jar. Have them guess what they smell. Use cloves, mint, sawdust, flower petals, leather, onions, apples, etc.


INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
	<ul style="list-style-type: none"> ● Encourage children to use their senses to learn about the outdoor environment. For example: <ul style="list-style-type: none"> ○ Go on a listening walk. 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 book look when you wear the eye glasses?" ● Allow children to explore water colored by paint or food coloring. Use eye droppers and plastic plates to mix colors.
<p>B. Develops an awareness of the properties of some objects (e.g., float-sink, heavy-light, rough-smooth, hard-soft, magnetic-nonmagnetic, solid-liquid, wet-dry).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● <i>Recognizes and describes the properties of objects.</i> ● <i>Makes comparisons among objects that have been observed.</i> 	<ul style="list-style-type: none"> ● Investigate items (i.e. soap, wood, rock, sponge, toy car, cork, Styrofoam packing pieces, waxed paper, shells boats, marbles, etc.) that sink and float in a water table or dishpan full of water. Children can separate items into two groups. They can make predictions and then test the item. ● Provide a scale or balance for children to weigh a variety of items (i.e. rocks, feathers, metal chain, cotton balls, blocks, etc.). Children can separate them into "heavy" and "light." ● Encourage children to touch a variety of items putting on paint shirt or plastic apron, allow children to put hands into the "goop". What happens when you squeeze it? How does it feel?
<p>C. Observes and describes how objects move (e.g., slide, turn, twirl, roll).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● <i>Describes how objects move.</i> 	<ul style="list-style-type: none"> ● Allow children to experiment with a ball, block, acorn, top, stick, feather, seedpod, etc. Observe what happens when they are placed on top of a slope or slide, or when they are dropped. Discuss how they move differently.

Life

Standard 3: The child will observe and investigate plants and animals.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p>A. Develops an awareness of what various plants and animals need for growth.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Provides plants and animals what is needed for growth (soil, water, sunshine, and food).</i> 	<ul style="list-style-type: none"> • Provide a variety of plants and animals for children to observe and explore including non-toxic 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 such as indoor/outdoor gardening tools, watering cans, sprayers, misters, leaves, seeds, pinecones, bark, bird feeders, collections of bones and teeth, donated x-rays of bones and teeth, nature books and magazines. • Provide soil, seeds, and containers for children to use to grow their own plants as a small group or independently. • Assist the children in creating schedules for the care of live animals/plants in the learning environment (cleaning cages, watering and feeding).
<p>B. Demonstrates a beginning awareness of the changes that plants and animals go through during their life (e.g., seed/plant, egg/chicken).</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Matches a seed and a plant and a young animal and an adult animal.</i> 	<ul style="list-style-type: none"> • Observe plants growing. Place seeds on a wet paper towel. Observe what happens. After seeds root, plant them in dirt and watch the changes that take place. Make a chart or drawing to show how the seeds have changed. • Plant a tree on the playground. Take photographs of make drawings of children standing next to the tree. Look for changes of the seasons. And every few months look at the tree's and the children's growth. • Observe animals in various stages of the lifespan such as a frog (egg, tadpole, frog), chicken (egg, chick, hen or rooster), or butterfly (caterpillar/larvae, cocoon/pupa, butterfly).
<p>C. Demonstrates an interest and respect for the plant and animal life around them.</p> <p>Examples:</p> <ul style="list-style-type: none"> • <i>Takes care of familiar plants and animals in the classroom or at home.</i> 	<ul style="list-style-type: none"> • Take field trips to farms, zoos, petting zoos, nature preserves, botanical gardens, science centers and science museums and have children describe observations in 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 that could pollute the water.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
Earth/Space	
Standard 4: The child will investigate and observe the basic concepts of the Earth.	
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p>A. Develops an awareness of the properties of common earth materials (e.g., soil, rocks, water).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Explores and discusses materials related to the rocks, soil, air, clouds, sun, moon, and stars.</i> 	<ul style="list-style-type: none"> • Provide a variety of materials including wind socks, pinwheels, an air pump, water, sand, gravel, pebbles, stones, rocks, shells, plastic pails, buckets, shovels, and water toys. Allow children to explore items and become familiar with them. • Take a trip to a planetarium or star lab. • Provide prisms for children to experiment with light. Children can also blow bubbles and look for colors and rainbows. • Allow children to explore water at different temperatures, warm, cool, icy, etc. Discuss how each feels different. • 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. Talk about how each item feels. "How are they different? How are they alike? Which one feels warmer?"
<p>B. Develops an awareness of daily weather (e.g., sunny, cloudy, rainy, snowy, windy, hot, warm, cold).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Uses words such as cloudy, sunny, windy, etc., to identify daily weather conditions.</i> 	<ul style="list-style-type: none"> • During small group time take opportunity to talk about the weather. Discuss what the children see when they look outside. Look at temperature on thermometer. "Can we guess 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?" • Take a walk outside in the weather. Ask, "What will you need to wear?", "What do you see?" or "How is the weather different from yesterday?"
<p>C. Develops an awareness of the four seasons (e.g., temperature, weather appropriate clothing, changing leaves).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Recognizes characteristic of different seasons.</i> 	<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 that are turning colors. Talk about the cooler weather and how the leaves fall from the trees. Rake and pile up leaves in the fall. Let children run and jump in the leaves. Incorporate holidays of the season in the activities planned. ○ In the winter look at the 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



INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
	<p>outdoor activities.</p> <ul style="list-style-type: none"> ○ 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, planning 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 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. Children 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> <ul style="list-style-type: none"> ● <i>Expresses concern for taking care of the earth.</i> 	<ul style="list-style-type: none"> ● When possible, utilize recycled materials in the home or classroom. Recycled paper and plastic containers can be used in art area and bags can be reused. ● Encourage children to help keep our world clean and livable. For example: <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. ○ Assist children in creating their own "landfill" to observe the changes that occur to manmade and natural materials over time. Use a plastic tub, soil, and a variety of materials such as plastic bottles, newspapers, cardboard, cans, and food scraps (vegetables). ○ Model and discuss respect for the environment by not leaving water running, reusing paper, and using found objects for artwork and science area.




**CONCEPT 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 interacting with others, work habits and self-help skills. Social skills are reinforced in daily events and the learning environment. This ensures children are aware of and respect another person’s interests, preferences, and cultural background. 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 deal with their feelings in a socially acceptable manner.


Standard 1: The child will participate in activities to develop the skills necessary for working and interacting with others.

INDICATORS OF CHILD’S PROGRESS	TEACHER’S STRATEGIES/ACTIVITIES
<p>A. Plays, works and interacts easily with one or more children and/or adults.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Greets the teacher and others when arriving. Responds to familiar faces and voices verbally and nonverbally.</i> • <i>Engages in conversations with children and adults.</i> 	<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/do 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. • Introduce children to other adults in the facility such as custodian, cook, or assistants.
<p>B. Begins to develop relationships with others.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Chooses to work and play with other children.</i> • <i>Initiates interaction with others.</i> 	<ul style="list-style-type: none"> • Encourage children to find a friend to do an activities such as read a book, play a game, look at the rock collection, or eat snack. • Frequently comment about children’s activities. For example: “I see Jason and Jeff are playing a fun game.” • Provide activities that can be “done” with a friend. For example: Paint at the easel, play Go Fish, build a block tower, or set the table for snack.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p>C. Recognizes the feelings of others and responds appropriately.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Expresses care and understanding for others' feelings.</i> 	<ul style="list-style-type: none"> • When a child has been excluded from play, encourage others to show concern and invite the child to play. • Support children's efforts to assist each other with cleaning up, carrying something for a child who is unable to do so, or assisting a child who has been injured in play.
<p>D. Develops confidence and stands up for own rights.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Attempts new tasks with enthusiasm.</i> • <i>Enters groups of children with confidence.</i> 	<ul style="list-style-type: none"> • Encourage children to express their thoughts and feelings. For example: "If someone takes a toy from you, tell the child you were not finished playing with it and to give it back". • Guide children to suggest roles for themselves in dramatic play and blocks. For example: "The children are playing fire department. What would you like to be"? • Support children when they try new activities, make mistakes, or create artwork. For example: "You have never tried to climb the 'Big Toy' before, but today you climbed it easily."
<p>E. Shows respect for others and their property.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Treats other children respectfully and uses care with their property.</i> • <i>Uses equipment carefully, does not waste supplies and puts materials away when finished.</i> • <i>Respects all children by accepting adaptive equipment (e.g. wheel chair, hearing aide, crutches, etc.) as part of the person.</i> 	<ul style="list-style-type: none"> • Model respectful ways of interacting with others and using materials. • Encourage children to assist with keeping the classroom and home organized and cleaned. Children can wipe tables, pick up trash, water plants, and feed pets. • Support children 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 would not share the blocks." • 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 new materials to children by showing them how to use them and how to put them away.
<p>F. Recognizes and expresses own feelings and responds appropriately.</p>	<ul style="list-style-type: none"> • Participate in activities that encourage children to identify and express feelings appropriately. For

