# Milestones of Child Development

A Guide to Young Children's Learning and Development from Birth to Kindergarten

Virginia's Early Childhood Development Alignment Project

# Milestones of Child Development

## Learning and Development from Birth to Kindergarten

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# Virginia's Alignment Project

## Introduction

*Without a doubt, the early years – from birth to kindergarten – comprise the most extraordinary period of development in a child's lifetime.*

Learning begins in infancy when a child's development of knowledge, skills, and attitudes toward learning serves as the basis for healthy development and lifelong achievement. Infants and young children are by nature avid learners – enthusiastic, creative scientists who observe, explore, experiment, and practice skills until they are mastered, and then continue to the next challenge.

Although they learn much through independent exploration, infants and young children need competent adult guides to provide the critical elements of high quality learning environments at optimal times. Skillful adults – whether parents, grandparents, child care providers or teachers - provide the safety and security, both physical and emotional, that support young learners through adventures of discovery and mastery. Skillful adults provide more than affectionate relationships that support and foster confidence; they structure the environment to provide challenges, coach the learning process by providing feedback, and offer interpretation to confirm and to inspire. These skillful adults become learning partners who mentor young children as they explore the world in which they live.

It is vital that we support Virginia's young children as they prepare for school and life success. The Alignment Project documents serve as guides to assist adults in their important roles with young children.

## Guiding Principles

The Alignment Project documents reflect a set of guiding principles that have served as a valuable compass in developing these resources:

1. Families are the first and most influential teachers of young children.
2. Every child develops at an individual rate, possesses unique characteristics, and exhibits an array of talents and interests regardless of family background, culture, special need, experience, or ability.
3. Optimal learning occurs when we recognize that all aspects of a child's development (i.e., social and emotional, approaches to learning, language and literacy, cognitive, and physical) are inextricably interrelated and nurtured through a combination of active exploration, play, social interaction, and thoughtfully planned activities that capitalize on children's natural tendency to seek ever higher levels of challenge to master.
4. Early learning experiences draw upon and enhance the connections between families, early childhood programs and services, schools, and the community.
5. Quality early learning experiences for children are guided by research-based knowledge and practice.
6. All children are capable and competent learners, and they learn best when they are included with their peers.

## Developing the Alignment Project Documents

*These frameworks were developed through a comprehensive and collaborative process involving many sources of information, expertise, and guidance.*

The process began in February, 2006, through an intensive initiative known as the Alignment Project. Though spearheaded by the Virginia Department of Social Services, the Alignment Project team is comprised of dedicated professionals from many agencies and organizations, both public and private. Each of the team members brought insight and wisdom reflecting years of experience, expertise, and commitment.

Following the development of the initial draft documents, critical reviews were conducted by numerous early childhood professionals who provided feedback and suggestions for improvement. In addition, six focus groups were held in six different regions across the Commonwealth to gather broad feedback on the Alignment work, as well as specific feedback concerning draft documents. The participating individuals represented various relevant constituent groups, selected to offer a full range of perspectives, thereby ensuring inclusion and integration of varied needs, programs, and cultures to the greatest extent possible. Working within a tight timeframe, the reviewers provided valuable edits and additions, contributing substantively to the final products.

Finally, the Alignment Project benefited in significant ways by reviewing and incorporating guidelines and competencies gleaned from early childhood initiatives from numerous states and local coalitions. Thanks to the graciousness and generosity of key representatives from each state and locality in granting permission for the team to learn from their respective processes and products, the Alignment Team feels assured that Virginia's frameworks reflect best practices across the nation.


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## Focus Group Participants

More than one hundred parents, teachers, directors, child care resource and referral agency staff, and other interested partners attended the focus groups in Abingdon, Fairfax, Harrisonburg, Richmond, Roanoke, and South Hampton Roads.

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# Milestones of Child Development

*Welcome to Virginia's Milestones of Child Development!*

This document is a comprehensive resource for those who work with and care about young children. We hope you will find this document valuable and that you will share it with others.

## Purpose and Goals

In recognition of the important learning that takes place in a child's earliest years, the Alignment Project addresses the opportunity to articulate a set of *Milestones* for parents, grandparents, child care providers, educators and other involved adults that focus on children's observable behaviors and interactions during the period from birth to kindergarten, as well as a set of recommended strategies for adults to provide optimal learning environments and experiences for young children.

Broadly defined, the *Milestones* are a set of child develpment indicators and strategies for adults designed to support the growth and development of young children from birth to kindergarten entry. Specifically, the *Milestones* are organized by domain area (e.g., Social and Emotional Development); within each domain are related strands (e.g., Relationship with Others) and indicators, examples, and strategies arranged in a gradual progression by approximate age range (i.e., birth to 18 months; 18 months to 36 months; 36 months to 48 months; and 48 months to kindergarten entry). These age ranges are intentionally broad because young children's development is highly episodic; such flexibility, therefore, permits variation within developmental ranges.

Adults of varying roles in the lives of young children may use the *Milestones* as a resource for better understanding and supporting the continuum of young children's growth and development across various domain areas. The *Milestones* may also be of particular value to:

- **Parents and families** as they support their children's growth and development in the home and community;
- **Early childhood professionals** for the selection and planning of appropriate curricular materials, quality learning experiences and family support services;
- **Child care directors** and other **school and early childhood administrators** to assess their programs and to inform the professional development of staff; and to
- **Providers working in the field of early intervention** who seek new strategies to provide individualized support for infants and toddlers of varying abilities and for their families.

By specifying the knowledge, skills, and dispositions often acquired or exhibited in young children, the *Milestones* offer a comprehensive reference to consolidate our understanding of young children and their needs, and to help reduce inequities in achievement as children mature. Further, the *Milestones* highlight the essential need for partnerships among families, early childhood programs and services, schools, and the community. Together, we can make a positive difference in the lives of young children.

*The Milestones of Child Development* were developed for young children, ages birth to kindergarten. To inform one's use of the *Milestones*, it is essential to understand their intended purpose and features.

**Virginia's *Milestones of Child Development* are:**

- Research-based, with emphasis on requirements to use adult-child relationships as the key ingredient for creating a learning environment for young children;
- Built upon, but not duplicating, licensing standards;
- Aligned with Virginia's Pre-K-12 system, Virginia's *Foundation Blocks for Early Learning*, and the Head Start *Child Outcomes Framework*;
- Written to be readily understandable for users;
- Focused on providing age- and stage-appropriate, multi-dimensional opportunities for promoting and enhancing child development;
- Developed with consideration to children's individual rates at which they progress through common developmental milestones, as well as the different patterns exhibited in children's strengths across the learning domains. The goal must be to fit learning opportunities to the child rather than to fit the child into preconceived, "one-size-fits-all" paths.

As important as it is to understand what the *Milestones* are, it is equally important to state what they are not.

**Virginia's *Milestones of Child Development* are not:**

- A developmental checklist or an exact sequence of developmental indicators;
- A curriculum, although they can be adapted by caregivers and educators to supplement many different curricula;
- An assessment tool to determine children's eligibility for various programs or services; to gauge children's functioning or skills for an Individualized Family Service Plan (IFSP) or an Individualized Education Program (IEP); or to collect statewide information on the overall status of children in the Commonwealth of Virginia;
- A resource meant to stifle the creativity of families, child care providers, or teachers.

## Structure and Content of the *Milestones:*

Because children learn and develop by experiencing the world as a whole, the Virginia *Milestones of Child Development* cover six major domains – or areas – of development. These six domains represent a commonly held, and research-based, organization of the dimensions of children's overall development.

Though presented separately, the six domains of children's development are inextricably interrelated. Children develop holistically; growth and development in one area often influences and/or depends upon development in other areas. It is, therefore, imperative to recognize the interconnectedness of children's early development in other areas. For that reason, no single domain is more important than another.

## The domains used to organize Virginia's *Milestones of Child Development* are:

- Social and Emotional Development;
- Approaches to Learning;
- Language and Literacy;
- Cognition and General Knowledge;
- Fine Arts; and
- Physical Development and Health.

Each of the six domains begins with an introduction that defines the rationale and definitions for each domain. Within each domain are strands or components of a domain area that, when combined, represent the comprehensive elements of the domain.

Each individual strand is broken down by **indicator**, **example**, and **strategy**:

**Indicator –** A general statement that indicates the knowledge, skills, and/or attitudes toward learning that a child may exhibit during a given developmental stage.

**Example –** Defines what a child is doing to demonstrate he is acquiring the knowledge, skills, and/or attitudes toward learning addressed in the specific indicator.

**Strategy –** A suggested learning activity or interactive approach for adults to help children develop toward desired indicators and goals.

Importantly, the *Milestones of Child Development* are arranged along a continuum of development, a predictable but not rigid progression of accomplishments that are sequenced in the order in which they emerge in most children according to current research. We know, however, that children are unique individuals who develop at different rates—and, therefore, the age ranges are intentionally broad and overlap. The suggested developmental continuum serves as a general guide to help adults identify a progressive set of knowledge, skills, and dispositions that are likely to occur as a child matures. Color shading is used along each strand to denote the *approximate* age range during which a child may exhibit a given indicator. Additionally, caregivers and early childhood professionals should be aware that the development of skills in one area is related to and influences development in other areas—consequently, daily routines and planned learning experiences should integrate skill-building across domains and related strands.

To help acquaint you with the *Milestones of Child Development*, an overview section is included beginning on Page 1—detailing the comprehensive list of indicators for each domain plus related "Strands-at-a-Glance," one-page guides for each strand that offer a sample of the indicators, examples, and strategies included within the comprehensive set of *Milestones*.

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An electronic version of this document is available at http://www.dss.virginia.gov/family/cc/index.html .

For more information on the *Milestones of Child Development*, contact the Office of Early Childhood Development, Virginia Department of Social Services, 7 North Eighth Street, Richmond, VA 23219.

These overview pages are structured as follows:

## Overview of Indicators

### Overview of Indicators
### Approaches to Learning

Birth to Kindergarten Developmental Continuum

**Strand 1: Persistence**

**A1.** Observe objects and people for a brief period of time.
**A2.** Hold attention of adult.
**A3.** Pay attention briefly and try to reproduce interesting and pleasurable effects and events.
**A4.** Increase the amount of time they can persist in repetitive tasks or preferred activities.
**A5.** Increase persistence in trying to complete a task after previous attempts have failed, sometimes seeking the help of others.
**A6.** Grow in ability to persist in and complete tasks, activities, projects, and experiences.
**A7.** Increase persistence in activities despite frustration or disappointment.
**A8.** Recognize and solve problems independently through trial and error and by interacting with peers and adults.
**A9.** Set goals, develop plans, and complete tasks.
**A10.** Show growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.

**Strand 2: Curiosity and Initiative**

**B1.** Show awareness of and interest in the environment.
**B2.** Engage in and actively explore self, objects, and surroundings.
**B3.** Show eagerness and curiosity as a learner.
**B4.** Demonstrate ability to initiate activities.
**B5.** Participate in an increasing variety of tasks and activities.
**B6.** Develop increased ability to make independent choices.
**B7.** Find and use materials to follow through on an idea.
**B8.** Initiate play with others.
**B9.** Offer to help with chores.
**B10.** Invent projects and work on them with little assistance.
**B11.** Grow in eagerness to learn about and discuss a growing range of topics, ideas and tasks.

**Strand 3: Creativity & Inventiveness**

**C1.** Notice and show interest in and excitement with familiar objects, people, and events.
**C2.** Approach and explore new experiences in familiar settings.
**C3.** Delight in finding new properties and uses for familiar objects and experiences.
**C4.** Pretend and use imagination during play.
**C5.** Imitate action observed in another situation.
**C6.** Approach tasks experimentally, adapting as the activity evolves.
**C7.** Use imagination to create original thoughts, ideas, or products.
**C8.** Approach tasks and activities with increased flexibility, imagination, and inventiveness.
**C9.** Use creativity and inventiveness to complete projects or tasks.
**C10.** Make changes to a familiar story by adding actions or characters.
**C11.** Represent reality in a variety of ways (e.g., pretend play, drawing, making up stories).

**Strand 4: Reasoning & Problem Solving**

**D1.** Explore object characteristics (e.g., size, shape, texture) in many different ways.
**D2.** Behave in consistent ways to elicit desired response.
**D3.** Use sounds, gestures, and movements to impact the environment and interactions.
**D4.** Realize that people or things exist even when out of view (object permanence).
**D5.** Use objects as intended.
**D6.** Demonstrate beginning understanding of cause and effect, especially of own actions.
**D7.** Seek assistance from an adult or another child to solve problems.
**D8.** Explain reasons why simple events occur.
**D9.** Develop increasing abilities to classify, compare and contrast objects, events and experiences.
**D10.** Recognize and solve problems through active exploration, and interactions and discussions with others.
**D11.** Create a strategy based on one learning event and extend it to a new learning opportunity.
**D12.** Demonstrate understanding of what others are thinking, their intentions, or motivations.
**D13.** Demonstrate long-term memory of meaningful events and interesting ideas.
**D14.** Work with others to find a solution, using problem solving strategies.

Here, the comprehensive set of indicators is included for each strand.

Note: While the indicators are placed in sequence along the vertical column, children may accomplish them in any order. The indicators are numbered *only* for the convenience of instructional planning and not for formal assessment purposes.

# "Strands-At-A-Glance"

**Approaches to Learning**—the inclinations, dispositions, attitudes, habits, and styles that reflect the many ways that children involve themselves in learning.

**Strand 1: Persistence**—Continued attentiveness that indicates the ability to retain meaningful information and ideas and to use best practices in future activities and situations.

For the purposes of this overview guide, each indicator is paired with *one* example and *one* related strategy.

### Birth to 18 months

**Indicators**
**Children Are Learning To...**

- Observe objects and people for a brief period of time. (A1)
- Hold attention of adult. (A2)
- Pay attention briefly and try to reproduce interesting and pleasurable effects and events. (A3)

**Examples**
**You May Observe The Child...**

- Examine a toy, rattle, or face for a brief period of time.
- Smile, babble, and sustain eye-contact with adult.
- Use certain behaviors to get adults' attention.
- Grasp, release, re-grasp, and re-release an object.
- Lift arms up while crying to be picked up and comforted.

**Strategies**
**You Can Help/Support By...**

- Providing child with opportunities to explore characteristics of safe objects.
- Providing child with consistent responses, environments, and routines.
- Providing child with a safe environment in which to explore a variety of age-appropriate materials.
- Observing child to understand and support temperament, learning styles, and interests.

### 18 months to 36 months

**Indicators**
**Children Are Learning To...**

- Increase the amount of time they can persist in repetitive tasks or preferred activities. (A4)
- Increase persistance in trying to complete a task after previous attempts have failed. (A5)

**Examples**
**You May Observe The Child...**

- Work at building a block structure for a short period of time.
- Fill a container with small objects and dump them out repeatedly.
- Try various shapes in a shape-sorting toy until the shape finally fits.
- Try to start the zipper on coat repeatedly until able to do the task without help.

**Strategies**
**You Can Help/Support By...**

- Providing several stacking type toys that encourage a child to use a variety of motions.
- Demonstrating confidence in child by not interrupting or redirecting when child is focused on an activity.
- Noticing and making specific comments about a child's efforts and accomplishments.
- Being available and responding when child encounters problems, without being intrusive.

### 36 months to 48 months

**Indicators**
**Children Are Learning To...**

- Grow in ability to persist in and complete tasks, activities, projects, and experiences. (A6)
- Increase persistence in activities despite frustration or disappointment. (A7)

**Examples**
**You May Observe The Child...**

- Use materials to create a collage, working on it in a focused manner.
- Persist in attempt to find missing pieces of a toy or to try something new with the playdough.
- Successfully complete a challenging puzzle.
- Spill a cup of juice on the floor, clean it up, and ask for more juice.

**Strategies**
**You Can Help/Support By...**

- Designing projects that take more than one day to complete.
- Offering suggestions for overcoming challenges only after he asks for assistance.
- Providing adequate time and support for child to complete increasingly complex games or tasks.
- Commending child for handling frustration or disappointment in socially appropriate ways.

### 48 months and older

**Indicators**
**Children Are Learning To...**

- Recognize and solve problems independently. (A8)
- Set goals, develop plans, and complete tasks. (A9)
- Show growing capacity to maintain concentration over time. (A10)

**Examples**
**You May Observe The Child...**

- Focus on an activity.
- After approach to tasks when initial approach does not work.
- Work on building a specific item, though the design may change during the process.
- Disregard activities nearby while maintaining focus and concentration on the task at hand.
- Remember on a day-to-day basis to maintain long-term projects.

**Strategies**
**You Can Help/Support By...**

- Facilitating play and activities between child and others.
- Encouraging child to try new approaches without intervening.
- Talking with child about her activities and plans.
- Creating projects for child to work on over time.
- Providing adequate time and support for child to complete increasingly complex activities, games, or tasks.

Here, the definitions of the domain and strand serve as a quick reference.

Sample **Indicators**, **Examples**, and **Strategies** are organized along a developmental continuum by age ranges: birth to 18 months; 18 to 36 months; 36 months to 48 months; and 48 months and older.

Note: Because young children develop at unique rates, a child may exhibit a particular indicator in a different sequence, or at a later date. These intend to serve as guides, and are not for formal assessment purposes.

Following this overview section begins the comprehensive set of *Milestones*. Each domain includes an introductory page, providing a rationale and definition for each strand. The domain sections are color-coded to promote user-friendliness. Here is an example:

## The Comprehensive Set of Virginia's *Milestones of Child Development*

### Indicators:

A general statement that defines the knowledge, skills, and/or attitudes that a child may exhibit during a developmental stage from birth to kindergarten.

**Strand 1: Persistence**

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **A1.** Observe objects and people for a brief period of time. | Examine a toy, rattle, or face for a brief period of time. | Providing child with opportunities to explore different characteristics of safe objects by looking, mouthing, grasping, etc. |
| **A2.** Hold attention of adult | Smile, babble, and sustain eye-contact with adult.<br><br>Use certain behaviors (e.g., crying) to get adults' attention. | Responding appropriately to interactions with child through facial expressions and language, using exaggeration.<br><br>Providing child with consistent responses, environments, and routines. |
| **A3.** Pay attention briefly and try to reproduce interesting and pleasurable effects and events. | Grasp, release, re-grasp, and re-release an object.<br><br>Lift arms up while crying to be picked up and comforted. | Providing child with a safe environment in which to explore a variety of age-appropriate materials.<br><br>Observing child to understand and support temperament, learning styles, and interests. |
| **A4.** Increase the amount of time they can persist in repetitive tasks or preferred activities. | Work at building a block structure for a short period of time.<br><br>Fill a container with small objects and dump them out repeatedly. | Providing several stacking type toys that encourage a child to use a variety of motions such as dumping and stacking.<br><br>Demonstrating confidence in child by not interrupting or redirecting when child is focused on an activity. |
| **A5.** Increase persistence in trying to complete a task after previous attempts have failed, sometimes seeking the help of others. | Try various shapes in a shape-sorting toy until the shape finally fits.<br><br>Try to start the zipper on coat repeatedly until able to do the task without help. | Noticing and making specific comments about a child's efforts and accomplishments.<br><br>Being available and responding when child encounters problems, without being intrusive. |

### Strategies:

Suggested activities or behaviors for adults to support a child's acquisition of a specific indicator, or desired outcome.

(Note: Not all strategies will be effective with all children; therefore, it is recommended that adults incorporate many and varied strategies to support young children's healthy growth and development.)

### Examples in the Context of Daily Routines, Activities, and Play:

Here are samples of a child's behaviors, skills, or dispositions that you may observe in the context of daily routines, activities, and play that demonstrate his learning of a particular skill or knowledge and his understanding of a particular concept.

Note: While the indicators are placed in sequence (as signified by color shading along the vertical column), children may accomplish them in any order. The indicators are numbered only for the convenience of instructional planning and not for formal assessment purposes.

# Overview of Domain Indicators and Strands

# Overview of Indicators
# Social and Emotional Development

Birth to Kindergarten Developmental Continuum

## Strand 1: Relationships with Others

**A1.** Depend on others to provide for wants and needs.
**A2.** Form and maintain secure relationships with others.
**A3.** Respond to the environment in the presence of adult.
**A4.** Develop early social problem-solving.
**A5.** Laugh in social game of imitation with peers.
**A6.** Demonstrate increasing ability to form and maintain secure relationships with others.
**A7.** Demonstrate increasing social problem-solving.
**A8.** Develop friendships with one or more peers.
**A9.** Successfully enter and engage in group pretend play.
**A10.** Show empathy and caring for others.
**A11.** Cooperate with others.
**A12.** Demonstrate increased ability to resolve conflicts.
**A13.** Interact easily with one or more children and adults.

## Strand 2: Learning About Self (Self-Perceptions)

**B1.** Explore own body and begin to examine body parts of others.
**B2.** Gain an emerging sense of self as separate from but also connected to others.
**B3.** Feel worthwhile and accepted.
**B4.** Demonstrate an emerging sense of competence and confidence in growing abilities.
**B5.** Smile or laugh at mastery of motor skills, sound play, clowning, or games of tickling.
**B6.** Understand self in terms of unique characteristics, preferences, and abilities.
**B7.** Begin to recognize family members' roles and names.
**B8.** Develop independence.
**B9.** Show increasing ability to distinguish between self and others.
**B10.** Adjust comfortably to new surroundings.
**B11.** Demonstrate confidence and pride in accomplishments.
**B12.** Continue to perceive self as worthwhile and accepted.
**B13.** Begin to understand consequences of actions, especially as choices affect others.
**B14.** Demonstrate increased awareness of own abilities, characteristics, feelings, and preferences.
**B15.** See self as able to have power and make responsible choices.
**B16.** Laugh at own mistakes or accidents so long as there is no serious consequence.

## Strand 3: Expression of Feelings and Self-Regulation

**C1.** Develop early emotional and behavioral regulation.
**C2.** Increase emotional and behavioral regulation.
**C3.** Become more adept at expressing own feelings appropriately and recognizing others' emotions.
**C4.** Demonstrate progress in expressing needs and opinions in situations without harming self or others.
**C5.** Use toys and other objects purposefully and safely.
**C6.** Recognize own behaviors that are off limits, but not be able to stop self in advance.
**C7.** Offer to share, but only something that is plentiful, or give another a turn but only when finished.
**C8.** Follow simple rules and routines with guidance.
**C9.** Manage transitions.
**C10.** Use socially acceptable behavior when completing tasks or problem solving.
**C11.** Name and talk about own emotions and can associate them with varying facial expressions.
**C12.** Enjoy some rough-and-tumble with trusted friends.

**Social and Emotional Development—**includes systematic changes in social relationships, self-perceptions, and understanding and managing or regulating emotions in both personal and social contexts.

**Strand 1: Relationships with Others—**The ability to form and to maintain relationships, to negotiate interactions in a positive manner, to develop pro-social behaviors, such as empathy, respect, and sensitivity, to interpret behavior in differing social contexts, and to perceive expectations across social groups through ever-widening experiences.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Depend on others to provide for wants and needs. **(A1)**
- Form and maintain secure relationships with others. **(A2)**
- Respond to the environment in the presence of adult. **(A3)**

**Examples**
**You May Observe The Child…**

- Cry, make sounds, or use body movements to signal adult for assistance, attention, or other needs.
- Listen attentively, observe facial expressions, and respond by cooing, smiling, crying, and/or reaching out to familiar adults.
- Respond to sound when songs are sung by adult.

**Strategies**
**You Can Help/Support By…**

- Responding consistently and promptly to child's needs for comfort and reassurance.
- Holding, cuddling, hugging, smiling and maintaining eye contact while providing care, playing, and interacting verbally.
- Talking with and singing to child using rhyme, rhythm, and repetition frequently, especially during feeding and diaper changes.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Develop early social problem-solving. **(A4)**
- Laugh in social game of imitation with peers. **(A5)**
- Demonstrate increasing ability to form and maintain secure relationships with others. **(A6)**

**Examples**
**You May Observe The Child…**

- Cry, rock back and forth, and lift arms to signal for help.
- Imitate a friend's active movement.
- Engage in interactive games with adult.

**Strategies**
**You Can Help/Support By…**

- Responding promptly to child's requests for assistance.
- Structuring the environment to provide a safe place for active movement.
- Singing simple songs with facial and hand gestures (e.g., "The Itsy Bitsy Spider") and playing "Peek-a-boo".

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Demonstrate increasing social problem-solving. **(A7)**
- Develop friendships with one or more peers. **(A8)**
- Successfully enter and engage in group pretend play. **(A9)**

**Examples**
**You May Observe The Child…**

- Seek comfort from adults when hurt, frightened, or if another child grabs toy away.
- Play peacefully alongside a peer as long as there are enough toys to go around, but be unable to share own toys.
- Say, "I can be the person who collects the tickets."

**Strategies**
**You Can Help/Support By…**

- Supporting child to try new things by introducing them gradually, gently, and playfully.
- Labeling toys to indicate to whom they "belong" and modeling ways to take turns or use other available toys.
- Helping children enter a group by suggesting a role that will help extend the group's pretend story.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Show empathy and caring for others. **(A10)**
- Cooperate with others. **(A11)**
- Demonstrate increased ability to resolve conflicts. **(A12)**
- Interact easily with one or more children and adults. **(A13)**

**Examples**
**You May Observe The Child…**

- Pretend to soothe a crying baby doll in the dramatic play area.
- Take turns in games so long as there is not a long wait.
- Use words suggested by an adult to express anger, such as, "I don't like it when you push me."
- Separate willingly from adults to play with friends, most of the time.

**Strategies**
**You Can Help/Support By…**

- Helping child use words to describe actions and feelings.
- Creating opportunities for successful group interactions by providing adequate supplies, and expectations for working together.
- Encouraging child to problem-solve independently when conflicts are encountered.
- Modeling and explaining why it is important to be respectful in a variety of settings and contexts.

**Social and Emotional Development—**includes systematic changes in social relationships, self-perceptions, and understanding and managing or regulating emotions in both personal and social contexts.

**Strand 2: Learning About Self (Self-Perceptions)—**Knowledge and beliefs about one's own characteristics, strengths, and weaknesses; judgments and feelings about one's value and worth; beliefs about one's competence in specific areas; and, a developing sense of choice and purpose about one's roles and activities.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Explore own body and begin to examine body parts of others. **(B1)**
- Gain an emerging sense of self as separate from but also connected to others. **(B2)**
- Feel worthwhile and accepted. **(B3)**
- Demonstrate an emerging sense of competence and confidence in growing abilities **(B4)**
- Smile or laugh at mastery of motor skills, sound play, clowning, or games of tickling. **(B5)**

**Examples**
**You May Observe The Child…**

- Clasp hands together and explore own fingers and toes.
- Interact with self in a mirror as if it were another person.
- Anticipate positive acceptance by peers and adults.
- Repeat actions on toys that get results.
- Laugh and engage in repetitive imitation with trusted adults

**Strategies**
**You Can Help/Support By…**

- Singing songs and finger plays with actions that include body parts.
- Providing unbreakable mirrors for child to look at self.
- Appreciating child with warm, welcoming greetings and departures.
- Providing toys that encourage exploration.
- Playing games of imitation.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Understand self in terms of unique characteristics, preferences, and abilities. **(B6)**
- Begin to recognize family members' roles and names. **(B7)**
- Develop independence. **(B8)**

**Examples**
**You May Observe The Child…**

- Turn head and push the food away when she is not hungry or does not like item.
- Purposefully seek out specific adults who are able to meet specific needs.
- Ask adult for assistance getting a turn.
- Learn to say "No, don't do that. It hurts me."
- Recognize items that belong to oneself by saying, "mine".

**Strategies**
**You Can Help/Support By…**

- Expecting child to protest as he expresses individuality.
- Using the child's name and the names and roles of people in her life.
- Responding to requests for assistance, empowering child to achieve goals while balancing rights of other children.
- Encouraging child to express displeasure in situations with other children independently, but monitoring to ensure children's safety.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Show increasing ability to distinguish between self and others. **(B9)**
- Adjust comfortably to new surroundings. **(B10)**
- Demonstrate confidence and pride in accomplishments. **(B11)**

**Examples**
**You May Observe The Child…**

- Adjust behavior to different settings (e.g., home, playground).
- Request that artwork be displayed.

**Strategies**
**You Can Help/Support By…**

- Pointing out and labeling items that belong to the child.
- Introducing new places, people, and activities gradually and providing some familiar items in new surroundings.
- Displaying children's work in aesthetic ways at child's eye level.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Continue to perceive self as worthwhile and accepted. **(B12)**
- Begin to understand consequences of actions, especially as choices affect others. **(B13)**
- Demonstrate increased awareness of own abilities, characteristics, feelings, and preferences. **(B14)**
- See self as able to have power and make responsible choices. **(B15)**
- Laugh at own mistakes or accidents so long as there is no serious consequence. **(B16)**

**Examples**
**You May Observe The Child…**

- Draw picture of self that reflects sense of self.
- Refrain from doing something that will make another child cry.
- Describe self using physical and behavioral characteristics.
- Say, "I'm not going to eat my applesauce now."
- Laugh following an accidental mixing of two colors or two foods.

**Strategies**
**You Can Help/Support By…**

- Avoiding comparing children and labeling some as "better" or "less competent" than others.
- Acknowledging child's behavior when waits turn or helps another person feel better.
- Encouraging discussions of physical characteristics, and individual preferences and abilities.
- Expanding the range of choices so long as child makes choices that are within the established guidelines of safety and responsible behavior.
- Modeling how to recognize humor in own mistakes.

**Social and Emotional Development—**includes systematic changes in social relationships, self-perceptions, and understanding and managing or regulating emotions in both personal and social contexts.

**Strand 3: Expression of Feelings and Self-Regulation—**The ability to enhance and maintain emotional well-being as the effective foundation for social relationships across the life-span by understanding, appropriately expressing, and learning to manage one's emotional perceptions and responses.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Develop early emotional and behavioral regulation. **(C1)**
- Increase emotional and behavioral regulation. **(C2)**
- Become more adept at expressing own feelings appropriately and recognizing others' emotions. **(C3)**

**Examples**
**You May Observe The Child…**

- Cry when she is hungry, uncomfortable, or unhappy.
- Use a comfort object, such as a blanket or stuffed toy to reduce arousal or distress when feeling stressed or upset.
- Recognize names for a few basic emotions when experienced by self or others

**Strategies**
**You Can Help/Support By…**

- Providing a regular routine for eating, sleeping, and activities that may be unique to each child.
- Helping child learn to calm self (e.g., model calming behavior, offer soothing objects).
- Having books available that address feelings and naming feelings and intentions when interacting with child and others.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Demonstrate progress in expressing needs and opinions in situations without harming self or others. **(C4)**
- Use toys and other objects purposefully and safely. **(C5)**
- Recognize own behaviors that are off limits, but not be able to stop self in advance. **(C6)**
- Offer to share, but only something that is plentiful, or give another a turn but only when finished. **(C7)**

**Examples**
**You May Observe The Child…**

- Ask for the food or toy desired rather than taking from another child.
- Use props in pretense that demonstrate an understanding of their intended purposes.
- Say, "No, No" and shake head while doing action that is not permitted as an attempt to control own behavior.
- Offer piece of cereal or toy to peer.

**Strategies**
**You Can Help/Support By…**

- Acknowledging child's use of words to let you know what she wants.
- Engaging with child in dramatic play, demonstrating the intended way to use toys or other materials.
- Commenting on child's understanding that the act is not acceptable and redirect.
- Commenting on child's willingness to share even though it requires little sacrifice.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Follow simple rules and routines with guidance. **(C8)**
- Manage transitions. **(C9)**

**Examples**
**You May Observe The Child…**

- Check with adults for rules or consequences, e.g., asks if it is ok to go outside now.
- Separate from adult with growing ease.

**Strategies**
**You Can Help/Support By…**

- Creating simple rules for daily routines using child's words and input.
- Responding to individual children in ways that support a successful transition.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Use socially acceptable behavior when completing tasks or problem solving. **(C10)**
- Name and talk about own emotions and can associate them with varying facial expressions. **(C11)**
- Enjoy some rough-and-tumble with trusted friends. **(C12)**

**Examples**
**You May Observe The Child…**

- Attempt to settle disputes or solve problems with another child through negotiation and compromise, addressing own rights as well as the other child's needs, with and without assistance.
- Use words to express feelings, such as, "I get angry when you push me."
- Play like he is fighting or hurting another child, but be able to manage own behavior so that no one gets hurt.

**Strategies**
**You Can Help/Support By…**

- Supporting child's attempts to problem-solve and manage conflicts
- Helping child express feelings while playing with others or listening to stories.
- Allowing rough-and-tumble play, but observing for signs that it might be getting out of bounds.

# Overview of Indicators
# Approaches to Learning

Birth to Kindergarten Developmental Continuum

## Strand 1: Persistence

**A1.** Observe objects and people for a brief period of time.
**A2.** Hold attention of adult.
**A3.** Pay attention briefly and try to reproduce interesting and pleasurable effects and events.
**A4.** Increase the amount of time they can persist in repetitive tasks or preferred activities.
**A5.** Increase persistence in trying to complete a task after previous attempts have failed, sometimes seeking the help of others.
**A6.** Grow in ability to persist in and complete tasks, activities, projects, and experiences.
**A7.** Increase persistence in activities despite frustration or disappointment.
**A8.** Recognize and solve problems independently through trial and error and by interacting with peers and adults.
**A9.** Set goals, develop plans, and complete tasks.
**A10.** Show growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.

## Strand 2: Curiosity and Initiative

**B1.** Show awareness of and interest in the environment.
**B2.** Engage in and actively explore self, objects, and surroundings.
**B3.** Show eagerness and curiosity as a learner.
**B4.** Demonstrate ability to initiate activities.
**B5.** Participate in an increasing variety of tasks and activities.
**B6.** Develop increased ability to make independent choices.
**B7.** Find and use materials to follow through on an idea.
**B8.** Initiate play with others.
**B9.** Offer to help with chores.
**B10.** Invent projects and work on them with little assistance.
**B11.** Grow in eagerness to learn about and discuss a growing range of topics, ideas and tasks.

## Strand 3: Creativity & Inventiveness

**C1.** Notice and show interest in and excitement with familiar objects, people, and events.
**C2.** Approach and explore new experiences in familiar settings.
**C3.** Delight in finding new properties and uses for familiar objects and experiences.
**C4.** Pretend and use imagination during play.
**C5.** Imitate action observed in another situation.
**C6.** Approach tasks experimentally, adapting as the activity evolves.
**C7.** Use imagination to create original thoughts, ideas, or products.
**C8.** Approach tasks and activities with increased flexibility, imagination, and inventiveness.
**C9.** Use creativity and inventiveness to complete projects or tasks.
**C10.** Make changes to a familiar story by adding actions or characters.
**C11.** Represent reality in a variety of ways (e.g., pretend play, drawing, making up stories).

## Strand 4: Reasoning & Problem Solving

**D1.** Explore object characteristics (e.g., size, shape, texture) in many different ways.
**D2.** Behave in consistent ways to elicit desired response.
**D3.** Use sounds, gestures, and movements to impact the environment and interactions.
**D4.** Realize that people or things exist even when out of view (object permanence).
**D5.** Use objects as intended.
**D6.** Demonstrate beginning understanding of cause and effect, especially of own actions.
**D7.** Seek assistance from an adult or another child to solve problems.
**D8.** Explain reasons why simple events occur.
**D9.** Develop increasing abilities to classify, compare and contrast objects, events and experiences.
**D10.** Recognize and solve problems through active exploration, and interactions and discussions with others.
**D11.** Create a strategy based on one learning event and extend it to a new learning opportunity.
**D12.** Demonstrate understanding of what others are thinking, their intentions, or motivations.
**D13.** Demonstrate long-term memory of meaningful events and interesting ideas.
**D14.** Work with others to find a solution, using problem solving strategies.

**Approaches to Learning—**the inclinations, dispositions, attitudes, habits, and styles that reflect the many ways that children involve themselves in learning.

**Strand 1: Persistence—**Continued attentiveness that indicates the ability to retain meaningful information and ideas and to use best practices in future activities and situations.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Observe objects and people for a brief period of time. **(A1)**
- Hold attention of adult. **(A2)**
- Pay attention briefly and try to reproduce interesting and pleasurable effects and events. **(A3)**

**Examples**
**You May Observe The Child…**

- Examine a toy, rattle, or face for a brief period of time.
- Smile, babble, and sustain eye-contact with adult.
- Use certain behaviors to get adults' attention.
- Grasp, release, re-grasp, and re-release an object.
- Lift arms up while crying to be picked up and comforted.

**Strategies**
**You Can Help/Support By…**

- Providing child with opportunities to explore characteristics of safe objects.
- Providing child with consistent responses, environments, and routines.
- Providing child with a safe environment in which to explore a variety of age-appropriate materials.
- Observing child to understand and support temperament, learning styles, and interests.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Increase the amount of time they can persist in repetitive tasks or preferred activities. **(A4)**
- Increase persistence in trying to complete a task after previous attempts have failed. **(A5)**

**Examples**
**You May Observe The Child…**

- Work at building a block structure for a short period of time.
- Fill a container with small objects and dump them out repeatedly.
- Try various shapes in a shape-sorting toy until the shape finally fits.
- Try to start the zipper on coat repeatedly until able to do the task without help.

**Strategies**
**You Can Help/Support By…**

- Providing several stacking type toys that encourage a child to use a variety of motions.
- Demonstrating confidence in child by not interrupting or redirecting when child is focused on an activity.
- Noticing and making specific comments about a child's efforts and accomplishments.
- Being available and responding when child encounters problems, without being intrusive.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Grow in ability to persist in and complete tasks, activities, projects, and experiences. **(A6)**
- Increase persistence in activities despite frustration or disappointment. **(A7)**

**Examples**
**You May Observe The Child…**

- Use materials to create a collage, working on it in a focused manner.
- Persist in attempt to find missing pieces of a toy or to try something new with the playdough.
- Successfully complete a challenging puzzle.
- Spill a cup of juice on the floor, clean it up, and ask for more juice.

**Strategies**
**You Can Help/Support By…**

- Designing projects that take more than one day to complete.
- Offering suggestions for overcoming challenges only after he asks for assistance.
- Providing adequate time and support for child to complete increasingly complex games or tasks.
- Commending child for handling frustration or disappointment in socially appropriate ways.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Recognize and solve problems independently. **(A8)**
- Set goals, develop plans, and complete tasks. **(A9)**
- Show growing capacity to maintain concentration over time. **(A10)**

**Examples**
**You May Observe The Child…**

- Focus on an activity.
- Alter approach to tasks when initial approach does not work.
- Work on building a specific item, though the design may change during the process.
- Disregard activities nearby while maintaining focus and concentration on the task at hand.
- Remember on a day-to-day basis to maintain long-term projects.

**Strategies**
**You Can Help/Support By…**

- Facilitating play and activities between child and others.
- Encouraging child to try new approaches without intervening.
- Talking with child about her activities and plans.
- Creating projects for child to work on over time.
- Providing adequate time and support for child to complete increasingly complex activities, games, or tasks.

**Approaches to Learning—**the inclinations, dispositions, attitudes, habits, and styles that reflect the many ways that children involve themselves in learning.

**Strand 2: Initiative and Curiosity—**Characterized by a sense of inquisitiveness, interest in pursuing new information, keenness for new knowledge, and desire to learn.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Show awareness of and interest in the environment. **(B1)**
- Engage in and actively explore self, objects, and surroundings. **(B2)**
- Show eagerness and curiosity as a learner. **(B3)**

**Examples**
**You May Observe The Child…**

- React to new objects, voices, and sounds.
- Turn in the direction of the source of familiar voices and sounds.
- Inspect own hands and feet.
- Explore an object using all senses.
- Show pleasure by vocalizing and smiling or by actively exploring new objects.
- Show interest in new experiences such as reaching out to touch rain.

**Strategies**
**You Can Help/Support By…**

- Placing bright toys in baby's visual field and moving them.
- Talking with and singing to child, naming body parts.
- Engaging child in interactive games involving the body.
- Providing an infant "gym" with features on the mat.
- Using open-ended questions to promote thinking.
- Observe the children and place prompts to facilitate explorations.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Demonstrate ability to initiate activities. **(B4)**
- Participate in an increasing variety of tasks and activities. **(B5)**

**Examples**
**You May Observe The Child…**

- Begin to explore the environment independently.
- Try new art materials.
- Drop objects to see if you will engage in the "pick-up game."
- Show interest in several learning centers.
- Notice new materials and express interest in using them.

**Strategies**
**You Can Help/Support By…**

- Providing child with choices.
- Offering art materials and encouraging child to create own designs.
- Being cooperative and engaging as the "picker-upper."
- Encouraging and supporting child's interest in trying new activities.
- Offering variety as well as repetition in stories, games, and activities.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Develop increased ability to make independent choices. **(B6)**
- Find and use materials to follow through on an idea. **(B7)**
- Initiate play with others. **(B8)**

**Examples**
**You May Observe The Child…**

- Choose a book for an adult to read.
- State choice for preferred activity.
- Gather blocks to build a tower.
- Gathers pots, spoons, plates, and plastic vegetables to "make soup."
- Bring a toy to another child.
- Play beside other children and imitate the play of another child.

**Strategies**
**You Can Help/Support By…**

- Providing non-critical environments that create opportunities for child to make choices and to initiate activities.
- Increasing the choices available to the child.
- Trying new tasks with child and describing them.
- Reading books about new experiences and when possible exposing child to real things mentioned in the books.
- Acknowledging when child initiates pro-social activities and point out the positive outcomes.
- Providing many opportunities for active exploration with other children.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Offer to help with chores. **(B9)**
- Invent projects and work on them with little assistance. **(B10)**
- Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks. **(B11)**

**Examples**
**You May Observe The Child…**

- Help water plants or use a paper towel to clean up spilled juice.
- Imitate adult activities such as setting the table.
- Use art materials in many ways.
- Show interest in patterns.
- Show curiosity by saying things like, "I wonder what will happen next."
- Experiment with objects.

**Strategies**
**You Can Help/Support By…**

- Expressing appreciation for child's initiative and desire to help.
- Allowing child to independently set table, clean up toys, etc.
- Providing opportunities for child to form, design, and undertake activities and projects.
- Providing materials of interest for child to create own designs.
- Modeling prediction-making.
- Inventing and conducting simple experiments with child.

**Approaches to Learning**—the inclinations, dispositions, attitudes, habits, and styles that reflect the many ways that children involve themselves in learning.

**Strand 3: Creativity and Inventiveness**—Characterized by originality, fluency, flexibility, and the ability to extend existing knowledge, using imagination and moving beyond conventional thinking.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Notice and show interest in and excitement with familiar objects, people, and events. **(C1)**
- Approach and explore new experiences in familiar settings. **(C2)**

**Examples**
**You May Observe The Child…**

- Turn toward and track voices, people, and objects.
- Mouth, shake, bang, drop, or throw objects.
- React to the sound of music with movement.
- Explore new toy to see what happens when it is pushed, pulled, punched, dropped, rolled, shaken, or covered with towel.

**Strategies**
**You Can Help/Support By…**

- Providing toys and experiences with a variety of colors, textures, sounds, shapes, and smells.
- Changing the materials, toys, and objects in child's environment regularly.
- Encouraging child to pretend, make-believe, and use imagination.
- Providing a variety of new objects to be pulled, pushed, held, dropped, thrown, patted, and explored using the senses.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Delight in finding new properties and uses for familiar objects and experiences. **(C3)**
- Pretend and use imagination during play. **(C4)**

**Examples**
**You May Observe The Child…**

- Put together blocks or plastic manipulatives in many different combinations.
- View a table from both above and below, and examine the back and sides of a chair.
- Enjoy sand and water activities under adult supervision.
- Role play with another child.
- Take play dough to the housekeeping area to fill the muffin tins before putting them in the play oven.

**Strategies**
**You Can Help/Support By…**

- Create a safe environment where child is encouraged to experiment with a variety of safe materials.
- Providing sand and water play.
- Supporting and encouraging child's creative processes.
- Playing with child in creative ways.
- Providing dress-up and pretend play materials from child's daily life and cultural background.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Imitate action observed in another situation. **(C5)**
- Approach tasks experimentally, adapting as the activity evolves. **(C6)**
- Use imagination to create original thoughts, ideas, or products. **(C7)**

**Examples**
**You May Observe The Child…**

- Pretends to act like his parents.
- Reenact role of rescue worker after field trip to rescue squad.
- Experiment with blocks he can stack before they tumble.
- Experiment with a brush to find ways to keep paint from dripping.
- Make up words, songs, or stories, or create a dance.
- Being comfortable answering open-ended questions that have no "right" answer.

**Strategies**
**You Can Help/Support By…**

- Providing props for enacting roles.
- Providing age-appropriate learning centers.
- Providing opportunities for child to experiment with safe art materials and to create simple art projects.
- Providing space, materials, time, and freedom for creative expression.
- Asking child to explain ideas.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Approach tasks and activities with increased flexibility, imagination, and inventiveness. **(C8)**
- Use creativity and inventiveness to complete projects or tasks. **(C9)**
- Make changes to a familiar story. **(C10)**
- Represent reality in a variety of ways. **(C11)**

**Examples**
**You May Observe The Child…**

- Combine activities, materials, and equipment in new ways.
- Play several different roles in dramatic play.
- Use a variety of approaches in creating structures or projects.
- Change the plot of familiar story.
- Substitute objects.
- Play-act the role of an adult.
- Draw pictures of a field trip.

**Strategies**
**You Can Help/Support By…**

- Encouraging child to try things in new ways.
- Providing props, time, space, and freedom to choose activities.
- Avoiding competition.
- Using open-ended questions and descriptive language.
- Asking or engaging with the child to depict how a story may have ended differently.
- Playing make-believe games.

**Approaches to Learning—**the inclinations, dispositions, attitudes, habits, and styles that reflect the many ways that children involve themselves in learning.

**Strand 4: Reasoning and Problem-Solving—**The ability to understand, evaluate, and interpret and apply knowledge and information, processes which inform future learning and problem-solving.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Explore object characteristics in many different ways. **(D1)**
- Behave in consistent ways to elicit desired response. **(D2)**
- Use sounds, gestures, and movements to impact the environment and interactions. **(D3)**

**Examples**
**You May Observe The Child…**

- Explore objects placed in hands.
- Bring objects to mouth.
- Repeat actions many times to cause desired effect.
- Enjoy playing games with primary adult that involve repetition.
- Push a ball to watch it roll or pull or hit a knob to make a bell ring.
- Drop toys repeatedly from the high chair in a game with adult.

**Strategies**
**You Can Help/Support By…**

- Adding toys with different textures and those that are responsive to infant's actions.
- Interacting with child in consistent and predictable ways.
- Playfully imitating and responding appropriately to child's sounds or actions.
- Modeling behaviors that produce interesting results.
- Providing child with objects that react to specific actions.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Realize that people or things exist even when out of view (object permanence). **(D4)**
- Use objects as intended. **(D5)**

**Examples**
**You May Observe The Child…**

- Say good-bye to parent, knowing he will return later in the day.
- Search for items that have been covered, placed inside something, or removed to another location.
- "Help" sweep the floor with a child-sized broom.
- Push buttons on a plastic phone.

**Strategies**
**You Can Help/Support By…**

- Playing peek-a-boo.
- Play hide and seek games with objects by covering the object and then moving it under another cover, saying things like "Where are those keys?"
- Modeling and dramatizing the customary way to use common objects.
- Providing dramatic play areas for child to explore the functions of common objects.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Demonstrate beginning understanding of cause and effect, especially of own actions. **(D6)**
- Seek assistance from an adult or another child to solve problems. **(D7)**
- Explain reasons why simple events occur. **(D8)**

**Examples**
**You May Observe The Child…**

- Start to ask "why" questions to show effort at understanding causation.
- Say, "I can do it myself," as well as know when to ask for help.
- Seek assistance after a period of time to put together a puzzle.
- Explain that a friend is not here because he was sick.
- Attempt to explain how things might change, given changes in circumstances.

**Strategies**
**You Can Help/Support By…**

- Engaging child in play-based cause and effect experiments.
- Using simple stories to help child understand cause and effect.
- Encouraging independence while providing assistance when necessary.
- Guiding child through the problem-solving process.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Develop increasing abilities to classify, compare and contrast objects, events, and experiences. **(D9)**
- Recognize and solve problems. **(D10)**
- Create a strategy based on one event and extend it to a new one. **(D11)**
- Demonstrate understanding of what others are thinking, their intentions, or motivations. **(D12)**
- Demonstrate long-term memory. **(D13)**
- Work with others to find a solution. **(D14)**

**Examples**
**You May Observe The Child…**

- Sort objects and compare the groups formed.
- Explore and inspect objects for similarities and differences.
- Use comparative words.
- Tell others about events that happened in the past.
- Negotiate with other children to solve a problem.

**Strategies**
**You Can Help/Support By…**

- Providing objects for sorting.
- Using comparative words or phrases naturally.
- Providing an environment rich in resources and supportive of exploration.
- Applying problem-solving process to social problems at child's level.

