

**FOUNDATIONS
to the
Indiana Academic Standards
for
Young Children
from Birth to Age 5**



**Indiana Department of Education
and
Family and Social Services Administration,
Division of Family Resources,
Bureau of Child Care**

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Table of Contents

Introduction

Why were the Foundations written.....	2
The Common Core State Standards.....	2
How to use the Foundations for Young Children.....	4
Developmentally appropriate learning for young children.....	5
Ongoing assessment for young children	6
Indiana Standards Tool for Alternate Reporting-Kindergarten Readiness (ISTAR-KR).....	8
Appropriate learning environments for young children	11
Recommended practices for young children who are English Learners (ELs).....	14
Glossary for English Learners (EL)	18
Resources and References for English Learners (EL).....	20
Curriculum planning for children receiving early intervention or special education services.....	23
Glossary for Early Intervention and Special Education	29
Resources and references for Early Intervention and Special Education	31

English/Language Arts

Glossary	35
Resources and references	36
Demonstrates an awareness of sounds	38
Demonstrates an awareness of symbols	40
Uses print for pleasure and information.....	45
Comprehends details, events, and main ideas.....	50
Writing for a specific purpose and audience.....	56
Uses writing implements	59
Demonstrates receptive language	61
Demonstrates expressive language	66

Mathematics

Glossary	75
Resources and references	75
Counting and quantity	77
Computation	81
Time.....	83
Location	84
Length, capacity, weight, and temperature.....	87
Sorting and classifying objects.....	90

Social Emotional

Glossary	95
Resources and references	96
Sense of self and others.....	98
Manages emotions.....	105
Interpersonal skills	112
Responsibility	121
Problem solving.....	126
Approaches to learning.....	136

Physical Development

Glossary	146
Resources and references	146
Sensory integration.....	148
Physical stability.....	149
Gross motor skills	150
Object control.....	153
Precision hand skills.....	154

Personal Care

Glossary	157
Resources and references	157
Oral	158
Self-feeding.....	159
Dressing/undressing.....	161
Care of hands, face, and nose.....	163
Toileting.....	165

Science

Glossary	171
Resources and references	171
Scientific inquiry	172
Scientific learning.....	172
The living environment	172

Social Studies

Glossary	185
Resources and references	185
History.....	186
Civics and government	189
Geography	192
Economics	199

Fine Arts

Glossary	208
Resources and references	208
Dance	209
Music	209
Theater	209
Visual Arts	209

Appendix

Exploring content in interest areas.....	222
Sequences of developmental growth.....	224
Technology and young children.....	232
Validity study.....	235
How to set up an ISTAR-KR account.....	238
Performance level descriptors	239
Parent Resources	254

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Why have these foundations been written?

In 2001, No Child Left Behind mandated that all states develop an early learning framework to guide early childhood educators in understanding and implementing classroom practices that facilitate learning of essential skills and knowledge young children require to be prepared for kindergarten.

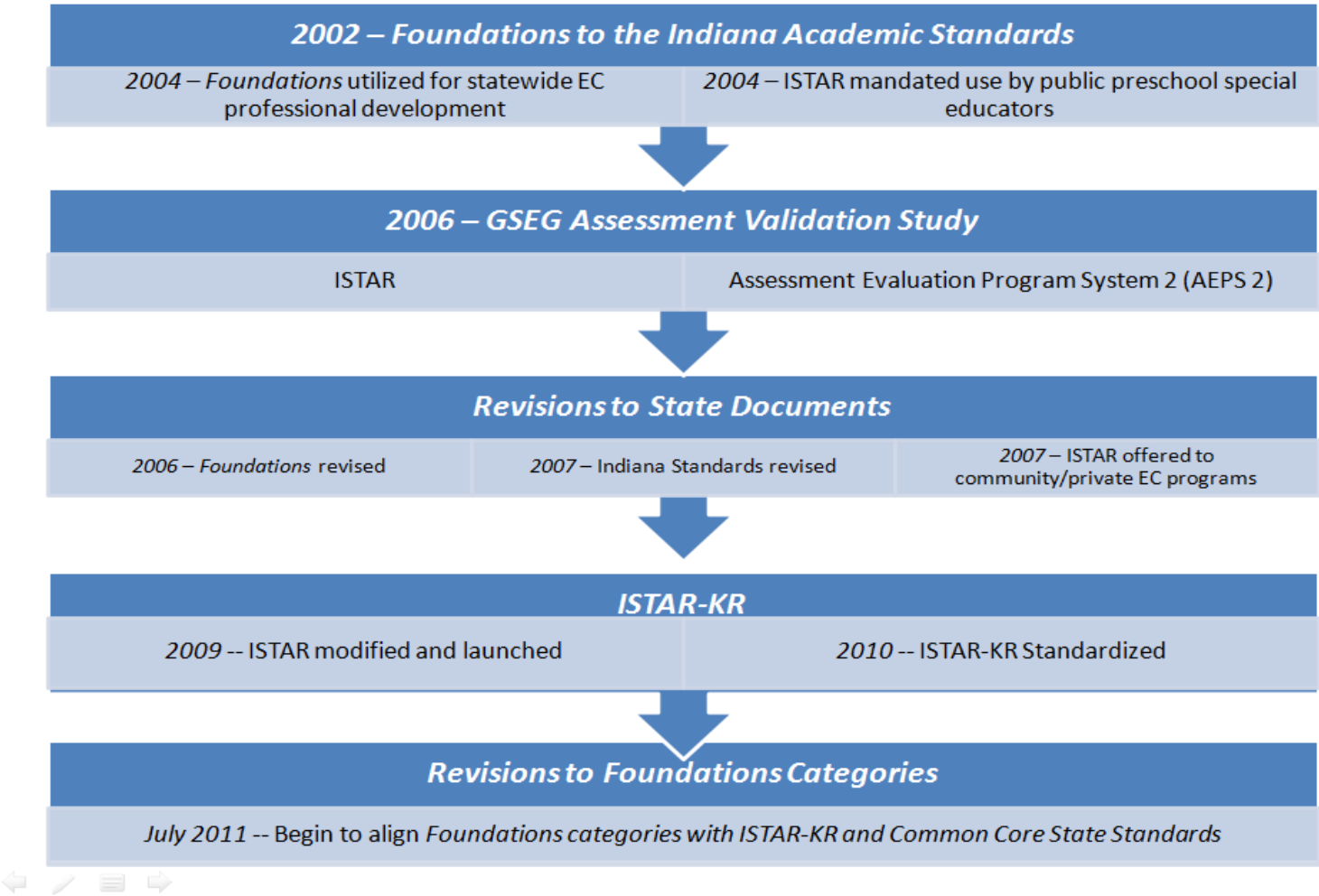
The Foundations to the Indiana Academic Standards (Foundations) were originally developed in 2002 with content for children three- to five-years of age, and were later revised in 2004 and 2006 to include content for children from birth to age three. Individuals with expertise in each specialized area were engaged to develop these documents, which are based on the latest national research and findings.

From kindergarten through twelfth grade, academic standards have been established to promote excellence and equity in education. Excellence is important in education today for future success. Academic standards represent the *essential content* every student needs in order to have a basis for understanding a subject area. The Foundations include skills and experiences for children's development and address skills and competencies that children are to achieve from birth to age five. The Foundations are not a comprehensive list of skills that a particular child must exhibit; rather, they serve as a guide for educators to use in assisting young learners gain knowledge and skills in the early years that will prepare them for success in school.

The Common Core State Standards, Indiana Academic Standards and the Foundations are frameworks rather than complete curricula. A curriculum is generally much richer, with broader and deeper understandings than those in the Standards or Foundations. An early childhood curriculum is based on a philosophy of how children learn and contains both content that children should learn and methods to teach the content. A framework provides knowledge and skills that children are to achieve at various ages, identifies any gaps or points not being presented as essentials in the curriculum, and assists in planning experiences that will promote children's progress toward achieving the skills.

Why have the Foundations been revised?

The 2012 revision of the Foundations was necessary because of the modifications to the ISTAR assessment rating instrument, the standardization of ISTAR-KR, and the updates to the Indiana Academic Standards in 2007. As of the fall of 2011, Indiana is embarking on a transition to the national Common Core State Standards. It is our hope that with this current revision of the Foundations, Indiana's early childhood system will demonstrate strong alignment of the ISTAR-KR assessment instrument, the Foundations document, the Indiana Academic Standards and the Common Core State Standards. A diagram reflecting the history these documents follows.



The Common Core State Standards

The Common Core State Standards (CCSS) focus on core conceptual understandings and procedures, starting in the early grades. Implementation of the CCSS enables teachers to take the time needed to teach core concepts and procedures well—and to give all students the opportunity to master them.

The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA) worked with representatives from participating states, including a wide range of educators, content experts, researchers, national organizations, and community groups, to develop the CCSS in Mathematics, English Language Arts, and Literacy in History/Social Studies, Science, and Technical Subjects. These standards reflect the invaluable feedback from the general public, teachers,

Introduction

parents, business leaders, states, and content area experts and are informed by the standards of other high-performing nations.

The CCSSO and NGA Center developed the college- and career-readiness standards with the following criteria:

- Aligned with college and work expectations;
- Infused with rigorous content *and* application of knowledge through high-order skills;
- Built upon strengths and lessons of current state standards;
- Informed by top-performing countries, so that all students are prepared to succeed in our global economy and society; and,
- Evidence and/or research-based.

Building on the excellent foundation of standards states have laid, the CCSS are the first step in providing our young people with a high-quality education. It should be clear to each student, parent, and teacher what the standards of success are in every school.

Teachers, parents and community leaders have all weighed-in to help create the CCSS. The standards clearly communicate what is expected of students at each grade level. This enables teachers to know exactly what they need to do to help students learn and to establish individualized benchmarks for them.

With students, parents and teachers all on the same page and working together for shared goals, we can ensure that students make progress each year and graduate from high school prepared to succeed in both college and a modern workforce.

The Common Core State Standards can be found at:

<http://doe.in.gov/standards>

How to Use the Foundations for Young Children

The foundations and experiences are NOT inclusive, but rather a guide that will assist the young learner in preparing for success. These skills are not written in any particular order, and because children grow and learn at different rates and in different ways, should NOT be used as a checklist.

The Foundations address the following content areas: English/language arts, mathematics, physical skills, personal care skills, social/emotional skills, science, social studies, and fine arts. Each content section includes an introduction and the key findings that support the Birth to Five foundations. The Foundations are aligned with the CCSS for kindergarten in a developmentally-appropriate way and reflect the types of experiences and interactions early learners need in order to be ready to transition to the CCSS in kindergarten.

By outlining specific skills and concepts and providing examples of instructional strategies, the Foundations will support teachers, parents, caregivers and other professional personnel as they develop appropriate experiences for young children. At the heart of the effort to promote quality early childhood experiences for all, the Foundations have been developed to support adults that work with children from birth to age five.

In developing the Foundations, the collaborators took as their primary position the concept that a program designed for young children will be most effective when based on what is known **about** young children. The Foundations are designed to assist all who work with young children in approaching the various domains from a developmentally-appropriate perspective.

Each individual standards area references the Indiana Standards Tool for Alternate Reporting-Kindergarten Readiness (ISTAR-KR) Assessment and the Kindergarten Common Core State Standards, and is divided into sections that are comprehensive from birth to age five.

• **YOUNG CHILDREN ARE LEARNING WHEN THEY:**

This section provides a description of skills that support development of the learning area. The skills or accomplishments are not written in particular order, either in importance or development. Skills are identified with a letter/number code, e.g. ELA 1.1: ELA is the standard area, English Language Arts, 1.1 is the first skill in the first KR section of ELA, (Demonstrates the awareness of Sounds). Development of skills in one area is often related to and influences development in other areas. As such, skills may be repeated across foundations.

• **A CHILD CAN BE SUPPORTED BY AN ADULT WHO:**

This next section provides examples of many activities adults can do with children to support growth and learning in each area. Statements of the adult's role as a facilitator/teacher of learning for young children are included. Many of these contain suggestions for materials to include in the environment.

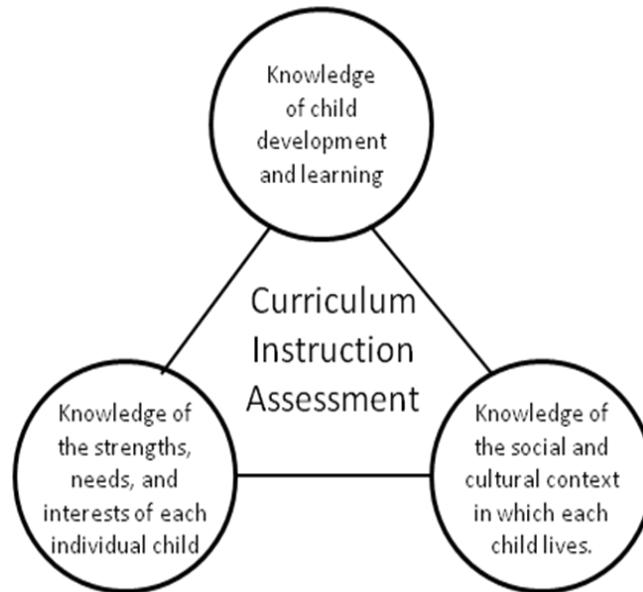
• **HOW IT LOOKS IN EVERYDAY ACTIVITIES:**

A variety of scenarios are provided as examples of experiences children and adults may be doing that would address each learning area. Scenarios are written to be used in the classroom environment, in the home environment, or outdoors. All activities planned by the children and adults should reflect the needs

and interests of the young learners involved. Alongside each scenario is a list of related developmental skills from other domains children are working on while addressing the identified skill in the foundation.

What is developmentally-appropriate learning for young children?

Developmentally-appropriate practice can be defined as a product of the adult making decisions based on at least three important kinds of knowledge and information:



Reference: Bredekamp, S. & Copple, C. (Eds.) (2009). *Developmentally appropriate practice in early childhood programs*. Washington, DC: NAEYC.

The concept of developmentally appropriate has two dimensions: age appropriateness and individual appropriateness. Age appropriateness refers to the universal, predictable sequences of growth and change that occur in children during the first nine years of life. Knowledge of typical development of children within the age span served by any program/home provides a framework from which the adult can prepare the learning environment and plan appropriate experiences.

Both the curriculum and adults' interactions with children should be responsive to individual differences. Each child must be viewed as a unique person with an individual pattern and timing for growth. Learning for young children is the result of interaction between the child's thoughts and experiences with materials, ideas, and people. This child development knowledge should be used to identify the range of appropriate behaviors, activities, and materials for a specific age group and used in conjunction with understanding about individual children's growth patterns, strengths, interests, and experiences to design the most appropriate learning environment.

Different levels of ability, development, and learning styles are expected, accepted, and used to design appropriate experiences. For the content and the teaching strategies to be developmentally appropriate, they must be age appropriate and individually appropriate.

Ongoing Assessment for Young Children

Assessment for young children is the process of gathering information from several sources of evidence, organizing the evidence, and finally, interpreting the evidence, using it to inform instruction and monitor child progress. We assess young children to monitor development and learning, guide planning and decision-making, determine need for eligibility for special education services, and report and communicate results with others. The assessment process should provide information regarding what a child can do compared to age-appropriate expectations. It may reveal a child's interests and challenges to future learning. Assessment is not a single occurrence, but an ongoing process.

Assessment is derived from the Latin word *assidere*, meaning *to sit beside and get to know*. The mission of early childhood assessment is to support the achievement of four broad outcomes: demonstrates physical independence to take action to meet needs; demonstrates acquisition and use of skills in language, early literacy, and early math; demonstrates positive social/emotional skills; and demonstrates appropriate classroom behavior. Early childhood educators engage in assessment methods to gain knowledge of student skills.

Bagnato & Yeh Ho (2006) note that “authentic assessment” refers to the systematic recording of developmental observations over time of the naturally occurring functional behaviors of young children in their daily routines by familiar and knowledgeable caregivers in the child's life.

Whether the assessment is for the purpose of eligibility, ongoing assessment, or status at exit from a program or a service, the following is best practice for assessment of young children:
(NAEYC/DEC/DAP Assessment Standards & Practices)

- Natural observations of ongoing child behavior in everyday settings and routines versus contrived settings;
- Reliance on informed caregivers (teachers, parents team) to collect convergent multi-source data across settings;
- Curriculum-based measures linked to program goals, content, standards, and expected outcomes;
- Universal design; equitable assessment content and methods;
- Intra-individual child progress supplemented by inter-individual normative comparisons

Accurate assessments are the result of accurate observations. An excellent resource for observation guidelines is Gaye Gronlund's and Marlyn James' book, *Focused Observations: How to Observe Children for Assessment and Curriculum Planning*, 2005, Redleaf Press. This resource links assessment and curriculum as an interconnected ongoing practice. Teachers assess/observe to learn what skills the child knows and can do and what skills are emerging, then make decisions regarding what to do next to promote increased learning.

Introduction

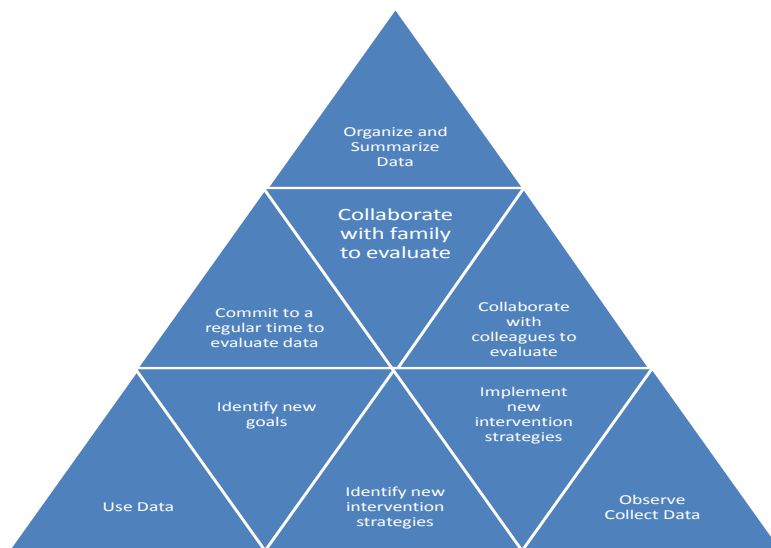
Effective observation skills give a teacher the information needed to strengthen decision-making skills in the determining the effectiveness of lesson plans, instruction, or intervention strategies. Early childhood teachers are observing everyday to determine progress and quality on: individual child outcomes, group outcomes, and outcomes related to all children (e.g., Are they developmentally appropriate, aligned to Indiana Academic Standards).

Observing to gain knowledge about children – when, what, where:

- Observe children at arrival and departure
- Observe them during daily routines
- Observe them as they play and work with peers – inside and outside
- Talk with them about what are doing or making
- Ask them questions that encourage them to describe their thinking, listen
- Listen to them as they talk with others informally or in group discussions
- Study their work, e.g., projects, constructions, drawing, writing, journals – photograph their work
- Observe in the home, when possible
- Invite parents to observe with you in the classroom
- Talk with family members to learn about their perspective on the child’s learning, interests

Building effective observation skills includes answering the following questions: (1) What do I want to know? (2) How do I record the evidence? (3) How do I organize the evidence? (4) What do I do with what I learned? (J. Jablon, A. Dombro, & M. Dichtelmiller, 1999, 2007).

Some educators have found the following observation and documentation system a useful application to their work with young children:



Indiana Standards Tool for Alternate Reporting- Kindergarten Readiness (ISTAR-KR)

In 2003, Indiana responded to a federal mandate requiring states to offer an alternative to the state achievement test for students with disabilities. The Indiana Standards Tool for Alternate Reporting (ISTAR) was designed for all children from infancy through grade 10. The early childhood section of ISTAR was derived from the Foundations to the Indiana Academic Standards. The ISTAR assessment instrument is a web-based, standard-referenced rating instrument, completed by teachers. Although the instrument was developed for all children, Indiana public schools began using it to rate the proficiency of school-aged students with disabilities in Mathematics, English/Language Arts, Functional Skills, Science and Social Studies.

In 2004, Indiana mandated that all preschool special educators use ISTAR as the assessment to rate child developmental progress for students from age three to five who received special education services. Standard areas rated to demonstrate student proficiency include: Mathematics, English/Language Arts, Physical, Personal Care, and Social/Emotional Skills. The assessment data is used by Indiana Department of Education Special Education Administrators in reporting to the federal Office of Special Education Programs (OSEP) to reflect Indiana's special education program effectiveness.

In 2006, the Indiana Department of Education, Family and Social Services Administration, Ball State University, and the Metropolitan School District of Pike Township were awarded a federal General Supervision Enhancement Grant in order to conduct a reliability and validation research study using the ISTAR Assessment tool. The purpose of the research grant was to strengthen the Indiana's comprehensive assessment and service provision for children with special needs, from birth to age five.

There are many dimensions to building a validity argument. For the GSEG study, a number of key investigations were pursued through the analysis of reliability, alignment, concurrent validity, discriminant-groups validity, and construct validity. In addition, a robust standardization study produced information to allow the instrument to be calibrated into three-month increments of growth.

To build a validity argument around using ISTAR-KR to measure the progress of children in early childhood programs, the investigation centered on how well the items address the key skills expected of children before they enter kindergarten. Because of the federal requirement that the instrument measure growth, the score patterns must be able to chart a continuum of progress. The results must be useful in planning instruction, as well as being meaningful for program evaluation.

The research study determined that ISTAR had high reliability, was adequately aligned to Indiana's kindergarten standards, and was effective at delineating children who demonstrated typical development from those challenged with reaching age-level skills. The research also identified improvement areas. First, significant gaps were found to exist in the social/emotional items. The structure of the assessment promoted some false assumptions in that all skills below a selected rating had been accomplished. Some

Introduction

of the language of the items was determined to be irrelevant to the activities of small children. Finally, some items appeared to add unnecessary bulk without serving a statistical or aligned purpose. The resulting improvements to the instrument were then vetted through a structured expert review and retested for alignment.

The result of this effort produced ISTAR-Kindergarten Readiness (ISTAR-KR), which is an assessment that can reasonably provide information as to how a student is performing compared to typically-developing peers on a continuum of skills leading to success in kindergarten. This score can be examined in terms of the three OSEP outcomes or in terms of the areas of pre-academics, and can be used in the planning of effective instruction.

ISTAR-KR is offered at no cost to public and private early childhood education programs. Together with the Foundations to the Indiana Academic Standards, the ISTAR-KR assessment rating instrument demonstrates a strong early childhood system for Indiana early childhood education programs to prepare young children for kindergarten.

The format of the ISTAR-KR rating instrument is a rubric comprised of 30 performance threads of progressive skills, presented as rows of boxes containing performance indicators. A teacher selects one performance indicator per thread to reflect a student's highest level of mastery. An assessment summary report displays all mastered performance items as shaded boxes, and performance items to be learned are left un-shaded. The report is an excellent visual for family members to see what their child has achieved and what skills are next.

For information on how the Early Childhood ISTAR-KR assessment instrument may meet the needs of your early childhood education program, please contact the Indiana Department of Education Office of Student Assessment by calling 317-232-9050 or on the web at:

<http://www.doe.in.gov/achievement/assessment/istar-kr>

What does research say about appropriate learning environments for young children?

Adapted from the Early Childhood ISTAR-KR Assessment Handbook, 2010, *The Importance of High Quality Learning Environments in Achieving Child Outcomes*, by Anita Allison, pg.31

“A quality learning environment empowers children to become confident learners” (Greenman J., 1998).

A 2006 report from the National Association of State Boards of Educators’ (NASBE) Study Group on Creating High Quality Early Learning Environments echoes this statement from Greenman. In a review of the literature on quality, the study group found overwhelming evidence that high quality learning environments can produce important positive outcomes for children. Establishing a setting where all children can learn and develop optimally depends upon the quality of the environment provided. Preschool educators should use all that they know about how young children learn to nurture, protect, and provide for the well-being of all children (Executive Version, October 2006). The study group concluded that the most critical aspect of quality learning environments is highly trained and well-supported teachers that can provide responsive interpersonal relationships, nurture children’s dispositions to learn, and cultivate their emerging abilities. Teachers in high-quality environments ensure that children:

- are respected, nurtured, and challenged and enjoy frequent interaction and communication with peers and adults;
- have ongoing opportunities to learn important skills, knowledge, and dispositions in classrooms that provide materials and activities that are individualized and challenge children’s intellectual development; and
- acquire the skills necessary to learn basic school readiness proficiencies and knowledge in such areas as expanded vocabulary and alphabetic principles; phonological awareness; concepts of numbers; areas of language and literacy; shapes, measurement, and spatial relations; task persistence; and early scientific thinking, as well as information about the world and how it works (p.8).

Drawing from the work of numerous researchers and national experts, the NASBE study group developed a list of critical elements for environmental consideration:

- comprehensive state standards for preschool programs
- rich, coherent curriculum
- strong foundation in language and emergent literacy
- appropriate assessment that informs instruction
- responsiveness to cultural and linguistic diversity
- inclusion of children with disabilities
- partnerships with parents
- small class sizes and low adult-child ratios
- high-quality teachers who capitalize on young children’s “eagerness to learn” (pp. 9-10)

Introduction

A quality environment is one in which the teacher intentionally encourages communication and reasoning skills, provides *frequent* verbal feedback, and maximizes children's engagement in learning opportunities (Harms, Clifford, & Cryer, 1998). It requires teachers to be highly responsive and to blend child-directed discovery and teacher-provided explicit information. "The possibilities in a high quality learning environment are endless...for making new discoveries, inventing, creating, and learning. This environment invites children to just be" (Bunnett & Davis, 1997). Staff members must arrange environments to be inviting, encouraging, participatory and respectful. The three major roles a teacher takes within this environment include acting as an environmental planner, an environmental participant and an environmental evaluator (Greenman J., 2005, pp. 66-67). Within each of these roles, the teacher is observing, recording, facilitating, adjusting and making necessary changes in order that children have optimal opportunities to gain the most from the learning environment.

By combining two important factors of a high-quality environment, learning can occur all the time: (1) young children are young children, they learn through play; and (2) by getting to know each child as an individual, teachers can create a community of learners by building on their strengths, interests, and competencies. Teachers need to look at learning goals for children and ask themselves, "Does my classroom environment support what we know is best for all children?" As Greenman states (2005), "Our job as educators is to set up a quality environment that works for all the children in our care."

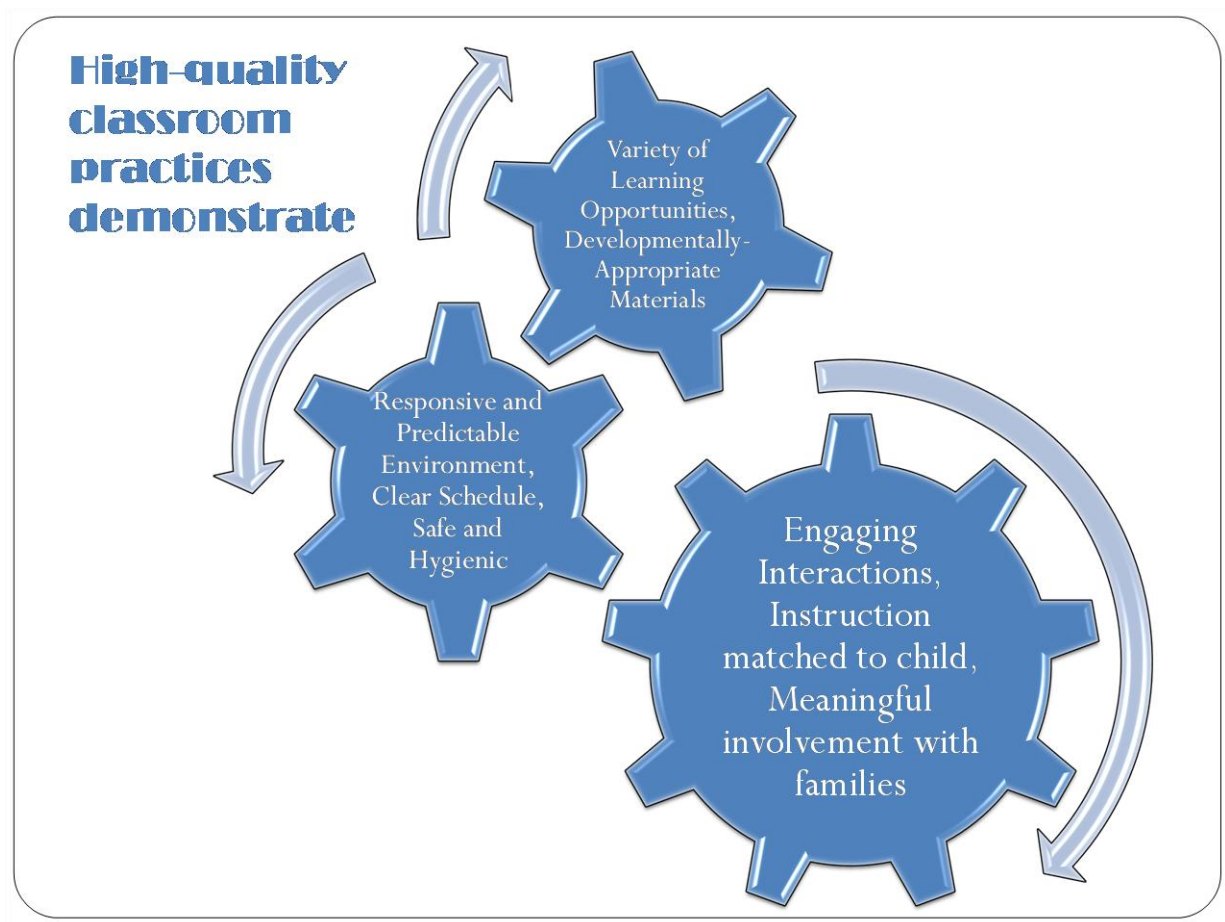
To ensure quality environments, we must provide for the three basic needs all children have: (1) protection for their health and safety; (2) access to supportive and nurturing relationships that include parents, extended family and community; and (3) opportunities for stimulation and learning (Harms, Clifford, & Cryer, 1998). There are critical dimensions of an early childhood setting that must be considered in setting up a high-quality environment (Adapted from Greenman J., 2005 pp. 97-124).

There are several measures available to assess the quality of environments for young children. Listed below are the most widely used across a variety of early childhood programs:

- Classroom Observation System (COS): NICHD Study of Early Child Care & Youth Development, n.d.
- Early Childhood Environment Rating Scale – Revised (ECERS-R); Harms, Clifford, and Cryer, 2005.
- National Association for the Education of Young Children (2007). *NAEYC Early Childhood Program Standards and Accreditation Criteria. The Mark of Quality in Early Childhood Education (Revised Edition)*. Washington, DC: NAEYC.

Introduction

- Observational Record of the Caregiving Environment (ORCE) Early Child Care Research Network (ECCRN), 2001.
- The Classroom Assessment Scoring System (CLASS); Pianta, LaParo, and Hamre, 2004.



Recommended Practices for Young Children Who Are English Learners (ELs)

Young children come to us with varying experiences, backgrounds, and languages. Children whose home language is not English face the challenge of adapting to an early childhood setting that may not be consistent with their home culture and language. It is important for caregivers to assist young children in this transition through a respect for and acknowledgment of the language skills, knowledge, and culture that they bring with them to the early childhood setting.

The National Association for the Education of Young Children (NAEYC) states that caregivers can best meet the needs of children whose home language is not English by “preserving and respecting the diversity of the home language and culture that each child brings to the early learning setting” (NAEYC, 1995, p. 7). Most of the recommended practices for working with children who are English learners are very similar to strategies encouraged in both early childhood education and special education, and are simply techniques of good teaching.

It takes a long time to become fluent in any language, and children acquire English as a second language in different ways and at different rates. The difficulties in learning a second language should not be confused with a learning disability. Some children go through a “silent period,” for up to as long as six months, in which they do not speak but are learning to understand English. Other children quickly attempt to communicate in English and may mix or combine English with their home language (for example, “Quiero juice.”). Some children may already be using simple phrases and may appear fairly fluent. It is important to know that, even though a child is able to easily communicate with friends, research shows that it may take four or more years to become fluent in the cognitive language skills that are needed for academic learning (Cummins, 1981; Collier, 1989). The following levels of English proficiency may help in setting appropriate expectations for individual children who are acquiring English as a second language. These levels should be used as a guide in understanding the language acquisition process.

Level 1: Pre-production: This is often referred to as the “silent period.” Children are learning to understand the language and may not speak at all.
Level 2: Early Production: Children use single words or simple phrases to answer questions.
Level 3: Speech Emergence: Children start to use simple sentences and correct grammar to verbalize information.
Level 4: Intermediate Fluency: Children start to use more complex speech production and appear to be fluent. However, they may not have the vocabulary and grammar necessary to adequately express the concepts being learned.
Level 5: Fluent English Proficient: Children are on par with their native English-speaking peers.

Introduction

While young children are learning English, it is important for adults to encourage the development of the child's home (native) language. Families transmit values, beliefs, and a sense of belonging to their children through their home language. Children also learn basic concepts necessary for later learning through everyday conversation and interactions when families continue to use the home language. Native language development will accelerate the acquisition of English. Encouraging families to speak to children in English at home, when family members may not be fluent English speakers themselves, can result in limited verbal interactions and modeling of incorrect language use. Families should be encouraged to speak and read to their children in the home language; children will learn English quickly from others in early childhood settings.

There are strategies that caregivers can use to help young children who are learning English feel comfortable in early childhood settings. Many of the following strategies are good techniques for use with all young children, particularly as they enter early childhood programs:

- Adults should speak clearly; use simple words, short phrases, and repetition; and avoid the use of slang.
- Instead of correcting children's language, it is important to paraphrase and model correct use of English.
- Adults do not have to be bilingual to work with English learners. However, it is helpful to learn a few words important to the child and his/her needs (such as words for food, for using the bathroom, and for family members).
- Caregivers can seek assistance and support from those with expertise in the language and the culture of the child, including family members, EL providers, and others in the community.
- Adults who work with English learners should use gestures, pictures, and real objects to help communicate with children.
- The many types of hands-on activities familiar to quality early childhood programs lend themselves to working with children who are not yet fluent in English. Children can express themselves through drawing, painting, using clay, and movement activities before they are able to use English to communicate.
- Caregivers should incorporate children's culture and language into activities whenever possible. Children will be more comfortable in an early childhood program if they can bring in pictures of their family, have favorite foods for snacks, use materials that are familiar to them in dramatic play, and hear their home language in the early childhood setting. Adults can play music in the child's language, have bilingual volunteers come in to read to the children in their home language, and ask families to tell stories in their home language on cassette tapes.

Children should always be encouraged to speak with each other in their home language, as well as in English. These techniques will make learning more meaningful and comprehensible to second language

learners. All children have different needs. As young children learn English, some will find it easier than others. Most teaching strategies that are encouraged in early childhood are already appropriate for young children learning a second language. It is not necessary to change the early childhood curriculum for children whose home language is not English, but it is important to support them in their efforts to communicate. Working closely with families, caregivers can create an environment for young children that respect their culture, encourages the development of their home language, and supports their English learning.

Please contact the Indiana Department of Education Office of English Learning and Migrant Programs by calling 317-232-0555 for more information on working with English learners.

Common Terms

EL: English learner: Any student between 3 and 21 years of age who is enrolled in a public school and was not born in the United States or whose native language is a language other than English. The English Learner demonstrates challenges in speaking, reading, writing, or understanding the English language and does not have the ability to meet Indiana's proficiency level of achievement on state assessments or succeed in classrooms where the language of instruction is English. The English Learner is prohibited from participate fully in the society. This term is used to identify a student who is learning English as a new or second language.

LEP: Limited English Proficient: This term identifies a student who is learning English as a new or second language.

ESL: English as a Second Language: This term is used to identify a course or type of service provided to EL/LEP students.

ENL: English as a New Language: This term means the same thing as ESL.

FEP: Fluent English Proficient: This term identifies a student whose native language is other than English but is now fluent in English (Level 5).

Bilingual Education: A program in which two languages are used in content area instruction.

Home language: The dominant language spoken in the home.

Native language: The first language of the student.

Dominant language: The language(s) in which the individual is most fluent.

Primary Language: The first language a child learns to speak, also known as the *home language*. For some children, this may be a language other than English.

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GLOSSARY for English Learners

Adult-Initiated: The adult is a guide in each child’s learning process. Underlying this approach is an understanding of how children learn best and a set of expectations that guide the adult in planning activities and experiences that are meaningful to children.

Assessment: The process of observing, recording, and otherwise documenting the work children do and how they do it, as the basis for a variety of educational decisions that affect the child. In early childhood, assessment serves several different purposes: to plan instruction for individuals and groups; to communicate with parents; to identify children who may be in need of specialized services or intervention; and to evaluate how well the instruction and curriculum are meeting their goals.

Authentic Assessment: The process of gathering evidence and documentation of a child’s learning and growth in ways that resemble “real life” as closely as possible (e.g., observing and documenting a child’s work in the environment and routines, e.g., as the child plays in the block area or is eating a meal). To measure growth and progress, a child’s work is compared to his/her previous work rather than to the work of others. Authentic assessment is based on what the child actually does in a variety of contexts at points throughout the school year. Authentic work represents the child’s application, not mere acquisition, of knowledge and skills. Authentic assessment also engages the child in the activity and reflects best instructional activities.

Child-Initiated: The child takes an active role in learning through active explorations of the environment, by sharing knowledge, and by interacting with adults and other children (e.g., the child brings in a butterfly found at home and wants to share it with the others).

Common Core State Standards/Academic Standards: The standards clearly communicate what is expected of students at each grade level, allowing teachers to better serve their students. The Common Core State Standards focus on core conceptual understandings and procedures starting in the early grades, enabling teachers to take the time needed to teach core concepts and procedures well—and to give students the opportunity to master them. With students, parents, and teachers all on the same page and working together for shared goals, we can ensure that students make progress each year and graduate from high school prepared to succeed in both college and modern workforce.

Curriculum: Virtually everything that happens in a child’s life involves learning, whether explicitly identified as such or not. All activities and processes through which children learn and what adults do to help children achieve this learning include center work, field trips, organized play, and sports. Even routine meals are integral parts of any early childhood curriculum. A developmentally-appropriate curriculum is based upon three areas: (1) what is known about child development and learning; (2) what is known about the strengths, interests, and needs of each individual child in the group; and (3) a knowledge of the social and cultural contexts in which each child lives. Curriculum should always be planned based on the best knowledge of theory, research, and practice regarding how children learn and develop, with attention given to individual needs and interests in a group in relation to program goals.

Hands-On: Children are doers striving to make sense of their experiences, to relate new information to what they already know, and to acquire understanding. Children’s natural tendency to explore and figure things out is active, not passive. Children learn by doing, not simply by listening or looking.

Informal Assessment: A non-standardized measurement by which the adult gauges what a child is able to do in various content areas. Informal assessment helps the adult tailor instruction and curriculum to meet each child’s needs and interests.

Inquiry: Active investigation, experimentation, and discovery. Because children are naturally curious, inquiry is a natural part of their lives.

Instruction: The process for delivering the curricular goals of the program. This process involves strategies, activities, arrangement of the environment, and relationships with families. Instructional strategies will vary based on each child’s needs and interests and each child’s cultural and social context.

Play: In a child’s world, play is a child’s prime educator. Play enhances the physical, social, emotional, and intellectual development of the young child. A child needs opportunities for play that are active and quiet, spontaneous and planned, indoors and outdoors, and done alone and with peers. When reviewed as a learning process, play becomes a vehicle for intellectual growth. Play involves not only materials and equipment, but also words and ideas that promote literacy and develop thinking skills. Play promotes problem solving, critical thinking, concept formation, creativity, and social/emotional development.

Scaffold Instruction: Instruction in which adults build upon what children already know and provide support that allows children to perform more complex tasks.

Sensory Integration: The neurological process that organizes sensation from one’s own body and the environment, thus making it possible to use the body effectively within the environment. Specifically, it deals with how the brain processes multiple sensory modality inputs into usable functional outputs. It has been believed for some time that inputs from different sensory organs are processed in different areas in the brain.

Spatial Reasoning: Spatial intelligence is the ability to recreate one’s visual experience and reasoning about shape, measurement, depiction and navigation.

Standardized Assessment: An assessment (test) with validity and reliability from which scores are interpreted against a set of norms, such as state, national, or international norms. Group-administered, standardized, multiple-choice achievement tests are not appropriate before third grade (NAEYC, 1999).

Teachable Moments: Moments when specific topics spontaneously arise. The topic may emerge through discussion and call for a “lesson in a lesson”.

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<http://doe.in.gov>

<http://www.doe.in.gov/exceptional/>

<http://www.doe.in.gov/achievement/assessment/istar-kr>

<http://www.doe.in.gov/achievement/curriculum>

<http://www.doe.in.gov/commoncore/>

<http://cast.org/>

CURRICULUM PLANNING FOR CHILDREN RECEIVING EARLY INTERVENTION OR SPECIAL EDUCATION SERVICES

When teachers are observant and assess children's abilities, interests, and achievement using the *Foundations* as a guide, interventions become part of teachers' everyday practice. Revising activities, adjusting lesson plans and accommodating children's individual differences becomes matter-of-fact and the norm. Successful strategies that allow children to master skills at their own pace provide benefits for all children as they interact with others of varying abilities and cultures.

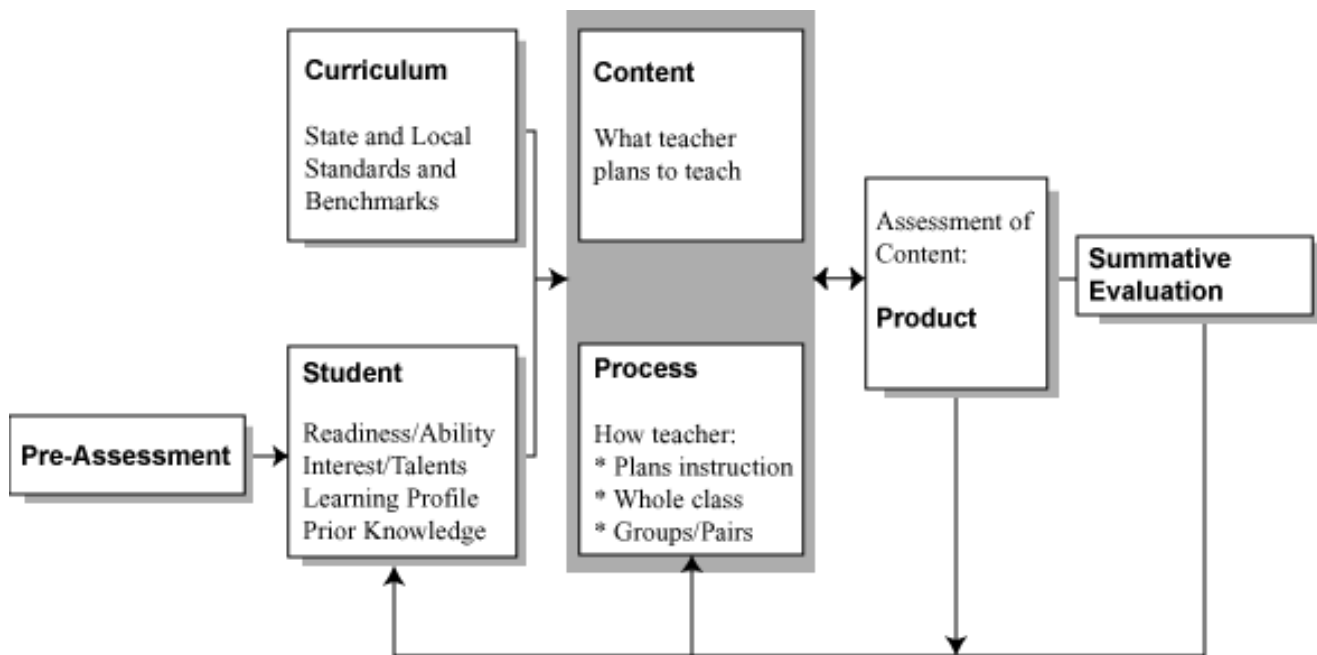
Early Childhood Special Education

Early childhood classrooms should be inclusive ones where children with disabilities and developmental delays are enjoying learning experiences alongside their typically-developing peers. Teachers may need to adapt or modify the classroom environment; teacher interactions and/or materials and equipment to help children with disabilities fully participate. The *Foundations to Indiana Academic Standards* are designed to be used for all children. The content within these standards does not need to be specific to an age, but instead it should provide the breadth of information from which to create goals and experiences for children that will help them reach their highest potential while capturing their interests and building on what they already know. Teachers must emphasize and celebrate all children's accomplishments and focus on what all children can do.

Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse children in classrooms (Tomlinson, 2001). The model of differentiated instruction requires caregivers to be flexible in their approach to teaching and adjust the activities, curriculum, and presentation of information to learners, rather than expecting children to modify themselves for the curriculum. Many teachers and teacher educators have recently identified differentiated instruction as a method of helping more students in diverse classroom settings experience success. This introduction to differentiated instruction defines the construct, and then identifies components and features.

Definition

To differentiate instruction is to recognize children's varying background knowledge, readiness, language, preferences in learning and interests, and to react responsively. Differentiated instruction is a process of teaching and learning for students of differing abilities in the same group. The intent of differentiating instruction is to maximize each child's growth and individual success by meeting each child where he or she is and assisting in the learning process.



(adapted from Oaksford, L. & Jones, L., 2001)

Figure 1. Learning Cycle and Decision Factors Used in Planning and Implementing Differentiated Instruction

Identifying Components/Features

Several key elements guide differentiation in the education environment. Tomlinson (2001) identifies three elements of the curriculum that can be differentiated: Content, Process, and Products (Figure 1).

Content:

- **Several elements and materials are used to support instructional content.** These include acts, concepts, generalizations or principles, attitudes, and skills. The variation seen in a differentiated classroom most frequently occurs in the manner in which children gain access to important learning. Access to the content is seen as key.
- **Align tasks and objectives to learning goals.** Designers of differentiated instruction view the alignment of tasks with instructional goals and objectives as essential. Objectives are frequently written in incremental steps, resulting in a continuum of skills-building tasks. An objectives-driven menu makes it easier to find the next instructional step for learners entering at varying levels.
- **Instruction is concept-focused and principle-driven.** The instructional concepts should be broad-based, not focused on minute details or unlimited facts. Teachers must focus on the concepts, principles and skills that children should learn. The content of instruction should address the same concepts with all children, but the degree of complexity should be adjusted to suit diverse learners.

Process:

- ***Flexible grouping is consistently used.*** Strategies for flexible grouping are essential. Learners are expected to interact and work together as they develop knowledge of new content. Teachers may conduct whole-class introductory discussions of content big ideas, followed by small group or paired work. Child groups may be coached from within or by the teacher to complete assigned tasks. Grouping of children is not fixed. As one of the foundations of differentiated instruction, grouping and regrouping must be a dynamic process, changing with the content, project, and on-going evaluations.
- ***Classroom management benefits students and teachers.*** To effectively operate a classroom using differentiated instruction, teachers must carefully select organization and instructional delivery strategies.

Products

- ***Initial and on-going assessment of student readiness and growth are essential.*** Meaningful pre-assessment naturally leads to functional and successful differentiation. Incorporating pre- and on-going assessment informs teachers so that they can better provide a menu of approaches, choices, and scaffolds for the varying needs, interests, and abilities that exist in classrooms of diverse students. Assessments may be formal or informal, including interviews, surveys, and developmental assessments.
- ***Children are active and responsible explorers.*** Teachers must ensure that each task put before the learner will be interesting, engaging, and accessible to essential understanding and skills. Each child should feel challenged most of the time.
- ***Vary expectations and requirements for student responses.*** Items to which children respond may be differentiated so that different children can demonstrate or express their knowledge and understanding in different ways. A well-designed product allows varied means of expression and alternative procedures, and offers varying degrees of difficulty and types of evaluation.

Additional Guidelines That Make Differentiation Possible for Teachers to Attain

- ***Clarify key concepts and generalizations.*** Teachers must ensure that all learners gain powerful understandings that can serve as the foundation for future learning. Teachers are encouraged to identify essential concepts and instructional foci to ensure that all learners comprehend.
- ***Use assessment as a teaching tool to extend rather than merely measure instruction.*** Assessment should occur before, during, and following the instructional episode, and it should be used to help pose questions regarding children's needs and optimal learning.
- ***Emphasize critical and creative thinking as a goal in lesson design.*** Tasks, activities, and procedures should require that children understand and apply meaning. Based on the learning needs of each of the children in the classroom, instruction may require supports, additional motivation, or variation in tasks, materials, and equipment.

- ***Engaging all learners is essential.*** Teachers are encouraged to strive for the development of lessons that are engaging and motivating for a diverse group of children, varying tasks within instruction, as well as across children. In other words, an entire session for children should not consist of any single activity or simply drill and practice.
- ***Provide a balance between teacher-assigned and student-selected tasks.*** A balanced working structure is optimal in a differentiated classroom. Based on pre-assessment information, the balance will vary from class-to-class as well as lesson-to-lesson. Teachers should ensure that children have choices in their learning.

Adapted from:

Differentiated Instruction and Implications for UDL Implementation
Tracey Hall, Nicole Strangman and Anne Meyer (2011).

Universal Design for Learning

Universal Design for Learning (UDL) is a theoretical framework developed by the Center for Applied Special Technology (CAST) to guide the development of curricula that are flexible and supportive of all students (Dolan & Hall, 2001; Meyer & Rose, 1998; Pisha & Coyne, 2001; Rose, 2001; Rose & Dolan, 2000; Rose & Meyer, 2000a, 2000b, 2002; Rose, Sethuraman, & Meo, 2000). The concept of UDL was inspired by the universal design movement in building architecture. This movement calls for the design of structures that anticipate the needs of individuals with disabilities and accommodate these needs from the outset. Although universally-designed structures are more usable by individuals with disabilities, they offer unforeseen benefits for *all* users. Curb cuts, for example, serve their intended use of facilitating the travel of those in wheelchairs, but they are also beneficial to people pushing strollers, young children, and even the average walker. And so, the process of designing for individuals with disabilities has led to improved usability for everyone.

UDL calls for the design of curricula with the needs of all children in mind, so that methods, materials, and assessment are usable by all. Traditional curricula present a host of barriers that limit children's access to information and learning. A UDL curriculum is designed to be innately flexible, enriched with multiple media so that alternatives can be accessed whenever appropriate. A UDL curriculum takes on the burden of adaptation so that the child doesn't have to, minimizing barriers and maximizing access to both information and learning.

The UDL framework guides the development of adaptable curricula by means of three principles (Figure 2). The three UDL principles call for flexibility in relation to three essential facets of learning, each one orchestrated by a distinct set of networks in the brain.

Principles of the Universal Design for Learning Framework

Principle 1:

To support recognition learning, provide multiple, flexible methods of presentation

Principle 2:

To support strategic learning, provide multiple, flexible methods of expression and apprenticeship.

Principle 3:

To support affective learning, provide multiple, flexible options for engagement.

Figure 2.

Recognition Learning

The first UDL principle focuses on pattern recognition and the importance of providing multiple, flexible methods of presentation when teaching patterns – no single teaching methodology for pattern recognition will be satisfactory for every learner. The theory of differentiated instruction incorporates some guidelines that can help teachers to support critical elements of recognition learning in a flexible way and promote every student’s success. Each of the three key elements of differentiated instruction – content, process, and product – supports an important UDL Teaching Method for individualized instruction of pattern recognition. Highlights of the UDL Teaching Method are outlined in the following section.

The content guidelines for differentiated instruction support the first UDL Teaching Method for recognition networks ***provide multiple examples***, in that they encourage the use of several elements and materials to support instructional content. For example, when learners working on letter recognition, teachers can post letters around the classroom and make them available on cards with sand texture for a tactile view near the writing center. For students with physical or cognitive disabilities, such a diversity of examples may be vital in order for them to access the pattern being taught. Other students may benefit from the same multiple examples by obtaining a perspective that they otherwise might not. In this way, a range of examples can help to ensure that each student’s recognition networks are able to identify the fundamental elements identifying a pattern.

This same use of varied content examples supports a second recommended practice in UDL methodology, ***provide multiple media and formats***. A wide range of tools for presenting instructional content are available digitally, thus teachers may manipulate size, color contrasts, and other features to develop examples in multiple media and formats. These can be saved for future use and flexibly accessed by different students, depending on their needs and preferences.

The content guidelines of differentiated instruction also recommend that content elements of instruction be kept concept-focused and principle-driven. This practice is consistent with a third UDL Teaching Method for recognition, ***highlight critical features***. By avoiding any focus on extensive facts or seductive details and reiterating the broad concepts, teachers highlight essential components and better supporting recognition.

The fourth UDL Teaching Method for recognition is to ***support background knowledge***, making the assessment step of the differentiated instruction learning cycle instrumental. By evaluating student

knowledge about a construct before designing instruction, teachers can better support students' knowledge base, scaffolding instruction in a very important way.

Strategic Learning

As individuals seek the most desirable method of learning strategies, one method does not work for everyone; therefore, teaching methodologies need to be varied. This kind of flexibility is critical for teachers to meet the needs of their diverse students, and the notion of varied teaching strategies is reflected in the 4 UDL Teaching Methods. Differentiated instruction can support these teaching methods in valuable ways.

Differentiated instruction recognizes the need for students to receive ***flexible models of skilled performance***, which is one of the four UDL Teaching Methods for strategic learning. As noted above, teachers implementing differentiated instruction are encouraged to demonstrate information and skills multiple times and at varying levels. As a result, learners enter the instructional episode with different approaches, knowledge and strategies for learning.

When students are engaged in initial learning on novel tasks or skills, ***supported practice*** should be used to ensure success and eventual independence. Supported practice enables students to divide a complex skill into manageable components and fully master these components. Differentiated instruction promotes this teaching method by encouraging students to be active and responsible learners and by asking teachers to respect individual differences and scaffold students as they move from initial learning to practiced, less supported skills mastery.

In order to successfully demonstrate the skills that they have learned, students need ***flexible opportunities for demonstrating skill***. Differentiated instruction directly supports this UDL Teaching Method by reminding teachers to vary requirements and expectations for learning and expressing knowledge, including the degree of difficulty and the means of evaluation or scoring.

Affective Learning

Differentiated instruction and UDL Teaching Methods bear another important point of convergence: recognition of the importance of engaging learners in instructional tasks. Supporting affective learning through flexible instruction is the third principle of UDL and an objective that differentiated instruction supports very effectively.

Differentiated instruction theory reinforces the importance of effective classroom management and reminds teachers of meeting the challenges of effective organizational and instructional practices. Engagement is a vital component of effective classroom management, organization, and instruction. Therefore, teachers are encouraged to offer choices of tools, adjust the level of difficulty of the material, and provide varying levels of scaffolding to gain and maintain learner attention during the instructional episode. These practices bear much in common with UDL Teaching Methods for affective learning: ***offer choices of content and tools, provide adjustable levels of challenge, and offer a choice of learning context***. Teachers provide varying levels of scaffolding when differentiating instruction, which enables students to access varied learning contexts and to make choices about their learning environment.

<i>Network-Appropriate Teaching Methods</i>
<p>To support diverse recognition networks:</p> <ul style="list-style-type: none">• Provide multiple examples• Highlight critical features• Provide multiple media and formats• Support background context <p>To support diverse strategic networks:</p> <ul style="list-style-type: none">• Provide flexible models of skilled performance• Provide opportunities to practice with supports• Provide ongoing, relevant feedback<ul style="list-style-type: none">• Offer flexible opportunities for demonstrating skill <p>To support diverse affective networks:</p> <ul style="list-style-type: none">• Offer choices of content and tools• Offer adjustable levels of challenge• Offer choices of rewards• Offer choices of learning context

Adapted from:
Differentiated Instruction and Implications for UDL Implementation
Tracey Hall, Nicole Strangman and Anne Meyer (2011).

GLOSSARY for Early Intervention and Special Education Services

Article 7

Indiana’s interpretation of the Individual’s with Disabilities Education Improvement Act (IDEA).

Assistive Technology

Is an item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted or the replacement of such device.

Case Conference Committee

Case conference committee or “CCC” means the group of persons including parents and public school personnel who are responsible for determining a student’s eligibility, writing the educational program, monitoring the program and updating the program as needed, identifying appropriate services and place of implementing the educational program, and other matters relevant to the education of the student.

(1) Reviewing the educational evaluation report and determining a student's eligibility for special education.

Eligibility

For special education and related services, means that a:

- (1) student's CCC has determined, in accordance with this article, that a student's disability or impairment adversely affects the student's educational performance and, by reason thereof, the student needs special education or related services; or
- (2) child's CCC has determined, in accordance with this article, that a child has a developmental delay as described in 511 IAC 7-41-6 and, by reason thereof, the student needs special education or related services.

First Steps Early Intervention

The Indiana service system for infants or toddlers less than three (3) years of age who demonstrate a delay in develop and would benefit from additional supports to address their developmental needs and the family in order to enhance the child's development and the family's capacity to care and advocate for their child.

IDEA

The Individuals with Disabilities Education Act (IDEA) is a federal law ensuring services to children with disabilities that requires a free, appropriate public education provided in the least restrictive environment. IDEA provides the structure of state's laws which govern special education in the public schools. IDEA specifically describes how states and public agencies, like schools, provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

Individual Education Program (IEP)

The Individualized Education Program, or IEP, is the key document developed by the parent and his or her child's teachers and related services personnel that lays out how the child receives a free appropriate public education in the least restrictive environment. Among other components, the IEP lays out the child's academic achievement and functional performance, describes how the child will be included in the general education curriculum, establishes annual goals for the child and describes how those goals will be measured, states what special education and related services are needed by the child, describes how the child will be appropriately assessed including through the use of alternate assessments, and determines what accommodations may be appropriate for the child's instruction and assessments.