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p><i>Examples:</i></p> <ul style="list-style-type: none"> • Deals with feelings in age appropriate way. • Uses words or pictures to identify and label some of his or her own feelings and needs. 	<p>example: "If You're Happy and You Know It". Add other "feelings", such as mad, sad, scared, sleepy, shy, etc.</p> <ul style="list-style-type: none"> • Provide opportunities to use dolls and puppets to act out concerns or display their feelings. • Ask children to explain their feelings. For example, "How did that make you feel when he took the truck?" Also confirm children's feelings. For example, "I know you're sad when someone takes your toy."
<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> <ul style="list-style-type: none"> • 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 hold 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 timer to set a limit on time children spend with popular activities. • Incorporate children's ideas into the lesson plans for small group, large group and other activities. • Develop stories where each member of the group contributes. These stories can be recorded by an adult on charts, dramatized by the children, and/or made into large 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> <ul style="list-style-type: none"> • 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 that you would like a turn with the magnifying glass when she is finished" or "Let Frank know you don't like it when he pushes you." • 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."
<p>I. Seeks assistance from adult when appropriate.</p> <p><i>Examples:</i></p>	<ul style="list-style-type: none"> • Be available, responsive and patient when children request help. • Limit the number of rules established to a few of the most important so children can manage them. Let children help with establishing the

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<ul style="list-style-type: none"> • <i>Attempts to solve problem before asking for assistance from teacher.</i> 	<ul style="list-style-type: none"> • rules. State them in a positive manner. • Remind children to get help from an adult when they have tried to work out a problem or difficulty without success.
<p>J. Demonstrates emerging awareness and respect for culture, ethnicity, abilities and disabilities.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Develops successful relationships with others in the home, family and learning environment.</i> • <i>Treats everyone with respect and dignity.</i> • <i>Understands and values similarities and differences among people.</i> • <i>Notices differences in skin color, eyes, hair, language, and culture.</i> 	<ul style="list-style-type: none"> • Post pictures and posters in room that show a variety of cultures, ethnicities, abilities and disabilities. • Provide books, dramatic play materials, dolls, pretend sets, puzzles, games, etc. that reflect varying cultures, ethnicities, abilities, and disabilities. Talk with parents of children in room for suggestions on what to add to the environment. • Invite guests to visit the program or home from other cultures and ethnic groups. Have them talk about the culture and bring items to show. • Provide experiences that are rich in cultural diversity. Avoid limiting experiences to certain times of the year. Expand beyond food experiences. Explore cultures other than those represented by children in classroom or neighborhood. Lead by example. Show children you value diversity.
<p>Standard 2: The child will develop the skills necessary for participating in a variety of settings.</p>	
<p>A. States his/her full name, age, and name of parent or guardian.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Gives personal information such as name and age.</i> • <i>Names significant family members.</i> 	<ul style="list-style-type: none"> • Print child's name on artwork and cubby or locker. Encourage child to locate their cubby so that they may put their possessions away. Can use a symbol or picture next to the name to assist child. • Use name charts in the classroom or home. Assign jobs, make lists, create sign-in sheets, etc. so that children can identify their names. • Allow children to tell or dictate stories about their families. • Create a family tree. Put leaves on tree to represent the various people that live in the family or household.
<p>B. Shows ability to adjust to new situations.</p>	<ul style="list-style-type: none"> • Assist children in adjusting to the learning environment. Greet children and help them understand the routine. Children may need to bring a




INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Moves smoothly from one routine to another (for example, from activity period to clean-up).</i> • <i>Transitions from home to school without extensive or long-lasting anxiety.</i> 	<p>comforting object such as a stuffed animal or blanket to help with the transition.</p> <ul style="list-style-type: none"> • Adhere to a consistent daily schedule while making sure children are told of changes to the schedule. Being able to anticipate changes helps children adjust. • Post the schedule with pictures and words to assist child in making the transition. • Help children understand appropriate behavior for each situation. For example: Use a quiet voice and walk inside the library, quietly sit on carpet for group time, run and jump outside on the playground.