# Overview of Indicators
# Language and Literacy

Birth to Kindergarten Developmental Continuum

## Strand 1: Listening and Speaking

**A1.** Respond to frequently heard sounds and words.

**A2.** Use a variety of sounds and motions to communicate.

**A3.** Show increased understanding of gestures and words.

**A4.** Use consistent sounds, gestures, and some words to communicate.

**A5.** Understand questions, some basic concepts, and simple directions.

**A6.** Demonstrate increasing ability to attend to, participate in, and understand language in conversations, stories, songs, and poems.

**A7.** Build increased understanding of basic concepts and vocabulary.

**A8.** Demonstrate increased understanding of oral language through actions and responses to directions and questions.

**A9.** Progress in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.

**A10.** Progress in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.

**A11.** Develop increasing abilities to understand and use language for a variety of purposes.

**A12.** Enjoy hearing and creating humorous stories characterized by exaggeration.

## Strand 2: Phonological Awareness & Alphabetic Knowledge

**B1.** Show enjoyment of the sounds and rhythms of language.

**B2.** Imitate vocalizations and sounds.

**B3.** Enjoy patterns of rhythm and repetition of familiar voices, sounds, rhymes, and songs.

**B4.** Participate in simple word games.

**B5.** Create “jokes” with sounds, using nonsense combinations to explore phonemes.

**B6.** Begin to identify words that rhyme.

**B7.** Show growing ability to discriminate and identify sounds.

**B8.** Identify matching sounds and produce original rhymes.

**B9.** Show growing ability to hear and discriminate separate syllables in words.

**B10.** Show growing awareness of beginning and ending sounds of words.

**B11.** Develop beginning awareness of alphabet letters.

**B12.** Recognize that sounds are associated with letters of the alphabet and that they form words.

**B13.** Understand that letters of the alphabet are a special category of visual graphics that can be individually named.

**B14.** Laugh at and create silly words while exploring phonology.

## Strand 3: Print Awareness and Concepts

**C1.** Respond positively to book reading activities with adults.

**C2.** Show some ability to handle books, with assistance.

**C3.** Recognize print in the neighborhood, community, and environment (e.g., stop-signs, store signs).

**C4.** Relate pictures with real objects, events, and ideas (e.g., stories).

**C5.** Show growing awareness of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.

**C6.** Show growing interest in reading-related activities.

**C7.** Show increased awareness of print concepts.

**C8.** Recognize a word as a unit of print that is formed by individual letters.

**C9.** Read some environmental print.

## Strand 4: Comprehension

**D1.** Focus attention on simple picture books.

**D2.** Begin to recognize "favorite books" and repeatedly request to read them.

**D3.** Begin to interact with story through familiar hand motions and expression of emotions.

**D4.** Begin to recognize symbols for objects.

**D5.** Show increased comprehension and response to stories read aloud.

**D6.** Recall specific characters or actions from familiar stories.

**D7.** Understand the meaning of some environmental print.

**D8.** Demonstrate understanding of basic plots of simple stories in a variety of ways.

**D9.** Begin to understand the connection between books and personal experiences.

**D10.** Understand the main idea of simple information.

**D11.** Use strategies such as questioning or predicting to comprehend printed material.

**D12.** Attempt, often unsuccessfully, to create jokes by using the method for making jokes based on double meanings of words.

## Strand 5: Early Writing

**E1.** Begin to show interest in exploring writing tools.

**E2.** Experiment with grasp when using a variety of writing tools.

**E3.** Show increased interest in exploring writing tools.

**E4.** Use writing tools to make scribbles.

**E5.** Make purposeful marks on paper.

**E6.** Use scribbles and unconventional shapes to convey messages.

**E7.** Represent ideas and stories through pictures, dictation, and play.

**E8.** Experiment with a growing variety of writing tools and materials, such as pencils, crayons, and computers.

**E9.** Use letter-like shapes, symbols, letters, and words to convey meaning.

**E10.** Understand purposes for writing.

**E11.** Begin to use familiar words (e.g., mom, love) in writing and drawing.

**Language and Literacy—**the meaning and structure of words and sentences, how to use words to convey meaning, and how to understand and use printed materials.

**Strand 1: Listening and Speaking—**Awareness of the social conventions of language usage, and the ability to listen, to understand, and to follow verbal conversation, including the ability to integrate verbal and non-verbal cues that inform interpretation related to social and emotional contexts.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Respond to frequently heard sounds and words. **(A1)**
- Use a variety of sounds and motions to communicate. **(A2)**
- Show increased understanding of gestures and words. **(A3)**
- Use consistent sounds, gestures, and some words to communicate **(A4)**

**Examples**
**You May Observe The Child…**

- Focus on objects and sources of sounds.
- Produce quiet, throaty sounds/noises, later cooing and then babbling using many sounds.
- Become excited upon hearing familiar word such as "bottle."
- Point to a bottle and say, "baba."

**Strategies**
**You Can Help/Support By…**

- Using different types of voice with child.
- Responding to child's attempts at nonverbal communication.
- Providing opportunities for child to listen to music, stories and nursery rhymes.
- Interpreting and giving meaning to what child says.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Understand questions, some basic concepts, and simple directions. **(A5)**
- Demonstrate increasing ability to attend to, participate in, and understand language in conversations, stories, songs, and poems. **(A6)**
- Build increased understanding of basic concepts and vocabulary. **(A7)**

**Examples**
**You May Observe The Child…**

- Follow directions that involve one- or two-step sequence of actions.
- Participate in rhymes, songs, chants, poetry, and stories.
- Use words to name common objects, actions (jumping), and feelings (happy), and attributes such as color, size, or temperature.

**Strategies**
**You Can Help/Support By…**

- Playing games that require listening and following simple directions.
- Reading to child daily and using a variety of stories, rhymes, songs, chants.
- Having child walk around the room and label objects.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Demonstrate increased understanding of oral language through actions and responses to directions and questions. **(A8)**
- Progress in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. **(A9)**

**Examples**
**You May Observe The Child…**

- Respond appropriately to simple directions or questions.
- Extend/expand the thought or idea expressed by another.

**Strategies**
**You Can Help/Support By…**

- Speaking in simple sentences and play games that require listening (e.g., Simon Says).
- Providing opportunities for child to communicate with other children.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Progress in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. **(A10)**
- Develop increasing abilities to understand and use language for a variety of purposes. **(A11)**
- Enjoy hearing and creating humorous stories characterized by exaggeration. **(A12)**

**Examples**
**You May Observe The Child…**

- Use more complex grammar and parts of speech (e.g., "the," and "a" in productions).
- Use language to problem-solve.
- Enjoy children's books with themes of exaggeration.

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for child to pronounce words correctly through normal conversations, enunciating each part of words clearly.
- Explaining the various uses of language.
- Capitalizing on the opportunity to reinforce mathematical concepts of size comparisons.

**Language and Literacy**—the meaning and structure of words and sentences, how to use words to convey meaning, and how to understand and use printed materials.

**Strand 2: Phonological Awareness and Alphabetic Knowledge**—The ability to hear the different sounds of language and to understand how sounds of spoken language can be segmented, combined, and manipulated.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Show enjoyment of the sounds and rhythms of language. **(B1)**
- Imitate vocalizations and sounds. **(B2)**

**Examples**
**You May Observe The Child…**

- Focus on the person speaking.
- Make utterances that are easy to produce.

**Strategies**
**You Can Help/Support By…**

- Exposing child to a variety of sounds by speaking, reading books, and singing or playing songs while using exaggerated actions or expressions.
- Repeating child's sounds, then say word correctly by using it in a sentence (e.g., "Ca, ca, car, mommy's in the car.").

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Enjoy patterns of rhythm and repetition of familiar voices, sounds, rhymes, and songs. **(B3)**
- Participate in simple word games. **(B4)**
- Create "jokes" with sounds, using nonsense combinations to explore phonemes. **(B5)**

**Examples**
**You May Observe The Child…**

- Ask adult to repeat favorite rhymes, fingerplays, or stories.
- Recite last word and/or phrases of familiar rhymes, with assistance.
- Purposefully say wrong name or word such as calling the dog "Lazy" instead of "Daisy."

**Strategies**
**You Can Help/Support By…**

- Reciting and reading books, rhymes, and poems on a regular basis.
- Making up rhyming songs using child's and other familiar people's names and reading books with rhymes, songs, and repetitive language.
- During word play, imitating and extending child's words.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Begin to identify words that rhyme. **(B6)**
- Show growing ability to discriminate and identify sounds. **(B7)**

**Examples**
**You May Observe The Child…**

- Recognize matching sounds and rhymes in familiar words, games, songs, stories and poems.
- Notice sounds in the environment (e.g., train, siren, birds).

**Strategies**
**You Can Help/Support By…**

- Playing word games using three consonant-vowel-consonant (CVC) words (e.g., bat, mat, cat), making up new and playful combinations.
- Reading aloud every day, asking child to repeat sounds with you.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Identify matching sounds and produce original rhymes. **(B8)**
- Show growing ability to hear and discriminate separate syllables in words. **(B9)**
- Show growing awareness of beginning and ending sounds of words. **(B10)**
- Develop beginning awareness of alphabet letters. **(B11)**
- Recognize that sounds are associated with letters of the alphabet and that they form words. **(B12)**
- Understand that letters of the alphabet are a special category of visual graphics that can be individually named. **(B13)**
- Laugh at and create silly words while exploring phonology. **(B14)**

**Examples**
**You May Observe The Child…**

- Experiment with sounds to make nonsense words that rhyme.
- Differentiate between similar-sounding words.
- Listen for and acknowledge words that begin with the same initial sound.
- Begin to understand that print represents words.
- Begin to make letter/sound matches.
- Associate the names of letters with their shapes.

**Strategies**
**You Can Help/Support By…**

- While listening to rhyming songs, picking out the rhyming words.
- Reading a nursery rhyme and having child raise his hand every time a specific sound is heard.
- Asking child to match words that have the same beginning or ending sound.
- Singing alphabet songs with child.
- Providing child with hands-on materials containing letters.
- Writing out child's name sounding out each letter.
- Allowing children to explore sounds and language by experimenting with words.

**Language and Literacy—**the meaning and structure of words and sentences; how to use words to convey meaning, and how to understand and use printed materials.

**Strand 3: Print Awareness and Concepts—**The construction of meaning from print and skills such as print convention, directionality, and the concepts of the word, the sentence, and punctuation.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Respond positively to book reading activities with adults. **(C1)**
- Show some ability to handle books, with assistance. **(C2)**

**Examples**
**You May Observe The Child…**

- Focus on picture books with bold, colorful, and clear images of familiar objects.
- Attempt to position pictures in book right side up.

**Strategies**
**You Can Help/Support By…**

- Providing child with board, cloth and plastic books that can be manipulated and explored with assistance.
- Handing child board books, helping him turn the pages and pointing to the pictures.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Recognize print in the neighborhood, community, and environment (e.g., stop-signs, store signs). **(C3)**
- Relate pictures with real objects, events, and ideas (e.g., stories). **(C4)**

**Examples**
**You May Observe The Child…**

- Recognize some signs and symbols in the environment (e.g., "STOP").
- Talk about pictures and labeling objects in books.

**Strategies**
**You Can Help/Support By…**

- Taking child for walks around the neighborhood and pointing out common signs.
- Creating a book about child's daily life with photos of significant people, pets, and places in the home.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Show growing awareness of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus. **(C5)**
- Show growing interest in reading-related activities. **(C6)**

**Examples**
**You May Observe The Child…**

- Point to the elevator button while in a tall building.
- Pretend to "read" independently or with others, turning pages and looking at illustrations.

**Strategies**
**You Can Help/Support By…**

- Commenting upon the purpose of signs in the environment, especially as they are used and talking aloud to self while following directions ("Oh that sign says 'Stop,' so I will stop the car").
- Modeling reading for pleasure and allowing child to explore books independently by placing age appropriate books in various locations.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Show increased awareness of print concepts. **(C7)**
- Recognize a word as a unit of print that is formed by individual letters. **(C8)**
- Read some environmental print. **(C9)**

**Examples**
**You May Observe The Child…**

- Recognize book by cover.
- Point to the words on the pages of a book.
- Read familiar sight words (e. g., words on cereal boxes).

**Strategies**
**You Can Help/Support By…**

- Modeling holding a book correctly and turning pages right to left.
- Using "Big Books" to allow child to track text as you read.
- Pointing to printed words and asking, "What does it say?"

**Language and Literacy—**the meaning and structure of words and sentences; how to use words to convey meaning, and how to understand and use printed materials.

**Strand 4: Comprehension—**The understanding of oral and written language, heavily dependent upon word knowledge or vocabulary, that results from the child's active construction of meaning.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Focus attention on simple picture books. **(D1)**
- Begin to recognize "favorite books" and repeatedly request to read them. **(D2)**

**Examples**
**You May Observe The Child…**

- Point or make sounds when looking at picture books.
- Recite some words in familiar books from memory and maybe object if you try to change the story.

**Strategies**
**You Can Help/Support By…**

- Reading stories to child daily.
- Reading books with a predictable story line and sequence of events with child, reading some books repeatedly at the child's request.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Begin to interact with story through familiar hand motions and expression of emotions. **(D3)**
- Begin to recognize symbols for objects. **(D4)**

**Examples**
**You May Observe The Child…**

- Perform an action that is shown or mentioned in a book.
- Point to individual pictures and name person(s) or object(s) while pointing.

**Strategies**
**You Can Help/Support By…**

- Reading a story often and then engaging child in conversation about it.
- Making a name block for child with the name on one side and child's picture on the other.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Show increased comprehension and response to stories read aloud. **(D5)**
- Recall specific characters or actions from familiar stories. **(D6)**
- Understand the meaning of some environmental print. **(D7)**

**Examples**
**You May Observe The Child…**

- Ask relevant questions as the story is read.
- Tell through spoken words, gestures, symbols, pictures, and/or signs what happened in a story.
- Recognize function of common labels in the environment (e.g., restroom sign).

**Strategies**
**You Can Help/Support By…**

- Asking child his opinion of books, parts of stories, and characters.
- Providing music, art supplies, or props that lend themselves to depicting certain aspects of the story.
- Labeling common objects in the environment using print.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Demonstrate understanding of basic plots of simple stories in a variety of ways. **(D8)**
- Begin to understand the connection between books and personal experiences. **(D9)**
- Understand the main idea of simple information. **(D10)**
- Use strategies such as questioning or predicting to comprehend printed material. **(D11)**
- Attempt, often unsuccessfully, to create jokes by using the method for making jokes based on double meanings of words. **(D12)**

**Examples**
**You May Observe The Child…**

- Begin to understand the sequence of a story (e.g., beginning, middle, and end ).
- Talk about the characters and events in storybooks in ways that suggest understanding of what has been said or read.
- Make observations about the use of words and pictures in a book to comprehend printed material.

**Strategies**
**You Can Help/Support By…**

- Discussing story with open-ended questions.
- Helping child to make picture books about her own experiences.
- Asking thought provoking questions about a story.
- Responding to a child's joke with a laugh and asking, "Did you make that joke yourself? Now I have one for you…"

**Language and Literacy—**the meaning and structure of words and sentences; how to use words to convey meaning, and how to understand and use printed materials.

**Strand 5: Early Writing—**The ability to express or communicate in writing (using both the motor and cognitive elements of language) as developed through the skills of drawing, scribbling, and the use of invented spelling.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Begin to show interest in exploring writing tools. **(E1)**
- Experiment with grasp when using a variety of writing tools. **(E2)**

**Examples**
**You May Observe The Child…**

- Grasp a crayon and bring it to the mouth.
- Grasp marker or crayon with her fist and makes marks on paper without regard to location.

**Strategies**
**You Can Help/Support By…**

- Supervising child's exploration of child-safe writing tools.
- Providing writing and drawing tools (e.g., crayons, chalk, finger paint) that can be used both indoors and outdoors.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Show increased interest in exploring writing tools. **(E3)**
- Use writing tools to make scribbles and purposeful marks. **(E4)**
- Make purposeful marks on paper. **(E5)**

**Examples**
**You May Observe The Child…**

- Attempt to use a variety of writing tools (e.g., pencil, marker, paint brush).
- Hold large crayons and transfer them from one hand to the other.
- Begin to draw representational figures (e.g., circle).

**Strategies**
**You Can Help/Support By…**

- Creating an accessible writing area for child with a smooth writing surface, writing tools, and paper.
- Providing opportunities for child to draw, acknowledging what is done.
- Providing opportunities for child to draw, and writing down what child says she has drawn.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Use scribbles and unconventional shapes to convey messages. **(E6)**
- Represent ideas and stories through pictures, dictation, and play. **(E7)**
- Experiment with a growing variety of writing tools and materials, such as pencils, crayons, and computers. **(E8)**

**Examples**
**You May Observe The Child…**

- Name scribbles.
- Cover a paper with large swirls of paint, saying, "This is my house," and asking the adult to write "My House" on the painting.
- Practice copying words in the environment using a pencil or crayon.

**Strategies**
**You Can Help/Support By…**

- Writing child's comments at the bottom of drawings, collages or photos.
- Providing opportunities for child to tell stories out loud, write down what child says and read it back with child.
- Providing a variety of writing materials and unlined paper with clipboards to promote writing.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Use letter-like shapes, symbols, and letters to convey meaning. **(E9)**
- Understand purposes for writing. **(E10)**
- Begin to use familiar words (e.g., mom, love) in writing and drawing. **(E11)**

**Examples**
**You May Observe The Child…**

- Write own name from memory on own artwork.
- Use letter stamps to represent words and then "read" the message or story to another person.
- Print 5-8 letters with a writing tool.

**Strategies**
**You Can Help/Support By…**

- Positively acknowledging child's attempts at writing (e.g., display writing in visible locations).
- Leaving fun notes for child in child's bed, and when child finds the notes, reading them aloud together.
- Providing opportunities for child to manipulate magnetic letters, naming the letters or using them to spell out simple words.

# Overview of Indicators
# Cognition and General Knowledge
# Strand 1: Learning About Mathematical Concepts

Birth to Kindergarten Developmental Continuum

## Sub-Strand A: Numbers and Operations

**A1.** Begin to build understanding of more.
**A2.** Use number words in songs and finger plays with little or no understanding.
**A3.** Build some understanding of quantity.
**A4.** Demonstrate growing understanding of one-to-one matching.
**A5.** Begin to count by rote.
**A6.** Begin to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
**A7.** Demonstrate advancing knowledge of numbers and counting.
**A8.** Begin to make use of one-to-one correspondence in counting objects and matching groups of objects.
**A9.** Increase ability to compare numbers of objects using appropriate vocabulary (e.g., more, less, greater than, fewer, equal to, same).
**A10.** Develop increasing ability to count in sequence and to use one-to-one correspondence.
**A11.** Show increased curiosity and interest in numbers and counting as a means for solving problems and determining quantity.

## Sub-Strand B: Measurement

**B1.** Explore objects in their environment.
**B2.** Show some awareness of the relative size of objects.
**B3.** Connect mathematical language to measurement concepts.
**B4.** Explore the concept of volume.
**B5.** Show some understanding of the concept of measurement.
**B6.** Explore measuring tools (e.g., measuring cup, ruler, scale).
**B7.** Describe physical objects in terms of relative size (e.g., big, little, small, tall, short, long, heavy, light).
**B8.** Demonstrate understanding of concepts related to quantity (e.g., many, a lot, full, empty, whole, part, all, none).
**B9.** Use non-standard units of measurement (e.g., hands, books, blocks) to explore the environment.
**B10.** Use standard tools (e.g., measuring cups, ruler, scale) to explore and understand the environment.
**B11.** Compare objects based on differences in length, weight, and temperature using appropriate vocabulary.
**B12.** Show progress in using standard and non-standard measures for length, capacity, weight, time, and temperature.

## Sub-Strand C: Patterns and Relationships

**C1.** Engage in sustained gazing or tracking of object with eyes.
**C2.** Demonstrate object permanence (i.e., realizes that people or things exist even when out of view).
**C3.** React to mental images of objects or events.
**C4.** Show interest in patterns.
**C5.** Explore similarities and differences of objects (e.g., color, size, shape, and texture).
**C6.** Understand the relationship between objects, solving simple jigsaw puzzles and matching similar shapes.
**C7.** Recognize, sort, and classify objects by a single characteristic (e.g., color, size, shape, and texture).
**C8.** Continue to understand the relationship between objects.
**C9.** Recognize and copy simple patterns (e.g., sounds, objects, shapes).
**C10.** Use patterns to predict relationships between objects.
**C11.** Create original patterns using a variety of materials according to one or more attributes (e.g., color, size, shape).

## Sub-Strand D: Shapes

**D1.** Explore geometric shapes using their hands, eyes, and mind.
**D2.** Play with shape toys, though often will not match correctly.
**D3.** Identify simple objects by their shape.
**D4.** Recognize simple shapes (e.g., circle, triangle, rectangle, and square).
**D5.** Use mathematical language to describe shapes (e.g., circle, triangle, rectangle, and square) and their relative parts and attributes.
**D6.** Recognize, name, and sort simple shapes (e.g., circle, triangle, rectangle, and square).
**D7.** Recognize three-dimensional shapes (e.g., cylinders, spheres, cones) through everyday experiences.
**D8.** Create, build, or draw shapes using a variety of materials.

# Overview of Indicators
# Cognition and General Knowledge
# Strand 1: Learning About Mathematical Concepts

Birth to Kindergarten Developmental Continuum

## Sub-Strand E: Spatial Sense

**E1.** Pay attention to what is happening in the environment.
**E2.** Demonstrate use of body and materials in space.
**E3.** Become aware of own body and personal space during active exploration of physical environment.
**E4.** Explore the size, shape, and spatial arrangement of real objects.
**E5.** Show understanding of different relationships of objects in space.
**E6.** Show understanding of several positional words.
**E7.** Show increasing understanding of directionality, order and position of objects and words such next to, beside, above, below, under, over, top, bottom.

## Sub-Strand F: Data Collection and Analysis

**F1.** Pay attention to what is happening in the environment.
**F2.** Gather information through the senses (e.g., mouthing, grasping, reaching).
**F3.** Make things happen through use of senses of sight, sound, taste, and touch.
**F4.** Observe persons or objects in the environment for a brief period of time.
**F5.** Begin to explore physical properties of objects and to identify their use.
**F6.** Recognize objects as the same and different.
**F7.** Apply knowledge or experience to a new context.
**F8.** Demonstrate understanding that physical objects and experiences are quantifiable.
**F9.** Collect and organize data about themselves, their environment, and their experiences.
**F10.** Organize and display information by shared attribute or relationship.
**F11.** Analyze collected data and generate logical conclusions.

## Sub-Strand G: Time and Sequence

**G1.** Develop an understanding of the concept of time as it relates to everyday life (e.g., meals, sleeping).
**G2.** Demonstrate some understanding of when things happen in relation to routines.
**G3.** Recall information about the immediate past.
**G4.** Show increased knowledge and memory for details and routines.
**G5.** Anticipate, remember, and describe daily sequences of events.
**G6.** Use words to describe time (e.g., hour, day, week, month, morning, afternoon, night).
**G7.** Demonstrate improved understanding of past, present, and future using words such as before, after, now, and then.
**G8.** Demonstrate beginning understanding of sequence.
**G9.** Identify the positions of objects or persons in sequence (e.g., first, second, third, last, before, after).

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 1 Sub-Strand A. Number and Operations—**Building understanding of the concept of numbers, quantity, ways of representing numbers, one-to-one correspondence, and counting.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Begin to build understanding of more. **(A1)**
- Use number words in songs and finger plays with little or no understanding. **(A2)**

**Examples**
**You May Observe The Child…**

- Use gestures to request more in reference to food or play.
- Watching adults sing songs and finger plays that refer to counting or numbers.

**Strategies**
**You Can Help/Support By…**

- During meals, asking child, "Would you like more?"
- Playing games or singing songs (e.g., "5 Little Monkeys") and reading books that use numbers and counting.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Build some understanding of quantity. **(A3)**
- Demonstrate growing understanding of one-to-one matching. **(A4)**

**Examples**
**You May Observe The Child…**

- Recognize some quantities (e.g., sees two blocks and says "two").
- Put pegs in each hole of pegboard during play.

**Strategies**
**You Can Help/Support By…**

- When bottle is empty, saying, or using sign language to signify, "all gone."
- Creating an environment that contains a variety of objects that work together in a one-to-one relationship (e.g., markers and caps, cars and garages, containers with lids).

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Begin to count by rote. **(A5)**
- Begin to associate number concepts, vocabulary, quantities and written numerals in meaningful ways. **(A6)**
- Demonstrate advancing knowledge of numbers and counting. **(A7)**

**Examples**
**You May Observe The Child…**

- Attempt to count during hide-and-seek, skipping some numbers.
- Get three apples out of the basket, one for each person by using one-to-one correspondence.

**Strategies**
**You Can Help/Support By…**

- Playing games that involve counting.
- Providing an environment that contains objects with naturally occurring numbers and number words.
- Encouraging child to make thoughtful predictions and estimates about quantity, size, distance, and time in daily activities by playing guessing games.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Begin to make use of one-to-one correspondence in counting objects and matching groups of objects. **(A8)**
- Increase in ability to compare numbers of objects using appropriate vocabulary. **(A9)**
- Develop increasing ability to count in sequence and to use one-to-one correspondence. **(A10)**
- Show increased curiosity and interest in numbers and counting as a means for solving problems and determining quantity. **(A11)**

**Examples**
**You May Observe The Child…**

- Count a collection of one to five items.
- Explain that one child has more cookies than another.
- Gradually increase the ability to count up to 10, and later to count beyond 10.
- Tell you a sign has the number 4, the same as her age.

**Strategies**
**You Can Help/Support By…**

- Demonstrating to child that numbers have meaning.
- Using comparison words in natural conversation and planned activities.
- Playing games that include counting and/or matching one-to-one.
- Providing number/numeral materials in child's environment.

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 1 Sub-Strand B. Measurement—**Determining the size, volume, quantity, and other measurable qualities and using the appropriate tools to do so.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Explore objects in their environment. **(B1)**
- Show some awareness of the relative size of objects. **(B2)**

**Examples**
**You May Observe The Child…**

- Reach and grab things.
- Nest up to five cups, with assistance.

**Strategies**
**You Can Help/Support By…**

- Providing an environment rich in child-appropriate learning materials and math manipulatives of various sizes and shapes.
- Providing child with toys that have incremental sizes (e.g., nesting cups, stackable rings).

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Connect mathematical language to measurement concepts. **(B3)**
- Explore the concept of volume. **(B4)**
- Show some understanding of the concept of measurement. **(B5)**

**Examples**
**You May Observe The Child…**

- Point to a dog and say, "Big dog."
- Fill and empty containers (e.g., with sand or water) under adult supervision.
- Use size words, such as "big," "little," and "many," appropriately.

**Strategies**
**You Can Help/Support By…**

- Modeling vocabulary when talking about attributes and characteristics of objects in the environment.
- Providing sand and water play, giving child opportunities to pour, fill, scoop, weigh, and dump to develop an understanding of volume, under adult supervision.
- Using comparison words when playing with big and little toys.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Explore measuring tools (e.g., measuring cup, ruler, scale). **(B6)**
- Describe physical objects in terms of relative size (e.g., big, little, small, tall, short, long, heavy, light). **(B7)**
- Demonstrate understanding of concepts related to quantity (e.g., many, a lot, full, empty, whole, part, all, none). **(B8)**

**Examples**
**You May Observe The Child…**

- Play with measuring tools (e.g., measuring cups), pretending to measure.
- Gradually develop language to describe measured attributes e.g. big/small, short/tall, fast/slow
- Explain that a container is full of water.

**Strategies**
**You Can Help/Support By…**

- Charting child's changes in height and weight.
- Naturally integrating size concepts during everyday activities.
- Engaging with child in conversations about quantity as you interact with materials throughout the day.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Use non-standard units of measurement to explore the environment. **(B9)**
- Use standard tools to explore and understand the environment. **(B10)**
- Compare objects based on differences in length, weight, and temperature using appropriate vocabulary. **(B11)**
- Show progress in using standard and non-standard measures for length, capacity, weight, time, and temperature. **(B12)**

**Examples**
**You May Observe The Child…**

- Begin to use conventional measurement terms without accuracy.
- Use a common measuring stick to compare how long or tall things are.
- Sort and/or order objects correctly.
- Measure the length of a book using both non-standard units and appropriate tools.

**Strategies**
**You Can Help/Support By…**

- Demonstrating, explaining, and engaging child in activities that use both standard and non-standard measurement.
- Engaging child in measuring tasks.
- Encouraging child to compare the characteristics of materials and arrange them in an order.

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 1 Sub-Strand C. Patterns and Relationships—**Recognizing and/or creating planned or random repetitions of events, colors, lines, values, textures, and sound, including pitch, timbre, volume, and other qualities.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Engage in sustained gazing or tracking of object with eyes. **(C1)**
- Demonstrate object permanence (i.e., realizes that people or things exist even when out of view). **(C2)**
- React to mental images of objects or events. **(C3)**

**Examples**
**You May Observe The Child…**

- Observe objects in the environment for a brief period of time (e.g., mobile).
- Look at door where adult was last seen.
- Clap hands when told aunt and uncle are coming to visit.

**Strategies**
**You Can Help/Support By…**

- Providing child with a stimulating environment.
- Playing peek-a-boo with child.
- Using descriptive language in everyday conversation, to support child's creation of mental images of objects or events.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Show interest in patterns. **(C4)**
- Explore similarities and differences of objects (e.g., color, size, shape, and texture). **(C5)**
- Understand the relationship between objects, solving simple jigsaw puzzles and matching similar shapes. **(C6)**

**Examples**
**You May Observe The Child…**

- Classify everyday objects that go together.
- Note that two flowers are different sizes or shape or find matching objects in the environment.
- Begin to fit pieces in correct openings through trial and error and correctly stack a few nesting cups.

**Strategies**
**You Can Help/Support By…**

- Engaging child in matching everyday materials (e.g., socks).
- Providing opportunities for child to notice patterns in nature (e.g., types of leaves).
- Providing child with toys requiring problem solving with which to play.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Recognize, sort, and classify objects by a single characteristic (e.g., color, size, shape, and texture). **(C7)**
- Continue to understand the relationship between objects. **(C8)**

**Examples**
**You May Observe The Child…**

- Pick out all the red crayons from the box and announce, "This is how many red crayons we have."
- Begin to point out the differences in objects rather than the similarities.

**Strategies**
**You Can Help/Support By…**

- Making simple games using fabric swatches or wallpaper samples for children to match.
- Discussing similarities and differences of everyday objects during play.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Recognize and copy simple patterns (e.g., sounds, objects, shapes). **(C9)**
- Use patterns to predict relationships between objects. **(C10)**
- Create original patterns using a variety of materials according to one or more attributes (e.g., color, size, shape). **(C11)**

**Examples**
**You May Observe The Child…**

- Create a necklace from shaped preschool-type beads using a simple pattern on a card or picture.
- State that the blue shape follows the yellow shape, the triangle follows the square.
- Make patterns in the sand with her fingers and tracks with toy cars.

**Strategies**
**You Can Help/Support By…**

- When stringing beads, asking child to create and then describe patterns.
- Providing a sample pattern using child-safe common objects.
- Building on the child's understanding of patterning by making changes and additions in materials.

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 1 Sub-Strand D. Shapes—**Recognizing, naming, and comparing and contrasting objects based on their geometric appearance.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Explore geometric shapes using their hands, eyes, and mind. **(D1)**
- Play with shape toys, though often will not match correctly. **(D2)**

**Examples**
**You May Observe The Child…**

- Mouth, shake, bang, drop, or throw shape toys.
- Attempt to place the square beanbag in the round hole.

**Strategies**
**You Can Help/Support By…**

- Providing safe play and art materials that have different shapes (e.g., circles, squares, triangles).
- Engaging child with toys or games that involve matching shapes.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Identify simple objects by their shape. **(D3)**

**Examples**
**You May Observe The Child…**

- Point to a cracker that is round.

**Strategies**
**You Can Help/Support By…**

- Using shape words in daily life (e.g., "Let's cut the cornbread into squares" and then later, "I like triangles, too! How would I make cornbread triangles?")

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Recognize simple shapes (e.g., circle, triangle, rectangle, and square). **(D4)**
- Use mathematical language to describe shapes (e.g., circle, triangle, rectangle, and square) and their relative parts and attributes. **(D5)**
- Recognize, name, and sort simple shapes (e.g., circle, triangle, rectangle, and square). **(D6)**

**Examples**
**You May Observe The Child…**

- Locate individual shapes in pictures composed of overlapping shapes.
- Follow fingers along the sides of a triangle and say it has three sides.
- Find all the triangles that are the same size.

**Strategies**
**You Can Help/Support By…**

- Playing games that involve matching shapes, gradually increasing level of difficulty.
- Identifying the features of shapes when child plays with them.
- Providing child with two-dimensional shapes in a variety of sizes for child to match.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Recognize three-dimensional shapes (e.g., cylinders, spheres, cones) through everyday experiences. **(D7)**
- Create, build, or draw shapes using a variety of materials. **(D8)**

**Examples**
**You May Observe The Child…**

- Match simple three-dimensional shapes with objects found in everyday play.
- Put together and takes apart shapes to make other shapes.

**Strategies**
**You Can Help/Support By…**

- Introducing child to three-dimensional shapes through everyday experiences with cans (cylinders), balls (spheres), and playground cones or ice cream cones.
- Providing a variety of shapes and materials that may be connected and combined to create new shapes.

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 1 Sub-Strand E. Spatial Sense—**Acquiring an understanding of the physical relationship (i.e., direction and position) between self and objects, or between two or more objects, in one's environment.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Pay attention to what is happening in the environment. **(E1)**
- Demonstrate use of body and materials in space. **(E2)**

**Examples**
**You May Observe The Child…**

- Watch and follow the movement of a mobile over the crib.
- Gaze at own hands as they move about.

**Strategies**
**You Can Help/Support By…**

- Placing a stimulating mobile that plays music over crib for children under 5 months of age and unable to push up on knees.
- Taking child to places where he can observe and explore the environment.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Become aware of own body and personal space during active exploration of physical environment. **(E3)**
- Explore the size, shape, and spatial arrangement of real objects. **(E4)**

**Examples**
**You May Observe The Child…**

- Explore spatial relationships by attempting to fit her body in boxes or tunnels.
- Explore openings and looks for items to put in the opening, under adult supervision.

**Strategies**
**You Can Help/Support By…**

- Encouraging child to explore spatial relationships through activities and opportunities to move within his environments.
- Providing the child with various materials with which to build and explore.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Show understanding of different relationships of objects in space. **(E5)**
- Show understanding of several positional words. **(E6)**

**Examples**
**You May Observe The Child…**

- Respond with accuracy most of the time when asked to put the blocks "on" the table, or to go "under" the table.
- Climb to the top of a slide and exclaim, "I am far away from you!"

**Strategies**
**You Can Help/Support By…**

- Using position words in a conscious way (e.g., suggest child puts magazine under the book that is on the table).
- Providing space and materials for creating landscapes (e.g., train tracks, houses, roadway), maps, and other means with which to apply understanding of directionality, order, and position.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Show increasing understanding of directionality, order and position of objects and words such next to, beside, above, below, under, over, top, bottom. **(E7)**

**Examples**
**You May Observe The Child…**

- Put the fork on top of the napkin when asked to do so.

**Strategies**
**You Can Help/Support By…**

- Playing games with child that incorporate using and responding to position words (e.g., left/right, first/last, above/below, over/under, top/bottom).

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 1 Sub-Strand F. Data Collection and Analysis—**The gathering, organizing, and analyzing of information, enabling one to make sense of phenomena in the environment.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Pay attention to what is happening in the environment. **(F1)**
- Gather information through the senses (e.g., mouthing, grasping, reaching). **(F2)**
- Make things happen through use of senses of sight, sound, taste, and touch. **(F3)**
- Observe persons or objects in the environment for a brief period of time. **(F4)**

**Examples**
**You May Observe The Child…**

- Show excitement when seeing adult.
- Turn head toward sounds or voices.
- Drop toy and look for it.
- Look at self in the mirror for a brief period without recognizing who it is.

**Strategies**
**You Can Help/Support By…**

- Providing time daily for child to move freely on the floor in a safe environment.
- Following child's lead while exploring the environment.
- Demonstrating and explaining how things can be manipulated to make them different and/or more useful.
- Showing child self in the mirror of a play toy.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Begin to explore physical properties of objects and to identify their use. **(F5)**
- Recognize objects as the same and different. (F6)

**Examples**
**You May Observe The Child…**

- Explore common substances such as gelatin, water, or fabric.
- Collect items that have common characteristics (e.g., red blocks, shells, leaves).

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for safe observation and exploration (e.g., padded surfaces).
- Providing opportunities for the child to create and share collections based on her interests.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Apply knowledge or experience to a new context. **(F7)**
- Demonstrate understanding that physical objects and experiences are quantifiable. **(F8)**

**Examples**
**You May Observe The Child…**

- Help adult create a photo album of family members.
- Count the number of pieces of fruit on the plate (even though the counting might not be accurate).

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for child to share observations through pictures and words.
- Creating an environment that includes natural and purchased materials for counting, comparing relationships.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Collect and organize data about themselves, their environment, and their experiences. **(F9)**
- Organize and display their information by shared attribute or relationship. **(F10)**
- Analyze collected data and generate logical conclusions. **(F11)**

**Examples**
**You May Observe The Child…**

- Collect leaves; sort them by color, shape or size. Make a leaf graph.
- Participate in the creation of simple graphs reflecting children's favorite type of pet.
- Determine that the class prefers ice cream to cake for dessert.

**Strategies**
**You Can Help/Support By…**

- Helping child represent his/her observations using charts and graphs.
- Making graphs to illustrate comparisons for child.
- Encouraging child to describe and talk about data collected and analyzed.

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 1 Sub-Strand G. Time and Sequence—**Developing an understanding of the concept of time (especially as it relates to daily routines) and the sequencing of objects and events.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Develop an understanding of the concept of time as it relates to everyday life (e.g., meals, sleeping). **(G1)**
- Demonstrate some understanding of when things happen in relation to routines. **(G2)**
- Recall information about the immediate past. **(G3)**

**Examples**
**You May Observe The Child…**

- Show some anticipation for regularly scheduled daily activities.
- Anticipate going outdoors after naptime.
- After eating say, "All done!"

**Strategies**
**You Can Help/Support By…**

- Maintaining a daily routine.
- Explaining your daily routine as you perform the activities (e.g., "It's time to go outside, now").
- Demonstrating, explaining, and giving child routines, talking about what happens before and after.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Show increased knowledge and memory for details and routines. **(G4)**
- Anticipate, remember, and describe daily sequences of events. **(G5)**

**Examples**
**You May Observe The Child…**

- Begin to make connection between daily events and what happens "next" (after lunch it is time for a nap).
- Give simple accounts of what happened that day.

**Strategies**
**You Can Help/Support By…**

- Discussing the daily schedule with the child and asking questions such as, "What do we do after lunch?"
- Helping the child recognize and describe sequences in daily routines (e.g., we read a book before naptime).

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Use words to describe time (e.g., hour, day, week, month, morning, afternoon, night). **(G6)**
- Demonstrate improved understanding of past, present, and future using words such as before, after, now, and then. **(G7)**

**Examples**
**You May Observe The Child…**

- Recognize that time can be measured (e.g., in days, hours, minutes).
- Point to the calendar and count through spoken words, gestures, symbols, pictures, and/or signs the number of days until her special event.

**Strategies**
**You Can Help/Support By…**

- Introducing general concepts of time sequences (e.g., wake-up, eat breakfast, brush teeth, get dressed; yesterday-today-tomorrow; morning-afternoon-evening) before discussing specific concepts (e.g., hours and minutes).
- Providing child with opportunities to play with time keeping materials (e.g., clocks, watches, timers, calendars).

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Demonstrate beginning understanding of sequence. **(G8)**
- Identify the positions of objects or persons in sequence (e.g., first, second, third, last, before, after). **(G9)**

**Examples**
**You May Observe The Child…**

- Retell a complex story or event in somewhat sequential order.
- Say, "I'm first in line. She's second."

**Strategies**
**You Can Help/Support By…**

- Reading books with a predictable story line and sequence of events with child.
- Encouraging the child to name which object is first, second, third, etc. in the context of a pattern or sequence of events.

# Overview of Indicators
# Cognition and General Knowledge
# Strand 2: Learning About the World

Birth to Kindergarten Developmental Continuum

## Sub-Strand A: Scientific Knowledge

**A1.** Show interest in surroundings by focusing on faces and objects in close range.

**A2.** Recognize and respond to different sights, textures, smells, sounds, and tastes.

**A3.** Observe and describe characteristics of living things, the weather, and the outdoor environment.

**A4.** Build beginning understanding of basic science concepts (e.g., force and motion, gravity, sound, light) through exploration.

**A5.** Know that living things are made up of different parts (e.g., body parts).

**A6.** Explore characteristics, basic needs, and life cycles of living things.

**A7.** Discover and describe naturally occurring patterns (e.g., weather phenomena, shells, etc.).

**A8.** Show beginning understanding of the interrelationships in earth/space systems.

**A9.** Recognize matter in its three forms (i.e., solid, liquid, gas).

**A10.** Describe the observable properties of objects using pictures and words (e.g., color, size, shape, texture).

**A12.** Expand knowledge of and respect for their environment, living creatures, and plant life.

## Sub-Strand B: Scientific Inquiry and Exploration

**B1.** Attend to what is happening in the environment.

**B2.** Demonstrate curiosity about the natural environment.

**B3.** Attend and respond to what is happening in the environment.

**B4.** Realize their ability to make things happen.

**B5.** Enjoy games of repeated hiding and finding.

**B6.** Use senses to observe and explore materials and natural phenomena.

**B7.** Demonstrate increased knowledge and memory for details and routines.

**B8.** Ask questions about scientific phenomena.

**B9.** Expect specific results when playing with toys and other materials.

**B10.** Provide some explanations for scientific phenomena.

**B11.** Begin to use simple tools and equipment for investigation.

**B12.** Make comparisons among objects in terms of what they are made of (e.g., clay, cloth, paper, metal) and their physical properties of size, shape, color, weight or texture.

**B13.** Observe and remark upon changes and cause-effect relationships in the physical world.

**B14.** Begin to collect, describe, and record information.

**B15.** Participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations.

**B16.** Apply information or experience to a new context.

**B17.** Form explanations and communicate scientific information.

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 2 Sub-Strand A. Scientific Knowledge—**Understanding of and information about the earth and living things, including their relationships and interdependencies.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Show interest in surroundings by focusing on faces and objects in close range. **(A1)**
- Recognize and respond to different sights, textures, smells, sounds, and tastes. **(A2)**

**Examples**
**You May Observe The Child…**

- Look at surroundings in a new place.
- Use a variety of actions to explore objects – touch, mouth, smell, shake, bang.

**Strategies**
**You Can Help/Support By…**

- Facilitating child's safe observation and exploration (e.g., monitoring, providing padded surfaces).
- Introducing toys with different textures, foods with different smells, and objects that make sounds.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Observe and describe characteristics of living things, the weather, and the outdoor environment. **(A3)**
- Build beginning understanding of basic science concepts (e.g., force and motion, gravity, sound, light) through exploration. **(A4)**

**Examples**
**You May Observe The Child…**

- Identify or attempt to name earth's materials (e.g., water, rocks, dirt, leaves).
- Place hand in front of light source to create a shadow.

**Strategies**
**You Can Help/Support By…**

- Watching fish and reading stories which include fish and other animals.
- Following child's lead as she explores the environment.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Know that living things are made up of different parts (e.g., body parts). **(A5)**
- Explore characteristics, basic needs, and life cycles of living things. **(A6)**
- Discover and describe naturally occurring patterns (e.g., weather phenomena, shells, etc.) **(A7)**

**Examples**
**You May Observe The Child…**

- Identify the body parts that correspond with the senses.
- Explore where animals live through personal observation, watching movies, and looking at pictures.
- Note that a gray sky means it might rain.

**Strategies**
**You Can Help/Support By…**

- Engaging child in finger plays and songs with actions that include body parts and body functions.
- Reading books and magazines with child containing photographs of different habitats and landforms.
- Taking advantage of every day events to talk with child about nature and science (e.g., the changing weather).

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Show beginning understanding of the interrelationships in earth/space systems. **(A8)**
- Recognize matter in its three forms (i.e., solid, liquid, gas). **(A9)**
- Describe the observable properties of objects using pictures and words. **(A10)**
- Expand knowledge of and respect for their environment, living creatures, and plant life. **(A11)**

**Examples**
**You May Observe The Child…**

- Anticipate the sequence of daily events (e.g., awake, asleep).
- Recognize and provide simple descriptions of the states of matter.
- Describe the texture of rocks (e.g., rough, smooth, hard, soft).
- Help to sort cans, bottles, and paper into the proper recycling containers, where available.

**Strategies**
**You Can Help/Support By…**

- Labeling events and routines.
- Engaging child in simple and nutritious cooking projects.
- Exploring properties of the earth with child as found in her daily environment.
- Setting an example for child by respecting the natural world and living creatures, and discussing why it is important.

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 2 Sub-Strand B. Scientific Inquiry and Exploration—**The processes through which children apply and test their scientific knowledge, including sensory observations, asking questions, and data collection and analysis.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Attend to what is happening in the environment. **(B1)**
- Demonstrate curiosity about the natural environment. **(B2)**
- Attend and respond to what is happening in the environment. **(B3)**
- Realize ability to make things happen. **(B4)**
- Enjoy games of repeated hiding and finding. **(B5)**

**Examples**
**You May Observe The Child…**

- Focus on faces and objects in close range.
- Use more than one sense at one time.
- Begin to imitate familiar motions such as stirring.
- Bang a block on the floor repeatedly, to hear the sound that it makes.
- Smile or laugh after repeatedly finding a toy hidden under a pillow.

**Strategies**
**You Can Help/Support By…**

- Providing objects that invite exploration with multiple senses. Interacting with the child by mentioning things in the environment.
- Providing opportunities for safe observation and exploration.
- Providing toys and objects that respond to actions of child.
- Hiding keys under a cover and waiting for infant to find them.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Use senses to observe and explore materials and natural phenomena. **(B6)**
- Demonstrate increased knowledge and memory for details and routines. **(B7)**

**Examples**
**You May Observe The Child…**

- Look at flowers and point out details (e.g., the petals and stem).
- Participate in dramatic play, acting out familiar actions: feeding baby, cooking and eating.

**Strategies**
**You Can Help/Support By…**

- Providing materials for a variety of sensory experiences (e.g., sand and water) and asking open-ended questions.
- Encouraging child to participate in daily routines (e.g., set table for dinner).

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Ask questions about scientific phenomena. **(B8)**
- Expect specific results when playing with toys and other materials. **(B9)**
- Provide some explanations for scientific phenomena. **(B10)**

**Examples**
**You May Observe The Child…**

- Ask simple questions about the natural world (e.g., "Where did the rainbow go?")
- Build with a variety of objects and begin to understand about balance, size and weight.
- Offer an explanation for why colors mixed together create new colors.

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for child to ask questions about the environment and providing descriptive answers.
- Allowing child to play with safe materials without adult guidance in order to discover causal relationships.
- Helping child to find the answers to "why" questions through active exploration and reflection.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Begin to use simple tools and equipment for investigation. **(B11)**
- Make comparisons among objects in terms of what they are made of and their physical properties. **(B12)**
- Observe and remark upon changes and cause-effect relationships in the physical world. **(B13)**
- Begin to collect, describe, and record information. **(B14)**
- Participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations. **(B15)**
- Apply information or experience to a new context. **(B16)**
- Form explanations and communicate scientific information. **(B17)**

**Examples**
**You May Observe The Child…**

- Work with wheeled vehicles and slopes to find out how they move.
- Describe, draw, or write about environmental changes.
- Examine natural materials with magnifying lens, draw pictures of collection, and say what the pictures represent.
- Explore absorption of different materials.

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for child to learn through play
- Exploring properties of objects with child.
- Helping child develop records of observations.

# Overview of Indicators
# Cognition and General Knowledge
# Strand 3: Learning About Families & Communities

Birth to Kindergarten Developmental Continuum

## Sub-Strand A: History

**A1.** Participate in regularly scheduled daily activities.
**A2.** Recognize the beginning and end of an event.
**A3.** Begin to recognize routines and to categorize time intervals.
**A4.** Understand that change is related to time.
**A5.** Recount daily events.
**A6.** Order/sequence events and objects.
**A7.** Distinguish between events that happen in the past, present, and future.
**A8.** Understand that artifacts reveal information about the past.
**A9.** Engage in storytelling about past experiences.