Individual Family Service Plan (IFSP)

An IFSP is the developmental program plan for eligible infants and toddlers receiving First Steps Early Intervention services. The IFSP is developed by a group including family members and First Steps providers through an assessment and evaluation process, identifies the child's present levels of development and performance, establishes goals for future development and performance, and outlines how the child will receive early intervention and other services. Unlike an IEP which is an educational program, the IFSP explicitly integrates the needs of the family with those of the child and presents a comprehensive plan that enables the family to meet its goals.

Preschool Special Education

Public special education provided to eligible children 3 years through 5 years, who need additional academic and behavioral support to succeed in a general education environment.

Special Education

Individualized educational services for eligible students (ages 3 years to 21 years) which are provided by a local public school corporation, at no cost to the parent. Special education includes, but is not limited to instruction in a classroom, home, hospital or other settings; instruction in physical education, travel training, vocational education or speech-language pathology services. Special education is provided by licensed teachers, licensed therapists, and other related services needed to for a student to benefit from public education. Special education services are written into an Individual Educational Program (IEP)

Universal Design for Learning

A set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

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Teaching Every Student in the Digital Age: Universal Design for Learning

David H. Rose & Anne Meyer, ASCD, 2002

<http://www.cast.org/teachingeverystudent/ideas/tes/>

The Universal Design of Early Education Moving Forward for All Children, 2006, in Beyond the Journal NAEYC, September, 2006.

<http://www.iidc.indiana.edu/styles/iidc/defiles/ECC/SRUD-MovingForwardArticle.pdf>

Universal Design: Process, Principles, and Applications

A goal and a process that can be applied to the design of any product or environment

Sheryl Burgstahler, Ph.D.

<http://www.washington.edu/doi/Brochures/Programs/ud.html>

Building Blocks 2nd Edition, for Teaching Preschoolers with Special Needs, Susan Sandall and Ilene Schwartz, (2008) Paul H. Brookes Publishing

Cara's Kit: Creating Adaptations for Routines and Activities, Milbourne, S.A. and Campbell, P.H. (2007), Philadelphia, PA: Child and Family Studies Research Programs, Thomas Jefferson University; Distributed by Division for Early Childhood (DEC), www.dec-sped.org

Helpful links/websites:

Article 7/Navigating the Course: <http://www.doe.in.gov/exceptional/speced/laws.html>

IDOE Special Education: <http://www.doe.in.gov/exceptional/>

IDEA: <http://www2.ed.gov/policy/speced/guid/idea/idea2004.html>

First Steps: <http://www.in.gov/fssa/ddrs/2633.htm>

Transition: <http://www.indianatransition.org/>

IDOE: <http://doe.in.gov/>

Resource for parents of children with disabilities: <http://www.insource.org/>

English/Language Arts

English/Language Arts

English/Language Arts

Foundations of English/Language Arts

Perhaps the most significant accomplishment a child makes during the first five years of life is acquiring language and using it to communicate. Infants first begin to communicate through crying, body movements, gestures, and facial expressions. As babies grow into toddlers and preschoolers, they attain a vocabulary of hundreds of words, and they learn how to use them to get what they need or want, to express their feelings, or to simply make conversation.

While children do have the predisposition to learn languages, this does not happen without external intervention and support. Adults play a vital and irreplaceable role in a young child's speech development and literacy knowledge. Frequent interactions with young children, as well as providing opportunities to use (and witness the use of) written language in daily life, enable children to become competent readers, writers, speakers, and listeners.

Recent research has extended our understanding of how and when language is acquired and the critical importance of the early years. We have also gained a heightened appreciation of the adult's role in the success—or failure—of a child in becoming literate. It is of utmost importance that we as parents, teachers, and caregivers of young children gain an appreciation of the role we play as models and teachers of the language arts: speaking, listening, writing, and reading.

Young children must have the opportunity to do more than simply “learn to read and write;” they need adults who provide experiences that make literacy enjoyable. Children should develop skills but should also have the disposition to become readers and writers. They must desire books. They must love words. Adults can help make this happen by making language pleasurable through reading aloud, singing songs, reciting playful poetry, and purposefully expose language for what it is – an important and enjoyable part of our world.

Research has demonstrated that children with foundational skills of familiarity with print and books, the purposes of writing, and listening and speaking will be ready to benefit from reading instruction in school, learn to read sooner, and will be better readers than children with fewer of these skills (Strickland & Morrow, 2000; Whitehurst & Longman, 1998).

KEY FINDINGS

Infants are born “hard-wired” for language development because the ability to communicate is needed for their survival, but reading and writing must be taught (Snow & Burns, 1998).

Children learn to talk, read, and write in progressive steps beginning at birth.

Research studies indicate that what children learn from listening and talking will enhance or impede their emerging skills in reading and writing (Dickinson & Tabor, 2001; Head Start Bureau 2003; Strickland, 2004).

Research on parents talking to their children suggests that the quantity of words, as well as the quality of word choice, influence children’s language use, vocabulary development, and learning (Hart & Risley, 1995, 1999, 2004).

There is increasing recognition that literacy development starts long before children begin formal instruction in school and that later reading success is powerfully affected by the skills children acquire during these formative years. (NICHD, 2005).

Research suggests that high quality preschool care and education can narrow the literacy achievement gap that is prevalent in many of our schools (Nisbett, 2010).

Young children who demonstrate oral language skills and an understanding of print concepts have more success learning to read in kindergarten, first, second, and third grades (Scarborough, 2001).

Adults who live and interact regularly with children can profoundly influence the quality and quantity of their literacy experiences.
[National Research Council, 1998]

Reading and writing are inseparable processes.
[Ministry of Education, 1996; McCarrier, A. Pinnell, G., & Fountas, I., 2000; National Research Council, 1999]

Reading, writing, speaking, listening, and thinking develop simultaneously as learners grow into literacy.
[McCarrier, A. Pinnell, G., & Fountas, I., 2000; International Reading Association (IRA)/National Association for the Education of Young People (NAEYC) 1998; National Research Council, 1999]

Speaking and listening are the foundation skills for reading and writing.
[National Center on Education and the Economy, 2001]

A strong basis in a first language promotes school achievement in a second language.
[Neuman, S.B., Copple, C., & Bredekamp, S., (Eds.), 1999]

GLOSSARY

Alphabetic principle: The understanding that there is a relationship between letters and sounds (e.g., the word *dog* contains three letters and three corresponding sounds or phonemes).

Comprehension: Understanding. Listening comprehension refers to spoken language, reading comprehension refers to written language.

Decode: The ability to translate the alphabet letters into recognizable sounds (e.g., the letter f makes the /f/ sound) and words. NOTE: /r/ - This symbol refers to the letter sound, not the letter name.

Emerging Reading: The acquisition of those concepts concerning print, language, and the activities of reading and writing that provide the foundation for learning the skills of literacy.

Expressive language: Children's accurate and fluent use and knowledge of words in the spoken language.

Fluency: The ability to identify letters and words automatically and with speed.

Letter Knowledge: The ability to identify the letters of the alphabet.

Literacy: The ability to read and write and use language proficiently.

Phoneme: The smallest part of spoken language that makes a difference in the meaning of words. English has about 41 phonemes. Most words have more than one sound or phoneme (e.g., big has three phonemes /b/ /i/ /g/). Sometimes one phoneme is represented by more than one letter (e.g., ck = /k/).

Phonemic awareness is a subcategory of phonological awareness (see below). The focus of phonemic awareness is narrow—identifying and manipulating the individual sounds in words.

Phonological Awareness The whole spectrum from an awareness of speech sounds: identifying and making oral rhymes; identifying and working with syllables in words; identifying and working with the beginning sound (onset) of a word and the part of the word following the beginning sound (rime); and identifying and working with individual phonemes in words (phonemic awareness).

Phonics: The relation between letters and sounds in written words or an instructional method that teaches children these connections.

Print-Rich Environment: an environment in which reading and writing are used for a wide variety of authentic, everyday purposes.

Receptive Language: Children's listening vocabulary and knowledge of spoken words.

Symbol: Something visible that by association represents something else, e.g. restaurant logo.

Vocabulary: The words of which one has listening and speaking knowledge.

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English/Language Arts Standard Area

❖ COMMON CORE STATE STANDARD: Reading Standards: Foundational Skills Phonological Awareness

❖ ISTAR-KR: Demonstrates Awareness of Sounds

Phonological awareness is an “ear” skill. It is the ability to hear and manipulate the sounds of words, recognize that speech is composed of sounds, that some words rhyme, and that sounds can be manipulated. This is a foundation for phonemic awareness. Phonemic awareness is the ability to recognize the smallest units of sounds in words (the word pink begins with the sound /p/).

Learning to read requires that children have considerable awareness of the sound structure of spoken language. Few young children acquire phonemic awareness unless teachers and other adults take the opportunity to draw attention to the sounds and phonemes of spoken words. The developmentally progressive steps to mastering awareness of sounds are: responds to sounds in the environment; produces a variety of sounds; produces an blends the sounds of letter patterns into recognizable words; compares sounds of different words; distinguishes sounds within words.

Young Children are Learning When They:

- ELA.1.1 Emulate sounds in the environment (e.g., animal, motor).
- ELA.1.2 Actively attend to things that an adult is showing.
- ELA.1.3 Anticipate actions, sounds, or phrases from a predictable story.
- ELA.1.4 Imitate sounds in environment (e.g., animal, motor).
- ELA.1.5 Associate writing with sounds.
- ELA.1.6 Vary pitch, length, and volume of vocalizations to express wants/needs
- ELA.1.7 Use jargon (expressive sounds) in conversational manner.
- ELA.1.9 Match the sound that begins own name with the sound that begins another word or name.
- ELA.1.10 Generate and blend the sounds of letter patterns into recognizable words.
- ELA.1.11 Recognize that words that look alike may sound alike.
- ELA.1.12 Name sounds heard in familiar environment.

A child can be supported by an adult who:

- Changes the tone of voice when reading to show emotion and excitement.
- Provides the child with books that are manipulative, with interactive features such as sounds or textures, and that can be explored with the child’s mouth.
- Provides the child with books that have interesting language, rhythm, and sounds.
- Provides child with books with predictable patterns and repeated language.
- Attends to and encourages young child vocalizations and communicative gestures.
- Matches facial expressions to the tone of the voice.
- Varies tone of voice and level of voice.
- Repeats phrases over and over.
- Provides opportunity to listen to sounds in the environment.
- Reads rhymes with interesting sounds, especially those accompanied by actions or pictures.
- Encourages and models verbal interaction with other children and adults. (EL)

Young Children are Learning When They:

- ELA.1.13 Follow printed words as a story is read or caption as a video is played.
- ELA.1.14 Write using phonetically spelled words.
- ELA.1.15 Use different combinations of letters to achieve sounds.
- ELA.1.16 Imitate simple rhymes.
- ELA.1.17 Repeat simple sentences as presented.
- ELA.1.18 Talk without repeating sounds and syllables in words.
- ELA.1.19 Alerts to and locates sounds in the environment.
- ELA.1.20 Finds hidden sound above and behind another object.

A child can be supported by an adult who:

- Talks with the child using language in a naturalistic, real-life context.
- Uses storytelling to encourage the use of new and interesting words.
- Introduces a variety of rhymes, silly verses, chants, and songs.
- Records the child in a variety of speaking situations and allows the child to hear how he actually sounds.
- Explores letter/sound associations with the child.
- Gives the child opportunities to write for real purpose and explore using invented spelling.

How it looks in everyday activities:

Mrs. Hinkley smiles at her 10-month old son James as she carefully buckles him into his car seat for a trip to the grocery store. She talks to him while she checks the straps, telling him what she is doing. Mr. and Mrs. Hinkley sit in front seat and discuss the grocery list on the way to the store.

James shakes a toy and vocalizes, “Da-da-dad-da!” He pauses briefly, as Mrs. Hinkley looks back at him and repeats “Da-da-da-da!” James smiles a big smile. Mr. Hinkley looks at James in the rear view mirror and takes his turn with the phrase. Then, James repeats his sounds, again pausing afterward with an expectant look. Mrs. Hinkley takes her turn, but Mr. Hinkley is busy looking for a parking spot and does not reply immediately. James waits a moment then says, “Da!” Mrs. Hinkley nudges her husband, who smiles a smile as big as his son’s and loudly says, “Da-da-dad-da!” James smiles back, and the echo game continues as the family enters the store.

Natalia is a preschool student whose first language is Spanish. Her father, Mr. Bowen, is a fluent English speaker and her mother is learning English. On the first day of school, Mr. Bowen accompanies Natalia to Mr. Gomez’ class and helps her get settled. Mr. Bowen says, “Natalia understands everything, but she is shy in new places. She may not talk very much at first, even though she talks all the time at home.”

Mr. Gomez thinks about what he knows about English learners. His research tells him that it may take students about 6 months before they start to use their new language. He decides to support Natalia’s understanding and scaffold her expressive use of English throughout the day. Mr. Gomez watches Natalia during free time to see what interests her. He notices that she likes playing with a doll house, so he moves the house so that she needs to ask for help to get the house down. Natalia, motivated to play with the house, at first asks for it by pointing, then by saying the word “house” and later by asking in a sentence. Mr. Gomez supports and reinforces all of Natalia’s efforts to communicate.

As the spring semester begins, Natalia seems more confident about using words. Mr. Gomez is excited to tell Mr. Bowen that Natalia has even started to volunteer her own ideas about what she liked about a book or to tell about a picture. At the end of the school year, Natalia is a regular contributor to classroom discussion.

❖ **COMMON CORE STATE STANDARD: Reading Standards** **Foundational Skills – Print Concepts; Phonics and Word** **Recognition**

❖ **ISTAR-KR: Demonstrates Awareness of Symbols**

There is a continual connection between early language development and learning to read. The early choices adults make for young children determine whether a child will achieve success as a future reader. To help promote early reading development, adults should provide many pleasurable experiences with books and other reading material.

Print awareness is a child's earliest understanding that written language carries meaning. Young children may begin 'reading' by pointing to the pictures and talking about them. Later, they will begin to put the pictures together to tell a story. Print awareness occurs when a child attempts to attend to the print while 'reading.' Print awareness is a major predictor of a child's future reading achievement and serves as the foundation upon which phonological and conceptual skills are built.

Reading decoding skills is the ability to make sense of printed words. Decoding and word recognition begin when a child understands that there is a relationship between letters and sounds, and that letters put together form words. Children observe adults as they model ways to use the words. Adults have a critical role in discerning when experiences with language and reading prepare a child to enter into another level of literacy development. Adults also create and utilize the "teachable moments" when the child begins to see how letters form words. The developmentally progressive steps to mastering the awareness of symbols are: responds to familiar pictures; labels familiar pictures; recognizes familiar symbols; compares, combines, and orders letters and letter sounds; recognizes that letters makes words and words make sentences.

Young Children are Learning When They:

- ELA.2.1 Point to pictures in a picture book.
- ELA.2.2 Visually engage with a book.
- ELA.2.3 Pretend to read a book aloud.
- ELA.2.4 Match pictures to actual objects.
- ELA.2.5 Distinguish print from pictures.
- ELA.2.6 Point to a letter when asked.
- ELA.2.7 Actively attend to things that an adult is showing.
- ELA.2.8 Enjoy looking at books.
- ELA.2.9 Find named pictures or textures in book.
- ELA.2.10 Anticipate actions, sounds, or phrases from a predictable story.
- ELA.2.12 Name actions from pictures or a story.
- ELA.2.13 Identify where he/she is currently located.
- ELA.2.14 Recognize a favorite character.

A child can be supported by an adult who:

- Creates a daily reading routine, whether it is before bedtime, after lunch, or in the morning.
- Provides the child with books that are manipulative, with interactive features such as sounds or textures, and that can be explored with the child's mouth.
- Provides the child with books that have interesting language, rhythm, and sounds.
- Provides child with books with predictable patterns and repeated language.
- Points to words, letters, labels, and reads or names them.
- Shows children that we read print moving left to right and top to bottom.
- Helps the child to recognize and write name if initiated by the child.

Young Children are Learning When They:

- ELA.2.15 Use symbols or objects to communicate.
- ELA.2.16 Attempt to write and draw.
- ELA.2.17 Use drawings or pictures to represent objects.
- ELA.2.18 Scribble a message on a card or picture.
- ELA.2.19 Make marks with writing tools.
- ELA.2.20 Mark on paper rather than other surfaces.
- ELA.2.21 Imitate drawing a vertical line.
- ELA.2.22 Imitate drawing a horizontal line.
- ELA.2.23 Imitate drawing a circle.
- ELA.2.24 Associate writing with sounds.
- ELA.2.25 Jointly attend to pictures and books for several minutes.
- ELA.2.26 Find named pictures or textures in book.
- ELA.2.27 Use two-word vocalizations, signs, symbols, or gestures to tell about objects or events in the present.
- ELA.2.28 Name objects from a picture book.
- ELA.2.29 Hold book right side up, looking at pages and pictures.
- ELA.2.30 Identify five common signs or symbols.
- ELA.2.31 Follow printed words as a story is read or caption as a video is played.
- ELA.2.32 Tell a story while holding a book.
- ELA.2.33 Read own writing (gives meaning to own writing by “reading what it says”).
- ELA.2.34 Name 13 uppercase letters.
- ELA.2.35 Point to and name six letters.
- ELA.2.36 Watch and listen to a story to completion or for ten or more minutes.
- ELA.2.37 Recognize own name in isolated print.
- ELA.2.38 Match like letters.
- ELA.2.39 Match the same letter in different styles (e.g., signs, books, newspaper).
- ELA.2.40 Recognize that words that look alike may sound alike.
- ELA.2.41 Point to a title of a book.
- ELA.2.42 Match upper to lower case letters.

A child can be supported by an adult who:

- Provides developmentally appropriate and adaptive writing and drawing materials for children of different ability levels such as large crayons or pencils.
- Models writing in front of their children through everyday situations, such as making a grocery list, writing down a recipe, or writing a thank-you note.
- Writes, displays, and points out children’s names often.
- Labels objects and areas in the child’s setting.
- Writes down toddler stories and labels their drawings.
- Displays children’s drawing, scribbling, or writing efforts at the children’s eye level and rotates the items frequently.
- Reads and rereads predictable texts to the child.
- Exposes the child to a variety of books by visiting the library, bookstores, or joining a book club.
- Provides many types of reading material, including information books, stories, poetry, alphabet and counting books, and wordless picture books.
- While reading with the child, asks questions to help initiate thinking about the plot and characters.
- Provides opportunities for the child to respond to stories in a variety of ways (e.g., acting, talking, dancing, creating a picture).
- Shares many different types of literature with the child and discusses the main parts (characters, setting, etc.).
- Includes non-English books and stories to help support a child whose first language is not English.

How it looks in everyday activities:

Dinner is over and bath time is almost finished. Dad bundles his wiggling son in a towel and heads for his bedroom. “No sleep, NO SLEEP,” he protests. “I want MOMMY!” “Mommy’s working, but she’ll be home soon,” says Dad. “Time to get your jammies on so we can read our bedtime book,” Dad sighed with relief as this bedtime routine works its magic in calming his child.

Settling in for the story, the toddler picks up his copy of Owl Babies. “Great!” says Dad. “Let’s read and see when the mommy owl comes home.” After the toddler snuggles up on Dad’s lap, Dad and son look at the pictures of the snowy owls. The son points to his favorite character, “Little Bill.” Listening intently, the little boy waits in anticipation for the picture of Mother Owl. Together, Dad and son cry “and she came!!” when the mother owl flies back to the nest.

“See!” Dad says, “Mommies do come back!”

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- The child follows a routine.

Communication/Literacy:

- Listens intently and responds verbally to a book being read.



Young Children are Learning When They:

- ELA.2.43 Put letter shapes or tiles in alphabetical order.
- ELA.2.44 Name objects from picture books.
- ELA.2.45 Ask adult to read printed information.
- ELA.2.46 Talk about action pictures of family, pets, or self.
- ELA.2.47 Tell simple story from pictures and books.
- ELA.2.48 Express what might happen after the action in a picture.
- ELA.2.49 Follow pages that accompany a story on audiotape or CD.
- ELA.2.50 Watch and listen to a story to completion or for ten minutes or more.
- ELA.2.51 Ask adult to read printed information.
- ELA.2.52 Describe a picture in a book.
- ELA.2.53 Tell a story while holding a book.
- ELA.2.54 Talk about the cover and illustrations prior to the story being read.
- ELA.2.55 Recognize print in media other than a book.
- ELA.2.56 Draw pictures and scribble to generate and express ideas.
- ELA.2.57 Follow dictated writing read by an adult.
- ELA.2.58 Associate writing with words.
- ELA.2.59 Give writing to someone as a means of communicating.
- ELA.2.60 Use writing or symbols to share an idea with someone.
- ELA.2.61 Use known letters or approximations of letters to represent written language.
- ELA.2.62 Read own writing (e.g., give meaning to own writing by “reading what it says”).
- ELA.2.63 Associate writing with words.
- ELA.2.64 Add writing to a picture story.
- ELA.2.65 Use writing to label drawings.
- ELA.2.66 Draw name or a message on a card or picture.

A child can be supported by an adult who:

- Models and discusses writing conventions: left to right, top to bottom.
- Provides the child with access to a variety of writing materials (alphabet blocks, magnetic letters, pencils, crayons, chalk, paint, rubber stamps).
- Provides daily opportunities for children to “write” at their developmental level.
- Exposes the child to a wide selection of children’s literature through multiple daily read-alouds.
- Models the writing process through adult led **language experience** (adult records the child’s exact words).
- Models the writing process through **shared writing** (adult acts as a scribe, but more emphasis is placed on the composing process and constructing a text the children can read later).
- Models the writing process through **interactive writing** (children actively compose together, considering appropriate words, phrases, organization of text, and layout. At points selected by the adult, individual children take over or “share the pen”).
- Prompts the child to talk about their writing (picture(s), scribbling, letter approximations, etc.).
- Provides opportunities for the child to put his/her thoughts on paper by writing the words the child dictates to them.
- Transcribes the child’s words and takes the opportunity to demonstrate ordinary conventions like: top to bottom; left to write; spaces between words; upper and lower case letters.
- Writes, displays, and points out the child’s name often.
- Labels some of the important things in the child’s universe.
- Uses observational assessment of children’s progress and examination of children’s writing to guide future activities.

Young Children are Learning When They:

- ELA.2.67 Give writing to someone as a means of communication.
- ELA.2.68 Scribble a message on a card or picture.
- ELA.2.69 Write more than word correctly.
- ELA.2.70 Represent action with drawing.
- ELA.2.71 Combine strokes and shapes to represent letters.
- ELA.2.72 Copy a vertical line.
- ELA.2.73 Copy a horizontal line.
- ELA.2.74 Copy a circle.
- ELA.2.75 Write letters in strings.
- ELA.2.76 Write using phonetically spelled words.
- ELA.2.77 Use different combinations of letters to achieve sounds.
- ELA.2.78 Write more than one word correctly.
- ELA.2.79 Use the correct grasp of writing tool.
- ELA.2.80 Imitate drawing a cross.
- ELA.2.81 Copy a cross.
- ELA.2.82 Copy an "X".
- ELA.2.83 Copy a square.
- ELA.2.84 Watch and listen to a story to completion for ten minutes or more.
- ELA.2.85 Follow two-step spoken directions with prompts.
- ELA.2.86 Express what might happen after the action in a picture.
- ELA.2.87 Imitate a series of three numbers or unrelated words.
- ELA.2.88 Use six word vocalizations, signs, symbols, or gestures to communicate.
- ELA.2.89 Use four word vocalization signs, symbols, or gestures to tell about
- ELA.2.90 Talk about action pictures of family, pets, or self.

A child can be supported by an adult who:

- Provides many activities that foster the development of fine motor skills and strength such as finger plays, use of tools, play dough, scissors, stringing beads, lacing and manipulation of small items.
- Provides letters for the child to see, feel, and copy.
- Explores letter/sound associations with the child.
- Gives the child opportunities to use environmental print to copy when writing lists or notes.
- Gives the child opportunities to write for real purpose and explore using invented spelling.



❖ COMMON CORE STATE STANDARD: Reading Standards Foundational Skills – Informational Texts

❖ ISTAR-KR: Uses print for pleasure and information

Children love the intimacy of reading with an adult. Teachers, parents, and caregivers should find time daily to read with every child. Being read to as an infant or young child is a pleasant memory for many of us. The pleasure that is experienced between an adult and a child when they read together contributes to the child's interest in repeating that experience on their own. Quickly, children learn that information is contained first in the pictures of a book, but soon that words on a page convey meaning, too. Holding a book upright is often the beginning of using a book for pleasure, not just imitating what an adult does with a book. Favorite books of a child are often memorized by the adult who is asked to read it repeatedly. The child imitates "reading" the story from their memory long before they can actually read the words.

Preschool children will learn to orient to a title, author and the print of a book and be able to select a book based on the content inside. In building a foundation for reading and understanding a variety of materials, young children need experiences with language and a variety of reading materials. They need to see adults obtaining and using information from many different printed sources: recipes, manuals, newspapers, Websites, books, encyclopedias, and many others. Young children learn that books and technical materials are a major source of needed and useful information. They also begin to recognize the different formats in which informational materials come.

The developmentally progressive steps to mastering the use of print for pleasure and information are: engages with a book; imitates proper handling of books; distinguishes print from pictures; orients to print in books; chooses reading activities for meaning.

Young Children are Learning When They:

- ELA.3.1 Track movement.
- ELA.3.2 Open a book.
- ELA.3.3 Explore a book.
- ELA.3.4 Point to pictures in a picture book.
- ELA.3.5 Turn several pages of a book at a time.
- ELA.3.6 Look at books for one minute.
- ELA.3.7 Visually engage with a book.
- ELA.3.8 Pretend to read a book aloud.
- ELA.3.9 Match pictures to actual objects.
- ELA.3.10 Distinguish print from pictures.
- ELA.3.11 Point to a letter when asked to "point to a letter."
- ELA.3.12 Actively attend to things that an adult is showing.
- ELA.3.13 Enjoy looking at books.

A child can be supported by an adult who:

- Provides the child with books that are manipulative, with interactive features such as sounds or textures, and that can be explored with the child's mouth.
- Provides the child with books that have interesting language, rhythm, and sounds.
- Provides child with books with predictable patterns and repeated language.
- Points to words, letters, labels, and reads or names them.
- Asks the child to follow simple requests while looking at a book (e.g., point to the cow).

How it looks in everyday activities:

Miguel and his grandfather, Abuelo Luis, are enjoying a walk through a local park. Abuelo Luis says in Spanish, “Miguel, look! A bird’s nest.” Miguel is interested in the nest, which is in a small tree. He asks if he can see the chicken that lives in the nest. Abuelo Luis laughs kindly and then explains that chickens do not have nests in trees. He tells Miguel that different birds have different kinds of nests. As they peer into the nest, Miguel and Abuelo Luis see that the eggs are blue. Abuelo Luis sees a robin in another nearby tree and points her out to Miguel. He explains using both Spanish and English words that the eggs belong to the robin.

Miguel and his grandfather continue their walk. When a cardinal flies by, Miguel asks, “It is a red robin?” Abuelo Luis smiles and explains that there are many different kinds of birds with different colors, shapes, and nests. He asks Miguel if he would like to visit the library to learn more about different birds.

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Interacts easily with familiar adults.
- Bonds with grandfather through conversation and exploration.
- Enjoys and appreciates nature.

Cognitive:

- Learns new words and concepts with real life observations and experiences.
- Learns the new words in primary language as well as in English.

Physical:

- Moves with balance and control to perform large motor tasks (walking).

Self-help:

- Learns the library can be utilized as a resource to find more information about a concept.

Communication/Literacy:

- Develops communication abilities through conversation in primary and secondary languages.
- Uses language for a variety of purposes.
- Begins to use information books to learn more about a topic.

Young Children are Learning When They:

- ELA.3.14 Find named pictures or textures in book.
- ELA.3.15 Anticipate actions, sounds, or phrases from a predictable story.
- ELA.3.16 Recognize pictures of family members.
- ELA.3.17 Name actions from pictures or a story.
- ELA.3.18 Recognize a favorite character.
- ELA.3.19 Use symbols or objects to communicate.
- ELA.3.20 Attempt to write and draw.
- ELA.3.21 Use drawings or pictures to represent objects.
- ELA.3.22 Scribble a message on a card or picture.
- ELA.3.23 Make marks with writing tools.
- ELA.3.24 Mark on paper rather than other surfaces.
- ELA.3.25 Imitate drawing a vertical line.
- ELA.3.26 Imitate drawing a circle.
- ELA.3.27 Associate writing with sounds.
- ELA.3.28 Jointly attend to object of interest to self.
- ELA.3.29 Jointly attend to pictures and books for several minutes.
- ELA.3.30 Use two-word vocalizations, signs, symbols, or gestures to tell about objects or events in the present.
- ELA.3.31 Turn one page at a time.
- ELA.3.32 Name objects from a picture book.
- ELA.3.33 Hold book right side up, looking at pages and pictures.
- ELA.3.34 Turn pages from front to back.
- ELA.3.35 Identify five common signs or symbols.
- ELA.3.36 Tell something that a favorite character does in a story.
- ELA.3.37 Follow printed words as a story is read or caption as a video is played.
- ELA.3.38 Distinguish print from pictures.
- ELA.3.39 Read own writing (e.g., gives meaning to own writing by “reading what it says”).

A child can be supported by an adult who:

- Exposes the child to rhymes and poems such as nursery rhymes and finger plays.
- Attends to and encourages young child vocalizations and communicative gestures.
- Provides the child with a wide range of books and appropriate printed materials.
- Points out print common in the child’s environment: storefronts, trucks, billboards, signs, tags, food, coins, cans, etc.
- Models reading and writing for different purposes.
- Reads to child daily in such a way that the child can examine the pictures, discuss all aspects of meaning, and become aware of the format of print.
- Encourages child to discuss what has been read.
- Reads a book many times and points out repeated words and length of words and their sounds.
- Points out individual letters and names them as the opportunity arises.
- Demonstrates the written form of the child’s name throughout the environment.
- Draws attention to letters and words and their relationship.
- Reads alphabet books.
- Matches sounds with printed letters, beginning with the letters found in the child’s name or other familiar words.
- Helps the child decipher the similarities and differences in letter formation.
- Helps the child explore different styles and ways letters and words are written (e.g., *Sam*, **Sam**).
- Draws attention to the relationship between words and pictures.
- Demonstrates that letters grouped together make words by pointing to the words as they read or write a story, a label, a letter, and a sign.

How it looks in everyday activities:

Each month, Mrs. Garcia, the preschool teacher, cuts out paper shapes and prints each student's name on the shape. These shapes will be on a table each morning when the students enter the classroom. Each student locates their own name and pins their shape on the board. This activity helps the children build recognition of their own and other's names. For October, Mrs. Garcia chooses a ghost shape.

Mrs. Garcia held up one shape and said, "What does this looks like?" The students eagerly raise their hands to answer. "Does anyone know whose name is on this ghost?" she asks. Several children raise their hands, and Mrs. Garcia then lets each child find their own name.

The teaching assistant, Ping, passes out glue sticks and with Mrs. Garcia helps the children trace over their names on the ghosts. Some of the children say the letter names and sounds as they trace. Cameron and Tristin have trouble controlling their fine motor movements, so they are helped with a hand over hand strategy. Next Ping provides colored sand to pour over the glue. Mrs. Garcia encourages the students to touch the sand and feel the shape of the letters in their names.

Young Children are Learning When They:

- ELA.3.40 Name 13 uppercase letters.
- ELA.3.41 Point to and name six letters.
- ELA.3.42 Watch and listen to a story to completion or for ten or more minutes.
- ELA.3.43 Recognize own name in isolated print.
- ELA.3.44 Recognize that words that look alike may sound alike.
- ELA.3.45 Identify five common signs or symbols.
- ELA.3.46 Point to words in a book while telling a story.
- ELA.3.47 Point to a title of a book.
- ELA.3.48 Match upper to lower case letters.
- ELA.3.49 Put letter shapes or tiles in alphabetical order.
- ELA.3.50 Name objects from picture books.
- ELA.3.51 Ask adult to read printed information.
- ELA.3.52 Talk about action pictures of family, pets, or self.
- ELA.3.53 Tell simple story from pictures and books.
- ELA.3.54 Request or select a story by the title of the book.
- ELA.3.55 Tell simple stories from pictures and books.

A child can be supported by an adult who:

- Reads to and with the child daily.
- Reads and rereads predictable texts to the child.
- Exposes the child to a variety of books by visiting the library, bookstores, or joining a book club.
- Provides many types of reading material, including information books, stories, poetry, alphabet and counting books, and wordless picture books.
- Maintains a comfortable, cozy place where the child can read alone, with the adult, or with a friend.
- While reading with the child, asks questions to help initiate thinking about the plot and characters.
- Provides opportunities for the child to respond to stories in a variety of ways (e.g., acting, talking, dancing, creating a picture).
- Shares many different types of literature with the child and discusses the main parts (characters, setting, etc.).
- Includes non-English books and stories to help support a child whose first language is not English.

Young Children are Learning When They:

- ELA.3.56 Express what might happen after the action in a picture.
- ELA.3.57 Follow pages that accompany a story on audiotape or CD.
- ELA.3.58 Find named pictures or textures in book.
- ELA.3.59 Watch and listen to a story to completion or for ten minutes or more.
- ELA.3.60 Turn pages from front to back.
- ELA.3.61 Tell a story while holding a book.
- ELA.3.62 Talk about the cover and illustrations prior to the story being read.
- ELA.3.63 Recognize print in media other than a book.
- ELA.3.64 Draw pictures and scribbles to generate and express ideas.
- ELA.3.65 Associate writing with words.
- ELA.3.66 Give writing to someone as a means of communicating.
- ELA.3.67 Use writing or symbols to share an idea with someone.
- ELA.3.68 Use known letters or approximations of letters to represent written language.
- ELA.3.69 Read own writing (e.g., give meaning to own writing by “reading what it says”).
- ELA.3.70 Associate writing with words.
- ELA.3.71 Add writing to a picture story.
- ELA.3.72 Use writing to label drawings.
- ELA.3.73 Draw name or a message on a card or picture.
- ELA.3.74 Give writing to someone as a means of communication.
- ELA.3.75 Scribble a message on a card or picture.
- ELA.3.76 Write more than word correctly.
- ELA.3.77 Represent action with drawing.
- ELA.3.78 Follow printed words as a story is read or caption as a video is played.
- ELA.3.79 Combine strokes and shapes to represent letters.
- ELA.3.80 Write letters in strings.
- ELA.3.81 Write using phonetically spelled words.

A child can be supported by an adult who:

- Models and discusses writing conventions: left to right, top to bottom.
- Provides the child with access to a variety of writing materials (alphabet blocks, magnetic letters, pencils, crayons, chalk, paint, rubber stamps).
- Provides daily opportunities for children to “write” at their developmental level.
- Exposes the child to a wide selection of children’s literature through multiple daily read-alouds.
- Models the writing process through adult led **language experience** (adult records the child’s exact words).
- Models the writing process through **shared writing** (adult acts as a scribe, but more emphasis is placed on the composing process and constructing a text the children can read later).
- Models the writing process through **interactive writing** (children actively compose together, considering appropriate words, phrases, organization of text, and layout. At points selected by the adult, individual children take over or “share the pen”).
- Prompts the child to talk about their writing (picture(s), scribbling, letter approximations, etc.).
- Prompts the child to “tell me more” to encourage extensions of the child’s original writing.

❖ COMMON CORE STATE STANDARD: Reading - Literature: Stories, Novels, Drama, and Poetry

❖ ISTAR-KR: Comprehends details of events and main ideas

Lullabies and nursery rhymes are often the young infant's first stories. The repeated use of a song or nursery rhyme develops memory in the young infant as they anticipate a key phrase or action. Photos and picture books are compelling to toddlers who look with great interest as an adult describes who and what is in the picture. The older toddler will then begin to participate in "reading" or telling a story in a picture or book when they point to details in recognition. Later comprehension of events, stories, and main ideas is demonstrated by preschool children as they retell that story and later answers questions about the story.

The developmentally progressive steps to mastering the skill of comprehension of details are: reacts to a story or event; identifies details from a story or picture; talks about characters and settings; retells familiar stories; comprehends and responds to stories.

Young Children are Learning When They:

- ELA.4.1 Track movement.
- ELA.4.2 Open a book.
- ELA.4.3 Explore a book.
- ELA.4.4 Point to pictures in a picture book..
- ELA.4.5 React to a story or event.
- ELA.4.6 React to new situations based on the memory of a previous event.
- ELA.4.7 Recognize when a caregiver is not present.
- ELA.4.8 Show affection to a caregiver, character, or plaything.
- ELA.4.9 Turn several pages of a book at a time.
- ELA.4.10 Look at books for one minute.
- ELA.4.11 Visually engage with a book.
- ELA.4.12 Pretend to read a book aloud.
- ELA.4.13 Match pictures to actual objects.
- ELA.4.14 Distinguish print from pictures.
- ELA.4.15 Point to a letter when asked to "point to a letter."
- ELA.4.16 Actively attend to things that an adult is showing.
- ELA.4.17 Enjoy looking at books.
- ELA.4.18 Find named pictures or textures in book.
- ELA.4.19 Anticipate actions, sounds, or phrases from a predictable story.

A child can be supported by an adult who:

- Provides child with books with predictable patterns and repeated language.
- Points to words, letters, labels, and reads or names them.
- Asks the child to follow simple requests while looking at a book (e.g., point to the cow).
- Shows children that we read print moving left to right and top to bottom.
- Helps the child to recognize and write name if initiated by the child.
- Exposes the child to rhymes and poems such as nursery rhymes and finger plays.
- Reads some books over and over again and encourages the toddler to join in with the words he knows. Toddlers like to hear the same story many times.
- Encourages the child to reenact a story through play.
- Provides developmentally appropriate and adaptive writing and drawing materials for children of different ability levels such as large crayons or pencils.

Young Children are Learning When They:

- ELA.4.20 Recognize pictures of family members.
- ELA.4.21 Name actions from pictures or a story.
- ELA.4.22 Identify where he/she is currently located.
- ELA.4.23 Recognize a favorite character.
- ELA.4.24 Pretend to do something or be someone.
- ELA.4.25 Track movement.
- ELA.4.26 Use eye gaze to communicate.
- ELA.4.27 Use proximity to communicate.
- ELA.4.28 Use gestures to communicate.
- ELA.4.29 Show affection for an imaginary character or plaything.
- ELA.4.30 Use symbols or objects to communicate.
- ELA.4.31 Imitate sounds in environment (e.g., animal, motor).
- ELA.4.32 Engage someone else to record ideas in words, drawings, or symbols.
- ELA.4.33 Listen to others tell about their writing.
- ELA.4.34 Recognize a favorite character.
- ELA.4.35 Mark on paper rather than other surfaces.
- ELA.4.36 Imitate drawing a vertical line.
- ELA.4.37 Imitate drawing a horizontal line.
- ELA.4.38 Imitate drawing a circle.
- ELA.4.39 Associate writing with sounds.
- ELA.4.40 Vocalize while looking at a book.
- ELA.4.41 Respond to arrival of a familiar person.
- ELA.4.42 Smile or laugh when looked at or spoken to.
- ELA.4.43 Respond to own name, words, or short phrases (e.g., “Stop!” “Where’s Mommy?”).
- ELA.4.44 Vary pitch, length, and volume of vocalizations to express wants and needs.
- ELA.4.45 Use jargon (expressive sounds) in conversational manner.
- ELA.4.46 Give an object when asked.
- ELA.4.47 Engage in turn-taking vocalizations.

A child can be supported by an adult who:

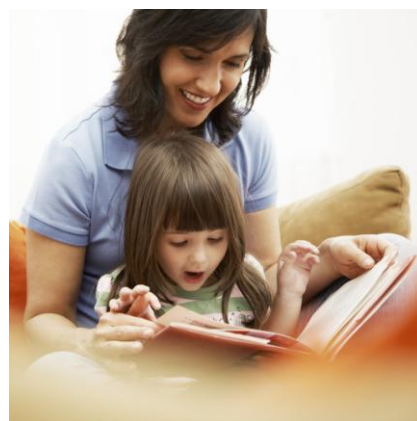
- Models writing in front of their children through everyday situations, such as making a grocery list, writing down a recipe, or writing a thank-you note.
- Writes, displays, and points out children’s names often.
- Labels objects and areas in the child’s setting.
- Is responsive to children who seek help in their attempt to write and draw.
- Writes down toddler stories and labels their drawings.
- Prompts the child to “tell me more” to encourage extensions of the child’s picture or writing.
- Displays children’s drawing, scribbling, or writing efforts at the children’s eye level and rotates the items frequently.
- Does not try to interpret the child’s work or criticize it.
- Maintains eye contact.
- Imitates child’s sounds and gestures.
- Matches facial expressions to the tone of the voice.
- Varies tone of voice and level of voice.
- Varies gestures and facial expressions.
- Repeats phrases over and over.
- Provides opportunity to listen to sounds in the environment.
- Uses child’s name frequently.
- Keeps language simple.
- Points to objects being talked about.
- Uses descriptive words.
- Places familiar pictures where children can see them.
- Has and reads books with repetition.
- Gives one-step directions (e.g., “show me your nose” or “give me a diaper”).
- Interprets and gives names to child’s emotions.
- Repeats and expands on what child says.
- Uses all forms of nonverbal communication when speaking to a child.

Young Children are Learning When They:

- ELA.4.48 Jointly attend to object of interest to self.
- ELA.4.49 Jointly attend to pictures and books for several minutes.
- ELA.4.50 Find named pictures or textures in book.
- ELA.4.51 Shift attention along with communication partner.
- ELA.4.52 Actively attend to things an adult is showing.
- ELA.4.53 Follow simple directions with prompts.
- ELA.4.54 Pretend to read a book.
- ELA.4.55 Turn one page at a time.
- ELA.4.56 Name objects from a picture book.
- ELA.4.57 Hold book right side up, looking at pages and pictures.
- ELA.4.58 Turn pages from front to back.
- ELA.4.59 Identify five common signs or symbols.
- ELA.4.60 Tell something that a favorite character does in a story.
- ELA.4.61 Follow printed words as a story is read or caption as a video is played.
- ELA.4.62 Distinguish print from pictures.
- ELA.4.63 Tell a story while holding a book.
- ELA.4.64 Name 13 uppercase letters.
- ELA.4.65 Point to and name six letters.
- ELA.4.66 Point to words in a book while telling a story.
- ELA.4.67 Point to a title of a book.
- ELA.4.68 Match upper to lower case letters.
- ELA.4.69 Put letter shapes or tiles in alphabetical order.
- ELA.4.70 Name objects from picture books.
- ELA.4.71 Name sounds heard in familiar environment.
- ELA.4.72 Ask and answer simple questions about a story being read.
- ELA.4.73 Tell one thing that happens in a familiar story.
- ELA.4.74 Tell simple story from pictures and books.

A child can be supported by an adult who:

- Provides the child with a wide range of books and appropriate printed materials.
- Points out print common in the child's environment: storefronts, trucks, billboards, signs, tags, food, cans, etc.
- Models reading and writing for different purposes.
- Reads to child daily in such a way that the child can examine the pictures, discuss all aspects of meaning, and become aware of the format of print.
- Encourages child to discuss what has been read.
- Reads a book many times and points out repeated words and length of words and their sounds.
- Points out individual letters and names them as the opportunity arises.
- When reading familiar rhymes, stops before a rhyming word and encourages the child to fill in the rhyme.



Young Children are Learning When They:

- ELA.4.75 Pretend to do something or be someone.
- ELA.4.76 Use new vocabulary learned from experiences.
- ELA.4.77 Act out familiar, scripted events and routines.
- ELA.4.78 Identify a favorite story.
- ELA.4.79 Request or select a story by the title of the book.
- ELA.4.80 Tell simple stories from pictures and books.
- ELA.4.81 Express what might happen after the action in a picture.
- ELA.4.82 Tell one thing that happens in a familiar story.
- ELA.4.83 Use personal experiences to answer questions about stories.
- ELA.4.84 Follow pages that accompany a story on audiotape or CD.
- ELA.4.85 Identify the beginning, middle, and end of the story.
- ELA.4.86 Actively look for or keep attending to things that an adult points to, shows, or talks about.
- ELA.4.87 Ask questions and make comments about a story being read.
- ELA.4.88 Tell something that a favorite character does in a story.
- ELA.4.89 Describe a picture in a book.
- ELA.4.90 Hold a book right side up, looking at pages and pictures.
- ELA.4.91 Turn pages from front to back.
- ELA.4.92 Follow reader's finger as a story is read.
- ELA.4.93 Tell a story while holding a book.
- ELA.4.95 Talk about the cover and illustrations prior to the story being read.
- ELA.4.96 Request or select a story by the title.
- ELA.4.97 Identify a favorite story.
- ELA.4.98 Act out familiar, scripted events and routines.
- ELA.4.99 Identify a location where he/she is going or has been.
- ELA.4.100 Identify a location of a caregiver if not present.

A child can be supported by an adult who:

- Models finding, organizing, and using information from books and other technical materials.
- Observes the child's interests and supports this through books, audiotapes, videotapes, and other materials.
- Takes the child to the library and introduces the child to how and where materials are located and used.
- Provides books, computers, tapes, and music related to the interests of the child.
- Learns to select software and Internet Websites that are appropriate for young children.
- While reading with the child, asks questions to help initiate thinking about the plot and characters.
- Provides opportunities for the child to respond to stories in a variety of ways (e.g., acting, talking, dancing, creating a picture).
- Shares many different types of literature with the child and discusses the main parts (characters, setting, etc.).

Young Children are Learning When They:

- ELA.4.101 Recognize print in media other than a book.
- ELA.4.102 Identify two characters that interact in a story.
- ELA.4.103 Recall if something truly happened.
- ELA.4.104 Draw pictures and scribble to generate and express ideas.
- ELA.4.105 Follow dictated writing read by an adult.
- ELA.4.106 Draw at the top or bottom of the page, when requested.
- ELA.4.107 Use known letters or approximations of letters to represent written language.
- ELA.4.108 Read own writing (e.g., give meaning to own writing by “reading what it says”).
- ELA.4.109 Dictate something for an adult to write down.
- ELA.4.110 Add writing to a picture story.
- ELA.4.111 Use writing to label drawings.
- ELA.4.112 Draw name or a message on a card or picture.
- ELA.4.113 Scribble a message on a card or picture.
- ELA.4.114 Write more than word correctly.
- ELA.4.115 Represent action with drawing.
- ELA.4.116 Follow printed words as a story is read or caption as a video is played.
- ELA.4.117 Write from left to right.
- ELA.4.118 Combine strokes and shapes to represent letters.
- ELA.4.119 Copy a vertical line.
- ELA.4.120 Copy a horizontal line.
- ELA.4.121 Copy a circle.
- ELA.4.122 Write letters in strings.
- ELA.4.123 Write using phonetically spelled words.
- ELA.4.124 Use different combinations of letters to achieve sounds.
- ELA.4.125 Write more than one word correctly.
- ELA.4.126 Imitate drawing a cross.
- ELA.4.127 Copy a cross.

A child can be supported by an adult who:

- Prompts the child to talk about their writing (picture(s), scribbling, letter approximations, etc.).
- Prompts the child to “tell me more” to encourage extensions of the child’s original writing.
- Provides opportunities for the child to put his/her thoughts on paper by writing the words the child dictates to them.
- Transcribes the child’s words and takes the opportunity to demonstrate ordinary conventions like: top to bottom; left to write; spaces between words; upper and lower case letters.
- Uses observational assessment of children’s progress and examination of children’s writing to guide future activities.
- Provides many activities that foster the development of fine motor skills and strength such as finger plays, use of tools, play dough, scissors, stringing beads, lacing and manipulation of small items.
- Provides letters for the child to see, feel, and copy.
- Explores letter/sound associations with the child.
- Gives the child opportunities to use environmental print to copy when writing lists or notes.
- Gives the child opportunities to write for real purpose and explore using invented spelling.
- Makes time every day to stop and listen to the child without interruptions.
- Talks to the child in the way the child should be learning to speak.
- Talks with the child using language in a naturalistic, real-life context.
- Uses storytelling to encourage the use of new and interesting words.

Young Children are Learning When They:

- ELA.4.128 Copy an “X”.
- ELA.4.129 Copy a square.
- ELA.4.130 Name sounds heard in the environment.
- ELA.4.131 Watch and listen to a story to completion for ten minutes or more.
- ELA.4.132 Stay with an adult-directed activity or story for 10-15 minutes.
- ELA.4.133 Follow one-step spoken directions without prompts (e.g., Get your shoe).
- ELA.4.134 Ask and answer simple questions.
- ELA.4.135 Ask questions and make comments about a story being read.
- ELA.4.136 Use new vocabulary learned from experiences.
- ELA.4.137 Follow commands containing two familiar attributes (e.g., Get the big, red sock).
- ELA.4.138 Follow two-step spoken directions with prompts.
- ELA.4.139 Use trial and error to solve a simple problem.
- ELA.4.140 Generalize a solution to a new situation.
- ELA.4.141 Express what might happen after the action in a picture.
- ELA.4.142 Imitate a series of three numbers or unrelated words.
- ELA.4.143 Name sounds heard in the environment.
- ELA.4.144 Imitate simple rhymes.
- ELA.4.145 Repeat simple sentences as presented.
- ELA.4.146 Use six word vocalizations, signs, symbols, or gestures to communicate.
- ELA.4.147 Use four word vocalization signs, symbols, or gestures to tell about objects and events in the recent past and near future.
- ELA.4.148 Pick from two ideas to talk about.
- ELA.4.149 Understand and follow a one-step direction.
- ELA.4.150 Use new vocabulary learned from experiences.

A child can be supported by an adult who:

- Introduces a variety of rhymes, silly verses, chants, and songs.
- Talks with the child and listens to the child frequently, encouraging sharing experiences and ideas.
- Encourages the use of words with other children and with adults to express ideas, desires, feelings, and to resolve conflicts.
- Talks with the child using language in a naturalistic, real-life context.
- Responds to the child’s language explorations as if intending to mean something and provides feedback to clarify meaning (e.g., “Mommy come home?” Answer: “Yes, mommy is coming home”).
- Engages the child in conversations about real experiences and events and responds to the child’s verbal cues.

❖ COMMON CORE STATE STANDARD: Writing Standards

❖ ISTAR-KR: Writes for a specific purpose and audience

Various components of literacy, including writing, develop early in life in an interrelated manner. Children who see themselves as readers and writers engage in a variety of literacy-related behaviors. Early attempts and approximations at standard writing (often viewed as “just scribbles” by adults) are legitimate elements of literacy development. Children’s acquisition of writing typically follows general developmental stages, and individual children will become writers at different rates and through a variety of activities. Learning to write involves much more than learning to form alphabet letters. It involves understanding:

- The level of speech alphabet letters represent.
- The ways in which print is organized on a page.
- The purposes for which writing is used.
- The various conventions associated with various purposes.
- That the writer must think about the reader’s reaction to the writing. (Schickedanz, 1999)

Access to writing materials and adults who give encouragement and positive feedback are critical to children experimenting with and gaining facility in writing. Early writing experiences foster the development of key aspects of literacy such as print awareness, functions of print, and phonological awareness in young children.

Young children extend their acquisition of literacy into writing much as they did learning to talk, by seeing it used by the adults and older children in their lives and by using, initially, rudimentary forms of writing. Children need to experience the writing of oral language into symbols and the decoding of written language into speech in many different contexts and for many different purposes. They also need to see themselves and others engaging in this process in ordinary daily activities. Adults need to accept their early attempts as valid expressions.

The developmentally progressive steps to mastering using writing for a purpose and specific audience are: intentionally makes marks or scribbles; associates writing with a purpose; creates writing with the intention of communicating; produces recognizable writing that conveys meaning; gathers ideas for writing for a purpose.

Young Children are Learning When They:

- ELA.5.1 Grasp tools.
- ELA.5.2 Intentionally make marks in substances.
- ELA.5.3 Read own writing (e.g., gives meaning to own writing by “reading what it says”).
- ELA.5.4 Draw pictures and scribble to generate and express ideas.
- ELA.5.5 Give writing to someone as a means of communicating.

A child can be supported by an adult who:

- Displays children’s drawing, scribbling, or writing efforts at the children’s eye level and rotates the items frequently.
- Reads to child daily in such a way that the child can examine the pictures, discuss all aspects of meaning, and become aware of the format of print.
- Models and discusses writing conventions: left to right, top to bottom.

How it looks in everyday activities:

Yasmina carefully chooses a red crayon as she draws a picture of herself and her father coming to school. Her teacher, Mrs. Grady, asks Yasmina to tell about her picture.

Yasmina explains “It was windy when we walked to school, and I almost fell down! My Daddy helped me walk.” Mrs. Grady says, “That’s such a good story, we should write it down.” She gets lined paper and a pencil for Yasmina to use.

Yasmina starts writing her story, writing a mixture of letters, lines, and shapes, formed into several horizontal lines and using a left to right motion across the page. Mrs. Grady is pleased that Yasmina is showing some awareness of many writing conventions. She thinks about how she can support Yasmina’s interest in writing, such as by providing alphabet books, games, and puzzles.

When Yasmina’s father arrives to take her home, she happily shows him her picture and reads him her story. Mrs. Grady says, “Yasmina is doing great learning about letters and writing. Maybe she would like to show you how she can write at home.” Yasmina’s dad feels proud of her work and says on the way home, “Let’s show Mommy how you can write. Maybe you can write a note to Grandma Teresa.”

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Reflects on being together with an adult.
- Expresses the events and/or feelings of coming, parting, and being at school.
- Feels competent to engage tasks.

Cognitive:

- Reproduces the picture in her memory into a two-dimensional representation.
- Uses correct direction while writing.

Physical:

- Uses eye-hand coordination and fine-motor development to draw and write.

Self-help:

- Realizes that union and separation and anticipated reunion are a normal part of human interactions.

Communication/Literacy:

- Uses drawing and writing to express a meaningful experience.
- Demonstrates beginning movement out of initial stages of writing.

Young Children are Learning When They:

- ELA.5.6 Draw at the top or bottom of the page, when requested.
- ELA.5.7 Write from left to right.
- ELA.5.8 Write using pictures, letters, and words.
- ELA.5.9 Use writing or symbols to share an idea with someone.
- ELA.5.10 Read own writing (e.g., give meaning to own writing by “reading what it says”).
- ELA.5.11 Dictate something for an adult to write down.
- ELA.5.12 Add writing to a picture story.
- ELA.5.13 Use writing to label drawings.
- ELA.5.14 Draw name or a message on a card or picture.
- ELA.5.15 Give writing to someone as a means of communication.
- ELA.5.16 Scribble a message on a card or picture.
- ELA.5.17 Use writing or symbols to share an idea with someone.
- ELA.5.18 Write more than word correctly.
- ELA.5.19 Represent action with drawing.
- ELA.5.20 Copy a vertical line.
- ELA.5.21 Copy a horizontal line.
- ELA.5.22 Copy a circle.
- ELA.5.23 Classify categories of words.
- ELA.5.24 Identify attributes of objects.
- ELA.5.25 Identify categories of objects in pictures (e.g., animals).
- ELA.5.26 Use trial and error to solve a simple problem.

A child can be supported by an adult who:

- Provides the child with access to a variety of writing materials (alphabet blocks, magnetic letters, pencils, crayons, chalk, paint, rubber stamps).
- Provides daily opportunities for children to “write” at their developmental level.
- Exposes the child to a wide selection of children’s literature through multiple daily read-alouds.
- Models the writing process through adult led **language experience** (adult records the child’s exact words).
- Models the writing process through **shared writing** (adult acts as a scribe, but more emphasis is placed on the composing process and constructing a text the children can read later).
- Models the writing process through **interactive writing** (children actively compose together, considering appropriate words, phrases, organization of text, and layout. At points selected by the adult, individual children take over or “share the pen”).
- Prompts the child to talk about their writing (picture(s), scribbling, letter approximations, etc.).
- Has topics to talk about (e.g., toys, books, blocks, dress-up clothing, art supplies, puppets).
- Asks many open-ended questions.

❖ **COMMON CORE STATE STANDARD: Language**
Conventions - printing, punctuation, capitalization
 ❖ **ISTAR-KR: Uses writing implements**

Children make their first artistic gestures and attempts at writing the first time they flail their hands in the air. Infants and toddlers use these experimentations as well as large motions, a variety of materials and differing levels of intent to develop in the area of writing. Children need to experiment with a variety of “writing” techniques such as scribbling, drawing, and finally developing actual writing skills. Instead of worrying about the finished product adults should promote the child’s experimentation and effort in using materials in their own creative manner.

By using the knowledge of letter names and sounds and unconventional (invented) spellings, young children develop an impressive appreciation of the phonemic structure of the English language. Children gain confidence in their growing ability to translate their communication into writing if the adults in their environment are more interested in what they are trying to say, than on their use of conventional letter formation and/or spellings. Observation may reveal that the child is actually representing what she hears adults saying. Children who are learning English or who have language delays need to have their early attempts accepted and encouraged. It is better to build confidence than correctness at this stage of writing.

The developmentally progressive skills of using writing implements are: grasps writing tools; imitates specific writing strokes to make a picture; copies specific writing marks; approximates writing strings of letters; writes from left to right, spacing letters correctly.

Young Children are Learning When They:

- ELA.6.1 Attempt to write and draw.
- ELA.6.2 Scribble a message on a card or picture.
- ELA.6.3 Make marks with writing tools.
- ELA.6.4 Imitate drawing a vertical line.
- ELA.6.5 Imitate drawing a horizontal line.
- ELA.6.6 Imitate drawing a circle.
- ELA.6.7 Draw pictures and scribble to generate and express ideas.
- ELA.6.8 Draw at the top or bottom of the page, when requested.
- ELA.6.9 Position paper for writing.
- ELA.6.10 Write from left to right.
- ELA.6.11 Use writing or symbols to share an idea with someone.
- ELA.6.12 Use known letters or approximations of letters to represent written language.