**CONCEPT AREA:
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.

Civics	
Standard 1: The child will exhibit traits of good citizenship.	
INDICATORS OF CHILD’S PROGRESS	TEACHER’S STRATEGIES/ACTIVITIES
<p>A. Works and plays cooperatively in a variety of settings (e.g., in large and small groups, learning centers).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Positively contributes to large and small groups.</i> <div style="text-align: center;"> </div>	<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. ● Create opportunities for cooperation. For example: <ul style="list-style-type: none"> ○ Ask two children to do a task together, such as carrying in the tub of sand toys from outdoors. Comment on how much easier it is when two people work together. ○ Include parachute play where children are required to work together to keep the ball on the uplifted parachute. ○ Create group mural with each child contributing a drawing. For example: a drawing of his or her family or favorite community helper.
<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> <ul style="list-style-type: none"> • <i>Identifies self as a member of a family, community, and school class or caring group.</i> • <i>Creates representations of home, school, or community through drawings or block constructions.</i> 	<ul style="list-style-type: none"> ● Introduce to children 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 can find out more about. For example: <ul style="list-style-type: none"> ○ Ask the children about their ideas of “people who help us” and list their responses. ○ Know the families and invite children to discuss the roles of various family members. ○ 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

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
	<p>recall their observations and write them down.</p> <ul style="list-style-type: none"> ○ Take a walk around the center or school, especially if it has a large number of staff in different roles, or is located on a school campus. Introduce the children to the various people and discuss the jobs they do. ○ Show children pictures of community helpers and ask them to guess who they are and what they are doing. ○ Ask children questions such as “What do you want to be when you grow up?” “What kinds of work do you like to do?” ● Provide clothing and props for dramatic play that represents different roles in community and family. Allow children to dress in clothing of their choice. ● Invite guests to the program or take field trips in the community to increase awareness of roles people play. For example: invite a children’s librarian to bring in books to read to the children, visit a nursery where children can be involved in 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> <ul style="list-style-type: none"> ● <i>Takes turns listening and speaking.</i> 	<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> <ul style="list-style-type: none"> ● <i>Treats other children respectfully and uses care with their property.</i> ● <i>Uses equipment carefully, does not waste supplies and puts material away when finished.</i> 	<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 cleaned. Children can wipe tables, pick up trash, water plants, and feed pets. ● Support children 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 would not share the blocks.”


INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
	<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 new materials to children by showing them how to use them and how to put them away.
<p>E. Develops an awareness of how people positively affect the environment.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● <i>Participates in taking care of the indoor and outdoor environment</i> 	<ul style="list-style-type: none"> ● Maintain an orderly environment as a model for the children. Allow children to help keep space clean and uncluttered with assistance. ● 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 these materials for the program. ● Use found objects, recycled materials and scrap paper in art area so that children can see that one material has multiple uses.
<p>F. Recognizes patriotic symbols and activities (e.g., American Flag).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● <i>Recognizes the American and/or Tribal flag, and other symbols.</i> 	<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 pictures of the current and past presidents. ● Provide opportunities to learn and sing patriotic songs. For example: "America" and "This Land is Your Land."
Geography	
Standard 2: The child will demonstrate knowledge of basic geographic concepts.	
INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p>A. Locates and describes familiar places (e.g., classroom, home, school, fast food restaurant).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● <i>Names and describes places they see on the way to school (e.g. store, restaurant). Describes</i> 	<ul style="list-style-type: none"> ● Provide opportunities for walking trips around the neighborhood, making note of geographic features and landmarks. ● Use blocks and dramatic play items to represent the school neighborhood.



INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p><i>home and school.</i></p> 	
<p>B. Begins to develop an understanding of his/her community (e.g., home, school, city).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Identifies common features in the home, school, and community.</i> 	<ul style="list-style-type: none"> • Create representations (e.g., 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 (e.g., “Can you drive to the post office?...the grocery store?”, “What do you see along the way?”)
<p>Standard 3: The child will discuss how children in various communities and cultures are alike and different.</p>	
<p>A. Explores how children have needs in common (e.g., food, clothing, shelter).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Understands the basic human needs of all people for food, clothing, and shelter.</i> 	<ul style="list-style-type: none"> • Talk with children about what people need to live in the world. Everyone needs a place to live, food and water, and clothing. Talk about different types of homes, food, clothing <ul style="list-style-type: none"> ○ Have items for dramatic play such as a doll house, an apartment building (made from shoe boxes), figures to represent the family. ○ Have a variety of props and dress-up clothes to try on (e.g., dresses, serapes, hats). ○ Have a variety of imitation foods in dramatic play area (e.g., tortilla shell, chicken leg, spaghetti). ○ Have a variety of books on people from different cultures.
<p>B. Explores how children are unique as to languages, food, clothing, transportation, and customs.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Understands and respects differences in language, food, clothing, transportation, and customs.</i> 	<ul style="list-style-type: none"> • Include props such as sets of small figures that represent families of different structures, cultures, males and females in diverse roles, and individuals with different abilities. • Model respect for each child and that child's family members. • Display books and photos of children and their families in the room at children's eye level. • Plan food experiences around the culture of the children in your care. • Ask families to share their favorite music tapes or records to play for the children. • Integrate authentic materials and activities from different cultures through your program and