## Sub-Strand B: Geography

**B1.** Develop awareness of body in space.
**B2.** Recognize familiar places.
**B3.** Recall location of familiar objects.
**B4.** Develop awareness of some characteristics of own geographic region.
**B5.** Use some words to indicate direction, position, and relative location.
**B6.** Identify and describe characteristics of own surroundings and geographic region.
**B7.** Demonstrate beginning knowledge of the relationship between people, places, and regions.
**B8.** Identify common geographic tools.
**B9.** Understand and use direction and position words to describe and compare location and spatial relationships.
**B10.** Create representations of locations and space during play.
**B11.** Use labels and symbols that show enhanced understanding of geographic concepts.

## Sub-Strand C: Economics

**C1.** Depend on others to provide for wants and needs.
**C2.** Develop an emerging sense of the meaning of the presence or absence of valued resources such as food or toys.
**C3.** Make choices.
**C4.** Develop awareness of jobs and what is required to perform them.
**C5.** Demonstrate awareness of money being needed to purchase goods and services.
**C6.** Identify tools (including technology) used at home, school, and work.
**C7.** Develop awareness of economic concepts, including jobs, money, and tools.

## Sub-Strand D: Families and Communities

**D1.** Engage with familiar adults.
**D2.** Demonstrate a beginning understanding of family/non-family.
**D3.** Develop beginning understanding of human interdependence.
**D4.** Expand relationships.
**D5.** Understand social customs and create humor by pretending to violate the customs.
**D6.** Identify personal characteristics, including gender and family composition.
**D7.** Recognize ways in which people are alike and different.
**D8.** Develop understanding of individual, family, culture, and community.
**D9.** Exhibit positive citizenship behaviors such as sharing, taking turns, following rules, and taking responsibility for chores.
**D10.** Respect differences among people, such as gender, race, special needs, culture, language, and family structures.
**D11.** Exhibit enhanced positive citizenship behaviors.

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 3 Sub-Strand A. History—**Understanding of the continuum of events occurring in succession—the past to the present and into the future, including the concepts of causality and prediction.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Participate in regularly scheduled daily activities. **(A1)**
- Recognize the beginning and end of an event. **(A2)**
- Begin to recognize routines and to categorize time intervals. **(A3)**

**Examples**
**You May Observe The Child…**

- Develop consistency in sleeping, waking, and eating patterns.
- Bounce in high chair upon anticipating meal.
- Anticipate routine interactions.

**Strategies**
**You Can Help/Support By…**

- Establishing routines for eating, sleeping, diapering and other regular activities.
- Demonstrating, explaining, and giving child routines, talking about what happens before and after.
- Providing a consistent bedtime routine and schedule.

## 18 months to 36 month

**Indicators**
**Children Are Learning To…**

- Understand that change is related to time. **(A4)**
- Recount daily events **(A5)**

**Examples**
**You May Observe The Child…**

- Describe ways she has changed since being a baby.
- Express what he did that day (e.g., "Today we went to the park.")

**Strategies**
**You Can Help/Support By…**

- Showing child evidence of change over time in meaningful ways (e.g., photographs).
- Making daily plans with child, emphasizing items that are different from the usual routine.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Order/sequence events and objects. **(A6)**
- Distinguish between events that happen in the past, present, and future. **(A7)**

**Examples**
**You May Observe The Child…**

- Retell what happened that day in sequence using appropriate vocabulary (e.g., first, next, last).
- Express the difference between past and present using words such as before, after, now, and then.

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for child to retell a story or event in sequence.
- Using pictures to talk with child about what will happen in the future and has happened in the past (e.g., photos or toy animal after an outing to the park).

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Understand that artifacts reveal information about the past. **(A8)**
- Engage in storytelling about past experiences. **(A9)**

**Examples**
**You May Observe The Child…**

- Ask questions about artifacts from life in the past.
- Take on a role from a specific time, use symbols and props, and act out a story/narrative.

**Strategies**
**You Can Help/Support By…**

- Taking child to museums and discussing how artifacts reveal information about the past.
- Providing puppets and other role-play materials for child to engage in storytelling about the past.

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 3 Sub-Strand B. Geography—**Understanding of directionality, position, and location, and knowledge of the physical features of, and humans' relationship with, the Earth.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Develop awareness of body in space. **(B1)**
- Recognize familiar places. **(B2)**

**Examples**
**You May Observe The Child…**

- Explore environment in the presence of adult.
- Recognize and express emotions when approaching familiar places with appropriate facial expressions, words, gestures, signs, or other means.

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for child to explore his body and environment.
- Giving child opportunities to visit new places occasionally.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Recall location of familiar objects. **(B3)**
- Develop awareness of some characteristics of own geographic region. **(B4)**

**Examples**
**You May Observe The Child…**

- Pull cover off toy that has been hidden.
- Match objects to their usual geographic locations (e.g., stove in the kitchen, bed in the bedroom, tree in the park, boat at the lake).

**Strategies**
**You Can Help/Support By…**

- Playing games that encourage object permanence (e.g., peek-a-boo, hide and seek).
- Narrating what child sees and finds in the environment and help child become familiar with locations such as sink, table, and bathroom.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Use some words to indicate direction, position, and relative location. **(B5)**
- Identify and describe characteristics of own surroundings and geographic region. **(B6)**

**Examples**
**You May Observe The Child…**

- Explain where she placed a favorite toy.
- Understand and recognize familiar localities (e.g., home, park, grandparent's house).

**Strategies**
**You Can Help/Support By…**

- Playing games that incorporate using and responding to direction and position words (up, over, next to, down, behind, top, bottom).
- Taking child to geographical locations that may be unfamiliar (e.g., parks, mountains, ocean, new neighborhoods).

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Demonstrate beginning knowledge of the relationship between people, places, and regions. **(B7)**
- Identify common geographic tools. **(B8)**
- Understand and use direction and position words to describe and compare location and spatial relationships. **(B9)**
- Create representations of locations and space during play. **(B10)**
- Use labels and symbols that show enhanced understanding of geographic concepts. **(B11)**

**Examples**
**You May Observe The Child…**

- Understand that there are different places that people live.
- Show interest in investigating geography tools.
- Talk about location.
- Use blocks to build a town and comment that the people can buy food from the store.
- Name street, neighborhood, city or town where she lives.

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for child to explore other places that people live.
- Demonstrating and explaining the use of maps and globes in the presence of child.
- When traveling, using directional terms to note how one reaches a familiar locality.
- Playing with child, creating situations related to travel.

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 3 Sub-Strand C. Economics—**Awareness of the principles of supply and demand, including the roles of resource availability, decision-making, jobs, and currency.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Depend on others to provide for wants and needs. **(C1)**
- Develop an emerging sense of the meaning of the presence or absence of valued resources such as food or toys. **(C2)**

**Examples**
**You May Observe The Child…**

- Anticipate feeding on seeing breast, bottle, or food.
- Understand that he cannot have another cracker because they are all gone.

**Strategies**
**You Can Help/Support By…**

- Establishing a regular feeding schedule.
- Providing toys that can be played with by two or more children at one time to promote sharing.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Make choices. **(C3)**

**Examples**
**You May Observe The Child…**

- Want to do favorite activities over and over again.

**Strategies**
**You Can Help/Support By…**

- Talking with child about his favorite activities using open-ended questions (e.g., "How did you do that? Tell me more.")
- Providing multiple areas of the room (e.g., blocks, dramatic play, table toys) from which child can choose to play.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Develop awareness of jobs and what is required to perform them. **(C4)**

**Examples**
**You May Observe The Child…**

- Talk about what she wants to be when she grows up.

**Strategies**
**You Can Help/Support By…**

- Reading aloud books about different types of occupations and providing props and dress-up clothes for child to play different roles (both male and female).
- Visiting people at work in the community to talk with them about their jobs.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Demonstrate awareness of money being needed to purchase goods and services. **(C5)**
- Identify tools (including technology) used at home, school, and work. **(C6)**
- Develop awareness of economic concepts, including jobs, money, and tools. **(C7)**

**Examples**
**You May Observe The Child…**

- Play store or restaurant with play or real money, receipts, credit cards, telephones.
- Use accurate vocabulary to identify technology (e.g., camera, computer, television) and tools.
- Use play money or other exchange items, when pretending to buy and trade.

**Strategies**
**You Can Help/Support By…**

- Providing play opportunities for child to purchase things in dramatic play.
- Modeling using technology constructively and responsibly in daily living.
- Providing child with play materials that have economic uses for dramatic play.

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 3 Sub-Strand D. Families and Communities—**Developing knowledge of one's own family, community, and culture, and positive citizenship behaviors, including the concepts of social interdependency and mutual benefits.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Engage with familiar adults. **(D1)**
- Demonstrate a beginning understanding of family/non-family. **(D2)**

**Examples**
**You May Observe The Child…**

- Begin to coo or smile when being given attention.
- Recognize family members.

**Strategies**
**You Can Help/Support By…**

- Spending warm, nurturing time with child, engage eye contact and use gentle touch.
- Creating a baby-proof family album that child can explore.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Develop beginning understanding of human interdependence. **(D3)**
- Expand relationships. **(D4)**
- Understand social customs and create humor by pretending to violate the customs. **(D5)**

**Examples**
**You May Observe The Child…**

- Seek assistance from adult to solve a problem.
- Participate in simple parallel play with other children.
- Purposefully perform an incongruous act (e.g., put socks on hands instead of feet or try to ride in a toy truck.).

**Strategies**
**You Can Help/Support By…**

- Positively acknowledging when child tries to solve a problem independently.
- Providing opportunities for child to interact with various children and adults who are in the room.
- Pretending to be "shocked" and "surprised" (feigning surprise with a smile or "twinkle-in-the-eye" that indicates, "We're just playing, and this isn't real.").

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Identify personal characteristics, including gender and family composition. **(D6)**
- Recognize ways in which people are alike and different. **(D7)**
- Develop understanding of individual, family, culture, and community. **(D8)**

**Examples**
**You May Observe The Child…**

- Use gender- and role-specific vocabulary (e.g., boy, girl, male, female, mother, father).
- Note that her grandparents are from a different country and speak a different language.
- Make the connection that he is both a member of a family and a member of other groups (e.g., a classroom community).

**Strategies**
**You Can Help/Support By…**

- Using gender- and role-specific vocabulary naturally during daily conversations.
- Inviting others to share their culture and traditions with child, recognizing both similarities and differences.
- Displaying photos of child and other family members at child's eye level.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Exhibit positive citizenship behaviors such as sharing, taking turns, following rules, and taking responsibility for chores. **(D9)**
- Respect differences among people, such as gender, race, special needs, culture, language, and family structures. **(D10)**
- Exhibit enhanced positive citizenship behaviors. **(D11)**

**Examples**
**You May Observe The Child…**

- Verbalize that hitting other people is against the rules and learn to wait for turn.
- Develop an understanding of own and others' cultural or religious holidays.
- Participate in creating rules for a game or activity.

**Strategies**
**You Can Help/Support By…**

- Discussing with child how rules/standards protect everyone's rights and help to ensure that everybody is safe.
- Demonstrating and explaining characteristics child has that represent child's cultural background.
- Including child in the development of rules to promote interdependence and understanding of the rules.

# Overview of Indicators
# Fine Arts

Birth to Kindergarten Developmental Continuum

## Strand 1: Dance Arts

**A1.** Discover own body.
**A2.** Respond in simple ways to people and objects.
**A3.** Learn about and have some control of body.
**A4.** Purposefully act on their environment.
**A5.** Have more control of body.
**A6.** Become aware of position in space.
**A7.** Express feelings and ideas through drama and movement.
**A8.** Participate in creative movement, dance, and drama.
**A9.** Show creativity using their bodies.

## Strand 2: Music

**B1.** Respond to sounds.
**B2.** Begin to imitate sounds.
**B3.** Experiment with a variety of sound sources (e.g., rattles, bells).
**B4.** Prefer repetition of familiar songs and rhythmic patterns.
**B5.** Participate in group music experiences (e.g., singing, finger plays, chants, musical instruments).
**B6.** Explore simple songs using voice and/or instruments.
**B7.** Participate with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.
**B8.** Use music as an avenue to express thoughts, feelings, and energy.
**B9.** Show interest in more complicated instruments (e.g., piano, guitar).
**B10.** Respond to variations in music – pitch, volume, tempo, beat, rhythm, and pattern.

## Strand 3: Theatre Arts

**C1.** Discover own body.
**C2.** Imitate sounds, facial expressions, and gestures of another person.
**C3.** Communicate words or concepts through movement.
**C4.** Purposefully act on their environment.
**C5.** Imitate what others do.
**C6.** Engage in pretend play.
**C7.** Understand that objects, photos, or illustrations can stand for real things.
**C8.** Participate with others in dramatic play, negotiating roles and setting up events.
**C9.** Tell about and/or role-play characters from familiar stories or known people and own imagination.
**C10.** Enact or depict coherent stories with interactive roles and multiple episodes.

## Strand 4: Visual Arts

**D1.** Focus on and show interest in objects in the environment.
**D2.** Explore the texture of different mediums (e.g., fabrics of different textures).
**D3.** Gain control in grasping simple art tools.
**D4.** Experiment with a variety of art materials (e.g., paint, markers, crayons, pencils, dough).
**D5.** Explore colors and shapes of objects.
**D6.** Create art to express and represent what they know, think, believe, or feel.
**D7.** Develop ability to plan, to work alone and with others, and to demonstrate care and persistence in a variety of art projects.
**D8.** Respond to artistic creations or events.
**D9.** Create drawings, paintings, models, and other art creations that are more detailed, creative or realistic.
**D10.** Understand and develop the vocabulary to share opinions about artistic creations and experiences.

**Fine Arts—**includes the dance arts, music, theatre arts, and visual arts through which young children develop independence, self-esteem, and self-expression and through which they integrate other domains, such as mathematics, science, cultural histories, language, and social cooperation.

**Strand 1: Dance Arts—**An artistic form of nonverbal communication in which movement communicates feelings and needs, self-expression, and creativity.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Discover own body. **(A1)**
- Respond in simple ways to people and objects. **(A2)**
- Learn about and have some control of body. **(A3)**
- Purposefully act on their environment. **(A4)**

**Examples**
**You May Observe The Child…**

- Inspect own hands and feet (e.g., by mouthing, touching, and viewing).
- Interact with others through touch and motion.
- Rock on hands and knees.
- Use body to make sounds.

**Strategies**
**You Can Help/Support By…**

- Playing hand and foot games with child.
- Gently rocking and swinging the child using your body, rocking chairs, or play structures.
- Helping the child get on hands and knees and gently rocking back and forth singing, "This is the way the baby rocks."
- Providing a safe environment and objects for child to be physically active.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Have more control of body. **(A5)**
- Become aware of position in space. **(A6)**

**Examples**
**You May Observe The Child…**

- Run with ease, stop and start with balance.
- Indicate she is playing under the table.

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for movement activities that use both sides of the body (e.g., bending, twisting, stretching, balancing).
- Integrating direction and position words naturally in daily discussions (e.g., under, over, beside, behind, next to, up, down, around).

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Express feelings and ideas through drama and movement. **(A7)**

**Examples**
**You May Observe The Child…**

- Express through movement and dancing what is felt through music.

**Strategies**
**You Can Help/Support By…**

- Encouraging child to talk about her feelings and ideas through drama and movement.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Participate in creative movement, dance, and drama. **(A8)**
- Show creativity using their bodies. **(A9)**

**Examples**
**You May Observe The Child…**

- Crawl, "fly," walk on tip toe, or perform almost any other imaginative movement in response to music.
- Dance, march, hop, jump, sway, clap, snap, stamp, twist, turn during guided movement activities.

**Strategies**
**You Can Help/Support By…**

- Singing songs that involve body action and imitation.
- Providing costumes and props to encourage interpretive dance to various styles of music.

**Fine Arts—**includes the dance arts, music, theatre arts, and visual arts through which young children develop independence, self-esteem, and self-expression and through which they integrate other domains, such as mathematics, science, cultural histories, language, and social cooperation.

**Strand 2: Music—**provides an avenue for children to express thoughts, feelings, and energy through finger plays, simple instruments, or humming or singing along to a familiar song.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Respond to sounds. **(B1)**
- Begin to imitate sounds. **(B2)**
- Experiment with a variety of sound sources (e.g., rattles, bells). **(B3)**
- Prefer repetition of familiar songs and rhythmic patterns. **(B4)**

**Examples**
**You May Observe The Child…**

- Coo and smile to pleasant sounds.
- Delight in new ability to produce sounds (smacks lips, squeals on purpose).
- Shake rattle.
- Participate in simple songs and finger plays.

**Strategies**
**You Can Help/Support By…**

- Singing songs and lullabies to and with child (e.g., while working around the house or waiting for the bus).
- Imitating and responding appropriately to child's sounds.
- Providing daily musical activities, games, instruments, singing, and books.
- Exposing child to music from a variety of cultures and styles (e.g., jazz, rock, ethnic, classical).

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Participate in group music experiences (e.g., singing, finger plays, chants, musical instruments). **(B5)**
- Explore simple songs using voice and/or instruments. **(B6)**

**Examples**
**You May Observe The Child…**

- Join in songs, engaging in a song's hand motions, and remembering the words.
- Pretend to be on stage, using a microphone to sing.

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for children to explore music experiences together.
- Involving child in diverse musical activities (e.g., song, dance, rhythm, playing musical instruments) from her own and other cultural backgrounds.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Participate with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. **(B7)**
- Use music as an avenue to express thoughts, feelings, and energy. **(B8)**

**Examples**
**You May Observe The Child…**

- Giggle while trying to imitate finger plays (e.g., Itsy, Bitsy Spider).
- Express through music what is felt and heard in various musical tempos and styles.

**Strategies**
**You Can Help/Support By…**

- Assisting child in making up own songs.
- Encouraging child to sing the way she feels.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Show interest in more complicated instruments (e.g., piano, guitar). **(B9)**
- Respond to variations in music – pitch, volume, tempo, beat, rhythm, and pattern. **(B10)**

**Examples**
**You May Observe The Child…**

- Attempt to play songs on a piano.
- Listen attentively when watching musical, dance, or theatre performances.

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for child to listen to music of all cultures and styles.
- Taking child to music, dance, and theatre performances appropriate for young children.

**Fine Arts—**includes the dance arts, music, theatre arts, and visual arts through which young children develop independence, self-esteem, and self-expression and through which they integrate other domains, such as mathematics, science, cultural histories, language, and social cooperation.

**Strand 3 Theatre Arts—**Includes dramatic play through which young children engage in imitation and acting out social roles, experiences, and fantasy in creative and imaginative ways.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Discover own body. **(C1)**
- Imitate sounds, facial expressions, and gestures of another person. **(C2)**
- Communicate words or concepts through movement. **(C3)**
- Purposefully act on their environment. **(C4)**

**Examples**
**You May Observe The Child…**

- Explore own body (e.g., observes hands, reaches for toes).
- Babble in a flow of word sounds while pretending to "talk" to stuffed animals.
- Blow a kiss to someone who blew one to her.
- Begin to walk and to explore world.

**Strategies**
**You Can Help/Support By…**

- Playing interactive games and singing songs that involve child's hands and feet.
- Reading stories, modeling finger plays, and encouraging child to imitate the actions, sounds, or facial expressions of the reader.
- Playing with child in creative ways.
- Providing a safe environment and objects for child to be physically active.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Imitate what others do. **(C5)**
- Engage in pretend play. **(C6)**

**Examples**
**You May Observe The Child…**

- Pretend to do what he has observed others do (e.g., pretends to drive truck or to cook soup), but imitate specific behaviors rather than entire role of truck driver or cook.
- Pretend to be fire fighter with fire hat, or momma with a doll and enact one or two actions in a sequence

**Strategies**
**You Can Help/Support By…**

- Giving children opportunities to observe real experiences for them to imitate (feeding a baby, cooking a meal, visiting a store) to extend dramatic play.
- Providing realistic-looking replicas such as dishes, dolls, vehicles, or buildings.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Understand that objects, photos, or illustrations can stand for real things. **(C7)**

**Examples**
**You May Observe The Child…**

- Use a block to represent an ambulance and later uses the same block to represent a building.

**Strategies**
**You Can Help/Support By…**

- Providing less realistic props (boxes, sticks, soft materials) that require child to use imaginative thinking to depict an episode.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Participate with others in dramatic play, negotiating roles and setting up events. **(C8)**
- Tell about and/or role-play characters from familiar stories or known people and own imagination. **(C9)**
- Enact or depict coherent stories with interactive roles and multiple episodes. **(C10)**

**Examples**
**You May Observe The Child…**

- Put on costumes and use props to pretend to be a worker, enacting a sequence of behaviors that comprise the role.
- Engage in pretend play to extend a favorite story or field trip experience.
- Pantomime the actions of a leaf falling, a ball bouncing, or a bird flying.

**Strategies**
**You Can Help/Support By…**

- Providing costumes and props to pretend with other children.
- Providing a variety of stories and experiences that can be "re-presented" in dramatic play.
- Taking child on field trips to dance, musical and theatre events and performances to observe various forms of original dramatic play.

**Fine Arts—**includes the dance arts, music, theatre arts, and visual arts through which young children develop independence, self-esteem, and self-expression and through which they integrate other domains, such as mathematics, science, cultural histories, language, and social cooperation.

**Strand 4 Visual Arts—**The exploration and creation of works of art during which young children develop important basic concepts such as color, line, shape, texture, pattern, and space.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Focus on and show interest in objects in the environment. **(D1)**
- Explore the texture of different mediums (e.g., fabrics of different textures). **(D2)**

**Examples**
**You May Observe The Child…**

- Gaze at pictures, photographs, and mirror images.
- Use senses of smell, touch, taste, sight and hearing to experience objects.

**Strategies**
**You Can Help/Support By…**

- Creating a stimulating, aesthetically pleasing and child-friendly environment by displaying beautiful objects and displaying pictures and photographs at the child's eye level and within his reach.
- Giving child different colored and textured materials to explore safely with his mouth (e.g., teether).

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Gain control in grasping simple art tools. **(D3)**
- Experiment with a variety of art materials (e.g., paint, markers, crayons, pencils, dough). **(D4)**

**Examples**
**You May Observe The Child…**

- Hold crayon with a steady grip and attempt to make marks, scribbles and circles on paper.
- Scribble using a variety of art materials such as markers, chalk, water colors, and finger paints.

**Strategies**
**You Can Help/Support By…**

- As the child draws with chubby crayons and paints with brushes, talking about what she is doing (e.g., "Look, you made big lines on your paper with green crayons.").
- Introducing child to a variety of art materials and simple art tools, allowing open-ended exploration each day.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Explore colors and shapes of objects. **(D5)**
- Create art to express and represent what they know, think, believe, or feel. **(D6)**

**Examples**
**You May Observe The Child…**

- Begin to try to put together puzzles and explore shape relationships.
- Talk about feelings and opinions while creating works of art.

**Strategies**
**You Can Help/Support By…**

- Taking walks with child to explore shapes in the immediate environment.
- Encouraging child to express feelings by painting to music and engaging in conversation by asking open-ended questions such as, "How does the music make you feel?"

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Develop ability to plan, to work alone and with others, and to demonstrate care and persistence in a variety of art projects. **(D7)**
- Respond to artistic creations or events. **(D8)**
- Create drawings, paintings, models, and other art creations that are more detailed, creative or realistic. **(D9)**
- Understand and develop the vocabulary to share opinions about artistic creations and experiences. **(D10)**

**Examples**
**You May Observe The Child…**

- Take time to select a piece of paper for the desired texture and color.
- Comment on various forms of art found in the environment.
- Begin to add some detail to art creations.
- Comment on a work of art by discussing the colors, etc. found within the work.

**Strategies**
**You Can Help/Support By…**

- Planning enough time for child to be able to delve into an art project and be creative without much interruption.
- Sharing and discussing with child colorful illustrations in books and magazines.
- Providing the child with various art materials.
- Integrating natural discussions of art elements into daily conversation.

# Overview of Indicators
# Physical Development and Health

Birth to Kindergarten Developmental Continuum

## Strand 1: Gross Motor Development

**A1.** Demonstrate beginning signs of balance, control, and coordination.
**A2.** Demonstrate proficiency in rolling over, sitting, crawling.
**A3.** Demonstrate improved balance, control, and coordination.
**A4.** Coordinate movements in grabbing, rolling, tossing, and throwing.
**A5.** Move with some balance and control.
**A6.** Show increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.
**A7.** Coordinate movements in more complex gross motor tasks, such as throwing, catching, kicking, bouncing balls, and using the slide and swing.
**A8.** Make successful transitions between sequential motor skills.
**A9.** Coordinate movements to perform simple tasks.
**A10.** Demonstrate increasing stamina, endurance, control, balance, and coordination.
**A11.** Use balance and control to perform large motor tasks.
**A12.** Coordinate movements to perform more complex tasks.

## Strand 2: Fine Motor Development

**B1.** Develop some ability to grasp and hold a variety of objects.
**B2.** Demonstrate beginning signs of strength, control, and eye-hand coordination.
**B3.** Improve eye-hand coordination in reaching for and grasping objects, and filling and dumping.
**B4.** Demonstrate growing strength, dexterity, and control needed to perform a variety of fine motor tasks.
**B5.** Demonstrate advancing strength, control, and eye-hand coordination.
**B6.** Use strength and control to perform simple tasks.
**B7.** Use eye-hand coordination to perform simple tasks.
**B8.** Imitate writing by scribbling, usually without regard to direction or location.
**B9.** Show beginning control of writing, drawing, and art tools.
**B10.** Persist in accomplishing more difficult fine motor tasks.
**B11.** Progress in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of technology.

## Strand 3: Health and Well-Being

**C1.** Demonstrate beginning participation in self-care.
**C2.** Consume a variety of nutritious foods from all food groups with assistance.
**C3.** Participate in basic health and safety routines.
**C4.** Recognize and communicate health-related needs and/or interests.
**C5.** Show increased physical growth, strength, stamina, and flexibility.
**C6.** Demonstrate increased participation in self-care.
**C7.** Demonstrate personal health and hygiene skills and understand that those practices help to maintain good health.
**C8.** Show awareness of healthy eating habits.
**C9.** Participate actively in games, outdoor play, and other forms of exercise.
**C10.** Identify harmful objects, substances, or behaviors.
**C11.** Be aware of and follow universal safety rules.
**C12.** Perform self-care tasks independently.
**C13.** Identify body parts and understand their functions.
**C14.** Demonstrate the stamina and energy to participate in daily activities.

**Physical Development and Health—**Healthy physical development occurs along a relatively predictable sequence, with good health practices fostering the knowledge and skills needed to thrive physically, mentally, emotionally, and socially.

**Strand 1: Gross Motor Development—**Characterized by movements of the entire body or large portions of the body, including the abilities to roll over, walk, run, jump, hop, skip, and climb.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Demonstrate beginning signs of balance, control, and coordination. **(A1)**
- Demonstrate proficiency in rolling over, sitting, crawling. **(A2)**
- Demonstrate improved balance, control, and coordination. **(A3)**

**Examples**
**You May Observe The Child…**

- Lift head and chest while on tummy.
- Turn head from side to side, kick feet, and move hands.
- Move from sitting to standing while holding onto a chair or toy with little difficulty.

**Strategies**
**You Can Help/Support By…**

- Providing periods of supervised "tummy time" when infant is awake.
- Playing interactive games and singing songs from child's cultural background that involve child's hands and feet.
- Placing a variety of washable objects within reach for infants to look at and stretch for. As infants increase mobility, place objects further away.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Coordinate movements in grabbing, rolling, tossing, and throwing. **(A4)**
- Move with some balance and control. **(A5)**

**Examples**
**You May Observe The Child…**

- Walk unaided to reach a destination.
- Use whole body to catch and throw.
- Begin to use alternating feet when climbing stairs.

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for child to run, throw, jump, and climb and strike (e.g., hitting at a suspended ball or balloon).
- Introducing child to beanbag and ball activities.
- Providing safe equipment and environments that vary in skill levels for child to use during play.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Show increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. **(A6)**
- Coordinate movements in more complex gross motor tasks, such as throwing, catching, kicking, bouncing balls, and using the slide and swing. **(A7)**
- Make successful transitions between sequential motor skills. **(A8)**

**Examples**
**You May Observe The Child…**

- Move body into position to catch a ball, and then throw the ball in the right direction.
- Start, turn, and stop when running without crashing into things.
- Demonstrate progress transitioning from running to skipping.

**Strategies**
**You Can Help/Support By…**

- Teaching child new skills.
- Playing simple games with balls involving throwing, catching, bouncing, and kicking.
- Imitating animal movements to music, alternating motor skills.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Coordinate movements to perform simple tasks. **(A9)**
- Demonstrate increasing stamina, endurance, control, balance, and coordination. **(A10)**
- Use balance and control to perform large motor tasks. **(A11)**
- Coordinate movements to perform more complex tasks. **(A12)**

**Examples**
**You May Observe The Child…**

- Catch a large ball with two hands.
- Balance on one foot briefly and later maintain balance on a 2 x 4 balance beam that is close to the ground.
- Move through an obstacle course forwards and sideways using a variety of movements with ease.
- Throw a ball in the right direction, aiming at a target with reasonable accuracy.

**Strategies**
**You Can Help/Support By…**

- Introducing games where children can kick or throw a ball in an intended direction.
- Providing opportunities for dance and other movement activities that use both sides of the body.
- Providing opportunities for child to try different body positions.
- Including child in simple, small physical chores.

**Physical Development and Health—**Healthy physical development occurs along a relatively predictable sequence, with good health practices fostering the knowledge and skills needed to thrive physically, mentally, emotionally, and socially.

**Strand 2: Fine Motor Development—**Characterized by the ability to coordinate smaller muscles in the arms, hands, and fingers, such as through grasping, cutting with scissors, or fastening buttons.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Develop some ability to grasp and hold a variety of objects. **(B1)**
- Demonstrate beginning signs of strength, control, and eye-hand coordination. **(B2)**

**Examples**
**You May Observe The Child…**

- Grasp adults' fingers.
- Mimic hand clapping or a wave.

**Strategies**
**You Can Help/Support By…**

- Providing toys that make noises as infants move, such as rattles, as well as soft toys that they can squeeze.
- Playing hand games with child.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Improve eye-hand coordination in reaching for and grasping objects, and filling and dumping. **(B3)**

**Examples**
**You May Observe The Child…**

- Empty objects from containers.

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for child to pick up small objects and place into containers.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Demonstrate growing strength, dexterity, and control needed to perform a variety of fine motor tasks. **(B4)**
- Demonstrate advancing strength, control, and eye-hand coordination. **(B5)**
- Use strength and control to perform simple tasks. **(B6)**

**Examples**
**You May Observe The Child…**

- Work with play dough and clay.
- Use one hand to turn the pages of a book.
- Open and close blunt scissors with one hand.

**Strategies**
**You Can Help/Support By…**

- Providing activities that strengthen hand grasp (e.g., molding play dough) and offer opportunities for sensory experiences with mediums such as sand and clay.
- Reading with child daily, modeling appropriate book handling.
- Demonstrating and providing opportunities for child to use scissors safely.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Use eye-hand coordination to perform simple tasks. **(B7)**
- Imitate writing by scribbling, usually without regard to direction or location. **(B8)**
- Show beginning control of writing, drawing, and art tools. **(B9)**
- Persist in accomplishing more difficult fine motor tasks. **(B10)**
- Progress in abilities to use writing, drawing and art tools and various types of technology. **(B11)**

**Examples**
**You May Observe The Child…**

- Turn a puzzle piece several different ways to find the right fit.
- Make marks on paper with large writing/drawing implements.
- Write some recognizable letters or numbers.
- Manipulate small objects with ease.
- Remove and replace easy-to-open container lids.

**Strategies**
**You Can Help/Support By…**

- Providing puzzles, small blocks, and tools for art.
- Modeling uses of writing and drawing in everyday life.
- Engaging child in writing letters and stories for friends or family.
- Providing opportunities for child to practice tying, buttoning, and beading.
- Providing daily opportunities to use art supplies that support fine motor skills.

**Physical Development and Health—**Healthy physical development occurs along a relatively predictable sequence, with good health practices fostering the knowledge and skills needed to thrive physically, mentally, emotionally, and socially.

**Strand 3: Health and Well-Being—**The general condition of the body and mind promoted through good personal hygiene and basic personal care practices, eating a variety of nutritious foods, rest and recuperation, and an awareness of basic health and safety rules.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Demonstrate beginning participation in self-care. **(C1)**
- Consume a variety of nutritious foods from all food groups with assistance. **(C2)**

**Examples**
**You May Observe The Child…**

- Anticipate feeding upon seeing breast, bottle, or food.
- Begin to feed self simple finger foods such as crackers or cereal.

**Strategies**
**You Can Help/Support By…**

- Responding positively and promptly when child indicates need (e.g., need for food, diaper change, blanket).
- Providing child-size eating utensils and cups with lids.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Participate in basic health and safety routines. **(C3)**
- Recognize and communicate health-related needs and/or interests. **(C4)**

**Examples**
**You May Observe The Child…**

- Participate in getting ready for bed and sleeping routines, such as going to the sink to look for the toothbrush.
- Say, "My tummy hurts" when experiencing a stomach ache.

**Strategies**
**You Can Help/Support By…**

- Encouraging child to participate daily in personal care (e.g., choose clothes to wear, get dressed).
- Understanding and recognizing typical signs of illness in child and respond appropriately, seeking assistance as needed.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Show increased physical growth, strength, stamina, and flexibility. **(C5)**
- Demonstrate increased participation in self-care. **(C6)**
- Demonstrate personal health and hygiene skills and understand that those practices help to maintain good health. **(C7)**

**Examples**
**You May Observe The Child…**

- Participate in different physical activities with enthusiasm.
- Cooperate with dressing by poking arms into the sleeves and undressing by pulling off a sock.
- Use personal care objects correctly and regularly, sometimes with assistance.

**Strategies**
**You Can Help/Support By…**

- Providing a consistent and reliable primary health care provider to monitor child's growth and development.
- Providing time and needed tools for self-help skills.
- Modeling and practicing proper hand washing and drying with child while singing the ABC song.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Show awareness of healthy eating habits. **(C8)**
- Participate actively in games, outdoor play, and other forms of exercise. **(C9)**
- Identify harmful objects, substances, or behaviors. **(C10)**
- Be aware of and follow universal safety rules. **(C11)**
- Perform self-care tasks independently. **(C12)**
- Identify body parts and understand their functions. **(C13)**
- Demonstrate the stamina and energy to participate in daily activities. **(C14)**

**Examples**
**You May Observe The Child…**

- Explain the primary function of certain foods.
- Participate in physical activities and rest.
- Avoid touching or taking medicine without adult assistance, but know that medicine can improve health when used properly.
- Depict traffic safety rules during dramatic play.
- Put on some of own outside clothes.
- Point to body parts when prompted and identify their functions.

**Strategies**
**You Can Help/Support By…**

- Keeping nutritious food in the environment and encouraging child to help select, wash, or prepare nutritious meals and snacks.
- Modeling healthy daily physical activities
- Demonstrating clear and consistent boundaries about harmful objects and situations.

# Overview of Domain Indicators and Strands

# Overview of Indicators
# Social and Emotional Development

Birth to Kindergarten Developmental Continuum

## Strand 1: Relationships with Others

**A1.** Depend on others to provide for wants and needs.
**A2.** Form and maintain secure relationships with others.
**A3.** Respond to the environment in the presence of adult.
**A4.** Develop early social problem-solving.
**A5.** Laugh in social game of imitation with peers.
**A6.** Demonstrate increasing ability to form and maintain secure relationships with others.
**A7.** Demonstrate increasing social problem-solving.
**A8.** Develop friendships with one or more peers.
**A9.** Successfully enter and engage in group pretend play.
**A10.** Show empathy and caring for others.
**A11.** Cooperate with others.
**A12.** Demonstrate increased ability to resolve conflicts.
**A13.** Interact easily with one or more children and adults.

## Strand 2: Learning About Self (Self-Perceptions)

**B1.** Explore own body and begin to examine body parts of others.
**B2.** Gain an emerging sense of self as separate from but also connected to others.
**B3.** Feel worthwhile and accepted.
**B4.** Demonstrate an emerging sense of competence and confidence in growing abilities.
**B5.** Smile or laugh at mastery of motor skills, sound play, clowning, or games of tickling.
**B6.** Understand self in terms of unique characteristics, preferences, and abilities.
**B7.** Begin to recognize family members' roles and names.
**B8.** Develop independence.
**B9.** Show increasing ability to distinguish between self and others.
**B10.** Adjust comfortably to new surroundings.
**B11.** Demonstrate confidence and pride in accomplishments.
**B12.** Continue to perceive self as worthwhile and accepted.
**B13.** Begin to understand consequences of actions, especially as choices affect others.
**B14.** Demonstrate increased awareness of own abilities, characteristics, feelings, and preferences.
**B15.** See self as able to have power and make responsible choices.
**B16.** Laugh at own mistakes or accidents so long as there is no serious consequence.

## Strand 3: Expression of Feelings and Self-Regulation

**C1.** Develop early emotional and behavioral regulation.
**C2.** Increase emotional and behavioral regulation.
**C3.** Become more adept at expressing own feelings appropriately and recognizing others' emotions.
**C4.** Demonstrate progress in expressing needs and opinions in situations without harming self or others.
**C5.** Use toys and other objects purposefully and safely.
**C6.** Recognize own behaviors that are off limits, but not be able to stop self in advance.
**C7.** Offer to share, but only something that is plentiful, or give another a turn but only when finished.
**C8.** Follow simple rules and routines with guidance.
**C9.** Manage transitions.
**C10.** Use socially acceptable behavior when completing tasks or problem solving.
**C11.** Name and talk about own emotions and can associate them with varying facial expressions.
**C12.** Enjoy some rough-and-tumble with trusted friends.

**Social and Emotional Development—**includes systematic changes in social relationships, self-perceptions, and understanding and managing or regulating emotions in both personal and social contexts.

**Strand 1: Relationships with Others—**The ability to form and to maintain relationships, to negotiate interactions in a positive manner, to develop pro-social behaviors, such as empathy, respect, and sensitivity, to interpret behavior in differing social contexts, and to perceive expectations across social groups through ever-widening experiences.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Depend on others to provide for wants and needs. **(A1)**
- Form and maintain secure relationships with others. **(A2)**
- Respond to the environment in the presence of adult. **(A3)**

**Examples**
**You May Observe The Child…**

- Cry, make sounds, or use body movements to signal adult for assistance, attention, or other needs.
- Listen attentively, observe facial expressions, and respond by cooing, smiling, crying, and/or reaching out to familiar adults.
- Respond to sound when songs are sung by adult.

**Strategies**
**You Can Help/Support By…**

- Responding consistently and promptly to child's needs for comfort and reassurance.
- Holding, cuddling, hugging, smiling and maintaining eye contact while providing care, playing, and interacting verbally.
- Talking with and singing to child using rhyme, rhythm, and repetition frequently, especially during feeding and diaper changes.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Develop early social problem-solving. **(A4)**
- Laugh in social game of imitation with peers. **(A5)**
- Demonstrate increasing ability to form and maintain secure relationships with others. **(A6)**

**Examples**
**You May Observe The Child…**

- Cry, rock back and forth, and lift arms to signal for help.
- Imitate a friend's active movement.
- Engage in interactive games with adult.

**Strategies**
**You Can Help/Support By…**

- Responding promptly to child's requests for assistance.
- Structuring the environment to provide a safe place for active movement.
- Singing simple songs with facial and hand gestures (e.g., "The Itsy Bitsy Spider") and playing "Peek-a-boo".

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Demonstrate increasing social problem-solving. **(A7)**
- Develop friendships with one or more peers. **(A8)**
- Successfully enter and engage in group pretend play. **(A9)**

**Examples**
**You May Observe The Child…**

- Seek comfort from adults when hurt, frightened, or if another child grabs toy away.
- Play peacefully alongside a peer as long as there are enough toys to go around, but be unable to share own toys.
- Say, "I can be the person who collects the tickets."

**Strategies**
**You Can Help/Support By…**

- Supporting child to try new things by introducing them gradually, gently, and playfully.
- Labeling toys to indicate to whom they "belong" and modeling ways to take turns or use other available toys.
- Helping children enter a group by suggesting a role that will help extend the group's pretend story.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Show empathy and caring for others. **(A10)**
- Cooperate with others. **(A11)**
- Demonstrate increased ability to resolve conflicts. **(A12)**
- Interact easily with one or more children and adults. **(A13)**

**Examples**
**You May Observe The Child…**

- Pretend to soothe a crying baby doll in the dramatic play area.
- Take turns in games so long as there is not a long wait.
- Use words suggested by an adult to express anger, such as, "I don't like it when you push me."
- Separate willingly from adults to play with friends, most of the time.

**Strategies**
**You Can Help/Support By…**

- Helping child use words to describe actions and feelings.
- Creating opportunities for successful group interactions by providing adequate supplies, and expectations for working together.
- Encouraging child to problem-solve independently when conflicts are encountered.
- Modeling and explaining why it is important to be respectful in a variety of settings and contexts.

**Social and Emotional Development—**includes systematic changes in social relationships, self-perceptions, and understanding and managing or regulating emotions in both personal and social contexts.

**Strand 2: Learning About Self (Self-Perceptions)—**Knowledge and beliefs about one's own characteristics, strengths, and weaknesses; judgments and feelings about one's value and worth; beliefs about one's competence in specific areas; and, a developing sense of choice and purpose about one's roles and activities.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Explore own body and begin to examine body parts of others. **(B1)**
- Gain an emerging sense of self as separate from but also connected to others. **(B2)**
- Feel worthwhile and accepted. **(B3)**
- Demonstrate an emerging sense of competence and confidence in growing abilities **(B4)**
- Smile or laugh at mastery of motor skills, sound play, clowning, or games of tickling. **(B5)**

**Examples**
**You May Observe The Child…**

- Clasp hands together and explore own fingers and toes.
- Interact with self in a mirror as if it were another person.
- Anticipate positive acceptance by peers and adults.
- Repeat actions on toys that get results.
- Laugh and engage in repetitive imitation with trusted adults

**Strategies**
**You Can Help/Support By…**

- Singing songs and finger plays with actions that include body parts.
- Providing unbreakable mirrors for child to look at self.
- Appreciating child with warm, welcoming greetings and departures.
- Providing toys that encourage exploration.
- Playing games of imitation.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Understand self in terms of unique characteristics, preferences, and abilities. **(B6)**
- Begin to recognize family members' roles and names. **(B7)**
- Develop independence. **(B8)**

**Examples**
**You May Observe The Child…**

- Turn head and push the food away when she is not hungry or does not like item.
- Purposefully seek out specific adults who are able to meet specific needs.
- Ask adult for assistance getting a turn.
- Learn to say "No, don't do that. It hurts me."
- Recognize items that belong to oneself by saying, "mine".

**Strategies**
**You Can Help/Support By…**

- Expecting child to protest as he expresses individuality.
- Using the child's name and the names and roles of people in her life.
- Responding to requests for assistance, empowering child to achieve goals while balancing rights of other children.
- Encouraging child to express displeasure in situations with other children independently, but monitoring to ensure children's safety.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Show increasing ability to distinguish between self and others. **(B9)**
- Adjust comfortably to new surroundings. **(B10)**
- Demonstrate confidence and pride in accomplishments. **(B11)**

**Examples**
**You May Observe The Child…**

- Adjust behavior to different settings (e.g., home, playground).
- Request that artwork be displayed.

**Strategies**
**You Can Help/Support By…**

- Pointing out and labeling items that belong to the child.
- Introducing new places, people, and activities gradually and providing some familiar items in new surroundings.
- Displaying children's work in aesthetic ways at child's eye level.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Continue to perceive self as worthwhile and accepted. **(B12)**
- Begin to understand consequences of actions, especially as choices affect others. **(B13)**
- Demonstrate increased awareness of own abilities, characteristics, feelings, and preferences. **(B14)**
- See self as able to have power and make responsible choices. **(B15)**
- Laugh at own mistakes or accidents so long as there is no serious consequence. **(B16)**

**Examples**
**You May Observe The Child…**

- Draw picture of self that reflects sense of self.
- Refrain from doing something that will make another child cry.
- Describe self using physical and behavioral characteristics.
- Say, "I'm not going to eat my applesauce now."
- Laugh following an accidental mixing of two colors or two foods.

**Strategies**
**You Can Help/Support By…**

- Avoiding comparing children and labeling some as "better" or "less competent" than others.
- Acknowledging child's behavior when waits turn or helps another person feel better.
- Encouraging discussions of physical characteristics, and individual preferences and abilities.
- Expanding the range of choices so long as child makes choices that are within the established guidelines of safety and responsible behavior.
- Modeling how to recognize humor in own mistakes.

**Social and Emotional Development—**includes systematic changes in social relationships, self-perceptions, and understanding and managing or regulating emotions in both personal and social contexts.

**Strand 3: Expression of Feelings and Self-Regulation—**The ability to enhance and maintain emotional well-being as the effective foundation for social relationships across the life-span by understanding, appropriately expressing, and learning to manage one's emotional perceptions and responses.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Develop early emotional and behavioral regulation. **(C1)**
- Increase emotional and behavioral regulation. **(C2)**
- Become more adept at expressing own feelings appropriately and recognizing others' emotions. **(C3)**

**Examples**
**You May Observe The Child…**

- Cry when she is hungry, uncomfortable, or unhappy.
- Use a comfort object, such as a blanket or stuffed toy to reduce arousal or distress when feeling stressed or upset.
- Recognize names for a few basic emotions when experienced by self or others

**Strategies**
**You Can Help/Support By…**

- Providing a regular routine for eating, sleeping, and activities that may be unique to each child.
- Helping child learn to calm self (e.g., model calming behavior, offer soothing objects).
- Having books available that address feelings and naming feelings and intentions when interacting with child and others.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Demonstrate progress in expressing needs and opinions in situations without harming self or others. **(C4)**
- Use toys and other objects purposefully and safely. **(C5)**
- Recognize own behaviors that are off limits, but not be able to stop self in advance. **(C6)**
- Offer to share, but only something that is plentiful, or give another a turn but only when finished. **(C7)**

**Examples**
**You May Observe The Child…**

- Ask for the food or toy desired rather than taking from another child.
- Use props in pretense that demonstrate an understanding of their intended purposes.
- Say, "No, No" and shake head while doing action that is not permitted as an attempt to control own behavior.
- Offer piece of cereal or toy to peer.

**Strategies**
**You Can Help/Support By…**

- Acknowledging child's use of words to let you know what she wants.
- Engaging with child in dramatic play, demonstrating the intended way to use toys or other materials.
- Commenting on child's understanding that the act is not acceptable and redirect.
- Commenting on child's willingness to share even though it requires little sacrifice.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Follow simple rules and routines with guidance. **(C8)**
- Manage transitions. **(C9)**

**Examples**
**You May Observe The Child…**

- Check with adults for rules or consequences, e.g., asks if it is ok to go outside now.
- Separate from adult with growing ease.

**Strategies**
**You Can Help/Support By…**

- Creating simple rules for daily routines using child's words and input.
- Responding to individual children in ways that support a successful transition.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Use socially acceptable behavior when completing tasks or problem solving. **(C10)**
- Name and talk about own emotions and can associate them with varying facial expressions. **(C11)**
- Enjoy some rough-and-tumble with trusted friends. **(C12)**

**Examples**
**You May Observe The Child…**

- Attempt to settle disputes or solve problems with another child through negotiation and compromise, addressing own rights as well as the other child's needs, with and without assistance.
- Use words to express feelings, such as, "I get angry when you push me."
- Play like he is fighting or hurting another child, but be able to manage own behavior so that no one gets hurt.

**Strategies**
**You Can Help/Support By…**

- Supporting child's attempts to problem-solve and manage conflicts
- Helping child express feelings while playing with others or listening to stories.
- Allowing rough-and-tumble play, but observing for signs that it might be getting out of bounds.

# Overview of Indicators
# Approaches to Learning

Birth to Kindergarten Developmental Continuum

## Strand 1: Persistence

**A1.** Observe objects and people for a brief period of time.
**A2.** Hold attention of adult.
**A3.** Pay attention briefly and try to reproduce interesting and pleasurable effects and events.
**A4.** Increase the amount of time they can persist in repetitive tasks or preferred activities.
**A5.** Increase persistence in trying to complete a task after previous attempts have failed, sometimes seeking the help of others.
**A6.** Grow in ability to persist in and complete tasks, activities, projects, and experiences.
**A7.** Increase persistence in activities despite frustration or disappointment.
**A8.** Recognize and solve problems independently through trial and error and by interacting with peers and adults.
**A9.** Set goals, develop plans, and complete tasks.
**A10.** Show growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.

## Strand 2: Curiosity and Initiative

**B1.** Show awareness of and interest in the environment.
**B2.** Engage in and actively explore self, objects, and surroundings.
**B3.** Show eagerness and curiosity as a learner.
**B4.** Demonstrate ability to initiate activities.
**B5.** Participate in an increasing variety of tasks and activities.
**B6.** Develop increased ability to make independent choices.
**B7.** Find and use materials to follow through on an idea.
**B8.** Initiate play with others.
**B9.** Offer to help with chores.
**B10.** Invent projects and work on them with little assistance.
**B11.** Grow in eagerness to learn about and discuss a growing range of topics, ideas and tasks.