A child can be supported by an adult who:

- Models and discusses writing conventions: left to right, top to bottom.
- Provides the child with access to a variety of writing materials (alphabet blocks, magnetic letters, pencils, crayons, chalk, paint, rubber stamps).
- Provides daily opportunities for children to “write” at their developmental level.
- Prompts the child to talk about their writing (picture(s), scribbling, letter approximations, etc.).
- Prompts the child to “tell me more” to encourage extensions of the child’s original writing.
- Provides letters for the child to see, feel, and copy.
- Explores letter/sound associations with the child.

Young Children are Learning When They:

- ELA.6.13 Read own writing (e.g., give meaning to own writing by “reading what it says”).
- ELA.6.14 Combine strokes and shapes to represent letters.
- ELA.6.15 Copy a vertical line.
- ELA.6.16 Copy a horizontal line.
- ELA.6.17 Copy a circle.
- ELA.6.18 Write letters in strings.
- ELA.6.19 Write using phonetic spelling.
- ELA.6.20 Use different combinations of letters to achieve sounds.
- ELA.6.21 Write more than one word correctly.
- ELA.6.22 Use the correct grasp of writing tool.
- ELA.6.23 Imitate drawing a cross.
- ELA.6.24 Copy a cross.
- ELA.6.25 Copy an “X”.
- ELA.6.26 Copy a square.
- ELA.6.27 Imitate a series of three numbers or unrelated words.

A child can be supported by an adult who:

- Gives the child opportunities to use environmental print to copy when writing lists or notes.
- Gives the child opportunities to write for real purpose and explore using invented spelling.
- Answers the child’s questions concerning words and meanings.
- Engages the child in conversations about real experiences and events and responds to the child’s verbal cues.

How it looks in everyday activities:

Supporting the use of different types of writing

Ricardo, Gwen, and Pablo are playing in the housekeeping center in the Head Start classroom. Gwen’s first language is English, and Ricardo and Pablo are fluent Spanish speakers and English language learners. Their teacher, Ms. Brenda, has provided many interesting props to support their use of writing in this play. For example, the children find a written poster menu with Spanish and English labels, pictures of many food choices with costs, paper and pencils for order taking, play money, and pretend food.

Gwen says she wants to be a waiter. Pablo tells Ricardo he will be the cook and so Ricardo decides to be a customer. Gwen shows Ricardo a menu and says, “What do you want?” Ricardo replies in Spanish, pointing to the pictures as he does so. As Ricardo shows that he wants hamburger, fries, and ice cream, Gwen imitates waiters she has seen when visiting restaurants with her parents by scribbling letters and shapes on a pad of paper. Then she says, “Coming up!” and hands the paper with the “order” to Pablo. She points to her writing, saying “He wants hamburger, fries, and ice cream”.

Pablo puts the pretend food on the plate and gives it to Gwen, who returns to her customer. Gwen lays the order paper on the table and says, “This is your bill.” Ricardo looks at the paper and then gives Gwen some play money. After giving Ricardo some change, Gwen shouts to some friends across the way, “Who else wants to eat?”

**❖ COMMON CORE STATE STANDARD: Speaking and
Listening – Comprehend and Collaborate
❖ ISTAR-KR: Demonstrates Receptive Language**

Young children need an environment filled with rich language and many opportunities to hear language being used for different purposes. Talking makes children familiar with words and ideas that they need to enjoy and understand fiction and nonfiction books, including math, science, history, art, and other academic subjects that they will encounter later. The process of acquiring language is complex. During the infant and toddler years, children need relationships with caring adults who engage in many one-on-one, face-to-face interactions with them to support their oral language development and lay the foundation for later literacy acquisition (Newman, S.B., Copple, C. & Bredekamp, S.,2000).

Children learn to communicate long before they speak. They use sounds, gestures, and facial expressions to communicate what they want and need. The caregiver or parent can facilitate communication by being attentive to an infant’s signals such as babbling and cooing. Their speech development is facilitated by an encouraging partner who responds to their beginning communications, repeats their sounds, offers sounds for them to imitate, and explains events to the infant while they are taking place. As the toddler grows and develops, there is a wide range of normal language development. Adults can communicate actively with toddlers by modeling good speech, listening carefully, making use of and expanding on what they say, and helping them with new words and phrases. The developmentally progressive steps to mastering the skills of understanding language are: responds to cues in the environment; responds to familiar gestures and words; follows a familiar verbal or signed direction; follows and unfamiliar direction; follows directions with steps and descriptors.

Young Children are Learning When They:

- ELA.7.1 React to a story or event.
- ELA.7.2 React to new situations based on the memory of a previous event.
- ELA.7.3 Match pictures to actual objects.
- ELA.7.4 Point to a letter when asked to “point to a letter.”
- ELA.7.5 Actively attend to things that an adult is showing.
- ELA.7.6 Find named pictures or textures in book.
- ELA.7.7 Anticipate actions, sounds, or phrases from a predictable story.
- ELA.7.8 Recognize pictures of family members.
- ELA.7.9 Name actions from pictures or a story.

A child can be supported by an adult who:

- Changes the tone of voice when reading to show emotion and excitement.
- Provides the child with books that have interesting language, rhythm, and sounds.
- Provides child with books with predictable patterns and repeated language.
- Asks the child to follow simple requests while looking at a book (e.g., point to the cow).
- Exposes the child to rhymes and poems such as nursery rhymes and finger plays.
- Reads some books over and over again and encourages the toddler to join in with the words he knows. Toddlers like to hear the same story many times.

Young Children are Learning When They:

- ELA.7.10 Recognize a favorite character.
- ELA.7.11 Pretend to do something or be someone.
- ELA.7.12 Imitate sounds in environment (e.g., animal, motor).
- ELA.7.13 Listen to others tell about their writing.
- ELA.7.14 Respond to arrival of a familiar person.
- ELA.7.15 Smile or laugh when looked at or spoken to.
- ELA.7.16 Respond to own name, words, or short phrases (e.g., “Stop!” “Where’s Mommy?”).
- ELA.7.17 Vary pitch, length, and volume of vocalizations to express wants and needs.
- ELA.7.18 Use jargon (expressive sounds) in conversational manner.
- ELA.7.19 Give an object when asked.
- ELA.7.20 Engage in turn-taking vocalizations.
- ELA.7.21 Jointly attend to object of interest to self.
- ELA.7.22 Jointly attend to pictures and books for several minutes.
- ELA.7.23 Find named pictures or textures in book.
- ELA.7.24 Shift attention along with communication partner.
- ELA.7.25 Use action words.
- ELA.7.26 Actively attend to things an adult is showing.
- ELA.7.27 Follow simple directions with prompts.
- ELA.7.28 Identify five common signs or symbols.
- ELA.7.29 Tell something that a favorite character does in a story.
- ELA.7.30 Follow printed words as a story is read or caption as a video is played.
- ELA.7.31 Watch and listen to a story to completion or for ten or more minutes.
- ELA.7.32 Identify five common signs or symbols.
- ELA.7.33 Name sounds heard in familiar environment.

A child can be supported by an adult who:

- Encourages the child to reenact a story through play.
- Matches facial expressions to the tone of the voice.
- Varies tone of voice and level of voice.
- Varies gestures and facial expressions.
- Repeats phrases over and over.
- Keeps language simple.
- Initiates games, such as the echo game or word games.
- Points to objects being talked about.
- Gives one-step directions (e.g., “show me your nose” or “give me a diaper”).
- Points out print common in the child’s environment: storefronts, trucks, billboards, signs, tags, food, cans, etc.
- Reads to child daily in such a way that the child can examine the pictures, discuss all aspects of meaning, and become aware of the format of print.
- Reads a book many times and points out repeated words and length of words and their sounds.
- Points out individual letters and names them as the opportunity arises.
- Helps the child explore different styles and ways letters and words are written (e.g., *Sam*, **Sam**).
- During daily routines, like reading and eating, takes time to talk with the child.
- Reinforces and extends the child’s vocabulary usage. (e.g., Child: “There’s a dog out there.” Adult: “You’re right, there is a big, black dog in our back yard.”)
- Reads with the child in a way that makes the child become an active participant by asking the child to respond to questions about the story and the pictures.
- Encourages and models verbal interaction with other children and adults. (EL)
- Talks with the child about trips to libraries, museums, movies, and parks.

How it looks in everyday activities:

During circle time, preschool teacher Mr. Jeffers says, “Boys and girls, let’s see whose name begins with the same sound as mine, Jeffers.” He exaggerates the “J” sound so the students can hear it and shows a card with the letter “J” printed on it as he talks. Mr. Jeffers starts with Jamal, saying “Jamal. Jeffers. Does Jamal’s name start with the same sound as Jeffers?” Several students shout out “Yes” but others seem unsure. Mr. Jeffers sees some students talking together and hears others repeating “Jamal” to themselves as they think about the answer. To encourage more students to participate, Mr. Jeffers says, “Show thumbs up if you think that Jamal’s name starts with the same sound as Jeffers.”

While Mr. Jeffers talks, Linda, an interpreter who helps Sarah, signs his words. Sarah attends closely to Linda, imitating the sign for “J” and raising a “thumbs up” along with her classmates. Linda smiles when she notices some of the hearing children are signing “J” as well.

Mr. Jeffers goes around the room saying each student’s name, followed by his own. The students answer each time until they find all of the children whose names have the same beginning sound as Jeffers.

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Participates in group activities.

Cognitive:

- Learns to identify matching beginning sounds.
- Connects a letter with its beginning sound.

Physical:

- Engages in small motor movement.

Communication/Literacy:

- Begins to recognize consonant sounds and words beginning with the same sound.

Young Children are Learning When They:

- ELA.7.34 Ask and answer simple questions about a story being read.
- ELA.7.35 Ask adult to read printed information.
- ELA.7.36 Tell one thing that happens in a familiar story.
- ELA.7.37 Tell simple story from pictures and books.
- ELA.7.38 Pretend to do something or be someone.
- ELA.7.39 Use new vocabulary learned from experiences.
- ELA.7.40 Act out familiar, scripted events and routines.
- ELA.7.41 Identify a favorite story.
- ELA.7.42 Request or select a story by the title of the book.
- ELA.7.43 Tell simple stories from pictures and books.
- ELA.7.44 Express what might happen after the action in a picture.
- ELA.7.45 Tell one thing that happens in a familiar story.
- ELA.7.46 Use personal experiences to answer questions about stories.
- F.2.7 Follow pages that accompany a story on audiotape or CD.
- ELA.7.47 Identify the beginning, middle, and end of the story.
- ELA.7.48 Actively look for or keep attending to things that an adult points to, shows, or talks about.
- ELA.7.49 Watch and listen to a story to completion or for ten minutes or more.
- ELA.7.50 Ask adult to read printed information.
- ELA.7.51 Ask questions and make comments about a story being read.
- ELA.7.52 Use personal information to answer questions about a story.
- ELA.7.53 Tell something that a favorite character does in a story.
- ELA.7.54 Describe a picture in a book.
- ELA.7.55 Talk about the cover and illustrations prior to the story being read.

A child can be supported by an adult who:

- Models finding, organizing, and using information from books and other technical materials.
- Observes the child's interests and supports this through books, audiotapes, videotapes, and other materials.
- Takes the child to the library and introduces the child to how and where materials are located and used.
- Provides books, computers, tapes, and music related to the interests of the child.
- Learns to select software and Internet Websites that are appropriate for young children.
- Reads and rereads predictable texts to the child.
- Provides many types of reading material, including information books, stories, poetry, alphabet and counting books, and wordless picture books.
- Maintains a comfortable, cozy place where the child can read alone, with the adult, or with a friend.
- While reading with the child, asks questions to help initiate thinking about the plot and characters.
- Provides opportunities for the child to respond to stories in a variety of ways (e.g., acting, talking, dancing, creating a picture).
- Shares many different types of literature with the child and discusses the main parts (characters, setting, etc.).
- Includes non-English books and stories to help support a child whose first language is not English.

Young Children are Learning When They:

- ELA.7.56 Request or select a story by the title.
- ELA.7.57 Identify a favorite story.
- ELA.7.58 Act out familiar, scripted events and routines.
- ELA.7.59 Identify a location where he/she is going or has been.
- ELA.7.60 Identify a location of a caregiver.
- ELA.7.61 Follow dictated writing read by an adult.
- ELA.7.62 Represent action with drawing.
- ELA.7.63 Name sounds heard in the environment.
- ELA.7.64 Watch and listen to a story to completion for ten minutes or more.
- ELA.7.65 Stay with an adult-directed activity or story for 10-15 minutes.
- ELA.7.66 Follow one-step spoken directions without prompts (e.g., Get your shoe).
- ELA.7.67 Ask and answer simple questions.
- ELA.7.68 Classify categories of words.
- ELA.7.69 Identify attributes of objects.
- ELA.7.70 Identify categories of objects in pictures (e.g., animals).
- ELA.7.71 Follow commands containing two familiar attributes (e.g., Get the big, red sock).
- ELA.7.72 Follow two-step spoken directions with prompts.
- ELA.7.73 Use trial and error to solve a simple problem.
- ELA.7.74 Generalize a solution to a new situation.
- ELA.7.75 Imitate simple rhymes.
- ELA.7.76 Repeat simple sentences as presented.
- ELA.7.77 Engage in reciprocal conversations for two to three exchanges.
- ELA.7.78 Imitate four to five word sentences.
- ELA.7.79 Talk without repeating sounds and syllables in words.
- ELA.7.70 Use six word vocalizations, signs, symbols, or gestures to communicate.
- ELA.7.71 Use four word vocalization signs, symbols, or gestures to tell about objects.

A child can be supported by an adult who:

- Talks with the child using language in a naturalistic, real-life context.
- Provides a wide variety of materials for the child to hold, touch, play with, and manipulate.
- Encourages the child to share ideas and experiences to expand understanding.
- Asks many open-ended questions.
- Answers the child's questions concerning words and meanings.
- Engages the child in conversations about real experiences and events and responds to the child's verbal cues.
- Introduces a variety of rhymes, silly verses, chants, and songs.
- Records the child in a variety of speaking situations and allows the child to hear how he actually sounds.
- Engages the child in many varied activities and experiences.
- Exposes the child to new concepts and words.
- Continually listens and responds to the child in order to assess language use, fluency, complexity, and imaginativeness.
- Uses story telling to encourage the use of new and interesting words.
- Encourages the child to share his/her ideas and experiences and expand their understanding by asking many open-ended questions.
- Answers the child's questions concerning words and meanings.
- Engages the child in conversations about real experiences and events and responds to the child's verbal cues.
- Provides supportive opportunities for the child to learn "school talk."

❖ **COMMON CORE STATE STANDARD: Speaking and Listening – Comprehend and Collaborate**
❖ **ISTAR-KR: Demonstrates Expressive Language**

Children learn to communicate expressively when an adult talks with them. As older infants coo and later begin to babble, the adult who talks back to that child begins the reciprocal interchange that helps a young child learn to communicate.

Young children first use single words to help adults and others to understand their needs, ask questions, express feelings, and solve problems. Later they learn to put two words together and advance to phrases. Grammar comes a bit later, but practicing talking teaches children how to communicate.

In building a foundation for speaking for a variety of purposes, young children need many opportunities to formulate language rules and communicate their ideas to adults and children.

Adults who care about the child's self-esteem and development of oral communication, respond to information, questions, or requests with respect, interest, and eye-contact. Young children need an environment filled with rich language and many opportunities to hear language being used for different purposes.

The developmentally progressive steps to mastering expressive language are: uses gestures or sounds to communicate; uses single words to communicate; uses two-word phrases and sentences with simple grammatical rules; uses varied grammar in expression; shares information and ideas to describe, explain, predict.

Young Children are Learning When They:

- ELA.8.1 Emulate sounds in the environment (e.g., animal, motor).
- ELA.8.2 Show affection to a caregiver, character, or plaything.
- ELA.8.3 Pretend to read a book aloud.
- ELA.8.4 Anticipate actions, sounds, or phrases from a predictable story.
- ELA.8.5 Recognize pictures of family members.
- ELA.8.6 Name actions from pictures or a story.
- ELA.8.7 Recognize a favorite character.
- ELA.8.8 Pretend to do something or be someone.
- ELA.8.9 Use eye gaze to communicate.
- ELA.8.10 Use proximity to communicate.
- ELA.8.11 Use gestures to communicate.
- ELA.8.12 Show affection for an imaginary character or plaything.

A child can be supported by an adult who:

- Changes the tone of voice when reading to show emotion and excitement.
- Provides the child with books that have interesting language, rhythm, and sounds.
- Attends to and encourages young child vocalizations and communicative gestures.
- Take turns "talking" with the child.
- Reads some books over and over again and encourages the toddler to join in with the words he knows. Toddlers like to hear the same story many times.
- Provides many activities that foster the development of fine motor skills and strength such as rattles, finger plays, use of tools, play dough, scissors, stringing beads, lacing and manipulation of small items.

Young Children are Learning When They:

- ELA.8.13 Use symbols or objects to communicate.
- ELA.8.14 Imitate sounds in environment (e.g., animal, motor).
- ELA.8.15 Engage someone else to record ideas in words, drawings, or symbols.
- ELA.8.16 Recognize a favorite character.
- ELA.8.17 Vocalize while looking at a book.
- ELA.8.18 Respond to arrival of a familiar person.
- ELA.8.19 Smile or laugh when looked at or spoken to.
- ELA.8.20 Respond to own name, words, or short phrases (e.g., “Stop!” “Where’s mom?”).
- ELA.8.21 Imitate one-word vocalization.
- ELA.8.22 Vary pitch, length, and volume of vocalizations to express wants and needs.
- ELA.8.23 Use jargon (expressive sounds) in conversational manner.
- ELA.8.24 Give an object when asked.
- ELA.8.25 Engage in turn-taking vocalizations.
- ELA.8.26 Jointly attend to object of interest.
- ELA.8.27 Jointly attend to pictures and books for several minutes.
- ELA.8.28 Use action words.
- ELA.8.29 Use appropriate intonations for questions.
- ELA.8.30 Use two-word vocalizations, signs, symbols, or gestures to tell about objects or events in the present.
- ELA.8.31 Name objects from a picture book.
- ELA.8.32 Identify five common signs or symbols.
- ELA.8.33 Tell something that a favorite character does in a story.
- ELA.8.34 Tell a story while holding a book.
- ELA.8.35 Read own writing (e.g., gives meaning to own writing by “reading what it says”).
- ELA.8.36 Name 13 uppercase letters.
- ELA.8.37 Point to and name six letters.
- ELA.8.38 Match the sound that begins own name with the sound that begins another word or name.

A child can be supported by an adult who:

- Displays children’s drawing, scribbling, or writing efforts at the children’s eye level and rotates the items frequently.
- Does not try to interpret the child’s work or criticize it.
- Varies tone of voice and level of voice.
- Varies gestures and facial expressions.
- Utilizes routines such as diapering, feeding, etc., to talk to the child about what is being done.
- Repeats phrases over and over.
- Provides opportunity to listen to sounds in the environment.
- Uses child’s name frequently.
- Keeps language simple.
- Initiates games, such as the echo game or word games.
- Points to objects being talked about.
- Uses descriptive words.
- Places familiar pictures where children can see them.
- Has and reads books with repetition.
- Gives one-step directions (e.g., “show me your nose” or “give me a diaper”).
- Interprets and gives names to child’s emotions.
- Repeats and expands on what child says.
- Uses all forms of nonverbal communication when speaking to a child.
- Reads rhymes with interesting sounds, especially those accompanied by actions or pictures.
- Provides the child with a wide range of books and appropriate printed materials.
- Points out print common in the child’s environment: storefronts, trucks, billboards, signs, tags, food, cans, etc.
- Encourages child to discuss what has been read.
- Points out individual letters and names them as the opportunity arises.
- When reading familiar rhymes, stops before a rhyming word and encourages the child to fill in the rhyme.

How it looks in everyday activities:

Mrs. Smith surprises her preschool class with a new pet: a rabbit. The children are very interested in everything about the rabbit. Mrs. Smith asks questions that help the children use different vocabulary words to describe the rabbit's color, ear and eye shape, foot size, softness, and many other characteristics. Mrs. Smith models using these new words with the rabbit and later during other lessons.

Monica is worried that the rabbit is hungry and offers to feed it part of her peanut butter sandwich. Bill says, "No, rabbits only like carrots, like Bugs Bunny!" Mrs. Smith helps the class find out that rabbits like lots of different vegetables by looking in a book about small animals. Bill wonders what rabbits drink, and says, "Let's check in the book!" When they learn that rabbits need to drink water, but not milk or juice like children, Monica says "That is like my kitty."

Each day, Mrs. Smith shows the children another way to find information about the rabbit, including reading in books and magazines and using the Internet. The children enjoy collecting information about where rabbits live and sleep and are surprised to learn that some rabbits are wild. . They also read with the teacher that rabbits prefer a clean home and the teacher shows them how to clean the rabbit's cage. The teacher and students make a schedule so that each can take a turn giving the rabbit water and food and keep the cage clean.

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Works with others to learn and exchange information.
- Uses inquiry techniques to discover and use new concepts and vocabulary.

Cognitive:

- Increases vocabulary and appropriate usage of words.
- Uses information for a practical purpose: care of the rabbit.

Physical:

- Uses sensory abilities.
- Adjusts touch and handling to the needs of the animal.

Self-help:

- Learns that animals need special food and balanced diets just as they do.

Communication/Literacy:

- Uses computer literacy, with adult support as needed, in finding more information about a topic.

Young Children are Learning When They:

- ELA.8.39 Identify first letter of own name.
- ELA.8.40 Generate sounds from letters.
- ELA.8.41 Recognize that words that look alike and may sound alike.
- ELA.8.42 Imitate simple rhymes.
- ELA.8.43 Sing the alphabet song.
- ELA.8.44 Recite/sing one rhyme or song.
- ELA.8.45 Generate and blend the sounds of letter patterns into recognizable words.
- ELA.8.46 Clap out syllables in word songs.
- ELA.8.47 Identify five common signs or symbols.
- ELA.8.48 Point to words in a book while telling a story.
- ELA.8.49 Name sounds heard in familiar environment.
- ELA.8.50 Ask and answer simple questions about a story being read.
- ELA.8.51 Ask adult to read printed information.
- ELA.8.52 Talk about action pictures of family, pets, or self.
- ELA.8.53 Tell one thing that happens in a familiar story.
- ELA.8.54 Tell simple story from pictures and books.
- ELA.8.55 Pretend to do something or be someone.
- ELA.8.56 Use new vocabulary learned from experiences.
- ELA.8.57 Act out familiar, scripted events and routines.
- ELA.8.58 Identify a favorite story.
- ELA.8.59 Request or select a story by the title of the book.
- ELA.8.60 Tell simple stories from pictures and books.
- ELA.8.61 Express what might happen after the action in a picture.
- ELA.8.62 Tell one thing that happens in a familiar story.
- ELA.8.63 Use personal experiences to answer questions about stories.
- ELA.8.64 Identify the beginning, middle, and end of the story.

A child can be supported by an adult who:

- Supports the child's early attempts to write, as a way to focus on the sounds that make up the words.
- Draws attention to the relationship between words and pictures.
- Demonstrates that letters grouped together make words by pointing to the words as they read or write a story, a label, a letter, and a sign.
- During daily routines, like reading and eating, takes time to talk with the child.
- Reads with the child in a way that makes the child become an active participant by asking the child to respond to questions about the story and the pictures.
- Talks with the child about trips to libraries, museums, movies, and parks.
- Models finding, organizing, and using information from books and other technical materials.
- Observes the child's interests and supports this through books, audiotapes, videotapes, and other materials.
- Provides books, computers, tapes, and music related to the interests of the child.
- Learns to select software and Websites that are appropriate for young children.
- Provides many types of reading material, including information books, stories, poetry, alphabet and counting books, and wordless picture books.
- While reading with the child, asks questions to help initiate thinking about the plot and characters.
- Provides opportunities for the child to respond to stories in a variety of ways (e.g., acting, talking, dancing, creating a picture).
- Shares many different types of literature with the child and discusses the main parts (characters, setting, etc.).
- Includes non-English books and stories to help support a child whose first language is not English.

Young Children are Learning When They:

- ELA.8.65 Describe a picture in a book.
- ELA.8.66 Request or select a story by the title.
- ELA.8.67 Act out familiar, scripted events and routines.
- ELA.8.68 Identify a location where he/she is going or has been.
- ELA.8.69 Identify a location of a caregiver if not present.
- ELA.8.70 Identify two characters that interact in a story.
- ELA.8.71 Recall if something truly happened.
- ELA.8.72 Draw pictures and scribble to generate and express ideas.
- ELA.8.73 Give writing to someone as a means of communicating.
- ELA.8.74 Write using pictures, letters, and words.
- ELA.8.75 Use writing or symbols to share an idea with someone.
- ELA.8.76 Use known letters or approximations of letters to represent written language.
- ELA.8.77 Read own writing (e.g., give meaning to own writing by “reading what it says”).
- ELA.8.78 Dictate something for an adult to write down.
- ELA.8.79 Add writing to a picture story.
- ELA.8.80 Use writing to label drawings.
- ELA.8.81 Draw name or a message on a card or picture.
- ELA.8.82 Give writing to someone as a means of communication.
- ELA.8.83 Scribble a message on a card or picture.
- ELA.8.84 Use writing or symbols to share an idea with someone.
- ELA.8.85 Write more than word correctly.
- ELA.8.86 Represent action with drawing.
- ELA.8.87 Ask and answer simple questions.
- ELA.8.88 Classify categories of words.
- ELA.8.89 Identify attributes of objects.
- ELA.8.90 Identify categories of objects in pictures (e.g., animals).

A child can be supported by an adult who:

- Models and discusses writing conventions: left to right, top to bottom.
- Provides the child with access to a variety of writing materials (alphabet blocks, magnetic letters, pencils, crayons, chalk, paint, rubber stamps).
- Provides daily opportunities for children to “write” at their developmental level.
- Exposes the child to a wide selection of children’s literature through multiple daily read-alouds.
- Prompts the child to talk about their writing (picture(s), scribbling, letter approximations, etc.).
- Prompts the child to “tell me more” to encourage extensions of the child’s original writing.
- Provides opportunities for the child to put his/her thoughts on paper by writing the words the child dictates to them.
- Transcribes the child’s words and takes the opportunity to demonstrate ordinary conventions like: top to bottom; left to write; spaces between words; upper and lower case letters.
- Writes, displays, and points out the child’s name often.
- Labels some of the important things in the child’s world.
- Has topics to talk about (e.g., toys, books, blocks, dress-up clothing, art supplies, puppets).
- Encourages the child to share ideas and experiences to expand understanding.
- Asks many open-ended questions.
- Answers the child’s questions concerning words and meanings.
- Engages the child in conversations about real experiences and events and responds to the child’s verbal cues.
- Introduces a variety of rhymes, silly verses, chants, and songs.

How it looks in everyday activities:

Each night at 8 p.m. Leah and her mother Olivia start their bedtime routine. Olivia knows that repeating the same actions every day builds Leah's cognitive skills such as sequencing and time sense and emotional skills such as trust and security. Olivia says, "Come on sweetie, it's time for a bath." Leah shows she has learned the routine when she says, "Then pajamas and snack!"

Once she is in bed, Leah is ready for her favorite part of the routine, a story about herself. Olivia asks, "What is Leah going to do in the story tonight?" and Leah says, "Visit grandma." So Olivia begins, "Once upon a time there was a little girl named Leah who got up extra early to go to her grandma's house!" Olivia stops at times and lets Leah add to the story. She makes sure that the story has a clear beginning, middle, and end. The story is about ordinary things that Leah likes doing. When Olivia closes the story with, "The end," Leah closes her eyes, sighs, snuggles into her blankets, and says, "That was a good story!"

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Experiences a warm, caring relationship with parent.
- Hopes, fears, happenings, legitimized by hearing them in a story.

Cognitive:

- Exercises ability to remember and order meaningful events.

Physical:

- Patterns routines to make the transition from active play to quiet.

Self-help:

- Learns to accept rituals as signals of the transition from active to quiet and social to personal.

Communication/Literacy:

- Distinguishes between events of her life and the language in stories and books.
- Recognizes correct and appropriate words for events and objects.

Young Children are Learning When They:

- ELA.8.91 Use new vocabulary learned from experiences
- ELA.8.92 Repeat simple sentences as presented.
- ELA.8.92 Request permission.
- ELA.8.93 Use language instead of physical force to resolve conflicts, with assistance.
- ELA.8.94 Imitate four to five word sentences.
- ELA.8.95 Talk without repeating sounds and syllables in words.
- ELA.8.96 Use auxiliary verbs (e.g., am, is, are).
- ELA.8.97 Use nouns, plurals, prepositions, and verb forms frequently.
- ELA.8.98 Use pronouns correctly.
- ELA.8.99 Use six word vocalizations, signs, symbols, or gestures to communicate.
- ELA.8.100 Use four word vocalization signs, symbols, or gestures to tell about objects and events in the recent past and near future.
- ELA.8.101 Pick from two ideas to talk about.
- ELA.8.102 Understand and follow a one-step direction.
- ELA.8.103 Use new vocabulary learned from experiences.
- ELA.8.104 Talk about action pictures of family, pets, or self.
- ELA.8.105 Tell something that a favorite character does in a story.
- ELA.8.106 Name objects from picture books.
- ELA.8.107 Tell simple stories from picture books.
- ELA.8.108 Communicate recent experiences.
- ELA.8.109 Give name, age, and gender upon request.
- ELA.8.110 Give address upon request.
- ELA.8.111 Tell three events in chronological order.

A child can be supported by an adult who:

- Talks with the child and listens to the child frequently, encouraging sharing experiences and ideas.
- Encourages the use of words with other children and with adults to express ideas, desires, feelings, and to resolve conflicts.
- Provides opportunities for dramatic play.
- Records the child in a variety of speaking situations and allows the child to hear how he actually sounds.
- Provides opportunities for the child to interact and communicate with other children.
- Engages the child in many varied activities and experiences.
- Exposes the child to new concepts and words.
- Talks with the child using language in a naturalistic, real-life context.
- Uses storytelling to encourage the use of new and interesting words.
- Responds to the child's language explorations as if intending to mean something and provides feedback to clarify meaning (e.g., "Mommy come home?" Answer: "Yes, mommy is coming home").
- Answers the child's questions concerning words and meanings.
- Engages the child in conversations about real experiences and events and responds to the child's verbal cues.

Mathematics

Mathematics

Mathematics

FOUNDATIONS FOR MATHEMATICS

During the early years of life, young children begin to explore their world, a world that relies on mathematical concepts to build a foundation for further learning. They begin to compare quantities, find patterns in various objects, move through their environment, and engage in problem solving.

Mathematics helps children survey their environment and start to form a sense of order. This beginning sense of order is of primary importance in constructing a solid foundation for future success. Children's math development is nourished by everyday play activities and exploration of the world around them. It is important for adults to support young children's learning and play, answer their questions, take care of their physical needs, and encourage their natural curiosity in order to lay the foundations for later success.

Adults can support the development of mathematics by incorporating math into everyday activities. Mathematics is more than counting and recognizing numbers. It involves learning about heavy and light, big and small, and long and short. Math also involves learning about shapes (circle, square, rectangle), recognizing patterns (blue-yellow-blue-yellow) and comparing quantities (which is more and which is less). Using math words around young children helps them begin to understand math concepts. Math must be connected to children's lives. There is no need to drill children with flashcards or do worksheets or programs of direct instruction to get them to learn math. When children learn math in contrived situations rather than in routine activities that are connected with their lives, the results will be rote learning without understanding. This does not promote the "spirit of mathematics." There are many opportunities for "math talk" as you go through the day.

Adults that are involved in the lives of very young children need to be familiar with the social, emotional, and motor development of infants and toddlers. It is vitally important that families and caregivers are sensitive to the emotional development and level of tolerance and persistence in young children. Every child learns at his/her own pace, and families and caregivers must understand that concentrating on a prescriptive level of skill development instead of intimate awareness of a child's level of learning does not equate with long-term success built on a solid foundation of knowledge. It is better to proceed slowly and keep the child's interest than to push too hard.

Providing daily opportunities for problem solving, reasoning, communication, connections, and representations make it possible for young children to learn the content of math. These processes develop over time with the help of adults who connect math to everyday activities. Connecting mathematics to other areas of learning such as music, art, and science also enhances both the mathematical concepts and the additional subject. When adults communicate and work with young children to enhance their knowledge of mathematics, the most important attribute they can bring with their solid foundation of skills is a positive disposition. A positive attitude toward mathematics and mathematical learning begins in early childhood.

Preschool children are curious, independent, energetic, and eager to learn new things. This makes them excellent candidates for acquiring math concepts that will form a working foundation for more formal math learning in kindergarten and primary grades. Nowhere is it more true to say children learn by experience and discovery than in acquiring math concepts. Adults have many opportunities to use naturally occurring events to stimulate curiosity and problem solving in order for children to begin to make the critical connection between living and learning. Adults also influence children's attitudes and self-concept with regard to math processes. Math concepts that are appropriate for preschoolers to begin working with include numbers, volume, capacity, length, area, shape, space,

time, and size. Much of the work involves discovering relationships through matching and comparing, filling and emptying, and measuring and manipulating. There are many opportunities (teachable moments) for adults to ask questions or make comments (e.g., “I wonder what would happen if...”). The most important learning in early years is the vocabulary that develops as a result of these adult-to-child and child-to-child interactions.

KEY FINDINGS

- **Infants and toddlers have a natural interest in mathematics and use it to make sense of their physical and social worlds. In play and daily activities, they explore and play by sorting, comparing, and noticing the different shapes in their world.** [Geist E., 2003]
- **Recognizing and building on a child’s experiences are most effective in enhancing mathematics in early childhood. Young children learn best when families and caregivers focus on the child’s strengths and learning styles.** [Bredekamp, S., & Copple, C., 2009]
- **Families and caregivers need to explore and learn what children already know and help them to understand their knowledge as it relates to mathematics. They can provide multiple opportunities for infants and toddlers to organize, quantify, generalize, and refine those concepts that they, in the beginning, grasp only at an experimental or intuitive level.** [Geist, E. 2001]
- **It is important that infants and toddlers have experiences with known relationships and sequences of mathematical ideas.** [Geist, E., 2003]
- **Effective learning experiences are intentionally organized and build on a child’s understanding over time. Focused exploration is a primary method by which children build on knowledge and learn new concepts. Young children should be provided with time, materials to manipulate, and an environment to explore to develop a keen interest and love of learning.** [Bredekamp, S., & Copple, C., 2009]
- **Mathematical concepts should be woven into the daily experiences of a young child’s natural routines. Intentional weaving of mathematical concepts into literature, language development, science, social studies, art, movement, and music enhances all areas of learning.** [Lally, J., Griffin, A., Fenichel, E., Segal, M., Szanton, E., Weissbourd, B., 1995]
- **Mathematics is a developmental process that follows a sequence of awareness, exploration, creating, and gaining meaning.** [Copley, J.V., 2000]
- **Children move through this sequence at different rates because of individual differences, exposure to tools, hands-on materials, and experiences.** [Bredekamp, S. & Copple C., (Eds.), 1992; Kamii, Constance, 2000; Copley, J.V., 2000]
- **Preschool children can solve simple problems and love to do so. Children learn best when they find answers for themselves and in their own way.** [Fromboluti, C. & Rinck, N., 1999]

GLOSSARY:

Counting and Cardinality - know number names and the count sequence; count to tell the number of objects; compare numbers.

Geometry - Identify and describe shapes; analyze, compare, create and compose shapes.

Operations and Algebraic Thinking - understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations Base Ten - work with numbers 11 – 19 to gain foundations for place value, e.g. ten ones in 10.

Measurement and Data - describe and compare measureable attributes, classify objects and count the number of objects in each category.

Symbols: something visible that by association represents something else, e.g. restaurant logo

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MATHEMATICS STANDARD AREA

❖ COMMON CORE STATE STANDARD: Counting, Cardinality, and Operations Base Ten

❖ ISTAR-KR: Counting and Quantity

Learning the meaning of numbers is more than learning how to count. It involves the ability to think and work with numbers and understand their relationships and the different uses for numbers. Counting lays the foundation for children's early work with numbers.

Counting a wide variety of objects is helpful in order for children to appreciate the breadth of the application of counting skills. Children enjoy practicing counting games from the time they learn to talk, e.g. counting fingers and toes. Infants and toddlers learn the meaning of numbers in everyday experiences the adult provides, e.g., a cookie for each hand – one, two. Everyday experiences the adult provides in the home, classroom, and nature allows children opportunities to watch, play, and interact with others to learn number vocabulary and to discover number relationships.

The developmentally progressive skills to mastering counting and quantity are as follows: demonstrates the awareness of the presence of objects; identifies more; uses numbers to compare; names and orders quantities; describes relationships between numbers and quantity.

Young children are learning when they:

- M.1.1 Repeat a movement like a clap.
- M.1.2 Touch one object.
- M.1.3 Give an object when asked.
- M.1.4 Repeat number words.
- M.1.5 Count 1.
- M.1.6 Select the preferred item when given two choices.
- M.1.7 Communicate when something is empty or "all gone."
- M.1.8 Indicate a desire for more.
- M.1.9 Clap or moves to a beat.
- M.1.10 Touch in sequence, one at a time
- M.1.11 Use fingers to show how many or age of self.
- M.1.12 Use whole numbers up to 3 to describe objects and experiences.
- M.1.13 Rote count to 3.
- M.1.14 Match like numerals.
- M.1.15 Give 1 object when asked.
- M.1.16 Line up objects.
- M.1.17 Identify which is more (visually, tactilely, or auditorily).

A child can be supported by an adult who:

- Plays peek-a-boo with child to help her understand that objects continue to exist even when out of her sight (teaches object permanence).
- Plays hiding games with objects.
- Offers objects of interest to count.
- Models counting by pointing to objects as you recite the number, uses fingers to count, and puts up a finger one at a time as you count.
- Encourages the child to sort by looking for similarities in color or shape.
- Provides toys such as simple puzzles and interlocking blocks. Lets the child play without interruption so she can build attention span.
- Asks questions that require thinking.
- Encourages the child to point to and count their fingers, legs, nose, ears, and eyes.
- Helps child look for differences in size(e.g., bigger, smaller, shorter, longer)

How it looks in everyday activities:

Jennifer is busy changing baby Susan's diaper. During the diaper change she looks at Susan and smiles and talks. The quiet time continues a bit after the diaper change is over. Jennifer touches each of Susan's toes, counting aloud, "One, two, three..." Susan is attentive and coos back at Jennifer, matching her smiling face.

Big brother Eric watches his mother and sister. He is 6 and in the first grade. "Mom," he says with all of the knowledge that first grade imparts, "babies cannot count. They don't even talk!" "Well, not yet," Jennifer agrees. "When you were a baby you liked this game too. When we count with Susan it helps her know about numbers so she will be ready when she gets to first grade, just like you!" Eric thinks about this and gently touches Susan's toe. "One." he begins, smiling at his sister and mother.

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Develops a close, trusting relationship with primary caregivers; Child and adult enjoy playing together.

Communication/Literacy:

- Listens and responds to others.

Cognitive:

- Makes connections about what's next; learns sounds have a purpose.

Self Help:

- Learns from authentic experiences.

Young children are learning when they:

- M.1.18 Count backward from 3.
- M.1.19 Give “more” when asked.
- M.1.20 Sing and dance to a number song.
- M.1.21 Count a number of objects up to three.
- M.1.22 Count each object only once.
- M.1.23 Imitate counting behavior using the names of large numbers.
- M.1.24 Identify first and last.
- M.1.25 Use whole numbers up to five to describe objects and experiences.
- M.1.26 Identify when objects are the same number, even if arrangement is changed.
- M.1.27 Rote count to five.
- M.1.28 Draw pictures or symbols to represent a spoken number.
- M.1.29 Match number symbols with amounts 1-3.
- M.1.30 Give “all” objects when asked.
- M.1.31 Identify the concept of “less.”
- M.1.32 Count backward from five.
- M.1.33 Give “some” and give “the rest” when asked.
- M.1.34 Identify the concept of “none.”
- M.1.35 Rote count to ten.
- M.1.36 Match number symbols with amounts 0-5.
- M.1.37 Apply one-to-one correspondence with objects and people.
- M.1.38 Identify the next number in a series of numbers up to ten.
- M.1.39 Count backward from ten.
- M.1.40 Pass out objects or food to people or characters.
- M.1.41 Name groups of objects.
- M.1.42 Use a tally system.
- M.1.43 Identify “first” and “last.”
- M.1.44 Trade several smaller items for a larger item.
- M.1.45 Communicate that a snack is split in “half.”
- M.1.46 Make guesses related to quantity.
- M.1.47 Break apart a whole quantity of something into a set.

A child can be supported by an adult who:

- Sings songs or says rhymes that have numbers.
- Counts real things to help the child use personal experiences with objects to better understand numbers.
- Provides daily opportunities for the child to count and recount objects as opportunities naturally arise, points to the object, and recites each number name while counting.
- Provides objects with naturally occurring numbers and number words such as clocks, timers, calendars, thermometers, computers, calculators, measuring cups.
- Uses number words and numerals, including zero, in meaningful everyday activities.
- Points out that counting lets the child know how many things are in a group.
- Uses a variety of strategies (e.g., questions, comments, counting) to prompt children to think about quantity and number words.
- Talks to the child about a variety of uses of numbers (e.g., keeping score in a game, finding an apartment, street address, or phone number).
- Provides opportunities for the child to guess the amount or size of something. Very young children will not be able to estimate accurately, because they are learning the concepts. They first need to understand concepts like more, less, bigger and smaller, first and last.
- Helps the child understand concepts like more, less, bigger, smaller, first, and last.
- Provides opportunities for the child to count and share things.
- Provides opportunities for 4- and 5-year olds to play board games to learn math concepts (e.g., counting, planning ahead, thinking, finding patterns, and understanding how much).

How it looks in everyday activities:

Alice sits in her high chair watching her mother Teresa move around the kitchen as she prepares a snack for her and the other children she cares for. Teresa opens a bag of pretzels and gives each older child a few on a napkin. Cody and Caitlin, who are 5, count their pretzels to make sure they have the same number. Alice points to the pretzels, looking at her mother and making sounds.

“Alice are you ready for a snack, too?” Teresa asks. Alice holds out her hand and vocalizes again. “Here is one pretzel” Teresa says, emphasizing the word one. “Do you want more?” she asks. Alice looks at her and smiles. Teresa puts the second pretzel in Alice’s other hand saying, “Now you have two pretzels. You have one for each hand.” Alice looks at the pretzels and starts to eat.

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Takes turns
- Acts out a story.
- Rhymes.

Cognitive:

- Displays number sense through measuring, counting, and comparing bigger and smaller.

Physical:

- Uses large and small muscles.

Self-help:

- Gains knowledge of snack foods that are healthy, and healthy food helps them grow.

Communication/Literacy:

- Shares communication by sharing with others a representation of what was done.

❖ COMMON CORE STATE STANDARD: Operations and Algebraic Thinking

❖ ISTAR-KR: Computation

Math skills begin when a baby begins to notice what is around him. A baby may notice when a favorite blanket or stuffed animal is missing or “subtracted” from the room or put in view or “added to” the room, this is the beginning of understanding computation. Math thinking is occurring when an adult asks, “which animal is bigger” or when a child asks for “one more.” Comparing quantities is not dependent on knowledge of counting skills. Because young children do not use math words spontaneously, an adult helps them understand math words such as more, less, smaller than, bigger than, different than. These words help children describe the size and shape of objects and the relationships of objects to one another. Understanding the meaning of these words will help children perform simple operations of adding to and taking away when the child gets older. In building the foundation for computation, children need opportunities to observe adults and peers applying mathematical concepts and using problem-solving techniques. Including these concepts in their play and in adult-supported activities, enhances children’s understanding.

The developmentally progressive skills to mastering computation are: manipulates objects for a purpose; matches objects and sets; makes a set of objects smaller or larger; follows models of addition or subtraction situations; describes the application of addition and subtraction situations.

Young children are learning when they:

- M.2.1 Select the preferred item when given two choices.
- M.2.2 Communicate when something is empty or “all gone.”
- M.2.3 Indicate a desire for more.
- M.2.4 Gather small collections of 1-3 objects without counting.
- M.2.5 Take away an object when asked.
- M.2.6 Show something that was received.
- M.2.7 Show displeasure at losing something.
- M.2.8 Give 1 object when asked.
- M.2.9 Line up objects.
- M.2.10 Identify which is “more” visually, tactilely, or auditorily.
- M.2.11 Count backward from 3.
- M.2.12 Give “more” when asked.
- M.2.13 Share a set of 2 with a friend.
- M.2.14 Move objects one at a time from one group or container to another.
- M.2.15 Identify the object that had been added to a group.
- M.2.16 Describe that something was taken.

A child can be supported by an adult who:

- Plays and talks to the child.
- Places objects near the child for exploration.
- Moves the child from room to room to explore environments.
- Offers safe toys for play.
- Provides small blocks that can be held in the child’s hands.
- Gives the child stacking toys and objects that fit inside each other.
- Shows examples of one-to-one correspondence (e.g., plays “one-for-you one-for-me” game).
- Uses “number” and “size” words when talking to the child.
- Provides sorting opportunities.

How it looks in everyday activities:

Mrs. Lee leads Anne, Rose, and Julia in playing a rhyming game, *Ants on a Log*, singing “Three little ants come out to play on a sunny day!” The three girls pretend to be ants on a log. They enjoy the whole song, singing two ants and one ant until there are none.

“That was fun!” says Anne. “Let’s do more,” adds Rose. “OK,” agrees Mrs. Lee, “let’s draw some pictures of the ant song.” She brings out paper and crayons for each girl.

“Hmm,” Anne says, “I can draw three ants, one for each of us!” Rose nods and carefully draws three ant shapes on her paper. Julia watches, but she doesn’t start to draw anything yet. Seeing her hesitation, Mrs. Lee asks Julia what her favorite part of the song was. After a few more questions, Julia has some ideas and starts to draw. When her picture is completed, Julia tells Mrs. Lee “I want to do more ant games.” Mrs. Lee smiles because she has already planned to serve *Ants on a Log* for snack. She asks, “Who wants to eat an ant snack?” She brings out the ingredients, then explains and shows how to make the snack. Each girl gets to choose one stalk of celery, two spoons of peanut butter, and five raisins to make the snack. While the girls enjoy their snack, they talk about what makes a healthy snack food.

Young children are learning when they:

- M.2.17 Count on fingers.
- M.2.18 Identify and use the concepts of “one more” and “one less.”
- M.2.19 Make a collection of items smaller by taking away items when asked.
- M.2.20 Make a collection of items larger by adding items when asked.
- M.2.21 Describe addition situations for numbers less than three.
- M.2.22 Make guesses related to quantity.
- M.2.23 Describe subtraction situations for numbers less than three.
- M.2.24 Describe addition situations for numbers less than five.
- M.2.25 Describe subtraction situations for numbers less than five.



A child can be supported by an adult who:

- Provides a variety of objects that work together in a 1:1 relationship (e.g., markers with caps, cars with garages, containers with lids).
- Asks the child to pass out utensils, napkins, and cups for snack/meal time.
- Engages in conversations with the child about quantity and comparisons as the child interacts with materials throughout the day.
- Provides a variety of materials that may be used for adding and subtracting.
- Poses questions which ask the child to make guesses or predictions (e.g., “How many do you think you have?”).
- Provides planned opportunities for the child to predict in naturally occurring activities (e.g., guessing how many days before garden seeds sprout).
- Provides opportunities for child to practice forming numerals with many different mediums (e.g., trace numerals in shaving cream, sand, salt; create numerals with rolled clay, pipe cleaners, craft sticks).

❖ COMMON CORE STATE STANDARD: Measurement and Data

❖ ISTAR-KR: Time

Measurement is a frequently used application of mathematical concepts. Early measurement concepts also include attributes such as length, volume, area, weight, and time. Children need many opportunities to explore and discover the increments of time. They learn by applying concepts of time to real life situations in order to construct the meaning of time. As children begin to be aware of time they will associate an activity to familiar routines or schedules, e.g. meal time, nap time, bath. The timing of schedules is quickly computed by a young child's knowledge of the sequence of daily events. The concepts of morning, afternoon, night, day, today, tomorrow, and yesterday develop in preschool children as they associate experiences to the time of occurrence.

The developmentally progressive steps to mastering the concept of time are: anticipates a routine; uses vocabulary to identify events in a routine; sequences events; uses measuring vocabulary units for time; uses measuring units for time.

Young children are learning when they:

- M.3.1 Cooperate with a routine.
- M.3.2 Anticipate an event.
- M.3.3 Follow a daily schedule.
- M.3.4 Follow steps in a simple routine.
- M.3.5 Relate time to events.
- M.3.6 Associate events with time-related concepts.
- M.3.7 Tell what comes before and after.
- M.3.8 Tell what activity comes first and what follows in sequence.
- M.3.9 Tells three events in chronological order.

A child can be supported by an adult who:

- Offers opportunities for waiting (e.g., your turn is next). Introduces general concepts of time (e.g., yesterday, today, tomorrow; morning afternoon-evening) before discussing specific concepts like hours and minutes.
- Talks about general concepts of time using clocks and calendars (e.g., mark off days on monthly calendars until child's birthday).
- Talks about time and sequence during daily activities (e.g., wake-up, eat breakfast, brush teeth, get dressed).

How it looks in everyday activities:

It was a warm and sunny day outside. Mrs. Jones recognized a good opportunity to learn about shadows, so she took her class outside. The children stood in different positions, moving their bodies and watching how their shadows changed. "Who knows what makes a shadow?" Mrs. Jones asked. Jimmy answered, "It happens when something gets in the way of a light." "Let's look at the different sizes of shadows." said Mrs. Jones. She showed the children a yardstick and explained how to use it for measuring. Carolina is learning to use English, so Mrs. Jones used strategies such as gestures and repetition to make sure she understood the lesson. Carolina smiled when it was her turn to measure a shadow. She laid the yardstick on the shadow of her friend Lilly's leg. As she measured it, Lilly moved and the shadow got smaller. The girls laughed together and then Lilly moved to make the shadow get bigger again. Jimmy operated his wheelchair to come closer to the girls. He looked at Carolina and reached out his hand saying, "Hey that's neat! Can I have a turn with the yardstick?" Mrs. Jones watched as Jimmy held the yardstick out to measure Carolina's shadow. "Now move," he said "so it changes." Carolina made her shadow get shorter, then taller, and then wider. "This is so cool!" Jimmy shouted. Carolina smiled and said, "Cool!"

❖ COMMON CORE STATE STANDARD: Measurement and Data

❖ ISTAR-KR: Location

Early geometry concepts involve shape, size, position, space, movement, and direction. Geometry helps a child describe and classify the physical world they experience. Children typically enjoy exploring objects by dropping, rolling, throwing, submerging, or waving them. They are curious to explore with their whole body by running, climbing, building, taking things apart and putting them together again. These examples of early exploration are a child's way of becoming aware of themselves in relation to people and objects around them. To a child, this is understanding how the world works.

To build the foundation for recognizing shapes and using directional words, children need opportunities to explore the size, shape, position, and movement of objects within their physical environment. Spatial reasoning (describing the position, direction, and distance of objects in relation to the child) begins as children become aware of their bodies and personal space within their physical environment. Children learn to recognize, draw, and describe shapes by manipulating, playing with, tracing, and making common shapes using real objects in a variety of activities.

The developmentally progressive steps to mastering the concept of location are: demonstrates an awareness of the location of objects; identifies location; follows directions involving location; communicates with location words; uses prepositions to describe location.

Young children are learning when they:

- M.4.1 Notice objects and purposely move and manipulate different objects.
- M.4.2 Use a shape toy to explore basic shapes.
- M.4.3 Look or feel for an object that has been hidden from view.
- M.4.4 Put things in and out of other things.
- M.4.5 Put things on and off of other things.
- M.4.6 Find hidden objects or sounds.
- M.4.7 Hide behind or between objects in play.
- M.4.8 Identify where he/she is currently located.
- M.4.9 Search for something out of sight.
- M.4.10 Complete a three piece inset puzzle.
- M.4.11 Move objects from one container to another.
- M.4.12 Show interest in something out of place, like finding a small object on the carpet
- M.4.13 Search for something out of sight.
- M.4.14 Complete an inset puzzle of 3 or more pieces.

A child can be supported by an adult who:

- Provides safe things the child can touch and manipulate such as blocks, boxes, or containers, shape sorters, and puzzles.
- Cuts sandwiches into different shapes and lets child fit the pieces together or rearrange them.
- Uses words such as same, different, more than, less than, and one more as you compare groups of objects.
- Uses location words such as “in back of”, “beside”, “next to.”
- Talks about what the child is doing so that the child begins to learn the words that describe concepts (e.g., “you were **in** the box, and then you climbed **out**.” “You climbed under the table”).
- Allows children to explore and pace themselves when playing with toys and learning a new skill. Allows child to find own sequence and rate of learning.

Young children are learning when they:

- M.4.15 Give clues for finding hidden objects.
- M.4.16 Discriminate between object that is pulled apart and one that is put together.
- M.4.17 Identify the missing parts (e.g., the door of a car, nose of the dog).
- M.4.18 Use “in” and “out” to indicate where things are in space.
- M.4.19 Use “on” and “off” to indicate where things are in space.
- M.4.20 Use the words “here” or “there” to indicate where things are in space.
- M.4.21 Follow instructions to place an object “here” or “there.”
- M.4.22 Follow instructions to place an object “beside” or “next to” something.
- M.4.23 Follow instructions to place an object “between” two things.
- M.4.24 Identify ten body parts.
- M.4.25 Complete interlocking puzzle of 8-12 pieces.
- M.4.26 Identify the missing object.
- M.4.27 Give clues for finding hidden objects.
- M.4.28 Discriminate between object that is pulled apart and one that is put together.
- M.4.29 Identify the missing part.
- M.4.30 Identify parts of an object.



A child can be supported by an adult who:

- Provides simple puzzles, stacking toys, shape sorters, and texture balls.
- Puts safe objects in path of crawler to present problem-solving opportunity for child to obtain or move around the object.
- Models correct language when talking with child about quantity (e.g., part, pieces, whole, half, quarter).
- Provides a variety of shapes and materials that may be broken into parts and brought back together again (e.g., pizza, crackers, unit blocks, puzzles).
- Encourages the child to explore materials and environment through movement and hands-on experiences.
- Enables the child to have a wide variety of gross motor movement in open spaces both indoors and outdoors (e.g., walking, crawling, skipping, hopping, jumping).
- Provides materials in a variety of shapes and sizes to create and represent shapes (e.g., paper, pipe cleaners, play dough, scissors, tape, wood).
- Provides a variety of geometric materials (e.g., unit blocks, parquet blocks, stencils).
- Uses and encourages the child to use language and physical gestures to demonstrate directional words with people and things in the environment.
- Names and calls attention to shapes naturally apparent in the environment.
- Encourages child to create representations of shapes by constructing models through drawing, block building, or other mediums.
- Provides space and hands-on materials for creating landscapes (e.g., train tracks, houses, roadways).

How it looks in everyday activities:

At home one evening Sandy plays on the floor with many different kinds of toys from her toy box. She has some small horses with pink and purple hair, a family of little people from her playhouse, some kitchen supplies, some different sized rings, and a stacking pole. Sandy looks through the toys until she finds all of the rings. There are 5 and they are all different colors and sizes. She puts the rings on the pole one by one. It takes her several tries to get the rings on in the right order, from largest to smallest. Dan, Sandy's dad, watches. He notices that Sandy is working hard but is not frustrated, so he does not interfere, waiting to see if help is needed. When Sandy has the rings stacked correctly, she stops and looks over at her dad. Dan says, "Good for you Sandy! You found all the rings and put them on the stacking pole." Sandy seems pleased as she dumps the rings off the pole to start again.

How it looks in everyday activities:

Jamal and several other children at the ABC Preschool were rolling out play dough. Mrs. Jackson, the teacher, brought cookie cutters and encouraged the children to cut out some circles, squares, and triangles. Jamal held up his circle next to Grace's circle and said, "Hey Grace made the same as me!"

Mrs. Jackson said, "Let's put all the shapes that match together." She got three boxes and labeled them with a picture of each shape. She added a glue outline to each shape picture so that Jim, a student with a visual impairment, would be able to match his shapes to the boxes independently. Each child matched his or her shapes to the right picture on the box.

"Now let's do another game with the shapes." Mrs. Jackson said. "First, we take all the shapes out of the box. Now listen and I will give you a direction. Jamal, you find a triangle shape and put it under the box." Jamal easily finds a triangle and is able to follow the direction. Mrs. Jackson gives many other directions using words like in, on, under, beside, and behind. When Grace has a hard time with the words over and under, Mrs. Jackson demonstrates.

Since the children still seemed to be enjoying the shape games, Mrs. Jackson had them look for circles, squares, and triangles all around the room. They had fun finding the different ways the shapes could look and feel, tracing them with their fingers and drawing them on paper. Mrs. Jackson brought out some stencils for Jim to make his drawings; but they were so popular all the children wanted a turn. To finish the shape activity, Mrs. Jackson brought the cleaned cookie cutters back out and the children cut their peanut butter sandwiches into shapes. "I like how this square tastes!" laughed Grace.

❖ COMMON CORE STATE STANDARD: Measurement and Data

❖ ISTAR-KR: Length, Capacity, Weight, Temperature

Measurement is a frequently used application of mathematical concepts. Counting is a type of measurement because it measures how many items are in a collection. Early measurement concepts also include attributes such as length, volume, area, weight, and time. Young children may learn that the properties exist, but they do not know how to reason about these attributes or measure accurately until later on. Young children develop measurement ideas over an extended time because the concept is quite complex. As young children explore objects/things by looking at, touching, or directly comparing them, they begin to understand the difference in the attributes of objects, an application of measurement.

As preschool children begin to use actual measurement instruments and explore measurement relationships, they apply the results to real life situations in order to construct concepts of measurement.