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
	<p>throughout the year. Begin with the culture of the children in the program and expand. Examples of cultural objects include weaving, woodwork, pottery, basketry, beadwork, and cooling utensils.</p> <ul style="list-style-type: none"> ● Learn key words and phrases of the child's home language and integrate them into daily and group-time routines such as greeting, singing, story time and transitions. Use them throughout the day one-on-one with the child.
<p>C. Explores how families and communities build "traditions".</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● <i>Shares family and community traditions.</i> 	<ul style="list-style-type: none"> ● Get to know each family: its structure, occupations, celebrations, activities, holidays or family event that are important to the family. ● 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.

Economics

Standard 4: The child will explore various careers.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p>A. Develops growing awareness of jobs and what is required to perform them.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● <i>Describes people's jobs and what is required to perform them (i.e. a firefighter uses protective clothing, a hose, an ax, etc.)</i> 	<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 community identifying post office, police station, fire station, doctor office, store, school, etc. ○ Invite visitors including parents to tell about jobs and show the tools, equipment, uniform, etc. needed for the job. ○ Provide props, tools, etc. for children's dramatic play. ○ Provide a variety of books on work, jobs and career paths.
<p>B. Identifies various school and community personnel.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> ● <i>Names school personnel such as</i> 	<ul style="list-style-type: none"> ● Introduce children to school and community personnel. Have personnel explain what they do. ● Visit various places of work in the local community and allow children to observe first-hand the kinds of work people do. ● Allow children to dramatize various jobs in the community. Provide hats, lunch boxes, brief cases, notebooks, boots, tool kits, etc.

INDICATORS OF CHILD'S PROGRESS	TEACHER'S STRATEGIES/ACTIVITIES
<p><i>principal or director, teacher, secretary, custodian, cook, etc.</i></p> <ul style="list-style-type: none"> • <i>Names community personnel such as police officer, firefighter, doctor, mail carrier, farmer, restaurant worker, etc.</i> 	<ul style="list-style-type: none"> • Play a game that requires 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 props. For some items there is more than one appropriate use.
<p>C. Develops an awareness of money being needed to purchase things.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • <i>Imitates paying for items and services during dramatic play.</i> 	<ul style="list-style-type: none"> • Provide dramatic play experiences that build 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, and accessories including play money, 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. • Make purchases at a nearby store (for example, foods for a cooking project, paper products for art project, or snack at a restaurant).

GLOSSARY

centers - areas within the classroom, home or learning space arranged so that 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).

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

grapheme – the smallest part of written language that represents 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.

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, and independently.

learning centers - areas within the classroom, home or learning space arranged so that 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.

nonlocomotor - movement in place.

nonstandard measurement - a measurement determined by the use of nonstandard units (e.g., hands, paper clips, beans, cotton balls).

number sense - involves the understanding of numbers and their quantities.

one-to-one correspondence - pairing or matching objects in a one-to-one relationship.

onset – the initial consonant(s) sound of a syllable (e.g., the onset of bag is b-; of swim, sw-).

phonemes – the smallest part of spoken language that makes a difference in the meaning of 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, and onsets and rimes.

phonics – the understanding that there is a predictable relationship between phonemes (the sounds of *spoken* language) and graphemes (the letters and spellings that represent those sounds in *written* language).

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

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 (e.g., the rime of bag is -ag; of swim, -im).

set - a group of objects.

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.

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 (e.g., inches, feet, pounds, cups, pints, gallons).

syllable – a word part that contains a vowel or, in spoken language, a vowel sound (e-vent; news-pa-per; ver-y).

vowels - a, e, i, o, u and sometimes y and w.

RESOURCES

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Feedback Form
Oklahoma Early Learning Guidelines
For Children Ages Three Through Five

A Task Force convened by the Oklahoma Department of Human Services Division of Child Care developed the Oklahoma Early Learning Guidelines. Task force members included representatives from the Oklahoma State Department of Education, Oklahoma Tribal Child Care Association, Oklahoma Head Start Association, and child care facilities. The guidelines are designed to align with the Oklahoma Priority Academic Student Skills (PASS) and Head Start Performance Guidelines and to promote early learning experiences that lead to children's success.

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 Child Care Home School Head Start Program
 Pre-Kindergarten Kindergarten Early Childhood Special Education
 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 children's progress?

Comments: YES SOMEWHAT NO

OVER

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

Page No.	Section or Learning Domain	Specific Comment	Specific Suggested Change

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, and early childhood professionals for review.

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



I60002 OKDHS November/2006

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