## Strand 3: Creativity & Inventiveness

**C1.** Notice and show interest in and excitement with familiar objects, people, and events.
**C2.** Approach and explore new experiences in familiar settings.
**C3.** Delight in finding new properties and uses for familiar objects and experiences.
**C4.** Pretend and use imagination during play.
**C5.** Imitate action observed in another situation.
**C6.** Approach tasks experimentally, adapting as the activity evolves.
**C7.** Use imagination to create original thoughts, ideas, or products.
**C8.** Approach tasks and activities with increased flexibility, imagination, and inventiveness.
**C9.** Use creativity and inventiveness to complete projects or tasks.
**C10.** Make changes to a familiar story by adding actions or characters.
**C11.** Represent reality in a variety of ways (e.g., pretend play, drawing, making up stories).

## Strand 4: Reasoning & Problem Solving

**D1.** Explore object characteristics (e.g., size, shape, texture) in many different ways.
**D2.** Behave in consistent ways to elicit desired response.
**D3.** Use sounds, gestures, and movements to impact the environment and interactions.
**D4.** Realize that people or things exist even when out of view (object permanence).
**D5.** Use objects as intended.
**D6.** Demonstrate beginning understanding of cause and effect, especially of own actions.
**D7.** Seek assistance from an adult or another child to solve problems.
**D8.** Explain reasons why simple events occur.
**D9.** Develop increasing abilities to classify, compare and contrast objects, events and experiences.
**D10.** Recognize and solve problems through active exploration, and interactions and discussions with others.
**D11.** Create a strategy based on one learning event and extend it to a new learning opportunity.
**D12.** Demonstrate understanding of what others are thinking, their intentions, or motivations.
**D13.** Demonstrate long-term memory of meaningful events and interesting ideas.
**D14.** Work with others to find a solution, using problem solving strategies.

**Approaches to Learning—**the inclinations, dispositions, attitudes, habits, and styles that reflect the many ways that children involve themselves in learning.

**Strand 1: Persistence—**Continued attentiveness that indicates the ability to retain meaningful information and ideas and to use best practices in future activities and situations.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Observe objects and people for a brief period of time. **(A1)**
- Hold attention of adult. **(A2)**
- Pay attention briefly and try to reproduce interesting and pleasurable effects and events. **(A3)**

**Examples**
**You May Observe The Child…**

- Examine a toy, rattle, or face for a brief period of time.
- Smile, babble, and sustain eye-contact with adult.
- Use certain behaviors to get adults' attention.
- Grasp, release, re-grasp, and re-release an object.
- Lift arms up while crying to be picked up and comforted.

**Strategies**
**You Can Help/Support By…**

- Providing child with opportunities to explore characteristics of safe objects.
- Providing child with consistent responses, environments, and routines.
- Providing child with a safe environment in which to explore a variety of age-appropriate materials.
- Observing child to understand and support temperament, learning styles, and interests.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Increase the amount of time they can persist in repetitive tasks or preferred activities. **(A4)**
- Increase persistence in trying to complete a task after previous attempts have failed. **(A5)**

**Examples**
**You May Observe The Child…**

- Work at building a block structure for a short period of time.
- Fill a container with small objects and dump them out repeatedly.
- Try various shapes in a shape-sorting toy until the shape finally fits.
- Try to start the zipper on coat repeatedly until able to do the task without help.

**Strategies**
**You Can Help/Support By…**

- Providing several stacking type toys that encourage a child to use a variety of motions.
- Demonstrating confidence in child by not interrupting or redirecting when child is focused on an activity.
- Noticing and making specific comments about a child's efforts and accomplishments.
- Being available and responding when child encounters problems, without being intrusive.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Grow in ability to persist in and complete tasks, activities, projects, and experiences. **(A6)**
- Increase persistence in activities despite frustration or disappointment. **(A7)**

**Examples**
**You May Observe The Child…**

- Use materials to create a collage, working on it in a focused manner.
- Persist in attempt to find missing pieces of a toy or to try something new with the playdough.
- Successfully complete a challenging puzzle.
- Spill a cup of juice on the floor, clean it up, and ask for more juice.

**Strategies**
**You Can Help/Support By…**

- Designing projects that take more than one day to complete.
- Offering suggestions for overcoming challenges only after he asks for assistance.
- Providing adequate time and support for child to complete increasingly complex games or tasks.
- Commending child for handling frustration or disappointment in socially appropriate ways.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Recognize and solve problems independently. **(A8)**
- Set goals, develop plans, and complete tasks. **(A9)**
- Show growing capacity to maintain concentration over time. **(A10)**

**Examples**
**You May Observe The Child…**

- Focus on an activity.
- Alter approach to tasks when initial approach does not work.
- Work on building a specific item, though the design may change during the process.
- Disregard activities nearby while maintaining focus and concentration on the task at hand.
- Remember on a day-to-day basis to maintain long-term projects.

**Strategies**
**You Can Help/Support By…**

- Facilitating play and activities between child and others.
- Encouraging child to try new approaches without intervening.
- Talking with child about her activities and plans.
- Creating projects for child to work on over time.
- Providing adequate time and support for child to complete increasingly complex activities, games, or tasks.

**Approaches to Learning—**the inclinations, dispositions, attitudes, habits, and styles that reflect the many ways that children involve themselves in learning.

**Strand 2: Initiative and Curiosity—**Characterized by a sense of inquisitiveness, interest in pursuing new information, keenness for new knowledge, and desire to learn.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Show awareness of and interest in the environment. **(B1)**
- Engage in and actively explore self, objects, and surroundings. **(B2)**
- Show eagerness and curiosity as a learner. **(B3)**

**Examples**
**You May Observe The Child…**

- React to new objects, voices, and sounds.
- Turn in the direction of the source of familiar voices and sounds.
- Inspect own hands and feet.
- Explore an object using all senses.
- Show pleasure by vocalizing and smiling or by actively exploring new objects.
- Show interest in new experiences such as reaching out to touch rain.

**Strategies**
**You Can Help/Support By…**

- Placing bright toys in baby's visual field and moving them.
- Talking with and singing to child, naming body parts.
- Engaging child in interactive games involving the body.
- Providing an infant "gym" with features on the mat.
- Using open-ended questions to promote thinking.
- Observe the children and place prompts to facilitate explorations.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Demonstrate ability to initiate activities. **(B4)**
- Participate in an increasing variety of tasks and activities. **(B5)**

**Examples**
**You May Observe The Child…**

- Begin to explore the environment independently.
- Try new art materials.
- Drop objects to see if you will engage in the "pick-up game."
- Show interest in several learning centers.
- Notice new materials and express interest in using them.

**Strategies**
**You Can Help/Support By…**

- Providing child with choices.
- Offering art materials and encouraging child to create own designs.
- Being cooperative and engaging as the "picker-upper."
- Encouraging and supporting child's interest in trying new activities.
- Offering variety as well as repetition in stories, games, and activities.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Develop increased ability to make independent choices. **(B6)**
- Find and use materials to follow through on an idea. **(B7)**
- Initiate play with others. **(B8)**

**Examples**
**You May Observe The Child…**

- Choose a book for an adult to read.
- State choice for preferred activity.
- Gather blocks to build a tower.
- Gathers pots, spoons, plates, and plastic vegetables to "make soup."
- Bring a toy to another child.
- Play beside other children and imitate the play of another child.

**Strategies**
**You Can Help/Support By…**

- Providing non-critical environments that create opportunities for child to make choices and to initiate activities.
- Increasing the choices available to the child.
- Trying new tasks with child and describing them.
- Reading books about new experiences and when possible exposing child to real things mentioned in the books.
- Acknowledging when child initiates pro-social activities and point out the positive outcomes.
- Providing many opportunities for active exploration with other children.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Offer to help with chores. **(B9)**
- Invent projects and work on them with little assistance. **(B10)**
- Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks. **(B11)**

**Examples**
**You May Observe The Child…**

- Help water plants or use a paper towel to clean up spilled juice.
- Imitate adult activities such as setting the table.
- Use art materials in many ways.
- Show interest in patterns.
- Show curiosity by saying things like, "I wonder what will happen next."
- Experiment with objects.

**Strategies**
**You Can Help/Support By…**

- Expressing appreciation for child's initiative and desire to help.
- Allowing child to independently set table, clean up toys, etc.
- Providing opportunities for child to form, design, and undertake activities and projects.
- Providing materials of interest for child to create own designs.
- Modeling prediction-making.
- Inventing and conducting simple experiments with child.

**Approaches to Learning**—the inclinations, dispositions, attitudes, habits, and styles that reflect the many ways that children involve themselves in learning.

**Strand 3: Creativity and Inventiveness**—Characterized by originality, fluency, flexibility, and the ability to extend existing knowledge, using imagination and moving beyond conventional thinking.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Notice and show interest in and excitement with familiar objects, people, and events. **(C1)**
- Approach and explore new experiences in familiar settings. **(C2)**

**Examples**
**You May Observe The Child…**

- Turn toward and track voices, people, and objects.
- Mouth, shake, bang, drop, or throw objects.
- React to the sound of music with movement.
- Explore new toy to see what happens when it is pushed, pulled, punched, dropped, rolled, shaken, or covered with towel.

**Strategies**
**You Can Help/Support By…**

- Providing toys and experiences with a variety of colors, textures, sounds, shapes, and smells.
- Changing the materials, toys, and objects in child's environment regularly.
- Encouraging child to pretend, make-believe, and use imagination.
- Providing a variety of new objects to be pulled, pushed, held, dropped, thrown, patted, and explored using the senses.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Delight in finding new properties and uses for familiar objects and experiences. **(C3)**
- Pretend and use imagination during play. **(C4)**

**Examples**
**You May Observe The Child…**

- Put together blocks or plastic manipulatives in many different combinations.
- View a table from both above and below, and examine the back and sides of a chair.
- Enjoy sand and water activities under adult supervision.
- Role play with another child.
- Take play dough to the housekeeping area to fill the muffin tins before putting them in the play oven.

**Strategies**
**You Can Help/Support By…**

- Create a safe environment where child is encouraged to experiment with a variety of safe materials.
- Providing sand and water play.
- Supporting and encouraging child's creative processes.
- Playing with child in creative ways.
- Providing dress-up and pretend play materials from child's daily life and cultural background.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Imitate action observed in another situation. **(C5)**
- Approach tasks experimentally, adapting as the activity evolves. **(C6)**
- Use imagination to create original thoughts, ideas, or products. **(C7)**

**Examples**
**You May Observe The Child…**

- Pretends to act like his parents.
- Reenact role of rescue worker after field trip to rescue squad.
- Experiment with blocks he can stack before they tumble.
- Experiment with a brush to find ways to keep paint from dripping.
- Make up words, songs, or stories, or create a dance.
- Being comfortable answering open-ended questions that have no "right" answer.

**Strategies**
**You Can Help/Support By…**

- Providing props for enacting roles.
- Providing age-appropriate learning centers.
- Providing opportunities for child to experiment with safe art materials and to create simple art projects.
- Providing space, materials, time, and freedom for creative expression.
- Asking child to explain ideas.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Approach tasks and activities with increased flexibility, imagination, and inventiveness. **(C8)**
- Use creativity and inventiveness to complete projects or tasks. **(C9)**
- Make changes to a familiar story. **(C10)**
- Represent reality in a variety of ways. **(C11)**

**Examples**
**You May Observe The Child…**

- Combine activities, materials, and equipment in new ways.
- Play several different roles in dramatic play.
- Use a variety of approaches in creating structures or projects.
- Change the plot of familiar story.
- Substitute objects.
- Play-act the role of an adult.
- Draw pictures of a field trip.

**Strategies**
**You Can Help/Support By…**

- Encouraging child to try things in new ways.
- Providing props, time, space, and freedom to choose activities.
- Avoiding competition.
- Using open-ended questions and descriptive language.
- Asking or engaging with the child to depict how a story may have ended differently.
- Playing make-believe games.

**Approaches to Learning—**the inclinations, dispositions, attitudes, habits, and styles that reflect the many ways that children involve themselves in learning.

**Strand 4: Reasoning and Problem-Solving—**The ability to understand, evaluate, and interpret and apply knowledge and information, processes which inform future learning and problem-solving.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Explore object characteristics in many different ways. **(D1)**
- Behave in consistent ways to elicit desired response. **(D2)**
- Use sounds, gestures, and movements to impact the environment and interactions. **(D3)**

**Examples**
**You May Observe The Child…**

- Explore objects placed in hands.
- Bring objects to mouth.
- Repeat actions many times to cause desired effect.
- Enjoy playing games with primary adult that involve repetition.
- Push a ball to watch it roll or pull or hit a knob to make a bell ring.
- Drop toys repeatedly from the high chair in a game with adult.

**Strategies**
**You Can Help/Support By…**

- Adding toys with different textures and those that are responsive to infant's actions.
- Interacting with child in consistent and predictable ways.
- Playfully imitating and responding appropriately to child's sounds or actions.
- Modeling behaviors that produce interesting results.
- Providing child with objects that react to specific actions.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Realize that people or things exist even when out of view (object permanence). **(D4)**
- Use objects as intended. **(D5)**

**Examples**
**You May Observe The Child…**

- Say good-bye to parent, knowing he will return later in the day.
- Search for items that have been covered, placed inside something, or removed to another location.
- "Help" sweep the floor with a child-sized broom.
- Push buttons on a plastic phone.

**Strategies**
**You Can Help/Support By…**

- Playing peek-a-boo.
- Play hide and seek games with objects by covering the object and then moving it under another cover, saying things like "Where are those keys?"
- Modeling and dramatizing the customary way to use common objects.
- Providing dramatic play areas for child to explore the functions of common objects.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Demonstrate beginning understanding of cause and effect, especially of own actions. **(D6)**
- Seek assistance from an adult or another child to solve problems. **(D7)**
- Explain reasons why simple events occur. **(D8)**

**Examples**
**You May Observe The Child…**

- Start to ask "why" questions to show effort at understanding causation.
- Say, "I can do it myself," as well as know when to ask for help.
- Seek assistance after a period of time to put together a puzzle.
- Explain that a friend is not here because he was sick.
- Attempt to explain how things might change, given changes in circumstances.

**Strategies**
**You Can Help/Support By…**

- Engaging child in play-based cause and effect experiments.
- Using simple stories to help child understand cause and effect.
- Encouraging independence while providing assistance when necessary.
- Guiding child through the problem-solving process.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Develop increasing abilities to classify, compare and contrast objects, events, and experiences. **(D9)**
- Recognize and solve problems. **(D10)**
- Create a strategy based on one event and extend it to a new one. **(D11)**
- Demonstrate understanding of what others are thinking, their intentions, or motivations. **(D12)**
- Demonstrate long-term memory. **(D13)**
- Work with others to find a solution. **(D14)**

**Examples**
**You May Observe The Child…**

- Sort objects and compare the groups formed.
- Explore and inspect objects for similarities and differences.
- Use comparative words.
- Tell others about events that happened in the past.
- Negotiate with other children to solve a problem.

**Strategies**
**You Can Help/Support By…**

- Providing objects for sorting.
- Using comparative words or phrases naturally.
- Providing an environment rich in resources and supportive of exploration.
- Applying problem-solving process to social problems at child's level.

# Overview of Indicators
# Language and Literacy

Birth to Kindergarten Developmental Continuum

## Strand 1: Listening and Speaking

**A1.** Respond to frequently heard sounds and words.

**A2.** Use a variety of sounds and motions to communicate.

**A3.** Show increased understanding of gestures and words.

**A4.** Use consistent sounds, gestures, and some words to communicate.

**A5.** Understand questions, some basic concepts, and simple directions.

**A6.** Demonstrate increasing ability to attend to, participate in, and understand language in conversations, stories, songs, and poems.

**A7.** Build increased understanding of basic concepts and vocabulary.

**A8.** Demonstrate increased understanding of oral language through actions and responses to directions and questions.

**A9.** Progress in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.

**A10.** Progress in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.

**A11.** Develop increasing abilities to understand and use language for a variety of purposes.

**A12.** Enjoy hearing and creating humorous stories characterized by exaggeration.

## Strand 2: Phonological Awareness & Alphabetic Knowledge

**B1.** Show enjoyment of the sounds and rhythms of language.

**B2.** Imitate vocalizations and sounds.

**B3.** Enjoy patterns of rhythm and repetition of familiar voices, sounds, rhymes, and songs.

**B4.** Participate in simple word games.

**B5.** Create “jokes” with sounds, using nonsense combinations to explore phonemes.

**B6.** Begin to identify words that rhyme.

**B7.** Show growing ability to discriminate and identify sounds.

**B8.** Identify matching sounds and produce original rhymes.

**B9.** Show growing ability to hear and discriminate separate syllables in words.

**B10.** Show growing awareness of beginning and ending sounds of words.

**B11.** Develop beginning awareness of alphabet letters.

**B12.** Recognize that sounds are associated with letters of the alphabet and that they form words.

**B13.** Understand that letters of the alphabet are a special category of visual graphics that can be individually named.

**B14.** Laugh at and create silly words while exploring phonology.

## Strand 3: Print Awareness and Concepts

**C1.** Respond positively to book reading activities with adults.

**C2.** Show some ability to handle books, with assistance.

**C3.** Recognize print in the neighborhood, community, and environment (e.g., stop-signs, store signs).

**C4.** Relate pictures with real objects, events, and ideas (e.g., stories).

**C5.** Show growing awareness of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.

**C6.** Show growing interest in reading-related activities.

**C7.** Show increased awareness of print concepts.

**C8.** Recognize a word as a unit of print that is formed by individual letters.

**C9.** Read some environmental print.

## Strand 4: Comprehension

**D1.** Focus attention on simple picture books.

**D2.** Begin to recognize "favorite books" and repeatedly request to read them.

**D3.** Begin to interact with story through familiar hand motions and expression of emotions.

**D4.** Begin to recognize symbols for objects.

**D5.** Show increased comprehension and response to stories read aloud.

**D6.** Recall specific characters or actions from familiar stories.

**D7.** Understand the meaning of some environmental print.

**D8.** Demonstrate understanding of basic plots of simple stories in a variety of ways.

**D9.** Begin to understand the connection between books and personal experiences.

**D10.** Understand the main idea of simple information.

**D11.** Use strategies such as questioning or predicting to comprehend printed material.

**D12.** Attempt, often unsuccessfully, to create jokes by using the method for making jokes based on double meanings of words.

## Strand 5: Early Writing

**E1.** Begin to show interest in exploring writing tools.

**E2.** Experiment with grasp when using a variety of writing tools.

**E3.** Show increased interest in exploring writing tools.

**E4.** Use writing tools to make scribbles.

**E5.** Make purposeful marks on paper.

**E6.** Use scribbles and unconventional shapes to convey messages.

**E7.** Represent ideas and stories through pictures, dictation, and play.

**E8.** Experiment with a growing variety of writing tools and materials, such as pencils, crayons, and computers.

**E9.** Use letter-like shapes, symbols, letters, and words to convey meaning.

**E10.** Understand purposes for writing.

**E11.** Begin to use familiar words (e.g., mom, love) in writing and drawing.

**Language and Literacy—**the meaning and structure of words and sentences, how to use words to convey meaning, and how to understand and use printed materials.

**Strand 1: Listening and Speaking—**Awareness of the social conventions of language usage, and the ability to listen, to understand, and to follow verbal conversation, including the ability to integrate verbal and non-verbal cues that inform interpretation related to social and emotional contexts.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Respond to frequently heard sounds and words. **(A1)**
- Use a variety of sounds and motions to communicate. **(A2)**
- Show increased understanding of gestures and words. **(A3)**
- Use consistent sounds, gestures, and some words to communicate **(A4)**

**Examples**
**You May Observe The Child…**

- Focus on objects and sources of sounds.
- Produce quiet, throaty sounds/noises, later cooing and then babbling using many sounds.
- Become excited upon hearing familiar word such as "bottle."
- Point to a bottle and say, "baba."

**Strategies**
**You Can Help/Support By…**

- Using different types of voice with child.
- Responding to child's attempts at nonverbal communication.
- Providing opportunities for child to listen to music, stories and nursery rhymes.
- Interpreting and giving meaning to what child says.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Understand questions, some basic concepts, and simple directions. **(A5)**
- Demonstrate increasing ability to attend to, participate in, and understand language in conversations, stories, songs, and poems. **(A6)**
- Build increased understanding of basic concepts and vocabulary. **(A7)**

**Examples**
**You May Observe The Child…**

- Follow directions that involve one- or two-step sequence of actions.
- Participate in rhymes, songs, chants, poetry, and stories.
- Use words to name common objects, actions (jumping), and feelings (happy), and attributes such as color, size, or temperature.

**Strategies**
**You Can Help/Support By…**

- Playing games that require listening and following simple directions.
- Reading to child daily and using a variety of stories, rhymes, songs, chants.
- Having child walk around the room and label objects.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Demonstrate increased understanding of oral language through actions and responses to directions and questions. **(A8)**
- Progress in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. **(A9)**

**Examples**
**You May Observe The Child…**

- Respond appropriately to simple directions or questions.
- Extend/expand the thought or idea expressed by another.

**Strategies**
**You Can Help/Support By…**

- Speaking in simple sentences and play games that require listening (e.g., Simon Says).
- Providing opportunities for child to communicate with other children.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Progress in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. **(A10)**
- Develop increasing abilities to understand and use language for a variety of purposes. **(A11)**
- Enjoy hearing and creating humorous stories characterized by exaggeration. **(A12)**

**Examples**
**You May Observe The Child…**

- Use more complex grammar and parts of speech (e.g., "the," and "a" in productions).
- Use language to problem-solve.
- Enjoy children's books with themes of exaggeration.

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for child to pronounce words correctly through normal conversations, enunciating each part of words clearly.
- Explaining the various uses of language.
- Capitalizing on the opportunity to reinforce mathematical concepts of size comparisons.

**Language and Literacy**—the meaning and structure of words and sentences, how to use words to convey meaning, and how to understand and use printed materials.

**Strand 2: Phonological Awareness and Alphabetic Knowledge**—The ability to hear the different sounds of language and to understand how sounds of spoken language can be segmented, combined, and manipulated.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Show enjoyment of the sounds and rhythms of language. **(B1)**
- Imitate vocalizations and sounds. **(B2)**

**Examples**
**You May Observe The Child…**

- Focus on the person speaking.
- Make utterances that are easy to produce.

**Strategies**
**You Can Help/Support By…**

- Exposing child to a variety of sounds by speaking, reading books, and singing or playing songs while using exaggerated actions or expressions.
- Repeating child's sounds, then say word correctly by using it in a sentence (e.g., "Ca, ca, car, mommy's in the car.").

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Enjoy patterns of rhythm and repetition of familiar voices, sounds, rhymes, and songs. **(B3)**
- Participate in simple word games. **(B4)**
- Create "jokes" with sounds, using nonsense combinations to explore phonemes. **(B5)**

**Examples**
**You May Observe The Child…**

- Ask adult to repeat favorite rhymes, fingerplays, or stories.
- Recite last word and/or phrases of familiar rhymes, with assistance.
- Purposefully say wrong name or word such as calling the dog "Lazy" instead of "Daisy."

**Strategies**
**You Can Help/Support By…**

- Reciting and reading books, rhymes, and poems on a regular basis.
- Making up rhyming songs using child's and other familiar people's names and reading books with rhymes, songs, and repetitive language.
- During word play, imitating and extending child's words.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Begin to identify words that rhyme. **(B6)**
- Show growing ability to discriminate and identify sounds. **(B7)**

**Examples**
**You May Observe The Child…**

- Recognize matching sounds and rhymes in familiar words, games, songs, stories and poems.
- Notice sounds in the environment (e.g., train, siren, birds).

**Strategies**
**You Can Help/Support By…**

- Playing word games using three consonant-vowel-consonant (CVC) words (e.g., bat, mat, cat), making up new and playful combinations.
- Reading aloud every day, asking child to repeat sounds with you.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Identify matching sounds and produce original rhymes. **(B8)**
- Show growing ability to hear and discriminate separate syllables in words. **(B9)**
- Show growing awareness of beginning and ending sounds of words. **(B10)**
- Develop beginning awareness of alphabet letters. **(B11)**
- Recognize that sounds are associated with letters of the alphabet and that they form words. **(B12)**
- Understand that letters of the alphabet are a special category of visual graphics that can be individually named. **(B13)**
- Laugh at and create silly words while exploring phonology. **(B14)**

**Examples**
**You May Observe The Child…**

- Experiment with sounds to make nonsense words that rhyme.
- Differentiate between similar-sounding words.
- Listen for and acknowledge words that begin with the same initial sound.
- Begin to understand that print represents words.
- Begin to make letter/sound matches.
- Associate the names of letters with their shapes.

**Strategies**
**You Can Help/Support By…**

- While listening to rhyming songs, picking out the rhyming words.
- Reading a nursery rhyme and having child raise his hand every time a specific sound is heard.
- Asking child to match words that have the same beginning or ending sound.
- Singing alphabet songs with child.
- Providing child with hands-on materials containing letters.
- Writing out child's name sounding out each letter.
- Allowing children to explore sounds and language by experimenting with words.

**Language and Literacy—**the meaning and structure of words and sentences; how to use words to convey meaning, and how to understand and use printed materials.

**Strand 3: Print Awareness and Concepts—**The construction of meaning from print and skills such as print convention, directionality, and the concepts of the word, the sentence, and punctuation.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Respond positively to book reading activities with adults. **(C1)**
- Show some ability to handle books, with assistance. **(C2)**

**Examples**
**You May Observe The Child…**

- Focus on picture books with bold, colorful, and clear images of familiar objects.
- Attempt to position pictures in book right side up.

**Strategies**
**You Can Help/Support By…**

- Providing child with board, cloth and plastic books that can be manipulated and explored with assistance.
- Handing child board books, helping him turn the pages and pointing to the pictures.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Recognize print in the neighborhood, community, and environment (e.g., stop-signs, store signs). **(C3)**
- Relate pictures with real objects, events, and ideas (e.g., stories). **(C4)**

**Examples**
**You May Observe The Child…**

- Recognize some signs and symbols in the environment (e.g., "STOP").
- Talk about pictures and labeling objects in books.

**Strategies**
**You Can Help/Support By…**

- Taking child for walks around the neighborhood and pointing out common signs.
- Creating a book about child's daily life with photos of significant people, pets, and places in the home.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Show growing awareness of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus. **(C5)**
- Show growing interest in reading-related activities. **(C6)**

**Examples**
**You May Observe The Child…**

- Point to the elevator button while in a tall building.
- Pretend to "read" independently or with others, turning pages and looking at illustrations.

**Strategies**
**You Can Help/Support By…**

- Commenting upon the purpose of signs in the environment, especially as they are used and talking aloud to self while following directions ("Oh that sign says 'Stop,' so I will stop the car").
- Modeling reading for pleasure and allowing child to explore books independently by placing age appropriate books in various locations.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Show increased awareness of print concepts. **(C7)**
- Recognize a word as a unit of print that is formed by individual letters. **(C8)**
- Read some environmental print. **(C9)**

**Examples**
**You May Observe The Child…**

- Recognize book by cover.
- Point to the words on the pages of a book.
- Read familiar sight words (e. g., words on cereal boxes).

**Strategies**
**You Can Help/Support By…**

- Modeling holding a book correctly and turning pages right to left.
- Using "Big Books" to allow child to track text as you read.
- Pointing to printed words and asking, "What does it say?"

**Language and Literacy—**the meaning and structure of words and sentences; how to use words to convey meaning, and how to understand and use printed materials.

**Strand 4: Comprehension—**The understanding of oral and written language, heavily dependent upon word knowledge or vocabulary, that results from the child's active construction of meaning.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Focus attention on simple picture books. **(D1)**
- Begin to recognize "favorite books" and repeatedly request to read them. **(D2)**

**Examples**
**You May Observe The Child…**

- Point or make sounds when looking at picture books.
- Recite some words in familiar books from memory and maybe object if you try to change the story.

**Strategies**
**You Can Help/Support By…**

- Reading stories to child daily.
- Reading books with a predictable story line and sequence of events with child, reading some books repeatedly at the child's request.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Begin to interact with story through familiar hand motions and expression of emotions. **(D3)**
- Begin to recognize symbols for objects. **(D4)**

**Examples**
**You May Observe The Child…**

- Perform an action that is shown or mentioned in a book.
- Point to individual pictures and name person(s) or object(s) while pointing.

**Strategies**
**You Can Help/Support By…**

- Reading a story often and then engaging child in conversation about it.
- Making a name block for child with the name on one side and child's picture on the other.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Show increased comprehension and response to stories read aloud. **(D5)**
- Recall specific characters or actions from familiar stories. **(D6)**
- Understand the meaning of some environmental print. **(D7)**

**Examples**
**You May Observe The Child…**

- Ask relevant questions as the story is read.
- Tell through spoken words, gestures, symbols, pictures, and/or signs what happened in a story.
- Recognize function of common labels in the environment (e.g., restroom sign).

**Strategies**
**You Can Help/Support By…**

- Asking child his opinion of books, parts of stories, and characters.
- Providing music, art supplies, or props that lend themselves to depicting certain aspects of the story.
- Labeling common objects in the environment using print.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Demonstrate understanding of basic plots of simple stories in a variety of ways. **(D8)**
- Begin to understand the connection between books and personal experiences. **(D9)**
- Understand the main idea of simple information. **(D10)**
- Use strategies such as questioning or predicting to comprehend printed material. **(D11)**
- Attempt, often unsuccessfully, to create jokes by using the method for making jokes based on double meanings of words. **(D12)**

**Examples**
**You May Observe The Child…**

- Begin to understand the sequence of a story (e.g., beginning, middle, and end ).
- Talk about the characters and events in storybooks in ways that suggest understanding of what has been said or read.
- Make observations about the use of words and pictures in a book to comprehend printed material.

**Strategies**
**You Can Help/Support By…**

- Discussing story with open-ended questions.
- Helping child to make picture books about her own experiences.
- Asking thought provoking questions about a story.
- Responding to a child's joke with a laugh and asking, "Did you make that joke yourself? Now I have one for you…"

**Language and Literacy—**the meaning and structure of words and sentences; how to use words to convey meaning, and how to understand and use printed materials.

**Strand 5: Early Writing—**The ability to express or communicate in writing (using both the motor and cognitive elements of language) as developed through the skills of drawing, scribbling, and the use of invented spelling.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Begin to show interest in exploring writing tools. **(E1)**
- Experiment with grasp when using a variety of writing tools. **(E2)**

**Examples**
**You May Observe The Child…**

- Grasp a crayon and bring it to the mouth.
- Grasp marker or crayon with her fist and makes marks on paper without regard to location.

**Strategies**
**You Can Help/Support By…**

- Supervising child's exploration of child-safe writing tools.
- Providing writing and drawing tools (e.g., crayons, chalk, finger paint) that can be used both indoors and outdoors.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Show increased interest in exploring writing tools. **(E3)**
- Use writing tools to make scribbles and purposeful marks. **(E4)**
- Make purposeful marks on paper. **(E5)**

**Examples**
**You May Observe The Child…**

- Attempt to use a variety of writing tools (e.g., pencil, marker, paint brush).
- Hold large crayons and transfer them from one hand to the other.
- Begin to draw representational figures (e.g., circle).

**Strategies**
**You Can Help/Support By…**

- Creating an accessible writing area for child with a smooth writing surface, writing tools, and paper.
- Providing opportunities for child to draw, acknowledging what is done.
- Providing opportunities for child to draw, and writing down what child says she has drawn.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Use scribbles and unconventional shapes to convey messages. **(E6)**
- Represent ideas and stories through pictures, dictation, and play. **(E7)**
- Experiment with a growing variety of writing tools and materials, such as pencils, crayons, and computers. **(E8)**

**Examples**
**You May Observe The Child…**

- Name scribbles.
- Cover a paper with large swirls of paint, saying, "This is my house," and asking the adult to write "My House" on the painting.
- Practice copying words in the environment using a pencil or crayon.

**Strategies**
**You Can Help/Support By…**

- Writing child's comments at the bottom of drawings, collages or photos.
- Providing opportunities for child to tell stories out loud, write down what child says and read it back with child.
- Providing a variety of writing materials and unlined paper with clipboards to promote writing.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Use letter-like shapes, symbols, and letters to convey meaning. **(E9)**
- Understand purposes for writing. **(E10)**
- Begin to use familiar words (e.g., mom, love) in writing and drawing. **(E11)**

**Examples**
**You May Observe The Child…**

- Write own name from memory on own artwork.
- Use letter stamps to represent words and then "read" the message or story to another person.
- Print 5-8 letters with a writing tool.

**Strategies**
**You Can Help/Support By…**

- Positively acknowledging child's attempts at writing (e.g., display writing in visible locations).
- Leaving fun notes for child in child's bed, and when child finds the notes, reading them aloud together.
- Providing opportunities for child to manipulate magnetic letters, naming the letters or using them to spell out simple words.

# Overview of Indicators
# Cognition and General Knowledge
# Strand 1: Learning About Mathematical Concepts

Birth to Kindergarten Developmental Continuum

## Sub-Strand A: Numbers and Operations

**A1.** Begin to build understanding of more.
**A2.** Use number words in songs and finger plays with little or no understanding.
**A3.** Build some understanding of quantity.
**A4.** Demonstrate growing understanding of one-to-one matching.
**A5.** Begin to count by rote.
**A6.** Begin to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.
**A7.** Demonstrate advancing knowledge of numbers and counting.
**A8.** Begin to make use of one-to-one correspondence in counting objects and matching groups of objects.
**A9.** Increase ability to compare numbers of objects using appropriate vocabulary (e.g., more, less, greater than, fewer, equal to, same).
**A10.** Develop increasing ability to count in sequence and to use one-to-one correspondence.
**A11.** Show increased curiosity and interest in numbers and counting as a means for solving problems and determining quantity.

## Sub-Strand B: Measurement

**B1.** Explore objects in their environment.
**B2.** Show some awareness of the relative size of objects.
**B3.** Connect mathematical language to measurement concepts.
**B4.** Explore the concept of volume.
**B5.** Show some understanding of the concept of measurement.
**B6.** Explore measuring tools (e.g., measuring cup, ruler, scale).
**B7.** Describe physical objects in terms of relative size (e.g., big, little, small, tall, short, long, heavy, light).
**B8.** Demonstrate understanding of concepts related to quantity (e.g., many, a lot, full, empty, whole, part, all, none).
**B9.** Use non-standard units of measurement (e.g., hands, books, blocks) to explore the environment.
**B10.** Use standard tools (e.g., measuring cups, ruler, scale) to explore and understand the environment.
**B11.** Compare objects based on differences in length, weight, and temperature using appropriate vocabulary.
**B12.** Show progress in using standard and non-standard measures for length, capacity, weight, time, and temperature.

## Sub-Strand C: Patterns and Relationships

**C1.** Engage in sustained gazing or tracking of object with eyes.
**C2.** Demonstrate object permanence (i.e., realizes that people or things exist even when out of view).
**C3.** React to mental images of objects or events.
**C4.** Show interest in patterns.
**C5.** Explore similarities and differences of objects (e.g., color, size, shape, and texture).
**C6.** Understand the relationship between objects, solving simple jigsaw puzzles and matching similar shapes.
**C7.** Recognize, sort, and classify objects by a single characteristic (e.g., color, size, shape, and texture).
**C8.** Continue to understand the relationship between objects.
**C9.** Recognize and copy simple patterns (e.g., sounds, objects, shapes).
**C10.** Use patterns to predict relationships between objects.
**C11.** Create original patterns using a variety of materials according to one or more attributes (e.g., color, size, shape).

## Sub-Strand D: Shapes

**D1.** Explore geometric shapes using their hands, eyes, and mind.
**D2.** Play with shape toys, though often will not match correctly.
**D3.** Identify simple objects by their shape.
**D4.** Recognize simple shapes (e.g., circle, triangle, rectangle, and square).
**D5.** Use mathematical language to describe shapes (e.g., circle, triangle, rectangle, and square) and their relative parts and attributes.
**D6.** Recognize, name, and sort simple shapes (e.g., circle, triangle, rectangle, and square).
**D7.** Recognize three-dimensional shapes (e.g., cylinders, spheres, cones) through everyday experiences.
**D8.** Create, build, or draw shapes using a variety of materials.

# Overview of Indicators
# Cognition and General Knowledge
# Strand 1: Learning About Mathematical Concepts

Birth to Kindergarten Developmental Continuum

## Sub-Strand E: Spatial Sense

**E1.** Pay attention to what is happening in the environment.
**E2.** Demonstrate use of body and materials in space.
**E3.** Become aware of own body and personal space during active exploration of physical environment.
**E4.** Explore the size, shape, and spatial arrangement of real objects.
**E5.** Show understanding of different relationships of objects in space.
**E6.** Show understanding of several positional words.
**E7.** Show increasing understanding of directionality, order and position of objects and words such next to, beside, above, below, under, over, top, bottom.

## Sub-Strand F: Data Collection and Analysis

**F1.** Pay attention to what is happening in the environment.
**F2.** Gather information through the senses (e.g., mouthing, grasping, reaching).
**F3.** Make things happen through use of senses of sight, sound, taste, and touch.
**F4.** Observe persons or objects in the environment for a brief period of time.
**F5.** Begin to explore physical properties of objects and to identify their use.
**F6.** Recognize objects as the same and different.
**F7.** Apply knowledge or experience to a new context.
**F8.** Demonstrate understanding that physical objects and experiences are quantifiable.
**F9.** Collect and organize data about themselves, their environment, and their experiences.
**F10.** Organize and display information by shared attribute or relationship.
**F11.** Analyze collected data and generate logical conclusions.

## Sub-Strand G: Time and Sequence

**G1.** Develop an understanding of the concept of time as it relates to everyday life (e.g., meals, sleeping).
**G2.** Demonstrate some understanding of when things happen in relation to routines.
**G3.** Recall information about the immediate past.
**G4.** Show increased knowledge and memory for details and routines.
**G5.** Anticipate, remember, and describe daily sequences of events.
**G6.** Use words to describe time (e.g., hour, day, week, month, morning, afternoon, night).
**G7.** Demonstrate improved understanding of past, present, and future using words such as before, after, now, and then.
**G8.** Demonstrate beginning understanding of sequence.
**G9.** Identify the positions of objects or persons in sequence (e.g., first, second, third, last, before, after).

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 1 Sub-Strand A. Number and Operations—**Building understanding of the concept of numbers, quantity, ways of representing numbers, one-to-one correspondence, and counting.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Begin to build understanding of more. **(A1)**
- Use number words in songs and finger plays with little or no understanding. **(A2)**

**Examples**
**You May Observe The Child…**

- Use gestures to request more in reference to food or play.
- Watching adults sing songs and finger plays that refer to counting or numbers.

**Strategies**
**You Can Help/Support By…**

- During meals, asking child, "Would you like more?"
- Playing games or singing songs (e.g., "5 Little Monkeys") and reading books that use numbers and counting.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Build some understanding of quantity. **(A3)**
- Demonstrate growing understanding of one-to-one matching. **(A4)**

**Examples**
**You May Observe The Child…**

- Recognize some quantities (e.g., sees two blocks and says "two").
- Put pegs in each hole of pegboard during play.

**Strategies**
**You Can Help/Support By…**

- When bottle is empty, saying, or using sign language to signify, "all gone."
- Creating an environment that contains a variety of objects that work together in a one-to-one relationship (e.g., markers and caps, cars and garages, containers with lids).

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Begin to count by rote. **(A5)**
- Begin to associate number concepts, vocabulary, quantities and written numerals in meaningful ways. **(A6)**
- Demonstrate advancing knowledge of numbers and counting. **(A7)**

**Examples**
**You May Observe The Child…**

- Attempt to count during hide-and-seek, skipping some numbers.
- Get three apples out of the basket, one for each person by using one-to-one correspondence.

**Strategies**
**You Can Help/Support By…**

- Playing games that involve counting.
- Providing an environment that contains objects with naturally occurring numbers and number words.
- Encouraging child to make thoughtful predictions and estimates about quantity, size, distance, and time in daily activities by playing guessing games.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Begin to make use of one-to-one correspondence in counting objects and matching groups of objects. **(A8)**
- Increase in ability to compare numbers of objects using appropriate vocabulary. **(A9)**
- Develop increasing ability to count in sequence and to use one-to-one correspondence. **(A10)**
- Show increased curiosity and interest in numbers and counting as a means for solving problems and determining quantity. **(A11)**

**Examples**
**You May Observe The Child…**

- Count a collection of one to five items.
- Explain that one child has more cookies than another.
- Gradually increase the ability to count up to 10, and later to count beyond 10.
- Tell you a sign has the number 4, the same as her age.

**Strategies**
**You Can Help/Support By…**

- Demonstrating to child that numbers have meaning.
- Using comparison words in natural conversation and planned activities.
- Playing games that include counting and/or matching one-to-one.
- Providing number/numeral materials in child's environment.

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 1 Sub-Strand B. Measurement—**Determining the size, volume, quantity, and other measurable qualities and using the appropriate tools to do so.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Explore objects in their environment. **(B1)**
- Show some awareness of the relative size of objects. **(B2)**

**Examples**
**You May Observe The Child…**

- Reach and grab things.
- Nest up to five cups, with assistance.

**Strategies**
**You Can Help/Support By…**

- Providing an environment rich in child-appropriate learning materials and math manipulatives of various sizes and shapes.
- Providing child with toys that have incremental sizes (e.g., nesting cups, stackable rings).

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Connect mathematical language to measurement concepts. **(B3)**
- Explore the concept of volume. **(B4)**
- Show some understanding of the concept of measurement. **(B5)**

**Examples**
**You May Observe The Child…**

- Point to a dog and say, "Big dog."
- Fill and empty containers (e.g., with sand or water) under adult supervision.
- Use size words, such as "big," "little," and "many," appropriately.

**Strategies**
**You Can Help/Support By…**

- Modeling vocabulary when talking about attributes and characteristics of objects in the environment.
- Providing sand and water play, giving child opportunities to pour, fill, scoop, weigh, and dump to develop an understanding of volume, under adult supervision.
- Using comparison words when playing with big and little toys.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Explore measuring tools (e.g., measuring cup, ruler, scale). **(B6)**
- Describe physical objects in terms of relative size (e.g., big, little, small, tall, short, long, heavy, light). **(B7)**
- Demonstrate understanding of concepts related to quantity (e.g., many, a lot, full, empty, whole, part, all, none). **(B8)**

**Examples**
**You May Observe The Child…**

- Play with measuring tools (e.g., measuring cups), pretending to measure.
- Gradually develop language to describe measured attributes e.g. big/small, short/tall, fast/slow
- Explain that a container is full of water.

**Strategies**
**You Can Help/Support By…**

- Charting child's changes in height and weight.
- Naturally integrating size concepts during everyday activities.
- Engaging with child in conversations about quantity as you interact with materials throughout the day.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Use non-standard units of measurement to explore the environment. **(B9)**
- Use standard tools to explore and understand the environment. **(B10)**
- Compare objects based on differences in length, weight, and temperature using appropriate vocabulary. **(B11)**
- Show progress in using standard and non-standard measures for length, capacity, weight, time, and temperature. **(B12)**

**Examples**
**You May Observe The Child…**

- Begin to use conventional measurement terms without accuracy.
- Use a common measuring stick to compare how long or tall things are.
- Sort and/or order objects correctly.
- Measure the length of a book using both non-standard units and appropriate tools.

**Strategies**
**You Can Help/Support By…**

- Demonstrating, explaining, and engaging child in activities that use both standard and non-standard measurement.
- Engaging child in measuring tasks.
- Encouraging child to compare the characteristics of materials and arrange them in an order.

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 1 Sub-Strand C. Patterns and Relationships—**Recognizing and/or creating planned or random repetitions of events, colors, lines, values, textures, and sound, including pitch, timbre, volume, and other qualities.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Engage in sustained gazing or tracking of object with eyes. **(C1)**
- Demonstrate object permanence (i.e., realizes that people or things exist even when out of view). **(C2)**
- React to mental images of objects or events. **(C3)**

**Examples**
**You May Observe The Child…**

- Observe objects in the environment for a brief period of time (e.g., mobile).
- Look at door where adult was last seen.
- Clap hands when told aunt and uncle are coming to visit.

**Strategies**
**You Can Help/Support By…**

- Providing child with a stimulating environment.
- Playing peek-a-boo with child.
- Using descriptive language in everyday conversation, to support child's creation of mental images of objects or events.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Show interest in patterns. **(C4)**
- Explore similarities and differences of objects (e.g., color, size, shape, and texture). **(C5)**
- Understand the relationship between objects, solving simple jigsaw puzzles and matching similar shapes. **(C6)**

**Examples**
**You May Observe The Child…**

- Classify everyday objects that go together.
- Note that two flowers are different sizes or shape or find matching objects in the environment.
- Begin to fit pieces in correct openings through trial and error and correctly stack a few nesting cups.

**Strategies**
**You Can Help/Support By…**

- Engaging child in matching everyday materials (e.g., socks).
- Providing opportunities for child to notice patterns in nature (e.g., types of leaves).
- Providing child with toys requiring problem solving with which to play.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Recognize, sort, and classify objects by a single characteristic (e.g., color, size, shape, and texture). **(C7)**
- Continue to understand the relationship between objects. **(C8)**

**Examples**
**You May Observe The Child…**

- Pick out all the red crayons from the box and announce, "This is how many red crayons we have."
- Begin to point out the differences in objects rather than the similarities.

**Strategies**
**You Can Help/Support By…**

- Making simple games using fabric swatches or wallpaper samples for children to match.
- Discussing similarities and differences of everyday objects during play.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Recognize and copy simple patterns (e.g., sounds, objects, shapes). **(C9)**
- Use patterns to predict relationships between objects. **(C10)**
- Create original patterns using a variety of materials according to one or more attributes (e.g., color, size, shape). **(C11)**

**Examples**
**You May Observe The Child…**

- Create a necklace from shaped preschool-type beads using a simple pattern on a card or picture.
- State that the blue shape follows the yellow shape, the triangle follows the square.
- Make patterns in the sand with her fingers and tracks with toy cars.

**Strategies**
**You Can Help/Support By…**

- When stringing beads, asking child to create and then describe patterns.
- Providing a sample pattern using child-safe common objects.
- Building on the child's understanding of patterning by making changes and additions in materials.

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 1 Sub-Strand D. Shapes—**Recognizing, naming, and comparing and contrasting objects based on their geometric appearance.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Explore geometric shapes using their hands, eyes, and mind. **(D1)**
- Play with shape toys, though often will not match correctly. **(D2)**

**Examples**
**You May Observe The Child…**

- Mouth, shake, bang, drop, or throw shape toys.
- Attempt to place the square beanbag in the round hole.

**Strategies**
**You Can Help/Support By…**

- Providing safe play and art materials that have different shapes (e.g., circles, squares, triangles).
- Engaging child with toys or games that involve matching shapes.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Identify simple objects by their shape. **(D3)**

**Examples**
**You May Observe The Child…**

- Point to a cracker that is round.

**Strategies**
**You Can Help/Support By…**

- Using shape words in daily life (e.g., "Let's cut the cornbread into squares" and then later, "I like triangles, too! How would I make cornbread triangles?")

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Recognize simple shapes (e.g., circle, triangle, rectangle, and square). **(D4)**
- Use mathematical language to describe shapes (e.g., circle, triangle, rectangle, and square) and their relative parts and attributes. **(D5)**
- Recognize, name, and sort simple shapes (e.g., circle, triangle, rectangle, and square). **(D6)**

**Examples**
**You May Observe The Child…**

- Locate individual shapes in pictures composed of overlapping shapes.
- Follow fingers along the sides of a triangle and say it has three sides.
- Find all the triangles that are the same size.

**Strategies**
**You Can Help/Support By…**

- Playing games that involve matching shapes, gradually increasing level of difficulty.
- Identifying the features of shapes when child plays with them.
- Providing child with two-dimensional shapes in a variety of sizes for child to match.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Recognize three-dimensional shapes (e.g., cylinders, spheres, cones) through everyday experiences. **(D7)**
- Create, build, or draw shapes using a variety of materials. **(D8)**

**Examples**
**You May Observe The Child…**

- Match simple three-dimensional shapes with objects found in everyday play.
- Put together and takes apart shapes to make other shapes.

**Strategies**
**You Can Help/Support By…**

- Introducing child to three-dimensional shapes through everyday experiences with cans (cylinders), balls (spheres), and playground cones or ice cream cones.
- Providing a variety of shapes and materials that may be connected and combined to create new shapes.

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 1 Sub-Strand E. Spatial Sense—**Acquiring an understanding of the physical relationship (i.e., direction and position) between self and objects, or between two or more objects, in one's environment.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Pay attention to what is happening in the environment. **(E1)**
- Demonstrate use of body and materials in space. **(E2)**

**Examples**
**You May Observe The Child…**

- Watch and follow the movement of a mobile over the crib.
- Gaze at own hands as they move about.