The developmentally progressive steps to mastering the concept of size, length, capacity, weight, and temperature are: explores measurement attributes; distinguishes between big and little/small and hot and cold; differentiates gradients of size and weight; uses common measuring tools in correct context; makes direct measurement comparisons.

Young children are learning when they:

- M.5.1 Give one object when asked.
- M.5.2 Select the preferred item when given two choices.
- M.5.3 Communicate when something is empty or “all gone.”
- M.5.4 Indicate a desire for more.
- M.5.5 Identify big.
- M.5.6 Pour substances out of containers.
 - B.5.10 Identify which is “more” visually, tactilely, or auditorily.
- M.5.7 Give “more” when asked.
- M.5.8 Share a set of 2 with a friend.
- M.5.9 Distinguish big and little.
- M.5.10 Make choices based on size.
- M.5.11 Identify when objects are similar.
- M.5.12 Pour substances into containers.
- M.5.13 Anticipates a sequence during daily activities.

A child can be supported by an adult who:

- Sets simple time limits (e.g., three more swings and we are done. Verbally counts 1, 2, 3).
- Offers a variety of safe household objects to explore (e.g., cups, bowls, spoons).
- Talks about measurement in daily routines (e.g., all done, more, heavy, longer).
- Extends play activities with a measurement activity (e.g., look at one more page in the book, build a tower with one more block, play with one puzzle at a time).
- Offers opportunities for waiting (e.g., your turn is next).
- Provides a variety of measuring tools and time-related instruments (e.g., rulers, measuring tapes, measuring cups and spoons, clocks, scales).
- Includes charts and posters with measurement language.

Young children are learning when they:

- M.5.14 Order three objects by size.
- M.5.15 Use any descriptive word or gesture to express amount or size.
- M.5.16 Use cups and tools in sand and water.
- M.5.17 Use common measuring tools in correct context.
- M.5.18 Communicate the size of things relative to self (e.g., compared to size of finger, arms length).
- M.5.19 Identify when something is hot and cold.
- M.5.20 Communicate feelings of hot and cold.
- M.5.21 Sort objects into long and short.
- M.5.22 Identify similarities and differences in objects.
- M.5.23 Ask why something is the same or different.
- M.5.24 Identify when something is too heavy to lift.
- M.5.25 Categorize familiar items by function and class.
- M.5.26 Choose an object based on function.
- M.5.27 Choose between two activities.

A child can be supported by an adult who:

- Introduces general concepts of time (e.g., yesterday, today, tomorrow; morning, afternoon-evening) before discussing specific concepts like hours and minutes.
- Talks about measurement concepts during every day activities (e.g., “It’s hot in here today.” “Your cup is almost full.” “Will this container be big enough to hold the blocks?”).
- Encourages the child to practice measuring with non-standard or arbitrary units of measure (e.g., hands, paper clips, blocks, feet).
- Talks about general concepts of time using clocks and calendars (e.g., mark off days on monthly calendars until child’s birthday).
- Talks about time and sequence during daily activities (e.g., wake-up, eat



How it looks in everyday activities:

Two and a half year old Jake and his Daddy are getting dressed to go outside in the back yard so they can work in the garden one Saturday morning. Daddy helps Jake find the warm clothes they need to wear outdoors on this fall morning. “Now let’s put our shoes on,” Daddy says to Jake.

Daddy and Jake walk together to the back door where they keep their dirty work shoes. Jake’s small shoe is sitting next to Daddy’s big work shoes. Jake points to Daddy’s shoe and says “Big shoe” with wide eyes. Daddy chuckles and says, “Right Jake. Daddy’s shoe is big and Jake’s shoe is little.” Daddy starts to pick up his shoes then pauses. He smiles at Jake and asks, “Which shoe is heavier?” Jake picks up each shoe one at a time. He carefully carries the heavy work shoe to Daddy. “Yes, Jake.” Daddy says, pleased that Jake could figure out the task. “Daddy’s work shoe is heavy and your work shoe is light.” The two head out the back door to dig in the garden.

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Interacts cooperatively with adult.
- Experiences self-esteem by doing grown-up things.

Cognitive:

- Reproduces simple pattern.
- Practices doing things in sequential order.

Physical:

- Uses large and small muscles.

Self-help:

- Practices good hygiene such as hand washing to remove dirt, cleans tools.

Communication/Literacy:

- Engages in conversation.

❖ COMMON CORE STATE STANDARD: Geometry

❖ ISTAR-KR: Sorting and Classifying Objects

Learning to model, explain, and use addition and subtraction concepts in problem solving situations begins with the opportunity for young children to count, sort, compare objects, and describe their thinking and observations in everyday situations.

When young children are provided an engaging environment to explore a variety of shapes, sizes, colors, and texture in their environment, they learn to differentiate the attributes of those shapes, sizes, colors, and textures. This exploration helps children develop the foundation for identifying patterns and recognizing relationships between patterns. They learn to identify and describe patterns using mathematical language when there are opportunities to sort, classify, and label things in their environment.

Preschool children continue to need hands-on activities to explore and describe patterns and relationships involving numbers, shapes, data, and graphs in problem-solving situations. They learn to model, explain, and use addition and subtraction concepts in problem solving situations when given the opportunity to count, sort, compare objects, and describe their thinking and observations in everyday situations.

The developmentally progressive steps to mastering the concepts of sorting and classifying are: explores attributes (e.g. shape, size, color); matches same attributes; matches opposites; sorts and patterns by one attribute; sorts and patterns by more than one attribute.

Young children are learning when they:

- M.6.1 Show interest in visual/auditory/tactile patterns.
- M.6.2 Show interest in something out of place, like finding a small object on the carpet.
- M.6.3 Complete a word or phrase that repeats in a familiar song or story.
- M.6.4 Purposely move and manipulate different objects.
- M.6.5 Clap or move to a beat.
- M.6.6 Nest smaller objects into larger.
- M.6.7 Put things in order.
- M.6.8 Move objects from one container to another.
- M.6.9 Identify which is “more” visually, tactilely, or auditorilly.
- M.6.10 Put things in order.
- M.6.11 Put pairs together.
- M.6.12 Identify when objects are the same.
- M.6.13 Follow along and imitate patterns of sounds and movement.

A child can be supported by an adult who:

- Provides books and picture patterns.
- Talks about size of objects during play and meals.
- Identifies patterns in everyday life.
- Offers the child opportunities to manipulate objects into and out of patterns.
- Provides simple three-piece puzzles.
- Provides toys that teach cause and effect (e.g., blocks for stacking and allowing space for blocks to fall when stacked too high, simple switch toys that turn off and on).
- Provides child with small blocks saying “Here are two blocks.”
- Provides blocks of different sizes.
- Provides simple matching activities (e.g., matching three-dimensional objects to pictures).
- Offers opportunities to sort and classify foods by attributes, color, and shape.

Young children are learning when they:

- M.6.14 Reproduce patterns of sounds and movement.
- M.6.15 Reproduce simple AB patterns of concrete objects.
- M.6.16 Predict what comes next when shown a simple AB pattern of concrete objects.
- M.6.17 Identify attributes of objects.
- M.6.18 Give reason of placement of objects.
- M.6.19 Sort a group of objects by more than one way.
- M.6.20 Name groups of objects.
- M.6.21 Divide a set of four objects into equal parts.
- M.6.22 Categorize familiar objects by function and class.

A child can be supported by an adult who:

- Provides a wide range of opportunities in physical and social environments to encourage sorting and classifying.
- Supplies a variety of materials for sorting and classifying: shells, keys, cereal, pebbles, bottle caps, nuts and bolts.
- Provides items such as plates or egg cartons for the child to use in grouping objects that are sorted by attributes.
- Encourages the child to create, identify, match, and describe patterns in objects, designs, pictures, movement activities, and recurring events.
- Helps the child create and recognize patterns in his/her environment (e.g., room, clothing).
- Provides opportunities for the child to create his/her own patterns for others to follow or extend using prompts and no prompts.
- Encourages the child to verbally describe why he/she sorted, classified, and ordered objects in a certain way.
- Uses words that describe attributes and criteria of items in the child's environment.
- Builds on the child's understanding of a series by making changes and additions in materials (e.g., varying the number of objects, types of characteristics, degree of variation).
- Helps the child recognize and describe sequences in nature, daily routines, and in stories.
- Assists the child in identifying shapes in the environment.

How it looks in everyday activities:

The children in Mary's home-based early care and education program are learning about sorting and counting. Mary finds many different colored blocks and hides them around the room. She makes sure there are different numbers of each color for this activity.

Mary says, "When you hear the music, search for a block. Everyone should find just one block." Mary holds up one finger to show how many blocks each person should find. Mary watches as each child finds a block and then stops the music, signaling the children to gather in a circle.

"Let's see how many of each color you found." Mary says. "Everyone who found a blue, stand here," she says and continues until all the children are grouped. Billy has trouble finding his group and says, "I need help." "Let me see your block." Sean says. "You have a green one like Dmitri has. See?" Sean points to the right, and Billy goes over to stand by Dmitri. The boys hold their blocks up and compare the colors.

"Which color had the most blocks?" asks Mary. Billy shouts "Green!" happy to know the color he has. "No," Sean says "there is more red." Mary says "Let's line up and see which has more." She helps the children line up side by side and one by one so they can see which color has more blocks. "Red has the most. Blue and yellow are the same. And green has the littlest number." Sean says.

How it looks in everyday activities:

Emma wakes up to a sunny spring day. She is excited because her mommy Julie promised they would plant flowers today. Emma and Julie go to the garden store to get supplies. Julie says, "I want two colors of flowers. Which colors do you like?" Emma wants all pink, but Julie helps her choose pink and white petunias.

At home, Julie shows Emma how to dig a little hole and put some water in it for the petunia. Emma chooses a pink one and places it carefully in the hole, patting the earth back around it. Julie digs the next hole and asks Emma to bring another petunia for it. Emma picks another pink petunia. "Let's use the white one next." Julie suggests. Emma gets a white one to plant. "Doesn't that look nice?" Julie says as they watch the pattern emerge.

After the white petunia is planted, Emma digs the next hole. "What next?" asks Julie. "This time, pink." Emma says, eager to show she knows the pattern "and then white, and then pink again."

Social Emotional

Social Emotional

Social Emotional

FOUNDATIONS FOR SOCIAL AND EMOTIONAL DEVELOPMENT

The importance of healthy emotional development in the first five years cannot be overstated. Simply put, emotional development provides the backbone for all other areas of development. Emotional wellbeing, sometimes called “early childhood mental health”, is often thought of as having two inter-related components: the attainment of emotional and behavioral regulation and the capacity for positive relationships. It is only when these two important capacities are present and functioning well that the young child can truly be said to be “ready to learn” in other areas, including language and cognition, as well as being able to function effectively within his or her own family, culture, and community (Parlarkian & Seibel, 2002; Zero to Three Infant Mental Health Task Force, 2001).

Scientists believe that social and emotional skills unfold through a combination of biological readiness and specific experiences. In other words, the young child’s brain is organized to expect certain social experiences for optimal development to occur. Everyday social interactions and relationships with parents and other caregivers, such as child care providers and teachers, provide the foundation for brain development and function. When all goes well, by kindergarten a typical child will have developed the self-regulation and social skills needed for successful participation in the social and academic requirements of school (Nelson & Mann, 2011).

As may occur with any area of development, things do not always go smoothly. In some cases, even very young children can display behaviors that meet the criteria for serious behavioral health disorders, such as depression, or difficult behaviors that challenge caregivers. Adverse experiences, such as exposure to abuse, neglect, and domestic violence, along with certain family, community, and parental characteristics increase the chances of developmental and behavioral problems. However, recent research reveals that positive relationships with caring adults provide protection when children are exposed to risk factors that may impact their learning and behaviors. Through responsive and nurturing care giving, every adult can make a significant difference in the lives of babies and the grownups they will become.

To complete the circle, adults who enjoyed early positive relationships as infants and young children are better prepared for parenthood. We now know that the seeds of positive early relationships are present even before the baby is born. Astoundingly, the quality of the baby’s relationship with his/her parents can be predicted from the parent’s ways of thinking about relationships even before the baby is born! Men and women who themselves experienced positive early relationships are more sensitive to their babies’ needs and signals for help. As a result, the baby learns that interpersonal relationships are warm, loving, and satisfying. The baby feels secure knowing that his/her needs will be met, and gains both a sense of effectiveness and a positive sense of self.

Success in the core emotional skills of regulation of emotions and behavior, along with engagement in nurturing and satisfying relationships, leads children to positive feelings about themselves. Self-confidence, self-esteem, and a positive self-image are additional benefits of emotional wellbeing. Armed with this positive self-image gained through affirming early relationships and effective self-regulation, children enter school prepared to succeed.

KEY FINDINGS:

Emotional development begins early in life, plays a key role in brain architecture, and has lifelong consequences. (National Scientific Council on the Developing Child, 2006)

Social interactions, including touch, talking, singing, and other stimulation play significant a role in early brain development. (Shonkoff & Phillips, 2000).

Young children experience and express emotions before they are able to understand or modulate them. (Lieberman, 1993)

Almost two-fifths of two-year-olds in early care and learning settings had insecure attachment relationships with their mothers. (Chernoff, Flanagan, McPhee, & Park, 2007)

Between 9.5 and 14.2 percent of children between birth and five years old experience social-emotional problems that negatively impact their functioning, development and school-readiness. (Brauner & Stephens, 2006)

One in five children living in poverty demonstrates behaviors that meet criteria for a behavioral or mental health disorder. (Masi & Cooper, 2006)

Exposure to trauma and other chronic stressors in childhood increases the chances for diagnoses including behavior disorders, depression, anxiety, substance abuse. (Osofsky and Lieberman, 2011)

Exposure to trauma in childhood is associated with earlier death and increases in a host of physical and social problems in adulthood. The risk increases with repeated traumas. (Centers for Disease Control, 2011)

For children in foster care, support to caregivers to prevent multiple placements may be the most important mental health intervention we can provide. (Dicker, 2009; Vig, Chinitz, & Shuman, 2005)

GLOSSARY:

Attachment: an enduring bond between a child and an adult in a caregiving role for the child

Joint attention: social sharing with a partner about something of mutual interest

Reciprocity (social): give and take in social interactions, including skills in reading the cues of others

Contingent responding: Actively responding to a baby's communicative attempts (babbling) enriches and promotes their language development

Relationship-based care: Also referred to as, Continuity of care. A method of providing child care where the child is consistently cared for by one - or a small group of some ones – consistently over the first few years of life. Proponents of this method believe that establishing this close relationship with others is the basis for developing empathy and conscience. Moreover, a young child's interactions with an adult for whom that child has special importance, not simply casual interest, provide the emotional and psychological foundation for a healthy start in life.

Prosocial behavior: Also, referred to as Moral Development; Voluntary behavior that helps another, such as sharing or cooperating.

Regulation: ability to recognize, manage, and respond to one's own emotions and behaviors.

Social/emotional development: the young child's growing capacity to experience, express, and regulate emotions, engage in positive relationships with others, and as a result, to learn and develop in the context of family, culture, and community.

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Social and Emotional Developmental Foundations

Centers for Disease Control, Adverse Childhood Events Study

<http://www.cdc.gov/ace/publications.htm>

Center for Early Childhood Mental Health Consultation, Georgetown University

<http://www.ecmhc.org/>

Center on the Social and Emotional Foundations of Early Learning

<http://csefel.vanderbilt.edu/resources/family.html>

The National Early Childhood Technical Assistance Center, Mental Health page.

<http://www.nectac.org/topics/menhealth/intro.asp>

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<http://www.developingchild.net>

Technical Assistance Center on Social Emotional Intervention, Us Department of Education, Office of Special Education Programs <http://www.challengingbehavior.org/>

Zero to Three <http://zerotothree.org/>

❖ COMMON CORE STATE STANDARD: NONE

❖ ISTAR-KR: Sense of Self and Others

Success in core emotional skills of self-regulation and relationships leads children to develop positive feelings about themselves. Self-confidence, self-esteem, and a positive self-image are additional benefits of emotional wellbeing. Armed with this positive self-image gained through positive early relationships and self-regulation, children enter school prepared to succeed.

To demonstrate skills in a sense of self and others, the developmental skill progression is: demonstrates self-awareness; demonstrates independence; engages with others; demonstrates respect for self and others.

Young Children are Learning When They:

- SE.1.1 Recognize when a caregiver is not present.
- SE.1.2 Show affection to a caregiver, character, or plaything.
- SE.1.3 Recognize pictures of family members.
- SE.1.4 Recognize own name in isolated print.
- SE.1.5 Pretend to do something or be someone.
- SE.1.6 Identify a favorite story.
- SE.1.7 Act out familiar, scripted events and routines.
- SE.1.8 Use eye gaze to communicate.
- SE.1.9 Use proximity to communicate.
- SE.1.10 Show affection for an imaginary character or plaything.
- SE.1.11 Use eye gaze, proximity, and gestures to communicate.
- SE.1.12 Respond to arrival of a familiar person.
- SE.1.13 Smile or laugh when looked at or spoken to.
- SE.1.14 Jointly attend to object of interest to self.
- SE.1.15 Actively attend to things an adult is showing.
- SE.1.16 Follow simple directions with prompts.
- SE.1.17 Initiate turn taking in play.

A child can be supported by an adult who:

- Creates a daily reading routine, whether it is before bedtime, after lunch, or in the morning.
- Attends to and encourage A young child's vocalizations and communicative gestures.
- Take turns "talking" with the child.
- Take turns engaging the child with your eyes and facial expressions.
- Sets aside a regular talk time to have a conversation about the child's life.
- Reads and responds to the child's cues.
- Maintains eye contact.
- Imitates child's sounds and gestures.
- Utilizes routines such as diapering, feeding, etc., to talk to the child about what is being done.
- Interprets and gives names to child's emotions.
- Asks many open-ended questions.
- Engages the child in conversations about real experiences and events and responds to the child's verbal cues.
- Provides an environment that is familiar, comfortable, and stimulating.
- Encourages the child to share his/her ideas and experiences and expand their understanding by asking many open-ended questions.

How it looks in everyday activities:

A group of one year old children are catching bubbles outside on a patch of green grass. Their teacher, Mr. Eric, is kneeling at their level, blowing bubbles into the wind. Some children watch the bubbles go, while others are running and reaching for them. One little boy, Michael, is trying to catch the bubbles in his mouth. Soon he starts to reach out and wave the bubbles toward his gaping mouth. Mr. Eric calls to him, “Michael! Did you catch a bubble?” Michael, recognizing his name being called, responds by turning toward the teacher nodding and saying, “bubble!” as he points to the bubbles. Mr. Eric watches as Michael catches two bubbles in his mouth. He closes his mouth and carefully swallows, and then smiles. Mr. Eric asks, “Do the bubbles taste good, Michael?” Michael repeats, “Good”, as he reaches for more bubbles.

Michael understands when his name is called, that they are talking to HIM! He responds to his name by turning to the person and attempts to answer the question using his gestures and words. The toddler uses his senses to explore his environment. He puts things in his mouth, so he can taste and understand what they mean to him. In this way, he can decide for himself, if he likes or dislikes a desired toy or food. By asking questions, Mr. Eric is challenging Michael, giving him opportunities to estimate how he feels about bubbles and to decide how they taste and if they are “good”.

Development of a skill in one area is related to and influences other developmental areas:

Communication

- Makes needs known
- Engages in pretend play
- Listens to others
- Recognizes others’ feelings

Cognitive

- Makes choices
- Responds to name
- Separates in familiar environments

Young Children are Learning When They:

- SE.1.18 Engage in reciprocal conversations for two to three exchanges.
- SE.1.19 Claim objects as “mine.”
- SE.1.20 Select the preferred item when given two choices.
- SE.1.21 Share a set of 2 items with a friend.
- SE.1.22 Hide face in play.
- SE.1.23 Cooperate with a routine.
- SE.1.24 Follow a daily schedule.
- SE.1.25 Use a learned behavior in a new way.
- SE.1.26 Repeat a behavior that had previously caused a desired effect.
- SE.1.27 Communicate discomfort.
- SE.1.28 Show pleasure or displeasure at an effect.
- SE.1.29 Communicate disappointment.
- SE.1.30 Recognize and discriminate the sight, smell, and sound of the principal caregiver.
- SE.1.31 Show curiosity in objects and sounds.
- SE.1.32 Predict reactions from others (e.g., pulling hair).
- SE.1.33 Recognize and discriminate the sight, smell, and sound of the principal caregiver.
- SE.1.34 Seek interaction and enjoy social play (e.g., patty cake).
- SE.1.35 Show fear of falling off of a high place.
- SE.1.36 Resist separation and seek reassurance from trusted caregiver when encountering an unfamiliar person or object.
- SE.1.37 Resist adult’s direction or agenda by testing limits.
- SE.1.38 Show an interest in interacting with pets and participate in their care with assistance from caregiver.
- SE.1.39 Cry to express displeasure.
- SE.1.40 Enjoy simple pretend play.

A child can be supported by an adult who:

- Plays peek-a-boo with child to help her understand that objects continue to exist even when out of her sight.
- Plays and talks to the child.
- Asks the child to pass out utensils, napkins, and cups for snack/meal time.
- Offers praise and encouragement that is focused on the activity in which the child is engaged (e.g., “That’s a nice boat you have drawn. Where is it going?” rather than “You’re so good at drawing”).
- Allows children to explore and pace themselves when playing with toys and learning a new skill. Allows child to find own sequence and rate of learning.
- Responds to needs of the infant.
- Plays guessing games about needs with older toddler to assist the child in gaining control over the environment.
- Follows a child’s lead.
- Allows the child to explore, manipulate, and problem solve with ample time for practice and repetition.
- Talks to the infant about things he is interested in, things he is doing, and things the adult is doing.
- Promotes exploration by being available, aware of safety issues, and responsive to their cues.
- Provides reassurances and serves as a positive, exploring role model.
- Notices what the infant is doing and then provides just enough assistance to facilitate continued learning. (Scaffolding)
- Encourages exploration by imitating the infant’s actions.
- Extends the toddler’s thinking and learning by posing problems, making suggestions, responding to and encouraging the toddler’s questions.

Young Children are Learning When They:

- SE.1.41 Anticipate a sequence during daily activities.
- SE.1.42 React to new situations based on memory of a previous event.
- SE.1.43 Identify other people and their roles.
- SE.1.44 Sequence recurring events (e.g., “After I eat lunch, I take a rest.”).
- SE.1.45 Show interest in other children.
- SE.1.46 Communicates “no.”
- SE.1.47 Around two, show self as “doer” (e.g., explore everything, be assertive in preferences, and increase range of self-help skills).
- SE.1.48 Develop the process of “play” from playing alone to playing alongside, then playing with someone else around age three.
- SE.1.49 Recognize the faces and voices of the key people (e.g., parents, grandparents, brothers and sisters, child care givers) in their lives.
- SE.1.50 Prefer to look at faces of key people.
- SE.1.51 Protest separation from primary caregiver between age 12 and 18 months.
- SE.1.52 Pretend to take care of a doll by feeding and other activities.
- SE.1.53 Draw pictures of their family.
- SE.1.54 Help with routines that keep the house neat.
- SE.1.55 Pretend to take care of a doll by feeding and other activities.
- SE.1.56 Play the role of different family members through dramatic play.
- SE.1.57 Discuss members of the family and their roles.
- SE.1.58 Draw pictures of their family.
- SE.1.59 Ask questions about families.
- SE.1.60 Talk about how he is the same and/or different from other children.

A child can be supported by an adult who:

- Plays hide and seek
- Offers choices (“which shirt will you wear today?”) to support growing need for independence.
- Helps infant develop a sense of trust and security by sensitive responding.
- Has a regular, daily routine that builds the ability to predict events.
- Talks clearly and calmly with the child about what they are doing.
- Assists the child in periods of transition (e.g., bedtime, naptime, attending preschool or child care).
- Encourages family members to talk with the child about family history and culture.
- Models sharing and modeling the behaviors you want to encourage (e.g., say please or lend a helping hand).
- Supports individuality by providing choices whenever possible (e.g., “You have to change your shirt, but you can choose the red one or the green one”).
- Asks for the child’s help with daily tasks, and accepts their offer of help.
- Does for, does with, and watches as the child learns to do things independently.

Young Children are Learning When They:

- SE.1.61 Demonstrate awareness of activities that can satisfy people's wants.
- SE.1.62 Talk about what he wants to be when he grows up.
- SE.1.63 Recognize gender differences.
- SE.1.64 Ask questions about physical differences.
- SE.1.65 Take turns in interactions with others.
- SE.1.66 Share belongings with others.
- SE.1.67 Value the importance of caring for others.
- SE.1.68 Work and play cooperatively with others.
- SE.1.69 Demonstrate early pretending with objects.
- SE.1.70 Use words to express family relationships, (ie. mother/grandpa).
- SE.1.71 Realize that other children are more alike than different.
- SE.1.72 Say please and thank you.
- SE.1.73 Learn social skills.
- SE.1.74 Comment on or ask questions about physical differences.
- SE.1.75 Become aware of themselves as separate from others.
- SE.1.76 Imitate, follow, and enjoy adult interactions during games (e.g., peek-a-boo, pat-a-cake, moving to music/dancing).
- SE.1.77 Show pride in physical/personal accomplishments.
- SE.1.78 Exhibit self-confidence while participating in movement activities.

A child can be supported by an adult who:

- Points to family members in a photo.
- Helps the child identify and name family members and their relationships and roles.
- Talks about the child's unique qualities and those qualities that make him similar to other children.
- Assists the child in making a family book with pictures and drawings of members.
- Gives the child opportunities to be with many other children.
- Models treating others with respect and fairness.
- Discusses with the child physical characteristics and how they can be similar and different.
- Provides opportunities to be with extended family members.
- Listens to expressions of feelings.
- Models respect and interest in other cultures.
- Talks about differences and similarities between people, cultures, and countries in positive ways.
- Shares stories, songs, and poems about different cultures.
- Provides opportunities for discussing the child's physical changes (e.g., creates a height graph and compares sizes).
- Offers play experiences for the child to move and talk with others to establish friendships.
- Appreciates the values, beliefs, and background experiences the child and the child's family bring.
- Talks about how family members love and support each other.
- Broadens the child's knowledge about children and families in other places and cultures through books, stories, pictures, and videos.

Young Children are Learning When They:

- SE.1.79 Express both positive and negative feelings about participating in physical activities.
- SE.1.80 Help others during physical activities.
- SE.1.81 Work together as a team toward a common goal.
- SE.1.82 Play cooperatively with others during physical activities.
- SE.1.83 Treat others with respect during physical activities.
- SE.1.84 Move to the music on own and with others.
- SE.1.85 Imitate pat-a-cake or other familiar games.
- SE.1.86 Make up songs and dances by themselves and along with others.
- SE.1.87 Sing a song as a means of comfort.
- SE.1.88 Smile or laugh when music is played.
- SE.1.89 Verbally express enjoyment.
- SE.1.90 Watch an activity before getting involved.
- SE.1.91 Express self through dramatic play.
- SE.1.92 Use dance and visual art as a vehicle for self-expression.
- SE.1.93 Show individuality in artwork.
- SE.1.94 Pretend through role play.
- SE.1.95 Develop growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.
- SE.1.96 Learn to enjoy and respect the art work of others.
- SE.1.97 Display interest in the artwork of others.
- SE.1.98 Respond to familiar voices, songs, and sounds.
- SE.1.99 Smile and coo to sounds the child likes.
- SE.1.100 Behave differently depending on the types of music (e.g., calm down to lullabies; respond by moving arms and legs).

A child can be supported by an adult who:

- Provides opportunities for the child to participate in cooperative games without rules with peers
- Encourages the child to act out various roles (e.g., people, animal movements) as a means of self-expression.
- Provides positive feedback when the child tries a novel gross/fine motor and/or sensory activity.
- Provides positive feedback as the child continues to attempt an activity that may not yet be easy.
- Provides opportunities for the child to practice taking turns during physical activities.
- Provides opportunities for the child to serve as a peer buddy for another child during physical activities.
- Follows the mood of the child (e.g., if fussy, then sing lullabies or if alert, sing play songs).
- Sings a familiar song to help the baby feel safe and secure in an unfamiliar setting.
- Plays sound games with infants (e.g., repeats sounds that the baby makes back to the adult).
- Encourages children to do art in their own way.
- Plans art experiences according to the physical, emotional, and intellectual development of the child.
- Invites the child to describe what is created and avoids judgment.
- Encourages the child to decide what to draw, paint, or make.
- Uses a variety of art media for self expression.
- Displays child's art within child's eye-level.
- Values each child's creative efforts.
- Provides an accepting attitude toward each child's ideas.
- Expresses feelings about art.

How it looks in everyday activities:

Three year old Amelia is sitting at the table with her class. They are happy to be eating popsicles after playing outside on a very hot day. Amelia gets up to throw her wrapper away. The teacher, Miss Kirsten, notices Amelia's blue lips and teeth from her blue popsicle. She asks Amelia, "Did you like your popsicle?" Amelia nods, and says "yes, yummy, it was blue!"

Miss Kirsten says, "Oh it was blue all right, stick out your tongue!"

Amelia smiles and sticks out her tongue. Another child notices Amelia's face, "It's blue!" Eric says. Seeing that her tongue has turned blue, Miss Kirsten asks Amelia to come over to the mirror in the Housekeeping area. She asks Amelia to look in the mirror, and stick out her tongue.

Amelia, seeing herself in the mirror, first smiles at her image and studies her face. Looking in the mirror, just a couple inches from her face, Amelia sticks out her tongue and giggles. She quickly covers her mouth with her hands, and laughs as she says, "I'm blue!" Miss Kirsten, affirms, "Yes, Amelia your popsicle made your mouth blue!" Amelia looks around at other children who also have different colors on their faces.

Two other children are now sticking out their tongues, too. But not all children are at the mirror to see their image. One child, with his

tongue out, lowers his chin and turns his head, trying to "see" his own tongue without looking in the mirror. Miss Kirsten asks other children about the colors on their faces

When Amelia sees herself in the mirror and then shares her facial expression with another important child or adult, she understands her sense of self. When she turns and shares her laughter and facial expression with others, she engages with others. Recognizing others' feelings shows understanding of self and others.



❖ COMMON CORE STATE STANDARD: NONE

❖ ISTAR-KR: Manages Emotions

Early in life, the baby relies on adults to provide the behavioral and emotional supports needed for physiological regulation to develop. Problems in regulation are shown in infancy through difficulties in sleep, feeding, and calming. Over time, young children gradually become more consistent in sleep and feeding schedules, showing the increasing skill in self-regulation that comes with maturity. For preschool children, problems in self-regulation are classically displayed as aggression. By the latter part of the second year of life, more sophisticated regulation skills, such as impulse control and frustration tolerance begin to emerge.

To demonstrate skills in managing emotions, the developmental steps are: expresses a variety of emotions; responds to a variety of emotions; manages emotions with adult assistance; independently uses strategies to manage emotions.

Young Children are Learning When They:

- SE.2.1 Show affection to a caregiver, character, or plaything.
- SE.2.2 Actively attend to things that an adult is showing.
- SE.2.3 Show affection for an imaginary character or plaything.
- SE.2.4 Respond to arrival of a familiar person.
- SE.2.5 Smile or laugh when looked at or spoken to.
- SE.2.6 Respond to own name, words, or short phrases (e.g., “Stop!” “Where’s Mommy?”).
- SE.2.7 Follow simple directions with prompts
- SE.2.8 Use language instead of physical force to resolve conflicts, with assistance.
- SE.2.9 Share a set of 2 items with a friend.
- SE.2.10 Claim objects as “mine.”
- SE.2.11 Share a set of 2 with a friend.
- SE.2.12 Share a set of 2 with a friend.
- SE.2.13 Claim objects as “mine.”
- SE.2.14 Hide face in play.
- SE.2.15 Communicate when something does not belong or should not happen.

A child can be supported by an adult who:

- Asks the child to follow simple requests while looking at a book (e.g., point to the cow).
- Attends to and encourage young child vocalizations and communicative gestures.
- Is responsive to children who seek help in their attempt to write and draw.
- Maintains eye contact.
- Imitates child’s sounds and gestures.
- Interprets and gives names to child’s emotions.
- Makes time every day to stop and listen to the child without interruptions.
- Provides opportunities for the child to interact and communicate with other children.
- Asks questions that require thinking.
- Plays and talks to the child.
- Allows children to explore and pace themselves when playing with toys and learning a new skill. Allows child to find own sequence and rate of learning.
- Sets simple time limits (e.g., three more swings and we are done. Verbally counts 1, 2, 3.

How it looks in everyday activities:

The infant teacher, Miss Isabelle, awaits the arrival of a new 8-month old, Brad. Soon, there he is in the doorway, Grandma holding him as they enter the classroom. Miss Isabelle walks over to greet them and says, “Hello, Brad! I am your new teacher!” Grandma tries to give Brad over to the teacher, but Brad grabs tightly to her shirt, not wanting to leave her arms just yet. Miss Isabelle says, “Grandma, how would you like to see Brad’s new classroom?” Grandma says, “Oh yes! Right Brad?” They all take a short walk around the room, learning where Brad’s crib, changing table and eating area are located. Grandma says, “Brad, this is such a nice room! Wouldn’t you like to play with some toys?” Grandma is able to sit Brad down on the carpet near some toys. She tells the teacher, “I’m sorry, but I have to go!” Miss Isabelle says to Brad, “Brad, Grandma has to go, say ‘Bye bye!’” Grandma waves and says, “Bye bye!” and leaves the room. Brad looks after her, and then starts to cry.

Miss Isabelle sits down on the carpet next to Brad. She explains that Grandma has to leave, but she will be back to get him later. Telling him, “I know you are sad because your Grandma had to leave. Oh, I know, I feel sad too, when someone has to say goodbye for a time. Don’t worry, Brad, it is OK to feel sad. But Grandma wants you to be here having fun with your toys and meeting new friends!” After talking and trying to play with Brad, he still does not stop crying. Miss Isabelle picks Brad up, grabs a book and sits in the rocking chair with the child on her lap. They begin reading “Goodnight Gorilla”. Miss Isabelle rocks back and forth and her calm voice reads through the story. By the time she is done,

Brad is calm too, but sniffing a little. Miss Isabelle asks “Do you want me to read it again?” Brad shakes his head “yes”. Miss Isabelle says, “Great! After we finish this book, then we need to have our morning snack, ok?” Miss Isabelle begins the story again.

Infants and toddlers learn to manage their emotions when they are supported while experiencing feelings, whether they are angry, excited or sad. Keeping a child on a routine helps a child feel safe by providing predictability, helps support the child during difficult feelings of sadness or anger and teaches coping skills. Talking clearly and calmly with the child about what they are feeling allows a child to know that feelings are recognized and accepted; this also helps children understand and eventually manage their own feelings. Responding sensitively and saying goodbye rather than sneaking out models respect and trust. Helping a child learn to wave appropriately encourages growth and independence.

Young Children are Learning When They:

- SE.2.16 Cooperate with a routine.
- SE.2.17 Indicate a need.
- SE.2.18 Communicate discomfort.
- SE.2.19 Show pleasure or displeasure at an effect.
- SE.2.20 Communicate disappointment.
- SE.2.21 Communicate when something does not belong or should not happen.
- SE.2.22 Show curiosity in objects and sounds.
- SE.2.23 Experiment with likes and dislikes of caregivers and other children (e.g., pulling hair).
- SE.2.24 Predict reactions from others (e.g., pulling hair).
- SE.2.25 Show fear of falling off of a high place.
- SE.2.26 Resist separation and seek reassurance from trusted caregiver when encountering an unfamiliar person or object.
- SE.2.27 Get into everything and require constant supervision.
- SE.2.28 Resist adult's direction or agenda by testing limits.
- SE.2.29 Move from primarily reflex actions to doing things on purpose.
- SE.2.30 Cry to express displeasure.
- SE.2.31 Cooperate with a routine.

A child can be supported by an adult who:

- Responds to needs of the infant.
- Puts safe objects in path of crawler to present problem-solving opportunity for child to obtain or move around the object.
- Helps the child understand that many problems can be solved in more than one way.
- Allows the child to explore, manipulate, and problem solve with ample time for practice and repetition.
- Promotes exploration by being available, aware of safety issues, and responsive.
- Asks questions that stimulate thinking and problem-solving (e.g., What if?).
- Offers choices ("which shirt will you wear today?") to support growing need for independence.
- Helps infant develop a sense of trust and security by sensitive responding.
- Scaffolds the child's learning by breaking down tasks into steps and reminding of the next step by giving indirect suggestions rather than giving the answer.
- Talks clearly and calmly with the child about what they are doing.
- Establishes a routine and discusses ideas with child.

Young Children are Learning When They:

- SE.2.32 Communicates “no.”
- SE.2.33 Around two, show self as “doer” (e.g., explore everything, be assertive in preferences, and increase range of self-help skills).
- SE.2.34 Push away something not wanted.
- SE.2.35 Talk about the importance and reason for rules.
- SE.2.36 Tell the consequences of not following rules.
- SE.2.37 Participate in games and follow the rules.
- SE.2.38 Remind other children about the rules and things children shouldn’t do to others and why (one should not bite because it hurts).
- SE.2.39 Tell the consequences of behaviors and choices.
- SE.2.40 Set own consequences for some behaviors.
- SE.2.41 Identify and follow different rules in different places (e.g., school rules may be different from home).
- SE.2.42 Show self-control by following rules in different places.
- SE.2.43 Start sharing some objects with others.
- SE.2.44 By age four, compromise, share, and take turns.
- SE.2.45 Show greater ability to control intense feelings (e.g., anger, frustration).
- SE.2.46 Make choices after considering alternatives.
- SE.2.47 Show fear of falling off high places such as stairs.
- SE.2.48 Demonstrate fear, caution, or curiosity with new people depending on age and temperament style.
- SE.2.49 Protest separation from primary caregiver between age 12 and 18 months.

A child can be supported by an adult who:

- Supports individuality by providing choices whenever possible (e.g., “You have to change your shirt, but you can choose the red one or the green one”).
- Asks for the child’s help with daily tasks, and accepts their offer of help.
- Establishes limits for child’s behavior to provide a physically and emotionally safe environment.
- Develops positive rules with the child for understanding and ownership.
- States rules in a positive manner to promote positive thinking instead of negative thinking (e.g., instead of “No running.” say “We use walking feet.”).
- Reviews positive rules daily with the child.
- Gives the child options rather than commands.
- Offers easy-to-follow directions.
- Allows time for the child to discuss behavior and consequences.
- Helps the child verbalize thoughts.
- Demonstrates how the child can use words instead of force to obtain something.
- Models sharing.
- Reads and discusses stories, songs, and poems that reinforce cooperation and sharing between peers.
- Provides opportunities for the child to make choices.
- Takes photos of the child helping others, caring for her room, or taking care of daily needs and displays them around the room.
- Says good-bye when leaving the child rather than sneaking out.

Young Children are Learning When They:

- SE.2.50 Value the importance of caring for others.
- SE.2.51 Work and play cooperatively with others.
- SE.2.52 Use words to express feelings.
- SE.2.53 Use thinking skills to resolve conflicts.
- SE.2.54 Learn social skills.
- SE.2.55 Use interpersonal skills of sharing and taking turns in interactions with others.
- SE.2.56 Imitate, follow, and enjoy adult interactions during games (e.g., peek-a-boo, pat-a-cake, moving to music/dancing).
- SE.2.57 Imitate other's expressions and actions.
- SE.2.58 Use adults as resources.
- SE.2.59 Show pride in physical/personal accomplishments.
- SE.2.60 Follow rules for simple games and activities.
- SE.2.61 Exhibit self-confidence while participating in movement activities.
- SE.2.62 Talk about enjoying movement activities.
- SE.2.63 Express both positive and negative feelings about participating in physical activities.
- SE.2.64 Demonstrate a determination to develop skills through repetitive practice.

A child can be supported by an adult who:

- Gives the child opportunities to be with many other children.
- Rewards positive behaviors.
- Listens to expressions of feelings.
- Gives opportunities to make appropriate choices.
- Models respect and interest in other cultures.
- Talks about differences and similarities between people, cultures, and countries in positive ways.
- Helps the child to learn to wave and clap appropriately.
- Provides support and guidance as children learn to resolve differences.
- Provides activities that assist the child in learning to follow simple rules and successfully participating in the group by listening to directions and waiting for a turn.
- Provides the child with age-appropriate gross/fine motor and sensory activities that are fun, yet challenging.
- Provides positive feedback when the child tries a novel gross/fine motor and/or sensory activity.
- Provides positive feedback as the child continues to attempt an activity that may not yet be easy.

Young Children are Learning When They:

- SE.2.65 Take turns during physical activities.
- SE.2.66 Help others during physical activities.
- SE.2.67 Work together as a team toward a common goal.
- SE.2.68 Play cooperatively with others during physical activities.
- SE.2.69 Treat others with respect during physical activities.
- SE.2.70 Resolve conflicts in socially accepted ways during physical activities.
- SE.2.71 Smile and coo to sounds the child likes.
- SE.2.72 Behave differently depending on the types of music (e.g., calm down to lullabies; respond by moving arms and legs).
- SE.2.73 Sing a song as a means of comfort.
- SE.2.74 Smile or laugh when music is played.
- SE.2.75 Verbally express enjoyment.
- SE.2.76 Express self through dramatic play.
- SE.2.77 Use dance and visual art as a vehicle for self-expression.
- SE.2.78 Show individuality in artwork.
- SE.2.79 Express feelings about art work.
- SE.2.80 Select different art media to express emotions or feelings. (e.g., painting with bright colors to match a playful mood)
- SE.2.81 Use art media to channel frustration and anger in a socially acceptable way. (e.g., punching and pounding clay)
- SE.2.82 Learn to enjoy and respect the art work of others.

A child can be supported by an adult who:

- Provides opportunities for the child to practice taking turns during physical activities.
- Provides opportunities for the child to serve as a peer buddy for another child during physical activities.
- Provides opportunities for the child to work with others toward a common goal.
- Follows the mood of the child (e.g., if fussy, then sing lullabies or if alert, sing play songs).
- Uses music as a part of daily routine
- Provides experiences that help the child release feelings constructively, whether the feelings are of anger or hostility or joy and excitement.
- Displays child's art within child's eye-level.
- Uses child's art as part of daily routine (e.g., decorating cookies).
- Recognizes variations in children's physical, emotional, and intellectual development, and uses art materials and plans experiences accordingly.
- Talks about how the work is done and leaves it to the child to talk about what it stands for and what it means to the child.
- Encourages appreciation of art.

How it looks in everyday activities:

Mom and 4-year old Christian have just finished breakfast. As they walk upstairs to get dressed, they talk about their day. “What are you going to do in school today?” mom asks Christian. “I don’t know.” Christian says. Mom states, “Well, yesterday, you were working on the letter ‘R’, so maybe you will do that again.” Christian starts practicing R-words, “Ronald the rabbit wore a red raincoat in a racecar to Roseville...”

When they reach Christian’s bedroom, he begins to pull shirts out of his drawer and throw them on the floor. “What are you doing?” Mom asks angrily. “I don’t know what I want to wear!” Mom starts to pick up the shirts one by one asking, “How about this one?” Christian says, “NO!” Getting angrier and angrier and Mom tries to offer him shirt after shirt. Finally, Christian yells, “Just forget it!” and sits on the bed. Trying to remain calm, Mom walks across the room, looking into Christian’s closet. But she does this intentionally, to allow her son some time to manage his anger. Finding another shirt in the closet, hanging next to a red vest, Mom turns around and cheerfully asks, “How about this? The vest is red just like Ronald’s raincoat!” Christian looks, but just says, “Huh!” and turns away.

Mom comes over to sit next to Christian on the bed. “We have a problem.” Mom says thoughtfully. “We still have to brush our teeth and get our library books together before we leave. But we need to get dressed first! How we going to solve this?” Mom taps Christian, “Hey! Why don’t YOU pick a shirt and I will get the vest for you!”

Christian looks around, shrugs, but stands up looking for a shirt. By the time Mom is back with the vest, Christian is taking off his pajama top. “OH! What a nice shirt you have laying there.” Pointing to a shirt on the bed, “Is THIS the one YOU picked out to wear?” Christian says, “Yes, it has red stripes in it, see?”

“Terrific!” says Mom. “I will go look for those library books while you finish getting dressed. Mom supports individuality and independence by providing choices whenever possible. Waiting, giving children time to calm themselves establishes the development of managing their own emotions. Providing positive feedback reinforces this skill.

Helping children to problem solve teaches them that with ample time, they understand and solve their own problems. Talking clearly about when you do together and discussing ideas and solutions lets children know that they can be part of that solution.

❖ COMMON CORE STATE STANDARD: NONE

❖ ISTAR-KR: Interpersonal Skills

Starting in infancy, supportive interactions with caring adults not only build a baby's ability to regulate her emotions, but also help the baby learn how to have good relationships with others. Simple, everyday caregiving actions are what are needed to help babies attain both social and emotional competence. The parent who talks and plays with their baby in a sensitive way helps the baby's brain continue to grow and develop well into the second year of life. Teachers, early interventionists, and child care professionals who are sensitive and responsive to the child's experiences and needs also play a role in the development of social competence. Through responsive and nurturing caregiving, every adult can make a significant difference in the lives of babies the grownups they will become.

The developmental progressive steps to mastering interpersonal skills are: interacts with caregiver; engages in parallel play; interacts with others; engages in cooperative interactions.

Young Children are Learning When They:

- SE.3.1 React to a story or event.
- SE.3.2 React to new situations based on the memory of a previous event.
- SE.3.3 Recognize when a caregiver is not present.
- SE.3.4 Show affection to a caregiver, character, or plaything.
- SE.3.5 Actively attend to things that an adult is showing.
- SE.3.6 Recognize pictures of family members.
- SE.3.7 Watch and listen to a story to completion or for ten or more minutes.
- SE.3.8 Recognize own name in isolated print.
- SE.3.9 Pretend to do something or be someone.
- SE.3.10 Act out familiar, scripted events and routines.
- SE.3.11 Identify a favorite story.
- SE.3.12 Actively look for or keep attending to things that an adult points to, shows, or talks about.
- SE.3.13 Watch and listen to a story to completion or for ten minutes or more.
- SE.3.14 Identify a favorite story.

A child can be supported by an adult who:

- Attends to and encourage young child vocalizations and communicative gestures.
- Take turns "talking" with the child.
- Sets aside a regular talk time to have a conversation about the child's life.
- Encourages and models verbal interaction with other children and adults. (EL)

How it looks in everyday activities.

Ms. Gracie works in the Infant room of a community child care center. Maddie, 10 months old, has just awakened from a morning nap in the room and sees Ms. Gracie who is her primary caregiver at the center. Maddie smiles brightly and reaches her arms expectantly toward Ms. Gracie who smiles in return and lifts Maddie from her crib. Ms. Gracie gives her a warm hug as Maddie snuggles on Ms. Gracie's shoulder enjoying the feeling of closeness with her.

Ms. Gracie walks over to the changing table and lays Maddie down. Maddie smiles and wiggles in anticipation as she knows that Ms. Gracie will sing to her while changing her diaper and play their special game of peek-a-boo. Ms. Gracie smiles and talks to Maddie and then begins singing Itsy Bitsy Spider. They both enjoy this special time together.



Development of a skill in one area is related to and influences other developmental areas:

Communication

- Imitates actions of others
- Shows object to another
- Responds to adult guidance in turn-taking
- Greets others
- Begins conversation

Cognitive

- Participates in circle games
- Engages in simple pretend play
- Maintains conversations exchange

Physical

- Takes turns with games and materials when prompted

Young Children are Learning When They:

- SE.3.15 Act out familiar, scripted events and routines.
- SE.3.16 Use eye gaze to communicate.
- SE.3.17 Use proximity to communicate.
- SE.3.18 Show affection for an imaginary character or plaything.
- SE.3.19 Use eye gaze, proximity, and gestures to communicate.
- SE.3.20 Respond to arrival of a familiar person.
- SE.3.21 Smile or laugh when looked at or spoken to.
- SE.3.22 Respond to own name, words, or short phrases.
- SE.3.23 Jointly attend to object of interest to self.
- SE.3.24 Jointly attend to pictures and books for several minutes
- SE.3.25 Actively attend to things an adult is showing.
- SE.3.26 Watch and listen to a story to completion for ten minutes or more.
- SE.3.27 Stay with an adult-directed activity or story for 10-15 minutes.
- SE.3.28 Use trial and error to solve a simple problem.
- SE.3.29 Generalize a solution to a new situation.
- SE.3.30 Initiate turn taking in play.
- SE.3.31 Select the preferred item when given two choices.
- SE.3.32 Select the preferred item when given two choices.
- SE.3.33 Trade several smaller items for a larger item.
- SE.3.34 Select the preferred item when given two choices.
- SE.3.35 Follow a daily schedule.
- SE.3.36 Follow steps in a simple routine.

A child can be supported by an adult who:

- Reads and responds to the child's cues.
- Maintains eye contact.
- Imitates child's sounds and gestures.
- Utilizes routines such as diapering, feeding, etc., to talk to the child about what is being done.
- Makes time every day to stop and listen to the child without interruptions.
- Encourages the use of words with other children and with adults to express ideas, desires, feelings, and to resolve conflicts.
- Provides opportunities for the child to interact and communicate with other children.
- Plays peek-a-boo with child to help her understand that objects continue to exist even when out of her sight (teaches object permanence).
- Plays and talks to the child.
- Offers opportunities for waiting (e.g., your turn is next).

Young Children are Learning When They:

- SE.3.37 Use a learned behavior in a new way.
- SE.3.38 Repeat a behavior that had previously caused a desired effect.
- SE.3.39 Use active exploration to solve a problem.
- SE.3.40 See a simple task through to completion.
- SE.3.41 Show pleasure or displeasure at an effect.
- SE.3.42 Make simple cause/effect predictions.
- SE.3.43 Use trial and error to solve problems.
- SE.3.44 See a simple task through to completion.
- SE.3.45 Recognize and discriminate the sight, smell, and sound of the principal caregiver.
- SE.3.46 Show curiosity in objects and sounds.
- SE.3.47 Repeat a behavior that had previously caused a desired effect.
- SE.3.48 Experiment with likes and dislikes of caregivers and other children.
- SE.3.49 Predict reactions from others.
- SE.3.50 Engage in a scientific experiment with a peer or with small groups of children using sharing/turn taking skills.
- SE.3.51 Apply previously learned information to new situations.
- SE.3.52 Seek interaction and enjoy social play.
- SE.3.53 Resist separation and seek reassurance from trusted caregiver when encountering an unfamiliar person or object.
- SE.3.54 Get into everything and require constant supervision.
- SE.3.55 Repeat a behavior that had previously caused a desired effect.
- SE.3.56 Resist adult's direction or agenda by testing limits.
- SE.3.57 Show an interest in interacting with pets and participate in their care with assistance from caregiver.

A child can be supported by an adult who:

- Responds to needs of the infant.
- Supports the child's beginning friendships by providing opportunities for the child to learn and explore with peers and adults.
- Plays patty cake, peek-a-boo, and hide and seek.
- Helps infant develop a sense of trust and security by sensitive responding.



Young Children are Learning When They:

- SE.3.58 Move from primarily reflex actions to doing things on purpose.
- SE.3.59 Enjoy simple pretend play.
- SE.3.60 React to new situations based on memory of a previous event.
- SE.3.61 Recognize when caregiver is not present.
- SE.3.62 Identify other people and their roles.
- SE.3.63 Show interest in other children.
- SE.3.64 Around two, show self as “doer” (e.g., explore everything, be assertive in preferences, and increase range of self-help skills).
- SE.3.65 Participate in games and follow the rules.
- SE.3.66 Remind other children about the rules and things children shouldn’t do to others and why (one should not bite because it hurts).
- SE.3.67 Tell the consequences of behaviors and choices.
- SE.3.68 Set own consequences for some behaviors.
- SE.3.69 Recognize the faces and voices of the key people (e.g., parents, grandparents, brothers and sisters, child care givers) in their lives.
- SE.3.70 Prefer to look at faces of key people.
- SE.3.71 Pretend to take care of a doll by feeding and other activities.
- SE.3.72 Draw pictures of their family.

A child can be supported by an adult who:

- Allows the child to experience the consequences of actions (when safe). Then talk about what happened and why.
- Reacts to child’s actions and understands a young child’s cues (communication).
- Encourages family members to talk with the child about family history and culture.
- Demonstrates how the child can use words instead of force to obtain something.
- Models sharing and modeling the behaviors you want to encourage (e.g., say please or lend a helping hand).
- Asks for the child’s help with daily tasks, and accepts their offer of help.
- Develops positive rules with the child for understanding and ownership.
- States rules in a positive manner to promote positive thinking instead of negative thinking (e.g., instead of “No running.” say “We use walking feet.”).
- Allows time for the child to discuss behavior and consequences.
- Demonstrates how the child can use words instead of force to obtain something.
- Models sharing.
- Reads and discusses stories, songs, and poems that reinforce cooperation and sharing between peers.
- Provides opportunities for the child to make choices.
- Says good-bye when leaving the child rather than sneaking out.
- Points family members out from photos.

Young Children are Learning When They:

- SE.3.73 Pretend to take care of a doll by feeding and other activities.
- SE.3.74 Play the role of different family members through dramatic play.
- SE.3.75 Draw pictures of their family.
- SE.3.76 Ask questions about families.
- SE.3.77 Talk about how he is the same and/or different from other children.
- SE.3.78 Choose between two or more alternatives.
- SE.3.79 Demonstrate awareness of activities that can satisfy people's wants.
- SE.3.80 Talk about what he wants to be when he grows up.
- SE.3.81 Recognize gender differences.
- SE.3.82 Ask questions about physical differences.
- SE.3.83 Take turns in interactions with others.
- SE.3.84 Share belongings with others.
- SE.3.85 Work and play cooperatively with others.
- SE.3.86 Demonstrate early pretending with objects.
- SE.3.87 Use words to express family relationships, such as mother or grandpa.
- SE.3.88 Recognize differences between people of different cultures and abilities.
- SE.3.89 Realize that other children are more alike than different.
- SE.3.90 Comment on or ask questions about physical differences.
- SE.3.91 Identify differences between people of different cultures, backgrounds, and abilities.
- SE.3.92 Attend to and comment on gender differences.
- SE.3.93 Use interpersonal skills of sharing and taking turns in interactions with others.

A child can be supported by an adult who:

- Provides many opportunities for the child to explore family relationships through dramatic play and conversation.
- Helps the child identify and name family members and their relationships and roles.
- Talks about the child's unique qualities and those qualities that make him similar to other children.
- Assists the child in making a family book with pictures and drawings of members.
- Gives the child opportunities to be with many other children.
- Models treating others with respect and fairness.
- Discusses with the child physical characteristics and how they can be similar and different.
- Sets and enforces limits and boundaries.
- Rewards positive behaviors.
- Provides opportunities to be with extended family members.
- Listens to expressions of feelings.
- Gives the child opportunities to be with many other children to build interpersonal skills (e.g., sharing, taking turns, treating others equally).
- Models caring and kindness for all people.
- Models treating others with respect and fairness.
- Shares stories, songs, and poems about different cultures.
- Discusses with the child physical characteristics and how they can be similar and different (e.g., many people have hair, but different color, length, texture).
- Offers play experiences for the child to move and talk with others to establish friendships.
- Provides the child with accurate and compassionate answers to help the child develop a sense of respect for the physical differences of others.

Young Children are Learning When They:

- SE.3.94 Imitate, follow, and enjoy adult interactions during games (e.g., peek-a-boo, pat-a-cake, moving to music/dancing).
- SE.3.95 Show understanding of cause and effect.
- SE.3.96 Show interest in cause and effect.
- SE.3.97 Imitate other's expressions and actions.
- SE.3.98 Identify and solve problems through active explorations.
- SE.3.99 Talk about enjoying movement activities.
- SE.3.100 Express both positive and negative feelings about participating in physical activities.
- SE.3.101 Demonstrate a determination to develop skills through repetitive practice.
- SE.3.102 Help others during physical activities.
- SE.3.103 Work together as a team toward a common goal.
- SE.3.104 Play cooperatively with others during physical activities.

A child can be supported by an adult who:

- Helps the child to learn to wave and clap appropriately.
- Provides support and guidance as children learn to resolve differences.
- Provides opportunities for the child to participate in cooperative games without rules with peers.
- Provides activities that assist the child in learning to follow simple rules and successfully participating in the group by listening to directions and waiting for a turn.
- Provides opportunities for the child to practice taking turns during physical activities.
- Provides opportunities for the child to serve as a peer buddy for another child during physical activities.
- Provides opportunities for the child to work with others toward a common goal.

Young Children are Learning When They:

- SE.3.105 Respond to familiar voices, songs, and sounds.
- SE.3.106 Smile and coo to sounds the child likes.
- SE.3.107 Behave differently depending on the types of music.
- SE.3.108 Move to the music on own and with others.
- SE.3.109 Imitate pat-a-cake or other familiar games.
- SE.3.110 Make up songs and dances by themselves and along with others.
- SE.3.111 Sing a song as a means of comfort.
- SE.3.112 Smile or laugh when music is played.
- SE.3.113 Verbally express enjoyment.
- SE.3.114 Watch an activity before getting involved.
- SE.3.115 Express self through dramatic play.
- SE.3.116 Use dance and visual art as a vehicle for self-expression.
- SE.3.117 Show individuality in artwork.
- SE.3.118 Pretend through role play.
- SE.3.119 Express self in dramatic play through storytelling, puppetry, and other language development activities.
- SE.3.120 Select different art media to express emotions or feelings.
- SE.3.121 Use art media to channel frustration and anger in a socially acceptable way.
- SE.3.122 Engage in cooperative pretend play with another child.
- SE.3.123 Watch an activity before joining.
- SE.3.124 Develop growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.