**Strategies**
**You Can Help/Support By…**

- Placing a stimulating mobile that plays music over crib for children under 5 months of age and unable to push up on knees.
- Taking child to places where he can observe and explore the environment.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Become aware of own body and personal space during active exploration of physical environment. **(E3)**
- Explore the size, shape, and spatial arrangement of real objects. **(E4)**

**Examples**
**You May Observe The Child…**

- Explore spatial relationships by attempting to fit her body in boxes or tunnels.
- Explore openings and looks for items to put in the opening, under adult supervision.

**Strategies**
**You Can Help/Support By…**

- Encouraging child to explore spatial relationships through activities and opportunities to move within his environments.
- Providing the child with various materials with which to build and explore.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Show understanding of different relationships of objects in space. **(E5)**
- Show understanding of several positional words. **(E6)**

**Examples**
**You May Observe The Child…**

- Respond with accuracy most of the time when asked to put the blocks "on" the table, or to go "under" the table.
- Climb to the top of a slide and exclaim, "I am far away from you!"

**Strategies**
**You Can Help/Support By…**

- Using position words in a conscious way (e.g., suggest child puts magazine under the book that is on the table).
- Providing space and materials for creating landscapes (e.g., train tracks, houses, roadway), maps, and other means with which to apply understanding of directionality, order, and position.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Show increasing understanding of directionality, order and position of objects and words such next to, beside, above, below, under, over, top, bottom. **(E7)**

**Examples**
**You May Observe The Child…**

- Put the fork on top of the napkin when asked to do so.

**Strategies**
**You Can Help/Support By…**

- Playing games with child that incorporate using and responding to position words (e.g., left/right, first/last, above/below, over/under, top/bottom).

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 1 Sub-Strand F. Data Collection and Analysis—**The gathering, organizing, and analyzing of information, enabling one to make sense of phenomena in the environment.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Pay attention to what is happening in the environment. **(F1)**
- Gather information through the senses (e.g., mouthing, grasping, reaching). **(F2)**
- Make things happen through use of senses of sight, sound, taste, and touch. **(F3)**
- Observe persons or objects in the environment for a brief period of time. **(F4)**

**Examples**
**You May Observe The Child…**

- Show excitement when seeing adult.
- Turn head toward sounds or voices.
- Drop toy and look for it.
- Look at self in the mirror for a brief period without recognizing who it is.

**Strategies**
**You Can Help/Support By…**

- Providing time daily for child to move freely on the floor in a safe environment.
- Following child's lead while exploring the environment.
- Demonstrating and explaining how things can be manipulated to make them different and/or more useful.
- Showing child self in the mirror of a play toy.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Begin to explore physical properties of objects and to identify their use. **(F5)**
- Recognize objects as the same and different. (F6)

**Examples**
**You May Observe The Child…**

- Explore common substances such as gelatin, water, or fabric.
- Collect items that have common characteristics (e.g., red blocks, shells, leaves).

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for safe observation and exploration (e.g., padded surfaces).
- Providing opportunities for the child to create and share collections based on her interests.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Apply knowledge or experience to a new context. **(F7)**
- Demonstrate understanding that physical objects and experiences are quantifiable. **(F8)**

**Examples**
**You May Observe The Child…**

- Help adult create a photo album of family members.
- Count the number of pieces of fruit on the plate (even though the counting might not be accurate).

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for child to share observations through pictures and words.
- Creating an environment that includes natural and purchased materials for counting, comparing relationships.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Collect and organize data about themselves, their environment, and their experiences. **(F9)**
- Organize and display their information by shared attribute or relationship. **(F10)**
- Analyze collected data and generate logical conclusions. **(F11)**

**Examples**
**You May Observe The Child…**

- Collect leaves; sort them by color, shape or size. Make a leaf graph.
- Participate in the creation of simple graphs reflecting children's favorite type of pet.
- Determine that the class prefers ice cream to cake for dessert.

**Strategies**
**You Can Help/Support By…**

- Helping child represent his/her observations using charts and graphs.
- Making graphs to illustrate comparisons for child.
- Encouraging child to describe and talk about data collected and analyzed.

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 1 Sub-Strand G. Time and Sequence—**Developing an understanding of the concept of time (especially as it relates to daily routines) and the sequencing of objects and events.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Develop an understanding of the concept of time as it relates to everyday life (e.g., meals, sleeping). **(G1)**
- Demonstrate some understanding of when things happen in relation to routines. **(G2)**
- Recall information about the immediate past. **(G3)**

**Examples**
**You May Observe The Child…**

- Show some anticipation for regularly scheduled daily activities.
- Anticipate going outdoors after naptime.
- After eating say, "All done!"

**Strategies**
**You Can Help/Support By…**

- Maintaining a daily routine.
- Explaining your daily routine as you perform the activities (e.g., "It's time to go outside, now").
- Demonstrating, explaining, and giving child routines, talking about what happens before and after.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Show increased knowledge and memory for details and routines. **(G4)**
- Anticipate, remember, and describe daily sequences of events. **(G5)**

**Examples**
**You May Observe The Child…**

- Begin to make connection between daily events and what happens "next" (after lunch it is time for a nap).
- Give simple accounts of what happened that day.

**Strategies**
**You Can Help/Support By…**

- Discussing the daily schedule with the child and asking questions such as, "What do we do after lunch?"
- Helping the child recognize and describe sequences in daily routines (e.g., we read a book before naptime).

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Use words to describe time (e.g., hour, day, week, month, morning, afternoon, night). **(G6)**
- Demonstrate improved understanding of past, present, and future using words such as before, after, now, and then. **(G7)**

**Examples**
**You May Observe The Child…**

- Recognize that time can be measured (e.g., in days, hours, minutes).
- Point to the calendar and count through spoken words, gestures, symbols, pictures, and/or signs the number of days until her special event.

**Strategies**
**You Can Help/Support By…**

- Introducing general concepts of time sequences (e.g., wake-up, eat breakfast, brush teeth, get dressed; yesterday-today-tomorrow; morning-afternoon-evening) before discussing specific concepts (e.g., hours and minutes).
- Providing child with opportunities to play with time keeping materials (e.g., clocks, watches, timers, calendars).

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Demonstrate beginning understanding of sequence. **(G8)**
- Identify the positions of objects or persons in sequence (e.g., first, second, third, last, before, after). **(G9)**

**Examples**
**You May Observe The Child…**

- Retell a complex story or event in somewhat sequential order.
- Say, "I'm first in line. She's second."

**Strategies**
**You Can Help/Support By…**

- Reading books with a predictable story line and sequence of events with child.
- Encouraging the child to name which object is first, second, third, etc. in the context of a pattern or sequence of events.

# Overview of Indicators
# Cognition and General Knowledge
# Strand 2: Learning About the World

Birth to Kindergarten Developmental Continuum

## Sub-Strand A: Scientific Knowledge

**A1.** Show interest in surroundings by focusing on faces and objects in close range.

**A2.** Recognize and respond to different sights, textures, smells, sounds, and tastes.

**A3.** Observe and describe characteristics of living things, the weather, and the outdoor environment.

**A4.** Build beginning understanding of basic science concepts (e.g., force and motion, gravity, sound, light) through exploration.

**A5.** Know that living things are made up of different parts (e.g., body parts).

**A6.** Explore characteristics, basic needs, and life cycles of living things.

**A7.** Discover and describe naturally occurring patterns (e.g., weather phenomena, shells, etc.).

**A8.** Show beginning understanding of the interrelationships in earth/space systems.

**A9.** Recognize matter in its three forms (i.e., solid, liquid, gas).

**A10.** Describe the observable properties of objects using pictures and words (e.g., color, size, shape, texture).

**A12.** Expand knowledge of and respect for their environment, living creatures, and plant life.

## Sub-Strand B: Scientific Inquiry and Exploration

**B1.** Attend to what is happening in the environment.

**B2.** Demonstrate curiosity about the natural environment.

**B3.** Attend and respond to what is happening in the environment.

**B4.** Realize their ability to make things happen.

**B5.** Enjoy games of repeated hiding and finding.

**B6.** Use senses to observe and explore materials and natural phenomena.

**B7.** Demonstrate increased knowledge and memory for details and routines.

**B8.** Ask questions about scientific phenomena.

**B9.** Expect specific results when playing with toys and other materials.

**B10.** Provide some explanations for scientific phenomena.

**B11.** Begin to use simple tools and equipment for investigation.

**B12.** Make comparisons among objects in terms of what they are made of (e.g., clay, cloth, paper, metal) and their physical properties of size, shape, color, weight or texture.

**B13.** Observe and remark upon changes and cause-effect relationships in the physical world.

**B14.** Begin to collect, describe, and record information.

**B15.** Participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations.

**B16.** Apply information or experience to a new context.

**B17.** Form explanations and communicate scientific information.

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 2 Sub-Strand A. Scientific Knowledge—**Understanding of and information about the earth and living things, including their relationships and interdependencies.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Show interest in surroundings by focusing on faces and objects in close range. **(A1)**
- Recognize and respond to different sights, textures, smells, sounds, and tastes. **(A2)**

**Examples**
**You May Observe The Child…**

- Look at surroundings in a new place.
- Use a variety of actions to explore objects – touch, mouth, smell, shake, bang.

**Strategies**
**You Can Help/Support By…**

- Facilitating child's safe observation and exploration (e.g., monitoring, providing padded surfaces).
- Introducing toys with different textures, foods with different smells, and objects that make sounds.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Observe and describe characteristics of living things, the weather, and the outdoor environment. **(A3)**
- Build beginning understanding of basic science concepts (e.g., force and motion, gravity, sound, light) through exploration. **(A4)**

**Examples**
**You May Observe The Child…**

- Identify or attempt to name earth's materials (e.g., water, rocks, dirt, leaves).
- Place hand in front of light source to create a shadow.

**Strategies**
**You Can Help/Support By…**

- Watching fish and reading stories which include fish and other animals.
- Following child's lead as she explores the environment.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Know that living things are made up of different parts (e.g., body parts). **(A5)**
- Explore characteristics, basic needs, and life cycles of living things. **(A6)**
- Discover and describe naturally occurring patterns (e.g., weather phenomena, shells, etc.) **(A7)**

**Examples**
**You May Observe The Child…**

- Identify the body parts that correspond with the senses.
- Explore where animals live through personal observation, watching movies, and looking at pictures.
- Note that a gray sky means it might rain.

**Strategies**
**You Can Help/Support By…**

- Engaging child in finger plays and songs with actions that include body parts and body functions.
- Reading books and magazines with child containing photographs of different habitats and landforms.
- Taking advantage of every day events to talk with child about nature and science (e.g., the changing weather).

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Show beginning understanding of the interrelationships in earth/space systems. **(A8)**
- Recognize matter in its three forms (i.e., solid, liquid, gas). **(A9)**
- Describe the observable properties of objects using pictures and words. **(A10)**
- Expand knowledge of and respect for their environment, living creatures, and plant life. **(A11)**

**Examples**
**You May Observe The Child…**

- Anticipate the sequence of daily events (e.g., awake, asleep).
- Recognize and provide simple descriptions of the states of matter.
- Describe the texture of rocks (e.g., rough, smooth, hard, soft).
- Help to sort cans, bottles, and paper into the proper recycling containers, where available.

**Strategies**
**You Can Help/Support By…**

- Labeling events and routines.
- Engaging child in simple and nutritious cooking projects.
- Exploring properties of the earth with child as found in her daily environment.
- Setting an example for child by respecting the natural world and living creatures, and discussing why it is important.

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 2 Sub-Strand B. Scientific Inquiry and Exploration—**The processes through which children apply and test their scientific knowledge, including sensory observations, asking questions, and data collection and analysis.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Attend to what is happening in the environment. **(B1)**
- Demonstrate curiosity about the natural environment. **(B2)**
- Attend and respond to what is happening in the environment. **(B3)**
- Realize ability to make things happen. **(B4)**
- Enjoy games of repeated hiding and finding. **(B5)**

**Examples**
**You May Observe The Child…**

- Focus on faces and objects in close range.
- Use more than one sense at one time.
- Begin to imitate familiar motions such as stirring.
- Bang a block on the floor repeatedly, to hear the sound that it makes.
- Smile or laugh after repeatedly finding a toy hidden under a pillow.

**Strategies**
**You Can Help/Support By…**

- Providing objects that invite exploration with multiple senses. Interacting with the child by mentioning things in the environment.
- Providing opportunities for safe observation and exploration.
- Providing toys and objects that respond to actions of child.
- Hiding keys under a cover and waiting for infant to find them.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Use senses to observe and explore materials and natural phenomena. **(B6)**
- Demonstrate increased knowledge and memory for details and routines. **(B7)**

**Examples**
**You May Observe The Child…**

- Look at flowers and point out details (e.g., the petals and stem).
- Participate in dramatic play, acting out familiar actions: feeding baby, cooking and eating.

**Strategies**
**You Can Help/Support By…**

- Providing materials for a variety of sensory experiences (e.g., sand and water) and asking open-ended questions.
- Encouraging child to participate in daily routines (e.g., set table for dinner).

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Ask questions about scientific phenomena. **(B8)**
- Expect specific results when playing with toys and other materials. **(B9)**
- Provide some explanations for scientific phenomena. **(B10)**

**Examples**
**You May Observe The Child…**

- Ask simple questions about the natural world (e.g., "Where did the rainbow go?")
- Build with a variety of objects and begin to understand about balance, size and weight.
- Offer an explanation for why colors mixed together create new colors.

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for child to ask questions about the environment and providing descriptive answers.
- Allowing child to play with safe materials without adult guidance in order to discover causal relationships.
- Helping child to find the answers to "why" questions through active exploration and reflection.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Begin to use simple tools and equipment for investigation. **(B11)**
- Make comparisons among objects in terms of what they are made of and their physical properties. **(B12)**
- Observe and remark upon changes and cause-effect relationships in the physical world. **(B13)**
- Begin to collect, describe, and record information. **(B14)**
- Participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations. **(B15)**
- Apply information or experience to a new context. **(B16)**
- Form explanations and communicate scientific information. **(B17)**

**Examples**
**You May Observe The Child…**

- Work with wheeled vehicles and slopes to find out how they move.
- Describe, draw, or write about environmental changes.
- Examine natural materials with magnifying lens, draw pictures of collection, and say what the pictures represent.
- Explore absorption of different materials.

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for child to learn through play
- Exploring properties of objects with child.
- Helping child develop records of observations.

# Overview of Indicators
# Cognition and General Knowledge
# Strand 3: Learning About Families & Communities

Birth to Kindergarten Developmental Continuum

## Sub-Strand A: History

**A1.** Participate in regularly scheduled daily activities.
**A2.** Recognize the beginning and end of an event.
**A3.** Begin to recognize routines and to categorize time intervals.
**A4.** Understand that change is related to time.
**A5.** Recount daily events.
**A6.** Order/sequence events and objects.
**A7.** Distinguish between events that happen in the past, present, and future.
**A8.** Understand that artifacts reveal information about the past.
**A9.** Engage in storytelling about past experiences.

## Sub-Strand B: Geography

**B1.** Develop awareness of body in space.
**B2.** Recognize familiar places.
**B3.** Recall location of familiar objects.
**B4.** Develop awareness of some characteristics of own geographic region.
**B5.** Use some words to indicate direction, position, and relative location.
**B6.** Identify and describe characteristics of own surroundings and geographic region.
**B7.** Demonstrate beginning knowledge of the relationship between people, places, and regions.
**B8.** Identify common geographic tools.
**B9.** Understand and use direction and position words to describe and compare location and spatial relationships.
**B10.** Create representations of locations and space during play.
**B11.** Use labels and symbols that show enhanced understanding of geographic concepts.

## Sub-Strand C: Economics

**C1.** Depend on others to provide for wants and needs.
**C2.** Develop an emerging sense of the meaning of the presence or absence of valued resources such as food or toys.
**C3.** Make choices.
**C4.** Develop awareness of jobs and what is required to perform them.
**C5.** Demonstrate awareness of money being needed to purchase goods and services.
**C6.** Identify tools (including technology) used at home, school, and work.
**C7.** Develop awareness of economic concepts, including jobs, money, and tools.

## Sub-Strand D: Families and Communities

**D1.** Engage with familiar adults.
**D2.** Demonstrate a beginning understanding of family/non-family.
**D3.** Develop beginning understanding of human interdependence.
**D4.** Expand relationships.
**D5.** Understand social customs and create humor by pretending to violate the customs.
**D6.** Identify personal characteristics, including gender and family composition.
**D7.** Recognize ways in which people are alike and different.
**D8.** Develop understanding of individual, family, culture, and community.
**D9.** Exhibit positive citizenship behaviors such as sharing, taking turns, following rules, and taking responsibility for chores.
**D10.** Respect differences among people, such as gender, race, special needs, culture, language, and family structures.
**D11.** Exhibit enhanced positive citizenship behaviors.

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 3 Sub-Strand A. History—**Understanding of the continuum of events occurring in succession—the past to the present and into the future, including the concepts of causality and prediction.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Participate in regularly scheduled daily activities. **(A1)**
- Recognize the beginning and end of an event. **(A2)**
- Begin to recognize routines and to categorize time intervals. **(A3)**

**Examples**
**You May Observe The Child…**

- Develop consistency in sleeping, waking, and eating patterns.
- Bounce in high chair upon anticipating meal.
- Anticipate routine interactions.

**Strategies**
**You Can Help/Support By…**

- Establishing routines for eating, sleeping, diapering and other regular activities.
- Demonstrating, explaining, and giving child routines, talking about what happens before and after.
- Providing a consistent bedtime routine and schedule.

## 18 months to 36 month

**Indicators**
**Children Are Learning To…**

- Understand that change is related to time. **(A4)**
- Recount daily events **(A5)**

**Examples**
**You May Observe The Child…**

- Describe ways she has changed since being a baby.
- Express what he did that day (e.g., "Today we went to the park.")

**Strategies**
**You Can Help/Support By…**

- Showing child evidence of change over time in meaningful ways (e.g., photographs).
- Making daily plans with child, emphasizing items that are different from the usual routine.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Order/sequence events and objects. **(A6)**
- Distinguish between events that happen in the past, present, and future. **(A7)**

**Examples**
**You May Observe The Child…**

- Retell what happened that day in sequence using appropriate vocabulary (e.g., first, next, last).
- Express the difference between past and present using words such as before, after, now, and then.

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for child to retell a story or event in sequence.
- Using pictures to talk with child about what will happen in the future and has happened in the past (e.g., photos or toy animal after an outing to the park).

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Understand that artifacts reveal information about the past. **(A8)**
- Engage in storytelling about past experiences. **(A9)**

**Examples**
**You May Observe The Child…**

- Ask questions about artifacts from life in the past.
- Take on a role from a specific time, use symbols and props, and act out a story/narrative.

**Strategies**
**You Can Help/Support By…**

- Taking child to museums and discussing how artifacts reveal information about the past.
- Providing puppets and other role-play materials for child to engage in storytelling about the past.

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 3 Sub-Strand B. Geography—**Understanding of directionality, position, and location, and knowledge of the physical features of, and humans' relationship with, the Earth.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Develop awareness of body in space. **(B1)**
- Recognize familiar places. **(B2)**

**Examples**
**You May Observe The Child…**

- Explore environment in the presence of adult.
- Recognize and express emotions when approaching familiar places with appropriate facial expressions, words, gestures, signs, or other means.

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for child to explore his body and environment.
- Giving child opportunities to visit new places occasionally.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Recall location of familiar objects. **(B3)**
- Develop awareness of some characteristics of own geographic region. **(B4)**

**Examples**
**You May Observe The Child…**

- Pull cover off toy that has been hidden.
- Match objects to their usual geographic locations (e.g., stove in the kitchen, bed in the bedroom, tree in the park, boat at the lake).

**Strategies**
**You Can Help/Support By…**

- Playing games that encourage object permanence (e.g., peek-a-boo, hide and seek).
- Narrating what child sees and finds in the environment and help child become familiar with locations such as sink, table, and bathroom.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Use some words to indicate direction, position, and relative location. **(B5)**
- Identify and describe characteristics of own surroundings and geographic region. **(B6)**

**Examples**
**You May Observe The Child…**

- Explain where she placed a favorite toy.
- Understand and recognize familiar localities (e.g., home, park, grandparent's house).

**Strategies**
**You Can Help/Support By…**

- Playing games that incorporate using and responding to direction and position words (up, over, next to, down, behind, top, bottom).
- Taking child to geographical locations that may be unfamiliar (e.g., parks, mountains, ocean, new neighborhoods).

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Demonstrate beginning knowledge of the relationship between people, places, and regions. **(B7)**
- Identify common geographic tools. **(B8)**
- Understand and use direction and position words to describe and compare location and spatial relationships. **(B9)**
- Create representations of locations and space during play. **(B10)**
- Use labels and symbols that show enhanced understanding of geographic concepts. **(B11)**

**Examples**
**You May Observe The Child…**

- Understand that there are different places that people live.
- Show interest in investigating geography tools.
- Talk about location.
- Use blocks to build a town and comment that the people can buy food from the store.
- Name street, neighborhood, city or town where she lives.

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for child to explore other places that people live.
- Demonstrating and explaining the use of maps and globes in the presence of child.
- When traveling, using directional terms to note how one reaches a familiar locality.
- Playing with child, creating situations related to travel.

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 3 Sub-Strand C. Economics—**Awareness of the principles of supply and demand, including the roles of resource availability, decision-making, jobs, and currency.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Depend on others to provide for wants and needs. **(C1)**
- Develop an emerging sense of the meaning of the presence or absence of valued resources such as food or toys. **(C2)**

**Examples**
**You May Observe The Child…**

- Anticipate feeding on seeing breast, bottle, or food.
- Understand that he cannot have another cracker because they are all gone.

**Strategies**
**You Can Help/Support By…**

- Establishing a regular feeding schedule.
- Providing toys that can be played with by two or more children at one time to promote sharing.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Make choices. **(C3)**

**Examples**
**You May Observe The Child…**

- Want to do favorite activities over and over again.

**Strategies**
**You Can Help/Support By…**

- Talking with child about his favorite activities using open-ended questions (e.g., "How did you do that? Tell me more.")
- Providing multiple areas of the room (e.g., blocks, dramatic play, table toys) from which child can choose to play.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Develop awareness of jobs and what is required to perform them. **(C4)**

**Examples**
**You May Observe The Child…**

- Talk about what she wants to be when she grows up.

**Strategies**
**You Can Help/Support By…**

- Reading aloud books about different types of occupations and providing props and dress-up clothes for child to play different roles (both male and female).
- Visiting people at work in the community to talk with them about their jobs.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Demonstrate awareness of money being needed to purchase goods and services. **(C5)**
- Identify tools (including technology) used at home, school, and work. **(C6)**
- Develop awareness of economic concepts, including jobs, money, and tools. **(C7)**

**Examples**
**You May Observe The Child…**

- Play store or restaurant with play or real money, receipts, credit cards, telephones.
- Use accurate vocabulary to identify technology (e.g., camera, computer, television) and tools.
- Use play money or other exchange items, when pretending to buy and trade.

**Strategies**
**You Can Help/Support By…**

- Providing play opportunities for child to purchase things in dramatic play.
- Modeling using technology constructively and responsibly in daily living.
- Providing child with play materials that have economic uses for dramatic play.

**Cognition and General Knowledge—**the acquisition of information and understanding about basic concepts, natural phenomena, and social interactions and functions.

**Strand 3 Sub-Strand D. Families and Communities—**Developing knowledge of one's own family, community, and culture, and positive citizenship behaviors, including the concepts of social interdependency and mutual benefits.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Engage with familiar adults. **(D1)**
- Demonstrate a beginning understanding of family/non-family. **(D2)**

**Examples**
**You May Observe The Child…**

- Begin to coo or smile when being given attention.
- Recognize family members.

**Strategies**
**You Can Help/Support By…**

- Spending warm, nurturing time with child, engage eye contact and use gentle touch.
- Creating a baby-proof family album that child can explore.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Develop beginning understanding of human interdependence. **(D3)**
- Expand relationships. **(D4)**
- Understand social customs and create humor by pretending to violate the customs. **(D5)**

**Examples**
**You May Observe The Child…**

- Seek assistance from adult to solve a problem.
- Participate in simple parallel play with other children.
- Purposefully perform an incongruous act (e.g., put socks on hands instead of feet or try to ride in a toy truck.).

**Strategies**
**You Can Help/Support By…**

- Positively acknowledging when child tries to solve a problem independently.
- Providing opportunities for child to interact with various children and adults who are in the room.
- Pretending to be "shocked" and "surprised" (feigning surprise with a smile or "twinkle-in-the-eye" that indicates, "We're just playing, and this isn't real.").

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Identify personal characteristics, including gender and family composition. **(D6)**
- Recognize ways in which people are alike and different. **(D7)**
- Develop understanding of individual, family, culture, and community. **(D8)**

**Examples**
**You May Observe The Child…**

- Use gender- and role-specific vocabulary (e.g., boy, girl, male, female, mother, father).
- Note that her grandparents are from a different country and speak a different language.
- Make the connection that he is both a member of a family and a member of other groups (e.g., a classroom community).

**Strategies**
**You Can Help/Support By…**

- Using gender- and role-specific vocabulary naturally during daily conversations.
- Inviting others to share their culture and traditions with child, recognizing both similarities and differences.
- Displaying photos of child and other family members at child's eye level.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Exhibit positive citizenship behaviors such as sharing, taking turns, following rules, and taking responsibility for chores. **(D9)**
- Respect differences among people, such as gender, race, special needs, culture, language, and family structures. **(D10)**
- Exhibit enhanced positive citizenship behaviors. **(D11)**

**Examples**
**You May Observe The Child…**

- Verbalize that hitting other people is against the rules and learn to wait for turn.
- Develop an understanding of own and others' cultural or religious holidays.
- Participate in creating rules for a game or activity.

**Strategies**
**You Can Help/Support By…**

- Discussing with child how rules/standards protect everyone's rights and help to ensure that everybody is safe.
- Demonstrating and explaining characteristics child has that represent child's cultural background.
- Including child in the development of rules to promote interdependence and understanding of the rules.

# Overview of Indicators
# Fine Arts

Birth to Kindergarten Developmental Continuum

## Strand 1: Dance Arts

**A1.** Discover own body.
**A2.** Respond in simple ways to people and objects.
**A3.** Learn about and have some control of body.
**A4.** Purposefully act on their environment.
**A5.** Have more control of body.
**A6.** Become aware of position in space.
**A7.** Express feelings and ideas through drama and movement.
**A8.** Participate in creative movement, dance, and drama.
**A9.** Show creativity using their bodies.

## Strand 2: Music

**B1.** Respond to sounds.
**B2.** Begin to imitate sounds.
**B3.** Experiment with a variety of sound sources (e.g., rattles, bells).
**B4.** Prefer repetition of familiar songs and rhythmic patterns.
**B5.** Participate in group music experiences (e.g., singing, finger plays, chants, musical instruments).
**B6.** Explore simple songs using voice and/or instruments.
**B7.** Participate with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.
**B8.** Use music as an avenue to express thoughts, feelings, and energy.
**B9.** Show interest in more complicated instruments (e.g., piano, guitar).
**B10.** Respond to variations in music – pitch, volume, tempo, beat, rhythm, and pattern.

## Strand 3: Theatre Arts

**C1.** Discover own body.
**C2.** Imitate sounds, facial expressions, and gestures of another person.
**C3.** Communicate words or concepts through movement.
**C4.** Purposefully act on their environment.
**C5.** Imitate what others do.
**C6.** Engage in pretend play.
**C7.** Understand that objects, photos, or illustrations can stand for real things.
**C8.** Participate with others in dramatic play, negotiating roles and setting up events.
**C9.** Tell about and/or role-play characters from familiar stories or known people and own imagination.
**C10.** Enact or depict coherent stories with interactive roles and multiple episodes.

## Strand 4: Visual Arts

**D1.** Focus on and show interest in objects in the environment.
**D2.** Explore the texture of different mediums (e.g., fabrics of different textures).
**D3.** Gain control in grasping simple art tools.
**D4.** Experiment with a variety of art materials (e.g., paint, markers, crayons, pencils, dough).
**D5.** Explore colors and shapes of objects.
**D6.** Create art to express and represent what they know, think, believe, or feel.
**D7.** Develop ability to plan, to work alone and with others, and to demonstrate care and persistence in a variety of art projects.
**D8.** Respond to artistic creations or events.
**D9.** Create drawings, paintings, models, and other art creations that are more detailed, creative or realistic.
**D10.** Understand and develop the vocabulary to share opinions about artistic creations and experiences.

**Fine Arts—**includes the dance arts, music, theatre arts, and visual arts through which young children develop independence, self-esteem, and self-expression and through which they integrate other domains, such as mathematics, science, cultural histories, language, and social cooperation.

**Strand 1: Dance Arts—**An artistic form of nonverbal communication in which movement communicates feelings and needs, self-expression, and creativity.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Discover own body. **(A1)**
- Respond in simple ways to people and objects. **(A2)**
- Learn about and have some control of body. **(A3)**
- Purposefully act on their environment. **(A4)**

**Examples**
**You May Observe The Child…**

- Inspect own hands and feet (e.g., by mouthing, touching, and viewing).
- Interact with others through touch and motion.
- Rock on hands and knees.
- Use body to make sounds.

**Strategies**
**You Can Help/Support By…**

- Playing hand and foot games with child.
- Gently rocking and swinging the child using your body, rocking chairs, or play structures.
- Helping the child get on hands and knees and gently rocking back and forth singing, "This is the way the baby rocks."
- Providing a safe environment and objects for child to be physically active.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Have more control of body. **(A5)**
- Become aware of position in space. **(A6)**

**Examples**
**You May Observe The Child…**

- Run with ease, stop and start with balance.
- Indicate she is playing under the table.

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for movement activities that use both sides of the body (e.g., bending, twisting, stretching, balancing).
- Integrating direction and position words naturally in daily discussions (e.g., under, over, beside, behind, next to, up, down, around).

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Express feelings and ideas through drama and movement. **(A7)**

**Examples**
**You May Observe The Child…**

- Express through movement and dancing what is felt through music.

**Strategies**
**You Can Help/Support By…**

- Encouraging child to talk about her feelings and ideas through drama and movement.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Participate in creative movement, dance, and drama. **(A8)**
- Show creativity using their bodies. **(A9)**

**Examples**
**You May Observe The Child…**

- Crawl, "fly," walk on tip toe, or perform almost any other imaginative movement in response to music.
- Dance, march, hop, jump, sway, clap, snap, stamp, twist, turn during guided movement activities.

**Strategies**
**You Can Help/Support By…**

- Singing songs that involve body action and imitation.
- Providing costumes and props to encourage interpretive dance to various styles of music.

**Fine Arts—**includes the dance arts, music, theatre arts, and visual arts through which young children develop independence, self-esteem, and self-expression and through which they integrate other domains, such as mathematics, science, cultural histories, language, and social cooperation.

**Strand 2: Music—**provides an avenue for children to express thoughts, feelings, and energy through finger plays, simple instruments, or humming or singing along to a familiar song.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Respond to sounds. **(B1)**
- Begin to imitate sounds. **(B2)**
- Experiment with a variety of sound sources (e.g., rattles, bells). **(B3)**
- Prefer repetition of familiar songs and rhythmic patterns. **(B4)**

**Examples**
**You May Observe The Child…**

- Coo and smile to pleasant sounds.
- Delight in new ability to produce sounds (smacks lips, squeals on purpose).
- Shake rattle.
- Participate in simple songs and finger plays.

**Strategies**
**You Can Help/Support By…**

- Singing songs and lullabies to and with child (e.g., while working around the house or waiting for the bus).
- Imitating and responding appropriately to child's sounds.
- Providing daily musical activities, games, instruments, singing, and books.
- Exposing child to music from a variety of cultures and styles (e.g., jazz, rock, ethnic, classical).

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Participate in group music experiences (e.g., singing, finger plays, chants, musical instruments). **(B5)**
- Explore simple songs using voice and/or instruments. **(B6)**

**Examples**
**You May Observe The Child…**

- Join in songs, engaging in a song's hand motions, and remembering the words.
- Pretend to be on stage, using a microphone to sing.

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for children to explore music experiences together.
- Involving child in diverse musical activities (e.g., song, dance, rhythm, playing musical instruments) from her own and other cultural backgrounds.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Participate with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. **(B7)**
- Use music as an avenue to express thoughts, feelings, and energy. **(B8)**

**Examples**
**You May Observe The Child…**

- Giggle while trying to imitate finger plays (e.g., Itsy, Bitsy Spider).
- Express through music what is felt and heard in various musical tempos and styles.

**Strategies**
**You Can Help/Support By…**

- Assisting child in making up own songs.
- Encouraging child to sing the way she feels.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Show interest in more complicated instruments (e.g., piano, guitar). **(B9)**
- Respond to variations in music – pitch, volume, tempo, beat, rhythm, and pattern. **(B10)**

**Examples**
**You May Observe The Child…**

- Attempt to play songs on a piano.
- Listen attentively when watching musical, dance, or theatre performances.

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for child to listen to music of all cultures and styles.
- Taking child to music, dance, and theatre performances appropriate for young children.

**Fine Arts—**includes the dance arts, music, theatre arts, and visual arts through which young children develop independence, self-esteem, and self-expression and through which they integrate other domains, such as mathematics, science, cultural histories, language, and social cooperation.

**Strand 3 Theatre Arts—**Includes dramatic play through which young children engage in imitation and acting out social roles, experiences, and fantasy in creative and imaginative ways.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Discover own body. **(C1)**
- Imitate sounds, facial expressions, and gestures of another person. **(C2)**
- Communicate words or concepts through movement. **(C3)**
- Purposefully act on their environment. **(C4)**

**Examples**
**You May Observe The Child…**

- Explore own body (e.g., observes hands, reaches for toes).
- Babble in a flow of word sounds while pretending to "talk" to stuffed animals.
- Blow a kiss to someone who blew one to her.
- Begin to walk and to explore world.

**Strategies**
**You Can Help/Support By…**

- Playing interactive games and singing songs that involve child's hands and feet.
- Reading stories, modeling finger plays, and encouraging child to imitate the actions, sounds, or facial expressions of the reader.
- Playing with child in creative ways.
- Providing a safe environment and objects for child to be physically active.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Imitate what others do. **(C5)**
- Engage in pretend play. **(C6)**

**Examples**
**You May Observe The Child…**

- Pretend to do what he has observed others do (e.g., pretends to drive truck or to cook soup), but imitate specific behaviors rather than entire role of truck driver or cook.
- Pretend to be fire fighter with fire hat, or momma with a doll and enact one or two actions in a sequence

**Strategies**
**You Can Help/Support By…**

- Giving children opportunities to observe real experiences for them to imitate (feeding a baby, cooking a meal, visiting a store) to extend dramatic play.
- Providing realistic-looking replicas such as dishes, dolls, vehicles, or buildings.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Understand that objects, photos, or illustrations can stand for real things. **(C7)**

**Examples**
**You May Observe The Child…**

- Use a block to represent an ambulance and later uses the same block to represent a building.

**Strategies**
**You Can Help/Support By…**

- Providing less realistic props (boxes, sticks, soft materials) that require child to use imaginative thinking to depict an episode.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Participate with others in dramatic play, negotiating roles and setting up events. **(C8)**
- Tell about and/or role-play characters from familiar stories or known people and own imagination. **(C9)**
- Enact or depict coherent stories with interactive roles and multiple episodes. **(C10)**

**Examples**
**You May Observe The Child…**

- Put on costumes and use props to pretend to be a worker, enacting a sequence of behaviors that comprise the role.
- Engage in pretend play to extend a favorite story or field trip experience.
- Pantomime the actions of a leaf falling, a ball bouncing, or a bird flying.

**Strategies**
**You Can Help/Support By…**

- Providing costumes and props to pretend with other children.
- Providing a variety of stories and experiences that can be "re-presented" in dramatic play.
- Taking child on field trips to dance, musical and theatre events and performances to observe various forms of original dramatic play.

**Fine Arts—**includes the dance arts, music, theatre arts, and visual arts through which young children develop independence, self-esteem, and self-expression and through which they integrate other domains, such as mathematics, science, cultural histories, language, and social cooperation.

**Strand 4 Visual Arts—**The exploration and creation of works of art during which young children develop important basic concepts such as color, line, shape, texture, pattern, and space.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Focus on and show interest in objects in the environment. **(D1)**
- Explore the texture of different mediums (e.g., fabrics of different textures). **(D2)**

**Examples**
**You May Observe The Child…**

- Gaze at pictures, photographs, and mirror images.
- Use senses of smell, touch, taste, sight and hearing to experience objects.

**Strategies**
**You Can Help/Support By…**

- Creating a stimulating, aesthetically pleasing and child-friendly environment by displaying beautiful objects and displaying pictures and photographs at the child's eye level and within his reach.
- Giving child different colored and textured materials to explore safely with his mouth (e.g., teether).

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Gain control in grasping simple art tools. **(D3)**
- Experiment with a variety of art materials (e.g., paint, markers, crayons, pencils, dough). **(D4)**

**Examples**
**You May Observe The Child…**

- Hold crayon with a steady grip and attempt to make marks, scribbles and circles on paper.
- Scribble using a variety of art materials such as markers, chalk, water colors, and finger paints.

**Strategies**
**You Can Help/Support By…**

- As the child draws with chubby crayons and paints with brushes, talking about what she is doing (e.g., "Look, you made big lines on your paper with green crayons.").
- Introducing child to a variety of art materials and simple art tools, allowing open-ended exploration each day.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Explore colors and shapes of objects. **(D5)**
- Create art to express and represent what they know, think, believe, or feel. **(D6)**

**Examples**
**You May Observe The Child…**

- Begin to try to put together puzzles and explore shape relationships.
- Talk about feelings and opinions while creating works of art.

**Strategies**
**You Can Help/Support By…**

- Taking walks with child to explore shapes in the immediate environment.
- Encouraging child to express feelings by painting to music and engaging in conversation by asking open-ended questions such as, "How does the music make you feel?"

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Develop ability to plan, to work alone and with others, and to demonstrate care and persistence in a variety of art projects. **(D7)**
- Respond to artistic creations or events. **(D8)**
- Create drawings, paintings, models, and other art creations that are more detailed, creative or realistic. **(D9)**
- Understand and develop the vocabulary to share opinions about artistic creations and experiences. **(D10)**

**Examples**
**You May Observe The Child…**

- Take time to select a piece of paper for the desired texture and color.
- Comment on various forms of art found in the environment.
- Begin to add some detail to art creations.
- Comment on a work of art by discussing the colors, etc. found within the work.

**Strategies**
**You Can Help/Support By…**

- Planning enough time for child to be able to delve into an art project and be creative without much interruption.
- Sharing and discussing with child colorful illustrations in books and magazines.
- Providing the child with various art materials.
- Integrating natural discussions of art elements into daily conversation.

# Overview of Indicators
# Physical Development and Health

Birth to Kindergarten Developmental Continuum

## Strand 1: Gross Motor Development

**A1.** Demonstrate beginning signs of balance, control, and coordination.
**A2.** Demonstrate proficiency in rolling over, sitting, crawling.
**A3.** Demonstrate improved balance, control, and coordination.
**A4.** Coordinate movements in grabbing, rolling, tossing, and throwing.
**A5.** Move with some balance and control.
**A6.** Show increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.
**A7.** Coordinate movements in more complex gross motor tasks, such as throwing, catching, kicking, bouncing balls, and using the slide and swing.
**A8.** Make successful transitions between sequential motor skills.
**A9.** Coordinate movements to perform simple tasks.
**A10.** Demonstrate increasing stamina, endurance, control, balance, and coordination.
**A11.** Use balance and control to perform large motor tasks.
**A12.** Coordinate movements to perform more complex tasks.

## Strand 2: Fine Motor Development

**B1.** Develop some ability to grasp and hold a variety of objects.
**B2.** Demonstrate beginning signs of strength, control, and eye-hand coordination.
**B3.** Improve eye-hand coordination in reaching for and grasping objects, and filling and dumping.
**B4.** Demonstrate growing strength, dexterity, and control needed to perform a variety of fine motor tasks.
**B5.** Demonstrate advancing strength, control, and eye-hand coordination.
**B6.** Use strength and control to perform simple tasks.
**B7.** Use eye-hand coordination to perform simple tasks.
**B8.** Imitate writing by scribbling, usually without regard to direction or location.
**B9.** Show beginning control of writing, drawing, and art tools.
**B10.** Persist in accomplishing more difficult fine motor tasks.
**B11.** Progress in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of technology.

## Strand 3: Health and Well-Being

**C1.** Demonstrate beginning participation in self-care.
**C2.** Consume a variety of nutritious foods from all food groups with assistance.
**C3.** Participate in basic health and safety routines.
**C4.** Recognize and communicate health-related needs and/or interests.
**C5.** Show increased physical growth, strength, stamina, and flexibility.
**C6.** Demonstrate increased participation in self-care.
**C7.** Demonstrate personal health and hygiene skills and understand that those practices help to maintain good health.
**C8.** Show awareness of healthy eating habits.
**C9.** Participate actively in games, outdoor play, and other forms of exercise.
**C10.** Identify harmful objects, substances, or behaviors.
**C11.** Be aware of and follow universal safety rules.
**C12.** Perform self-care tasks independently.
**C13.** Identify body parts and understand their functions.
**C14.** Demonstrate the stamina and energy to participate in daily activities.

**Physical Development and Health—**Healthy physical development occurs along a relatively predictable sequence, with good health practices fostering the knowledge and skills needed to thrive physically, mentally, emotionally, and socially.

**Strand 1: Gross Motor Development—**Characterized by movements of the entire body or large portions of the body, including the abilities to roll over, walk, run, jump, hop, skip, and climb.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Demonstrate beginning signs of balance, control, and coordination. **(A1)**
- Demonstrate proficiency in rolling over, sitting, crawling. **(A2)**
- Demonstrate improved balance, control, and coordination. **(A3)**

**Examples**
**You May Observe The Child…**

- Lift head and chest while on tummy.
- Turn head from side to side, kick feet, and move hands.
- Move from sitting to standing while holding onto a chair or toy with little difficulty.

**Strategies**
**You Can Help/Support By…**

- Providing periods of supervised "tummy time" when infant is awake.
- Playing interactive games and singing songs from child's cultural background that involve child's hands and feet.
- Placing a variety of washable objects within reach for infants to look at and stretch for. As infants increase mobility, place objects further away.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Coordinate movements in grabbing, rolling, tossing, and throwing. **(A4)**
- Move with some balance and control. **(A5)**

**Examples**
**You May Observe The Child…**

- Walk unaided to reach a destination.
- Use whole body to catch and throw.
- Begin to use alternating feet when climbing stairs.

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for child to run, throw, jump, and climb and strike (e.g., hitting at a suspended ball or balloon).
- Introducing child to beanbag and ball activities.
- Providing safe equipment and environments that vary in skill levels for child to use during play.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Show increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. **(A6)**
- Coordinate movements in more complex gross motor tasks, such as throwing, catching, kicking, bouncing balls, and using the slide and swing. **(A7)**
- Make successful transitions between sequential motor skills. **(A8)**

**Examples**
**You May Observe The Child…**

- Move body into position to catch a ball, and then throw the ball in the right direction.
- Start, turn, and stop when running without crashing into things.
- Demonstrate progress transitioning from running to skipping.

**Strategies**
**You Can Help/Support By…**

- Teaching child new skills.
- Playing simple games with balls involving throwing, catching, bouncing, and kicking.
- Imitating animal movements to music, alternating motor skills.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Coordinate movements to perform simple tasks. **(A9)**
- Demonstrate increasing stamina, endurance, control, balance, and coordination. **(A10)**
- Use balance and control to perform large motor tasks. **(A11)**
- Coordinate movements to perform more complex tasks. **(A12)**

**Examples**
**You May Observe The Child…**

- Catch a large ball with two hands.
- Balance on one foot briefly and later maintain balance on a 2 x 4 balance beam that is close to the ground.
- Move through an obstacle course forwards and sideways using a variety of movements with ease.
- Throw a ball in the right direction, aiming at a target with reasonable accuracy.

**Strategies**
**You Can Help/Support By…**

- Introducing games where children can kick or throw a ball in an intended direction.
- Providing opportunities for dance and other movement activities that use both sides of the body.
- Providing opportunities for child to try different body positions.
- Including child in simple, small physical chores.

**Physical Development and Health—**Healthy physical development occurs along a relatively predictable sequence, with good health practices fostering the knowledge and skills needed to thrive physically, mentally, emotionally, and socially.

**Strand 2: Fine Motor Development—**Characterized by the ability to coordinate smaller muscles in the arms, hands, and fingers, such as through grasping, cutting with scissors, or fastening buttons.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Develop some ability to grasp and hold a variety of objects. **(B1)**
- Demonstrate beginning signs of strength, control, and eye-hand coordination. **(B2)**

**Examples**
**You May Observe The Child…**

- Grasp adults' fingers.
- Mimic hand clapping or a wave.

**Strategies**
**You Can Help/Support By…**

- Providing toys that make noises as infants move, such as rattles, as well as soft toys that they can squeeze.
- Playing hand games with child.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Improve eye-hand coordination in reaching for and grasping objects, and filling and dumping. **(B3)**

**Examples**
**You May Observe The Child…**

- Empty objects from containers.

**Strategies**
**You Can Help/Support By…**

- Providing opportunities for child to pick up small objects and place into containers.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Demonstrate growing strength, dexterity, and control needed to perform a variety of fine motor tasks. **(B4)**
- Demonstrate advancing strength, control, and eye-hand coordination. **(B5)**
- Use strength and control to perform simple tasks. **(B6)**

**Examples**
**You May Observe The Child…**

- Work with play dough and clay.
- Use one hand to turn the pages of a book.
- Open and close blunt scissors with one hand.

**Strategies**
**You Can Help/Support By…**

- Providing activities that strengthen hand grasp (e.g., molding play dough) and offer opportunities for sensory experiences with mediums such as sand and clay.
- Reading with child daily, modeling appropriate book handling.
- Demonstrating and providing opportunities for child to use scissors safely.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Use eye-hand coordination to perform simple tasks. **(B7)**
- Imitate writing by scribbling, usually without regard to direction or location. **(B8)**
- Show beginning control of writing, drawing, and art tools. **(B9)**
- Persist in accomplishing more difficult fine motor tasks. **(B10)**
- Progress in abilities to use writing, drawing and art tools and various types of technology. **(B11)**

**Examples**
**You May Observe The Child…**

- Turn a puzzle piece several different ways to find the right fit.
- Make marks on paper with large writing/drawing implements.
- Write some recognizable letters or numbers.
- Manipulate small objects with ease.
- Remove and replace easy-to-open container lids.

**Strategies**
**You Can Help/Support By…**

- Providing puzzles, small blocks, and tools for art.
- Modeling uses of writing and drawing in everyday life.
- Engaging child in writing letters and stories for friends or family.
- Providing opportunities for child to practice tying, buttoning, and beading.
- Providing daily opportunities to use art supplies that support fine motor skills.

**Physical Development and Health—**Healthy physical development occurs along a relatively predictable sequence, with good health practices fostering the knowledge and skills needed to thrive physically, mentally, emotionally, and socially.

**Strand 3: Health and Well-Being—**The general condition of the body and mind promoted through good personal hygiene and basic personal care practices, eating a variety of nutritious foods, rest and recuperation, and an awareness of basic health and safety rules.

## Birth to 18 months

**Indicators**
**Children Are Learning To…**

- Demonstrate beginning participation in self-care. **(C1)**
- Consume a variety of nutritious foods from all food groups with assistance. **(C2)**

**Examples**
**You May Observe The Child…**

- Anticipate feeding upon seeing breast, bottle, or food.
- Begin to feed self simple finger foods such as crackers or cereal.

**Strategies**
**You Can Help/Support By…**

- Responding positively and promptly when child indicates need (e.g., need for food, diaper change, blanket).
- Providing child-size eating utensils and cups with lids.

## 18 months to 36 months

**Indicators**
**Children Are Learning To…**

- Participate in basic health and safety routines. **(C3)**
- Recognize and communicate health-related needs and/or interests. **(C4)**

**Examples**
**You May Observe The Child…**

- Participate in getting ready for bed and sleeping routines, such as going to the sink to look for the toothbrush.
- Say, "My tummy hurts" when experiencing a stomach ache.

**Strategies**
**You Can Help/Support By…**

- Encouraging child to participate daily in personal care (e.g., choose clothes to wear, get dressed).
- Understanding and recognizing typical signs of illness in child and respond appropriately, seeking assistance as needed.

## 36 months to 48 months

**Indicators**
**Children Are Learning To…**

- Show increased physical growth, strength, stamina, and flexibility. **(C5)**
- Demonstrate increased participation in self-care. **(C6)**
- Demonstrate personal health and hygiene skills and understand that those practices help to maintain good health. **(C7)**

**Examples**
**You May Observe The Child…**

- Participate in different physical activities with enthusiasm.
- Cooperate with dressing by poking arms into the sleeves and undressing by pulling off a sock.
- Use personal care objects correctly and regularly, sometimes with assistance.

**Strategies**
**You Can Help/Support By…**

- Providing a consistent and reliable primary health care provider to monitor child's growth and development.
- Providing time and needed tools for self-help skills.
- Modeling and practicing proper hand washing and drying with child while singing the ABC song.

## 48 months and older

**Indicators**
**Children Are Learning To…**

- Show awareness of healthy eating habits. **(C8)**
- Participate actively in games, outdoor play, and other forms of exercise. **(C9)**
- Identify harmful objects, substances, or behaviors. **(C10)**
- Be aware of and follow universal safety rules. **(C11)**
- Perform self-care tasks independently. **(C12)**
- Identify body parts and understand their functions. **(C13)**
- Demonstrate the stamina and energy to participate in daily activities. **(C14)**

**Examples**
**You May Observe The Child…**

- Explain the primary function of certain foods.
- Participate in physical activities and rest.
- Avoid touching or taking medicine without adult assistance, but know that medicine can improve health when used properly.
- Depict traffic safety rules during dramatic play.
- Put on some of own outside clothes.
- Point to body parts when prompted and identify their functions.

**Strategies**
**You Can Help/Support By…**

- Keeping nutritious food in the environment and encouraging child to help select, wash, or prepare nutritious meals and snacks.
- Modeling healthy daily physical activities
- Demonstrating clear and consistent boundaries about harmful objects and situations.

# Approaches to Learning

## Introduction

The Approaches to Learning domain entails the inclinations, dispositions, attitudes, habits, and styles that reflect the many ways that children involve themselves in learning. This domain is not about what skills children acquire, but rather how children orient themselves to learning a wide range of skills. A child's approaches to learning are regarded as critical for their success and school readiness.

A well-designed, intentional learning environment is one in which adults play a key role in facilitating children's curiosity, exploration, and play and in assessing and building on their strengths, interests, and knowledge. Such learning environments stimulate children to explore, initiate, and problem solve by extending the child's curiosity and encouraging further experimentation, questioning, and reflection. In such an environment, children develop the attitudes and skills needed to succeed in school and to remain active learners through their entire lives.

Although the ways in which children express their approaches to learning may vary according to temperament and cultural contexts, the following goals are essential for success in school and in life: **persistence, initiative and curiosity, creativity and inventiveness, and reasoning and problem solving.** As a result, the **Approaches to Learning** domain is organized into the following strands and related concepts:

**Strand 1: Persistence:** Perseverance and continued attentiveness indicate a child's ability to retain meaningful information and ideas to use in future activities and situations. By coping with frustration and learning to stay on track, children can overcome obstacles and emerge successful.

**Strand 2: Initiative and Curiosity:** Curiosity and interest are crucial components of a child's early learning experiences. These traits are established in their sense of inquisitiveness, interest in pursuing new information, keenness for new knowledge, and desire to learn. Moreover, a healthy level of initiative indicates a willingness to take on tasks, participate in learning activities, and take reasonable risks in learning new information.

**Strand 3: Creativity and Inventiveness:** Creative thinking and inventiveness indicate originality, fluency, flexibility, and children's ability to extend existing knowledge, using imagination and moving beyond conventional thinking into forms and images not present.

**Strand 4: Reasoning and Problem-Solving:** By developing strong reasoning and problem-solving abilities, a child can extend existing knowledge into new and different situations. Children should be able to absorb, think about, and understand knowledge and information to inform future actions and learning. Developing better ways to solve problems means that a child can be successful in a variety of arenas, up to and including the workforce in adulthood.

## Approaches to Learning Strand 1: Persistence

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **A1.** Observe objects and people for a brief period of time. | Examine a toy, rattle, or face for a brief period of time. | Providing child with opportunities to explore different characteristics of safe objects by looking, mouthing, grasping, etc. |
| **A2.** Hold attention of adult. | Smile, babble, and sustain eye-contact with adult.<br><br>Use certain behaviors (e.g., crying) to get adults' attention. | Responding appropriately to interactions with child through facial expressions and language, using exaggeration.<br><br>Providing child with consistent responses, environments, and routines. |
| **A3.** Pay attention briefly and try to reproduce interesting and pleasurable effects and events. | Grasp, release, re-grasp, and re-release an object.<br><br>Lift arms up while crying to be picked up and comforted. | Providing child with a safe environment in which to explore a variety of age-appropriate materials.<br><br>Observing child to understand and support temperament, learning styles, and interests. |
| **A4.** Increase the amount of time they persist in repetitive tasks or preferred activities. | Work at building a block structure for a short period of time.<br><br>Fill a container with small objects and dump them out repeatedly. | Providing several stacking type toys that encourage a child to use a variety of motions such as dumping and stacking.<br><br>Demonstrating confidence in child by not interrupting or redirecting when child is focused on an activity. |
| **A5.** Increase persistence in trying to complete a task after previous attempts have failed, sometimes seeking the help of others. | Try various shapes in a shape-sorting toy until the shape finally fits.<br><br>Try to start the zipper on coat repeatedly until able to do the task without help. | Noticing and making specific comments about a child's efforts and accomplishments.<br><br>Being available and responding when child encounters problems, without being intrusive. |

## Approaches to Learning Strand 1: Persistence

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **A6.** Grow in ability to persist in and complete tasks, activities, projects, and experiences. | Use glue, scissors, paper and objects to create a collage, working on it in a focused manner.<br><br>Persist in attempt to find missing pieces of a toy or to try something new with the playdough. | Designing projects that take more than one day to complete, such as paper maché or block constructions.<br><br>Offering child suggestions for overcoming challenges only after he asks for assistance. |
| **A7.** Increase persistence in activities despite frustration or disappointment. | Successfully complete a challenging puzzle despite several failed attempts.<br><br>Spill a cup of juice on the floor, clean it up, and ask for more juice. | Providing adequate time and support for child to complete increasingly complex games or tasks.<br><br>Commending child for handling frustration or disappointment in socially appropriate ways (e.g., "I like the way you . . . "or "You did a good job of figuring out . . ."). |
| **A8.** Recognize and solve problems independently through trial and error and by interacting with peers and adults. | Focus on an activity either independently or with a small group of peers.<br><br>Alter approach to tasks when initial approach does not work (e.g., try different techniques when assembling a shape puzzle). | Facilitating play and activities between child and others.<br><br>Encouraging child to try new approaches without intervening. |
| **A9.** Set goals, develop plans, and complete tasks. | Explain that he is going to build a fort, including with what materials it will be built, and complete plan successfully.<br><br>Work on building a specific item (boat or truck), though the design may change during the process. | Talking with child about her activities and plans using open-ended questions (e.g., "How did you do that? Tell me more." "What will you do next?" "How will you know when it is finished?").<br><br>Managing a way for the child to save completed project until a family member arrives to admire it at the end of the day.<br><br>Providing space and times where child can play or work at tasks without interruptions. |
| **A10.** Show growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions. | Disregard activities nearby while maintaining focus and concentration on the task at hand.<br><br>Remember on a day-to-day basis to maintain long-term projects (e.g., watering seeds regularly, recording daily plant growth on a chart, reading the thermometer and recording temperatures regularly). | Creating projects for child to work on over time (e.g., planting seeds and nurturing them to watch them grow).<br><br>Providing adequate time and support for child to complete increasingly complex activities, games, or tasks. |

## Approaches to Learning Strand 2: Initiative and Curiosity

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **B1.** Show awareness of and interest in the environment. | React to new objects, voices, and sounds by becoming either more quiet or more active or changing facial expressions.<br><br>Turn in the direction of the source of familiar voices and sounds in the environment. | Placing bright toys with bold patterns in baby's visual field and moving them while baby's eyes follow the movement.<br><br>Talking with and singing to child during routine feedings or diaper changes, naming body parts while dressing the child. |
| **B2.** Engage in and actively explore self, objects, and surroundings. | Inspect own hands and feet (e.g., by mouthing).<br><br>Explore an object using all senses, putting it in the mouth, holding and releasing it, watching while moving it back and forth in front of face, or banging it on the tray of the highchair. | Engaging child in interactive games involving the body (e.g., patty-cake).<br><br>Providing an infant "gym" with features such as a soft carousel horse rattle, spinning flower, musical butterfly teether, soft mirror, fun rattle and different textures and activities on the mat. |
| **B3.** Show eagerness and curiosity as a learner. | Show pleasure by vocalizing and smiling when being read to, or by actively exploring new objects.<br><br>Show interest in new experiences such as reaching out to touch rain. | Using open-ended questions to promote thinking (e.g., "Where do you think the ball went?")<br><br>Observe the children and place prompts nearby that facilitate their further explorations.<br><br>Providing child with choices; by having toys sorted on shelves within reach and by encouraging active exploration; discouraging television or videos. |
| **B4.** Demonstrate ability to initiate activities. | Begin to explore the environment independently, first with adult and then venturing further away from the adults.<br><br>Try new art materials such as finger painting, musical instruments, or other new toys.<br><br>Drop objects to see if you will engage in the "pick-up game". | Offering art materials and encouraging child to create own designs.<br><br>Being cooperative and engaging as the "picker-upper." |
| **B5.** Participate in an increasing variety of tasks and activities. | Show interest in several learning centers.<br><br>Notice new materials and express interest in using them. | Encouraging and supporting child's interest in trying new activities by providing toys and materials that match child's emerging skills.<br><br>Offering variety as well as repetition in stories, games, and activities. |

## Approaches to Learning Strand 2: Initiative and Curiosity

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **B6.** Develop increased ability to make independent choices. | Choose a book for an adult to read.<br><br>State choice for preferred activity during play time. | Providing non-critical environments that create opportunities for child to make choices and to initiate activities.<br><br>Increasing the choices available to the child and asking her to plan what she will do first, next, and last. |
| **B7.** Find and use materials to follow through on an idea. | Gather blocks to build a tower.<br><br>Gather pots, spoons, plates, and plastic vegetables to "make soup." | Trying new tasks with child and describing them.<br><br>Reading books about new experiences and whenever possible exposing child to real things mentioned in the books. |
| **B8.** Initiate play with others. | Bring a toy to another child.<br><br>Play beside other children and imitate the play of another child. | Acknowledging when child initiates pro-social activities and point out the positive outcomes.<br><br>Providing many opportunities for active exploration with other children. |
| **B9.** Offer to help with chores. | Help water plants or use a paper towel to clean up spilled juice.<br><br>Imitate adult activities such as setting the table. | Expressing appreciation for child's initiative and desire to help.<br><br>Allowing child to independently set table, clean up toys, hang coat on peg, place work in cubby, etc. |
| **B10.** Invent projects and work on them with little assistance. | Use art materials in many ways without waiting to be told what to do.<br><br>Show interest in patterns such as sorting colored pegs into single-color piles, or putting all the big buttons into one container. | Providing opportunities for child to form, design, and undertake activities and projects.<br><br>Providing materials of interest including recycled/reused materials such as paper towel rolls for child to create own designs. |
| **B11.** Grow in eagerness to learn about and discuss a growing range of topics, ideas and tasks. | Show curiosity by saying things such as, "I wonder what will happen next."<br><br>Experiment with objects to see which will sink and which will float. | Modeling prediction-making in daily life (e.g., "Do you think it will rain today?").<br><br>Inventing and conducting simple experiments with child (e.g., which object will sink and which will float). |

## Approaches to Learning Strand 3: Creativity and Inventiveness

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **C1.** Notice and show interest in and excitement with familiar objects, people, and events. | Turn toward and track voices, people, and objects.<br><br>Mouth, shake, bang, drop, or throw objects. | Providing toys and experiences with a variety of colors, textures, sounds, shapes, and smells.<br><br>Changing the materials, toys, and objects in child's environment regularly. |
| **C2.** Approach and explore new experiences in familiar settings. | React with movement to the sound of music.<br><br>Explore new toy to see what happens when it is pushed, pulled, punched, dropped, rolled, shaken, or covered with towel. | Encouraging child to pretend, make-believe, and use imagination.<br><br>Providing a variety of new objects to be pulled, pushed, held, dropped, thrown, patted, and explored using the senses. |
| **C3.**Delight in finding new properties and uses for familiar objects and experiences | Put together blocks or plastic manipulatives in many different combinations.<br><br>View a table from both above and below, and examine the back and sides of a chair.<br><br>Enjoy sand and water activities under adult supervision. | Creating a safe environment where child is encouraged to experiment with a variety of safe materials.<br><br>Providing sand and water play, giving child opportunities to pour, fill, scoop, weigh, and dump, under adult supervision.<br><br>Supporting and encouraging child's creative processes, putting less emphasis on finished products. |
| **C4.** Pretend and use imagination during play. | Role play with another child (e.g., pretends to be her parent).<br><br>Take play dough to the housekeeping area to fill the muffin tins before putting them in the play oven. | Playing with child in creative ways (e.g., using soft toys to create a puppet show).<br><br>Providing dress-up and pretend play materials from child's daily life and cultural background or books and songs. |

## Approaches to Learning Strand 3: Creativity and Inventiveness

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **C5.** Imitate action observed in another situation. | Pretend to shave like daddy does or drive a bus the way mommy does.<br><br>Reenact role of rescue worker after field trip to rescue squad. | Providing props for enacting roles of people seen in the familiar environment (e.g., Daddy, storekeeper, letter carrier). |
| **C6.** Approach tasks experimentally, adapting as the activity evolves. | Experiment with the number and sizes of blocks he can stack before they tumble.<br><br>Experiment with a brush to find ways to keep paint from dripping. | Providing age-appropriate learning centers comprised of many varied and open-ended materials.<br><br>Providing opportunities for child to experiment with safe art materials and create simple art projects. |
| **C7.** Use imagination to create original thoughts, ideas, or products. | Make up words, songs, or stories, or create a dance.<br><br>Being comfortable answering open-ended questions that have no "right" answer. | Providing space, materials/supplies, time, and freedom for creative expression (e.g., opportunities to dance, paint, build, make music, and invent stories) and by providing opportunities to be spontaneous, silly, and messy in order to experiment with possibilities.<br><br>Asking child to explain ideas and intent and observing or entering dramatic play (as a support actor) without impeding creativity. |
| **C8.** Approach tasks and activities with increased flexibility, imagination, and inventiveness. | Combine activities, materials, and equipment in new ways (e.g., build "tent" by using sheet or blanket around table.)<br><br>Play several different roles in dramatic play over the course of a week. | Encouraging child to try things this-way-and-that-way to see how they turn out.<br><br>Providing props, time, space, and freedom to choose activities, offering to play the role of "best supporting actor" to complement and extend child's play scenarios by incorporating new props or challenging elements to the developing story. |

## Approaches to Learning Strand 3: Creativity and Inventiveness

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **C9.** Use creativity and inventiveness to complete projects or tasks. | Use a variety of approaches in creating block structures or artistic projects.<br><br>Do usual things in unusual ways (e.g., help with clean up by collecting toys in a truck and wheeling them to the shelf). | Avoiding evaluating, grading, or judging creative products; avoiding competitions.<br><br>Using open-ended questions and descriptive language when interacting with child to encourage creative thinking. |
| **C10.** Make changes to a familiar story by adding actions or characters. | Change the plot of a familiar story while examining the illustrations in a picture book or play-act a scene from the story. | Asking or engaging with the child to depict how a story may have ended differently (e.g., "What if…"). |
| **C11.** Represent reality in a variety of ways (e.g., pretend play, drawing, making up stories). | Substitute objects to represent something else during in dramatic play (e.g., use a banana as a telephone or block as a truck).<br><br>Play-act the role of an admired adult (teacher, crane operator) or favorite fictional character.<br><br>Use crayons or markers to draw pictures representing the field trip to an apple orchard. | Playing make-believe games with child, including games that introduce the child to diverse people, places, and cultures (e.g., "Can we pretend we are walking through a hot jungle?").<br><br>Providing opportunities for child to differentiate between make-believe and reality.<br><br>Providing enjoyable experiences that stimulate the desire to hold on to the memory and "re-present" it. |

## Approaches to Learning Strand 4: Reasoning and Problem-Solving

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **D1.** Explore object characteristics (e.g., size, shape, texture) in many different ways. | Explore objects placed in hands.<br><br>Bring objects to mouth. | Adding interesting toys that have different textures and that are responsive to the actions of the infant (e.g., plastic mouthing toys with various shapes/textures and rattles or squeeze toys that make sounds). |
| **D2.** Behave in consistent ways to elicit desired response. | Repeat actions many times to cause desired effect (e.g., cry to be held or fed).<br><br>Enjoy playing games with primary adult that involve repetition (e.g., peek-a-boo). | Interacting with child in consistent and predictable ways.<br><br>Playfully imitating and responding appropriately to child's sounds or actions. |
| **D3.** Use sounds, gestures, and movements to impact the environment and interactions. | Push a ball to watch it roll or pull or hit a knob to make a bell ring.<br><br>Drop toys from the high chair in a game where the adult is supposed to pick it up repeatedly. | Modeling behaviors that produce interesting results (e.g., making clucking sounds, making interesting facial movements).<br><br>Providing child with toys and objects that react to specific actions (e.g., sound balls that chime, jingle and crinkle when rolled around). |
| **D4.** Realize that people or things exist even when out of view (object permanence). | Say good-bye to parent, knowing he will return later in the day.<br><br>Search for items that have been covered, placed inside something, or removed to another location in games of "hide-and-seek" with toys. | Playing peek-a-boo.<br><br>Playing "hide-and-seek" games with objects by covering the object and then moving it under another cover, saying things such as, "Where are those keys?" |
| **D5.** Use objects as intended. | "Help" sweep the floor with a child-sized broom.<br><br>Push buttons on a plastic phone. | Modeling and dramatizing the customary way to use common objects.<br><br>Providing dramatic play areas for child to explore the functions of common objects. |

## Approaches to Learning Strand 4: Reasoning and Problem-Solving

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **D6.** Demonstrate beginning understanding of cause and effect, especially of own actions. | Start to ask "why" questions to show effort at understanding causation (e.g., "Where do the stars go in the daytime?").<br><br>Says, "Dana cry 'cause I spilled water on her picture." | Engaging child in play-based cause and effect experiments (e.g., different colors of paint; water and flour).<br><br>Using simple stories to help child understand cause and effect (e.g., "Why did Humpty-Dumpty break into pieces?"). |
| **D7.** Seek assistance from an adult or another child to solve problems. | Say, "I can do it myself," as well as know when to ask an adult or another child for help.<br><br>Seek assistance after trying for a period of time to put together a difficult puzzle. | Encouraging independence while providing assistance when necessary.<br><br>Guiding child through the problem-solving process without stepping in to do it for the child. |
| **D8.** Explain reasons why simple events occur. | Explain that a friend is not here because he was sick the previous day.<br><br>Attempt to explain how things might change, given changes in circumstances (e.g., "When it is cloudy, it might rain."). | Engaging child in discussions focused on explaining why events occur.<br><br>Wondering aloud with child about why things happen. |
| **D9.** Develop increasing abilities to classify, compare and contrast objects, events and experiences. | Sort objects and compare the groups formed.<br><br>Explore and inspect large and small details of objects for similarities and differences.<br><br>Use comparative words (e.g., "Now the music is faster."). | Providing objects for sorting (e.g., different shapes), asking child to explain how he sorted.<br><br>Engaging child to notice similarities and differences in the environment (e.g., different types of vehicles on the road).<br><br>Using comparative words or phrases naturally in daily conversations (e.g., not the same, different, exactly, match, alike, same, other than, similar, equal, unequal). |
| **D10.** Recognize and solve problems through active exploration, and interactions and discussions with others. | Use resources such as books and adults to extend child's observations.<br><br>Request different materials she has used in the past to help solve problems, explore materials, or express thoughts and ideas. | Providing a learning environment rich in resources and supportive of exploration. |

## Approaches to Learning Strand 4: Reasoning and Problem-Solving

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **D11.** Create a strategy based on one learning event and extend it to a new learning opportunity. | Learn that mixing red and yellow paint makes orange, and later try to color a yellow crayon over a red crayon.<br><br>Work out problems mentally due to previous experience (e.g., examine puzzle piece shapes to determine their placement without completing the puzzle through trial and error). | Commenting when child applies knowledge to new situations, using descriptive language.<br><br>Encouraging child to remember how he solved a problem in the past. |
| **D12.** Demonstrate understanding of what others are thinking, their intentions, or motivations. | Explain that a story character has certain feelings because of the facial expression depicted in an illustrated book.<br><br>Anticipate where another child might be hiding during hide-and-seek.<br><br>Explain why another child might have taken a toy away. | Reading, discussing, play-acting stories about people, their intentions, their thinking, and their motivations.<br><br>Playing games that require anticipating what another child will do.<br><br>Acknowledging the feelings of the victim and then discuss why the child might have taken a toy. |
| **D13.** Demonstrate long-term memory of meaningful events and interesting ideas. | Tell others about events that happened in the past.<br><br>Recall past experiences when planning new activities or setting new goals. | Helping child remember experiences with photographs, souvenirs, and play-acting scenarios related to past events.<br><br>Creating books or other documentation about child's experiences on a field trip or when a new skill was developed through persistence and effort. |
| **D14.** Work with others to find a solution, using problem solving strategies. | Negotiate with other children to solve a problem, usually with assistance.<br><br>Share thoughts and opinions about a problem in group settings. | Applying problem-solving process to social problems at child's level (e.g., "Enrique and you both want to paint at the easel. What needs to happen for you to share the easel and paint together?").<br><br>Leading small group discussions to solve problems related to social interactions, science, math, etc., or to plan for a special occasion. |

# Language and Literacy

## Introduction:

Language and literacy skills are essential for all individuals to function in all societies. Infants acquire language and literacy skills naturally from birth when they first recognize human speech and can differentiate human sounds from nonhuman sounds. Early on, infants learn to use their own sounds, facial expressions, and body movements to communicate their feelings and needs; later, they become adept at expressing themselves through gestures, babbling, and words, and written symbols. The acquisition of language and literacy skills is a complex process during which, over the course of only a few years, children make great strides in learning the meaning and structure of words and then sentences, how to use words to convey meaning, and how to understand and use printed materials. In acquiring language, children gain the ability to articulate ideas, share them with others, and respond to the ideas and actions of other people.

Infants and young children develop knowledge of the world around them through **listening and speaking, phonological awareness and alphabetic knowledge, print awareness, comprehension,** and **writing.** Because language is fundamentally embedded in children's everyday relationships and experiences, adults play a critical role in facilitating young children's language and literacy development by providing language and print-rich environments, interactions, and opportunities.

The **Language and Literacy** domain is organized into five strands as follows:

**Strand 1: Listening and Speaking:** Effective communication skills center on listening and speaking, including awareness of the social conventions of language usage, the ability to listen, to understand, and to follow verbal conversation. Development of communication skills requires an understanding of the social context within which communication occurs, knowledge of the goals of the interaction, and the elements of emotion in communication.

**Strand 2: Phonological Awareness and Alphabetic Knowledge:** Early reading skills develop from hearing the different sounds of language and understanding how sounds of spoken language can be segmented, combined, and manipulated. Included are many skills, such as rhyming, alliteration, syllable blending and segmenting, and phoneme blending and segmenting. Children first learn to recognize and manipulate phonemes, the smallest units composing spoken language, and later, how to use letter-sound relationships to read or spell words, providing a strong foundation for lifelong literacy.

**Strand 3: Print Awareness and Concepts:** Print awareness includes one's construction of meaning from print and such skills as print convention, directionality, and the concepts of the word, the sentence, and punctuation. Print awareness also entails an understanding of the purposes of print and can be demonstrated by a child's ability to read familiar words on signs and logos. Embedded here is book knowledge and appreciation.

**Strand 4: Comprehension:** Comprehension includes one's understanding of oral and written language and is heavily dependent upon word knowledge or vocabulary. Young children develop comprehension skills through shared interactions with text and their ability to make connections between books and their own personal experiences.

**Strand 5: Early Writing:** Early writing skills include drawing, scribbling, and invented spelling, skills which correlate with later writing skills and children's understanding of print concepts. Writing encompasses both the motor and cognitive elements of language and communication.

## Language and Literacy Strand 1: Listening and Speaking

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **A1.** Respond to frequently heard sounds and words. | Focus on objects and sources of sounds.<br><br>Show preference for human voices to other sounds (e.g., is quieted by a familiar, friendly voice). | Using different types of voice with child (e.g., classical "baby talk" or "parentese" that is exaggerated in tone, pitch, and direction, and is accompanied by exaggerated facial movements, etc.).<br><br>Using child's name frequently during daily interactions and describing verbally what is happening or going to happen, e.g., "I'm going to change your diaper." |
| **A2.** Use a variety of sounds and motions to communicate. | Produce quiet, throaty sounds/noises, later cooing and then babbling using many sounds (e.g., two-lip sounds: "p," "b," and, "m").<br><br>Wave "hello" or "good-bye" to parent. | Responding to child's attempts at nonverbal communication (e.g., "You're waving goodbye to your friend. Bye-bye.").<br><br>Recognizing that a child with certain physical disabilities, such as a cleft palate, might need more assistance in overcoming communication difficulties; therefore, reinforce nonverbal communications such as simple and consistently used sign language to communicate (e.g., more, milk, finished) while also speaking the word. |
| **A3.** Show increased understanding of gestures and words. | Become excited upon hearing familiar word such as "bottle."<br><br>Respond to action words by performing the action (e.g., point/pat on a picture when asked to name the object; point to familiar person/s or objects when requested).<br><br>Demonstrate understanding of many words, even those that can not yet be used in talking. | Providing opportunities for child to listen to music, stories and nursery rhymes.<br><br>Paying attention to the infant's non-verbal expressions and responding to her both verbally and nonverbally.<br><br>Providing opportunities for child to point to familiar objects and actions for which she knows the names.<br><br>Interpreting and giving meaning to what child says (e.g., "You are saying 'baba.' Do you want some water?"). |
| **A4.** Use consistent sounds, gestures, and some words to communicate. | Point to a bottle and say, "baba."<br><br>Use consistent sound combinations to indicate specific object or person (e.g., "da-da" for daddy). | Expanding upon child's attempts to use words (e.g. child says "door"; you say, "Yes, that is the door. Do you want to go outside?"). |

## Language and Literacy Strand 1: Listening and Speaking

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **A5.** Understand questions, some basic concepts, and simple directions. | Follow directions that involve one- or two-step sequence of actions (e.g., pick up the ball and then throw it to me).<br><br>Respond with appropriate action to familiar questions or requests (e.g., holds up fingers when asked "How old are you?" or states name when asked). | Playing games that require listening and following simple directions (e.g., Simon Says).<br><br>Playing games in which child can answer questions correctly or with "playful" answers that are considered to be funny to the child (e.g., How old are you? Are you 100 years old? Do you have 100 fingers? Well, are you this many? How old do you think I am? How big would a birthday cake be to have 100 candles?) |
| **A6.** Demonstrate increasing ability to attend to, participate in, and understand language in conversations, stories, songs, and poems. | Participate in rhymes, songs, chants, poetry, and stories.<br><br>Ask "who," "why," "where," and "what" questions.<br><br>Know and can say first and last name. | Reading to child daily individually and in groups and using a variety of stories, rhymes, songs, chants.<br><br>Answering questions repeatedly, engaging with the child in conversations about past events, interests, and ideas, and giving opportunities for child to take turns contributing to group conversations (e.g., child must listen when other children speak). |
| **A7.** Build increased understanding of basic concepts and vocabulary. | Use words to name common objects, actions (jumping), and feelings (happy), and attributes such as color, size, or temperature.<br><br>Demonstrate understanding of night and day and have a simple understanding of the concept of time (e.g., anticipates daily routines).<br><br>Demonstrate understanding of preposition words (e.g., responds appropriately to direction to place object "in," "inside," "above," etc.). | Having child walk around the room and label objects and talking to children or singing songs that incorporate something meaningful to the child (e.g., "Johnny has on red pants all day long," or "Yuling is standing on the red square."<br><br>Reading aloud books that incorporate the concept of time (e.g., *Night, Night Bear, Good Night, Moon*).<br><br>Describing locations while putting something "above" or "below" another. |
| **A8.** Demonstrate increased understanding of oral language through actions and responses to directions and questions. | Respond appropriately to simple directions or questions.<br><br>Understand "let's pretend" and "make-believe." | Speaking in simple sentences and play games that require listening (e.g., Simon Says).<br><br>Engaging child in play and conversations that help distinguish between real and pretend experiences. |

## Language and Literacy Strand 1: Listening and Speaking

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **A9.** Progress in abilities to initiate and respond appropriately in conversation and discussions with peers and adults. | Extend/expand the thought or idea expressed by another.<br><br>Participate in conversations. | Providing opportunities for child to communicate with other children.<br><br>Using mealtimes as an occasion to encourage child to talk about the events of the day and things of interest. |
| **A10.** Progress in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity. | Use more complex grammar and parts of speech (e.g., "the," and "a" in productions).<br><br>Use past, present, and future verb tense, although not always correctly.<br><br>Demonstrate beginning skills in using sentences in a logical sequence. | Providing opportunities for child to pronounce words correctly through normal conversations, enunciating each part of words clearly.<br><br>Providing child with opportunities to answer questions in complete sentences, without feeling rushed. |
| **A11.** Develop increasing abilities to understand and use language for a variety of purposes. | Use language to problem solve (e.g., initiate a discussion with a friend to determine whose turn it is to play with a particular toy.)<br><br>Carry out a simple, one-step direction, or a multi-step, related and sequenced direction (e.g., "Time to go to bed; you need to take a bath, brush your teeth, put on your clean pajamas and find your favorite book for me to read to you."). | Explaining the various uses of language (e.g., solve a conflict between family members or friends).<br><br>Using a game or song to help child learn to repeat single or multi-step directions by acting out the directions. |
| **A12.** Enjoy hearing and creating humorous stories characterized by exaggeration. | Enjoy children's books with themes of exaggeration.<br><br>Play with friends in "tall-tale" contests [e.g., "I'm bigger than a horse."; "I'm bigger than a train."; "I'm bigger than the whole world." "Ha. Ha. Ha. (*Group laughter*)]. | Capitalizing on the opportunity to reinforce mathematical concepts of size comparisons.<br><br>Providing art materials for drawing big, bigger, and biggest. (Note: This example shows the interconnections between language/literacy, mathematics, and social relationships.) |

## Language and Literacy Strand 2: Phonological Awareness and Alphabetic Knowledge

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **B1.** Show enjoyment of the sounds and rhythms of language. | Focus on the person speaking.<br><br>Babble while playing with toys, exploring objects, and looking at a book with adult. | Exposing child to a variety of sounds by speaking, reading books, and singing or playing songs while using exaggerated actions or expressions.<br><br>Using different types of voice with child. |
| **B2.** Imitate vocalizations and sounds. | Make utterances that are easy to produce.<br><br>Attempt to imitate animal sounds and object noises (e.g., "moo"). | Repeating child's sounds, then say word correctly by using it in a sentence (e.g., "Ca, ca, car, mommy's in the car.").<br><br>"Tuning in" to the different ways child attempts to communicate by responding. |
| **B3.** Enjoy patterns of rhythm and repetition of familiar voices, sounds, rhymes, and songs. | Ask adult to repeat favorite rhymes, fingerplays, or stories.<br><br>Clap hands fast or slowly to the beat of a rhythm. | Reciting and reading books, rhymes, and poems on a regular basis.<br><br>Engaging in sound play with child (e.g., tap drums at different tempos). |
| **B4.** Participate in simple word games. | Recite last word and/or phrases of familiar rhymes, with assistance.<br><br>Clap out sounds or rhythms of language and repeat them orally. | Making up rhyming songs using child's and other familiar people's names and reading books with rhymes, songs, and repetitive language.<br><br>Clapping, stamping, dancing, or finger tapping to songs as they are sung. |
| **B5.** Create "jokes" with sounds, using nonsense combinations to explore phonemes. | Purposefully say wrong name or word such as calling the dog "Lazy" instead of "Daisy" and making up nonsense words while smiling as if to indicate 'I know this isn't right, but I'm just playing.' | During word play, imitating and extending child's words [e.g., if child starts variation on a word, add your own variations so long as it is funny to child, such as "Oh, the dog's name is Mazy, or Sazy" (substituting first letter of word)]. |

## Language and Literacy Strand 2: Phonological Awareness and Alphabetic Knowledge

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **B6.** Begin to identify words that rhyme | Recognize matching sounds and rhymes in familiar words, games, songs, stories and poems.<br><br>Complete a familiar rhyme by providing the last word. | Playing word games using three consonant-vowel-consonant (CVC) words (e.g., bat, mat, cat), making up new and playful combinations.<br><br>While listening to rhyming songs, picking out the rhyming words. |
| **B7.** Show growing ability to discriminate and identify sounds. | Notice sounds in the environment (e.g., train, siren, birds).<br><br>Begin to distinguish between words with similar phonemes, such as *pat* and *hat*. | Reading aloud every day, asking child to repeat sounds with you.<br><br>Identifying fruits with the same beginning sound (e.g., peach and pear).<br><br>Reading books that focus on sounds and rhythm and by making up rhyming songs using child's and other familiar people's names (e.g., Willoby Walloby, Wohn, an elephant stepped on John). |
| **B8.** Identify matching sounds and produce original rhymes. | Experiment with sounds to make nonsense words that rhyme ("spaghetti, baghetti, laghetti").<br><br>Participate in rhyming games and songs with other children. | While listening to rhyming songs, picking out the rhyming words.<br><br>Engaging child in group rhyming games in which the children replace familiar rhymes with silly ones (e.g., "Humpty Dumpty," "Gumpty Numpty"). |
| **B9.** Show growing ability to hear and discriminate separate syllables in words. | Differentiate between similar- sounding words (e.g., three and tree).<br><br>Use rhythm sticks to tap out the syllables in her name, with assistance. | Reading a nursery rhyme and having child raise his hand or clap every time a specific sound is heard.<br><br>Providing rhythm sticks to engage child in tapping out syllables in her name. |
| **B10.** Show growing awareness of beginning and ending sounds of words. | Listen for and acknowledge words that begin with the same initial sound, such as "Silly Sally! They begin with the same sound!"<br><br>Find objects in a picture with the same beginning sound, with assistance. | Asking child to match words that have the same beginning or ending sound while reading a book.<br><br>Singing word songs, leaving out parts as you sing along (e.g., a dog BINGO, and in each consecutive paragraph leave out a letter but mark the spot with silence or clap). |

## Language and Literacy Strand 2: Phonological Awareness and Alphabetic Knowledge

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **B11.** Develop beginning awareness of alphabet letters. | Begin to understand that print represents words (e.g., pretends to read text).<br><br>Recite a song with the letters of the alphabet, with assistance (e.g., an alphabet song or recitation). | Singing alphabet songs with child.<br><br>Providing opportunities for child to manipulate magnetic letters, naming the letters or using them to spell out simple words.<br><br>Providing opportunities for child to point out letters and words in the environment (e.g., street names or on billboards). |
| **B12.** Recognize that sounds are associated with letters of the alphabet and that they form words. | Begin to make letter/sound matches.<br><br>Begin to blend individual letter sounds to make a new word, with assistance (e.g., "/b/ /a/ /l/...what's the word? Ball"). | Providing child with hands-on materials containing letters with which to sound out words with assistance (e.g., lettered blocks, magnet letters, etc.).<br><br>Playing matching games with child (e.g., find objects that start with a certain letter in the room). |
| **B13.** Understand that letters of the alphabet are a special category of visual graphics that can be individually named. | Associate the names of letters with their shapes.<br><br>Know other words that start with the beginning letter of his name (e.g., Point to a cereal box and says, "That's C, like in my name."). | Writing out child's name sounding out each letter.<br><br>Providing letter blocks, alphabet books, magnetic letters, letter puzzles, etc.<br><br>Playing letter games with child (e.g., point to objects in the environment that begin with the same letter). |
| **B14.** Laugh at and create silly words while exploring phonology. | Laugh with others while creating and sharing nonsense words, sometimes including "forbidden" bathroom words (e.g., April: "I live in a choo choo." Ginny: "I live in a moo moo." April: "I live in a do do. Ha. Ha. Ha.") | Allowing children to explore sounds and language by experimenting with words, even when they are not real words.<br><br>Responding to playful threats to break a rule by saying, "I know you wouldn't really do that. Are you just teasing?"<br><br>Redirecting bathroom words by not laughing at "forbidden" words and moving on to a new direction (e.g., "Oh, I think you live in a blue blue or a too too. Have you ever seen a too too?"). |

## Language and Literacy Strand 3: Print Awareness and Concepts

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **C1.** Respond positively to book reading activities with adults. | Focus on picture books with bold, colorful, and clear images of familiar objects (e.g., shoe, dog, bird, ball, or car.)<br><br>Enjoy the activity of looking at books with adults. | Providing child with board, cloth and plastic books that can be manipulated and explored with assistance.<br><br>Reading with child one-on-one, so that child observes and handles books often and holding or sitting close to child to associate pleasure of closeness with pleasure in handling books. |
| **C2.** Show some ability to handle books, with assistance. | Attempt to position pictures in book right side up.<br><br>Turn pages, experiencing perhaps some difficulty in separating papers but succeeding through persistence, effort, and assistance. | Handing child board books, helping him turn the pages and pointing to the pictures.<br><br>Modeling holding a book correctly and turning pages and engaging child in helping turn pages, using playfully exaggerated actions when the time comes to turn the page. |
| **C3.** Recognize print in the neighborhood, community, and environment (e.g., stop-signs, store signs). | Recognize some signs and symbols in the environment (e.g., "STOP").<br><br>Identify a variety of printed materials (e.g., books, newspapers, cereal boxes). | Taking child for walks around the neighborhood and pointing out common signs.<br><br>Labeling shelves with pictures and printed words. |
| **C4.** Relate pictures with real objects, events, and ideas (e.g., stories). | Talk about pictures and labeling objects in books.<br><br>Begin to make connections between experiences and ideas in books and stories. | Creating a book about child's daily life with photos of significant people, pets, and places in the home.<br><br>Selecting books that are connected to child's life and helping child make those connections. |
| **C5.** Show growing awareness of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus. | Point to the elevator button while in a tall building.<br><br>Pretend to "read" a newspaper, book, or menu. | Commenting upon the purpose of signs in the environment, especially as they are used and talking aloud to self while following directions ("Oh that sign says 'Stop,' so I will stop the car").<br><br>Exposing child to different forms of printed matter that have differing functions (e.g., book, invitation, flyer, bill, take-out menu). |

## Language and Literacy Strand 3: Print Awareness and Concepts

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **C6.** Show growing interest in reading-related activities. | Pretend to "read" independently or with others, turning pages and looking at illustrations.<br><br>Point to pictures and ask questions or adding information.<br><br>Draw pictures based on stories. | Modeling reading for pleasure and allowing child to explore books independently by placing age appropriate books in various locations.<br><br>Writing dictations by child about drawings or artwork.<br><br>Reading stories that can be extended through art and dramatic play. |
| **C7.** Show increased awareness of print concepts. | Recognize book by cover.<br><br>Demonstrate some book-reading skills such as holding a book upright and turning pages right to left.<br><br>Pretend to read by pointing with a finger while reciting text. | Modeling holding a book correctly and turning pages right to left.<br><br>Teaching child songs that reinforce how to read (e.g., to the tune of "Head, Shoulders, Knees, and Toes": Top to bottom, left to right, left to right…).<br><br>Tracking text while reading. |
| **C8.** Recognize a word as a unit of print that is formed by individual letters. | Point to the words on the pages of a book.<br><br>Look at peer's name in print and recognize that Johnny starts with the same letter as his own name, Joshua.<br><br>Attempt to "write" by using open/closed or straight/curved lines that resemble letters. | Using "Big Books" to allow child to track text as you read.<br><br>Calling attention to names of children that begin with the same alphabet letter.<br><br>Providing a print-rich environment and creating opportunities for child to practice "writing" letters of the alphabet (e.g., ask child to help in making signs, or addressing an envelope). |
| **C9.** Read some environmental print. | Read familiar sight words (e.g., words on cereal boxes).<br><br>Recognize own written name in print.<br><br>Distinguish between letters and numerals. | Pointing to printed words and asking, "What does it say?"<br><br>Creating opportunities for child to recognize own name and the names of others through games and transitions (e.g., hold up child's name for the group to see for whose turn it is to wash hands or print children's names on cubbies). |

## Language and Literacy Strand 4: Comprehension

**(Note: For indicators related to oral language comprehension,please see Strand 1).**

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **D1.** Focus attention on simple picture books. | Point or make sounds when looking at picture books.<br><br>Identify familiar people and objects in printed materials. | Reading stories to child daily.<br><br>Pointing to pictures as you read and encourage child to do so as well.<br><br>Asking child to find objects in the background art (e.g., "Where is the doggie?"). |
| **D2.** Begin to recognize "favorite books" and repeatedly request to read them. | Recite some words in familiar books from memory and maybe object if you try to change the story.<br><br>Select books on the basis of content, thus demonstrating some understanding of what they are about. | Reading books with a predictable story line and sequence of events with child, reading some books repeatedly at the child's request.<br><br>Reading with child daily in a relaxed and fun manner (e.g., sitting on your lap). |
| **D3.** Begin to interact with story through familiar hand motions and expression of emotions. | Perform an action that is shown or mentioned in a book.<br><br>Show empathy for characters or situations depicted in books (e.g., pretends to cry after being told that a child in a book is sad). | Reading a story often and then engaging child in conversation about it.<br><br>Engaging child in dramatizing events in a story, for example using puppets, flannel board, or toys to supplement a book. |
| **D4.** Begin to recognize symbols for objects. | Point to individual pictures and name person(s) or object(s) while pointing.<br><br>Relate an object or an action in a book to the real world (e.g., goes to get teddy bear after seeing a picture of one in a book). | Making a name block for child with the name on one side and child's picture on the other.<br><br>Providing child with "Touch and Feel Building Blocks," in which each block shows a familiar object such as a smooth mirror, a fuzzy teddy bear, or a furry pet. |
| **D5.** Show increased comprehension and response to stories read aloud. | Ask relevant questions as the story is read.<br><br>Recognize when the reader omits part of a favorite story. | Asking child his opinion of books, parts of stories, and characters.<br><br>Reading stories with phrases child can repeat or memorize. |
| **D6.** Recall specific characters or actions from familiar stories. | Tell through spoken words, gestures, symbols, pictures, and/or signs what happened in a story.<br><br>Dramatize specific parts of familiar stories, such as: *Caps for Sale , Brown Bear, Brown Bear*, etc. | Providing music, art supplies, or props that lend themselves to depicting certain aspects of the story.<br><br>Providing props and opportunities for child to act out favorite parts of a story. |

## Language and Literacy Strand 4: Comprehension

**(Note: For indicators related to oral language comprehension,please see Strand 1).**

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **D7.** Understand the meaning of some environmental print. | Recognize function of common labels in the environment (e.g., restroom sign).<br><br>Recognize own name when spelled out in letters. | Labeling common objects in the environment using print.<br><br>Identifying frequently used words in print and having child point to words and repeat (e.g., to, I, me). |
| **D8.** Demonstrate understanding of basic plots of simple stories in a variety of ways. | Begin to understand the sequence of a story (e.g., beginning, middle, and end).<br><br>Make up an ending for a story. | Discussing story read by posing open-ended questions to extend thinking and understanding of what was read.<br><br>Engaging child in making up a logical or a silly ending for a story. |
| **D9.** Begin to understand the connection between books and personal experiences. | Talk about the characters and events in storybooks in ways that suggest understanding of what has been said or read. | Helping child to make picture books about her own experiences.<br><br>Asking the child if he can remember a time when he saw or did something that was in the story, such as seeing a yellow butterfly or helping to make cookies. |
| **D10.** Understand the main idea of simple information. | When asked what the book was about, child responds, “It was about being a good friend.” | Asking open ended and thought provoking questions about a story, for example, “What would you have done if you were the little red hen?” “Do you think it was fair that no one helped her to make the pizza? Why or why not? “ |
| **D11.** Use strategies such as questioning or predicting to comprehend printed material. | Make observations about the use of words and pictures in a book to comprehend printed material.<br><br>Anticipate, with assistance, what comes next in known stories. | When reading with child, changing roles; having child become the storyteller and “read” to you.<br><br>Expressing appreciation for logical or creative responses that may differ from that of the author(s). |
| **D12.** Attempt, often unsuccessfully, to create jokes by using the method for making jokes based on double meanings of words. | Say, “I'm going to tell a joke” and then proceed to imitate joke-telling (e.g., “Knock, knock.” “Who’s there?” “David. Ha. Ha. Ha. Ha. Ha.”) | Responding to a child’s joke with a laugh and asking, “Did you make that joke yourself? Now I have one for you…” |

## Language and Literacy Strand 5: Early Writing

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **E1.** Begin to show interest in exploring writing tools. | Grasp a crayon and bring it to the mouth. | Supervising child's exploration of child-safe writing tools. |
| **E2.** Experiment with grasp when using a variety of writing tools. | Grasp marker or crayon with her fist and makes marks on paper without regard to location. | Providing writing and drawing tools (e.g., crayons, chalk, finger paint) that can be used both indoors and outdoors. |
| **E3.** Show increased interest in exploring writing tools. | Attempt to use a variety of writing tools (e.g., pencil, marker, paint brush).<br><br>Pretend to write on paper, without regard to location or direction. | Creating an accessible writing area for child with a smooth writing surface, writing tools, and paper.<br><br>Providing child with writing tools (e.g., thick crayons, paint brushes) and writing surfaces (e.g., large paper, easel) to experiment and imitate writing. |
| **E4.** Use writing tools to make scribbles. | Hold large crayons and transfer them from one hand to the other.<br><br>Imitate a horizontal crayon stroke.<br><br>Imitate other person's words, drawings, or scribbles by making own marks or scribbles. | Providing opportunities for child to draw, acknowledging what is done.<br><br>Providing opportunities for child to observe you writing for meaningful purposes. |
| **E5.** Make purposeful marks on paper. | Begin to draw representational figures (e.g., circle).<br><br>Draw pictures with objects and people to communicate an idea or event, with assistance. | Providing opportunities for child to draw, and writing down what child says she has drawn.<br><br>Providing a print-rich learning environment. |
| **E6.** Use scribbles and unconventional shapes to convey messages. | Name scribbles (e.g., tells others what scribbles mean).<br><br>Tell others about his drawings, and ask the adults to write story. | Writing child's comments at the bottom of drawings, collages or photos. |

## Language and Literacy Strand 5: Early Writing

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **E7.** Represent ideas and stories through pictures, dictation, and play. | Cover a paper with large swirls of paint, saying, "This is my house," and asking the adult to write "My House" on the painting. | Providing opportunities for child to tell stories out loud, write down what child says and read it back with child.<br><br>Encouraging child to "write" about her play (e.g., what she builds in a block center; make a grocery list for a trip to the store). |
| **E8.** Experiment with a growing variety of writing tools and materials, such as pencils, crayons, and computers. | Practice copying words in the environment using a pencil or crayon. | Providing a variety of writing materials and unlined paper with clipboards to promote writing. |
| **E9.** Use letter-like shapes, symbols, and letters to convey meaning. | Write own name from memory on own artwork.<br><br>Copy letters from signs and labels posted around the room, enjoying the power of doing "real writing."<br><br>Scribble with "mock letters." | Positively acknowledging child's attempts at writing (e.g., display writing in visible locations).<br><br>Assisting child in making labels for different sets of objects (e.g., cooking utensils, shoes). |
| **E10.** Understand purposes for writing. | Use letter stamps to represent words and then "read" the message or story to another person. | Leaving fun notes for child in child's bed, and when child finds the notes, reading them aloud together. |
| **E11.** Begin to use familiar words (e.g., mom, love,) in writing and drawing. | Print 5-8 letters with a writing tool.<br><br>Write some upper-case and lower-case letters correctly, without assistance.<br><br>Print first name independently.<br><br>Demonstrate beginning of creative writing by using inventive spelling and/or pictures to express an idea or story. | Providing opportunities for child to manipulate magnetic letters, naming the letters or using them to spell out simple words.<br><br>Providing an easy picture dictionary to look up words. |

# Cognition and General Knowledge

## Introduction

During the first few years of life, remarkable changes occur in children's cognitive abilities. Cognitive development evolves rapidly as children explore and learn about their physical and social worlds. Skills in logic, reasoning, observation, imagination, and problem-solving are continually employed as children acquire greater knowledge and understanding about basic concepts, natural phenomena, and social interactions and functions.

Cognitive development is essential for daily functioning and success across a range of educational and social contexts. Cognitive development refers to the process through which children develop their abilities to think, assimilate, and use information. Cognitive development occurs both internally and externally. First, children use their natural ability to think about their own actions and experiences in the physical and social worlds to create understanding from these experiences. Here, children discover and mentally develop understanding of new concepts just by being in and interacting with their environment. Then, children gain information directly from adults and other children to acquire knowledge that they would not otherwise learn. This learned knowledge originates in the family, community, and culture and requires guidance and instruction from others. The linkage between nurturing early experiences and cognitive development has been strongly confirmed by recent research on the infant's developing brain, thereby stressing the importance of healthy, safe, and supportive environments that foster children's ability to reach their fullest potential.