A child can be supported by an adult who:

- Sings a familiar song to help the baby feel safe and secure in an unfamiliar setting.
- Plays sound games with infants (e.g., repeats sounds that the baby makes back to the adult).
- Uses music as a part of daily routine
- Encourages children to do art in their own way.
- Plans art experiences according to the physical, emotional, and intellectual development of the child.

How it looks in everyday activities.

It was two weeks until Christmas and four year old Elizabeth was so excited! Her mother, Mary, had invited Aunt Mollie and her cousins, 3 year old Martha and four year old Jack to help bake some Christmas cookies that afternoon. While Elizabeth helped her mother gather up the ingredients for the cookies including special colored sugars, candies and sprinkles, they talked about their upcoming family holiday plans that included a trip to Grandma's for Christmas dinner. They also gathered up the baking utensils, cookie cutters and rolling pin.

Elizabeth helped her mother measure the ingredients and mix the dough for the cookies. She also sorted and counted the cookie cutters noting there were 13 cookie cutters in all.

After their guests had arrived, Mary began using the rolling pin on the dough to make the sugar cookies. Elizabeth, Jack and Martha took turns using the cookie cutters on the dough and Aunt Mollie placed the cut cookies on the baking sheets for decorating. Elizabeth, Jack and Martha agreed that decorating the cookies was the most fun! They had to share the special sugars, candies and sprinkles and take turns using them on their cookies. As they worked together they listened to Christmas music and talked about how beautiful the cookies would be. Jack made a special one for his dad that had lots sprinkles and candies. He knew his dad would like it.

Development of a skill in one area is related to and influences other developmental areas:

Communication

- Makes needs known
- Engages in pretend play
- Listens to others
- Recognizes others' feelings

Cognitive

- Makes choices
- Responds to name
- Separates in familiar environments

❖ COMMON CORE STATE STANDARD: NONE

❖ ISTAR-KR: Responsibility

As in the other areas of social-emotional skill development, young children depend on caring adults to support them in understanding and gaining control in navigating routines, relationships and schedules. We live with and among others, so routines, relationships, rules and schedules govern how we need to function to succeed in those groups and environments. The young child's ability to anticipate simple daily routines leads to following routines, directions, rules, and interacting and working successfully with others. Complying with limits, boundaries, and social rules is how we would begin to see the development of responsibility in young children.

The developmental progressions of skills to mastering responsibility are: recognizes steps in familiar routines; follows familiar routines; follow rules; applies rules to situations.

Young Children are Learning When They:

- SE.4.1 Recognize when a caregiver is not present.
- SE.4.2 Show affection to a caregiver, character, or plaything.
- SE.4.3 Act out familiar, scripted events and routines.
- SE.4.4 Respond to arrival of a familiar person.
- SE.4.5 Smile or laugh when looked at or spoken to.
- SE.4.6 Respond to own name, words, or short phrases (e.g., "Stop!" "Where's Mommy?")
- SE.4.7 Engage in turn-taking vocalizations.
- SE.4.8 Follow simple directions with prompts.
- SE.4.9 Follow one-step spoken directions without prompts (e.g., Get your shoe).
- SE.4.10 Engage in reciprocal conversations for two to three exchanges.
- SE.4.11 Request permission.
- SE.4.12 Understand and follow a one-step direction.
- SE.4.13 Cooperate with a routine.
- SE.4.14 Anticipate an event.
- SE.4.15 Anticipates a sequence during daily activities.
- SE.4.16 Follow a daily schedule.
- SE.4.17 Follow steps in a simple routine.

A child can be supported by an adult who:

- Creates a daily reading routine, whether it is before bedtime, after lunch, or in the morning.
- Lets the child control the subject of the conversation and encourages efforts to use new words.
- Is responsive to children who seek help in their attempt to write and draw.
- Encourages the use of words with other children and with adults to express ideas, desires, feelings, and to resolve conflicts.
- Provides opportunities for the child to interact and communicate with other children.
- Offers opportunities for waiting (e.g., your turn is next).

How it looks in everyday activities:

Nathan and Travis, 20 month old twins, love their cats. While shopping for cat food and cat litter Brad, the father, talks to the boys about all of the things that the family must do to take care of their cats. He explains that the cats need to eat and drink just like people do. Nathan says “I like spaghetti-o’s”. Travis says “I like mac-n-cheese too”. Brad laughs and agrees that spaghetti-o’s and mac-n-cheese are some of their favorite foods but that food that people eat isn’t really good for the cats and that is why we have to buy the cat food. Nathan says “ok”.

When they arrive home Brad helps Nathan dish out some of the cat food into the cat bowl and helps Travis put water in the water dish near the bathroom where the litter box is at. Nathan says “cats potty too”. Brad responds “yes they do but they use the litter box and not the toilet like people do”. Nathan laughs and says “yes”. Travis laughs and says “I can potty in the potty so I don’t have to use the sand”.

Development of a skill in one area is related to and influences other developmental areas:

Cognitive

- Responds to familiar routines
- Demonstrates understanding of expectations by assisting adult
- Reminds others about rules

Self-Help

- Puts belongings in proper place

Communication

- Communicates when something does not belong or should not happen

Physical

- Complete tasks independently
- Cleans up area when finished

Young Children are Learning When They:

- SE.4.18 Communicate when something does not belong or should not happen.
- SE.4.19 Predict reactions from others (e.g., pulling hair).
- SE.4.20 Resist adult's direction or agenda by testing limits.
- SE.4.21 Cooperate with a routine.
- SE.4.22 Anticipate a sequence during daily activities.
- SE.4.23 React to new situations based on memory of a previous event.
- SE.4.24 Recognize when caregiver is not present.
- SE.4.25 Sequence recurring events (e.g., "After I eat lunch, I take a rest.").
- SE.4.26 Show anticipation for regularly scheduled events.
- SE.4.27 Describe daily routine (e.g., home and/or school).
- SE.4.28 Follow simple directions.
- SE.4.29 Complete basic responsibilities related to daily needs.
- SE.4.30 Respond positively to options rather than commands.
- SE.4.31 Talk about the importance and reason for rules.
- SE.4.32 Tell the consequences of not following rules.
- SE.4.33 Participate in games and follow the rules.
- SE.4.34 Remind other children about the rules and things children shouldn't do to others and why (one should not bite because it hurts).
- SE.4.35 Tell the consequences of behaviors and choices.
- SE.4.36 Set own consequences for some behaviors.
- SE.4.37 Identify and follow different rules in different places (e.g., school rules may be different from home).

A child can be supported by an adult who:

- Encourages child to experiment with many different ways to solve problems.
- Helps the child understand that many problems can be solved in more than one way.
- Allows the child to explore, manipulate, and problem solve with ample time for practice and repetition.
- Provides reassurances and serves as a positive, exploring role model.
- Asks questions that stimulate thinking and problem-solving (e.g., What if?).
- Provides a routine for the child.
- Does for, does with, and watches as the child learns to do things independently.
- Talks about the reason for rules.
- Develops positive rules with the child for understanding and ownership.
- Gives the child options rather than commands.
- Offers easy-to-follow directions.
- Provides opportunities for the child to make choices.
- Takes photos of the child helping others, caring for her room, or taking care of daily needs and displays them around the room.

Young Children are Learning When They:

- SE.4.38 Show self-control by following rules in different places.
- SE.4.39 Start sharing some objects with others.
- SE.4.40 By age four, compromise, share, and take turns.
- SE.4.41 Follow simple directions.
- SE.4.42 Help with routines that keep the house neat.
- SE.4.43 Choose between two or more alternatives.
- SE.4.44 Value the importance of caring for others.
- SE.4.45 Work and play cooperatively with others.
- SE.4.46 Use words to express feelings.
- SE.4.47 Use thinking skills to resolve conflicts.
- SE.4.48 Say please and thank you.
- SE.4.49 Follow rules for simple games and activities.
- SE.4.50 Identify and solve problems through active explorations.
- SE.4.51 Follow basic safety rules (e.g., fire and traffic/pedestrian safety).
- SE.4.52 Avoid potentially harmful objects, substances, and activities.

A child can be supported by an adult who:

- Gives the child responsibility for keeping a room or space clean or tidy.
- Creates opportunity for the child to choose and discusses consequences of choices.
- Models treating others with respect and fairness
- Gives opportunities to make appropriate choices.
- Models caring and kindness for all people.
- Provides activities that assist the child in learning to follow simple rules and successfully participating in the group by listening to directions and waiting for a turn.
- Provides positive feedback when the child tries a novel gross/fine motor and/or sensory activity.
- Encourages the child to be responsible for personal belongings (e.g., hanging up jackets, back packs).
- Uses teachable moments to instruct the child about pedestrian/traffic safety (e.g., drop-off/pick-up times, while walking, field trips, use of proper restraints).
- Provides opportunities for the child to practice taking turns during physical activities.
- Provides opportunities for the child to serve as a peer buddy for another child during physical activities.

How it looks in everyday activities:

Three children arrive in the 3 yr old classroom at child care at the very same time. Each one tells their parent good bye while greeting Miss Lucy. Miss Lucy asks the children “Does anyone need help hanging up their coats?” Eli responds “No, I can do it” Olivia says “I did it all by myself yesterday” and Cogan asks “Miss Lucy can you help me?” Miss Lucy stands next to Cogan as he tries to hang his coat on his hook. She encourages Cogan by saying “You worked really hard that time and almost had it. You can do it, what if I move the step stool over for you? Do you think that it would be helpful?” Cogan shakes his head. Miss Lucy moved the step stool in front of Cogan’s cubby as he stepped up on it to attempt it again. Miss Lucy praises Cogan “Yaay Cogan! You did it! I am so proud of you!” She held her hand up for a gentle high five as Cogan smiles and jumps down from the step stool. From across the room Olivia announces that she is the work zone cleaner for the day, and she gets to wear the cleaning work hat. Cogan immediately shuffles to the daily job chart, with Miss Lucy following. Miss Lucy bends down and uses her finger to identify Cogan’s picture and printed name. “Oh man Cogan it looks like you have a very important job today. See here, it looks like you are responsible to help me count how many children are here, pass out napkins, silverware, cups and plates.” Cogan smiles and says “Olivia, I am the restaurant manager! Can I wear the apron right now? I need gloves please.” Miss Lucy reminds Cogan that he will need his clip board with the checklist to make sure that everything is ready for snack. Cogan walked to the larger group announcing that there are 47 children here today. Miss Lucy sits down and asks Cogan to count with her. Cogan tells Miss Lucy “we will need 8 cups, 8 plates, 8 napkins, 8 chairs and 1 table cloth.”

Miss Lucy knows that it is important to help the children understand the details of their daily jobs, and it is her goal that they can use these planning skills in other situations. Miss Lucy supports the children with props so that it is fun for the children. Little do they know how much they are learning during these daily routine tasks.

❖ COMMON CORE STATE STANDARD: NONE

❖ ISTAR-KR: Problem Solving

When caring adults provide infants, toddlers, and preschool aged children with developmentally appropriate learning environments and sensitive respectful relationships, their innate motivation to explore and discover the “world” around them is stimulated. The older infant and toddler use their whole bodies to experiment with concrete objects, they learn by seeing, hearing, feeling, and tasting to know what it is, what it does, how can I manipulate it. These early sensory experiences give way to expanded thinking as they are given increasingly complex “problems” or toys/activities to explore. Thoughtful and accessible learning environments and trusting relationships with adults will provide young children what they need to find pleasure in learning and develop confidence from their success in navigating and exploring their environments and relationships. It is these early play experiences that become the precursors to language, early literacy, early math skills, and social skills.

The developmental progression of skills to demonstrate mastery of problem-solving is: initiates an action to get a desired effect; uses trial and error to manipulate objects; searches for possible solutions; finds alternative strategies and solutions.

Young Children are Learning When They:

- SE.5.1 React to a story or event.
- SE.5.2 React to new situations based on the memory of a previous event.
- SE.5.3 Recognize when a caregiver is not present.
- SE.5.4 Actively attend to things that an adult is showing.
- SE.5.5 Recognize pictures of family members.
- SE.5.6 Watch and listen to a story to completion or for ten or more minutes.
- SE.5.7 Recognize own name in isolated print.
- SE.5.8 Pretend to do something or be someone.
- SE.5.9 Act out familiar, scripted events and routines.
- SE.5.10 Identify a favorite story.
- SE.5.11 Actively look for or keep attending to things that an adult points to, shows, or talks about.
- SE.5.12 Watch and listen to a story to completion or for ten minutes or more.

A child can be supported by an adult who:

- Creates a daily reading routine, whether it is before bedtime, after lunch, or in the morning.
- Asks the child to follow simple requests while looking at a book (e.g., point to the cow).
- Attends to and encourage young child vocalizations and communicative gestures.
- Take turns “talking” with the child.
- Demonstrates the written form of the child’s name throughout the environment.
- Sets aside a regular talk time to have a conversation about the child’s life.
- Lets the child control the subject of the conversation and encourages efforts to use new words.
- Encourages and models verbal interaction with other children and adults. (EL)
- Is responsive to children who seek help in their attempt to write and draw.

How it looks in everyday activities.

7-month old Renee is in her high chair snacking on cheerios. Renee's mom, Alma, is near, picking up small toys around the kitchen. Soon Alma has an armful of toys she puts in the sink to be washed. A small plastic cup falls on the floor, and she says "uh oh!" Renee repeats her phrase, "uh oh!" Alma smiles at her daughter for responding to her comment. Picking up the cup, she rinses it off and comes over to and sits with Renee. Mom sets the cup on the table in front of her, covering up all the cheerios, and says, "Oh no! Where did they go?" Renee repeats, "oh no!" as she looks around for the cheerios. Mom uncovers the cup to reveal the cereal saying, "Here they are!" Renee grabs a few pieces and puts them in her mouth smiling and giggling. Mom smiles back, eyes big on her daughter, as she covers them up again. After two more tries, the baby picks up the cup herself to reveal the cereal.

Renee found a way to obtain the missing cheerios, after mom repeatedly picked up the cup to show her. But from the start, the baby was searching for the cheerios when they were out of sight. Renee shows interest in something out of place, and tries different ways to solve the problem, i.e. searches for something, shows interest in what mom is doing, imitates actions of others, and then moves to attain an object. Even at 7 months old, Renee solved the problem of the missing cereal!

Development of a skill in one area is related to and influences other developmental areas:

Physical

- Initiates an action to get a desired effect

Communication

- Asks for help
- Explains reasoning of why objects or pictures are used in a certain way

Cognitive

- Searches for something out of sight
- Uses tools to solve problems
- Discriminates an object that is pulled apart or one that is put together
- Considers alternatives

Young Children are Learning When They:

- SE.5.13 Identify a favorite story.
- SE.5.14 Act out familiar, scripted events and routines.
- SE.5.15 Use eye gaze to communicate.
- SE.5.16 Use proximity to communicate.
- SE.5.17 Use eye gaze, proximity, and gestures to communicate.
- SE.5.18 Respond to own name, words, or short phrases (e.g., “Stop!” “Where’s Mommy?”)
- SE.5.19 Jointly attend to pictures and books for several minutes.
- SE.5.20 Actively attend to things an adult is showing.
- SE.5.21 Follow simple directions with prompts.
- SE.5.22 Watch and listen to a story to completion for ten minutes or more.
- SE.5.23 Stay with an adult-directed activity or story for 10-15 minutes.
- SE.5.24 Follow one-step spoken directions without prompts (e.g., Get your shoe).
- SE.5.25 Use trial and error to solve a simple problem.
- SE.5.26 Generalize a solution to a new situation.
- SE.5.27 Request permission.
- SE.5.28 Use language instead of physical force to resolve conflicts, with assistance.
- SE.5.29 Understand and follow a one-step direction.
- SE.5.30 Give name, age, and gender upon request.
- SE.5.31 Select the preferred item when given two choices.
- SE.5.32 Claim objects as “mine.”
- SE.5.33 Select the preferred item when given two choices.
- SE.5.34 Trade several smaller items for a larger item.
- SE.5.35 Clap hands and wave bye if prompted.

A child can be supported by an adult who:

- Reads and responds to the child’s cues.
- Maintains eye contact.
- Imitates child’s sounds and gestures.
- Utilizes routines such as diapering, feeding, etc., to talk to the child about what is being done.
- Interprets and gives names to child’s emotions.
- Makes time every day to stop and listen to the child without interruptions.
- Encourages the child to share ideas and experiences to expand understanding.
- Asks many open-ended questions.
- Engages the child in conversations about real experiences and events and responds to the child’s verbal cues
- Provides an environment that is familiar, comfortable, and stimulating.
- Encourages the use of words with other children and with adults to express ideas, desires, feelings, and to resolve conflicts.
- Provides opportunities for the child to interact and communicate with other children.
- Asks questions that require thinking
- Plays and talks to the child.
- Asks the child to pass out utensils, napkins, and cups for snack/meal time.
- Offers praise and encouragement that is focused on the activity in which the child is engaged (e.g., “That’s a nice boat you have drawn. Where is it going?” rather than “You’re so good at drawing”).

Young Children are Learning When They:

- SE.5.36 Claim objects as “mine.”
- SE.5.37 Communicate when something does not belong or should not happen.
- SE.5.38 Select the preferred item when given two choices.
- SE.5.39 Cooperate with a routine.
- SE.5.40 Anticipate an event.
- SE.5.41 Anticipates a sequence during daily activities.
- SE.5.42 Follow a daily schedule.
- SE.5.43 Follow steps in a simple routine.
- SE.5.44 Indicate a need.
- SE.5.45 Use a learned behavior in a new way.
- SE.5.46 Repeat a behavior that had previously caused a desired effect.
- SE.5.47 Communicate discomfort.
- SE.5.48 Use active exploration to solve a problem.
- SE.5.49 See a simple task through to completion.
- SE.5.50 Show pleasure or displeasure at an effect.
- SE.5.51 Communicate disappointment.
- SE.5.52 Make simple cause/effect predictions.
- SE.5.53 Communicate when something does not belong or should not happen.
- SE.5.54 Use trial and error to solve problems.
- SE.5.55 See a simple task through to completion.
- SE.5.56 Recognize and discriminate the sight, smell, and sound of the principal caregiver.
- SE.5.57 Show curiosity in objects and sounds.
- SE.5.58 Repeat a behavior that had previously caused a desired effect.
- SE.5.59 Experiment with likes and dislikes of caregivers and other children (e.g., pulling hair).
- SE.5.60 Predict reactions from others (e.g., pulling hair).
- SE.5.61 Engage in a scientific experiment with a peer or with small groups of children using sharing/turn taking skills.

A child can be supported by an adult who:

- Sets simple time limits (e.g., three more swings and we are done. Verbally counts 1, 2, 3.
- Offers opportunities for waiting (e.g., your turn is next).
- Responds to needs of the infant.
- Plays guessing games about needs with older toddler to assist the child in gaining control over the environment.
- Puts safe objects in path of crawler to present problem-solving opportunity for child to obtain or move around the object.
- Encourages child to experiment with many different ways to solve problems.
- Helps the child understand that many problems can be solved in more than one way.
- Promotes exploration by being available, aware of safety issues, and responsive to their cues.
- Provides reassurances and serves as a positive, exploring role model.
- Scaffolds: Notices what the infant is doing and then provides just enough assistance to facilitate continued learning.
- Asks questions that stimulate thinking and problem-solving (e.g., What if?).
- Encourages exploration by imitating the infant’s actions.
- Extends the toddler’s thinking and learning by imposing problems, making suggestions, responding to and encouraging the toddler’s questions.
- Supports the child’s beginning friendships by providing opportunities for the child to learn and explore with peers and adults.

Young Children are Learning When They:

- SE.5.62 Seek interaction and enjoy social play (e.g., patty cake).
- SE.5.63 Show fear of falling off of a high place.
- SE.5.64 Resist separation and seek reassurance from trusted caregiver when encountering an unfamiliar person or object.
- SE.5.65 Get into everything and require constant supervision.
- SE.5.66 Repeat a behavior that had previously caused a desired effect.
- SE.5.67 Resist adult's direction or agenda by testing limits.
- SE.5.68 Show an interest in interacting with pets and participate in their care with assistance from caregiver.
- SE.5.69 Move from primarily reflex actions to doing things on purpose.
- SE.5.70 Cry to express displeasure.
- SE.5.71 Enjoy simple pretend play.
- SE.5.72 Talk to self to solve problems.
- SE.5.73 Cooperate with a routine.
- SE.5.74 Anticipate a sequence during daily activities.
- SE.5.75 React to new situations based on memory of a previous event.
- SE.5.76 Recognize when caregiver is not present.
- SE.5.77 Identify other people and their roles.
- SE.5.78 Sequence recurring events (e.g., "After I eat lunch, I take a rest.").
- SE.5.79 Show anticipation for regularly scheduled events.
- SE.5.80 Describe daily routine (e.g., home and/or school).

A child can be supported by an adult who:

- Plays patty cake, peek-a-boo, and hide and seek.
- Offers choices ("which shirt will you wear today?") to support growing need for independence.
- Helps infant develop a sense of trust and security by sensitive responding.
- Has a regular, daily routine that builds the ability to predict events.
- Scaffolds the child's learning by breaking down tasks into steps and reminding of the next step by giving indirect suggestions rather than giving the answer.
- Allows lots of time to work on problems—doesn't offer help too soon (e.g., offer toys with moving parts).
- Allows the child to experience the consequences of actions (when safe).
Then talk about what happened and why.
- Talks clearly and calmly with the child about what they are doing.
- Establishes a routine and discusses ideas with child.
- Reacts to child's actions and understands a young child's cues (communication).
- Assists the child in periods of transition (e.g., bedtime, naptime, attending preschool or child care).
- Provides a routine for the child.
- Encourages family members to talk with the child about family history and culture.

Young Children are Learning When They:

- SE.5.81 Show interest in other children.
- SE.5.82 Communicates “no.”
- SE.5.83 Around two, show self as “doer”
(e.g., explore everything, be assertive in preferences, and increase range of self-help skills).
- SE.5.84 Develop the process of “play” from playing alone to playing alongside, then playing with someone else around age three.
- SE.5.85 Follow simple directions.
- SE.5.86 Respond positively to options rather than commands.
- SE.5.87 Push away something not wanted.
- SE.5.88 Follow simple directions.
- SE.5.89 Complete basic responsibilities related to daily needs.
- SE.5.90 Respond positively to options rather than commands.
- SE.5.91 Talk about the importance and reason for rules.
- SE.5.92 Tell the consequences of not following rules.
- SE.5.93 Participate in games and follow the rules.
- SE.5.94 Remind other children about the rules and things children shouldn’t do to others and why (one should not bite because it hurts).
- SE.5.95 Tell the consequences of behaviors and choices.
- SE.5.96 Set own consequences for some behaviors.
- SE.5.97 Identify and follow different rules in different places (e.g., school rules may be different from home).
- SE.5.98 Show self-control by following rules in different places.
- SE.5.99 Start sharing some objects with others.
- SE.5.100 By age four, compromise, share, and take turns.

A child can be supported by an adult who:

- Demonstrates how the child can use words instead of force to obtain something.
- Models sharing and modeling the behaviors you want to encourage (e.g., say please or lend a helping hand).
- Supports individuality by providing choices whenever possible (e.g., “You have to change your shirt, but you can choose the red one or the green one”).
- Asks for the child’s help with daily tasks, and accepts their offer of help.
- Allows time for the child to discuss behavior and circumstances.
- Does for, does with, and watches as the child learns to do things independently.
- Establishes limits for child’s behavior to provide a physically and emotionally safe environment.
- Develops positive rules with the child for understanding and ownership.
- Talks about the reason for rules.
- Develops positive rules with the child for understanding and ownership.
- States rules in a positive manner to promote positive thinking instead of negative thinking (e.g., instead of “No running.” say “We use walking feet.”).
- Reviews positive rules daily with the child.
- Gives the child options rather than commands.
- Offers easy-to-follow directions.
- Allows time for the child to discuss behavior and consequences.
- Helps the child verbalize thoughts.
- Models sharing.
- Reads and discusses stories, songs, and poems that reinforce cooperation and sharing between peers.
- Provides opportunities for the child to make choices.

Young Children are Learning When They:

- SE.5.101 Show greater ability to control intense feelings (e.g., anger, frustration).
- SE.5.102 Make choices after considering alternatives.
- SE.5.103 Follow simple directions.
- SE.5.104 Recognize the faces and voices of the key people (e.g., parents, grandparents, brothers and sisters, child care givers) in their lives.
- SE.5.105 Prefer to look at faces of key people.
- SE.5.106 Demonstrate fear, caution, or curiosity with new people depending on age and temperament style.
- SE.5.107 Pretend to take care of a doll by feeding and other activities.
- SE.5.108 Draw pictures of their family.
- SE.5.109 Help with routines that keep the house neat.
- SE.5.110 Pretend to take care of a doll by feeding and other activities.
- SE.5.111 Discuss members of the family and their roles.
- SE.5.112 Draw pictures of their family.
- SE.5.113 Ask questions about families.
- SE.5.114 Talk about how he is the same and/or different from other children
- SE.5.115 Choose between two or more alternatives.
- SE.5.116 Demonstrate awareness of activities that can satisfy people's wants.
- SE.5.117 Talk about what he wants to be when he grows up.
- SE.5.118 Recognize gender differences.
- SE.5.119 Ask questions about physical differences.
- SE.5.120 Take turns in interactions with others.
- SE.5.121 Value the importance of caring for others.
- SE.5.122 Work and play cooperatively with others.

A child can be supported by an adult who:

- Says good-bye when leaving the child rather than sneaking out.
- Points family members out from photos.
- Provides many opportunities for the child to explore family relationships through dramatic play and conversation.
- Helps the child identify and name family members and their relationships and roles.
- Talks about the child's unique qualities and those qualities that make him similar to other children.
- Assists the child in making a family book with pictures and drawings of members.
- Gives the child responsibility for keeping a room or space clean or tidy.
- Creates opportunity for the child to choose and discusses consequences of choices.



Young Children are Learning When They:

- SE.5.123 Use words to express feelings.
- SE.5.124 Use thinking skills to resolve conflicts.
- SE.5.125 Demonstrate early pretending with objects.
- SE.5.126 Use words to express family relationships, such as mother or grandpa.
- SE.5.127 Recognize differences between people of different cultures and abilities.
- SE.5.128 Realize that other children are more alike than different.
- SE.5.129 Comment on or ask questions about physical differences.
- SE.5.130 Identify differences between people of different cultures, backgrounds, and abilities.
- SE.5.131 Attend to and comment on gender differences.
- SE.5.132 Use interpersonal skills of sharing and taking turns in interactions with others.
- SE.5.133 Become aware of themselves as separate from others.
- SE.5.134 Show understanding of cause and effect.
- SE.5.135 Show pride in physical/personal accomplishments.
- SE.5.136 Follow rules for simple games and activities.
- SE.5.137 Identify and solve problems through active explorations.
- SE.5.138 Demonstrate a determination to develop skills through repetitive practice.
- SE.5.139 Follow basic safety rules (e.g., fire and traffic/pedestrian safety).
- SE.5.140 Avoid potentially harmful objects, substances, and activities.
- SE.5.141 Show interest in cause and effect.
- SE.5.142 Imitate other's expressions and actions.
- SE.5.143 Use adults as resources.

A child can be supported by an adult who:

- Gives the child opportunities to be with many other children.
- Models treating others with respect and fairness.
- Discusses with the child physical characteristics and how they can be similar and different.
- Sets and enforces limits and boundaries.
- Rewards positive behaviors.
- Provides opportunities to be with extended family members.
- Listens to expressions of feelings.
- Gives opportunities to make appropriate choices.
- Models respect and interest in other cultures.
- Talks about differences and similarities between people, cultures, and countries in positive ways.
- Shares stories, songs, and poems about different cultures.
- Provides opportunities for discussing the child's physical changes (e.g., creates a height graph and compares sizes).
- Provides the child with accurate and compassionate answers to help the child develop a sense of respect for the physical differences of others.
- Provides art materials, books, photos, and dramatic-play props that celebrate the beauty of diverse cultures.
- Broadens the child's knowledge about children and families in other places and cultures through books, stories, pictures, and videos.
- Helps the child to learn to wave and clap appropriately.
- Provides support and guidance as children learn to resolve differences.
- Provides opportunities for the child to participate in cooperative games without rules with peers.

Young Children are Learning When They:

- SE.5.144 Work together as a team toward a common goal.
- SE.5.145 Play cooperatively with others during physical activities.
- SE.5.146 Resolve conflicts in socially accepted ways during physical activities.
- SE.5.147 Respond to familiar voices, songs, and sounds.
- SE.5.148 Smile and coo to sounds the child likes.
- SE.5.149 Behave differently depending on the types of music (e.g., calm down to lullabies; respond by moving arms and legs).
- SE.5.150 Move to the music on own and with others.
- SE.5.151 Imitate pat-a-cake or other familiar games.
- SE.5.152 Make up songs and dances by themselves and along with others.
- SE.5.153 Sing a song as a means of comfort.
- SE.5.154 Watch an activity before getting involved.
- SE.5.155 Express self through dramatic play.
- SE.5.156 Use dance and visual art as a vehicle for self-expression.
- SE.5.157 Show individuality in artwork.
- SE.5.158 Pretend through role play.
- SE.5.159 Express self in dramatic play through storytelling, puppetry, and other language development activities.
- SE.5.160 Select different art media to express emotions or feelings. (e.g., painting with bright colors to match a playful mood)
- SE.5.161 Use art media to channel frustration and anger in a socially acceptable way. (e.g., punching and pounding clay)
- SE.5.162 Engage in cooperative pretend play with another child.
- SE.5.163 Watch an activity before entering into it.

A child can be supported by an adult who:

- Provides activities that assist the child in learning to follow simple rules and successfully participating in the group by listening to directions and waiting for a turn.
- Provides the child with age-appropriate gross/fine motor and sensory activities that are fun, yet challenging.
- Talks with the child about feelings while participating in gross/fine motor and sensory activities.
- Encourages the child to act out various roles (e.g., people, animal movements) as a means of self-expression.
- Provides positive feedback when the child tries a novel gross/fine motor and/or sensory activity.
- Provides positive feedback as the child continues to attempt an activity that may not yet be easy.
- Encourages the child to be responsible for personal belongings (e.g., hanging up jackets, back packs).
- Uses teachable moments to instruct the child about pedestrian/traffic safety (e.g., drop-off/pick-up times, while walking, field trips, use of proper restraints).
- Provides opportunities for the child to practice taking turns during physical activities.
- Provides opportunities for the child to serve as a peer buddy for another child during physical activities.
- Provides opportunities for the child to work with others toward a common goal.
- Follows the mood of the child (e.g., if fussy, then sing lullabies or if alert, sing play songs).
- Sings a familiar song to help the baby feel safe and secure in an unfamiliar setting.

How it looks in everyday activities.

Lisa is an active four year old who enjoys playing in her neighborhood pool. Today, she is going with her mom and sister for a swim after dinner. Lisa has a little sister, Molly, who imitates everything Lisa does. As they arrive at the pool and settle in an area with two lounge chairs, they unload their toys and towels. Ready to jump in after walking in the hot afternoon sun, Lisa asks her mom if she can go ahead into the pool. Mom asks her to wait until they are ready to go with her. Unhappy and dejected, Lisa drops down onto the chair to wait. Molly sits next to her imitating Lisa in every way. Finally, mom is ready and says, “Let’s go swim!” All three wade into the water on the steps of the shallow end.

With Molly playing with Mom, Lisa reaches for her pool toy boat. Lisa splashes around, happily playing with her toy. Molly sees her and wants just what Lisa has. Molly, being just two years old, starts to fuss and whine that she wants Lisa’s toy. She grabs at the boat, taking it from her. Lisa screams and yells, “Mom! Molly took my boat!” Mom attempts to explain to Molly that she must give Lisa back the toy, saying “Molly, Lisa was playing with that. You must give it back!” Not feeling very patient with her sister at this point Lisa screams and splashes around creating an all-out tantrum. The splashing water in her face scares and upsets Molly even more, and she throws the boat out of the pool. Even angrier now, Lisa continues to thrash around, mom has to grab both girls and pull them out of the pool.

Back at the lounge chairs, she instructs Lisa to sit, “Lisa you need to sit down and calm down. We will talk about this in a minute.” Lisa yells, “But Mom! She threw my boat! We need to go find it!” Mom quietly tends to Molly, wiping the pool water off her face and gives her a sippy cup to help ease her fears. With Molly still clinging to her, she sits down to speak with Lisa. “Lisa, I know Molly shouldn’t have grabbed your boat, but splashing everyone can scare other kids! Boy, were you mad!”

Lisa cries, “I told you she took my boat, why didn’t she give it back!” Mom explained that she was working on it, trying to teach Molly to share. She continued to explain that if Lisa would have just waited a minute longer she would have had her toy boat back. “Do you think that next time you can give me a little time to teach Molly to share? I promise I will make sure that Molly doesn’t take your toys all the time, ok?” Lisa reluctantly agrees. Mom says, “Let’s go get your boat so we can get back in the pool!” Later that night, after Molly was asleep Mom sat to talk with Lisa alone. She asked Lisa if there were some toys she could share with her little sister. Lisa said, “But Mom, it makes me so mad when she follows me around ALL THE TIME!” She explained how tired she felt about Molly wanting everything she has and doing everything she does. Mom said, “I know that having a little sister isn’t always fun, but you had a good time playing dolls with her yesterday. There are some days that having a sister is fun! And she won’t follow you around forever.”

❖ COMMON CORE STATE STANDARD: NONE

❖ ISTAR-KR: Approaches to Learning

In addition to social competence, “school readiness” starts in the cradle as early relationships have many consequences for later outcomes, both immediate and future. All aspects of social and emotional wellness are intertwined: A baby that has experienced positive relationships with caring adults is more alert, easier to calm, and sleeps and feeds well. Toddlers who have positive relationships are cooperative and can confidently explore and learn in many environments. As young children enter preschool and kindergarten, a base of positive relationships leads to better peer relationships, play skills, and ability to attend and benefit from classroom content. These benefits continue into later school years and adulthood, leading those who have experienced positive early relationships to have advantages including better social, cognitive, and academic skills and to avoid risky behavior, including drug use, early pregnancy, and dropping out.

The young child demonstrates this progression of skills in her approaches to learning: demonstrates curiosity; sustains attention to preferred activities; sustain attention to a challenging activity; applies creativity to activities.

Young Children are Learning When They:

- SE.6.1 React to a story or event.
- SE.6.2 React to new situations based on the memory of a previous event.
- SE.6.3 Recognize when a caregiver is not present.
- SE.6.4 Show affection to a caregiver, character, or plaything.
- SE.6.5 Actively attend to things that an adult is showing.
- SE.6.6 Recognize pictures of family members.
- SE.6.7 Watch and listen to a story to completion or for ten or more minutes.
- SE.6.8 Recognize own name in isolated print.
- SE.6.9 Pretend to do something or be someone.
- SE.6.10 Act out familiar, scripted events and routines.
- SE.6.11 Identify a favorite story.
- SE.6.12 Actively look for or keep attending to things that an adult points to, shows, or talks about.

A child can be supported by an adult who:

- Creates a daily reading routine, whether it is before bedtime, after lunch, or in the morning.
- Asks the child to follow simple requests while looking at a book (e.g., point to the cow).
- Attends to and encourage young child vocalizations and communicative gestures.
- Take turns “talking” with the child.
- Demonstrates the written form of the child’s name throughout the environment.
- Sets aside a regular talk time to have a conversation about the child’s life.
- Lets the child control the subject of the conversation and encourages efforts to use new words.
- Encourages and models verbal interaction with other children and adults. (EL)

Young Children are Learning When They:

- SE.6.13 Watch and listen to a story to completion or for ten minutes or more.
- SE.6.14 Identify a favorite story.
- SE.6.15 Act out familiar, scripted events and routines.
- SE.6.16 Use eye gaze to communicate.
- SE.6.17 Use proximity to communicate.
- SE.6.18 Show affection for an imaginary character or plaything.
- SE.6.19 Use eye gaze, proximity, and gestures to communicate.
- SE.6.20 Respond to arrival of a familiar person.
- SE.6.21 Respond to own name, words, or short phrases (e.g., “Stop!” “Where’s Mommy?”).
- SE.6.22 Jointly attend to object of interest to self.
- SE.6.23 Jointly attend to pictures and books for several minutes.
- SE.6.24 Actively attend to things an adult is showing.
- SE.6.25 Watch and listen to a story to completion for ten minutes or more.
- SE.6.26 Stay with an adult-directed activity or story for 10-15 minutes.
- SE.6.27 Use trial and error to solve a simple problem.
- SE.6.28 Generalize a solution to a new situation
- SE.6.29 Initiate turn taking in play
- SE.6.30 Select the preferred item when given two choices.
- SE.6.31 Follow a daily schedule.
- SE.6.32 Follow steps in a simple routine.
- SE.6.33 Use a learned behavior in a new way.
- SE.6.34 Repeat a behavior that had previously caused a desired effect.
- SE.6.35 Use active exploration to solve a problem.
- SE.6.36 See a simple task through to completion.

A child can be supported by an adult who:

- Is responsive to children who seek help in their attempt to write and draw.
- Reads and responds to the child’s cues.
- Maintains eye contact.
- Imitates child’s sounds and gestures.
- Utilizes routines such as diapering, feeding, etc., to talk to the child about what is being done.
- Interprets and gives names to child’s emotions.
- Makes time every day to stop and listen to the child without interruptions.
- Encourages the child to share ideas and experiences to expand understanding.
- Asks many open-ended questions.
- Engages the child in conversations about real experiences and events and responds to the child’s verbal cues
- Provides an environment that is familiar, comfortable, and stimulating.
- Encourages the use of words with other children and with adults to express ideas, desires, feelings, and to resolve conflicts.
- Sets simple time limits (e.g., three more swings and we are done. Verbally counts 1, 2, 3.
- Offers opportunities for waiting (e.g., your turn is next).

How it looks in everyday activities.

Scarlet takes her toddlers on a new adventure to the park down the street from her family child care home. While they walked to the park holding hands, Scarlet pointed out acorns, a line of ants, and encouraged the children to admire the clouds above them. Roman lets go of Scarlet's hand as well as Lilly's. "Bug!" Roman says with enthusiasm.

Scarlet bent down to take a closer look at the bug. The children mimic Scarlet's behavior.

Lilly stated "I don't yike it." Scarlet put her arm around Lilly pulling her closer to her, as she said "does the bug scare you Lilly?"

Scarlet explained "this is a caterpillar, see the yellow and black on his back? Look at all of its legs! We should count his legs." Lilly shook her head. Lilly stuck her pointer finger out to touch it. Scarlet warned Lilly "it feels soft like a feather" to help Lilly anticipate the texture that she will feel. Lilly touched the caterpillar and smiled. The children sat and watched the caterpillar until it disappeared into the grass.

Scarlet knows the children well and knows when and how to provide them with the emotional support they might need in order to experience something new.

Development of a skill in one area is related to and influences other developmental areas:

Communication

- Exhibits positive attitude when approaching a new challenge

Cognitive

- Manipulates objects to cause an effect
- Attends to more than one thing at a time
- Demonstrates curiosity
- Asks why something is the same or different

Physical

- Interacts with materials using tactile sense



Physical Skills

Physical Skills

Physical Skills

FOUNDATIONS FOR PHYSICAL DEVELOPMENT

Early childhood is the time for a child to begin the development of an active, healthy lifestyle. Children learn through active movement. The development of skills, knowledge, and attitudes that leads to such a lifestyle must be taught and should begin early in order to ensure a lifetime of good health. Young children need space, common materials, and opportunities for practice. Children practice movement of their large muscles (arms and legs) through pulling up, walking, balance, running, jumping, climbing, throwing, and even dancing. We want children to be physically fit because it is important to their health, now and later. Through large motor activities, children practice fundamental movement skills that help them develop positive self-esteem and physical competence. Through movement, children may make believe they are dogs, bears, snakes, butterflies, or space people!

Children move their small muscles when they grab or hold a rattle, stack blocks, string beads for necklaces, pinch, pull, stuff, and scribble. These hands-on interactions with their environment, allows children to make discoveries, e.g. how big is the ball, how tall is the tower, what does this new food taste or feel like, how deep can I dig in the sand? Young children are continually refining their senses and motor skills in preparation for the refined movement of penmanship. It is through physical activity and movement of one's own body that the human brain internalizes the conceptual foundations of laterality (left and right), directionality (up, down, in, out) and position in space (over, under, behind). All of these concepts are critical to mathematical thinking related to patterns and relationships, as well as to the foundations of reading and writing. They are necessary in order for the child to "see" how letters are formed and put together in patterns to create words and to translate this understanding into physical movements to recreate these symbols on paper in writing form.

As young children move their bodies, they learn many concepts through their senses (sensory motor integration). Children need to be provided with many experiences that integrate their body movements with their senses, including: tactile/touch, smell, hearing, taste, sight, kinesthesia (movement), and the vestibular sense (found in the inner ear, this helps maintain balance and judge a person's position in space). Young children need experiences that stimulate the inner ear's vestibular area (e.g. as rocking, swinging, rolling, turning upside down, and spinning).

KEY FINDINGS

- Movement increases in importance in early childhood program curricula as it is one of the multiple intelligences, kinesthetic intelligence. (Gardner, 2000)
- Planned movement experiences enhance play experiences (National Association for Sport and Physical Education. (NASPE) 2011)
- Development is bi-directional—what a child does or does not do affects the caregiver's response, and what the caregiver does or does not do, in turn, has an effect on the child. Positive encouragement for active exploration and investigation, which builds motor and sensory pathways, is important. [Marcon 2003]
- Caregivers can facilitate sensory-motor development by providing activities that involve touching, feeling, holding, or exploring objects. Toys should be responsive to the child's actions: a variety of grasping toys that require different types of manipulation; a varied selection of skill-development materials, including nesting and stacking materials, activity boxes, and containers to be filled and emptied; a variety of balls, bells, and rattles. [Bredekamp & Copple 1997]
- A safe, open environment where children are most free to move is important. Playpens, infant seats, swings, and jump chairs should not be used for extended periods of time. [Gonzalez-Mena & Eyer 1997]
- Nutrition may affect motor development in two ways. First, inadequate nutritional intake may cause damage to the nervous system, resulting in impairment of intersensory functioning. Second, nutrition affects strength and energy level. Undernourished infants are apathetic and lack sufficient physical vigor and endurance to pursue motor activities. [Smoll 1982]
- When an adult provides play opportunities that are based on the interests of the child (indicated by attention and excitement he/she displays) it will encourage the child to keep exploring and learning. [Dodge, 1999]
- Movement builds the brain particularly during the first four years of life preparing the child for lifelong learning. [Dodge, 1999]
- Mobile infants begin to build an identity as an explorer. Opening and shutting, filling and dumping, and picking up and dropping are all activities that challenge infants' mobility and dexterity as well as their ideas about objects and what they can do. Physical activity and learning are intricately connected. Through their exploration of objects and their own physical skills, babies learn rudimentary rules of cause and effect and the use of objects as tools for specific purposes, sequence, classification, and spatial relationships. [Bredekamp & Copple 1997]
- The exciting result of developing new motor skills is it leads infants and toddlers to make other discoveries. As they explore, they begin to make sense of their environment. For example, as the younger infant gains control of his head, he can use his eyes and ears to locate a sound. As he learns to use fingers, hands, and wrists, he can touch, taste, and smell the pear on his highchair tray. And as he turns the pages of a book, he can identify familiar objects and recall a favorite story. [Dombro, Colker, & Trister-Dodge 1997]
- Children should engage in daily movement opportunities designed for their developmental levels in order to enhance the concepts of body awareness, space

awareness, effort, and relationships and to develop competence in a variety of manipulative, locomotor, and non-manipulative skills. [National Association for Sport and Physical Education, 2000]

- **Young children learn and develop in an integrated fashion; thus, learning experiences in movement should encompass and interface with other areas of development.** [National Association for Sport and Physical Education, 2000]
- **Adults help children understand the satisfaction and joy that results from regular participation in physical activity.** [National Association for Sport and Physical Education, 2000]
- **Adults use observational assessment of each child's progress to plan and adapt curriculum to meet individual developmental and learning needs.** [Bredenkamp, S. & Copple, C., (Eds.), 1997]
- **Adults provide a variety of novel learning experiences that emphasize the same motor skill, across different environmental contexts, allowing for the gradual development of desired movement patterns and the development of confidence.** [National Association of Sport and Physical Education, 2000]

GLOSSARY:

Fine Motor: Refers to the control of the hand muscles with careful perceptual judgment involving eye-hand coordination, sometimes referred to as small muscle control.

Gross Motor: Refers to the functional use of the limbs (arms and legs) for such activities as jumping, hopping, skipping, running, and climbing, sometimes referred to as large muscle control.

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PHYSICAL STANDARD AREA SENSORY INTEGRATION

❖ COMMON CORE STATE STANDARD: NONE

Indiana Academic Standards for Physical Education can be found here:

http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/docs-physed/2010_Physical_Education_Standards.pdf

❖ ISTAR-KR: Sensory Integration

The ability to take in information through all five senses (touch, hearing, sight, taste, smell) is present at birth. Along with their five senses, the infant can also notice changes in body position (kinesthetic) at birth. Most babies can also recognize and integrate information from more than one sensory system early in life. Over time and with experience, the young child gains a feeling of mastery and pleasure from body movement, sensation, and can effectively communicate their comfort or discomfort to information received through the senses.

Young Children are Learning When They:

- P.1.1 Responds to sensory input with a variety of behaviors.
- P.1.2 Tolerates a variety of sensory of input.
- P.1.3 Regulates sensory input with assistance.
- P.1.4 Applies a strategy to regulate sensory input.
- P.1.5 Explore objects, people, and things by kicking, reaching, grasping, and pulling.
- P.1.6 Hear and feel through their activities.
- P.1.7 Explore the environment using the five senses.
- P.1.8 Explore the people and objects around them using all of their senses.
- P.1.9 Enjoy movement activities.
- P.1.10 Participate in a variety of gross/fine motor and sensory activities.

A child can be supported by an adult who:

- Talks and sings to infant, smiles, coos, sways, swings.
- Offers finger or rattle for grasping.
- Offers opportunities for child to imitate sounds and movements.
- Provides the child with age-appropriate gross/fine motor and sensory activities that are fun, yet challenging.
- Incorporates various motor/sensory experiences while transitioning from one activity to another or from one place to another.
- Provides the child with age-appropriate gross/fine motor and sensory activities that are fun, yet challenging.
- Talks with the child about feelings while participating in gross/fine motor and sensory activities.

PHYSICAL STABILITY

❖ ISTAR-KR Area: Physical Stability

Beginning at birth, young children start the process of gaining control over their bodies. As muscles strengthen and coordination improves, gains are seen in the ability to control the head, trunk, and arms. Their strength allows young infants to transition to movement while their tummy or back to the ability to sustain balance in an upright position, e.g. sit, pulling to stand, reaching while sitting. Their new found physical stability provides children the competence in fine and gross motor skills, to be able to use new capacities for fun in play and to become more self-sufficient.

Young Children are Learning When They:

- P.2.1 Demonstrates strength in resisting gravity (e.g. controls head, turns head, sits momentarily with support).
- P.2.2 Demonstrates movement with strength (e.g. moves when on stomach or back; raises head and chest when on tummy; moves arms and legs when on back or tummy).
- P.2.3 Demonstrates stability and balance in upright position with assistance (e.g. sits with support; stands a few moments with help; pulls to stand holding onto something)
- P.2.4 Demonstrates stability, balance and control in upright position (e.g. bears weight on a variety of body parts; stands from sitting; stoops and picks up object and regains stand; transitions from sit back or tummy; sits independently).
- P.2.5 Develop increased control over their body parts.
- P.2.6 Open doors and cabinets
- P.2.7 Try putting on clothing
- P.2.8 Throw a ball
- P.2.9 Identify and use a variety of spatial relationships with objects (e.g., the child will move self and/or an object over, under, beside, and through as directed).
- P.2.10 Apply movement concepts to specific movement situations (e.g., bend knees to soften the landing).
- P.2.11 Integrate a variety of educational concepts in games and rhythmic/fitness activities (e.g., child moves like a lion and roars as he/she moves).

A child can be supported by an adult who:

- Facilitates maximum freedom of movement by limiting clothing and providing open area for movement.
- Gives older infants space and time to practice crawling, creeping, pulling up, and walking.
- Places the child on the floor and joins in play with him/her (rolling back and forth, sharing a toy, finger plays).
- Provides opportunities for the child to jump off of and over things and/or equipment.
- Supports the child's rhythm and movement experiences by providing pots, pans, bowls, and kitchen utensils as musical instruments.



GROSS MOTOR SKILLS

❖ ISTAR-KR Area: Gross Motor Skills

Movement skills young infants' progresses rapidly from maintaining head control, to movement while on their tummy or back, to being able to roll, crawl or creep. They observe, practice, demonstrate, and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects. Gross motor skill become refined as they now are motivated to move in an upright position, e.g. walking with hands held or holding onto furniture. Navigating differences in surface levels also provides new challenges in gross motor skill development, e.g. stairs. A toddler's independent walking quickly expands to walking hurriedly to running, The preschool child continues to build strength in their large muscles as they practice riding a tricycle, hopping, jumping, and simple tumbling movements.

Young children begin to develop movement vocabulary and to use terminology accurately. The children apply movement concepts to motor skills by responding appropriately to direction (front/back, side/side, left/right, personal and general space, effort and force (hard/soft), and speed and flow (fast/slow).

Young Children are Learning When They:

- P.3.1 Roll side to side.
- P.3.2 Crawl, creep on knees.
- P.3.3 Move in upright position.
- P.3.4 Regulate forward movement.
- P.3.5 Sustain physical activity.
- P.3.6 Perform motor skills in progression of head control, rolling, sitting, standing, walking, running, climbing.
- P.3.7 Explore the environment (e.g., banging, shaking, throwing, dropping, climbing).
- P.3.8 Repeat actions and gain strength.
- P.3.9 Display protective responses. (ie. Hands out to catch self)
- P.3.10 Use objects as tools.
- P.3.11 Initiate motor play.
- P.3.12 Perform locomotor and non-locomotor skills at a basic level (e.g., marching, walking, running, hopping, kicking, crawling, jumping forward with feet together, sliding, stretching, climbing, and walking in a line one behind the other).

A child can be supported by an adult who:

- Places babies in new positions so they can see others from different angles.
- Provides opportunities to explore through movement, creeping, crawling, climbing, and walking.
- Exposes children to different play/physical settings and new experiences; i.e., blankets on the floor, play gyms, outdoors, play groups, "Mommy and me" groups.
- Provides opportunities for the child to participate in simple games without rules with peers.
- Offers playthings such as scooters, baby buggies/carts to push.
- Encourages the child to walk, run, hop, and jump on the lines of a sidewalk or drawn lines on a hard surface.
- Provides materials and equipment for encouraging body movements (e.g., bean bags, a wagon and/or doll stroller to push or pull).
- Provides opportunities to climb, hop on one or two feet, lie on a skateboard and push with one's hands, or play outside.

Young Children are Learning When They:

- P.3.13 Perform stability skills alone and/or with a partner. (e.g., transferring weight so as to rock, roll, stand on one foot for six seconds and walk up and down steps with alternating feet, tumbling skill of somersaults and log rolls, and walking on a balance beam forward and backward).
- P.3.14 Manipulate objects by throwing, catching large balls with two hands, striking, swinging, and pulling at a basic level. (e.g., throws an object at a target with an overhand motion and trunk rotation, throws something upward and catches it, and jumps over a stationary object).
- P.3.15 Perform basic rhythmical skills alone and/or with a partner. (e.g., the child marches and dances to music or rhythmical sounds in free form or with simple adult directions).

A child can be supported by an adult who:

- Provides physical activities in which only one side of the body is used at a time (e.g., hopping on one foot).
- Provides activities that promote crossing the midline of the body (e.g., moving limbs and eyes across the middle of the body from right to left or left to right to perform a task).



How it looks in everyday activities:

Scarf Dancing

Mrs. Madison places a large box on the floor and calls her class over to the circle time area. “Today we have a surprise. It is inside this box,” she says with a smile. “Who would like to guess what is in the box?” Carmindy raises her hand and says, “Is it something to eat?” “No, not something to eat,” answers Mrs. Madison. The other children take turns guessing. Mrs. Madison gives them some clues as they go along. She writes the guesses on the board to help everyone remember what has already been guessed.

Finally, Mrs. Madison opens the box and the children are excited to see many colored and textured scarves. Each child is able to choose a scarf and there are still some left over. Mrs. Madison explains that they will use the scarves to dance. She shows them how to move with the scarves floating up and down, around, between legs, and behind backs. Carmindy and her friend Tessa, who uses a wheelchair, try to toss the scarves back and forth between them. They giggle when Carmindy misses the scarf and has to chase it down.

Mrs. Madison puts on a CD that she has prepared with several different kinds of music: country, jazz, and classical. As the music plays, Mrs. Madison asks the children to describe it, “Does the music sound happy? Is it slow or fast?” she asks them. They match their movements to the different music.

Development of a skill in one area is related to and influences other developmental areas:

Adaptation:

- Can substitute plastic grocery sacks for scarves.
- Think about ways to involve children with special needs.
- Can be an inside or outside activity.

Extension:

- While moving with scarves, run, hop, jump, skip, or slide feet.

Physical:

- Coordinates eye-hand movements.
- Discriminates differences in texture.
- Builds strength, flexibility, coordination in hands and fingers.
- Uses large muscles (gross motor skills).

Self-help:

- Chooses scarf.
- Moves without adult assistance.

Communication/Literacy:

- Repeats simple directions.
- Uses words to describe motions, needs, and how music makes them feel.
- Talks with friends.

OBJECT CONTROL

❖ ISTAR-KR Area: Object Control

The child's world is full of interesting things to reach out and touch, hold and explore, thus the need for vigilant baby proofing of rooms. Grasping an adult finger and later an adult's eye glasses or earrings is an infant's demonstration of their desire to reach and hold onto something with their hands. Intentional grasping develops before intentional releasing of objects. The ability to use both hands in the middle of the body is not only an essential neurological ability, but allows for efficient use of hands to explore objects, e.g. throwing, catching and kicking balls.

Young Children are Learning When They:

P.4.1 Reaches for, grasps and releases objects.

P.4.2 Releases objects with control.

P.4.3 Uses both hands in the midline of body.

P.4.4 Throws, catches, and kicks objects.

P.4.5 Throws, catches, kicks objects with control.

P.4.6 Use objects as tools.

P.4.7 Manipulate objects by throwing or catching (ie., large balls with two hands, striking, swinging)

A child can be supported by an adult who:

- Provides opportunities for games of throwing the ball between children and/or adults.
- Has tools available for children to utilize in different ways (ie., bats, jump ropes).
- Allows children to use objects in non-traditional ways.
- Provides target games (toss across, "corn hole" game)
- Provides stationary objects for children to attempt to jump over and climb.
- Play games that children pass an object around the circle (hot potato).
- Provides various size containers to drop objects into.
- Allow children to practice feeding themselves, drinking from a cup and give strategies or assistance as needed.

PRECISION HAND SKILLS

❖ ISTAR-KR Area: Precision Hand Skills

The early ability to grasp and explore and object with their hands, transitions into the ability to manipulate objects by using the muscles of the arms, hands, and isolating fingers. These skills are the foundation to the later academic skills of cutting with scissors, writing, and completing mathematical tasks.

Young Children are Learning When They:

- P.5.1 Grasps small objects.
- P.5.2 Isolates one or two fingers.
- P.5.3 Uses fingers of two hands to complete activities.
- P.5.4 Explore the environment (e.g., banging, shaking, throwing, dropping, climbing).
- P.5.5 Use objects as tools.
- P.5.6 Manipulate objects by throwing, catching large balls with two hands, striking, swinging, and pulling at a basic level. (e.g., throws an object at a target with an overhand motion and trunk rotation, throws something upward and catches it, and jumps over a stationary object).

A child can be supported by an adult who:

- Encourages exploration through various stimuli and objects.
- Makes available different materials for learning and exploring (sand, water, rice pans etc.).
- Offers toys for digging, sifting, cups, water play, outdoor chalk.
- Gives opportunities for self feeding, wiping the table, pouring etc.
- Provides large boxes for stacking, pushing, pulling, hiding in.
- Makes up motions of clapping, stomping, marching to accompany nursery rhymes or other rhyming verses/chants and music.
- Encourages the child's participation in art activities that utilize pincer grasp of thumb/forefinger (e.g., gluing small pieces of paper, peeling/sticking stickers, picking up small objects with fingers or tweezers).
- Provides activities that strengthen hand grasp (e.g., squeezing clay and play dough, squeezing water out of sponges, using a hand held hole punch to punch holes in paper of various thickness).

How it looks in everyday activities:

Follow the Leader

Mr. Adams and his 3 and 4 year old class are enjoying a beautiful fall day in the play area. He shouts to the children, “Follow the leader,” a favorite game. Mr. Adams gives the directions for what to do next in a clear voice. He uses lots of direction words, such as “Let’s go under the branches” and “Jump up over this rock.” The boys and girls follow Mr. Adams, hopping three times on the hopscotch board, picking up and throwing leaves in the air, and swaying their bodies left and right.

There is lots of laughter as the boys and girls have to think and move fast to keep up with their energetic teacher.

“New leader” Mr. Adams shouts and points to Keith. Keith turns to the front of the line to take his turn. He leads the group around the play area efficiently. Mr. Adams assists Kimbra, who has some vision impairment, with some of the actions and through some of the areas. After his turn, Keith chooses the next leader.

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Maintains acceptable personal boundaries.
- Takes turns.

Cognitive:

- Follows directions/verbal.
- Counts a number of objects.
- Asks and responds to questions and statements.
- Uses creativity and imagination.

Physical:

- Imitates body movements.
- Tolerates textures.
- Initiates body movements.

Self-help:

- Completes activities independently.

Literacy:

- Understands verbal directions.
- Verbalizes directions to others.