The Cognition and General Knowledge domain is organized into the following strands and related concepts:

**Strand 1: Learning About Mathematical Concepts:** Mathematics is a way of describing the world -- a way of thinking, knowing, and problem-solving that is accessible to all children regardless of their prior knowledge and experiences. Spontaneous and planned math experiences that are made meaningful through play facilitate a child's learning of concepts such as numbers and operations, measurement, patterns and relationships, shapes, spatial sense, data collection and analysis, and time and sequence.

**Strand 2: Learning About the World:** Scientific knowledge, scientific inquiry and exploration come naturally to young children as they ask questions, seek answers, observe, predict, and form conclusions. Children's observations, predictions, explanations, and conclusions, correct or incorrect, form the basis for further exploration and investigation.

**Strand 3: Learning about Families and Communities:** Learning concepts related to history, geography, economics, and families and communities is crucial in order to nurture children's understanding of themselves and others. Young children's understanding of and ability to participate cooperatively in family and group settings enables children to develop, practice, and apply skills required to be full participants in a democratic society.

## Cognition and General Knowledge Strand 1: Learning About Mathematical Concepts — A. Numbers and Operations

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **A1.** Begin to build understanding of *more*. | Use gestures to request *more* in reference to food or play.<br><br>Show understanding of *none*, such as being frustrated when her bottle is empty. | During meals, asking child, "Would you like *more*?"<br><br>Using nonverbal communications in response to infant's request (e.g., use a hand gesture consistently as a signal for "more" while saying the word). |
| **A2.** Use number words in songs and finger plays with little or no understanding. | Enjoy watching adults sing songs and finger plays that refer to counting or numbers.<br><br>Imitate rote counting using some names of numbers. | Playing games or singing songs (e.g., "5 Little Monkeys") and reading books that use numbers and counting.<br><br>Counting "out loud" objects in child's environment. |
| **A3.** Build some understanding of quantity. | Recognize some quantities (e.g., sees two blocks and says "two").<br><br>Use words to indicate some quantity and comparisons of quantity (e.g., all, some, none, more, less). | When bottle is empty, saying, or using sign language to signify, "all gone."<br><br>Pairing objects during daily activities (e.g. "One child gets one snack."). |
| **A4.** Demonstrate growing understanding of one-to-one matching. | Put pegs in each hole of pegboard during play.<br><br>Help set the table, matching a napkin with each place setting. | Creating an environment that contains a variety of objects that work together in a one-to-one relationship (e.g., markers and caps, cars and garages, containers with lids). |
| **A5.** Begin to count by rote. | Attempt to count during hide-and-seek, skipping some numbers.<br><br>Count up to four or five from memory (e.g., recites, "one, two, three…").<br><br>Actively participate in songs and finger plays involving counting. | Providing opportunities for child to help distribute items to others, giving each person "one" or to find a shoe for each foot.<br><br>Playing games that involve counting.<br><br>Modeling counting "out loud" in natural situations. |
| **A6.** Begin to associate number concepts, vocabulary, quantities and written numerals in meaningful ways. | Get three apples out of the basket, one for each person by using one-to-one correspondence (e.g., one for me, one for you, one for Toby).<br><br>Respond to questions about the number of eyes, ears, or hands he has. | Using or creating songs and finger plays that involve counting.<br><br>Providing an environment that contains objects with naturally occurring numbers and number words, such as clocks, timers, calendars, thermometers, computers, calculators, measuring cups, etc.<br><br>Talking aloud while doing simple math computations (e.g., number of snacks for the number of children). |

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **A7.** Demonstrate advancing knowledge of numbers and counting. | Apply numbers and counting concepts to daily life (e.g., counts number of children at table).<br><br>Tell what number comes after a given number when given a running start, (e.g., What comes after 1, 2, 3, 4, 5, ___?" ). | Encouraging child to make thoughtful predictions and estimates about quantity, size, distance, and time in daily activities by playing guessing games.<br><br>Providing a variety of objects for child to manipulate and count (e.g., large, soft blocks). |
| **A8.** Begin to make use of one-to-one correspondence in counting objects and matching groups of objects. | Count a collection of one to five items and begin to understand that the last counting word tells how many.<br><br>Begin to identify and label objects using numbers. | Demonstrating to child that numbers have meaning (e.g., age, phone number, street address).<br><br>Asking child at clean-up time to pick up, using counting skills (e.g., "Clean up five blocks" or "Pick up three yellow items."). |
| **A9.** Increase ability to compare numbers of objects using appropriate vocabulary (e.g., more, less, greater than, fewer, equal to, same). | Explain that one child has more cookies than another when it is obvious that one collection has more than the other.<br><br>Count two groups of blocks, noting whether one group has more, fewer, or the same number of blocks as the other. | Using comparison words in natural conversation and planned activities.<br><br>Demonstrating, explaining, and engaging child in activities that show "more," "less," "same." Always use concepts correctly for "fewer" (countable number, such as blocks) and "less" (amount, such as milk remaining in the glass). |
| **A10.** Develop increasing ability to count in sequence and to use one-to-one correspondence. | Gradually increase the ability to count up to 10, and later to count beyond 10.<br><br>Gradually increase the ability to count beyond 10, but not necessarily in the correct order. | Playing games that include counting and/or matching one-to-one (e.g., card games in which an equal number of cards is given each player).<br><br>Providing many daily opportunities to count objects (and see their corresponding number) in the environment. |
| **A11.** Show increased curiosity and interest in numbers and counting as a means for solving problems and determining quantity. | Tell you a sign has the number 4, the same as her age.<br><br>While playing a board game, say, "Five jumps!" when spinner lands on the numeral "5."<br><br>Begin to understand that "one" item added to "one" more item makes two, gradually increasing the numbers used up to a sum of "4" and later begins to understand that if "1" is taken away from "2," the number is reduced to "1." | Providing number/numeral materials in child's environment (e.g., magnetic numerals) and modeling using math and numerals (e.g., paying bills).<br><br>Providing play opportunities for child to use numbers and counting (e.g., play grocery store).<br><br>Reading stories and singing songs in which objects are taken away, such as "Ten in a Bed." |

## Cognition and General Knowledge Strand 1: Learning About Mathematical Concepts — B. Measurement

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **B1.** Explore objects in their environment. | Reach and grab things.<br><br>Touch and mouth everything.<br><br>Play with toys and objects with different sizes and shapes. | Providing an environment rich in child-appropriate learning materials and math manipulatives of various sizes and shapes. |
| **B2.** Show some awareness of the relative size of objects. | Nest up to five cups, with assistance. | Providing child with toys that have incremental sizes (e.g., nesting cups, stackable rings). |
| **B3.** Connect mathematical language to measurement concepts. | Point to a dog and say, "Big dog."<br><br>Notice another child has more (crackers, cheerios).<br><br>Say, "More milk." | Modeling vocabulary when talking about attributes and characteristics of objects in the environment.<br><br>Allowing child freedom to play with the materials with a minimum of adult interference. |
| **B4.** Explore the concept of *volume*. | Fill and empty containers (e.g., with sand or water) under adult supervision. | Providing sand and water play, giving child opportunities to pour, fill, scoop, weigh, and dump to develop an understanding of volume, under adult supervision. |

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **B5.** Show some understanding of the concept of measurement | Use size words, such as "big," "little," and "many," appropriately.<br><br>Understand comparison words (e.g., little/big).<br><br>Look at two objects and identify which one is bigger or smaller. | Using comparison words when playing with big and little toys.<br><br>Demonstrating, explaining, and engaging child in comparing objects' size, shape, and other characteristics (e.g., explore how a rose bush is different from a tree). |
| **B6.** Explore measuring tools (e.g., measuring cup, ruler, scale). | Play with measuring tools (e.g., measuring cups), pretending to measure.<br><br>Fill and empty measuring containers (e.g., with sand or water) under adult supervision. | Charting child's changes in height and weight.<br><br>Providing opportunities for child to measure such as putting measuring cups in the bath tub or sandbox. |
| **B7.** Describe physical objects in terms of relative size (e.g., big, little, small, tall, short, long, heavy, light). | Gradually develop language to describe measured attributes (e.g. big/small, short/tall, fast/slow).<br><br>Begin to identify longer of two objects.<br><br>State who has the bigger cookie. | Naturally integrating size concepts during everyday activities (e.g., "Will this container be big enough for the blocks?").<br><br>Providing opportunities for child to explore materials with contrasting measurable attributes (e.g., heavy/light, hot/cold, fast/slow, short/tall).<br><br>Playing measuring games with child (e.g., "Which is bigger?" "Which is smaller?"). |
| **B8.** Demonstrate understanding of concepts related to quantity (e.g., many, a lot, full, empty, whole, part, all, none). | Explain that a container is full of water.<br><br>Count two groups of blocks, noting whether one group has more, fewer, or the same number of blocks as the other. | Engaging with child in conversations about quantity as you interact with materials throughout the day.<br><br>Talking about concepts related to quantity during everyday activities (e.g., "Your cup is almost full."). |

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **B9.** Use non-standard units of measurement (e.g., hands, books, blocks) to explore the environment. | Begin to use conventional measurement terms (age, month, cup, etc.) without accuracy.<br><br>Measure the table with blocks, and noting that it is four blocks long.<br><br>Try to balance the scale by putting various objects on each side. | Demonstrating, explaining, and engaging child in activities that use non-standard measurement (e.g., using handfuls to measure rice; using footsteps to measure distance).<br><br>Asking child to describe the size and length of people, toys, and objects.<br><br>Measuring objects with child using non-standard units of measurement (e.g., hands, books, blocks). |
| **B10.** Use standard tools (e.g., measuring cups, ruler, scale) to explore and understand the environment. | Use a common measuring stick to compare how long or tall things are.<br><br>Use measuring cups and spoons during a cooking activity.<br><br>Use measuring tools at the workbench or water table. | Engaging child in measuring tasks (e.g., measuring ingredients, weighing a pet).<br><br>Setting up a simple weather station for child to explore weather patterns (e.g., rainfall, snowfall, temperature).<br><br>Making simple charts of outdoor temperature over a week.<br><br>Measuring the number of cups of sand needed to fill the smallest and largest dump truck toys.<br><br>Modeling use of conventional measuring tools and methods in every day situations. |
| **B11.** Compare objects based on differences in *length, weight,* and *temperature* using appropriate vocabulary. | Sort and/or order objects correctly (e.g., place strings from shortest to longest).<br><br>Order different people's shoes from smallest to largest.<br><br>Place three crayons on the table from the shortest to the longest. | Encouraging child to compare the characteristics of materials and arrange them in an order (e.g., from smallest to biggest, shortest to longest, heaviest to lightest, least to most, etc.).<br><br>Helping child arrange blocks, toys, or objects from smallest to largest or longest to shortest. |
| **B12.** Show progress in using standard and non-standard measures for length, capacity, weight, time, and temperature. | Measure the length of a book using both non-standard units and appropriate tools.<br><br>Measure sand or water using a variety of containers.<br><br>Incorporate measuring tools into dramatic play (e.g., "We need a cup of flour for these pancakes."). | Demonstrating, explaining, and engaging child in activities that use both standard and non-standard measurement (e.g., using handfuls to measure rice, or a cup; using footsteps to measure distance, or a tape measure).<br><br>Playing measuring games with child (e.g., "Which is heavier?" "Which is longer?" Which one runs faster? Which is colder?). |

## Cognition and General Knowledge Strand 1: Learning About Mathematical Concepts — C. Patterns and Relationships

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **C1.** Engage in sustained gazing or tracking of object with eyes. | Observe objects in the environment for a brief period of time (e.g., mobile). | Providing child with a stimulating environment.<br><br>Showing child simple objects and saying the name (e.g., ball, block, book, then two balls, etc. that are of different sizes). |
| **C2.** Demonstrate object permanence (i.e., realizes that people or things exist even when out of view). | Look at door where adult was last seen.<br><br>Be comforted by adult saying he will return later in the day. | Playing peek-a-boo with child.<br><br>Hiding objects under blankets for child to find. |
| **C3.** React to mental images of objects or events. | Clap hands when told aunt and uncle are coming to visit. | Using descriptive language in everyday conversation, to support child's creation of mental images of objects or events. |
| **C4.** Show interest in patterns. | Classify everyday objects that go together (e.g., shoe/sock, pencil/paper, comb/brush).<br><br>Enjoy patterns of rhythm and repetition of familiar voices, sounds, rhymes, and songs in her home language. | Engaging child in matching everyday materials (e.g., socks).<br><br>Playing songs or reading books with rhythms. |
| **C5.** Explore similarities and differences of objects (e.g., color, size, shape, and texture). | Note that two flowers are different sizes or shape or find matching objects in the environment (e.g., stripes, solids).<br><br>Notice a common attribute and commenting on it (e.g., "These are all round."). | Providing opportunities for child to notice patterns in nature (e.g., types of leaves).<br><br>Providing a variety of safe materials with which the child can experiment and draw conclusions about their properties. |
| **C6.** Understand the relationship between objects, solving simple jigsaw puzzles and matching similar shapes. | Begin to fit pieces in correct openings through trial and error and correctly stack a few nesting cups. | Providing child with toys requiring problem solving with which to play. |

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **C7.** Recognize, sort, and classify objects by a single characteristic. (e.g., color, size, shape, and texture). | Pick out all the red crayons from the box and announce, "This is how many red crayons we have." | Making simple games using fabric swatches or wallpaper samples for children to match.<br><br>Labeling the environment so children can put away toys (e.g., dinosaur box, block box). |
| **C8.** Continue to understand the relationship between objects. | Begin to point out the differences in objects rather than the similarities.<br><br>Describe a group of objects according to a common attribute. | Discussing similarities and differences of everyday objects during play.<br><br>Providing opportunities for child to arrange collections into groupings using different rules that you make up together. |
| **C9.** Recognize and copy simple patterns (e.g., sounds, objects, shapes). | Create a necklace from shaped preschool-type beads using a simple pattern on a card or picture (red/blue/green and then red/blue/green).<br><br>Copy a sound pattern of two claps and a pause, then one clap and a pause. | When stringing beads, asking child to create and then describe patterns ("Oh look. You put a red one and then a blue one and then a red one and a blue one again.").<br><br>Playing simple clapping games to get child's attention, asking her to repeat your pattern. |
| **C10.** Use patterns to predict relationships between objects. | State that the blue shape follows the yellow shape, the triangle follows the square.<br><br>Predict which shape is missing in a foam board based on its pattern. | Providing a sample pattern using child-safe common objects (e.g., beads, buttons, rocks, bear counters) and asking child to describe the pattern.<br><br>Involving child in predicting patterns (e.g., when lining up children by starting the line with a boy, a girl; a boy, a girl. Ask the children to predict who would come next.). |
| **C11.** Create original patterns using a variety of materials according to one or more attributes (e.g., color, size, shape). | Make patterns in the sand with her fingers and tracks with toy cars.<br><br>Construct a symmetrical design with pattern blocks. | Building on the child's understanding of patterning by making changes and additions in materials (e.g., varying the number of objects, the types of characteristics, and the degree of variation). |

## Cognition and General Knowledge Strand 1: Learning About Mathematical Concepts — D. Shapes

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **D1.** Explore geometric shapes using their hands, eyes, and mind. | Mouth, shake, bang, drop, or throw shape toys. | Providing safe play and art materials that have different shapes (e.g., circles, squares, triangles). |
| **D2.** Play with shape toys, though often will not match correctly. | Attempt to place the square beanbag in the round hole.<br><br>Try various shapes in a shape-sorting toy until the shape finally fits and later place circle and square in form board correctly. | Engaging child with toys or games that involve matching shapes.<br><br>Providing child with toys that involve shapes (e.g., foam shape boards) or common household objects that require matching (e.g., peanut butter jar to correct lid). |
| **D3.** Identify simple objects by their shape. | Point to a cracker that is round.<br><br>Place wooden blocks the correct shelf by matching the shape of the block to the paper shape on the shelf. | Using shape words in daily life (e.g., "Let's cut the cornbread into squares" and then later, "I like triangles, too! How would I make cornbread triangles?").<br><br>Providing play dough or other modeling dough frequently to give experience in changing shapes. |
| **D4.** Recognize simple shapes (e.g., circle, triangle, rectangle, and square). | Locate individual shapes in pictures composed of overlapping shapes. | Playing games that involve matching shapes, gradually increasing level of difficulty.<br><br>Singing songs and reading books with child about shapes. |

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **D5.** Use mathematical language to describe shapes (e.g., circle, triangle, rectangle, and square) and their relative parts and attributes. | Follow fingers along the sides of a triangle and say it has three sides.<br><br>Identify geometric shapes in the world around them (e.g., during neighborhood walk, commenting that the windows in a house are "rectangles"). | Identifying the features of shapes when child plays with them.<br><br>Introducing new shapes in block play and providing experience in creating shapes by dividing dough or pieces of cheese (e.g., cut a cheese square to make two triangles or use variable shapes of cookie cutters to make cookies for snack). |
| **D6.** Recognize, name, and sort simple shapes (e.g., circle, triangle, rectangle, and square). | Find all the triangles that are the same size.<br><br>Place circle, square, and triangle in the correct hole in a shape sorter.<br><br>Sort shape blocks correctly. | Providing child with two-dimensional shapes in a variety of sizes for child to match.<br><br>Asking child, "Pick up all of the shapes that are triangles."<br><br>Having child order shapes from smallest to largest with fewer than five items. |
| **D7.** Recognize three-dimensional shapes (e.g., cylinders, spheres, cones) through everyday experiences. | Match simple three-dimensional shapes with objects found in everyday play (e.g., playground cone and ice cream cone). | Introducing child to three-dimensional shapes through everyday experiences with cans (cylinders), balls (spheres), and playground cones or ice cream cones. |
| **D8.** Create, build, or draw shapes using a variety of materials. | Put together and take apart shapes to make other shapes.<br><br>Use two triangles to make a rectangle.<br><br>Use shapes to create familiar materials (e.g., put a triangle on top of a square to create a house). | Providing a variety of shapes and materials that may be connected and combined to create new shapes.<br><br>Providing materials for child to create and represent shapes (e.g., paper, pipe cleaners, play dough, scissors, tape, wood). |

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **E1.** Pay attention to what is happening in the environment. | Watch and follow the movement of a mobile over the crib.<br><br>Follow both horizontal and vertical movements of objects. | Placing a stimulating mobile that plays music over crib for children under 5 months of age and unable to push up on knees.<br><br>Providing child opportunities to experience different physical positions (e.g., floor time, carrying time). |
| **E2.** Demonstrate use of body and materials in space. | Gaze at own hands as they move about.<br><br>Wave arms in an attempt to touch the dangling toy overhead. | Taking child to places where he can observe and explore the environment.<br><br>Giving child safe, soft, stimulating toys with which to explore in hands (e.g., soft rattles, large chime balls). |
| **E3.** Become aware of own body and personal space during active exploration of physical environment. | Explore spatial relationships by attempting to fit her body in boxes or tunnels.<br><br>Move toys or her body in different positions such as, "under" or "on top." | Encouraging child to explore spatial relationships through activities and opportunities to move within his environments.<br><br>Creating an environment that has enough space available to allow the child to create a new environment related to her play. |
| **E4.** Explore the size, shape, and spatial arrangement of real objects. | Explore openings and look for items to put in the openings, under adult supervision. | Providing the child with various materials with which to build and explore. |
| **E5.** Show understanding of different relationships of objects in space. | Respond with accuracy most of the time when asked to put the blocks "on" the table, or to go "under" the table. | Using position words in a conscious way (e.g., suggesting child puts magazine *under* the book that is on the table). |
| **E6.** Show understanding of several positional words. | Climb to the top of a slide and exclaim, "I am far away from you!"<br><br>Put hands over her head in response to a recorded movement song. | Providing space and materials for creating landscapes (e.g., train tracks, houses, roadway), maps, and other means with which to apply understanding of directionality, order, and position.<br><br>Playing games with child that incorporate using and responding to position words (e.g., left/right, first/last, above/below, over/under, top/bottom). |
| **E7.** Show increasing understanding of directionality, order and position of objects and words such next to, beside, above, below, under, over, top, bottom. | Put the fork on top of the napkin when asked to do so.<br><br>Comment that an object is nearer to me and farther from you.<br><br>Complete an obstacle course that asks the runner to crawl through the tunnel, run behind the swings, run in front of the slide, jump beside the sandbox, and jump on the ramp. | Playing Simon Says using directional words (e.g., next to, beside, above, below, under, over, top, bottom) with bean bags.<br><br>When traveling, using directional terms (e.g., "We will turn left at the next street."). |

## Cognition and General Knowledge Strand 1: Learning About Mathematical Concepts — F. Data Collection and Analysis

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **F1.** Pay attention to what is happening in the environment. | Show excitement when seeing adult.<br><br>Look at and reach for toys.<br><br>Track a moving object. | Providing time daily for child to move freely on the floor in a safe environment.<br><br>Interacting playfully with child while offering new and different materials to explore. |
| **F2.** Gather information through the senses (e.g., mouthing, grasping, reaching). | Turn head toward sounds or voices.<br><br>Bang utensils, blocks, and toys on the floor or table. | Following child's lead while exploring the environment.<br><br>Providing objects that invite exploration with multiple senses (e.g., rattle with bright colors and different textures). |
| **F3.** Make things happen through use of senses of sight, sound, taste, and touch. | Drop toy and look for it.<br><br>Shake rattle or press button on interactive book. | Demonstrating and explaining how things can be manipulated to make them different and/or more useful.<br><br>Providing materials and objects of various textures, shapes, colors, smells, and sounds with which child can play and create a response. |
| **F4.** Observe persons or objects in the environment for a brief period of time. | Look at self in the mirror for a brief period without recognizing who it is.<br><br>Watch animals, new toys, or people with interest. | Showing child self in the mirror of a play toy.<br><br>Exploring the environment with child and showing interest in objects found and observed. |
| **F5.** Begin to explore physical properties of objects and to identify their use. | Explore common substances such as gelatin, water, or fabric.<br><br>Attempt to imitate use of object observed in use by adults (e.g., puts key in keyhole, pretends to stir ingredients in a bowl). | Providing opportunities for safe observation and exploration (e.g., padded surfaces).<br><br>Encouraging pretend play that allows child to explore the properties of objects and identify their uses. |
| **F6.** Recognize objects as the *same* and *different*. | Collect items that have common characteristics (e.g., red blocks, shells, leaves).<br><br>Separate objects by single feature (e.g., rough or smooth). | Providing opportunities for the child to create and share collections based on her interests.<br><br>Engaging child in comparing and contrasting materials in the environment. |

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **F7.** Apply knowledge or experience to a new context. | Help adult create a photo album of family members.<br><br>Illustrate a recent experience. | Providing opportunities for child to share observations through pictures and words.<br><br>Providing child with ways to depict experiences, e.g. tag board, markers, sticky notes, cameras with film, and tape recorders. |
| **F8.** Demonstrate understanding that physical objects and experiences are quantifiable. | Count the number of pieces of fruit on the plate (even though the counting might not be accurate).<br><br>Count the number of legs on the table. | Creating an environment that includes natural and purchased materials for counting, comparing relationships.<br><br>Providing collections of three to five objects (e.g., large buttons (of a safe size), plastic animals, shells, keys) that encourage counting. |
| **F9.** Collect and organize data about themselves, their environment, and their experiences. | Collect leaves; sort them by color, shape or size. Make a leaf graph.<br><br>Use a photo of child to indicate a favorite fruit on a graph. | Helping child represent his/her observations using charts and graphs.<br><br>Creating an environment that contains various types of collections which are attractively displayed. |
| **F10.** Organize and display information by shared attribute or relationship. | Participate in the creation of simple graphs reflecting children's favorite type of pet.<br><br>Place color samples in order from lightest to darkest. | Making graphs to illustrate comparisons for child.<br><br>Engaging child in many opportunities to create and understand graphs. |
| **F11.** Analyze collected data and generate logical conclusions. | Determine that the class prefers ice cream to cake for dessert.<br><br>Identify which category has more, fewer, or the same number of objects. | Encouraging child to describe and talk about data collected and analyzed. |

## Cognition and General Knowledge Strand 1: Learning About Mathematical Concepts — G. Time and Sequence

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **G1.** Develop an understanding of the concept of time as it relates to everyday life (e.g., meals, sleeping). | Show some anticipation for regularly scheduled daily activities. | Maintaining a daily routine.<br><br>Naming activities in their logical sequence, e.g., "Joey's face is washed after he drinks his juice." |
| **G2.** Demonstrate some understanding of when things happen in relation to routines. | Anticipate going outdoors after naptime.<br><br>Choose new shoes to wear when getting ready for special occasion. | Explaining your daily routine as you perform the activities (e.g., "It's time to go outside, now"). |
| **G3.** Recall information about the immediate past. | After eating say, "All done!" | Demonstrating, explaining, and giving child routines, talking about what happens before and after. |
| **G4.** Show increased knowledge and memory for details and routines. | Begin to make connection between daily sequence of events and what happens "next" (story time, activity time, lunch, nap,...). | Discussing the daily schedule with the child and asking questions such as, "What do we do after lunch?" |
| **G5.** Anticipate, remember, and describe daily sequences of events. | Give simple accounts of what happened that day. | Helping the child recognize and describe sequences in daily routines (e.g., we read a book before naptime).<br><br>Using a picture schedule to help children understand the daily routine. |

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **G6.** Use words to describe time (e.g., hour, day, week, month, morning, afternoon, night). | Recognize that time can be measured (e.g., in days, hours, minutes).<br><br>Say, "Yesterday, I went to the store." | Introducing general concepts of time sequences (e.g., wake-up, eat breakfast, brush teeth, get dressed; yesterday-today-tomorrow; morning-afternoon-evening) before discussing specific concepts (e.g., hours and minutes).<br><br>Reading books that relate to concepts of time and sequence (e.g., *Good Night, Moon*). |
| **G7.** Demonstrate improved understanding of past, present, and future using words such as before, after, now, and then. | Point to the calendar and count through spoken words, gestures, symbols, pictures, and/or signs the number of days until her special event.<br><br>Begin to use the vocabulary for days of the week and names of the months.<br><br>Use the future tense to discuss plans. | Providing child with opportunities to play with time keeping materials (e.g., clocks, watches, timers, calendars).<br><br>Reading aloud from books that have historical content.<br><br>Examining evidence of change over time in meaningful ways to child (e.g., photographs of himself). |
| **G8.** Demonstrate beginning understanding of sequence. | Retell a complex story or event in somewhat sequential order.<br><br>Recognize the beginning and end of an event (e.g., a song). | Reading books with a predictable story line and sequence of events with child.<br><br>Demonstrating, explaining, and giving child routines, talking about what happens before and after. |
| **G9.** Identify the positions of objects or persons in sequence (e.g., first, second, third, last, before, after). | Say, "I'm first in line. She's second."<br><br>Respond correctly to directions involving sequence. | Encouraging the child to name which object is first, second, third, etc. in the context of a pattern or sequence of events.<br><br>Playing games with child that involve following directions in sequence (e.g., Simon Says, Follow the Leader, Hokey Pokey). |

## Cognition and General Knowledge Strand 2: Learning About the World

A. Scientific Knowledge

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **A1.** Show interest in surroundings by focusing on faces and objects in close range. | Look at surroundings in a new place.<br><br>Look briefly at self in mirror.<br><br>Explore own hands and objects placed in hands. | Facilitating child's safe observation and exploration (e.g., monitoring, providing padded surfaces).<br><br>Showing child self in the mirror.<br><br>Providing objects that invite exploration with multiple senses (e.g., rattle with bright colors and different textures). |
| **A2.** Recognize and respond to different sights, textures, smells, sounds, and tastes. | Use a variety of actions to explore objects – touch, mouth, smell, shake, bang.<br><br>Gather information through the senses (e.g., mouthing, grasping, reaching). | Introducing toys with different textures, foods with different smells, and objects that make sounds.<br><br>Explaining to the child what they are doing...give words to the actions. |
| **A3.** Observe and describe characteristics of living things, the weather, and the outdoor environment. | Identify or attempt to name earth's materials (e.g., water, rocks, dirt, leaves).<br><br>Explore characteristics of certain living things (e.g., touches a pine cone, feeds a fish).<br><br>Identify weather conditions (e.g., sunny, rainy, windy). | Watching fish and reading stories that include fish and other animals.<br><br>Providing opportunities for child to play safely with natural materials indoors (e.g., nontoxic plants).<br><br>Providing opportunities for outdoor play daily. |
| **A4.** Build beginning understanding of basic science concepts (e.g., force and motion, gravity, sound, light) through exploration. | Place hand in front of light source to create a shadow.<br><br>Poke, drop, push, pull, and squeeze objects to see what will happen.<br><br>Spill milk and say, "uh-oh." | Following child's lead as she explores the environment.<br><br>Providing physical experiences that integrate child's movements with all of the senses to build science concepts (e.g., shadow play, painting with feet, playground equipment).<br><br>Talking with child about why objects fall or spill. |
| **A5.** Know that living things are made up of different parts (e.g., body parts). | Identify the body parts that correspond with the senses (e.g., participate in "Head, Shoulders, Knees, and Toes," correctly identifying body parts.)<br><br>Assemble the trunk, branches and leaves correctly when given flannel board pieces of a tree. | Engaging child in finger plays and songs with actions that include body parts and body functions (e.g., "We use our teeth to chew.").<br><br>Taking child to explore natural environment and pointing out structures of living things (e.g. lion's mane, giraffe's neck, apple stem and asking why (e.g., why the giraffe needs a long neck, etc.). |

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **A6.** Explore characteristics, basic needs, and life cycles of living things. | Explore where animals live through personal observation, watching movies, and looking at pictures (e.g., caves, nests, and burrows).<br><br>Match animal offspring to their parents.<br><br>Attempt to care for living plants or pets (e.g., by providing food and water). | Reading books and magazines with child containing photographs of different habitats and landforms.<br><br>Playing matching games using picture cards with mother and baby animals.<br><br>Planting bean seeds in a "garden" in a clear jar so the child can observe and describe root development and plant growth. |
| **A7.** Discover and describe naturally occurring patterns (e.g., weather phenomena, shells, etc.). | Note that a gray sky means it might rain.<br><br>Remind a playmate to put on boots because it is muddy outside. | Taking advantage of every day events to talk with child about nature and science (e.g., the changing weather).<br><br>Introducing child to pictures of natural phenomena involving patterns (e.g., oceans, shells, leaves, animals' coats). |
| **A8.** Show beginning understanding of the interrelationships in earth/space systems. | Anticipate the sequence of daily events (e.g., awake, asleep).<br><br>Create a shadow and describe how it was created. | Labeling events and routines (e.g., use time words such as today, tomorrow, next, later, long ago).<br><br>Taking child outside and asking her to find her own shadow. Then ask, "How did you make a shadow?" |
| **A9.** Recognize matter in its three forms (i.e., solid, liquid, gas). | Recognize and provide simple descriptions of the states of matter (e.g., "Water is wet.").<br><br>Participate in observing and describing the effects of different temperatures on materials. | Engaging child in simple and nutritious cooking projects, demonstrating simple scientific principles (e.g., freezing juice to make popsicles, making jello.).<br><br>Designing simple science experiments that demonstrate changes in matter (e.g., place crayon bits on hot sidewalk and in a clear cup of ice). |
| **A10.** Describe the observable properties of objects using pictures and words (e.g., color, size, shape, texture). | Describe the texture of rocks (e.g., rough, smooth, hard, soft).<br><br>Note how birds are of many sizes and colors. | Exploring properties of the earth with child as found in her daily environment (e.g., examine rocks, dig in the soil, explore puddles).<br><br>Identifying birds in the local environment using a guidebook, encouraging child to describe what each bird looks like. |
| **A12.** Expand knowledge of and respect for their environment, living creatures, and plant life. | Help to sort cans, bottles, and paper into the proper recycling containers, where available.<br><br>Explain that turning off water or the lights saves energy. | Setting an example for child by respecting the natural world and living creatures, and discussing why it is important.<br><br>Using recycled materials to create props for play.<br><br>Reminding child of the importance of turning off water and lights. |

## Cognition and General Knowledge Strand 2: Learning About the World

B. Scientific Inquiry and Exploration

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **B1.** Attend to what is happening in the environment. | Focus on faces and objects in close range.<br><br>Feel and explore objects. | Providing objects that invite exploration with multiple senses (e.g., rattle with bright colors or high contrasts such as black and white and different textures). |
| **B2.** Demonstrate curiosity about the natural environment. | Use more than one sense at one time (e.g., uses sight, touch, taste, and hearing by examining and shaking a toy).<br><br>Push buttons on toy box, and wait for clown to pop up. | Interacting with the child by mentioning things in the environment, e.g., "See the ball roll!" "Ooh, you made the bell say 'ting, ting, ting!'". |
| **B3.** Attend and respond to what is happening in the environment. | Begin to imitate familiar motions such as stirring.<br><br>Observe objects in the environment for a brief period of time.<br><br>Cry or fuss if afraid or over stimulated. | Providing opportunities for safe observation and exploration (e.g., padded surfaces).<br><br>Providing child with opportunities to play and explore the natural world following the child's lead.<br><br>Recognizing when a child indicates that they have had enough stimulation and need quiet time. |
| **B4.** Realize their ability to make things happen. | Bang a block on the floor repeatedly, to hear the sound that it makes.<br><br>Purposely push buttons on toy box, although sometimes still surprised at the results. | Providing toys and objects that respond to actions of child (e.g., rattles, squeeze toys, cloth toys, soft balls).<br><br>Providing natural materials that respond to actions (e.g., wooden rattles), when possible. |
| **B5.** Enjoy games of repeated hiding and finding. | Smile or laugh after repeatedly finding a toy hidden under a pillow.<br><br>Initiate a hiding game. | Hiding keys under a cover (cup, blanket) and waiting for infant to find them while giving little hints (e.g., lift cover a little) and repeating as long as it is fun.<br><br>Playing along by searching for toy and acting surprised upon finding it. |
| **B6.** Use senses to observe and explore materials and natural phenomena. | Look at flowers and point out details (e.g., the petals and stem).<br><br>Listen to the call of a bird and ask an adult to listen as well.<br><br>Refuse to touch things that are slimy. | Providing materials for a variety of sensory experiences (e.g., sand and water) and asking open-ended questions.<br><br>Discussing concern for living things.<br><br>Respecting the child's individual preferences. |

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **B7.** Demonstrate increased knowledge and memory for details and routines. | Participate in dramatic play, acting out familiar actions, feeding baby, cooking and eating.<br><br>Go to sink to wash hands when called for lunch or snack. | Encouraging child to participate in daily routines (e.g., set table for dinner).<br><br>Modeling routine behaviors (e.g., washing hands before meal). |
| **B8.** Ask questions about scientific phenomena. | Ask simple questions about the natural world (e.g., "Where did the rainbow go?").<br><br>Notice a bulb grow taller each day, and wondering what the "fat ball" on top will become. | Providing opportunities for child to ask questions about the environment and providing descriptive answers.<br><br>Talking with child about her observations of scientific phenomena and how to learn more (e.g., books, Internet, educational programs). |
| **B9.** Expect specific results when playing with toys and other materials. | Build with a variety of objects and begin to understand about balance, size and weight.<br><br>Note how some magnets "stick together" while others "push apart," as well as which objects are attracted to or repelled by magnets. | Allowing child to play with safe materials without adult guidance in order to discover causal relationships.<br><br>Encouraging child to touch magnets to objects in the room, describing what happens. |
| **B10.** Provide some explanations for scientific phenomena. | Offer an explanation for why colors mixed together create new colors.<br><br>Identify objects that influence or affect other objects (e.g., "The food coloring makes the water blue."). | Helping child to find the answers to "why" questions through active exploration and reflection.<br><br>Providing opportunities for child to engage in cause-effect activities (e.g., freeze water with objects in it, observe how long it takes to melt). |
| **B11.** Begin to use simple tools and equipment for investigation. | Work with wheeled vehicles and slopes to find out how they move.<br><br>Explore materials using a magnet or magnifying glass. | Providing opportunities for child to learn through play (e.g., a sand table/box with measuring cups, and various containers to fill.).<br><br>Giving magnifying glass to child to explore the environment. |
| **B12.** Make comparisons among objects in terms of what they are made of (e.g., clay, cloth, paper, metal) and their physical properties of size, shape, color, weight or texture. | Examine a shell collection and respond to requests such as, "Find some more pink ones" or "Show me a shell that isn't smooth."<br><br>Compare a variety of fabrics at the collage table such as satin, corduroy, felt, and taffeta. | Exploring properties of objects with child as found in his daily environment (e.g., dig in the soil, explore puddles).<br><br>Having child sort materials (e.g., shells, fabric samples) by one or more attributes such as softness, shine, thickness, or stiffness/roughness.). |

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **B13.** Observe and remark upon changes and cause-effect relationships in the physical world. | Describe, draw, or write about environmental changes (e.g., cutting down trees in her neighborhood to build homes).<br><br>Use vocabulary that shows recognition of scientific principles to explain why things happen (e.g., uses words such as sink, float, melt, freeze, evaporate or dry up). | Guiding child's efforts to identify, record, and describe changes in the environment.<br><br>Engaging child in "if – then" questions (e.g., "If I keep pouring water into this cup, what will happen?"). |
| **B14.** Begin to collect, describe, and record information. | Examine natural materials with magnifying lens, draw pictures of collection, and say what the pictures represent.<br><br>Tie a large thermometer outside a window and chart the rise and fall of the temperature each day at the same time, with assistance. | Helping child develop records of observations (e.g., drawings, objects, photos) from walks in the neighborhood.<br><br>Providing opportunities for child to share observations through pictures, words, charts and graphs. |
| **B15.** Participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations. | Explore absorption of different materials (paper towel, a piece of cotton cloth netting, wax paper) in shallow dishes of water to see which absorbs more water.<br><br>Try to sift a variety of materials through a sieve to see what will go through and what will not. | Posing simple challenges with open-ended solutions, then talking about the different solutions.<br><br>Creating a safe environment where child is encouraged to explore and experiment. |
| **B16.** Apply information or experience to a new context. | Try to color yellow crayon over red crayon after learning that mixing red and yellow paint makes orange. | Demonstrating, explaining, and engaging child in activities that recall past events and relate what was learned from them. |
| **B17.** Form explanations and communicate scientific information. | Explain that a toy car travels faster when the ramp is higher after several trial-and-error investigations.<br><br>Offer an explanation for why colors mixed together create new colors. | Inviting child to expand on what she meant by a certain response (e.g., "Tell me more about what you learned.").<br><br>Inviting child to test his assumptions by experimenting (e.g., "OK, let's see how that turns out."). |

## Cognition and General Knowledge Strand 3: Learning About Families and Communities

A. History

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **A1.** Participate in regularly scheduled daily activities. | Develop consistency in sleeping, waking, and eating patterns.<br><br>Engage in some regular behaviors (e.g., sings or babbles self to sleep).<br><br>Quiet body when picked up. | Establishing routines for eating, sleeping, diapering and other regular activities.<br><br>Being consistent in your interactions with child. |
| **A2.** Recognize the beginning and end of an event. | Bounce in high chair upon anticipating meal.<br><br>Clap at the end of a song. | Demonstrating, explaining, and giving child routines, talking about what happens before and after. |
| **A3.** Begin to recognize routines and to categorize time intervals. | Anticipate routine interactions (e.g., lifts arms toward adult to be picked up). | Providing a consistent bedtime routine and schedule.<br><br>Accepting that child may be uncomfortable when routines change and provide preparation and support. |
| **A4.** Understand that change is related to time. | Describe ways she has changed since being a baby. | Showing child evidence of change over time in meaningful ways (e.g., photographs).<br><br>Singing songs and reading books with child that describe plants and animals and how they grow and change over time. |
| **A5.** Recount daily events. | Express what he did that day (e.g., "Today we went to the park.").<br><br>Describe to a familiar adult or child what he saw during an outing. | Making daily plans with child, emphasizing items that are different from the usual routine.<br><br>Talking with child about what happened during daily activities. |

## Cognition and General Knowledge Strand 3: Learning About Families and Communities — A. History

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **A6.** Order/sequence events and objects. | Retell what happened that day in sequence using appropriate vocabulary (e.g., first, next, last).<br><br>Place pictures in order from the past to the present. | Providing opportunities for child to retell a story or event in sequence.<br><br>Creating a timeline with photos in sequence of child's past experiences. |
| **A7.** Distinguish between events that happen in the past, present, and future. | Express the difference between past and present using words such as before, after, now, and then.<br><br>Experiment with general terms related to the elements of time (e.g., "Today we are going to Grandma's.”). | Using pictures to talk with child about what might happen in the future and has happened in the past (e.g., use photos of an outing to the park).<br><br>Engaging child in activities that recall past events (e.g., retell an event that happened yesterday.). |
| **A8.** Understand that artifacts reveal information about the past. | Ask questions about artifacts from life in the past.<br><br>Recognize new and antique vehicles. | Taking child to museums and discussing how artifacts reveal information about the past.<br><br>Sharing books, toys, photos, and other items belonging to someone in the past. |
| **A9.** Engage in storytelling about past experiences. | Take on a role from a specific time, use symbols and props, and act out a story/narrative.<br><br>Describe past times based on stories, pictures, visits, songs, and music. | Providing puppets and other role-play materials for child to engage in storytelling about the past.<br><br>Engaging child in describing a past time by looking at family photographs. |

## Cognition and General Knowledge Strand 3: Learning About Families and Communities

B. Geography

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **B1.** Develop awareness of body in space. | Explore environment in the presence of adult.<br><br>Develop awareness of own body (e.g., grabs toes and feet). | Providing opportunities for child to explore his body and environment.<br><br>Playing interactive games and singing songs that involve child's hands and feet. |
| **B2.** Recognize familiar places. | Recognize and express emotions when approaching familiar places with appropriate facial expressions, words, gestures, signs, or other means. | Giving child opportunities to visit new places occasionally.<br><br>Keeping routine play environment similar. |
| **B3.** Recall location of familiar objects. | Pull cover off toy that has been hidden.<br><br>Know where favorite toys or foods are stored in own home. | Playing games that encourage object permanence (e.g., peek-a-boo, hide and seek).<br><br>Storing toys and games in same location. |
| **B4.** Develop awareness of some characteristics of own geographic region. | Match objects to their usual geographic locations (e.g., stove in the kitchen, bed in the bedroom, tree in the park, boat at the lake). | Narrating what child sees and finds in the environment and helping child become familiar with locations such as sink, table, and bathroom.<br><br>Incorporating pictures or murals of mountains or other landmarks in child's life. |
| **B5.** Use some words to indicate direction, position, and relative location. | Explain where she placed a favorite toy.<br><br>Use words to describe location of objects in his world. | Playing games that incorporate using and responding to direction and position words (up, over, next to, down, behind, top, bottom). |
| **B6.** Identify and describe characteristics of own surroundings and geographic region. | Understand and recognize familiar localities (e.g., home, park, grandparent's house).<br><br>Say, "It rains/snows here a lot." | Taking child to geographical locations that may be unfamiliar (e.g., parks, mountains, ocean, new neighborhoods).<br><br>Taking walking trips around the neighborhood, making note of geographic features and landmarks. |

## Cognition and General Knowledge Strand 3: Learning About Families and Communities — B. Geography

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **B7.** Demonstrate beginning knowledge of the relationship between people, places, and regions. | Understand that there are different places that people live.<br><br>Comment, after hearing a story, that children who live in Alaska need warm winter coats. | Providing opportunities for child to explore other places that people live (e.g., books, magazines, documentary films).<br><br>Reading aloud books about children living in different climates and discussing how their food, clothing, and houses are different. |
| **B8.** Identify common geographic tools. | Show interest in investigating geography tools (e.g., map, compass, globe).<br><br>Recognize common landmarks on a map (e.g., roads, lake). | Demonstrating and explaining the use of maps and globes in the presence of child.<br><br>Giving opportunity to use toys or drawings to represent where home is in relationship to school or a geographic landmark. |
| **B9.** Understand and use direction and position words to describe and compare location and spatial relationships. | Talk about location using appropriate vocabulary (e.g., near/far, over/under, next to). | When traveling, using directional terms to note how one reaches a familiar locality (e.g., "We will turn left at the next street to go home."). |
| **B10.** Create representations of locations and space during play. | Use blocks to build a town with houses, stores, a dentist's office, and police station and comment that the people can buy food from the store.<br><br>Drive toy cars on roads made from blocks. | Playing with child, creating situations related to travel (e.g., take "trips" on a bus or plane, use road maps and pictures of different places she has been).<br><br>Providing materials with representations of roads, bodies of water, public buildings, etc. |
| **B11.** Use labels and symbols that show enhanced understanding of geographic concepts. | Name street, neighborhood, city or town where she lives.<br><br>Represent simple objects through drawings, movement, and three-dimensional constructions. | Taking child for walks around the neighborhood and pointing out signs and landmarks that indicate locations.<br><br>Drawing simple maps and directions that can be followed around the home or yard to find objects. |

## Cognition and General Knowledge Strand 3: Learning About Families and Communities — C. Economics

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **C1.** Depend on others to provide for wants and needs. | Anticipate feeding on seeing breast, bottle, or food.<br><br>Communicate needs with vocalizations and gestures. | Establishing a regular feeding schedule.<br><br>Consistently and promptly responding to child's needs for comfort and reassurance. |
| **C2.** Develop an emerging sense of the meaning of the presence or absence of valued resources such as food or toys. | Understand that he cannot have another cracker because they are all gone.<br><br>Recognize and use objects for trade during play, with assistance. | Providing toys that can be played with by two or more children at one time to promote sharing.<br><br>Providing opportunities for child to make "trades" (e.g., trading two markers for a box of crayons). |
| **C3.** Make choices. | Want to do favorite activities over and over again.<br><br>Insist on some choices (e.g., what to wear, completing a project). | Talking with child about his favorite activities using open-ended questions (e.g., "How did you do that? Tell me more.").<br><br>Providing multiple areas of the room (e.g., blocks, dramatic play, table toys) from which child can choose to play. |
| **C4.** Develop awareness of jobs and what is required to perform them. | Talk about what she wants to be when she grows up.<br><br>Participate in performing chores at home or classroom. | Reading aloud books about different types of occupations and providing props and dress-up clothes for child to play different roles (both male and female).<br><br>Visiting people at work in the community to talk with them about their jobs. |
| **C5.** Demonstrate awareness of money being needed to purchase goods and services. | Play store or restaurant with play or real money, receipts, credit cards, telephones.<br><br>Demonstrate understanding that coins of different sizes and colors have different names. | Providing play opportunities for child to purchase things in dramatic play (e.g., grocery store, bank, post office, shoe store).<br><br>Using the names of coins and currency, demonstrating and explaining both their real and relative value. |
| **C6.** Identify tools (including technology) used at home, school, and work. | Use accurate vocabulary to identify technology (e.g., camera, computer, television) and tools.<br><br>Match tools to job (e.g., shovel and construction). | Modeling using technology constructively and responsibly in daily living (e.g., use the computer to check the weather forecast).<br><br>Providing dress-up clothing and tools to support role playing a worker in an occupation familiar to the child. |
| **C7.** Develop awareness of economic concepts, including jobs, money, and tools. | Use play money or other exchange items, when pretending to buy and trade.<br><br>Know and discuss the origin of some common products (e.g., produce is grown by farmers and then purchased at the grocery story). | Providing child with play materials that have economic uses (e.g., cash registers, wallets, purses, checkbooks, credit cards, receipts) for dramatic play.<br><br>Reading aloud to child books about products that are made in different parts of the world. |

## Cognition and General Knowledge Strand 3: Learning About Families and Communities D. Families and Communities

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **D1.** Engage with familiar adults. | Begin to coo or smile when being given attention.<br><br>Fuss or cry to gain attention of familiar adults.<br><br>Respond to familiar words such as bottle, blanket, teddy bear, etc. | Spending warm, nurturing time with child, engaging in eye contact and using gentle touch.<br><br>Being dependable and letting child know he can count on you. |
| **D2.** Demonstrate a beginning understanding of family/non-family. | Recognize family members.<br><br>Cry inconsolably when left with a new or unfamiliar person.<br><br>Demonstrate relief when the parent/guardian returns after being away for a while. | Creating a baby-proof family album that child can explore.<br><br>Providing opportunities for child to interact with familiar and trustworthy adults, be consistent and return when promised.<br><br>Having parents bring an object from home that carries the scent of something at home. |
| **D3.** Develop beginning understanding of human interdependence. | Seek assistance from adult to solve a problem.<br><br>Participate in routines with adults and other children. | Positively acknowledging when child tries to solve a problem independently.<br><br>Demonstrating, explaining, and providing opportunities for child to interact with other children and adults who are in the room. |
| **D4.** Expand relationships. | Participate in simple parallel play with other children.<br><br>Include peers in play, referring to them by name. | Providing opportunities for child to interact with various children and adults who are in the room.<br><br>Providing multicultural materials and opportunities for child to play in diverse environments with other children (e.g., play group, park, friend's home). |
| **D5.** Understand social customs and create humor by pretending to violate the customs. | Purposefully perform an incongruous act (e.g., put socks on hands instead of feet or try to ride in a toy truck.).<br><br>Attempt to do things the "wrong" way to enjoy adults' reactions (e.g., pretend to eat toy or pretend to perform a forbidden act). | Pretending to be "shocked" and "surprised" (feigning surprise with a smile or "twinkle-in-the-eye" that indicates, "We're just playing, and this isn't real.").<br><br>Joining the pretense by accepting the object substitution and extending it a bit further (e.g., "Oh, let's eat the cars," or "Let's play like we're going to take Daddy's cookie."). |
| **D6.** Identify personal characteristics, including gender and family composition. | Use gender- and role-specific vocabulary (e.g., boy, girl, male, female, mother, father).<br><br>Begin to identify self as a member of a family or group. | Using gender- and role-specific vocabulary naturally during daily conversations.<br><br>Asking child, "Who is this?" when referring to a member of his family. |

## Cognition and General Knowledge Strand 3: Learning About Families and Communities D. Families and Communities

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **D7.** Recognize ways in which people are alike and different. | Note that her grandparents are from a different country and speak a different language.<br><br>Show respect for similarities and differences (e.g., does not laugh at somebody who is different). | Inviting others to share their culture and traditions with child, recognizing both similarities and differences.<br><br>Choosing books, music, activities, and children's shows that celebrate diverse cultures. |
| **D8.** Develop understanding of individual, family, culture, and community. | Make the connection that he is both a member of a family and a member of other groups (e.g., a classroom community).<br><br>Recognize that people have different communities (e.g., family, neighborhood, school, faith-based community, job). | Displaying photos of child and other family members at child's eye level.<br><br>Using group time (e.g., family dinner, circle time) to share stories about different communities. |
| **D9.** Exhibit positive citizenship behaviors such as sharing, taking turns, following rules, and taking responsibility for chores. | Verbalize that hitting other people is against the rules and learn to wait for turn.<br><br>Assist with responsibilities for property shared with others (e.g., watering plants). | Discussing with child how rules/standards protect everyone's rights and help to ensure that everybody is safe.<br><br>Providing opportunities for child to take responsibilities that last more than one day (e.g., setting out napkins for snack time). |
| **D10.** Respect differences among people, such as gender, race, special needs, culture, language, and family structures. | Develop an understanding of own and others' cultural or religious holidays.<br><br>Enjoy learning about other children's cultures through conversations, dramatic play, interactions, and items from home. | Demonstrating and explaining characteristics child has that represent child's cultural background.<br><br>Choosing books, music, and activities that celebrate diverse cultures and inviting families to share aloud their cultures or traditions with the class. |
| **D11.** Exhibit enhanced positive citizenship behaviors. | Participate in creating rules for a game or activity.<br><br>Cooperate with others in a joint activity.<br><br>Use polite manners when asking permission to do something. | Including child in the development of rules to promote interdependence and understanding of the rules.<br><br>Encouraging child to take responsibility for her own social problem solving and for the consequences that occur as a result.<br><br>Demonstrating and discussing public manners (e.g., asking permission to touch things, saying thank you and goodbye). |

## Introduction

Children's ability to express ideas and represent themselves through **dance arts, music, theatre arts, and visual arts** is a central aspect of cognition. The arts nurture the imagination and creative spirit of all children. Sensory (i.e., sight, sound, touch, smell, taste), cognitive, and emotional awareness provide the foundation for all imaginative activity and creative expression. For young children, the importance of the arts is in the process of creating rather than the end result. When children are involved in the arts process they develop independence, self-esteem, and self-expression. Experience in the arts lays a foundation for lifelong use and enjoyment of many expressive, analytical, and developmental tools valuable in their daily lives. The arts connect all areas of learning and are fundamental to children's development and education. The arts also enable all children to discover more about who they are and to gain insights into their own culture and the cultures around them.