Personal Care

Personal Care

Personal Care

FOUNDATIONS FOR PERSONAL CARE SKILLS

Young children have an inborn drive to become autonomous or independent – to do things for themselves. Personal care skills or self-help skills include self-feeding, washing hands, using a tissue, zipping/unzipping/unbuttoning, etc. These personal care skills can also be called life skills.

How adults respond to a child's exploring behavior is based on their cultural values of independence. Where *independence* is a high cultural priority, adults encourage and facilitate the building of skills needed for children to master their personal care needs. In this independence-focused situation, the mastery of self-feeding, dressing, toileting, and caring for hands, face, and nose results in increased self-confidence among children and a belief in their own capabilities.

In some cultures, such as Japan, *interdependence* is a high priority. In an interdependence-focused environment, the assertive actions of young children, like pushing the adult hand trying to feed them, is met with adults teaching children to accept the help, even if they want to do it themselves (Gonzalez-Mena, J. 2007).

In early education settings where children from many cultures are present, it is important for providers to consider that their own values of independence may be different from the families they serve. Making an effort to understand the preference of each family will foster effective educator/family partnerships in supporting the development of all children.

Interdependence is learned in a variety of ways, including holding a spoon or drinking from a cup. Chewing foods builds muscles used for speech, and large and small motor activities encourage healthy bodies. Children are encouraged to be creative thinkers in their play and to talk about their discoveries and creations. Children observe and model other children. They begin playing side by side and may even begin to offer to include another child in their motor activities like rolling a ball, running, or taking turns on a balance beam.

Healthy children are better learners. As young children master the personal care skills, they expand their learning of the consequences of appropriate personal hygiene and healthy food choices. Children begin at a young age to learn about age-appropriate healthy choices that will support a healthy lifestyle.

Key Findings

- Young children begin to develop personal skills early in their lives.
- Mastering personal care skills is part of any child's daily routine.
- Young children at the chronological age are often on many different developmental levels.
- A wide variety of hands-on activities encourages children to practice personal care skills.
- Personal care or self-help skills are life skills.
- The development of personal care skills is a step-by-step developmental process.

GLOSSARY

Autonomous: have the ability to be self-directed and accomplish tasks without control from others

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ORAL MOTOR DEVELOPMENT

❖ COMMON CORE STATE STANDARD: NONE

❖ ISTAR-KR: Personal Care/Oral Motor

Newborns begin to develop oral motor control of lips and tongue and to swallow to they are able to take in liquids (food) to gain weight for survival. As infants develop, they gain increased oral motor control to tolerate thicker liquids and then transition to more complex textures, from lumpy to crunchy to meats. Oral Motor skills allow a child to take in foods, keep food in their mouth, move it around, and swallow it without choking.

Young Children are Learning When They:

- PC.1.1 Coordinates sucking, swallowing, breathing.
- PC.1.2 Swallows pureed or lumpy foods.
- PC.1.3 Uses tongue to move and much solid foods.
- PC.1.4 Chews with rotary movement.
- PC.1.5 Use sight, sound, taste, touch, and smell to explore their world.
- PC.1.6 Explore things with mouth, hands, fingers, and toes.
- PC.1.7 Explore the environment (e.g., bang, shake, drop, mouth).
- PC.1.8 Use reflexes such as searching for something to suck, turning head to avoid obstruction of breath, and grasping an object.
- PC.1.9 Increase independence and drive to master developing motor abilities.
- PC.1.10 Show autonomy in self-care.
- PC.1.11 Demonstrate awareness of rules for safety.
- PC.1.12 Use adults as resources.
- PC.1.13 Show pride in physical/personal accomplishments.
- PC.1.14 Identify and solve problems through active explorations.

A child can be supported by an adult who:

- Describes environment with sensory words (e.g., hard/soft, rough/smooth, crunchy/chewy).
- Provides an environment rich with sounds, smells, sights, and tastes.
- Responds to cues for sucking.
- Gives opportunities for self feeding.
- Models chewing, biting and swallowing of food.
- Encourages trial of new foods and textures.

How it looks in everyday activities:

Makenna is a four month old infant who has just started at the child care center. She has just woken from her nap and has had her diaper changed and is waiting for her bottle. Lisa, her care giver, picks her up and goes to the rocking chair. Makenna appears comfortable, and is opening her mouth to receive the bottle. As Lisa feeds Makenna her bottle she notices that some of the formula is leaking from Makenna's mouth. Lisa adjusts her holding position to so Makenna can suck and swallow with more success, but some formula is still leaking out. Lisa makes a mental note to talk with her mother about how feeding is going at home and whether or not this is normal.

SELF-FEEDING

❖ COMMON CORE STATE STANDARD: NONE

❖ ISTAR-KR: Personal Care/Self-Feeding

Young children develop self-feeding skills much like other physical skills, in gradual steps of control. Younger infants may “ready” themselves by quieting and holding still when they see their bottle, while older infants begin to assist in feeding when they place their hands on a bottle being fed to them. Young toddlers first use their hands and fingers to get food into their mouths, and then become interested in spoons as they grab at and try to use accurately. Bottle feeding or nursing gives way to cup or sippy cup being handled independently by the older infant. Self-feeding by using utensils like any developmental skill requires practice to achieve accuracy and success. Spoon feeding transitions to using a fork and child sized knives to spread.

Young Children are Learning When They:

- PC.2.1 Cooperate with feeding.
- PC.2.2 Assist in feeding self.
- PC.2.3 Feed self.
- PC.2.4 Use utensils and open cup to feed self.
- PC.2.5 Serve self food and drink.
- PC.2.6 Assist with daily needs.
- PC.2.7 Push away something not wanted.
- PC.2.8 Use objects as tools.
- PC.2.9 Increase independence and drive to master developing motor abilities.
- PC.2.10 Finds ways to maneuver around an obstacle that is in the way of obtaining something desired.
- PC.2.11 Choose between two or more alternatives.
- PC.2.12 Sequence recurring events (e.g., “After I eat lunch, I take a rest.”).
- PC.2.13 Describe daily routine (e.g., home and/or school).
- PC.2.14 Complete basic responsibilities related to daily needs.
- PC.2.15 Apply movement concepts to specific movement situations (e.g., bend knees to soften the landing and avoid obstacles in the path).
- PC.2.16 Identify and solve problems through active explorations.
- PC.2.17 Show a growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.

A child can be supported by an adult who:

- Models sharing and modeling the behaviors you want to encourage (e.g., say please or lend a helping hand).
- Does for, does with, and watches as the child learns to do things independently.
- Names items in the home and in the environment during nurturing routines.
- Discusses with the child the origin of items in the home (e.g., milk-cow, wooden table-tree, egg-chicken).
- Gives opportunities for self feeding, wiping the table, pouring etc.
- Encourages the child’s participation in art activities that utilize pincer grasp of thumb/forefinger (e.g., gluing small pieces of paper, peeling/sticking stickers, picking up small objects with fingers or tweezers).
- Provides activities that strengthen hand grasp (e.g., squeezing clay and play dough, squeezing water out of sponges, using a hand held hole punch to punch holes in paper of various thickness).

How it looks in everyday activities:

Jason is a 15 month old with some developmental delays. He and his family participate in First Steps Early Intervention services, and he receives weekly services from a developmental therapist and an occupational therapist. The providers have talked with Jason's mother, Stephanie, about the importance of young children learning to feed themselves. Stephanie says, "I think it is fine that Jason uses his fingers to eat. I just have a problem when he sometimes smashes food into his tray or even throws it on the floor. A lot of days it seems like more food ends up on the floor than in his mouth!"

Steve, the OT, says he appreciates how a mess can be extra work for moms and dads. He then points out that messy eating and playing with food are normal for children Jason's age. "Plus," Steve says, "feeding himself helps Jason work on tolerating textures, getting better with his thumb finger grasp, and coordination." Steve goes on to remind Stephanie how these early skills will grow and grow until Jason is doing school skills like holding a pencil or cutting with scissors. "Wow. I guess a little mess is worth it when you put it like that!" Stephanie says. She asks Steve to recommend foods that will help Jason continue to improve his fine motor skills.

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Demonstrates confidence in growing abilities.
- Demonstrates increasing independence.
- Plays near other toddlers and babies.

Physical:

- Uses body with increasing control.
- Uses fine and gross motor skills.
- Improves balance.

Communication/Literacy:

- Follows simple directives.
- Listens to songs and chants.

Cognitive:

- Follows pattern.
- Becomes aware of spatial terms like over, under, through.

DRESSING/UNDRESSING

COMMON CORE STATE STANDARD: NONE

ISTAR-KR: Dressing/Undressing

Long before family members teach young children to dress and undress, clothing becomes a curiosity for children and therefore, something to explore. Dressing and undressing are excellent examples of how children learn by doing. Beginning skills of dressing can be demonstrated by older infants when they raise their arms to assist in putting on clothes or coats. And, it is not unusual to find older infants taking off their socks or booties and hats, and young toddlers successfully undressing. Having “dress-up” clothing to put on and take off is a favorite pretend play activity of older toddlers and preschool children. This activity builds personal care and hand skills, as well as cognitive and social skills.

Young Children are Learning When They:

- PC.3.1 Cooperate with dressing/undressing.
- PC.3.2 Assist with dressing/undressing.
- PC.3.3 Complete dressing/undressing.
- PC.3.4 Assist with daily needs (washing hands, toileting, brushing teeth, getting dressed).
- PC.3.5 Try putting on clothing.
- PC.3.6 Push away something not wanted.
- PC.3.7 Finds ways to maneuver around an obstacle that is in the way of obtaining something desired.
- PC.3.8 Notice that people wear different types of clothing depending on the weather.
- PC.3.9 Choose between two or more alternatives.
- PC.3.10 Increase independence and drive to master developing motor abilities.
- PC.3.11 Sequence recurring events (e.g., “After I eat breakfast, I get dressed”).
- PC.3.12 Describe daily routine (e.g., home and/or school).
- PC.3.13 Complete basic responsibilities related to daily needs.
- PC.3.14 Determine what type of clothing to wear based on the weather.
- PC.3.15 Apply movement concepts to specific movement situations (e.g., bend knees to put on socks, pants).

A child can be supported by an adult who:

- Supports individuality by providing choices whenever possible (e.g., “You have to change your shirt, but you can choose the red one or the green one”).
- Asks for the child’s help with daily tasks, and accepts their offer of help.
- Does for, does with, and watches as the child learns to do things independently.
- Teaches positional words when doing household tasks (“Please put your clothes inside the hamper/basket”).
- Talks about the sunshine or rain, the heat or the cold, and how to dress for weather.
- Talks about clothing choices with the child based on the weather.
- Dresses the child considering the temperature conditions inside and outside.
- Talks with the child about what is happening during the day and week.
- Provides a routine for the child.
- Helps the child learn to take off socks, shirts, and other clothing, encourage his labeling body parts, clothing, colors etc.

How it looks in everyday activities:

Darcy has just added some new clothing to the dress-up corner in her preschool classroom, hats, gloves, jackets, a letter sweater, large shirts, and some night gowns that have cut off, purses, costume jewelry and shoes. The girls and boys are curious about the new items. Quickly they take off their shoes and try some of the “new” shoes. Jonny puts on the “new” jeans jacket and the baseball hat and pretends to be a coach. He tries to get some other boys to be part of the play. The girls are interested in the “new” night gowns, which they call fancy dresses, and begin to prepare for going out to dinner. Nancy pulls a gown over her head, and sees that it is on backwards; she takes it off and tries again. She then tries on the ladies gloves, and some high heel shoes, and a hat, and finishes her ensemble with a bracelet.

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Demonstrates confidence in growing abilities.
- Demonstrates increasing independence.
- Plays near other toddlers and babies.

Physical:

- Uses body with increasing control.
- Uses fine and gross motor skills.
- Improves balance.

Communication/Literacy:

- Follows simple directives.
- Listens to songs and chants.

Cognitive:

- Follows pattern.
- Becomes aware of spatial terms like over, under, through.



CARE OF HANDS, FACE, NOSE

COMMON CORE STATE STANDARD: NONE

ISTAR-KR: Care of hands, face, nose

Young children gradually learn how to take of cleaning their hands, face and nose with lots of prompting, in clear directions/steps, with assistance and modeling from adults or other children. Young children can be overwhelmed by a Kleenex coming towards them out of nowhere to wipe at their nose or mouth. Being prompted to take control over this necessary task, may be motivating for some two and three old children, as they are shown the steps in taking of their face and understand the expectations from adults. The older preschool child will be helped by the expectation of taking of their body, again with prompts, consistent routines, and appropriate supports

Young Children are Learning When They:

- PC.4.1 Cooperate with personal care routines.
- PC.4.2 Assist in personal care routines.
- PC.4.3 Complete personal care routines.
- PC.4.4 Assist with daily needs (washing hands, toileting, brushing teeth).
- PC.4.5 Push away something not wanted.
- PC.4.6 Increase independence and drive to master developing motor abilities.
- PC.4.7 Show autonomy in self-care.
- PC.4.8 Demonstrate awareness of rules for safety.
- PC.4.9 Use adults as resources.
- PC.4.10 Show pride in physical/personal accomplishments.
- PC.4.11 Sequence recurring events (e.g., "Before I eat, I wash my hands, after I eat lunch I wash my face and hands).
- PC.4.12 Describe daily routine (e.g., home and/or school).
- PC.4.13 Complete basic responsibilities related to daily needs.
- PC.4.14 Apply movement concepts to specific movement situations (e.g., hold tissue over face, dry hands on toweling).
- PC.4.15 Identify and solve problems through active explorations.
- PC.4.16 Show a growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth and toileting.

A child can be supported by an adult who:

- Asks for the child's help with daily tasks, and accepts their offer of help.
- Does for, does with, and watches as the child learns to do things independently.
- Teaches positional words when doing household tasks ("Please put tissue into the garbage.")
- Names items in the home and in the environment during nurturing routines.
- Describes environment with sensory words (e.g., hard/soft, rough/smooth, water/land).
- Rewards positive behaviors.
- Gives opportunities for self feeding, wiping the table, pouring etc.
- Provides a routine for the child.
- Takes photos of the child helping others, caring for her room, or taking care of daily needs and displays them around the room.
- Provides activities that strengthen hand grasp (e.g., squeezing clay and play dough, squeezing water out of sponges, using a hand held hole punch to punch holes in paper of various thickness).
- Provides instruction on proper hand washing and drying.

How it looks in everyday activities:

In Tonya's two's room, it is time to get ready for lunch. Children are following the directions to wash their hands before they sit down at the table. Katy, Eli, and Emma are the first three to get to the sink first. Katy squirts the soap onto her hands and begins to rub them together, rinses them and takes a paper towel to dry them. Eli is putting his hands in and out of the running water and is quickly finished and leaves the sink area before drying his hands. Emma is watching Katy and Eli. Tonya helps Emma.

All three children are working on the same personal care skill, and all are two years old, but each demonstrates different levels of mastery in washing their hands. Katy understands all the steps of hand-washing, Eli understands some of the steps, and Emma cooperates with Tonya to wash her hands.



Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Demonstrates confidence in growing abilities.
- Demonstrates increasing independence.
- Plays near other toddlers and babies.

Physical:

- Uses body with increasing control.
- Uses fine and gross motor skills.
- Improves balance.

Communication/Literacy:

- Follows simple directives.
- Listens to songs and chants.

Cognitive:

- Follows pattern.

Becomes aware of spatial terms like over, under, through.

TOILETING

COMMON CORE STATE STANDARD: NONE

ISTAR-KR: Toileting

Learning how to use the toilet takes physical control, emotional readiness, and cognitive understanding. Generally, preschool girls may learn to use the toilet before the male peers. But, both need motivation to be responsible for this personal care task. The physical steps of using the toilet can be taught, but the child must have physical control and cognitive skill to get them to the bathroom in time. Like any physical skill, this also requires practice. Achieving the skill of independent use of the toilet can be challenging when started too early, with too much pressure to be a Big Girl or Big Boy, and the alternative of remaining in diapers seems just fine with a child.

Young Children are Learning When They:

- PC.5.1 Demonstrate an awareness of physical elimination.
- PC.5.2 Participate in toileting.
- PC.5.3 Complete toileting independently.
- PC.5.4 Assist with daily needs (washing hands, toileting, brushing teeth, assisting with meal preparation).
- PC.5.5 Increase independence and drive to master developing motor abilities.
- PC.5.6 Describe daily routine (e.g., home and/or school).
- PC.5.7 Complete basic responsibilities related to daily needs.
- PC.5.8 Apply movement concepts to specific movement situations (e.g., bend knees to soften the landing and avoid obstacles in the path).
- PC.5.9 Follow rules for simple games and activities.
- PC.5.10 Show a growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.
- PC.5.11 Indicate a wet or soiled diaper by pointing, vocalizing, or pulling at diaper when prompted.
- PC.5.12 Shows interest in toilet training and can use toilet regularly by 36 months, with assistance.

A child can be supported by an adult who:

- Allows time for the child to discuss behavior and circumstances.
- Develops positive rules with the child for understanding and ownership.
- Reward positive behaviors.
- Gives opportunities for self feeding, wiping the table, pouring etc.
- Provides a routine for the child.
- Takes photos of the child helping others, caring for her room, or taking care of daily needs and displays them around the room.
- Support child's efforts in toileting, brushing teeth, bathing, and washing hands.
- Show child how to clean up after self, acknowledging child when he/she does clean up.
- Provide child with enough time to take care of personal hygiene.

How it looks in everyday activities:

Three year old Rosie's favorite book right now is *Once Upon a Potty*. She is still wearing diapers, but is curious about the toilet and will ask for her diaper to be changed. Also, she wants to observe when her brother and sister use the toilet. Her parents and her preschool teacher are patient with her and review each step of learning to use the toilet and reassure her that one day she will be ready to practice using the toilet, too. At preschool some of her peers are using the potty with assistance, and she has agreed to try one day soon.

Her parents have decided that changing her diaper in the bathroom makes sense to further reinforce that is where she will use the potty one day. Sometimes, before putting on a new diaper, she asks to sit on the potty. Also, when it is time to dress or undress, Rosie's parents encourage her to do as much as possible, talking about each step in the process, and they make sure her pants are easy to pull down and up.

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Demonstrates confidence in growing abilities.
- Demonstrates increasing independence.

Physical:

- Uses body with increasing control.
- Uses fine and gross motor skills.
- Improves balance.

Communication/Literacy:

- Follows simple directives.

Cognitive:

- Follows pattern.
- Becomes aware of spatial terms like over, under, through.

FOUNDATIONS FOR PERSONAL CARE SKILLS

Young children have an inborn drive to become autonomous or independent – to do things for themselves. Personal care skills or self-help skills include self-feeding, washing hands, using a tissue, zipping/unzipping/unbuttoning, etc. These personal care skills can also be called life skills.

How adults respond to a child's exploring behavior is based on their cultural values of independence. Where *independence* is a high cultural priority, adults encourage and facilitate the building of skills needed for children to master their personal care needs. In this independence-focused situation, the mastery of self-feeding, dressing, toileting, and caring for hands, face, and nose results in increased self-confidence among children and a belief in their own capabilities.

In some cultures, such as Japan, *interdependence* is a high priority. In an interdependence-focused environment, the assertive actions of young children, like pushing the adult hand trying to feed them, is met with adults teaching children to accept the help, even if they want to do it themselves (Gonzalez-Mena, J. 2007).

In early education settings where children from many cultures are present, it is important for providers to consider that their own values of independence may be different from the families they serve. Making an effort to understand the preference of each family will foster effective educator/family partnerships in supporting the development of all children.

Interdependence is learned in a variety of ways, including holding a spoon or drinking from a cup. Chewing foods builds muscles used for speech, and large and small motor activities encourage healthy bodies. Children are encouraged to be creative thinkers in their play and to talk about their discoveries and creations. Children observe and model other children. They begin playing side by side and may even begin to offer to include another child in their motor activities like rolling a ball, running, or taking turns on a balance beam.

Healthy children are better learners. As young children master the personal care skills, they expand their learning of the consequences of appropriate personal hygiene and healthy food choices. Children begin at a young age to learn about age-appropriate healthy choices that will support a healthy lifestyle.

ORAL MOTOR DEVELOPMENT

❖ COMMON CORE STATE STANDARD: NONE

❖ ISTAR-KR: Personal Care/Oral Motor

Newborns begin to develop oral motor control of lips and tongue and to swallow to they are able to take in liquids (food) to gain weight for survival. As infants develop, they gain increased oral motor control to tolerate thicker liquids and then transition to more complex textures, from lumpy to crunchy to meats. Oral Motor skills allow a child to take in foods, keep food in their mouth, move it around, and swallow it without choking.

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- PC.1.2 Swallows pureed or lumpy foods.
- PC.1.3 Uses tongue to move and much solid foods.
- PC.1.4 Chews with rotary movement.
- PC.1.5 Use sight, sound, taste, touch, and smell to explore their world.
- PC.1.6 Explore things with mouth, hands, fingers, and toes.
- PC.1.7 Explore the environment (e.g., bang, shake, drop, mouth).
- PC.1.8 Use reflexes such as searching for something to suck, turning head to avoid obstruction of breath, and grasping an object.
- PC.1.9 Increase independence and drive to master developing motor abilities.
- PC.1.10 Show autonomy in self-care.
- PC.1.11 Demonstrate awareness of rules for safety.
- PC.1.12 Use adults as resources.
- PC.1.13 Show pride in physical/personal accomplishments.
- PC.1.14 Identify and solve problems through active explorations.

A child can be supported by an adult who:

- Describes environment with sensory words (e.g., hard/soft, rough/smooth, crunchy/chewy).
- Provides an environment rich with sounds, smells, sights, and tastes.
- Responds to cues for sucking.
- Gives opportunities for self feeding.
- Models chewing, biting and swallowing of food.
- Encourages trial of new foods and textures.

How it looks in everyday activities:

Makenna is a four month old infant who has just started at the child care center. She has just woken from her nap and has had her diaper changed and is waiting for her bottle. Lisa, her care giver, picks her up and goes to the rocking chair. Makenna appears comfortable, and is opening her mouth to receive the bottle. As Lisa feeds Makenna her bottle she notices that some of the formula is leaking from Makenna's mouth. Lisa adjusts her holding position to so Makenna can suck and swallow with more success, but some formula is still leaking out. Lisa makes a mental note to talk with her mother about how feeding is going at home and whether or not this is normal.

SELF-FEEDING

❖ COMMON CORE STATE STANDARD: NONE

❖ ISTAR-KR: Personal Care/Self-Feeding

Young children develop self-feeding skills much like other physical skills, in gradual steps of control. Younger infants may “ready” themselves by quieting and holding still when they see their bottle, while older infants begin to assist in feeding when they place their hands on a bottle being fed to them. Young toddlers first use their hands and fingers to get food into their mouths, and then become interested in spoons as they grab at and try to use accurately. Bottle feeding or nursing gives way to cup or sippy cup being handled independently by the older infant. Self-feeding by using utensils like any developmental skill requires practice to achieve accuracy and success. Spoon feeding transitions to using a fork and child sized knives to spread.

Young Children are Learning When They:

- PC.2.1 Cooperate with feeding.
- PC.2.2 Assist in feeding self.
- PC.2.3 Feed self.
- PC.2.4 Use utensils and open cup to feed self.
- PC.2.5 Serve self food and drink.
- PC.2.6 Assist with daily needs.
- PC.2.7 Push away something not wanted.
- PC.2.8 Use objects as tools.
- PC.2.9 Increase independence and drive to master developing motor abilities.
- PC.2.10 Finds ways to maneuver around an obstacle that is in the way of obtaining something desired.
- PC.2.11 Choose between two or more alternatives.
- PC.2.12 Sequence recurring events (e.g., “After I eat lunch, I take a rest.”).
- PC.2.13 Describe daily routine (e.g., home and/or school).
- PC.2.14 Complete basic responsibilities related to daily needs.
- PC.2.15 Apply movement concepts to specific movement situations (e.g., bend knees to soften the landing and avoid obstacles in the path).
- PC.2.16 Identify and solve problems through active explorations.
- PC.2.17 Show a growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.

A child can be supported by an adult who:

- Models sharing and modeling the behaviors you want to encourage (e.g., say please or lend a helping hand).
- Does for, does with, and watches as the child learns to do things independently.
- Names items in the home and in the environment during nurturing routines.
- Discusses with the child the origin of items in the home (e.g., milk-cow, wooden table-tree, egg-chicken).
- Gives opportunities for self feeding, wiping the table, pouring etc.
- Encourages the child’s participation in art activities that utilize pincer grasp of thumb/forefinger (e.g., gluing small pieces of paper, peeling/sticking stickers, picking up small objects with fingers or tweezers).
- Provides activities that strengthen hand grasp (e.g., squeezing clay and play dough, squeezing water out of sponges, using a hand held hole punch to punch holes in paper of various thickness).

How it looks in everyday activities:

Jason is a 15 month old with some developmental delays. He and his family participate in First Steps Early Intervention services, and he receives weekly services from a developmental therapist and an occupational therapist. The providers have talked with Jason's mother, Stephanie, about the importance of young children learning to feed themselves. Stephanie says, "I think it is fine that Jason uses his fingers to eat. I just have a problem when he sometimes smashes food into his tray or even throws it on the floor. A lot of days it seems like more food ends up on the floor than in his mouth!"

Steve, the OT, says he appreciates how a mess can be extra work for moms and dads. He then points out that messy eating and playing with food are normal for children Jason's age. "Plus," Steve says, "feeding himself helps Jason work on tolerating textures, getting better with his thumb finger grasp, and coordination." Steve goes on to remind Stephanie how these early skills will grow and grow until Jason is doing school skills like holding a pencil or cutting with scissors. "Wow. I guess a little mess is worth it when you put it like that!" Stephanie says. She asks Steve to recommend foods that will help Jason continue to improve his fine motor skills.

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Demonstrates confidence in growing abilities.
- Demonstrates increasing independence.
- Plays near other toddlers and babies.

Physical:

- Uses body with increasing control.
- Uses fine and gross motor skills.
- Improves balance.

Communication/Literacy:

- Follows simple directives.
- Listens to songs and chants.

Cognitive:

- Follows pattern.
- Becomes aware of spatial terms like over, under, through.

DRESSING/UNDRESSING

COMMON CORE STATE STANDARD: NONE

ISTAR-KR: Dressing/Undressing

Long before family members teach young children to dress and undress, clothing becomes a curiosity for children and therefore, something to explore. Dressing and undressing are excellent examples of how children learn by doing. Beginning skills of dressing can be demonstrated by older infants when they raise their arms to assist in putting on clothes or coats. And, it is not unusual to find older infants taking off their socks or booties and hats, and young toddlers successfully undressing. Having “dress-up” clothing to put on and take off is a favorite pretend play activity of older toddlers and preschool children. This activity builds personal care and hand skills, as well as cognitive and social skills.

Young Children are Learning When They:

- PC.3.1 Cooperate with dressing/undressing.
- PC.3.2 Assist with dressing/undressing.
- PC.3.3 Complete dressing/undressing.
- PC.3.4 Assist with daily needs (washing hands, toileting, brushing teeth, getting dressed).
- PC.3.5 Try putting on clothing.
- PC.3.6 Push away something not wanted.
- PC.3.7 Finds ways to maneuver around an obstacle that is in the way of obtaining something desired.
- PC.3.8 Notice that people wear different types of clothing depending on the weather.
- PC.3.9 Choose between two or more alternatives.
- PC.3.10 Increase independence and drive to master developing motor abilities.
- PC.3.11 Sequence recurring events (e.g., “After I eat breakfast, I get dressed”).
- PC.3.12 Describe daily routine (e.g., home and/or school).
- PC.3.13 Complete basic responsibilities related to daily needs.
- PC.3.14 Determine what type of clothing to wear based on the weather.
- PC.3.15 Apply movement concepts to specific movement situations (e.g., bend knees to put on socks, pants).

A child can be supported by an adult who:

- Supports individuality by providing choices whenever possible (e.g., “You have to change your shirt, but you can choose the red one or the green one”).
- Asks for the child’s help with daily tasks, and accepts their offer of help.
- Does for, does with, and watches as the child learns to do things independently.
- Teaches positional words when doing household tasks (“Please put your clothes inside the hamper/basket”).
- Talks about the sunshine or rain, the heat or the cold, and how to dress for weather.
- Talks about clothing choices with the child based on the weather.
- Dresses the child considering the temperature conditions inside and outside.
- Talks with the child about what is happening during the day and week.
- Provides a routine for the child.
- Helps the child learn to take off socks, shirts, and other clothing, encourage his labeling body parts, clothing, colors etc.

How it looks in everyday activities:

Darcy has just added some new clothing to the dress-up corner in her preschool classroom, hats, gloves, jackets, a letter sweater, large shirts, and some night gowns that have cut off, purses, costume jewelry and shoes. The girls and boys are curious about the new items. Quickly they take off their shoes and try some of the “new” shoes. Jonny puts on the “new” jeans jacket and the baseball hat and pretends to be a coach. He tries to get some other boys to be part of the play. The girls are interested in the “new” night gowns, which they call fancy dresses, and begin to prepare for going out to dinner. Nancy pulls a gown over her head, and sees that it is on backwards; she takes it off and tries again. She then tries on the ladies gloves, and some high heel shoes, and a hat, and finishes her ensemble with a bracelet.

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Demonstrates confidence in growing abilities.
- Demonstrates increasing independence.
- Plays near other toddlers and babies.

Physical:

- Uses body with increasing control.
- Uses fine and gross motor skills.
- Improves balance.

Communication/Literacy:

- Follows simple directives.
- Listens to songs and chants.

Cognitive:

- Follows pattern.
- Becomes aware of spatial terms like over, under, through.



CARE OF HANDS, FACE, NOSE

COMMON CORE STATE STANDARD: NONE

ISTAR-KR: Care of hands, face, nose

Young children gradually learn how to take of cleaning their hands, face and nose with lots of prompting, in clear directions/steps, with assistance and modeling from adults or other children. Young children can be overwhelmed by a Kleenex coming towards them out of nowhere to wipe at their nose or mouth. Being prompted to take control over this necessary task, may be motivating for some two and three old children, as they are shown the steps in taking of their face and understand the expectations from adults. The older preschool child will be helped by the expectation of taking of their body, again with prompts, consistent routines, and appropriate supports

Young Children are Learning When They:

- PC.4.1 Cooperate with personal care routines.
- PC.4.2 Assist in personal care routines.
- PC.4.3 Complete personal care routines.
- PC.4.4 Assist with daily needs (washing hands, toileting, brushing teeth).
- PC.4.5 Push away something not wanted.
- PC.4.6 Increase independence and drive to master developing motor abilities.
- PC.4.7 Show autonomy in self-care.
- PC.4.8 Demonstrate awareness of rules for safety.
- PC.4.9 Use adults as resources.
- PC.4.10 Show pride in physical/personal accomplishments.
- PC.4.11 Sequence recurring events (e.g., “Before I eat, I wash my hands, after I eat lunch I wash my face and hands).
- PC.4.12 Describe daily routine (e.g., home and/or school).
- PC.4.13 Complete basic responsibilities related to daily needs.
- PC.4.14 Apply movement concepts to specific movement situations (e.g., hold tissue over face, dry hands on toweling).
- PC.4.15 Identify and solve problems through active explorations.
- PC.4.16 Show a growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth and toileting.

A child can be supported by an adult who:

- Asks for the child’s help with daily tasks, and accepts their offer of help.
- Does for, does with, and watches as the child learns to do things independently.
- Teaches positional words when doing household tasks (“Please put tissue into the garbage.”)
- Names items in the home and in the environment during nurturing routines.
- Describes environment with sensory words (e.g., hard/soft, rough/smooth, water/land).
- Rewards positive behaviors.
- Gives opportunities for self feeding, wiping the table, pouring etc.
- Provides a routine for the child.
- Takes photos of the child helping others, caring for her room, or taking care of daily needs and displays them around the room.
- Provides activities that strengthen hand grasp (e.g., squeezing clay and play dough, squeezing water out of sponges, using a hand held hole punch to punch holes in paper of various thickness).
- Provides instruction on proper hand washing and drying.

How it looks in everyday activities:

In Tonya's two's room, it is time to get ready for lunch. Children are following the directions to wash their hands before they sit down at the table. Katy, Eli, and Emma are the first three to get to the sink first. Katy squirts the soap onto her hands and begins to rub them together, rinses them and takes a paper towel to dry them. Eli is putting his hands in and out of the running water and is quickly finished and leaves the sink area before drying his hands. Emma is watching Katy and Eli. Tonya helps Emma.

All three children are working on the same personal care skill, and all are two years old, but each demonstrates different levels of mastery in washing their hands. Katy understands all the steps of hand-washing, Eli understands some of the steps, and Emma cooperates with Tonya to wash her hands.



Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Demonstrates confidence in growing abilities.
- Demonstrates increasing independence.
- Plays near other toddlers and babies.

Physical:

- Uses body with increasing control.
- Uses fine and gross motor skills.
- Improves balance.

Communication/Literacy:

- Follows simple directives.
- Listens to songs and chants.

Cognitive:

- Follows pattern.

Becomes aware of spatial terms like over, under, through.

TOILETING

COMMON CORE STATE STANDARD: NONE

ISTAR-KR: Toileting

Learning how to use the toilet takes physical control, emotional readiness, and cognitive understanding. Generally, preschool girls may learn to use the toilet before the male peers. But, both need motivation to be responsible for this personal care task. The physical steps of using the toilet can be taught, but the child must have physical control and cognitive skill to get them to the bathroom in time. Like any physical skill, this also requires practice. Achieving the skill of independent use of the toilet can be challenging when started too early, with too much pressure to be a Big Girl or Big Boy, and the alternative of remaining in diapers seems just fine with a child.

Young Children are Learning When They:

- PC.5.1 Demonstrate an awareness of physical elimination.
- PC.5.2 Participate in toileting.
- PC.5.3 Complete toileting independently.
- PC.5.4 Assist with daily needs (washing hands, toileting, brushing teeth, assisting with meal preparation).
- PC.5.5 Increase independence and drive to master developing motor abilities.
- PC.5.6 Describe daily routine (e.g., home and/or school).
- PC.5.7 Complete basic responsibilities related to daily needs.
- PC.5.8 Apply movement concepts to specific movement situations (e.g., bend knees to soften the landing and avoid obstacles in the path).
- PC.5.9 Follow rules for simple games and activities.
- PC.5.10 Show a growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.
- PC.5.11 Indicate a wet or soiled diaper by pointing, vocalizing, or pulling at diaper when prompted.
- PC.5.12 Shows interest in toilet training and can use toilet regularly by 36 months, with assistance.

A child can be supported by an adult who:

- Allows time for the child to discuss behavior and circumstances.
- Develops positive rules with the child for understanding and ownership.
- Reward positive behaviors.
- Gives opportunities for self feeding, wiping the table, pouring etc.
- Provides a routine for the child.
- Takes photos of the child helping others, caring for her room, or taking care of daily needs and displays them around the room.
- Support child's efforts in toileting, brushing teeth, bathing, and washing hands.
- Show child how to clean up after self, acknowledging child when he/she does clean up.
- Provide child with enough time to take care of personal hygiene.

How it looks in everyday activities:

Three year old Rosie's favorite book right now is *Once Upon a Potty*. She is still wearing diapers, but is curious about the toilet and will ask for her diaper to be changed. Also, she wants to observe when her brother and sister use the toilet. Her parents and her preschool teacher are patient with her and review each step of learning to use the toilet and reassure her that one day she will be ready to practice using the toilet, too. At preschool some of her peers are using the potty with assistance, and she has agreed to try one day soon.

Her parents have decided that changing her diaper in the bathroom makes sense to further reinforce that is where she will use the potty one day. Sometimes, before putting on a new diaper, she asks to sit on the potty. Also, when it is time to dress or undress, Rosie's parents encourage her to do as much as possible, talking about each step in the process, and they make sure her pants are easy to pull down and up.

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Demonstrates confidence in growing abilities.
- Demonstrates increasing independence.

Physical:

- Uses body with increasing control.
- Uses fine and gross motor skills.
- Improves balance.

Communication/Literacy:

- Follows simple directives.

Cognitive:

- Follows pattern.
- Becomes aware of spatial terms like over, under, through.

Science

Science

Science

FOUNDATIONS FOR SCIENCE

“The exploration of the natural world is the stuff of childhood. Science, when viewed as a process of constructing understanding and developing ideas, is a natural focus of in an early childhood program. As children are given opportunities to engage in inquiry of phenomena, they develop many cognitive skills. It is also the context in which children can develop and practice many basic skills of literacy and mathematics. Finally, science is a collaborative endeavor in which working together and discussing ideas are central to the practice.” Worth, 2010

Infants and young children are natural scientists, but they must have guidance and structure to expand their curiosity and activity into something more scientific – to practice science. The goal of science curricula is to help children understand the natural world through a process known as scientific inquiry. As children investigate, they acquire knowledge that explains the world around them, for instance, why snow or ice melts. Scientific knowledge helps us predict what might happen, help us solve problems, and create expanded technologies to serve our needs.

Worth and Grollman, 2003, introduced a simple inquiry learning cycle to guide early childhood educators as they facilitate children investigations. This cycle begins with providing extended periods of time for children to engage and explore selected phenomenon and materials – discovering what they can do, wonder about them, share ideas, and raise questions - (describe, identify patterns, record observations using words, pictures, charts, and graphs). The cycle then extends to a more facilitated state as questions are identified that might be investigated further.

Beginning at birth, babies use all of their senses in their efforts to understand and organize their environment and experiences. Through multi-sensory, firsthand, spontaneous, and repeated observations and direct experiences with materials, processes, and other people, babies gradually begin to formulate an understanding of what the world is, how it works, and their own place in it. This understanding will change over and over as the young child uses evidence gained from experiences much like the scientist supports or disproves a theory.



Through early science experiences, children:

- Develop trust in other people and a sense of personal effectiveness.
- Express and display confidence in themselves and in their environment.
- Gain necessary, firsthand experiences with objects and other people that help to develop sensory, physical, emotional, intellectual, and social attributes and verify information.
- Develop and apply basic concepts about physical and social environments (properties of objects and people).
- Increase and demonstrate observation skills.
- Use tools, equipment, and familiar materials.
- Display problem solving with adult scaffolding.
- Explore and discover to increase basic knowledge.
- Receive opportunities to use their senses and curiosity to explore their environment.
- Use their bodies and materials found in everyday settings to act on objects.
- Increase vocabulary and ask and answer questions.
- Are supported by adults to explore, wonder, reason, and solve problems.

KEY FINDINGS

- Children gain when they have “opportunities to engage in in-depth investigations of phenomena around them worthy of their knowledge and understanding”. (Katz, 2010)
- Young children are sophisticated thinkers and adults often underestimate what they can do and think about. (SEED conference, 2010)
- Young children are constantly engaged in making meaning of their worlds. (SEED conference, 2010)
- Children’s direct experience is the key to their learning. (SEED conference, 2010)
- Engaging in science experiences is a natural and critical part of children’s early learning. (SEED conference, 2010)
- Children’s curiosity about the natural world is a powerful catalyst for their work and play. (SEED conference, 2010)
- When children are nurtured to act on their curiosity and need to make sense of the world, this becomes the foundation for the beginning use of skills of inquiry to explore basic phenomena and materials.
- Early childhood science curricula is a rich context in which children can use and develop other important skills, e.g. working together with peers, basic large and small motor control, language and early mathematical understanding.

GLOSSARY:

Science: Knowledge of the physical or material world gained through observation and experimentation.

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SCIENCE Standard Area

❖ COMMON CORE STATE STANDARD: NONE

Indiana Academic Standards for Science can be found here:

<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/docs-science/2006-science-grade0k.pdf>

❖ ISTAR-KR: English/Language Arts; Comprehension, Receptive & Expressive Language Math – Computation, Length/Size/Weight/Temperature Social Emotional – Problem Solving Physical – Sensory Integration

Infants, toddlers and preschoolers are active explorers. They are able to learn about their environments through their senses, such as listening, hearing, touching, and hands-on experiences.

Intellectual curiosity is considered ‘the very source’ of science, because science activities provide opportunities for both learning and development (Hadzigeorgiou, 2001). Young children enjoy hands-on experiences with objects and materials. These early science experiences are fun for children and benefit all areas of their development. Both novel and familiar activities build concepts that can be used throughout life.

Young Children are Learning When They:

- SC.1.1 Search and respond to sound and voice.
- SC.1.2 Focus eyes on small objects and reach for them.
- SC.1.3 Interact with and explore a variety of objects, books, and materials.
- SC.1.4 Make representative drawings of familiar objects and people.
- SC.1.5 Identify, copy, extend, and create patterns with objects and in drawings.
- SC.1.6 Dictate statements/draw pictures to share findings.
- SC.1.7 Use charts, drawings, and/or graphs to share their findings with others.
- SC.1.8 Use their findings to create self-published books and/or materials.
- SC.1.9 Communicate discoveries.

A child can be supported by an adult who:

- Talks to the infant about things he is interested in, things he is doing, and things the adult is doing.
- Extends the toddler’s thinking and learning by imposing problems, making suggestions, responding to and encouraging the toddler’s questions.
- Encourages the toddler to represent discoveries and ideas through a variety of ways (e.g., drawings, photos, discussions, pretending).
- Plays patty cake, peek-a-boo, and hide and seek.
- Allows lots of time to work on problems—doesn’t offer help too soon (e.g., offer toys with moving parts).

Young Children are Learning When They:

- SC.1.10 Express ideas and share observations with others.
- SC.1.11 Observe and describe properties of objects.
- SC.1.12 Hold a crayon or marker and scribble.
- SC.1.13 Seek interaction and enjoy social play (e.g., patty cake).
- SC.1.14 Listens to others' conversations.
- SC.1.15 Ask and answer simple questions.
- SC.1.16 Imitate something heard or seen earlier in the day (delayed imitation).
- SC.1.17 Label and describe familiar objects.
- SC.1.18 Use words to describe physical attributes of objects (e.g., size, color).
- SC.1.19 Ask and answer questions about his world.
- SC.1.20 Manipulate a variety of objects and tell about what is observed (e.g., more than, less than, equal to/same).
- SC.1.21 Talk about the fact that everything has a shape.
- SC.1.22 Investigate and talk about the characteristics of matter (e.g., liquids and solids, smooth and rough, bend-not bend).
- SC.1.23 Describe differences and similarities in various physical environments.
- SC.1.24 Ask questions and/or make comments about the sun, stars, planets, and clouds.
- SC.1.25 Describe how the physical environment affects the living environment and vice versa.
- SC.1.26 Identify plants and animals as living things.
- SC.1.27 Identify non-living things.

A child can be supported by an adult who:

- Talks clearly and calmly with the child about what they are doing.
- Imitates and encourages the child's attempts to make sounds or says words.
- Provides opportunities in and out of the classroom for children to explore objects and materials.
- Provides familiar materials to measure things (e.g., popsicle sticks, paper clips, crayons, unifix cubes, hands).
- Asks the child to look for and name shapes within and outside the classroom.
- Provides opportunities for the child to create his/her own patterns for others to follow and/or extend patterns by using leaves, rocks, nuts, etc.
- Involves the child in experiences with changes of matter (e.g., cooking, mixing things together, dissolving things in liquids).
- Provides a variety of objects for the child to sort, classify, and/or match.
- Uses the language and terms associated with physical science (e.g., fulcrum, force, weight, balance, gravity).

How it looks in everyday activities:

Logan and Emma whispered excitedly to each other as they watched Mrs. Glen bring out a large bowl of ice. Mrs. Glen said, “Boys and girls, here are some tongs, spoons, containers of warm and cool water and lots of other things. You can use all of these materials to experiment with ice and water today.”

The children could hardly wait to start trying out different activities with the materials! Logan started dropping ice pieces into different containers of water, watching the water splash each time.

Emma found a big wooden spoon and stirred the ice in the large bowl, enjoying the crashing noises and the sight of the ice pieces flying up and out of the bowl. As she stirred, Emma noticed something. “Hey Logan!” she said, “The ice in the big bowl is turning to water!” “Yeah,” Logan added, “It melts when it gets warm.” Emma saw a large eye dropper and found that she could suck the water from around the cubes and then squeeze it back into the bowl or another container. Logan came nearer and watched Emma, saying “I want a turn with that next.”

Mrs. Glen watched Emma working and Logan watching. She knew that Logan, who has some difficulty with fine motor tasks, would be frustrated with the eye dropper. “Logan, why don’t you help Emma get the water out?” she asked. “You can use one of these,” she added showing him a baster and a small ladle. The children worked together to clear the melted ice from the bowl.

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Children playing side-by-side.
- Works cooperatively.

Physical:

- Uses small motor skills in picking up objects

Communication/Literacy:

- Communicates with peer.

Self-Help:

- Experiences cold sensation.



Young Children are Learning When They:

- SC.1.28 Use vocabulary that indicates understanding of scientific principles (e.g., sink, float, melt, solid, liquid).
- SC.1.29 Classify objects by an attribute (characteristic) and share their thinking with another.
- SC.1.30 Participate in discussions related to their findings.
- SC.1.31 Participate in activities related to number sequencing and counting.
- SC.1.32 Use age appropriate scientific equipment (e.g., magnifying glasses, thermometer, scales) when participating in scientific experiences.
- SC.1.33 Manipulate a variety of objects and tell about what is observed (e.g., more than, less than, equal to/same).
- SC.1.34 Manipulate objects.
- SC.1.35 Get inside things to explore.
- SC.1.36 Follow a moving object or person with eyes.
- SC.1.37 Focus eyes on small objects and reach for them.

A child can be supported by an adult who:

- Follows a child's lead.
- Allows the child to explore, manipulate, and problem solve with ample time for practice and repetition.
- Provides sensory materials and experiences that are interesting and stimulating.
- Promotes exploration by being available, aware of safety issues, and responsive to their cues.
- Provides reassurances and serves as a positive, exploring role model.
- Scaffolds: Notices what the infant is doing and then provides just enough assistance to facilitate continued learning.
- Sets up experiments for toddlers (e.g., ice in the water table with other objects such as food coloring, plastic hammers).
- Provides objects that are fun to poke, squeeze, manipulate, with different textures, shapes, and sizes.
- Provides tools and toys for the child to use when exploring the environment (e.g., buckets, shovels, water).
- Provides experiences related to the study of earth materials, patterns, and change (e.g., water, rocks, dirt, snow).

Young Children are Learning When They:

- SC.1.38 Use their five senses to learn about the environment.
- SC.1.39 Identify hot and cold in the environment.
- SC.1.40 Identify sun and rain in the environment.
- SC.1.41 Use a variety of “scientific tools” (e.g., balance scales, magnifying glasses, measuring cups, food coloring) to investigate the environment and to gather information.
- SC.1.42 Use familiar materials to measure things (e.g., popsicle sticks, unifix cubes, paper clips, crayons, hand).
- SC.1.43 Investigate the physical surroundings by digging in dirt, collecting and classifying rocks, recognizing changes in weather.
- SC.1.44 Gain a natural sense of the forces of nature by experiencing wind blowing, temperature changes, changing seasons of the year, or things falling.
- SC.1.45 Look at things within the environment.
- SC.1.46 Explore objects by touching, shaking, banging, and mouthing.
- SC.1.47 Enjoy filling and dumping activities.
- SC.1.48 Explore objects with various properties (e.g., color, sound, texture, shape).
- SC.1.49 Sort and match objects by more than one attribute.
- SC.1.50 Classify objects by different attributes (characteristics).
- SC.1.51 Observe shapes and look for objects that are the same shape.
- SC.1.52 Observe and describe properties of objects.
- SC.1.53 Participate in activities using materials with a variety of shapes and patterns.
- SC.1.54 Participate in activities using materials with a variety of properties (e.g., color, shape, size, name, type of material).

A child can be supported by an adult who:

- Scaffolds the child’s learning by breaking down tasks into steps and reminding of the next step by giving indirect suggestions rather than giving the answer.
- Provides materials of appropriate and safe size for sorting (e.g., colored blocks) and something to sort them into (e.g., muffin tin).
- Extends the child’s thinking and learning by posing problems, making suggestions, responding to and encouraging the child’s questions, and adding complexity to tasks.
- Extends the child’s learning by allowing the child to make predictions.
- Encourages the child to document discoveries through a variety of ways (e.g., drawings, photos, discussions, graphing).
- Uses language associated with science (e.g., hypothesis, prediction, conclusion, experiment, science, investigation).
- Discusses with the child the schedule for the day using language such as before/after.
- Organizes the environment to support and encourage counting/sorting.
- Utilizes mathematical language whenever possible, specifying the number of objects being needed or discussed.
- Counts with the child while moving to music or while using body rhythms (e.g., clapping and stomping).
- Provides familiar materials to measure things (e.g., popsicle sticks, paper clips, crayons, unifix cubes, hands).
- Assists the child in recording observations and results of scientific investigations.
- Creates simple visual patterns using children (e.g., boy-girl, stand-sit).
- Has the child recreate patterns using lacing beads, colored pasta, peg boards, poker chips, or other manipulatives.
- Asks the child to look for patterns in and out of the classroom or on clothing.

How it looks in everyday activities:

Abby, age 22 months, visits her grandmother with some cousins. The cousins, who are older, go outside to fish in the creek. Abby reaches up to Grandma and says, “Water.” “Are you thirsty?” asks Grandma, picking her up and walking to the cabinet. “Here’s a cup, let’s get a drink.” Abby looks out of the window where she can see the cousins with fishing rods standing near the creek. She points outside and says again, “Water.” Grandma follows Abby’s look. “Oh you want to go outside to the big water,” she says as she carries Abby outside. Abby smiles, satisfied, and repeats “big water” several times. Outside, Elise shows Abby a small fish. Abby’s eyes are wide and she holds tight to Grandma. Elise says, “It’s just a fish! See? We’re gonna let it go back to the water.” Abby gets down and walks nearer the water. She looks down at the water where the fish disappeared and quietly says “Ish. Water. Big water.”

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Holds grandmother when frightened.
- Attends to activities of others.

Physical:

- Walks; reaches; adjusts when carried.

Communication/Literacy:

- Uses pointing to communicate.
- Uses words to make a request and comment.
- Repeats what others say.

Self-Help:

- Persists in getting needs met.



Young Children are Learning When They:

- SC.1.55 Investigate and talk about the characteristics of matter (e.g., liquids and solids, smooth and rough, bend-not bend).
- SC.1.56 Sort things by attribute or characteristic.
- SC.1.57 Compare characteristics of living things (e.g., Donkeys have shorter legs and longer ears than horses; a tulip looks like just a cup, but a daffodil looks like a cup and saucer).

A child can be supported by an adult who:

- Provides opportunities for the child to create his/her own patterns for others to follow and/or extend patterns by using leaves, rocks, nuts, etc.
- Exposes the child to the concept of balance using blocks, teeter-totter, balance scales, etc.
- Provides an area for science exploration with a variety of available materials (e.g., boards and boxes, levers, wheels and axles, pendulums, and pulleys).
- Provides a variety of objects for the child to sort, classify, and/or match.
- Integrates science into other areas and activities in the classroom (e.g., math, reading, writing, art, music, movement).
- Makes available materials necessary to record findings (e.g., paper, markers, clip boards).
- Plans nature walks to observe, to listen, and to collect.
- Assists the child as he describes his discoveries and/or records his observations or findings through drawings, charts, graphs, etc.
- Provides a variety of objects and opportunities for comparing and sequencing.
- Provides materials needed for the sharing of findings (e.g., paper, glue, scissors, markers, camera, blank books).

Young Children are Learning When They:

- SC.1.58 Recognize and discriminate the sight, smell, and sound of the principal caregiver.
- SC.1.59 Predict reactions from others (e.g., pulling hair).
- SC.1.60 Show fear of falling off of a high place.
- SC.1.61 Resist separation and seek reassurance from trusted caregiver when encountering an unfamiliar person or object.
- SC.1.62 Repeat a behavior that had previously caused a desired effect.
- SC.1.63 Resist adult's direction or agenda by testing limits.
- SC.1.64 Cry to express displeasure.
- SC.1.65 Experiment with likes and dislikes of caregivers and other children (e.g., pulling hair).
- SC.1.66 Express ideas and share observations with others.
- SC.1.67 Seek interaction and enjoy social play (e.g., patty cake).
- SC.1.68 Enjoy simple pretend play.
- SC.1.69 Get into everything and require constant supervision.
- SC.1.70 Talk to self to solve problems.
- SC.1.71 Engage in a scientific experiment with a peer or with small groups of children using sharing/turn taking skills.
- SC.1.72 Show curiosity in objects and sounds.
- SC.1.73 Apply previously learned information to new situations.

A child can be supported by an adult who:

- Follows a child's lead.
- Allows the child to explore, manipulate, and problem solve with ample time for practice and repetition.
- Talks to the child about things he is interested in, things he is doing, and things the adult is doing.
- Promotes exploration by being available, aware of safety issues, and responsive to their cues.
- Provides reassurances and serves as a positive, exploring role model.
- Scaffolds: Notices what the child is doing and then provides just enough assistance to facilitate continued learning.
- Extends thinking and learning by imposing problems, making suggestions, responding to and encouraging questions.
- Offers choices ("which shirt will you wear today?") to support growing need for independence.
- Has a regular, daily routine that builds the ability to predict events.
- Supports the child's beginning friendships by providing opportunities for the child to learn and explore with peers and adults

Young Children are Learning When They:

- SC.1.74 Look at things within the environment.
- SC.1.75 Use their five senses to learn about the environment.
- SC.1.76 Identify hot and cold in the environment.
- SC.1.77 Explore objects by touching, shaking, banging, and mouthing.
- SC.1.78 Follow a moving object or person with eyes.
- SC.1.79 Focus eyes on small objects and reach for them.
- SC.1.80 Explore objects with various properties (e.g., color, sound, texture, shape).
- SC.1.81 Follow objects.
- SC.1.82 Look for a toy that has rolled out of sight.
- SC.1.83 Actively explore simple machines (e.g., pulleys, levers, wheels).
- SC.1.84 Get inside things to explore.
- SC.1.85 Anticipate and navigate around environmental barriers.
- SC.1.86 Push or pull objects while walking.
- SC.1.87 Manipulate objects.
- SC.1.88 Activate simple machines or cause and effect toys; take toys apart.
- SC.1.89 Interact with and explore a variety of objects, books, and materials.
- SC.1.90 Move from primarily reflex actions to doing things on purpose.
- SC.1.91 Use familiar materials to measure things (e.g., popsicle sticks, unifix cubes, paper clips, crayons, hand).

A child can be supported by an adult who:

- Provides sensory materials and experiences that are interesting and stimulating.
- Promotes exploration by being available, aware of safety issues, and responsive to their cues.
- Encourages exploration by imitating the infant's actions.
- Sets up experiments for toddlers (e.g., ice in the water table with other objects such as food coloring, plastic hammers).
- Provides containers that can be opened and closed, nested, or smaller objects that can be dropped into larger ones.
- Encourages riding toys to gain sense of self in space.
- Takes child on walks or rides, describing what they see.
- Allows the child to experience the consequences of actions (when safe). Then talk about what happened and why.
- Provides materials of appropriate and safe size for sorting (e.g., colored blocks) and something to sort them into (e.g., muffin tin).
- Encourages and supports opportunities for children to plan and select science related activities.

How it looks in everyday activities:

Water Droplet Trails

Susan, Juan, and Mrs. Hunt are watching the rain hit the windows. “Look how the water drops get longer as they move down the window,” Mrs. Hunt says. Susan traces the drop and says, “It looks like a little worm moving around.”

Mrs. Hunt says, “I have an idea to have some fun with some water drops.” She brings out several Styrofoam plates and some permanent markers. “Draw a small circle, a little smaller than a dime,” she says. “Next, make different lines to connect the circles, like a straight line, or wavy line.” Juan draws a jagged line and Susan makes a curvy line on her plate.

Mrs. Hunt uses an eyedropper to fill up one circle with water. She carefully tilts her plate so that the water runs along the line from one circle to the other. Both children fill a circle and watch the water move along the lines. Susan uses a small sponge to fill her circle because the eyedropper is hard for her to use. “I want to do it again,” Susan says. “Here,” Juan says, “just dry the plate with this paper towel and then start over.”

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Demonstrates interest and participates in classroom activities.
- Seeks out children and adults.
- Works cooperatively and accepts responsibility.
- Shares materials.

Cognitive:

- Explores objects and environments.
- Observes and makes discoveries.
- Follows simple directions.
- Identifies names of objects.
- Increases vocabulary.
- Makes comparisons.
- Displays awareness of cause-and-effect relationships.
- Identifies relationships of objects in space.
- Shows curiosity and desire to learn.

Physical:

- Coordinates eye and hand movements.
- Uses small muscles to complete tasks.
- Demonstrates visual discrimination skills.

Self-help:

- Uses planning skills.
- Shows responsibility for helping to maintain the environment.
- Demonstrates increasing independence.

Communication/Literacy:

- Uses words to describe the characteristics of objects.
- Participates in group discussions.
- Asks and responds to questions.
- Uses words to explain ideas and feelings.

Social Studies

Social Studies

Social Studies

FOUNDATIONS OF SOCIAL STUDIES

Social studies are the study of people, relationships, and cultures. The primary purpose of social studies is to help people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. It includes learning about and comparing how people lived in the past and how they live today, how people work and get along with others, how to become a good citizen, and how people are affected by and affect their environment.

Early Childhood social studies curriculum assists young children to acquire the foundations of knowledge, attitudes, and skills in social studies – citizenship education. The subject matter for social studies includes history, geography, and civics to help children understand their American heritage and to increase their participation in our democratic society, (Maxim, 2006).

Today, an inquiry-based teaching strategy is commonly implemented to provide social studies content in early childhood classrooms. This strategy promotes investigations to answer complex questions of big ideas and questions that require critical thinking, (Zarrillo, 2004). These big ideas are related to self, family, and community, and possibly, immigration, transportation, banking, and heritage (Mindes, 2005).

In 1994, the National Council for Social Studies presented the following ten large themes of social studies content, to be offered in a developmental sequence:

- Culture;
- Time continuity and change;
- People, places, and environments;
- Individual development and identity;
- Individuals, groups, and institutions;
- Power, authority, and governance;
- Production, distribution, and consumption;
- Science, technology, and society;
- Global connections; and
- Civic ideals and practices.

In early childhood, educators can consider the ten broad themes of social studies to use an inquiry-based approach to promote curiosity, problem-solving, and an appreciation of investigation. Further, educators may choose to implement social studies curriculum using one of the following categories: social learning and self-concept development; academic content of the history of a community/state; classroom community development; and foundations of civic engagement/participation.

Young children begin their understanding of themselves and others in their family home. Family, culture, and community provide the backdrop for how children understand the world around them and later the expanded world, as they move out into early education and formal school environments.

Social studies for infants and toddlers helps young children learn through their senses and experiences about physical location (body awareness) and physical time, social-emotional competence, and personal responsibility. For young children, social studies is a combination of curriculum and instruction that takes into account self development and appropriate practices, citizenship and democratic principles, and key understandings of the social sciences: history, geography, government, and economics. These concepts are built around the child's personal experiences and understanding the relationship of self and others.

Young children are beginning to understand how people relate to the earth, how people change the environment, how weather changes the character of a place, and how one place relates to another through the movement of people, things, and ideas. Through discussion and experiences with stories and older people, young children begin to gain an understanding of the past. Young children must become aware of personal time (usually between 4 and 7 years of age) before understanding historical time. Time understandings should be a major consideration in how historical topics are introduced to young children.

A young child's social competence is an important part of development. This means being inclined to seek out or enjoy the company of others. It is the willingness to interact with adults and others. Social competence is related to learning about others and their cultures and getting along with others. The quality of a young child's social competence can be a predictor of later social and academic competence (Pellegrini & Glickman, 1990).

The following sections social studies curriculum guidance will assist adults with ideas to help young children learn about their world and their environment – both physical and social. Please acknowledge that children grow and develop at widely different paces and some adaptations may be needed.

KEY FINDINGS

- **Children are curious.**
- **Children are active, hands-on learners.**
- **Children respond well to discovery learning/project-oriented approach which promotes opportunities for them to explore their ever-expanding social world, e.g. family, school, neighborhood, transportation, heritage, etc.**
- **Young children acquire social knowledge through the relationship they have with each other and with the adults in the classroom, within their families, and in the community.**
- **Through play – in the housekeeping center, outdoors, in a neighbor's back yard – children make sense of their immediate world by trying on roles, imagining the real and the unreal, and in other ways explore the social world of their child care center or school and community.**
- **Children make connections to big ideas through using literacy skills of listening, reading, and writing about families.**

GLOSSARY:

Inquiry-based: Seeking information by questioning; investigating.

Social-studies: the study of how people live and organize themselves in society, embracing geography, history, economics, and other subjects.

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Social Studies Standard Area

History

- ❖ **COMMON CORE STATE STANDARD STATE STANDARD:** None
Indiana Academic Standards for Social Studies can be found here:

<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/docs-socialstudies/2007-ss-grade0k.pdf>

- ❖ **ISTAR-KR Standard Area:**

Social Emotional – Sense of self and others, Responsibility

Standard Area: Mathematics: Time

Standard Area: Comprehension, Receptive and Expressive Language

Young children are not ready to conceptualize chronological history, as they are just beginning to be aware of time. It is very difficult to understand hours or days. The daily experiences that are recurring, sequential, and part of a regular routine are important for children to begin understanding time. Discussions about daily schedules and what happens first, second, and so on are very important at this stage. Many children show curiosity about things from the past before formal school, and this curiosity can be used to begin the foundation for historical understanding. There is a difference between learning dates and understanding how to order moments in time. Young children should have opportunities to hear and share stories about the past and visuals to help support the development of historical knowledge. These opportunities should include the child's own past as well as the stories and experiences of others. Young children can also be introduced to family celebrations and holidays in connection with family history and values. How people dress and what type of tools and technology they use are two clues young children may use to begin to understand history and the past.

Young Children are Learning When They:

- SS.1.1 Listen to stories about people and places.
- SS.1.2 Direct attention to familiar objects and people.
- SS.1.3 Recall immediate stories/events and begin to develop sequence of happenings.
- SS.1.4 Recall details from immediate past. (At about one year, the child may remember things for 1-2 days.)
- SS.1.5 Use own vocabulary to relate experiences (e.g., any event happening in the past is referred to as happening yesterday).
- SS.1.6 Retell a story or event in sequential order.

A child can be supported by an adult who:

- Presents pictures in sequential order.
- Reads and tells stories and nursery rhymes and discusses them with child.
- Encourages the child to recall information about the immediate past.
- Talks with the child about what is happening during the day and week.
- Uses the names of the days of the week in context (e.g., "On Monday, we go to the library.").
- Asks the child to recall what happened yesterday or last night.
- Uses the correct terms when talking about time and order (e.g., first/last, before/after).

How it looks in everyday activities:

Sally's mother Patricia enjoys scrap booking. She has spent many hours selecting photographs and designing pages to mark memorable occasions.

One afternoon Patricia is working on a book about a family vacation. Sally watches and starts to ask some questions about what her mother is doing. Patricia says, "I have lots of books that show pictures of fun things our family has done."

Sally pages through an older book and wonders, "How come I'm not in any of these pictures?" Patricia explains that this book is from before Sally was born. Sally wonders why Patricia has saved all these old things. Patricia answers, "I like to remember things that happened in the past. These things help me remember."

Sally asks to make her own book, only about her. Patricia agrees that this would be fun. Together they look through a box of memorabilia that Patricia has saved. They find pictures, cards, and artwork Sally made in preschool. "Mom," Sally says excitedly, "I remember this picture I made for you in Sunday school!" Sally likes seeing the old pictures and talking about places she has visited and people she has known.

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Identifies oneself as a member of a specific family.
- Speaks with pride about one's heritage and personal history.

Cognitive:

- Talks about past, present, and future.
- Asks and responds to questions.
- Recalls a sequence of events.
- Demonstrates an interest in exploring.
- Arranges objects in a series.

Physical:

- Describes how one grows and develops.
- Uses small motor skills to complete a task.
- Coordinates eye and hand movements.

Communication/Literacy:

- Gathers artifacts to tell a story.
- Communicates with an adult.
- Learns how to construct a book.



Young Children are Learning When They:

- SS.1.7 Verbalize the days of the week and names of the months.
- SS.1.8 Recall information about the immediate past.
- SS.1.9 Anticipate a sequence during daily activities.
- SS.1.10 Sequence recurring events (e.g., “After I eat lunch, I take a rest.”).
- SS.1.11 Construct a sense of time.
- SS.1.12 Use terms relative to time sequence (e.g., beginning/ending, before/after, early/late, night/day, first/next/last, morning/afternoon/evening).
- SS.1.13 Put pictures in sequential order.
- SS.1.14 Retell a story or event in sequential order.
- SS.1.15 Distinguish between past, present, and future.
- SS.1.16 Verbalize the days of the week and names of the months.
- SS.1.17 Gauge time using their own vocabulary (e.g., number of ‘sleeps’ instead of days).
- SS.1.18 Cooperate with a routine.
- SS.1.19 React to new situations based on memory of a previous event.
- SS.1.20 Recognize when caregiver is not present.
- SS.1.21 Identify other people and their roles.
- SS.1.22 Recognize the beginning of an event (e.g., come to table when food is placed there).
- SS.1.23 Notice likeness and differences in others.
- SS.1.24 Relate new experiences to past experiences.
- SS.1.25 Show anticipation for regularly scheduled events.
- F.1.7 Describe daily routine (e.g., home and/or school).

A child can be supported by an adult who:

- Reads stories and discusses what happened in the beginning, middle, and end.
- Answers questions the child may have concerning how people lived in the past.
- Points out differences in dress, customs, tools, and transportation as may be seen in movies, books, or historical sites.
- Provides many examples of and allows the child an opportunity to manipulate the tools people used in the past.
- Encourages family members to talk with the child about family history and culture.
- Cooks recipes reflecting the family’s past culture or other cultures.
- Labels events and routines using the words today, tomorrow, next, later, and long ago.
- Uses calendars to talk about what happened in the past and will happen in the future.
- Provides access to clocks, watches, timers, and calendars so the child can model after adults and pretend to measure time.
- Uses the correct terms when talking about clock time (e.g., minutes, seconds, hours).
- Establishes a routine and discusses ideas with child.
- Reacts to child’s actions and understands a young child’s cues (communication).
- Talks to child about what happened “last night” and “this morning.”
- Assists the child in periods of transition (e.g., bedtime, naptime, attending preschool or child care).
- Includes child in family celebrations, holidays, and family history (stories, songs).
- Provides a routine for the child.

SOCIAL STUDIES STANDARD AREA CIVICS AND GOVERNMENT

❖ COMMON CORE STATE STANDARD: NONE

Indiana Academic Standards for Social Studies can be found here:

<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/docs-socialstudies/2007-ss-grade0k.pdf>

❖ ISTAR-KR Standard Area:

Social Emotional – Sense of self and others, Interpersonal, Problem Solving, Responsibility

Personal Care – Self-feeding

English/Language Arts – Comprehension, Receptive and Expressive Language

At a young age, children can begin to understand that every person is responsible to themselves as well as to others, and that all choices have consequences.

Participating in a democracy involves making informed choices. Young children who have many opportunities to make choices in their own lives when given options are growing in this important process skill. Understanding the need for and being able to follow rules is an important developmental step for young children.

Young Children are Learning When They:

- SS.2.1 Listen to stories about helping.
- SS.2.2 Pay attention to conversations.
- SS.2.3 Listen and talk about stories that illustrate the concept of being responsible.
- SS.2.4 Identify the U.S. and state flags.
- SS.2.5 Say the name of the current President.
- SS.2.6 Help feed themselves.
- SS.2.7 Around two, show self as “doer” (e.g., explore everything, be assertive in preferences, and increase range of self-help skills).
- SS.2.8 Participate in games and follow the rules.

A child can be supported by an adult who:

- Reads and discusses stories, songs, and poems that reinforce cooperation and sharing between peers.
- Provides the child time to interpret and represent experiences through drawing, writing, art, creative movement, pretend play, puppetry, music, stories, and conversation.
- Does for, does with, and watches as the child learns to do things independently.
- Provides the child time to interpret and represent experiences through drawing, writing, art, creative movement, pretend play, puppetry, music, stories, and conversation.

How it looks in everyday activities:

Maria provides child care for her sister Louisa's son Juan, age 30 months. Today she has set up a play date with Juan's friend Cody. "What do you think Cody will like to play with?" Aunt Maria asks Juan. Juan thinks and says "Trucks and cars," which are his favorites too. Aunt Maria and Juan get out a variety of cars, trucks, and a garage to play with. Maria realizes that it can be hard for two year olds to share, so she makes sure to have several duplicate toys and she puts away Juan's very favorite truck for another time.

While Juan and Cody push the cars around the track, Aunt Maria prepares a snack for the boys. She helps the boys put the cars and trucks away before calling them to the table for a snack. Aunt Maria says to the boys, "After a snack, maybe you would like to play outside for a while." The boys look at each other with excitement. "Swings," says Juan and "Slide," Cody adds. The plan is made.

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Tolerates being physically near others.
- Plays alongside another child.

Communication/Literacy:

- Initiates communication.
- Follows simple directions.

Self-Help:

- Participates in clean up routine.

Physical:

- Uses fine motor skills.



Young Children are Learning When They:

- SS.2.9 Watch people.
- SS.2.10 Around one year, offer toys or objects to others but expect them to be returned.
- SS.2.11 Show interest in other children.
- SS.2.12 Communicates “no.”
- SS.2.13 Assist with simple chores on a daily basis.
- SS.2.14 Develop the process of “play” from playing alone to playing alongside, then playing with someone else around age three.
- SS.2.15 Follow simple directions.
- SS.2.16 Respond positively to options rather than commands.
- SS.2.17 Push away something not wanted.
- SS.2.18 Follow simple directions.
- SS.2.19 Respond positively to options rather than commands.
- SS.2.20 Talk about the importance and reason for rules.
- SS.2.21 Tell the consequences of not following rules.
- SS.2.22 Remind other children about the rules and things children shouldn’t do to others and why (one should not bite because it hurts).
- SS.2.23 Tell the consequences of behaviors and choices.
- SS.2.24 Set own consequences for some behaviors.
- SS.2.25 Identify and follow different rules in different places (e.g., school rules may be different from home).
- SS.2.26 Show self-control by following rules in different places.
- SS.2.27 Start sharing some objects with others.
- SS.2.28 By age four, compromise, share, and take turns.
- SS.2.29 Show greater ability to control intense feelings (e.g., anger, frustration).
- SS.2.30 Make choices after considering alternatives.

A child can be supported by an adult who:

- Demonstrates how the child can use words instead of force to obtain something.
- Models sharing and modeling the behaviors you want to encourage (e.g., say please or lend a helping hand).
- Supports individuality by providing choices whenever possible (e.g., “You have to change your shirt, but you can choose the red one or the green one”).
- Asks for the child’s help with daily tasks, and accepts their offer of help.
- Allows time for the child to discuss behavior and circumstances.
- Does for, does with, and watches as the child learns to do things independently.
- Establishes limits for child’s behavior to provide a physically and emotionally safe environment.
- Develops positive rules with the child for understanding and ownership.
- Talks about the reason for rules.
- Develops positive rules with the child for understanding and ownership.
- States rules in a positive manner to promote positive thinking instead of negative thinking (e.g., instead of “No running.” say “We use walking feet.”).
- Reviews positive rules daily with the child.
- Gives the child options rather than commands.
- Offers easy-to-follow directions.
- Allows time for the child to discuss behavior and consequences.
- Helps the child verbalize thoughts.
- Demonstrates how the child can use words instead of force to obtain something.
- Models sharing.
- Provides opportunities for the child to make choices.
- Takes photos of the child helping others, caring for her room, or taking care of daily needs and displays them around the room.

SOCIAL STUDIES STANDARD AREA GEOGRAPHY

❖ COMMON CORE STATE STANDARD: NONE

Indiana Academic Standards for Social Studies can be found here:

<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/docs-socialstudies/2007-ss-grade0k.pdf>

Location (Spatial Awareness) *One of the first tools geographers use is location. This tells us where something is. Young children are geographers. They dig in the sand, pour water, and watch rain fall. They try to find out about the nature of the world and their place in it. Young children learn that they relate to other people and things. To help children learn location, they need to develop body awareness including its size and level when upright, crawling or stooping, or on the floor, the different body parts and how their body moves in different directions like forward, backward, or sideways. When they know how their body moves, they will have the basics for learning directions and locations later in life. The more opportunities children have to run and move about, the greater their ability to keep track of position and location.*

❖ ISTAR-KR Standard Area:

Mathematics – Location, Counting

Physical – Sensory Integration

Social Emotional - Problem Solving, Responsibility

English/Language Arts – Symbol Awareness, Receptive and Expressive Language

Places - *Young children first begin by learning about their home environment. Just like people, places have a lot in common, but no two are exactly alike. Children will begin noticing how their homes and buildings look. When children learn about trees, streets, and their homes, they see that they live someplace special.*

❖ ISTAR-KR Standard Area:

English/Language Arts – Comprehension, Expressive Language

Mathematics – Sorting/Classifying, Computation

Physical – Sensory Integration

Physical Systems *Young children are fascinated with weather. We experience weather everyday. Young children become aware of the weather and how it affects people. Weather is an important part of learning about our world.*

❖ ISTAR-KR Standard Area:

English/Language Arts – Comprehension, Expressive Language

Mathematics – Sorting/Classifying, Computation

Physical – Sensory Integration

Human Systems *Parents are children’s first teachers and their positive relationship forms a solid basis for all other social interactions. Young children begin to understand that they live in a family that may include parents, siblings, extended family members such as grandparents, and even pets. As they spend time in their neighborhoods and community settings such as places of worship, young children will begin to learn that families have different people, foods, rules and routines.*

❖ **ISTAR-KR Standard Area:**

English/Language Arts – Symbol Awareness, Comprehension, Writes for a Purpose

Social Emotional – Sense of self and others, Problem Solving

Physical – Sensory Integration

Environment and Society *Young children want to be an active part of their family and community. At home, they may enjoy helping with a simple chore, such as helping to feed a pet, putting clothes in a hamper, or picking up toys. They can also begin to recognize the need to care for the environment by learning about recycling or helping to clean up a community area, such as a park.*

❖ **ISTAR-KR Standard Area:**

Social Emotional – Responsibility

Mathematics – Sorting/Classifying

Young Children are Learning When They:

- SS.3.1 Around 2 or 3, point out signs that indicate location.
- SS.3.2 Become familiar with the idea that maps help people locate themselves in space.
- SS.3.3 Recognize that streets have signs and houses have numbers to help identify locations.
- SS.3.4 Use a simple map (e.g., diagram of the house, street on which the child lives).
- SS.3.5 Recognize where the child is while traveling in the car.
- SS.3.6 Describe features of familiar places (e.g., buildings, stores).
- SS.3.7 Talk about how to get from one common place to another.

A child can be supported by an adult who:

- Asks the child questions about what you both are seeing.
- Comments daily on the weather and points out changes.
- Names items in the home and in the environment during nurturing routines.
- Points out where objects are in pictures when reading books (e.g., “The doll is on the bed.”).
- Uses directional terms (e.g., “We will turn left at the next street”, “The kitchen is sunny in the afternoon because the window faces west”).
- Increases the child’s vocabulary by using pictures from books and magazines that associate with different places on the earth.

Young Children are Learning When They:

SS.3.8 Discuss different types and modes of transportation to get from one location to another and why certain vehicles are more suitable.

SS.3.9 Listen and respond to stories about other areas (e.g., deserts, mountains).

SS.3.10 Draw pictures representing the seasonal changes.

SS.3.11 Draw pictures of their family.

SS.3.12 Design posters for recycling and post in the home/school.

SS.3.13 Observe weather, location of familiar places, and different ways of travel while on neighborhood/community walks.

SS.3.14 Identify and locate familiar places.

SS.3.15 By age two, distinguish between near and far.

SS.3.16 Notice features of immediate surroundings (e.g., bedroom, yard).

SS.3.17 Use blocks to represent roads and buildings.

SS.3.18 Ask questions about everything the child sees and finds.

SS.3.19 Identify and locate familiar places (e.g., home, store, grandparent's house).

SS.3.20 Point out and name various rooms in the house from the outside.

SS.3.21 Pretend blocks represent buildings and make signs for the roads and buildings.

A child can be supported by an adult who:

- Describes environment with sensory words (e.g., hard/soft, rough/smooth, water/land).
- Talks about the stores and buildings visited and what is in them.
- Describes characteristics of earth's features using a variety of vocabulary words.
- Provides the child with many materials and opportunities to draw and 'write' about local trips and experiences.
- Discusses the weather in other locations with the child (e.g., "Remember how warm it was in Florida over Christmas vacation?").
- Talks about ways your child is the same or different from other children.
- Assists the child in making a family book with pictures and drawings of members.
- Guide the child in giving out information to others about recycling and how it helps our environment.
- Plays simple games using various directional words (e.g., up, down, forward, backward).
- When traveling, uses directional terms (e.g., "We will turn left at the next street").
- Teaches positional words when doing household tasks ("Please put your toys INTO the yellow basket.")
- Allows the child to assist you when using maps or globes.
- Uses songs to teach geography (London Bridge).
- Uses positional words like above and below in a natural way when giving directions to the child.
- Uses words that describe features such as color, size, and shape.
- Reads and uses maps and globes.

Young Children are Learning When They:

- SS.3.22 Recognize where the child is while traveling in the car.
- SS.3.23 Recognize familiar places.
- SS.3.24 Describes simple features of familiar places.
- SS.3.25 Give the name of home city or town.
- SS.3.26 Give information about home (e.g., street name, house description).
- SS.3.27 Use words such as hard and soft, rough and smooth, and water and land.
- SS.3.28 Match objects to location such as stove to kitchen, bed to bedroom.
- SS.3.29 Identify various natural features.
- SS.3.30 State the name of his city or town.
- SS.3.31 Give information about where she lives (e.g., street, telephone number, house description).
- SS.3.32 Identify common community symbols (e.g., signs, street markers, lights).
- SS.3.33 Create representations of the surrounding neighborhood and community (e.g., blocks, drawings).
- SS.3.34 Recognize familiar places.
- SS.3.35 Talk about weather and its relationship to appropriate clothing/activities.
- SS.3.36 Show comfort and discomfort with the temperature of the room or when outdoors.
- SS.3.37 Talk about and be curious about the weather (e.g., temperature, rain, snow, climate inside and outside).
- SS.3.38 Notice that people wear different types of clothing depending on the weather.
- SS.3.39 Determine what type of clothing to wear based on the weather.
- SS.3.40 Identify seasons by temperature or other characteristics (e.g., snow, leaves changing).
- SS.3.41 Recognize people live in different types of homes (e.g., apartments, etc)
- SS.3.42 Identify and describe people who live in different places for different reasons (e.g., farms, cities, small towns).

A child can be supported by an adult who:

- Plays simple games using various directional words (e.g., up, down, forward, backward).
- When traveling, uses directional terms (e.g., “We will turn left at the next street”).
- Teaches positional words when doing household tasks (“Please put your toys INTO the yellow basket.”)
- Allows the child to assist you when using maps or globes.
- Uses left and right in connection with real situations. (To make it easier, place a string or bracelet on one of the child’s hands.)
- Before traveling, shares the trip on the map with the child by pointing out the route and places where they might stop.
- Points out signs that indicate location (e.g., entrance and exit signs, stairs, escalators, elevators).
- Supplies materials such as floor maps, road maps, strips and circles of paper with blocks.
- Helps the child make a simple map of the neighborhood, house, or school.
- Discusses some of the basic natural features of the earth in the child’s immediate environment (e.g., river, pond, woods, fields).
- Provides the child many opportunities to explore and experience the natural world.
- Provides the child with materials and opportunities to draw what the child sees in and around the home environment.
- Takes the child for a walk in different types of weather (e.g., windy, cold, hot, rainy, snowy) and discusses the experience and how it felt to be outside.
- Watches the weather forecast on TV or in the paper with the child.
- Talks about the different cloud formations and helps the child predict what clouds tell us about the weather.

Young Children are Learning When They:

- SS.3.43 Follow simple directions.
- SS.3.44 Name and locate eyes, ears, or nose when asked.
- SS.3.45 Explore things with mouth, hands, fingers, and toes.
- SS.3.46 Show fear of falling off high places such as stairs.
- SS.3.47 Show comfort and discomfort with the temperature of the room.
- SS.3.48 Notice that people wear different types of clothing depending on the weather.
- SS.3.49 Recognize the faces and voices of the key people (e.g., parents, grandparents, brothers and sisters, child care givers) in their lives.
- SS.3.50 Prefer to look at faces of key people.
- SS.3.51 Demonstrate fear, caution, or curiosity with new people depending on age and temperament style.
- SS.3.52 Protest separation from primary caregiver between age 12 and 18 months.
- SS.3.53 Pretend to take care of a doll by feeding and other activities.
- SS.3.54 Draw pictures of their family.
- SS.3.55 Play the role of different family members through dramatic play.
- SS.3.56 Recognize things that do not belong in the environment (litter).
- SS.3.57 Place trash in the wastebasket.
- SS.3.58 Help clean up after doing an activity.
- SS.3.59 Help with routines that keep the house neat.
- SS.3.60 Alert others to a messy environment.
- B.3.39 Name some bad things that people do to our environment.
- SS.3.61 Name body parts and point to the location of each.
- SS.3.62 Discuss negative and positive aspects of areas and why people might want to be there.
- SS.3.63 Pretend to take care of a doll by feeding and other activities.

A child can be supported by an adult who:

- Provides a safe and comfortable space for the child to explore environment.
- Provides activities that encourage the child to explore the space around him or her (reaching, batting, tummy time, stroller rides).
- Provides an environment rich with sounds, smells, sights, and tastes.
- Talks about clothing choices with the child based on the weather.
- Notices child's comfort with the environment (e.g., is child hot or cold, sweating or shivering).
- Says good-bye when leaving the child rather than sneaking out.
- Points family members out from photos.
- Helps the child identify and name family members and their relationships and roles.
- Assists the child in making a family book with pictures and drawings of members.
- Tapes recordings of grandparents reading the child's favorite stories.
- Talks with the child about caring for the environment.
- Helps the child understand environmental vocabulary (e.g., litter, purpose of trash cans).
- Assists the child with keeping room or space neat.
- Gives the child help in sorting items to recycle.
- Shows the child examples of clean and safe environments and compares them to areas not so safe and clean.
- Takes the child for walks around the neighborhood and points out signs and landmarks that indicate locations.
- Discusses how things look in different types of weather (e.g., when the sun is shining, when it is foggy).
- Provides many opportunities for the child to explore family relationships through dramatic play and conversation.

Young Children are Learning When They:

- SS.3.64 Play the role of different family members through dramatic play.
- SS.3.65 Discuss members of the family and their roles.
- SS.3.66 Draw pictures of their family.
- SS.3.67 Ask questions about families.
- SS.3.68 Talk about how he is the same and/or different from other children.
- SS.3.69 List things that do and do not belong in the environment (e.g., litter, smoke)
- SS.3.70 Discuss the need for a clean environment.
- SS.3.71 Help clean up after doing an activity.
- SS.3.72 Help with home and class routines that keep the house/classroom clean and safe.
- SS.3.73 Help parents/adults with recycling empty containers at home/school.
- SS.3.74 Design posters for recycling and post in the home/school.
- SS.3.75 Finds ways to maneuver around an obstacle that is in the way of obtaining something desired.
- SS.3.76 Play the role of different family members through dramatic play.
- SS.3.77 Move in directions on command (e.g., forward, backward, sideways).
- SS.3.78 Draw pictures representing the seasonal changes.

A child can be supported by an adult who:

- Helps the child identify and name family members and their relationships and roles.
- Talks about the child's unique qualities and those qualities that make him similar to other children.
- Assists the child in making a family book with pictures and drawings of members.
- Talks with the child about the environment and what people can do to protect it.
- Shows the child examples of clean and safe environments and areas that are not so clean or safe.
- Gives the child responsibility for keeping a room or space clean or tidy.
- Explains how recycling empty containers and papers helps our environment.
- Gives the child help in sorting recycle items from home/school.
- Guides the child in giving out information to others about recycling and how it helps our environment.
- Describes how smoking is hazardous to the health of children and adults.
- Travels in different ways with the child (bus, car, train).
- Allows a lot of opportunities for the child to run about and explore the environment.
- Allows the child to climb, jump, run, roll, to physically experience space.
- Plays simple games such as "Mother May I" and "Simon Says," asking the child to move in various directions: forward, backward, sideways, up and down, and right and left.

How it looks in everyday activities:

Zack, age 22 months, looked out the window and saw the clean white snow falling hard on the trees and ground. His big sister Gracie yelled, “Mom do we have school today??” “I don’t think so,” Mommy answered, “but let’s turn on the television and check for school closings.” The weatherman was standing in front of a map, pointing to red and blue lines. He talked about the weather that day and what to expect the next day. Gracie cheered when she saw the name of her school scroll across the bottom of the screen. “It’s a snow day, Zack,” she crowed. “Snow day!” Zack repeated, matching his sister’s happiness.

After breakfast Zack and Gracie got ready to go outside in the snow. They put on warm clothes and boots. Zack did not want to wear his hat, but Mommy explained how cold the snow would feel, so he put it on. Outside Zack touched the cold snow. Gracie showed him how to make and throw a snow ball. “Watch me,” Gracie said, lying in the snow and moving her arms and legs. “I’m making a snow angel.” Zack watched and tried to do the same. His nose was bright red and his teeth started to chatter, but Zack did not want to go in. Finally, Mommy insisted and they went inside to warm up. While drinking his hot chocolate with marshmallows Zack said “Good snow day.”

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Child and adult are interacting and playing with each other.

Communication/Literacy:

- Learns listening skills from adult comments.
- Asking questions and talks about changing seasons, trees, and animals.

Physical:

- Walking and running.

SOCIAL STUDIES STANDARD AREA ECONOMICS

❖ ISTAR-KR Standard Area:

Social Emotional – Sense of self and others, Problem Solving, Approaches to Learning

At a young age, children can begin to understand how families work together to meet their basic needs and wants for trust, safety, nurturance, food, and fun. Through senses and experiences, young children gain a beginning understanding of the role of money in purchasing and the connection between work and money.

Adults play an important role in helping highlight these connections for very young children through their consistent behavior and responses. Adults have a significant role in drawing a child's attention to these processes and clarifying any misconceptions. While the interest and ability to grasp economic concepts varies widely from child to child, some of the following ideas can be introduced in the preschool years.

- **Scarcity-** The condition of not being able to have all the goods and services that we want.
- **Choice-** What someone must make when faced with two or more alternative uses for a resource.
- **Goods-** Objects that can be held or touched that can satisfy people's wants.
- **Services-** Activities that can satisfy people's wants.

Young Children are Learning When They:

- SS.4.1 Play store or restaurant with play or real money, receipts, credit cards, telephones.
- SS.4.2 Role play different types of occupations.
- SS.4.3 Assist and use money in purchasing goods.
- SS.4.4 Are aware that adults work in order to earn enough money to buy the food, clothing, and housing that a family needs.
- SS.4.5 Save money for a future purpose.

A child can be supported by an adult who:

- Reads many books about different types of occupations.
- Uses the names of coins and currency and provides opportunities for becoming familiar with coins and currency.
- Involves the child in using real coins and currency in everyday situations.
- Provides the child with a bank for saving coins.
- Provides materials (e.g., cash registers, wallets, purses, checkbooks, credit cards, receipts) and clothing for dramatic play.
- Uses the names of coins and currency, their real and relative worth, and provides an opportunity for the child to handle and become familiar with coins and currency.

Young Children are Learning When They:

- SS.4.6 Choose between two or more alternatives.
- SS.4.7 Prefer objects that can be held or touched and that can satisfy people's wants.
- SS.4.8 Demonstrate awareness of activities that can satisfy people's wants.
- SS.4.9 Recognize that things have to be paid for with money and that sometimes you can't buy what you want because you don't have enough money.

How it looks in everyday activities:

While Jerome takes his afternoon nap, his mother LaDonna makes a grocery list. She knows that he will be ready for an outing when he wakes up. As she gets his coat on, LaDonna talks to her son about the store and what they need to purchase.

LaDonna buckles Jerome into the cart and then takes her time walking up and down the aisles. She points out the things she will choose, so Jerome can look and see all the different things at the grocery. "Jerome, we need some fruit for lunch tomorrow," LaDonna says. "I think Daddy will like an orange." As Jerome nods in agreement, she hands him an orange so he can feel the bumpy rind and smell the citrus aroma. Later, LaDonna holds up two different types of cereal and helps Jerome choose one.

At the checkout, LaDonna lets Jerome put some items on the counter. The cashier is friendly and Jerome smiles shyly at her. As the total is rung up, LaDonna points out the numbers on the cash register and says, "That's how much money we need to pay the lady." Jerome looks interested as LaDonna takes the cash from her purse and receives her change.

A child can be supported by an adult who:

- Supplies the child with materials for role playing of different occupations.
- Takes the child to work and lets the child see you producing goods or services.
- Discusses with the child the origin of items in the home (e.g., milk-cow, wooden table-tree, egg-chicken).
- Creates opportunity for the child to choose and discusses consequences of choices.

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Makes a choice between two objects.
- Responds appropriately to a social greeting.
- Participates in a family routine.

Communication/Literacy:

- Increases vocabulary.
- Responds to adult language.

SOCIAL STUDIES STANDARD AREA INDIVIDUALS, SOCIETY AND CULTURE

❖ ISTAR-KR Standard Area:

Social Emotional – Sense of self and others, Problem Solving, Approaches to Learning, Interpersonal Skills, Responsibility

English/Language Arts – Comprehension, Receptive and Expressive Language

Mathematics - Computation

Getting Along *Young children thrive with routine, structure, and rules. Parents and other caregivers help young children learn boundaries by teaching expected behavior in the family and community. Providing opportunities to participate in many different settings (home, places of worship, stores, libraries) and events (shopping, taking a class, seeing a parade) helps young children develop a repertoire of appropriate behaviors.*

Cultural Diversity

Infants and toddlers are extremely egocentric and primarily relate only to their own experiences. They have a limited but growing ability to consider the needs and wants of others. Parents and other caregivers who talk in positive ways about characteristics of individuals and groups will help the young child start to notice and appreciate, with pleasure, the similarities and differences between themselves and others. Three and four year olds are still quite egocentric and relate to their own experiences. They begin to notice similarities and differences between themselves and others.

Young Children are Learning When They:

- SS.5.1 Use words to express feelings.
- SS.5.2 Use thinking skills to resolve conflicts.
- SS.5.3 Demonstrate early pretending with objects
- SS.5.4 Use words to express family relationships, such as mother or grandpa
- SS.5.5 Realize that different families live in different types of housing.
- SS.5.6 Recognize community helpers.
- SS.5.7 Comment on or ask questions about physical differences.
- SS.5.8 Observe that different families live in different types of housing.

A child can be supported by an adult who:

- Discusses with the child physical characteristics and how they can be similar and different.
- Gives support to a child's interest in different cultures by providing opportunities to learn about different language, foods, and activities.

How it looks in everyday activities:

Ms. Cathy and Ms. Shelly work in the toddler room of a community based childcare program. The young children in the room are just starting to experience feelings of independence and a desire to do things for themselves. Marshal, a new walker and new to the toddler room, walks then drops and crawls closer to Barbie. She is playing with a large truck, pushing it back and forth and making “vroom” sounds. Marshal watches Barbie closely, and Ms. Shelly watches Marshal. Ms. Shelly whispers to Ms. Cathy, who is holding Bernard, “I think Marshal is thinking about trying to take that truck from Barbie.” “I hope not,” Ms. Cathy replies, “Barbie will fight back.”

Ms. Shelly gets another large truck and pushes it over toward Marshal. “Marshal, I think you want to play trucks with Barbie,” she says. She pushes the truck next to Barbie, modeling how to make the “vroom” sounds. Marshal watches her and the truck. Ms. Shelly waits for Marshal to make a request in some way, such as a gesture or even a word. When he reaches a hand out to the truck she says, “Yes, you want a truck,” as she pushes the truck to him. Marshal pushes the truck and approximates the “vroom” sound. He smiles as he pushes his truck next to Barbie. Barbie notices Marshal next to her and says, “Truck.” Both toddlers smile and continue to play side by side. The teacher continues to walk around the room, observing the children and looking for opportunities to support positive social actions.

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Engages in side by side play.
- Responds to a social overture.

Communication/Literacy:

- Uses a gesture to make a request.
- Attends to an adult’s communication.

Physical:

- Moves from crawl to stand to walk.
- Operates a toy while sitting.

Young Children are Learning When They:

- SS.5.9 Recognize gender differences.
- SS.5.10 Ask questions about physical differences.
- SS.5.11 Take turns in interactions with others.
- SS.5.12 Share belongings with others.
- SS.5.13 Value the importance of caring for others.
- SS.5.14 Work and play cooperatively with others.
- SS.5.15 Use words to express feelings.
- SS.5.16 Use thinking skills to resolve conflicts.
- SS.5.17 Use words to express family relationships, such as mother or grandpa.
- SS.5.18 Recognize differences between people of different cultures and abilities.
- SS.5.19 Realize that other children are more alike than different.
- SS.5.20 Realize that different families live in different types of housing.
- SS.5.21 Recognize community helpers.
- SS.5.22 Say please and thank you.
- SS.5.23 Learn social skills.
- SS.5.24 Notice that some people talk differently from others.
- SS.5.25 Comment on or ask questions about physical differences.
- SS.5.26 Identify differences between people of different cultures, backgrounds, and abilities.
- SS.5.27 Notice people's skin and explore the differences.
- SS.5.28 Discuss how grandparents and older people look and act different from children.
- SS.5.29 Express enjoyment and pleasure when hearing poems, stories, and songs about a variety of people and cultures.
- SS.5.30 Use interpersonal skills of sharing and taking turns in interactions with others.

A child can be supported by an adult who:

- Sets and enforces limits and boundaries.
- Rewards positive behaviors.
- Provides opportunities to be with extended family members.
- Listens to expressions of feelings.
- Gives opportunities to make appropriate choices.
- Models caring and kindness for all people.
- Models treating others with respect and fairness.
- Uses holidays to provide opportunities for the child to learn about the customs of people around the world.
- Offers the child opportunities to taste different ethnic foods.
- Shares stories, songs, and poems about different cultures.
- Discusses with the child physical characteristics and how they can be similar and different (e.g., many people have hair, but different color, length, texture).
- Provides opportunities for discussing the child's physical changes (e.g., creates a height graph and compares sizes).
- Offers play experiences for the child to move and talk with others to establish friendships.
- Provides the child with accurate and compassionate answers to help the child develop a sense of respect for the physical differences of others.
- Provides opportunities for the child to engage in gender non-stereotypic activities.
- Provides art materials, books, photos, and dramatic-play props that celebrate the beauty of diverse cultures.
- Appreciates the values, beliefs, and background experiences the child and the child's family bring.
- Talks about how family members love and support each other.

How it looks in everyday activities:

Mr. Matthews and his son Nelson were driving to the airport to pick up Mrs. Matthews, who was returning from a business trip to Mexico. “Nelson, do you know Mommy was in another country where they speak Spanish?” Mr. Matthews asked. “Like Dora?” Nelson wondered, thinking of one of his favorite children’s programs. “Right. They speak Spanish in Mexico like Dora does.” Mr. Matthews agreed. “And other things are different, like foods and music,” he explained.

The conversation continued when Mrs. Matthews arrived. Mrs. Matthews told Nelson there are lots of countries and people speak many languages and have many different customs. She showed him some money that she had brought from Mexico and said, “Can you remember when I went to France a few months ago? The people there speak French and I brought some different money and other things.” Nelson listened but seemed confused. As they were driving, Mr. Matthews remembered that there was an Ethnic Expo going on nearby. Since they planned to go out for dinner anyway, they decided to stop there to see if they could try some different foods and help Nelson understand about different countries.

At the Expo, there were many booths with different foods, a stage with music from many countries, and people dressed in colorful traditional outfits. The family saw a booth with Mexican food and decided to try it. Nelson enjoyed his burrito. Nelson tried on a sombrero and hit a piñata. The family walked around, trying some Greek and Chinese foods as well. Nelson played a game from Russia and listened to music from Africa. On the way home Nelson asked, “Mommy can I come on your next trip?”

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Try unfamiliar activities and foods.
- Express enjoyment when experiencing different art, music, and foods.

Communication/Literacy:

- Learn and use new vocabulary.

Cognitive:

- Link ideas and experiences from the past with new things.

Fine Arts

Fine Arts

Fine Arts

FOUNDATIONS FOR FINE ARTS

“Studies have shown that arts teaching and learning can increase student’s cognitive and social development. The arts can be a critical link for students in developing the crucial thinking skills and motivations to achieve at higher levels.” (Deasy & Stevenson, 2002)

The purpose of including Fine Arts in early childhood education is to provide a range of activities for children to creatively express themselves. These activities can include, but are not limited to, music, art, creative movement, and drama. Fine arts engage children’s minds, bodies, and senses and invite children to listen, observe, discuss, move, solve problems, and imagine using multiple modes of thought and self-expression. Fine arts curricula provide ways for young children to learn and use skills in other content areas, such as literacy, math, social studies, science, social skills, and creative thinking.

Music is natural, spontaneous, and fun for young children. Music moves children emotionally and physically, just as it does with adults. Music helps set a mood. When an adult coos, sings, and plays rhythm games with the child, the adult becomes more sensitive to the child and affection is strengthened. Whether trying to capture the attention of the child or soothing the child’s upset state, music can be rewarding for the child and the adult. Singing and chanting help children make routine activities and transitions smoother and more enjoyable. Because music involves seeing, hearing, moving, and feeling, it uses all of the senses and helps the child prepare for more challenging tasks like learning language.

Brain research tells us that intuitive aptitude for music stabilizes at about age 9. The early childhood years are critical to the development of the child’s potential for understanding and producing music. Music is an important part of an early childhood curriculum because of its multiple benefits: calming, stimulating, easing transitions, inviting movement, and serving as a learning tool. Music fosters child development and may be used to help children think divergently or creatively. There are many opportunities for music to interact with other curricular areas and to provide practice for social, language, cognitive, and physical development. The attention span of children can be lengthened through good listening experiences. Music play with songs and instruments in early childhood settings can lead young children to deeply satisfying experiences for learning and communication.

Young children naturally enjoy art. Art benefits all aspects of a child’s development. Creative expression helps children realize they are worthwhile people with good ideas who can do things in different ways. It contributes to helping children better understand their world. Brain research indicates that creativity increases in preschool children until the age of 5, when a sharp decrease begins.

Art should be integrated into all preschool curriculum areas. Art materials that are appropriate to the developmental level of the child promote curiosity, verbal and nonverbal expression, reading and math skills, physical development, social-emotional skills, and self-help skills.

The adult needs a wholesome, accepting attitude toward the use of creative and artistic materials rather than thinking of art materials as a waste of time or messy. Adults sometimes wonder if coloring books, patterns, and pre-cut models are appropriate art experiences for young children. These materials are not recommended as a means for providing art experiences. These materials are often frustrating to three-, four-, and five-year old children who do not have the manual dexterity or

eye-hand coordination to stay within the lines, to cut along the lines, or to reproduce a picture made by an adult. Children like to draw or make things as they see them. It is recommended that adults rely on activities that allow children to be creative and individualized in their artwork.

KEY FINDINGS

- **Art is a cooperative learning experience that provides pleasure, challenge, and a sense of mastery.** (Belden & Fessard 2001)
- **Through art, children learn complex thinking skills and master developmental tasks.** (Belden & Fessard 2001)
- **Early childhood education settings include children from diverse backgrounds. Art offers a multicultural perspective that enables children to integrate their culture into the school's curriculum.** (Wardle & Cruz-Janzen, 2004)
- **Art is basic to child development. It is necessary, not just nice. Art activities help children develop eye-hand coordination and fine motor skills, communication skills, self-esteem that comes from accomplishment and imagination.** [Hurwitz A. & Day M., 1991; Cherry, 1999]
- **For young children, the process is more important than the product. The richness of experience of art rather than perfection is the point of the whole thing. In art, young children are praised for the uniqueness of their work rather than its uniformity to a predetermined standard or response.** [Hurwitz & Day, 1991; Greenman, 1988; Trister Dodge, D. & Colker, L.J. 1999]
- **Adult input is an essential to young children's artistic explorations. Adults need to create an environment where children are free to create art. To produce art, children need many interesting and meaningful experiences and encouragement to think, talk, and create art in response to their experience.** [Althouse, Johnson, & Mitchell, 2003; Seefeldt 1995]
- **Music is "the universal language." Through music, children learn respect for other cultures. Music can help children broaden their understanding of each other.** [Mitchell, A. and David, J. (Eds.), 1992; Palmer, Hap, 2001]
- **Music is an early form of communication of emotions, experiences, or ideas. Children think with their bodies long before they think with words. Music is a comfortable way for children to express themselves.** [Trister Dodge, D. and Colker, L.J., 1999; Taylor, B., 1991]
- **Musical experiences that provide interactive, success-oriented opportunities for children are avenues for children's overall growth and development including physical, cognitive, emotional, and social development.** [Neelhy, 2001]
- **Music stimulates children's music thinking and decision-making, involves multisensory learning strategies, encourages creativity, and guides appropriate responses that they may not otherwise have experienced.** [Neelhy, 2001]

- **Children bring their own unique interests and abilities to be musically expressive and to learn through their musical play. Young children express individual responses to the music of their culture through their preferences for particular songs, instrumental music, and recordings. Therefore, the musical experiences may be adapted for a variety of children's developmental needs and interests.** [*Custodero, 2002; Neelly, 2001*]

GLOSSARY:

Creative: Expressing oneself in an original and imaginative way.

Universal: Used or understood by all.

RESOURCES AND REFERENCES:

Althouse, R.; & Johnson, M.; & Mitchell, S. (2003). *The colors of learning: Integrating the visual arts into the early childhood curriculum*. New York: Teachers College Press.

Belden, A. & Fessard, O. (2001). *Children and the arts*. Gerogia Family.

Deasy, R.; & Stevenson, L.. (2002) *The art: Critical links to student success*. The Arts Education Partnership. Council of Chief State School Officers. Washington, DC



FINE ART STANDARDS AREA:

❖ COMMON CORE STATE STANDARD: NONE

Indiana Academic Standards for Fine Arts can be found here:

<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/arts.shtml>

❖ ISTAR-KR Area: NONE

Due to the uniqueness of the Fine Arts Standards, the format will vary from the other standard areas contained within the Foundations to the Indiana Academic Standards for Young Children. We will list the standards grouped within the learning areas since there is such overlap among them. Visual Arts, Music and Dance are completely meshed throughout the learning areas of English/Language Arts, Mathematics, Physical Skills, and Social Emotional Development so this will be reflected in this standard area.

**English/Language Arts
Mathematics
Social Emotional**

Young Children are Learning When they:

- FA.1.1 Produce rhythmic patterns to familiar songs (e.g., *Jingle Bells*).
- FA.1.2 Create own alternate pattern/action for a finger play to a familiar song.
- FA.1.3 Reflect on differences and preferences as he/she encounters artwork.
- FA.1.4 Compare and contrast own creations and those of others.

English/Language Arts

- FA.1.5 Create sounds by singing and making music.
- FA.1.6 Recognize familiar melodies long before understanding the meaning of words.
- FA.1.7 Hum or sing along to tune playing on radio, tape/CD player, or television.
- FA.1.8 Use words/concepts learned through music in non-musical activities.
- FA.1.9 Talk about different art professions.
- FA.1.10 Visit and discuss works of art at various locations.

A child can be supported by an adult who:

- Softly sings or hums to the baby or plays soft music.
- Follows the mood of the child (e.g., if fussy, then sing lullabies or if alert, sing play songs).
- Sings a familiar song to help the baby feel safe and secure in an unfamiliar setting.
- Plays sound games with infants (e.g., repeats sounds that the baby makes back to the adult).
- Places pictures where the baby can focus or hangs a colorful mobile on the crib.
- Encourages babies' safe and creative use of common household items (e.g., margarine tubs, empty boxes, pots and pans).
- Provides opportunities to draw with paint, crayons, or chalk (safe and non-toxic).
- Provides variety of shapes of crayons and chalk and large sheets of sturdy paper or cardboard for drawing.
- Remembers that the process of creating is more important than the product.
- Encourages children to do art in their own way.

How it looks in everyday activities:

Music in Everyday Activities

Mr. Tim's class is actively engaged in a variety of typical preschool activities. Some children in the housekeeping center are acting out a family preparing for dinner. Boys and girls are building in the block area, and two children are at the water table filled with rice and corn along with the usual utensils found on the table (e.g., containers, lids, spoons, funnels, sieves). Nina finishes her pretend meal and uses the bottom of the play skillet and a spoon to call the family to the table. Mr. Tim becomes aware that she is banging loudly but rhythmically. He comments on her pattern and volume and asks if she can mimic a pattern he creates using different utensils. Her friend in housekeeping immediately picks up the bell on Mr. Tim's desk and rings it in the same rhythmic pattern. The children in the block corner notice the activity and join in the group tapping their blocks together. Sally presses a button on her communication device to produce beeping sounds that keep time with the rhythm. Mr. Tim moves to the water table filled with rice and corn and asks the children to figure out how they might use those items on the table to create the same rhythmic pattern that is happening in other areas. The children fill their containers with the rice and corn and use them as shakers to join in the music.

Later in the morning, Mr. Tim invites the children to bring their self-discovered instruments to the circle and directs the discussion using words like loud and soft, fast and slow, high and low, pleasant and unpleasant. At the end of the discussion, he comments and praises them on their new-found instruments and the way they created music. He encourages the children to put their instruments away appropriately in each area.

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Shows preferences for different sounds.
- Creates and shares sounds.
- Cooperates with friends.

Cognitive:

- Creates rhythmic patterns.
- Produces both repetition and creative deviations of sound and sound patterns.

Physical:

- Uses body actions (large and small muscle movements) to make sounds.
- Uses fine motor skills to pick up rice and corn.

Self-help:

- Cleans up materials.

Communication/Literacy:

- Uses contrasting terms such as loud and soft, high and low, fast and slow, and pleasant and unpleasant to the ears.

English/Language Arts Social Emotional

Young Children are Learning When they:

- FA.1.11 Respond to familiar voices, songs, and sounds.
- FA.1.12 Smile and coo to sounds the child likes.
- FA.1.13 Imitate noises such as, clicking and raspberries.
- FA.1.14 Behave differently depending on the types of music (e.g., calm down to lullabies; respond by moving arms and legs).
- FA.1.15 Learn to sing other songs.
- FA.1.16 Sing a favorite song again and again, just as listening to a favorite book many times over.
- FA.1.17 Sing a song as a means of comfort.
- FA.1.18 Express self through dramatic play.
- FA.1.19 Smile or laugh when music is played.
- FA.1.20 Verbally express enjoyment.
- FA.1.21 Sing along to familiar songs.
- FA.1.22 Sing songs from favorite movies or television shows from memory.
- FA.1.23 Describe art work and interpret potential intentions of the artist.
- FA.1.24 Express feelings about art work.
- FA.1.25 Wonder about or ask questions about works of art.

English/Language Arts Mathematics

- FA.1.26 Assign meaning to scribbles.
- FA.1.27 Imitate art forms of illustrators after listening to a story.

A child can be supported by an adult who:

- Helps the child create music by using his/her own words.
- Plays a supportive role as the child experiments and discovers music.
- Uses familiar songs to help the child solve problems.
- Identifies natural rhythm in the classroom or play area (e.g., clocks, squeaks, drips, bouncing balls, swaying trees).
- Claps rhythmic patterns to names, poems, and nursery rhymes and has child repeat them or do them together.
- Uses body actions to music (e.g., *Head, Shoulders, Knees, and Toes*).



How it looks in everyday activities:

A Trip to the Art Museum

Mr. Price's pre-K class is planning a field trip to the art museum. He prepares the students by telling them that people express their ideas and feelings about the world through their artwork. Mr. Price helps the children understand that artwork might be a painting, a sculpture, or a textile work. The colors could be vibrant or subdued. The piece of art might look very much like what it represents, or it could look very different. The boys and girls have many ideas and questions as they board the bus for the trip.

At the museum, Mr. Price asks questions to help the children think about the art they are viewing. He shows them an oil painting of flowers and another one of bold stripes and lines. "How do you feel when you look at these pictures" he asks, "the same or different?" The class walks into another room with several statues. Mr. Price invites the children to try to imitate the poses the statues make. Ian tries to hold a pose like the statue he sees of a knight. "I am a warrior!" he shouts.

Back in the classroom, Mr. Price provides paper, paint, brushes, and some modeling clay. "Everyone can make their own piece of art," Mr. Price tells the children. "Think about what you saw at the museum. There were different kinds of painting and sculptures, with lots of different sizes, colors, lines, and shapes. What kind of artwork would you like to make to take home?" The children get started on their projects and Ian says, "I want to make a guy with a sword." Mr. Price helps Ian use the clay to make a model of a knight. "Art is really fun" Ian says, satisfied with his work.

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Expresses feelings and experiences pride.
- Shares and cooperates with others.

Cognitive:

- Explores art materials.
- Uses processes and techniques to give form to what has been seen and learned.
- Learns about shape, line, color, through experiences.
- Develops planning skills.

Physical:

- Develops large and small muscle skills and eye-hand coordination.

Self-help:

- Demonstrates care and persistence in artwork.

Communication/Literacy:

- Promotes communication by sharing ideas and feelings.

English/Language Arts
Physical Skills
Social Emotional

Young Children are Learning When They:

- FA.1.28 Toe point, leg wag, and arm wave to music.
- FA.1.29 Move to the music on own and with others.
- FA.1.30 Imitate pat-a-cake or other familiar games.
- FA.1.31 Perform songs and dances.
- FA.1.32 Make up songs and dances by themselves and along with others.
- FA.1.33 Pretend through role play.
- FA.1.34 Request certain songs/finger plays, etc.
- FA.1.35 Clap hands in glee/begin to clap in rhythm.
- FA.1.36 Dance/sway/tap toes/jump/hop to music alone or with others.
- FA.1.37 Hum or sing familiar/original lullaby while rocking a doll.
- FA.1.38 Examine art products from different world cultures.
- FA.1.39 Respond in various ways to the creative work of others (e.g., body language, facial expression, or oral language).
- FA.1.40 Role play imaginary events and characters in the media.
- FA.1.41 Participate freely in dramatic play activities that become more extended and complex.
- FA.1.42 Express self in dramatic play through storytelling, puppetry, and other language development activities.
- FA.1.43 Spontaneously explore sounds produced by striking a variety of materials (e.g., pots and pans, wooden spoons, measuring cups, wooden blocks).
- FA.1.44 Engage in cooperative pretend play with another child.
- FA.1.45 Pretend through role-playing.

A child can be supported by an adult who:

- Provides an accepting attitude toward child's ideas.
- Gives recognition by exhibiting each child's work.
- Uses child's imagination as a motivation for art (e.g., the adult reads a fantasy story, provides props so the child can reenact the story, and provides art materials so child can represent the fantasy story).
- Views art materials as meaningful rather than a waste of time and messy.
- Provides creative experiences that are well planned and executed.
- Demonstrates the ability to represent experiences, thoughts, and ideas using several art forms.
- Uses a variety of art media for self expression.



How it looks in everyday activities:

Jan and several colleagues were working late to complete an important project one night. Because it was near dinner time, they ordered pizza. Carla's three year-old son, Trevor, and her husband Bob stopped by to pick her up. "I'll go finish up a few more details in my office if you guys can clear up this pizza," Jan offered. Carla agreed that was a good plan.

As Jan logged off her computer, she heard laughter and singing in the hallway. Peering out of her door, Jan laughed out loud as she saw a parade coming down the hallway! Trevor, now dressed as an impromptu drum major complete with bright red hat and baton, led the way. Behind him were three smiling adults dressed as a fireman, construction worker, and police officer. Trevor sang a newly created song celebrating "worker people" and the grown-ups joined in. After a few trips up and down the hall, Trevor announced "We need a break; for more pizza!" As the grownups followed their leader down the hall, Jan observed to Carla "If you have to be worker people, it is a lot more fun to do it with a parade and a song."

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Expresses emotion through music; shares music; demonstrates leadership.

Physical:

- Uses large muscles; moves to music.

Communication/Literacy:

- Experiments with voice; sings during activity; uses descriptive words.

Cognitive:

- Experiments with a variety of sounds; creates patterns with voice and motion; pretends.

**English/Language Arts
Physical Skills
Mathematics**

Young Children are Learning When They:

- FA.1.46 Make rhythmic patterns with objects (e.g., hitting the table with a spoon).
- FA.1.47 Follow repetitive patterns of movements.
- FA.1.48 Moderate vocalizations to tempo and dynamics of music.
- FA.1.49 Observe and discuss art forms during a nature walk.

**Physical Skills
Social Emotional**

- FA.1.50 Delight in touch and feel of materials rather than what is being produced.
- FA.1.51 Scribble (e.g., pictures rarely look like a recognizable object).
- FA.1.52 Use dance and visual art as a vehicle for self-expression.
- FA.1.53 Randomly distribute marks in different areas of paper.
- FA.1.54 Paint with fingers, draw with crayons, and mold with dough.
- FA.1.55 Show individuality in artwork.
- FA.1.56 Play classroom instruments.
- FA.1.57 Choose real or improvised instruments to play along with instrument heard.
- FA.1.58 Imitate different cultures through art.
- FA.1.59 Select different art media to express emotions or feelings. (e.g., painting with bright colors to match a playful mood)
- FA.1.60 Use art media to channel frustration and anger in a socially acceptable way.
- FA.1.61 Show individuality by actions such as drawing a pumpkin that differs in color and design from the traditional.
- FA.1.62 Enjoy repetition of materials and activities to further explore, manipulate, and exercise the imagination.

A child can be supported by an adult who:

- Makes up rhyming words when talking to infants and toddlers.
- Sings and dances to music.
- Provides a variety of rattles and musical toys.
- Encourages child-made music.
- Encourages the child to move to the music.
- Encourages the child to point out common sounds (e.g., clock ticking, birds singing).
- Plays a variety of music (e.g., jazz, children's music, top 40, and other cultures).
- Uses music as a part of daily routine.
- Sings songs with finger plays (e.g., "The Itsy Bitsy Spider").
- Encourages children to imitate the sounds of animals.
- Plays different musical games (e.g., "Ring-Around-the-Rosie", "Old MacDonald").
- Uses music to connect to the child's roots and heritage (e.g., African-American spiritual, a Yiddish or Irish lullaby, an American or Mexican folk song).
- Uses child's imagination as a motivation for art. Avoids forcing the child to classify or name what is created.
- Invites the child to describe what is created and avoids judgment.
- Encourages the child to decide what to draw, paint, or make.
- Views art materials as meaningful rather than a waste of time and messy.
- Uses a variety of art media for self expression.
- Displays child's art within child's eye-level.
- Uses child's art as part of daily routine (e.g., decorating cookies).
- Provides safe materials.
- Uses the outdoors as a place for art (e.g., walls or fences as a place for art, side-walk painting, water and sand, rock and wood).

How it looks in everyday activities:

Jane is a toddler teacher in a center based program. This week she has decided to have several lessons incorporating zoo animals. Jane sets up an area with white paper cut in zebra shapes, small shallow trays of black paint, brushes, and some little plastic zebras for models. Jane shows the boys and girls how to brush a black stripe on the white zebra shape.

An Ping watches Jane thoughtfully. She picks up a plastic zebra and turns it over a few times. Then she carefully puts the zebra's feet in the tray, coating them with paint. An Ping stamps the small animal on the paper, leaving a feet-shaped imprint. Jane smiles at An Ping and says, "An Ping has an idea to paint with the zebra's feet!"