Young children should experience the arts as a source of enjoyment, expression, and creativity. Adults can foster such joy, self-expression, knowledge, and appreciation of the arts in various ways. Here, we outline milestones of child development and teaching strategies in the following fine art disciplines:

**Strand 1: Dance Arts:** From early interactions with adults, infants use movement to communicate feelings and needs. As children gain greater control of their bodies, movement becomes a form of self-expression and creativity.

**Strand 2: Music:** Infants and toddlers naturally gravitate toward pleasant sounds and enjoy participating in a variety of musical experiences, such as finger plays, using simple instruments to create a steady beat, or humming or singing along to a familiar song. Music provides an avenue for children to express thoughts, feelings, and energy.

**Strand 3: Theatre Arts:** Through social interaction, infants engage in dramatic play through imitation. As children grow and develop, their dramatic play becomes more creative and imaginative as they use props to act out their understanding of social roles, experiences, and fantasy.

**Strand 4: Visual Arts:** Young children enjoy exploring and creating works of art while developing important basic concepts such as color, line, shape, texture, pattern, and space.

## Fine Arts Strand 1: Dance Arts

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **A1.** Discover own body. | Inspect own hands and feet (e.g., by mouthing, touching, and viewing). | Playing hand and foot games with child (e.g., "This little piggy went to the…" and "Ride a horse"). |
| **A2.** Respond in simple ways to people and objects. | Interact with others through touch and motion.<br><br>Smile, wiggle, and bounce when music is played. | Gently rocking and swinging the child using your body, rocking chairs, or play structures.<br><br>Playing music with varied tempo and beat. |
| **A3.** Learn about and have some control of body. | Rock on hands and knees.<br><br>Attempt to crawl. | Helping the child get on hands and knees and gently rocking back and forth singing, "This is the way the baby rocks." |
| **A4.** Purposefully act on their environment. | Use body to make sounds (e.g., slaps tray, bangs blocks, and splashes water in tub).<br><br>Begin to walk and explore world. | Providing a safe environment and objects for child to be physically active.<br><br>Providing child with active play-based learning experiences using many types of materials. |
| **A5.** Have more control of body. | Run with ease, stop and start with balance.<br><br>Stamp feet or move creatively while listening to music. | Providing opportunities for movement activities that use both sides of the body (e.g., bending, twisting, stretching, balancing).<br><br>Providing scarves, streamers, bells, etc. to encourage children to move creatively to music. |

## Fine Arts Strand 1: Dance Arts

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **A6.** Become aware of position in space. | Indicate she is playing **under** the table.<br><br>Follow directions and movements of others. | Integrating direction and position words naturally in daily discussions (e.g., under, over, beside, behind, next to, up, down, around).<br><br>Setting up an obstacle course of chairs, sticks, boxes and giving directions (e.g., "Go over the box, under the chair, and beside the stick.") |
| **A7.** Express feelings and ideas through drama and movement. | Express through movement and dancing what is felt through music.<br><br>Use movement to interpret or imitate feelings, animals, and such things as plants growing or a rainstorm. | Encouraging child to talk about her feelings and ideas through drama and movement.<br><br>Modeling the expression of your own feelings and ideas through drama and movement. |
| **A8.** Participate in creative movement, dance, and drama. | Crawl, "fly," walk on tip toe, or perform almost any other imaginative movement in response to music.<br><br>Show growth in moving in time to different patterns of beat and rhythm in music.<br><br>Perform basic locomotor sequences, including walking, running, hopping, jumping, leaping, galloping, skipping, and sliding. | Singing songs that involve body action and imitation.<br><br>Playing or singing a march song and having child march to the beat.<br><br>Providing opportunities and props for child to move like animals, act out familiar stories, or act out her own stories. |
| **A9.** Show creativity using their bodies. | Dance, march, hop, jump, sway, clap, snap, stamp, twist, turn during guided movement activities.<br><br>Enjoy creative movement such as "hopping like a kangaroo," "flying like a bird," etc.<br><br>Create innovative movements to accompany audio tapes or group singing. | Providing costumes and props to encourage interpretive dance to various styles of music.<br><br>Providing a variety of creative outlets for child (e.g., opportunities to dance, paint, build, make music, and invent stories).<br><br>Providing scarves and ribbons for child to use while moving to music. |

## Fine Arts Strand 2: Music

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **B1.** Respond to sounds. | Coo and smile to pleasant sounds.<br><br>Cry at harsh sounds.<br><br>Calm when sung to or talked to in soothing voice. | Singing songs and lullabies to and with child (e.g., while working around the house or waiting for the bus).<br><br>Observing the child's responses to various sounds and providing additional kinds of auditory stimuli such as music from a radio or CD. |
| **B2.** Begin to imitate sounds. | Delight in new ability to produce sounds (smacks lips, squeals on purpose).<br><br>Participate in listening and vocalizing activities. | Imitating and responding appropriately to child's sounds.<br><br>Exposing child to a range of voice sounds (e.g., singing, speaking, humming). |
| **B3.** Experiment with a variety of sound sources (e.g., rattles, bells). | Shake rattle.<br><br>Bang blocks together. | Providing daily musical activities, games, instruments, singing, and books.<br><br>Providing toys that respond to movement (e.g., chime bells). |
| **B4.** Prefer repetition of familiar songs and rhythmic patterns. | Participate in simple songs and finger plays.<br><br>Enjoy playing the same music and movement activity over and over.<br><br>Remember the words to a familiar song. | Exposing child to music from a variety of cultures and styles (e.g., jazz, rock, ethnic, classical).<br><br>Engaging child in activities that include repetition of familiar songs and rhythmic patterns (e.g., finger plays, making music). |
| **B5.** Participate in group music experiences (e.g., singing, finger plays, chants, musical instruments). | Join in songs, engaging in a song's hand motions, and remembering the words.<br><br>Suggest words for open-ended songs (e.g., *Old MacDonald*).<br><br>Gallop or march in time to the music, slowing down or speeding up when the rhythm or tempo changes.<br><br>Use rhythm sticks, drums, or tambourines in time to the music. | Providing opportunities for children to explore music experiences together.<br><br>Showing an enjoyment of music and participating in musical activities around child (e.g., sing aloud).<br><br>Providing child with simple musical instruments (e.g., triangles, cymbals, rhythm sticks, drums, and tambourine). |

## Fine Arts Strand 2: Music

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **B6.** Explore simple songs using voice and/or instruments. | Pretend to be on stage, using a microphone to sing.<br><br>Use maracas, rattles, rain sticks, claves or tambourine, keeping in time with music.<br><br>Use a tin pie pan and spoon to make a drum. | Involving child in diverse musical activities (e.g., song, dance, rhythm, playing musical instruments) from her own and other cultural backgrounds.<br><br>Creating homemade musical instruments with child. |
| **B7.** Participate with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances. | Giggle while trying to imitate finger plays (e.g., *Itsy, Bitsy Spider*).<br><br>Stamp feet loudly to loud music and tiptoe to soft music.<br><br>Sing songs using loud and soft voices. | Assisting child in making up own songs.<br><br>Clapping along to the beat of songs.<br><br>Singing 3 pitch songs such "Rain, Rain, Go Away." |
| **B8.** Use music as an avenue to express thoughts, feelings, and energy. | Express through music what is felt and heard in various musical tempos and styles.<br><br>Use musical instruments to create a mood to go along with a puppet show or a creative dance.<br><br>Combine music and movement to express a new feeling. | Encouraging child to sing the way she feels.<br><br>Talking about feelings and opinions after seeing a performance.<br><br>Incorporating music during various times of the day (e.g., clean-up time, rest time). |
| **B9.** Show interest in more complicated instruments (e.g., piano, guitar). | Attempt to play songs on a piano.<br><br>Closely watch a musician during a performance. | Providing opportunities for child to listen to music of all cultures and styles.<br><br>Teaching child to sing very simple rounds, such as "Row, Row, Row Your Boat". |
| **B10.** Respond to variations in music – pitch, volume, tempo, beat, rhythm, and pattern. | Listen attentively when watching musical, dance, or theatre performances.<br><br>Reproduce a musical variation heard with rhythm instruments or vocally. | Taking child to music, dance, and theatre performances appropriate for young children.<br><br>Singing 5 pitch songs such as "Row, Row, Row your Boat" or "B-I-N-G-O." |

## Fine Arts Strand 3: Theatre Arts

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **C1.** Discover own body. | Explore own body (e.g., observes hands, reaches for toes). | Playing interactive games and singing songs that involve child's hands and feet. |
| **C2.** Imitate sounds, facial expressions, and gestures of another person. | Babble in a flow of word sounds while pretending to "talk" to stuffed animals.<br><br>Make sound of a truck or animal during play. | Reading stories, modeling finger plays, and encouraging child to imitate the actions, sounds, or facial expressions of the reader.<br><br>Providing materials such as trucks, cars, telephones, and dolls, so that they can imitate the actions of others. |
| **C3.** Communicate words or concepts through movement. | Blow a kiss to someone who blew one to her.<br><br>Kick and wiggle upon hearing story being read. | Playing with child in creative ways (e.g., using soft toys to create a puppet show or tell a story). |
| **C4.** Purposefully act on their environment. | Begin to walk and to explore world.<br><br>Delight in causing things to happen upon discovering what actions lead to what results. | Providing a safe environment and objects for child to be physically active.<br><br>Commenting positively and specifically about what child is doing physically. |
| **C5.** Imitate what others do. | Pretend to do what he has observed others do (e.g., pretends to drive truck or to cook soup), but imitate specific behaviors rather than entire role of truck driver or cook. | Giving children opportunities to observe real experiences for them to imitate (feeding a baby, cooking a meal, visiting a store) to extend dramatic play. |

## Fine Arts Strand 3: Theatre Arts

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **C6.** Engage in pretend play. | Pretend to be fire fighter with fire hat, or momma with a doll and enact one or two actions in a sequence.<br><br>Pretend that toys are real (says "moo" when playing with a toy cow). | Providing realistic-looking replicas such as dishes, dolls, vehicles, or buildings.<br><br>Providing materials such as trucks, cars, telephones, and dolls, so that they can use the toy to represent something real. |
| **C7.** Understand that objects, photos, or illustrations can stand for real things. | Use a block to represent an ambulance and later use the same block to represent a building. | Providing less realistic props (boxes, sticks, soft materials) that require child to use imaginative thinking to depict an episode. |
| **C8.** Participate with others in dramatic play, negotiating roles and setting up events. | Put on costumes and use props to pretend to be a worker, enacting a sequence of behaviors that comprise the role.<br><br>Role-play purchasing situations where choices are made.<br><br>Role-play in block area with props and discussion of activity. | Providing costumes and props such as items from a grocery store or doctor's office for children to pretend with other children.<br><br>Encouraging child to engage in a variety of play activities with other children (e.g., dramatic play, art projects, free play outside, dance class, block area). |
| **C9.** Tell about and/or role-play characters from familiar stories or known people and own imagination. | Engage in pretend play to extend a favorite story or field trip experience.<br><br>Step out of role play situation to clarify or give directions and then return to his role. | Providing a variety of stories and experiences that can be "re-presented" in dramatic play.<br><br>Following the child's lead when invited to participate in dramatic play, following child's directions, while also making note of child's level of understanding of the actions or roles being depicted. |
| **C10.** Enact or depict coherent stories with interactive roles and multiple episodes. | Pantomime the actions of a leaf falling, a ball bouncing, or a bird flying.<br><br>Make a drama about something she studied or experienced, such as a circus or a trip to the zoo. | Taking child on field trips to dance, musical and theatre events and performances (e.g., community programs, school performances, fairs) to observe various forms of original dramatic play.<br><br>Providing various forms of dramatic expression (e.g., puppetry, story-telling, dance, plays, pantomime, theater). |

## Fine Arts Strand 4: Visual Arts

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **D1.** Focus on and show interest in objects in the environment. | Gaze at pictures, photographs, and mirror images.<br><br>Focus her attention on picture books with bold, colorful, and clear images.<br><br>Focus on dark/light contrasts in the environment. | Creating a stimulating, aesthetically pleasing and child-friendly environment by displaying beautiful objects and displaying pictures and photographs at the child's eye level and within his reach.<br><br>Actively describing to child what you see.<br><br>Providing books and objects that have the black/white contrasts. |
| **D2.** Explore the texture of different mediums (e.g., fabrics of different textures). | Use senses of smell, touch, taste, sight and hearing to experience objects.<br><br>Experiment with fabric samples and explore the different textures. | Giving child different colored and textured materials to explore safely with his mouth (e.g., teether).<br><br>Providing visual and tactile textures for child to see and touch (e.g., fabric samples). |
| **D3.** Gain control in grasping simple art tools. | Hold crayon with a steady grip and attempt to make marks, scribbles and circles on paper.<br><br>Pick up cheerios from the table. | As the child draws with chubby crayons and paints with brushes, talking about what she is doing (e.g., "Look, you made big lines on your paper with green crayons.").<br><br>Providing opportunity to paint with familiar objects such as cotton balls or crumpled paper. |
| **D4.** Experiment with a variety of art materials (e.g., paint, markers, crayons, pencils, dough). | Scribble using a variety of art materials such as markers, chalk, water colors, and finger paints.<br><br>Create drawings, paintings, models, and other art creations.<br><br>Use art media (e.g., paint, finger paint, crayon, colored pencil, markers, etc.) more than once, such as painting at an easel several days in a row, using the same colors in different works of art, or when drawing or painting, using the entire picture plane (depicted work of art extends to outer edges of paper). | Introducing child to a variety of art materials and simple art tools, allowing open-ended exploration each day.<br><br>Encouraging child to pinch, pull, squeeze, twist, pound, roll, fold, cut, pat, and model play dough.<br><br>Viewing art materials as meaningful and providing a space for their use.<br><br>Introducing child to a variety of art materials and allowing open-ended exploration. |
| **D5.** Explore colors and shapes of objects. | Begin to try to put together puzzles and explore shape relationships.<br><br>Use shapes to make pictures.<br><br>Begin to name primary colors in a painting (i.e., red, yellow, blue). | Taking walks with child to explore shapes in the immediate environment.<br><br>Integrating shape words naturally in daily discussions (e.g., Put your crayons in the square box.).<br><br>Integrating color words naturally in daily discussions (e.g., The sky is blue this morning.).<br><br>Providing child with different colors of play-dough and paints. |

## Fine Arts Strand 4: Visual Arts

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **D6.** Create art to express and represent what they know, think, believe, or feel. | Talk about feelings and opinions while creating works of art. | Encouraging child to express feelings by painting to music and engaging in conversation by asking open-ended questions such as "How does the music make you feel?" |
| **D7.** Develop ability to plan, to work alone and with others, and to demonstrate care and persistence in a variety of art projects. | Take time to select a piece of paper for the desired texture and color.<br><br>Work with care for extended periods on personal works of art. | Planning enough time for child to be able to delve into an art project and be creative without much interruption.<br><br>Arranging for long-term art projects (e.g., mural, music, tile) with guest artists from child's own and other cultural backgrounds. |
| **D8.** Respond to artistic creations or events. | Comment on various forms of art (sculpture, pencils, watercolors, clay, collage, pen and ink, etc.) found in the environment.<br><br>Identify the work of art liked best in the art museum and explain why. | Sharing and discussing with child colorful illustrations in books and magazines.<br><br>Providing opportunities for child to watch people creating arts and crafts.<br><br>Asking the child to talk about and explain art work, e.g., "Tell me about your painting/sculpture/art."<br><br>Creating aesthetically pleasing displays of materials and child-created products and well as work by famous artists. |
| **D9.** Create drawings, paintings, models, and other art creations that are more detailed, creative or realistic. | Begin to add some detail to drawings, paintings, models and other art creations.<br><br>Try a variety of materials and ways of using the materials (e.g., using a big brush to paint broad strokes, crayons to draw lines in different directions, or paints mixed together to create different colors). | Providing the child with various art materials (e.g., pipe cleaners, colored tape, scissors and glue).<br><br>Encouraging use of the materials in a variety of ways (e.g., watercolors, collage materials, scissors, glue, crayons) and introducing simple art techniques when appropriate (e.g., showing how to roll the clay into a ball; how to dab the paintbrush to avoid paint dripping). |
| **D10.** Understand and develop the vocabulary to share opinions about artistic creations and experiences. | Comment on a work of art by discussing the colors, lines, shapes, textures, patterns, and/or space found within the work. | Integrating natural discussions of art elements into daily conversation. |

# Physical Development and Health

## Introduction

During the first few years of life the human body changes continuously and dramatically. These changes are not simply a matter of growing taller or gaining more weight; they also involve a complex series of changes in body composition, proportion, and motor development. Children's physical well-being, health, and motor development are cornerstones of early development and learning – and key dimensions of school readiness.

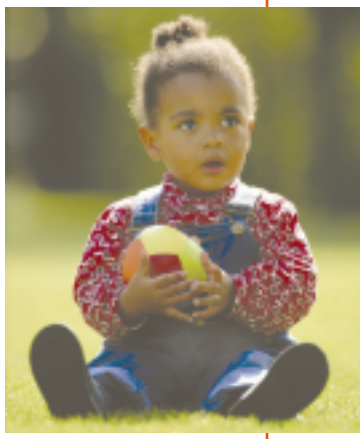
## Physical Development

Physical and motor development occur along a relatively predictable sequence from simple to more complex. First, most children develop from head to toe; for example, young children gain control of their neck muscles before they develop the skill to control their arm movements, which, in turn, occurs before children learn to walk. Second, children develop skills from the center of their bodies outward; for example, young children gain control of balance and their center of gravity before they develop the skills to catch and throw using their arms. Third, children develop motor skills involving large portions of their body first and then progress to skills using specific body parts; for example, young children hold objects by grasping them between fingers and palm before using the thumb and index finger in a more sophisticated pincer grasp.

## Health

Young children begin to learn that health practices can affect their health and set a pattern for their lives. Adult modeling and discussion about good health practices help equip young children with the knowledge and skills to thrive physically, mentally, emotionally, and socially. This helps young children meet the challenges of growing up—understanding the benefits of safety, prevention, good hygiene, and appropriate medical care.

Caregivers can help foster children's healthy **physical development** and **health**. Here, we outline milestones of child development and caregiver strategies in the following sub-domains:



**Strand 1: Gross Motor Development:** Gross motor skills are characterized by movements of the entire body or large portions of the body and include the abilities to roll over, walk, run, jump, hop, skip, and climb.

**Strand 2: Fine Motor Development:** Fine motor skills involve the ability to coordinate smaller muscles in the arms, hands, and fingers, and include grasping, cutting with scissors, or fastening buttons.

**Strand 3: Health and Well-Being (Nutrition and Self-care Practices):** Essential aspects of physical health are good personal hygiene and basic personal care practices, including daily living skills such as healthy sleep patterns, bathing, dressing, and dental hygiene. Also included in health and personal care is support and encouragement for children to eat a variety of nutritious foods and become aware of basic health and safety rules.

## Physical Development and Health Strand 1: Gross Motor Development

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **A1.** Demonstrate beginning signs of balance, control, and coordination. | Lift head and chest while on tummy.<br><br>Turn head from side to side, kick feet, and move hands. | Providing periods of supervised "tummy time" when infant is awake. |
| **A2.** Demonstrate proficiency in rolling over, sitting, crawling. | Push her chest and head off the floor.<br><br>Sit with support and, later, sit without support.<br><br>Rock back and forth on hands and knees, and begin to crawl. | Playing interactive games and singing songs from child's cultural background that involve child's hands and feet.<br><br>Providing a safe environment and objects for child to be physically active.<br><br>Providing physical activities that promote balance (e.g., rocking, swinging, rolling, spinning). |
| **A3.** Demonstrate improved balance, control, and coordination. | Move from sitting to standing while holding onto a chair or toy with little difficulty.<br><br>Walk sideways along furniture and walk with one or both hands held.<br><br>Walk without help.<br><br>Walk unaided to reach a destination. | Providing opportunities for child to run, throw, jump, and climb and strike (e.g., hitting at a suspended ball or balloon).<br><br>Placing a variety of washable objects within reach for infants to look at and stretch for. As infants increase mobility, place objects further away.<br><br>Providing opportunities for child to move freely during waking hours.<br><br>Providing push toys, low climbers, steps and slides.<br><br>Modifying activities for child with special needs (e.g., provide ramps or low steps to ensure access to climbing equipment). |
| **A4.** Coordinate movements in grabbing, rolling, tossing, and throwing. | Use whole body to catch and throw.<br><br>Kick and throw a ball, but with little control of direction or speed. | Introducing child to beanbag and ball activities. |

## Physical Development and Health Strand 1: Gross Motor Development

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **A5.** Move with some balance and control. | Start, turn, and stop when running without crashing into things.<br><br>Use alternating feet when going up stairs (coming down stairs may still be one step at a time without alternating feet).<br><br>Walk on a line on the floor. | Providing safe equipment and environments that vary in skill levels for child to use during play (e.g., tricycles, tires, hoops, balls, balance beam, climbing equipment).<br><br>Providing opportunities for child to practice movement by listening to music and moving. |
| **A6.** Show increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping. | Walk up and down stairs independently, using alternating feet without holding the rail.<br><br>Jump with both feet together and climb up the steps of a toddler gym. | Teaching child new skills (e.g., skip, throw overhand, jump rope, hula hoop, swim).<br><br>Providing safe equipment and environments that vary in skill levels (e.g., tricycles, tires, hoops, balls, balance beam, climbing equipment). |
| **A7.** Coordinate movements in more complex gross motor tasks, such as throwing, catching, kicking, bouncing balls, and using the slide and swing. | Move body into position to catch a ball, and then throw the ball in the right direction.<br><br>Use leg movements to sustain swinging. | Playing games such as, "Follow the Leader" with gross motor activities such as, jumping, hopping, running, marching, etc.<br><br>Playing simple games with balls involving throwing, catching, bouncing, and kicking.<br><br>Providing activities in which only one side of the body is used at a time (e.g., hopping, standing on one foot). |
| **A8.** Make successful transitions between sequential motor skills. | Demonstrate progress transitioning from running to skipping.<br><br>Hop first on one foot, then the other. | Imitating animal movements to music such as galloping like a horse, running like a cheetah, hopping like a bunny, alternating motor skills. |

## Physical Development and Health Strand 1: Gross Motor Development

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **A9.** Coordinate movements to perform simple tasks. | Catch a large ball with two hands.<br><br>Throw a ball into a basket.<br><br>Kick a large stationary ball in a forward direction. | Introducing games where children can kick or throw a ball in an intended direction.<br><br>Creating paths for children to follow when riding tricycles and other riding equipment. |
| **A10.** Demonstrate increasing stamina, endurance, control, balance, and coordination. | Balance on one foot briefly and later maintain balance on a 2 x 4 balance beam that is close to the ground.<br><br>Develop mastery over running skills (such as quick stops, full circle turns, short 180-degree turns, speeding up and slowing down).<br><br>Hop several times on each foot. | Providing opportunities for dance and other movement activities that use both sides of the body (e.g., bending, twisting, stretching, balancing). |
| **A11.** Use balance and control to perform large motor tasks. | Move through an obstacle course forwards and sideways using a variety of movements with ease.<br><br>Maintain balance while bending, twisting, or stretching.<br><br>Carry a glass of water or juice across the room without spilling it. | Providing opportunities for child to try different body positions (e.g., bending, twisting). |
| **A12.** Coordinate movements to perform more complex tasks. | Throw a ball in the right direction, aiming at a target with reasonable accuracy.<br><br>Catch a ball by moving arms or body to adjust for the direction the ball is traveling and later hit a stationary target with an overhand throw.<br><br>Kick a large ball with a two-step start. | Including child in simple, small physical chores (e.g., taking out trash, raking leaves).<br><br>Providing opportunities for child to participate in activities that develop large muscles (e.g., soccer, dance, basketball, freeform play with balls, bicycle riding). |

## Physical Development and Health Strand 2: Fine Motor Development

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **B1.** Develop some ability to grasp and hold a variety of objects. | Grasp adults' fingers.<br><br>Grab onto own toes. | Providing toys that make noises as infants move, such as rattles, as well as soft toys that they can squeeze. |
| **B2.** Demonstrate beginning signs of strength, control, and eye-hand coordination. | Mimic hand clapping or a wave.<br><br>Look at and transfer objects from hand to hand.<br><br>Reach for and grasp objects such as rattles, soft toys and blocks using whole hand to grasp. | Playing hand games with child.<br><br>Providing opportunities for child to reach for objects.<br><br>Allowing the child free mobility within a safe environment. |
| **B3.** Improve eye-hand coordination in reaching for and grasping objects, and filling and dumping. | Empty objects from containers.<br><br>Pick up a piece of cereal with thumb and forefinger (pincer grasp). | Providing opportunities for child to pick up small objects and place into containers.<br><br>Giving child appropriate finger foods to eat (e.g., dry cereal, cooked vegetables). |
| **B4.** Demonstrate growing strength, dexterity, and control needed to perform a variety of fine motor tasks. | Work with play dough and clay.<br><br>Build a tower of two to four cubes and later to five or six cubes.<br><br>Turn pages of large books, often turning multiple pages at the same time. | Providing activities that strengthen hand grasp (e.g., molding play dough) and offering opportunities for sensory experiences with mediums such as sand and clay.<br><br>Providing opportunities for child to use pincer grasp of thumb/forefinger (e.g., gluing small pieces of paper, peeling/sticking stickers, picking up small objects with fingers).<br><br>Giving child board books to look at independently. |

## Physical Development and Health Strand 2: Fine Motor Development

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **B5.** Demonstrate advancing strength, control, and eye-hand coordination. | Use one hand to turn the pages of a book.<br><br>Build a tower of several blocks.<br><br>Work simple "insert" puzzles (e.g., completes simple puzzle, uses shape sorter box). | Reading with child daily, modeling appropriate book handling.<br><br>Engaging child in activities that promote moving fingers individually (e.g., finger plays, making music).<br><br>Providing materials with which child can manipulate objects and practice self-help skills (e.g., puzzles, pop-it beads, comb, eating utensils). |
| **B6.** Use strength and control to perform simple tasks. | Open and close blunt scissors with one hand.<br><br>Push beads together and then pull them apart.<br><br>Place pegs into the peg board and then remove them to see how they fit and whether all the holes can be filled. | Demonstrating and providing opportunities for child to use scissors safely.<br><br>Providing experiences that support the use of hands in many different positions (e.g., painting at an upright easel). |
| **B7.** Use eye-hand coordination to perform simple tasks. | Turn a puzzle piece several different ways to find the right fit.<br><br>Experiment with making structures out of 1-inch cubes.<br><br>Use different drawing tools, such as crayons, markers, chalk, brushes, and sponges for painting lines, shapes, and designs. | Providing puzzles, small blocks, and tools for art, including scissors, paper punches, and tape.<br><br>Stringing beads, using lacing cards, offering a variety of puzzles to build hand-eye coordination.<br><br>Providing opportunities for child to draw shapes and designs using crayons, chalk, and large pencils. |
| **B8.** Imitate writing by scribbling, usually without regard to direction or location. | Make marks on paper with large writing/drawing implements (e.g., thick pencil, crayon, marker).<br><br>Imitate horizontal and vertical lines. | Modeling uses of writing and drawing in everyday life.<br><br>Providing opportunities for child to use a variety of writing materials. |

## Physical Development and Health Strand 2: Fine Motor Development

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **B9.** Show beginning control of writing, drawing, and art tools. | Write some recognizable letters or numbers.<br><br>Draw with markers and then deciding that the picture is a dog, a monster, or "me."<br><br>Use glue sticks to paste a variety of items on collages. | Engaging child in writing letters and stories for friends or family.<br><br>Modeling writing, drawing, and the use of art tools, including pencils, markers, chalk, paint brushes, and various types of technology.<br><br>Modifying activities to ensure participation of child with special needs (e.g., attach rubber grips to pencils and pens). |
| **B10.** Persist in accomplishing more difficult fine motor tasks. | Manipulate small objects with ease (e.g., strings beads, fits small objects into holes).<br><br>Tie knots and shoelaces, with assistance.<br><br>Button large buttons on clothing.<br><br>Zip jackets.<br><br>Cut on a line or around a large picture with scissors.<br><br>String beads or pasta with holes onto a length of yarn. | Providing opportunities for child to practice tying, buttoning, and beading.<br><br>Involving child in activities using fine motor skills (e.g., setting a table, preparing food, sorting buttons).<br><br>Offering plenty of guidance and opportunities for child to take care of self (e.g., put on own coat, clean up after spills and messy projects).<br><br>Providing blocks for construction.<br><br>Allowing child to pour her own juice at snack.<br><br>Helping child complete 12 – 16 piece puzzles. |
| **B11.** Progress in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of technology. | Pour liquids from one container to another without spilling.<br><br>Remove and replace easy-to-open container lids.<br><br>Make complex forms and designs stretching rubber bands across geoboards. | Providing daily opportunities for child to use art supplies that support fine motor skills (e.g., clay, crayons, chalk, pencils, scissors, glue, stickers).<br><br>Demonstrating clear and consistent boundaries about harmful objects and situations (e.g., when using a hammer). |

## Physical Development and Health Strand 3: Health and Well-Being (Nutrition and Self-Care Practices)

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **C1.** Demonstrate beginning participation in self-care. | Anticipate feeding upon seeing breast, bottle, or food (e.g., turn her head toward the bottle or breast when cheeks are stroked).<br><br>Move pureed food to the back of the mouth to swallow.<br><br>Demonstrate increasing ability to self-soothe and fall asleep. | Responding positively and promptly when child indicates need (e.g., need for food, diaper change, blanket).<br><br>Providing child with daily calm and rest periods or nap times.<br><br>Providing child with a safe and comfortable sleeping environment. |
| **C2.** Consume a variety of nutritious foods from all food groups with assistance. | Begin to feed self simple finger foods such as crackers or cereal.<br><br>Make personal food choices among several nutritious options. | Providing child-size eating utensils and cups with lids.<br><br>Providing child with healthy, age-appropriate meals. |
| **C3.** Participate in basic health and safety routines. | Participate in getting ready for bed and sleeping routines, such as going to the sink to look for the toothbrush.<br><br>Cooperate with washing hands and brushing of gums and teeth.<br><br>Wash hands before eating or after going to the bathroom. | Encouraging child to participate daily in personal care (e.g., choose clothes to wear, get dressed).<br><br>Modeling basic personal care routines.<br><br>Talk about why one washes their hands before eating and before and after bathroom use. |
| **C4.** Recognize and communicate health-related needs and/or interests. | Say, "My tummy hurts" when experiencing a stomach ache.<br><br>Ask for water when thirsty. | Understanding and recognizing typical signs of illness in child and responding appropriately, seeking assistance as needed.<br><br>Modeling words to describe symptoms of illness (e.g., "I feel hot.") . |
| **C5.** Show increased physical growth, strength, stamina, and flexibility. | Participate in different physical activities (e.g., walking, climbing, throwing, dancing) with enthusiasm.<br><br>Grow to a physical stature within the typical range. | Providing a consistent and reliable primary health care provider to monitor child's growth and development.<br><br>Providing child with games and activities to promote a minimum of 60 minutes of physical activity each day (e.g., three periods of 20 minutes each). |
| **C6.** Demonstrate increased participation in self-care. | Cooperate with dressing by poking arms into the sleeves and undressing by pulling off a sock.<br><br>Provide assistance in picking up toys.<br><br>Begin to use a spoon and cup for feeding.<br><br>Choose own clothes to wear, when asked.<br><br>Put shoes on, without assistance.<br><br>Choose to rest when tired. | Providing time and needed tools for self-help skills (e.g., unbreakable cups with handles, small spoons, paper towels for clean-up, bibs).<br><br>During daily routines, encouraging child to help dress and undress.<br><br>Helping child recognize personal signs of fatigue and need for rest.<br><br>Providing opportunities for child to participate daily in personal care (e.g., choose clothes to wear, get dressed). |

## Physical Development and Health Strand 3: Health and Well-Being (Nutrition and Self-Care Practices)

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **C7.** Demonstrate personal health and hygiene skills and understand that those practices help to maintain good health. | Use personal care objects correctly and regularly, sometimes with assistance (e.g., drinks from open cup, brushes hair, brushes teeth).<br><br>Use tissue to wipe nose or to cover mouth when coughing.<br><br>Wash and dry hands, with assistance and take care of own toileting needs. | Modeling and practicing proper hand washing and drying with child while singing the ABC song.<br><br>Talking with child about health rules (e.g., cover mouth when coughing, throw away soiled tissues in wastebasket).<br><br>Supporting child's efforts in toileting, brushing teeth, bathing, and washing hands. |
| **C8.** Show awareness of healthy eating habits. | Explain the primary function of certain foods (e.g., milk helps build strong bones).<br><br>With assistance, choose, clean, and prepare, and eat foods that are nutritious.<br><br>Provide simple explanations for own and others' food allergies. | Keeping nutritious food in the environment and encouraging child to help select, wash, or prepare nutritious meals and snacks.<br><br>Talking with child about food choices in relation to allergies, religion, culture, family choices, and overall health.<br><br>Involving child in planting, growing, and harvesting a vegetable garden. |
| **C9.** Participate actively in games, outdoor play, and other forms of exercise. | Participate in physical activities (e.g., movement games, dancing to music) and rest.<br><br>Run spontaneously across the room or yard.<br><br>Incorporate various physical activities while transitioning from one place to another (e.g., marches between the kitchen and the bathroom). | Modeling healthy daily physical activities (e.g., walking, running, lifting).<br><br>Providing time and space and supervision for running across child-safe surfaces.<br><br>Limiting child's screen time (TV, videos, computer games) to no more than two hours of quality children's programming each day. |
| **C10.** Identify harmful objects, substances, or behaviors. | Avoid touching or taking medicine without adult assistance, but know that medicine can improve health when used properly.<br><br>Name allergies and foods that should be avoided.<br><br>Recognize danger and poison symbols and avoid those objects.<br><br>Understand the difference between "good touch and bad touch." | Demonstrating clear and consistent boundaries about harmful objects and situations.<br><br>Talking to child about healthful choices that avoid allergic reactions.<br><br>Reading stories in which children face harmful situations and discuss how they deal with them. |

## Physical Development and Health Strand 3: Health and Well-Being (Nutrition and Self-Care Practices)

| Indicators<br>Children Are Learning To….. | Examples<br>You May Observe the Child…. | Strategies<br>You Can Help/Support By….. |
|---|---|---|
| **C11.** Be aware of and follow universal safety rules. | Depict traffic safety rules during dramatic play (e.g., using seat belts, looking both ways when crossing street, putting helmet on to ride tricycle).<br><br>Show awareness of strangers.<br><br>Know to call 911 in an emergency. | Providing role-playing situations for child to practice personal safety.<br><br>Providing frequent reminders about safety rules (e.g., "You should always hold my hand when we walk in a parking lot.").<br><br>Identifying different people child can ask for help in an emergency (e.g., police officer, librarian, bus driver). |
| **C12.** Perform self-care tasks independently. | Put on some of own outside clothes.<br><br>Pour from a small pitcher into a glass.<br><br>Wash and dry own hands. | Offering guidance and opportunities for child to take care of self (e.g., put on own coat or clean up after spills).<br><br>Giving child enough time to take care of personal needs such as zipping and unzipping coat. |
| **C13.** Identify body parts and understand their functions. | Point to body parts when prompted and identify their functions.<br><br>Name body parts the medical professional will inspect. | Including songs, games, and finger plays that introduce body parts and their functions (e.g., "Head Shoulders, Knees, and Toes"; "Looby Loo"; "Eye Winker").<br><br>Play action games about body parts and functions (e.g., "We use our teeth to chew."). |
| **C14.** Demonstrate the stamina and energy to participate in daily activities. | Regularly participate in physical activity (e.g., walks, dances, games).<br><br>Help with physical chores (e.g., raking leaves, putting away toys). | Making physical activity fun (e.g., set up a simple and safe obstacle course where child climbs over, under, and through things).<br><br>Participating in physical play with child (e.g., hiking, playing ball). |

# Glossary

**Alliteration:** The repetition of the same sounds or of the same kinds of sounds at the beginning of words in a sentence, a group of words, or a line of poetry (e.g., the "P" in Peter Piper picked a peck of pickled peppers.")

**Alphabetic Principle:** The ability to associate sounds with letters and use those sounds to form words. It is the way in which western languages in general use letters to stand for phonemes, thereby creating an unlimited quantity of words that can be constructed out of the relatively small set of letters.

**Approaches to Learning:** The inclinations, dispositions, attitudes, habits, and styles that reflect the many ways that children involve themselves in learning.

**Caregiver:** A parent, guardian, teacher or consistent significant adult who is responsible for providing direct care, teaching, and nurture to one or more children.

**Cognitive Development:** The development of knowledge, understanding about basic concepts, natural phenomena, and social interactions and functions, and skills, which help children think about and understand the world around them.

**Comprehension:** The understanding of oral and written language, heavily dependent upon word knowledge or vocabulary, that results from the child's active construction of meaning.

**Creativity and Inventiveness:** Characterized by originality, fluency, flexibility, and the ability to extend existing knowledge, using imagination and moving beyond conventional thinking.

**Dance Arts:** An artistic form of nonverbal communication in which movement communicates feelings and needs, self-expression, and creativity.

**Data Collection and Analysis:** The gathering, organizing, and analyzing of information, enabling one to make sense of phenomena in the environment.

**Domain:** A broad category or dimension of children's learning and development.

**Early Intervention:** A program aimed at enhancing the development of infants, toddlers, and preschoolers, particularly those with special needs. Early intervention may include education, family support, and nutritional and health services.

**Early Writing:** The ability to express or to communicate in writing (using both the motor and cognitive elements of language) as developed through the skills of drawing, scribbling, and the use of invented spelling.

**Empathy:** The ability to recognize, respond, and share in another's emotions, thoughts or feelings.

**Example:** Defines what a child is doing to demonstrate he is acquiring the knowledge, skills, and/or attitudes toward learning addressed in the specific indicator.

**Expressive Vocabulary:** Vocalizing, speaking, or indicating through sign language not just knowledge and understanding of a word but also expressing or using a word.

## Glossary (continued)

**Fine Arts:** Includes the dance arts, music, theatre arts, and visual arts through which young children develop independence, self-esteem, and self-expression and through which they integrate other domains, such as mathematics, science, cultural histories, language, and social cooperation.

**Fine Motor Development:** The ability to coordinate smaller muscles in the arms, hands, and fingers, such as through grasping, cutting with scissors, or fastening buttons.

**Gross Motor Development:** The movements of the entire body or large portions of the body, including the abilities to roll over, walk, run, jump, hop, skip, and climb.

**Head Start:** A comprehensive child development program, funded by the federal government and administered by local organizations, that serves low-income preschool-aged children and their families with the overall goal of increasing school readiness and improving development and learning outcomes.

**Head Start *Child Outcomes Framework:*** The early learning standards that guide Head Start pedagogy and curriculum.

**Health and Well-Being:** The general condition of the body and mind promoted through good personal hygiene and basic personal care practices, eating a variety of nutritious foods, rest and recuperation, and an awareness of basic health and safety rules.

**Indicator:** A general statement that indicates the knowledge, skills, and/or attitudes toward learning that a child may exhibit during a given developmental stage.

**Individual Education Plan (IEP):** A written education plan for a preschool or school-aged child with disabilities developed by a team of professionals (teachers, therapists, etc.) and the child's parents. IEP's are based on a multidisciplinary evaluation of the child (age 2-21 years) and describe how the child is presently doing, what the child's learning needs are, and what services the child will need. They are reviewed and updated yearly. IEP's are required by the Individuals with Disabilities Education Act (IDEA). For children ages birth through 2 years, an IFSP is written.

**Individualized Family Service Plan (IFSP):** A document that guides the early intervention process for children with developmental delays and disabilities (birth through age two) and their families. The IFSP is the means for the implementation of effective early intervention in accordance with Part C of the Individuals with Disabilities Education Act (IDEA). It contains information about the supports and services necessary to facilitate a child's development and enhance the family's capacity to facilitate the child's development. Through the IFSP process, family members and service providers work as a team to plan, implement, and evaluate services tailored to the family's unique concerns, priorities, and resources.

**Initiative and Curiosity:** Characterized by a sense of inquisitiveness, interest in pursuing new information, keenness for new knowledge, and desire to learn.

**Inventive Writing:** The child's application of his/her knowledge of letters and their sounds to create words that are not necessarily spelled correctly.

**Language and Literacy:** Developed through the construction of meaning and structure of words and sentences; how to use words to convey meaning; and how to understand and use printed materials.

**Listening and Speaking:** Awareness of the social conventions of language usage, and the ability to listen, to understand, and to follow verbal conversation, including the ability to integrate verbal and non-verbal cues that inform interpretation related to social and emotional contexts.

## Glossary (continued)

**Measurement Skills:** The ability to determine the size, volume, quantity, and other measurable properties, and awareness of and ability to use the appropriate tools to do so.

**Music:** An avenue through which children may express thoughts, feelings, and energy through finger plays, simple instruments, or humming or singing along to a familiar song.

**Non-standard Measurement:** A unit of measure whose values may vary such as a person's foot length, paper clips, paces, or blocks. It is unlike a standard unit of measure, such as inch or pound, whose values do not vary.

**Numbers and Operations:** Entails building understanding of the concept of numbers, quantity, ways of representing numbers, one-to-one correspondence, and counting.

**One-to-one Correspondence:** Describes a mathematical set of objects such that one object can be paired with another object from another set, leaving no remainder (e.g., four napkins with four plates).

**Patterns:** Planned or random repetitions of events, colors, lines, values, textures, and sound, including pitch, timbre, volume, and other qualities.

**Persistence:** Continued attentiveness that indicates the ability to retain meaningful information and ideas for use in future activities and situations.

**Phonemes:** The smallest units of spoken language that combine to form words (e.g., the word hat is made up of three phonemes, h-a-t).

**Phonics:** The association of letters with the speech sounds they represent, rather than visual recognition of the whole word as a unit.

**Phonology/Phonological Awareness:** The ability to notice and to work explicitly with the basic units of sound and to understand how they affect the meaning of words. Phonological awareness activities can involve work with alliteration, rhymes, and separating individual syllables into sounds.

**Physical Attribute:** The size, color, shape, texture, or physical composition of materials and objects.

**Physical Development and Health:** Healthy physical development occurs along a relatively predictable sequence, with good health practices fostering the knowledge and skills needed to thrive physically, mentally, emotionally, and socially.

**Play:** Spontaneous and joyful activity performed for its intrinsic reward and concerned more often with means than with ends. Children of all cultures play; games vary according to cultural traditions and socialization practices.

**Print Awareness and Concepts:** The construction of meaning from print, including skills such as print convention and directionality, and a child's knowledge of the principles and rules that govern text (and to some extent pictures) in a particular language.

**Reasoning and Problem-Solving:** The ability to understand, evaluate, and interpret and apply knowledge and information, processes which inform future learning and problem-solving.

**Receptive Vocabulary:** Understanding words without necessarily being able to speak or express them. Receptive vocabulary precedes expressive vocabulary.

## Glossary (continued)

**Relationship with Others:** The ability to form and to maintain relationships, to negotiate interactions in a positive manner, to develop pro-social behaviors, such as empathy, respect, and sensitivity, to interpret behavior in differing social contexts, and to perceive expectations across social groups through ever-widening experiences.

**Scientific Inquiry and Exploration:** The processes through which children apply and test their scientific knowledge, including sensory observations, asking questions, and data collection and analysis.

**Scientific Knowledge:** Understanding of and information about the earth and living things, including their relationships and interdependencies.

**Scribble:** A common writing stroke (e.g., a horizontal or vertical line, point, circle, spiral, zig-zag line, wavy line) used to approximate letters.

**Self-Efficacy:** An individual's belief about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave and can enhance accomplishments and personal well-being.

**Self-Perceptions:** Knowledge and beliefs about one's own characteristics, strengths, and weaknesses; judgments and feelings about one's value and worth; beliefs about one's competence in specific areas; and a developing sense of choice and purpose about one's roles and activities.

**Self-Regulation:** The ability to enhance and maintain emotional well-being and the effective foundation for social relationships across the life-span by understanding, appropriately expressing, and learning to manage one's emotional perceptions and responses.

**Social and Emotional Development:** The systematic changes in social relationships, self-perceptions, and understanding and managing or regulating emotions in both personal and social contexts.

**Spatial Sense:** Acquiring an understanding of the physical relationship (i.e., direction and position) between self and objects, or between two or more objects, in one's environment.

**Standard Measuring Tools:** Rulers, yardsticks, scales, thermometers, to measure length, height, weight, temperature, and other properties.

**Strand:** A general facet of learning and development within a domain. Several strands make up a domain.

**Strategy:** A suggested learning activity or interactive approach for adults to help children develop toward desired indicators and goals.

**Temperament:** An individual's typical manner of responding to the environment, including his/her activity level, emotional intensity, and attention span.

**Theatre Arts:** Includes dramatic play through which children engage in imitation and acting out social roles, experiences, and fantasy in creative and imaginative ways.

**Virginia's *Foundation Blocks of Early Learning*:** A set of minimum standards in literacy, mathematics, science, and history and social science with indicators of success for entering kindergarten based on scientifically-based research.

**Visual Arts:** The exploration and creation of works of art during which young children acquire important basic concepts such as color, line, shape, texture, pattern, and space.

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