Next An Ping puts her hands in the paint and makes some handprints on the paper. Jane asks her if she would like a bigger piece of paper and An Ping happily agrees. Two other children join An Ping and they make a large painting of black handprints. When An Ping's father comes to pick her up later that day, he enjoys seeing the painting she made. Jane explains how An Ping used her imagination and creativity to make an original art project. An Ping's father says, "Thank you Jane for letting An Ping be herself!"

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Cooperates to complete a project with other children.
- Tells others about ideas and thoughts.

Cognitive:

- Changes actions to fit new situation.
- Adapts an activity to suit own interests and ideas.

Physical:

- Uses fingers and hands in painting and stamping.

Communication/Literacy:

- Requests more of something (paints, paper).

Mathematics
Physical Skills
Social Emotional

Young Children are Learning When They:

- FA.1.63 Develop growing ability to plan, work independently, and demonstrate care and persistence in a variety of art projects.
- FA.1.64 Focus on motions and movement.
- FA.1.65 Create patterns through art, blocks, and other objects in their environment.
- FA.1.66 Use different colors, shapes, and textures to create form and meaning.
- FA.1.67 Use different colors, surface textures, and shapes to create form and meaning.
- FA.1.68 Progress in ability to create drawings, models, and other art creations that are more detailed, creative, or realistic.
- FA.1.69 Use a variety of materials (e.g., crayons, paint, clay, markers) to create original work.

Mathematics

- FA.1.70 Prefer looking at black and white colors and patterns during the first month rather than other colors.
- FA.1.71 Identify patterns in their environment.
- FA.1.72 Measure ingredients for various recipes.

English/Language Arts
Mathematics
Physical Skills
Social Emotional

- FA.1.73 Respond to the world with eyes, fingers, and mouth.
- FA.1.74 Produce rhythmic patterns to familiar songs (e.g., *Jingle Bells*).
- FA.1.75 Create own alternate pattern/action for a finger play to a familiar song.

A child can be supported by an adult who:

- Listens to children and includes their ideas and interests in planning the curriculum.
- Provides opportunities for children to experience a variety of music media (e.g., singing, finger plays, instruments).
- Uses a variety of music (e.g., classical, jazz, children's music, top 40) during music time and various times of the day.
- Makes music an integral part of the day.
- Delights in music with young children.
- Plays a supportive role as young children experiment and discover music.
- Recognizes the individual differences reflected in each child's musical preferences.
- Exercises to music.

How it looks in everyday activities:

The Music Center

Tom, Madison, and Caesar choose the music center for their free time activity. Mrs. Schmitt has filled the music center with some homemade instruments. There are foil pan tambourines, oatmeal box drums, wooden sandpaper blocks, and rubber band guitars. There are also some simple commercially made instruments, such as bells, a triangle, and recorders.

Each child chooses an instrument to play. Caesar states, “I want to play the drums,” and he chooses the oatmeal drum. Madison is a little disappointed but selects a recorder. “Maybe we can trade later,” she says to Caesar, who agrees. Tom uses his picture book to show Mrs. Schmitt which instrument he prefers. He chooses the sandpaper blocks, and Mrs. Schmitt helps him place the blocks in the best position to get some sounds from them.

A lively band is formed, and the children play for several minutes. Mrs. Schmitt claps her hands along with the music and encourages the children to continue. After a bit, Mrs. Schmitt notices that Caesar is playing a particular pattern. “Can you two copy the pattern that Caesar is making?” she asks. Madison and Tom listen then copy Caesar’s pattern. When the song is over, Tom signs “my turn” and taps out a new pattern with the blocks. The other children follow his lead next. Caesar starts a song to go with Tom’s rhythmic pattern.

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Shares and cooperates with others.
- Expresses emotions through music.

Cognitive:

- Experiments with a variety of sounds.
- Imitates rhythmic patterns.

Physical:

- Uses gross and fine motor skills.
- Exhibits improved coordination.

Self-help:

- Treats instruments with care using guidelines established by the teacher/adult.

Communication/Literacy:

- Practices non-verbal communication skill of taking turns.



Mathematics Physical Skills

Young Children are Learning When They:

- FA.1.76 Respond positively to transitions from desired to less desired activity when paired with music.
- FA.1.77 Moderate movements to tempo (fast/ slow) and dynamics (loud/soft) of music heard.
- FA.1.78 Distinguish among the sounds of several common instruments.
- FA.1.79 Use objects as symbols for other things (e.g., a scarf to represent bird wings or a box to represent a car).
- FA.1.80 Decide which lines should be long or short, wavy or straight, thick or thin, and what color and where on the paper.
- FA.1.81 With various media, use shapes, lines and color.
- FA.1.82 Make patterns on their own.
- FA.1.83 Sort objects by texture, size, or color.

Social Emotional

- FA.1.84 Watch an activity before getting involved.
- FA.1.85 Recognize people in the community who are artists.
- FA.1.86 Learn to enjoy and respect the art work of others.
- FA.1.87 Display interest in the artwork of others.

Physical Skills

- FA.1.88 Demonstrate increasing skill in using different art materials. (e.g., paper, paint, clay, scraps, buttons)
- FA.1.89 Mimic art works and forms by various artists.

A child can be supported by an adult who:

- Recognizes the different cultures within the group.
- Expresses a sense of awe and appreciation of art work.
- Values each child's creative efforts.
- Provides art media and materials that are culturally responsive to diversity of families and community.
- Provides artifacts that celebrate human diversity and history.
- Asks open-ended questions.
- Describes what the adult sees.
- Brings reproductions of art into the environment.
- Provides an accepting attitude toward each child's ideas.
- Notices and comments about real and imaginary events and characteristics.
- Expresses feelings about art.
- Imagines or creates a story from artwork.

How it looks in everyday activities:

Sound Table

Mrs. Leslie's class likes music and they have been listening to many CDs throughout the year. They sing and like to make music using the variety of homemade instruments that Mrs. Leslie provides. She announces one morning that she is starting a "sound table" that anyone can contribute to. "I have put out some of these little boxes and some buttons, paper clips, and other little objects." She shows them how to put the little objects into the boxes and shake them. Mrs. Leslie says, "Now let's see what else we have in the room that we can use for the sound table."

Emily finds some small beads in the art area, and Jack sees some little blocks in the building area. Tony, a student with a visual impairment says, "There are wood chips and gravel outside we could use!" Mrs. Leslie helped Tony gather the gravel and wood chips he thought of.

Over time, the sound table grew and grew. Mrs. Leslie sometimes added new containers, such as an old metal box or a small coffee can. Parents sent in marbles, rice, beans, and small metal balls. Everyday the students checked the sound table to see what was new. Mrs. Leslie liked seeing how the children became more aware of sound. It was great to see their music become more complex as the children increased their interest in exploring the sound making possibilities of their self-made instruments.

Development of a skill in one area is related to and influences other developmental areas:

Social/Emotional:

- Finds and shares objects for the sound table.
- Works together to create various sounds.

Cognitive:

- Chooses and discriminates sounds made by various objects.

Physical:

- Uses small muscles.
- Uses gross motor skills if the children create a marching band.

Self-help:

- Finds objects and creates own instrument.

Communication/Literacy:

- Communicates feelings with the instruments created.

Dance

Young Children are Learning When They:

- FA.1.90 Respond to familiar voices, songs, and sounds.
- FA.1.91 Toe point, leg wag, and arm wave to music.
- FA.1.92 Behave differently depending on the types of music (e.g., calm down to lullabies; respond by moving arms and legs).
- FA.1.93 Move to the music on own and with others.
- FA.1.94 Perform songs and dances.
- FA.1.95 Make up songs and dances by themselves and along with others.
- FA.1.96 Use dance and visual art as a vehicle for self-expression.
- FA.1.97 Clap hands in glee/begin to clap in rhythm.
- FA.1.98 Dance/sway/tap toes/jump/hop to music alone or with others.
- FA.1.99 Follow repetitive patterns of movements.
- FA.A.100 Moderate movements to tempo (fast/slow) and dynamics (loud/soft) of music heard.
- FA.1.101 Use various art forms such as dance, theater, and visual art as a vehicle for creative expression.

A child can be supported by an adult who:

- Sings and dances to music.
- Encourages the child to move to the music.
- Delights in music with young children.
- Plays a supportive role as young children experiment and discover music.
- Exercises to music.
- Uses body actions to music (e.g., *Head, Shoulders, Knees, and Toes*).
- Builds a strong and varied repertoire of rhythms, finger plays, poetry, and movement exercises.
- Keeps in mind that growth is uneven and that advances in physical growth and a child's knowledge of the body can affect artistic expression.
- Provides art experiences in all areas of the curriculum (e.g., math, science, reading, writing, music, movement).

Appendix

Appendix

Appendix

Exploring Content in Interest Areas

	Blocks	Dramatic Play	Toys & Games	Art	Sand & Water
Literacy	<p>Have paper, markers, and tape available for children to make signs for buildings.</p> <p>Hang charts and pictures with words at children's eye level.</p>	<p>Include books and magazines in the house corner.</p> <p>Introduce print (shopping lists, receipts, message writing, etc.).</p>	<p>Talk about colors, shapes, pictures in a lotto game.</p> <p>Provide matching games for visual discrimination.</p>	<p>Invite children to dictate stories to go with their artwork.</p> <p>Share books about famous artists and their work with children.</p>	<p>Add literacy props to the sand table such as letter molds or road signs.</p> <p>Encourage children to describe how the sand and water feel.</p>
Math	<p>Suggest clean-up activities that involve sorting by shape and size.</p> <p>Use language of comparison such as taller, shorter, the same length.</p>	<p>Add telephones, menus, and other items with numbers on them.</p> <p>Participate in play, talking about prices, addresses, and times of day.</p>	<p>Provide collections for sorting, classifying, and graphing.</p> <p>Have children extend patterns with colored cubes, beads, etc.</p>	<p>Use terms of comparison (the piece of yarn is longer than your arm).</p> <p>Provide empty containers of various shapes for creating junk sculptures.</p>	<p>Provide measuring cups, spoons, containers of various sizes.</p> <p>Ask estimation questions ("How many cups will it take to fill the container?").</p>
Science	<p>Talk with children about size, weight, and balance.</p> <p>Encourage children to experiment with momentum using ramps, balls, and marbles.</p>	<p>Introduce props such as a stethoscope or binoculars.</p> <p>Model hygiene skills by washing "babies" or dishes.</p>	<p>Talk about balance and weight as children use table blocks.</p> <p>Sort, classify, and graph nature items such as rocks, leaves, twigs, and shells.</p>	<p>Describe the properties of materials as they interact (wet, dry, gooey, sticky).</p> <p>Use water and brushes for outdoor painting so children can explore evaporation.</p>	<p>Make bubble solution and provide different kinds of bubble-blowing tools.</p> <p>Put out magnifying glasses and sifters so children can examine different kinds of sand.</p>
Social Studies	<p>Include block people who represent a range of jobs and cultures.</p> <p>Display pictures of buildings in the neighborhood.</p>	<p>Include props related to different kinds of jobs.</p> <p>Add multicultural dolls and props such as cooking utensils, foods, and clothing.</p>	<p>Select puzzles and other materials that include diverse backgrounds and jobs.</p> <p>Play board games that require cooperation, following rules, and taking turns.</p>	<p>Include various shades of skin tone paint, crayons, markers, and construction paper.</p> <p>Encourage children to paint and draw what they saw on a field trip.</p>	<p>Invite children to describe roads and tunnels created in sand.</p> <p>Hang pictures of bodies of water (rivers, oceans, lakes, streams) near the water table.</p>
The Arts	<p>Encourage children to build props, such as a bridge for <i>The Three Billy Goats Gruff</i> for dramatization.</p> <p>Display artwork posters that include geometric shapes and patterns.</p>	<p>Display children's artwork or posters of artists' work in the dramatic play area decor.</p> <p>Provide props for children to dramatize different roles.</p>	<p>Include materials that have different art elements (pattern or texture matching, color games, etc.).</p> <p>Add building toys that encourage creativity such as Legos, Tinker-toys, etc.</p>	<p>Provide different media for children to explore clay, paint, collage, construction, etc.</p> <p>Invite a local artist to share his or her work.</p>	<p>Create sand sculptures; display photographs of sand sculptures created by artists.</p> <p>Use tools for drawing in wet sand.</p>
Technology	<p>Include ramps, wheels, and pulleys.</p> <p>Take pictures (using digital, instant, or regular cameras) of block structures and display in the area.</p>	<p>Include technology props such as old cameras, computers, keyboards, microphones, etc.</p> <p>Encourage children to explore how tools work—eggbeaters, can openers, etc.</p>	<p>Add toys (gears, marble mazes, etc.) that encourage children to explore how things work.</p> <p>Use a light table to explore transparent shapes.</p>	<p>Include recyclable materials for children to create an invention.</p> <p>Use technological tools for creating items such as a potter's wheel or spin art.</p>	<p>Include props with moving parts at the water table—such as waterwheels, eggbeaters, pump, etc.</p> <p>Use toy dump trucks, loaders, cranes for outdoor sand play.</p>



Exploring Content in Interest Areas

Library	Discovery	Music & Movement	Cooking	Computers	Outdoors
Keep an assortment of good children's books on display. Set up a writing area with pens, markers, pencils, paper, stamps, envelopes, etc.	Keep science related books (e.g., insects, plants, seeds, etc.) on hand. Include paper and markers for recording observations.	Write words to a favorite song on a chart. Have children use instruments for the sound effects in stories.	Use pictures and words on recipe cards. Talk about words and letters on the food containers during a cooking activity.	Illustrate and write the steps in using a computer. Use a drawing or simple word processing program to make a book.	Bring colored chalk and other writing materials outside. Have children observe street signs in the neighborhood.
Add number stamps to the writing area. Include books about math concepts: size, number, comparisons, shapes, etc.	Have tools on hand for measuring and graphing. Provide boxes for sorting materials by size, color, and shape.	Play percussion games emphasizing pattern: softer, louder. Use language that describes spatial relationships—under, over, around, through.	Use a timer for cooking. Provide measuring cups and spoons.	Include software that focuses on number concepts, patterning, problem solving, shapes, etc. Use a drawing program to create patterns.	Have children look for patterns in nature. Invite children to make collections on a walk, then sort, classify, and graph the items collected.
Include books about pets, plants, bodies, water, inventions, etc. Provide a variety of objects for experimentation with floating and sinking.	Include pets and plants that children can care for. Include tools such as a magnifying glass and a microscope that children can use to observe the properties of objects.	Set out bottles with different amounts of water so children can investigate the sounds they produce. Use a tape recorder to record children's voices; play them back for children to identify.	Encourage children to taste, smell, touch, listen, and observe at each step of the cooking process. Discuss how heating and freezing changes substances.	Have children observe cause and effect by hitting a key or dragging a mouse. Allow children to observe as you connect computer components.	Take pictures of a tree the children see every day and discuss how it changes during the year. Have children feel their heartbeat after running or exercising.
Include books that reflect diversity of culture and gender. Show children how to use nonfiction books, picture dictionaries, and encyclopedias to find information.	Take nature walks and post the places where collected leaves and flowers were found. Set up a recycling area where children sort paper, glass, and plastic into bins.	Show videotapes reflecting songs and dances of many cultures and languages. Include instruments from different cultures.	Encourage parents to bring in recipes reflecting their cultures. Visit stores that sell foods of different cultures.	Encourage children to work cooperatively on software related to a study topic. Develop rules with the children for using computers and post them in the area.	Take many trips in the neighborhood and talk about what you see. Invite children to make maps of outdoor environments using chalk on concrete.
Talk about art techniques used by illustrators (e.g., torn paper collage by Leo Lionni). Include children's informational books of famous artwork.	Provide kaleidoscopes and prisms and have children draw the designs they see. Use the materials children have collected on nature walks for collages.	Provide a variety of musical instruments to explore. Add scarves, streamers, and costumes to encourage dancing.	Encourage children to be creative while preparing their snacks. Dramatize foods being cooked—a kernel of popcorn being popped; cheese melting.	Include drawing and painting software. Include software that allows children to create musical tunes.	Bring art materials outdoors for creating pictures and sculptures. Provide streamers and scarves for outdoor dance and movement activities.
Set up a listening area with books on tape. Include books about how things work.	Introduce scientific tools and see if children can figure out what they do. Provide clocks, watches, and gears that children can take apart and put together.	Add an electronic keyboard that produces different sounds. Include tape recorders, CD player, headphones, etc.	Cook a recipe in a microwave and a conventional oven and compare cooking times. Examine how different kitchen gadgets work.	Set up a computer area with open-ended software programs for children to use. Add an inexpensive camera to the computer so children can see themselves on the screen.	Point out examples of technology while on a walk in the neighborhood. Provide tools for investigating outdoors such as magnifying glasses, binoculars, periscopes.





Birth to Three Years - Sequences of Developmental Growth

<i>Intellectual Development</i>			
A Four Month Old	An Eight Month Old	A One Year Old	A Two Year Old
<ul style="list-style-type: none"> • Explores objects with mouth. • Plays with fingers, hands, toes. • Reacts to sound of voice, rattle, bell. • Turns head toward bright colors and lights. • Recognizes bottle or breast. 	<ul style="list-style-type: none"> • Cries in different ways to say he is hurt, wet, hungry, or lonely. • Makes noises to voice displeasure or satisfaction. • Recognizes and looks for familiar voices and sounds. • Learns by using senses like smell, taste, touch, sight, hearing. • Focuses eyes on small objects and reaches for them. • Looks for ball rolled out of sight. • Searches for toys hidden under a blanket, basket, or container. • Explores objects by touching, shaking, banging, and mouthing. • Babbles expressively as if talking. • Enjoys dropping objects over edge of chair or crib. • Expands vocabulary from 4,000 to 6,000 words. 	<ul style="list-style-type: none"> • Says first word. • Says da-da and ma-ma or equivalent. • "Dances" or bounces to music. • Interested in picture books. • Pays attention to conversations. • Claps hands, waves bye, if prompted. • Likes to place objects inside one another. 	<ul style="list-style-type: none"> • Enjoys simple stories, rhymes, and songs. • Uses 2-3 word sentences. • Says names of toys. • Hums or tries to sing. • Enjoys looking at books. • Points to eyes, ears, or nose when asked. • Repeats words. • Interested in learning how to use common items.

Birth to Three Years - Sequences of Developmental Growth

<i>Social and Emotional Development</i>			
A Four Month Old	An Eight Month Old	A One Year Old	A Two Year Old
<ul style="list-style-type: none"> • Cries (with tears) to communicate pain, fear, discomfort, or loneliness. • Babbles or coos. • Loves to be touched and held close. • Responds to a shaking rattle or bell. • Returns a smile. • Responds to peak-a-boo games. 	<ul style="list-style-type: none"> • Responds to own name. • Shows fear of falling off high places such as table or stairs. • Spends a great deal of time watching and observing. • Responds differently to strangers and family members. • Imitates sounds, actions, and facial expressions made by others. • Shows distress if toy is taken away. • Squeals, laughs, babbles, smiles in response. • Likes to be tickled and touched. • Smiles at own reflection in mirror. • Raises arms as a sign to be held. • Recognizes family member names. • Responds to distress of others by showing distress or crying. • Shows mild to severe anxiety at separation from parent. 	<ul style="list-style-type: none"> • Imitates adult actions such as drinking from a cup, talking on phone. • Responds to name. • Likes to watch self in mirror. • Expresses fear or anxiety toward strangers. • Wants caregiver or parent to be in constant sight. • Offers toys or objects to others but expects them to be returned. • May become attached to a favorite toy or blanket. • Pushes away something he does not want. 	<ul style="list-style-type: none"> • Plays alongside others more than with them. • Acts shy around strangers. • Likes to imitate parents. • Easily frustrated. • Affectionate - hugs and kisses. • Insists on trying to do several tasks without help. • Enjoys simple make-believe like talking on phone, putting on hat. • Very possessive - offers toys to other children but then wants them back. • Needs considerable time to change activities. • Capable of frequent tantrums, which are often a result of his inability to express himself even though he has ideas. • Can show aggressive behavior and the intent to hurt others. • Can be extremely demanding and persistent. • Destructive to objects around him when frustrated and angry. • Possessive about caregiver's attention; show feelings of jealousy. • Has fears and nightmares. • Has sense of humor; capable of laughter. • Shows interest in dressing, brushing hair and teeth. • Cannot sit still or play with a toy for more than a few minutes.

Birth to Three Years - Sequences of Developmental Growth

Physical Development			
A Four Month Old	An Eight Month Old	A One Year Old	A Two Year Old
<ul style="list-style-type: none"> • Weight: 10-18 pounds. • Length: 23-27 inches. • Sleeps about 6 hours before waking during the night. • Averages 14-17 hours of sleep daily. • Lifts head and chest when lying on stomach. • Holds both eyes in a fixed position. • Follows a moving object or person with eyes. • Grasps rattle or finger. • Wiggles and kicks with arms and legs. • Rolls over (stomach to back). • Sits with support. 	<ul style="list-style-type: none"> • Weight: 14-23 pounds. • Length: 25-30 inches. • First teeth begin to appear. • Drools, mouths and chews on objects. • Needs at least 3-4 feedings per day. • Reaches for cup or spoon when being fed. • Drinks from a cup with help. • Enjoys some finely-chopped solid foods. • Closes mouth firmly or turns head when no longer hungry. • May sleep 11-13 hours at night although this varies greatly. • Needs 2-3 naps during the day. • Develops a rhythm for feeding, eliminating, sleeping, and being awake. • True eye color is established. • Rolls from back to stomach and stomach to back. • Sits alone without support and holds head erect. • Raises up on arms and knees into crawling position; rocks back and forth, but may not move forward. • Uses finger and thumb to pick up an object. • Transfers objects from one hand to the other. • Hair growth begins to cover head. 	<ul style="list-style-type: none"> • Weight: 17-27 pounds. • Length: 27-32 inches. • Sleeps 11-13 hours at night. • Some babies will stop taking a morning nap; others will continue both morning and afternoon naps. • Begins to refuse bottle or weans self from breast during day. • Needs 3 meals a day with 2 snacks in between. • Enjoys drinking from a cup. • Begins to eat finger foods. • Continues to explore everything by mouth. • Enjoys opening and closing cabinet doors. • Crawls well. • Pulls self to a standing position. • Stands alone holding onto furniture for support. • Walks holding onto furniture or with adult help. 	<ul style="list-style-type: none"> • Weight: 22-38 pounds. • Height: 32-40 inches. • Has almost a full set of teeth. • Walks up and down stairs by holding onto railing. • Feeds self with spoon. • Experiments by touching, smelling, and tasting. • Likes to push, pull, fill, and dump. • Can turn pages of a book. • Stacks 4-6 objects. • Scribbles vigorously with crayons or markers. • Many children (but not all) will learn to use toilet. • Walks without help. • Walks backwards. • Tosses or rolls a large ball. • Stoops or squats. • Opens cabinets, drawers. • Can bend over to pick up toy without falling.

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Three to Five Years - Sequences of Developmental Growth

<i>Language and Communication Development</i>			
A Three Year Old	A Four Year Old	A Five Year Old	A Kindergarten Age Child
<ul style="list-style-type: none"> • Shows a steady increase in vocabulary, ranging from 2,000 to 4,000 words. • Tends to over generalize meaning and make up words to fit. • Uses simple sentences of at least 3-4 words to express needs. • Pronounces words with difficulty. • May have difficulty taking turns in conversation; changes topic quickly. • Likes simple finger plays and rhymes. • Asks many who, what, where, and why questions but shows confusion in responding to some questions; especially why, how, and when. • Uses language to organize thought; overuses such words as but, because, and when. • Can retell a simple story but must redo the sequence to put an idea into the order of events. • Rarely makes appropriate use of such words as before, after, or until. 	<ul style="list-style-type: none"> • Expands vocabulary from 4,000 to 6,000 words. • Usually speaks in 5 to 6 word sentences. • Likes to sing many songs; knows many rhymes and finger plays. • Uses verbal commands to claim many things. • Likes to tell others about family and experiences. • Expresses emotions through facial gestures and reads others for body cues • Can control volumes of voice for periods of time if reminded. • Begins to read context for social clues. • Uses more advanced sentence structures ("She's nice, isn't she?") and experiments with new constructions. • Tries to communicate more than his/her vocabulary allows. • Learns new vocabulary quickly if related to own experience. • Can retell a 4 or 5 step directive or the sequence in a story. 	<ul style="list-style-type: none"> • Employs a vocabulary of 5,000 to 8,000 words. • Pronounces words with little difficulty, except for particular sounds. • Uses fuller, more complex sentences. • Takes turns in conversations. • Listens to another speaker if information is new or interesting. • Shares experiences verbally. • Likes to act out other's roles. • Remembers lines of simple poems, repeats full sentences. • Uses nonverbal gestures (facial expressions). • Can tell and retell stories with practice. • Enjoys repeating stories, poems, and songs. • Enjoys acting out plays or stories. • Shows growing speech fluency in expressing ideas. 	<ul style="list-style-type: none"> • Is curious, interested, eager, and active. • Learns through firsthand experiences...exploring, manipulation materials, asking questions, making discoveries. • Is capable of "losing self" in an activity that is of high interest. • Assimilates information more readily when learning is presented in familiar context. • Needs concrete experiences rather than abstract ideas. • Needs many opportunities to share ideas with peers and adults in order to develop oral speaking and listening skills. • Gains understanding of relationships through dramatic play, dramatization of stories, planning and constructing small group projects, and interacting in small group learning centers. • Interactions with people and materials helps develop reasoning and memory.

Three to Five Years - Sequences of Developmental Growth

<i>Social and Emotional Development</i>			
A Three Year Old	A Four Year Old	A Five Year Old	A Kindergarten Age Child
<ul style="list-style-type: none"> • May look on from the sidelines or engage in associative play patterns (playing next to a peer, chatting, etc.) • Shows difficulty taking turns and sharing objects. • Lacks ability to solve problems well among peers; usually needs help to resolve a social situation. • Plays well with others and responds positively if there are favorable conditions in terms of materials, space, and supervision. • Acts more cooperatively than does toddler and wants to please adults • Can follow simple requests. • Likes to be treated as an older child at times but may still put objects in mouth that can be dangerous or may wander off. • Expresses intense feelings, such as fear and affection; shows delightful, silly sense of humor. 	<ul style="list-style-type: none"> • Still engages in associative play but begins true give-and-take, cooperative play. • Shows difficulty sharing but begins to understand turn taking and plays simple games in small groups. • Becomes angry easily if things don't go his/her way. • Most often prefers to play with others. • Begins to spontaneously offer things to others; wants to please friends. • Exhibits occasional outbursts of anger but is learning that negative acts bring negative reactions. • Knows increasingly what self-regulation behaviors are expected but shows difficulty following through on a task; becomes easily distracted. • Likes to dress self. • Unable to wait very long regardless of the promised outcome. • Shows greater ability to control intense feelings like fear/anger. 	<ul style="list-style-type: none"> • Enjoys dramatic play. • Cooperates well; forms small groups that may choose to exclude a peer. • Understands the power of rejecting others; verbally threatens to end friendships or select others. • Enjoys others and can behave in a warm and empathetic manner; jokes and teases to gain attention. • Shows less physical aggression; more often uses verbal insult or threatens to hit. • Can follow requests; may lie rather than admit to not following procedures or rules. • May be easily discouraged or encouraged. • Dresses and eats with minor supervision. • Reverts easily to young behaviors when group norms are less than appropriate 	<ul style="list-style-type: none"> • Searches for fairness, trust, and understanding. • Needs positive support in resolving peer conflicts. • Is somewhat self-centered and needs adult assistance in learning to share and take turns. • Respects rules when involved in their development. • Functions more effectively in small groups. • Is in the process of developing an awareness that others do not perceive situations from the same perspective. • Enjoys talking and responds to sincere listeners. • Needs opportunities to interact with peers in a variety of settings. • Accepts guidance and authority when the purpose is understood and reasonable. • Exhibits regressive behavior when over-stimulated, extremely tired, or not feeling well. • Needs success to help build a positive self-image.

Three to Five Years - Sequences of Developmental Growth

<i>Fine-Motor Development</i>			
A Three Year Old	A Four Year Old	A Five Year Old	A Kindergarten Age Child
<ul style="list-style-type: none"> Places large pegs into pegboards. Strings large beads. Pours liquids with some spills. Builds block towers. Easily does puzzles with whole objects represented as a piece. Fatigues easily if much hand coordination is required. Draws shapes, such as circle; begins to design objects, such as a house or figure; draws objects in some relation to each other. Holds crayons or markers with fingers instead of the fist. Undresses without assistance but needs help getting dressed; unbuttons skillfully but buttons slowly. 	<ul style="list-style-type: none"> Uses small pegs and boards. Strings small beads (or may do in a pattern). Pours sand or liquid into small containers. Builds complex block structures that extend vertically. Shows limited spatial judgment and tends to knock things over. Enjoys manipulating play objects that have fine parts. Likes to use scissors. Practices an activity many times to gain mastery. Draws combinations of simple shapes; draws persons with at least four body parts and objects that are recognizable to adults. Dresses and undresses without assistance. Brushes teeth and combs hair. Spills rarely with cup or spoon. Laces shoes/clothing but can not tie. 	<ul style="list-style-type: none"> Hits nail with hammer head. Uses scissors and screwdrivers unassisted. Uses computer keyboard. Builds three dimensional block structures. Does 10-15 piece puzzles with ease. Likes to disassemble and reassemble objects and dress and undress dolls. Has basic grasp of right and left but mixes them up at times. Copies shapes; combines more than two geometric forms in drawing and construction. Draws persons. Prints letters crudely but most are recognizable by an adult. Includes a context or scene in drawing. Prints first name. Zips coat; buttons well; ties shoes with adult coaching; dresses quickly. 	<ul style="list-style-type: none"> Has good locomotor control. Is in the process of developing small muscle control. Tires easily when movement is restricted. Has established eye, hand, and foot dominance. Enjoys participating in physical activities. Needs freedom of movement when pursuing learning activities. Needs opportunities for motoric exploration when working. Needs opportunities to develop rhythmic control of body. Needs activities that continue to refine fine muscle control. Needs experiences that develop responsibility for care and safety of body. Needs adult guidance in finding acceptable outlets for tension and emotions.

Three to Five Years - Sequences of Developmental Growth

Gross-Motor Development			
A Three Year Old	A Four Year Old	A Five Year Old	A Kindergarten Age Child
<ul style="list-style-type: none"> • Walks without watching feet; walks backwards. • Runs at an even pace; turns and stops well. • Climbs stairs with alternating feet, using hand rail for balance. • Jumps off low steps or objects. • Shows improved coordination; begins to move arms and legs to pump a swing or ride a trike. • Perceives height and speed of objects but may be overly bold or fearful, lacking a realistic sense of own ability. • Stands on one foot unsteadily; balances with difficulty on the low balance beam and watches feet. • Plays actively and then needs rest; fatigues suddenly and becomes cranky if overly tired. 	<ul style="list-style-type: none"> • Walks heel-to-toe; skips unevenly; runs well. • Stands on one foot for 5 seconds or more; masters the low balance beam (4 inch width) but has difficulty with 2 inch wide beam. • Walks down steps; alternating feet; judges well in placing feet on climbing structures. • Develops sufficient timing to jump rope or play games requiring quick reactions. • Begins to coordinate movements to climb on a jungle gym or jump on a small trampoline. • Shows greater perceptual judgment and awareness of own limitations and/or consequences of unsafe behaviors. • Exhibits increased endurance with long periods of high energy; still needs supervision in protecting self in certain activities. • Sometimes becomes overexcited and less self-regulated in group activities. 	<ul style="list-style-type: none"> • Walks backwards quickly. • Skips and runs with agility and speed. • Can incorporate motor skills into a game. • Walks a two inch balance beam well. • Jumps over objects. • Hops well; maintains an even gait in stepping. • Jumps down several steps. • Jumps rope. • Climbs well; coordinates movements for swimming or bike riding. • Shows uneven perceptual judgment; acts overly confident at times but accepts limit setting and follows rules. • Displays high energy levels; rarely shows fatigue; finds inactivity difficult and seeks active games and environments. 	<ul style="list-style-type: none"> • Has good control of large muscles. • Tires easily when movement is restricted. • Enjoys participating in physical activities. • Tends to play vigorously and fatigue easily but seldom admits being tired. • Needs freedom of movement when pursuing learning activities. • Needs opportunities for motoric exploration when working. • Needs opportunities to develop rhythmic control of body. • Needs activities that continue to nurture large muscle development. • Needs experiences that develop responsibility for care and safety of body. • Needs adult guidance in finding acceptable outlets for tension and emotions.



Policy Statement—Media Education

abstract

FREE

The American Academy of Pediatrics recognizes that exposure to mass media (eg, television, movies, video and computer games, the Internet, music lyrics and videos, newspapers, magazines, books, advertising) presents health risks for children and adolescents but can provide benefits as well. Media education has the potential to reduce the harmful effects of media and accentuate the positive effects. By understanding and supporting media education, pediatricians can play an important role in reducing harmful effects of media on children and adolescents. *Pediatrics* 2010;126:1012–1017

THE AMOUNT OF TIME SPENT WITH MEDIA

Children and teenagers spend more time engaged in various media than they do in any other activity except for sleeping. A 2010 Kaiser Family Foundation survey of more than 2000 8- to 18-year-olds revealed that children and teenagers in the United States spend an average of more than 7 hours/day with a variety of different media.¹ By the time today's young people reach 70 years of age, they will have spent the equivalent of 7 to 10 years of their lives watching television.² There are more homes in America that have a TV than those that have indoor plumbing, and today's child lives in an environment with an average of 4 TVs, nearly 3 DVD players or VCRs, 1 DVR, 2 CD players, 2 radios, 2 video game consoles, and 2 computers.¹ Preadolescents and adolescents can download racy videos, send sexual text messages or explicit photographs to their friends, buy cigarettes and beer on the Internet, and post enticing profiles on Facebook. Yet, across all ages, TV remains the predominant medium. TV-viewing is also beginning at increasingly younger ages. The latest national report revealed that on a typical day, nearly two-thirds of children and infants younger than 2 years are watching TV for an hour and a half.³ More than 70% of American teenagers have a TV in their own bedrooms, half have a VCR or DVD player, half have a video game console, and one-third have a computer and Internet access.¹ Time spent with media often displaces involvement in creative, active, or social activities.

THE EFFECTS OF MEDIA VIOLENCE ON AGGRESSIVE BEHAVIOR

Results of more than 2000 scientific studies and reviews have shown that significant exposure to media violence increases the risk of aggressive behavior in certain children and adolescents, desensitizes them to violence, and makes them believe that the world is a “meaner and scarier” place than it is.^{4–9} Violence appears in various forms of media entertainment such as movies, video games, and TV news. For example, nearly 90% of the top-grossing PG-13–rated films of 1999–2000 contained violence.¹⁰ Research has shown that

COUNCIL ON COMMUNICATIONS AND MEDIA

KEY WORD

media

ABBREVIATION

AAP—American Academy of Pediatrics

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news reports of bombings, natural disasters, murders, and other violent crimes have the potential to traumatize young children.^{5,11}

SEXUAL CONTENT IN THE MEDIA

American media—both programming and advertising—are highly sexualized in their content. On prime-time TV, more than 75% of shows contain sexual content, yet for only 14% of sexual incidents is any mention made of risks or responsibilities of sexual activity.^{12,13} In the first 10 months of 2004, the makers of erectile-dysfunction drugs spent nearly \$350 million on advertising, which makes sex seem like a harmless recreational activity.¹⁴ Major networks remain extremely reluctant to advertise birth control pills, condoms, or emergency contraceptives, which could avert thousands of unwanted adolescent pregnancies and elective abortions by adolescents each year.^{15–17} Research is beginning to show that all of this sexual content may contribute to early sexual intercourse among teenagers.^{18–20}

TOBACCO, ALCOHOL, AND ILLICIT DRUGS

Increasingly, media messages and images normalize and glamorize the use of tobacco, alcohol, and illicit drugs. Tobacco manufacturers spend more than \$12 billion per year and alcohol manufacturers spend nearly \$6 billion per year to entice youngsters into “just saying yes.”^{21,22} Smoking and drinking are frequently glamorized and are portrayed as normative behavior on TV and in movies. A new study of top-grossing movies from 1991 to 2009 showed that smoking scenes in movies peaked in 2005 but have decreased significantly since then. However, in 2009, more than half of PG-13 movies still contained smoking scenes.²³ A meta-analysis of 4 studies estimated that 44% of all smoking initiation among children and young teenagers could be

attributed to viewing smoking in movies.²⁴ Alcohol remains the number 1 drug portrayed on American TV, with 1 drinking scene every 22 minutes.²⁵ More than one-third of drinking scenes are humorous, and negative consequences are shown in only 23% of them.²⁶ Through popular music, the average teenager is exposed to nearly 85 explicit drug references each day.²⁷ Again, the behavioral effects are increasingly clear in the research: children and teenagers exposed to more movie images of smoking are at greater risk of smoking,^{24,28} and alcohol advertising, in particular, is adept at convincing teenagers to begin drinking.^{29–34}

EFFECTS OF MEDIA ON OBESITY AND SCHOOL PERFORMANCE

Increased TV use is documented to be a significant factor leading to obesity^{35–39} and may lead to decreased school achievement as well.^{40–42} New research is also investigating whether there might be a relationship between overstimulation from high levels of media use and attention-deficit/hyperactivity disorder,^{43,44} sleep disorders,⁴⁵ and eating disorders.³⁷

NEW TECHNOLOGY

The Internet and cellular phones have become important new sources of sexual information, pornography, “sexting” (sending sexual text messages and/or explicit images), and social networking. In a recent study, nearly one-quarter of MySpace profiles referenced sexual behaviors.⁴⁶ In another study, 20% of teenagers reported having sent or posted nude pictures or videos of themselves (sexting).⁴⁷ Parents, schools, and law enforcement officials are sometimes in a quandary about how to deal with the new social networking sites and with sexting.^{48,49} Web sites that promote anorexia nervosa are also putting teenagers at risk of eating disorders.⁵⁰

VALUE OF MEDIA EDUCATION

Media education has the potential to reduce harmful media effects.^{51,52} In the past 2 centuries, to be “literate” meant that a person could read and write. In the new millennium, to be “literate” means that a person can successfully understand and decode a variety of different media.⁵³ Given the volume of information transmitted through mass media as opposed to the written word, it is now as important to teach media literacy as it is to teach print literacy. The prime tenets of media education are as follows⁵²:

- All media messages are constructed.
- Media messages shape our understanding of the world.
- Individuals interpret media messages uniquely.
- Mass media have powerful implications.

A media-educated person will be able to limit his or her use of media; make positive media choices; select creative alternatives to media consumption; develop critical thinking and viewing skills; and understand the political, social, economic, and emotional implications of all forms of media.⁵² Results of recent research suggest that media education may make young people less vulnerable to negative aspects of media exposure.⁵² Media education programs have resulted in less aggressive attitudes⁵⁴ and behaviors,^{54–58} increased sophistication about advertising,⁵⁹ fewer requests for commercial products,^{60,61} less alcohol and tobacco use or intentions to use,^{62–66} better nutritional habits^{67,68} and less obesity,^{69,70} better body self-image,^{71–73} fewer sexual disclosures on social networking sites,⁷⁴ and less overall TV-viewing.^{69,70,75} Many countries, including Canada, Great Britain, Australia, and some Latin American countries, mandate media education in their school curricula. However, media edu-

cation should not be used as a substitute for careful scrutiny of the media industry's responsibility for its programming. In addition, simply reducing children's and adolescents' screen media use has been shown conclusively to have beneficial health effects.^{69,70,75}

RECOMMENDATIONS

The American Academy of Pediatrics (AAP) recommends the following:

1. Pediatricians need to become educated about the public health risks of media. Given the impact that media have on the health of children and adolescents, AAP chapters and districts, as well as medical schools and residency training programs, should ensure that ongoing education in this area is a high priority.⁷⁶
2. Pediatricians should ask at least 2 media-related questions at each well-child visit:
 - How much entertainment media per day is the child or adolescent watching? The AAP recommends that children have less than 2 hours of screen time per day.
 - Is there a TV set or Internet access in the child's or adolescent's bedroom?⁷⁷

Children or teenagers who are showing aggressive behavior, have academic difficulties, or are overweight or obese should have additional history taken. A recent study revealed that office-based counseling regarding media is effective and could result in the parents of nearly 1 million additional children learning about the AAP recommendation to limit media time to 2 hours/day.⁷⁸ Advice to parents should include the following:

- Encourage a careful selection of programs to view.
 - Co-view and discuss content with children and adolescents.
 - Teach critical viewing skills.
 - Limit and focus time spent with media. In particular, parents of young children and preteens should avoid exposing them to PG-13- and R-rated movies.^{19,23,24,79-81}
 - Be good media role models; children often develop their media habits on the basis of their parents' media behavior.
 - Emphasize alternative activities.
 - Create an "electronic media-free" environment in children's rooms.
 - Avoid use of media as an electronic baby-sitter.
3. Pediatricians should continue to urge parents to avoid TV- and video-viewing for children younger than 2 years. Increasing amounts of research have shown that infants and toddlers have a critical need for direct interactions with parents and other regular caregivers for healthy brain growth.⁸²⁻⁸⁴ In addition, the results of 7 studies have shown that infants younger than 18 months who are exposed to TV may suffer from a delay in language development, and 1 study revealed that infant videos may delay language development.⁸⁵⁻⁹¹ No studies have documented a benefit of early viewing.⁹²
 4. Pediatricians should serve as role models for appropriate media use by limiting TV and video use in waiting rooms and patients' rooms, using educational materials to promote reading, and having visits by volunteer readers in waiting rooms. Pediatricians should also offer in-office reading programs,

such as Reach Out and Read, and promote active play.⁹³

5. Schools need to begin implementing media education in their curricula. The simplest way to do this would be to incorporate principles of media education into existing programs on drug prevention and sex education.
6. Congress should consider mandating and funding universal media education in American schools.
7. The federal government and private foundations should dramatically increase their funding of media research, particularly in the areas of media education, violence prevention, sex and sexuality, drugs, obesity, and early brain development.

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ISTAR-KR Research and Technical Information

In 2006, the Indiana Department of Education, Family and Social Services Administration, Ball State University and Pike Township were awarded a federal General Supervision Enhancement Grant in order to conduct a reliability and validation research study using the ISTAR Assessment tool. The purpose of the research study was to strengthen the comprehensive assessment and service provision for children with special needs, birth to age five.

Throughout the development and implementation process of ISTAR from 2003 to 2008, stakeholder groups have assembled to examine various design and validity questions and design important aspects of the assessment process. These groups have been integral to the quality of the modifications to ISTAR. Their work resulted in the most recent version of ISTAR, known as ISTAR-KR. Currently, a range of early childhood education programs use ISTAR-KR, including Head Start and Early Head Start programs, child care centers, preschools, and faith-based early education settings. The availability of ISTAR-KR to community/private early childhood education programs supports the services provided to all children birth to age five.

The Validity Argument for ISTAR-KR is best described in the simplest terms, the application of the results of an assessment can be considered valid if the assessment reliably measures what it is expected to measure and the interpretations of the results are reasonably defensible. The process of determining validity requires building a sound argument as to the degree to which evidence supports using the results as intended. It is misleading to proclaim that any assessment in and of itself is valid. The tool is just the mechanism that serves to support valid conclusions. Validation involves outlining the purposes, contexts and conditions of interpretation that can be defended based on scientific research.

To build a validity argument around using ISTAR-KR to measure the progress of children in early childhood programs, the investigation centered on how well the items address the key skills expected of children before they enter kindergarten. Because of the federal requirement that the instrument measure growth, the score patterns must be able to chart a continuum of progress. The results must be useful in planning instruction as well as being meaningful for program evaluation.

There are many dimensions to building a validity argument. For this study, a number of key investigations were pursued through the analysis of reliability, alignment, concurrent validity, discriminant-groups validity, and construct validity. In addition, a robust standardization study produced information to allow the instrument to be calibrated into three month increments of growth. To say that an instrument is reliable is to say that it will consistently be expected to produce the same score when variables are stable. On a reliability scale, the number 1 would signify a perfectly reliable instrument while numbers approaching 0 would be considered increasingly less reliable. Using Cronbach's α on the ISTAR subscale scores, the following reliability estimates were obtained: Language (0.978), Math (0.988) and Functional (.0923). These ratings would be considered exceptionally strong. However, reliability alone is not enough. Two clocks, for example, could reliably show the same time hour after hour with neither ever displaying the correct time.

Another set of studies were conducted to align the items in ISTAR with Indiana Academic

Standards for kindergarten, with the three early childhood outcome statements required for federal reporting, and internally within the continuum of items themselves. Verifying that an assessment is aligned to the intended content in terms of in range of knowledge and balance of representation is critical. For these investigations, early childhood experts rated every item in terms of depth of knowledge on a scale of five. Additionally, for each item in ISTAR, raters identified the standards and outcome categories that these were judged to measure. Categorical concurrence was used to eliminate any item that did not have adequate alignment to the standards and outcomes that the instrument was intended to measure, thus assuring that only the strongest items representing a continuum of development were used in ISTAR-KR. In the end, the process produced a core set of items organized in alignment to each other and ultimately aligned to kindergarten readiness. In addition, items sets were identified which were determined to measure each of the three OSEP (Office of Special Education Programming, US DOE) outcome areas: (1) social skills, (2) acquisition of knowledge, and (3) behaviors to meet needs.

An analysis of concurrent validity was done to correlate a tested measure to a known measure so as to provide additional information on if the assessment is measuring what it is supposed to measure. In this case, ISTAR was correlated with AEPS (Assessment, Evaluation, and Programming System), an established measure of early childhood skills. Children who did well on AEPS generally did well on ISTAR. The correlation of AEPS social subscale to the ISTAR social subscale was 0.487 and to the ISTAR Listen/Speak was .0544. Under acquisition of knowledge, the AEPS communication subscale correlated with the ISTAR language arts at 0.404. The AEPS adaptive scale correlated with the ISTAR physical care/personal care subscales at 0.459. This considered solid concurrent validity.

As part of this study, the scores of the group of children who were progressing typically were compared to the group of children who had been identified as having special needs. Controlling for age, there was a significant difference between the typical and identified groups ($\alpha=0.05$) on all subscales. In all cases, the typical group had a higher mean values than the identified group meaning that the instrumentation was able to distinguish these groups as expected.

Improvement areas in the design of the assessment were also discovered through this research. First, significant gaps were found to exist in the social emotional items. The structure of the assessment promoted some false assumptions in that all skills below a selected rating had been accomplished. Some of the language of the items was determined to be irrelevant to the activities of small children. Finally, some items appeared to add unnecessary bulk without serving a statistical or aligned purpose. The resulting improvements to the instrument were then vetted through a structured expert review and retested for alignment.

In the most recent study, over 500 typically developing children were assessed using ISTAR-KR. These subjects represented the racial and geographical population of children across the state grouped by age in three month increments. The resulting variance analysis projected a standardized score pattern for each age group from birth to 60 months old. A team of early childhood experts examined the results of this study and, using a bookmarking procedure, confirmed the lowest acceptable score to be considered “age-appropriate” for each age group on each of the performance matrices in ISTAR-KR.

The result of this effort is an assessment that can reasonably give information as to how a student is performing compared to typically developing peers on a continuum of skills leading to success in kindergarten. This score can be examined in terms of the three OSEP outcomes or in terms of the areas of pre-academics and can be used in the planning of effective instruction.



Establishing Accounts for Early Education Settings to use the ISTAR-KR Online Assessment

scrawford@doe.in.gov

317-234-5596

- Contact Sally Reed Crawford for an “Introduction to ISTAR-KR” presentation
- ISTAR-KR Account set-up forms can be emailed to the Early Childhood Director:
 - School Creation Request Form
 - Employee Roster
 - Preschool Roster
 - Parent Consent, Cover Letter
 - Parent Brochures
- Early Childhood Director completes School Creation Request Form and email back to Sally
- Early Childhood Director distributes parent materials to families
- Early Childhood Director collects parent consents and forwards duplicate copies to Sally
- Early Childhood Director completes Preschool Roster and email to Sally
- Sally processes account set-up paperwork, e.g. to assign Department of Education (DOE) School Number, User Accounts, and Student Test Number (STN), and forwards to DOE
 - School Creation Request
 - Preschool Roster
 - Parent Consents
- Sally and Early Childhood Director schedule a Teacher Training to learn the ISTAR-KR software applications
- Sally and Early Childhood Director set an ongoing follow-up schedule for technical assistance

**US Department of Education Office of Special Education (OSEP)
Indicator 7 Early Childhood Special Education Outcomes**

OSEP Outcome 1: Positive Social-Emotional Skills = Relating to adults; relating to peers; following rules related to groups and interacting with peers

ISTAR-KR assessment performance threads that provide evidence for Outcome 1 data include:

Social-Emotional Matrix	English/language Arts Matrix
<ul style="list-style-type: none"> • sense of self and others • manages emotions • interpersonal skills • responsibility • problem-solving • learning 	<ul style="list-style-type: none"> • receptive language • expressive language

AGE RANGE	PERFORMANCE LEVEL DESCRIPTOR
<p><i>The performance level descriptors below are descriptions of child behaviors corresponding to the age-range in the left column, and focus on the primary developmental changes in the areas of development cited above. The behavior descriptions are compounding from one age-range to the next. Subsequent age-ranges include enhancements of behaviors found in the previous age-range, but will also include some characteristics of behavior changes.</i></p>	
4-6 months	<p>Infants in this age-range typically demonstrate positive social-emotional skills by crying, fussing, observing and smiling to bring a caregiver to them and communicating their needs, feelings, and moods. In the latter half of this age-range, infants begin to show interest and curiosity and attempt to investigate their environment by first discovering their hands, toes, and caregiver's faces as they reach to touch and grasp with their hands, and will turn toward and physically attend to something new in their environment.</p>
7-9 months	<p>Intentionality of interactions and investigation of things characterizes infants within this age-range. Their expressive communication now includes a purpose for the social connection, not simply to say "feed me" or "change me". Reciprocal interactions have emerged, as it is common to observe infants participating in and enjoying pat-a-cake and peek-a-boo. Objects within their reach are appealing to infants as they reach to grasp and hold onto them to investigate (i.e., caregivers' eye glasses, necklace or earrings). When they do get a grasp an object, their mouth becomes a primary mode of exploration as they bring the object to their mouth. Familiar routines have been learned and now they may quiet or respond using facial expressions or sounds to demonstrate recognition of the steps to a familiar routine i.e., being fed or the return of an object/person they desire. Infants now use their body, facial expressions, gestures, and voice to communicate fear, surprise, frustration, and excitement. New physical strength has resulted in infants' ability to roll and possibly creep and is a strategy used to satisfy their curiosity and attempts to attain desired</p>

	<p>items and explore their environment.</p>
10-12 months	<p>A wider range of emotional expression, communication using gestures, and new enthusiasm to explore their environment due to increased physical control are the developmental changes in this age-range. Older infants continue to use their body, facial expressions, gestures, and voice to communicate fear, surprise, anger, frustration, satisfaction, and excitement. Imitation has become a strategy used to satisfy their curiosity, as they now mimic the actions of others (shaking a toy, clapping, banging an object). Their new physical strength has become a problem-solving strategy as older infants find ways to get at things and experiment with them (i.e., crawling or pulling to stand onto furniture to attain something).</p>
13-15 months	<p>Often by this age-range, communication skills begin to burst as the physical skill of walking has been achieved by most children. Their gestures and sounds communicate stronger intentionality as they point to express preferences and defend possessions. Object permanence has developed and is demonstrated by their exploration to find an object that has rolled out of sight, or “calling” for a caregiver when out of sight. Young toddlers have begun to display an interest in peers by observing them, moving to be near one, playing beside them, showing them an object, and imitating their actions.</p>
16-18 months	<p>Communication is increasing in intentionality, but is not always understood, and some word approximations are now included in their babbling (stringing sounds together). It is common for toddlers to show intense frustration now, as their understanding of words surpasses their expressive abilities, and their desire to do more with their body is also higher than their ability. Completion of familiar routines with caregivers may go more smoothly, as toddlers understand the steps and what is coming next, and they can now follow simple one step directions (bring me your cup for more juice). Problem-solving with objects is more complex as they demonstrate a strong desire to see how things work (i.e., remove and replace rings on a stack, place shapes into a shape sorter, and demonstrate how to make a sound toy work). Simple pretend play can be observed as toddlers imitate the work of the caregiver (i.e., cooking, cleaning, and feeding the dog, with small versions of real life objects). They show strong preferences to be with their preferred caregiver; therefore, separations are a challenge during this</p>

	age-range.
19-21 months	Older toddlers continue to explore their environment with great enthusiasm, but they continue to need help in maintaining safety. The addition of single words is now part of toddlers' communication skills and brings them a new sense of control. Daily routines go more smoothly because now they want to help with the steps or may insist on completing steps, and their understanding of gestures and words has also increased. They have a new interest in recreating activities they see around them, which represents their growing independence (i.e., "writing" and drawing with markers and crayons, figuring out how clothes go on and are taken off, and turning the pages of a book). They are willing to spend time practicing new skills to widen their understanding of cause and effect (their impact on things and the environment). Older toddlers respond to familiar gestures and words, yet still understand many more words than they can communicate.
22-24 months	Near or new two year-olds have a budding interest in peers and are building an understanding of the social rules of sharing, as they have difficulty waiting for a turn without assistance. Communication may still be frustrating, but compliance is assisted when adults label toddlers' wants, needs, and feelings. Children in this age group have a strong preference for independence, but do comply with limit-setting and consistent routines when provided assistance.
25-27 months	The biggest achievements of toddlers in this age-range are control of emotions and increased control of language (i.e., blending more sounds into words, and putting two words or signs together into sentences). Separation from a loved one can be more successful, as they can hold the image of that person in their mind and understand they will come back. They now can easily express their preferences, and will strongly protest to protect their possessions. "No" is a favorite new word for the two year-old child. Some toddlers will demand they complete many tasks independently.
28-30 months	Increased language expression of using two-word phrases now allows older two year- old children to demonstrate more control in peer situations and interactions. Cooperation during daily routines is now evident and their emotions are managed with some assistance from adults. Knowledge of how things work in their everyday world has grown, as you can observe the older two year-old in routines (i.e., appropriately using the remote control, dressing/undressing, self-feeding, and following familiar directions). Pretend play has taken on more imagination (i.e., "reading" a book, cooking, feeding and putting dolls to bed, parents going off to work, and block structures can become a house).
31-33 months	In this age-range the independence of two and a half year-old children is demonstrated by communicating preferences and dislikes, using "Mine" and taking on roles in their pretend. Children in this age-range can display some self-control and may consistently display an understanding of expectations. They can also interpret the feelings of others and are in tune to an adult's opinion of them.

34-36 months	Near or new three year-olds can often be observed to have a “special” friend whom they interact and play with consistently. Although they demonstrate higher abilities to complete tasks and follow routines, needing help with managing emotions is still evident. They consistently recognize the letters in their own names, familiar signs and logos. Their understanding of rules has developed and they may include simple grammar in their communication. New fears may be displayed because of their inability to differentiate between reality and fantasy, causing bedtime to be a challenge.
37-39 months	At this age, children now communicate by using longer phrases that include nouns, verbs, pronouns, and adjectives, and they demonstrate the ability to read familiar symbols (logos, food containers, and letters in their name). Pretend play with peers is a favorite past time and includes assignment of roles, dress-up, and re-enactments of events in their lives (i.e., shopping, going to a restaurant, a doctor visit).
40-42 months	Play skills take center stage in this age range, with new problem-solving occurring in children (i.e., using reasoning, trying indirect ways to find solutions). These new skills also result in their ability to now sustain attention to challenging tasks. Three and a half year-olds may try to use a strategy to manage their emotions and to follow rules.
43-48 months	Four year-old children now compare the different sounds within words and enjoy rhyming words. They now focus on the print in books, and will elaborately retell stories or events. These children are able to apply rules to new situations (i.e., complete tasks independently, put materials away when finished).
49-52 months	Four and a half year-olds are motivated to “write” and will practice by copying letters. They produce “story” pictures with scribbled messages, demonstrating that “writing” is for communicating. Now they can follow an unfamiliar directions, and their play skills now include creativity, as they produce original work and will try difficult tasks. Socially, they show an understanding of others’ feelings and property, and will remind others of the rules. They have a cooperative spirit and will advocate for their needs. Their expressive communication includes plurals and longer sentences, and these children will tell their age and birth date when asked.
52-60 months	New five year-olds want to apply a variety of approaches to tasks (i.e., using a variety of materials and strategies). They are now able to recognize and name capitol and lower case letters in print found in everyday life (i.e., books, street signs, papers, and the alphabet). Five year-olds enjoy re-enacting stories that now include fantasy, and respond to questions about a story. The communication skills of these children include good understanding of directions with multiple steps and descriptive language, and their expressive communication include sentences with varied grammar (i.e., conjunctions, pronouns, verbs).

61-72 months	<p>Five year-olds include creativity in their activities, will stay with a challenge and work on alternate strategies to solve it, and make effective cooperative play partners, demonstrating respect of others' property and feelings. Their language includes lengthy sentences with appropriate grammar, including conjunctions, helper verbs and possessive pronouns. When they share information, it is characterized with descriptions of people, places, and things, and they are able to maintain a conversation. Their receptive language includes following two-step directions with multiple descriptors (i.e., "Walk slowly, and bring me the big dinosaur book, please").</p>

**US Department of Education Office of Special Education (OSEP)
Indicator 7 Early Childhood Special Education Outcomes**

**OSEP Outcome 3: Taking Appropriate Action to Meet Needs =
*Taking care of basic needs (showing hunger, feeding, dressing, toileting, etc.; contributing to own health and safety; getting from place to place and using tools***

ISTAR-KR assessment performance threads that provide evidence for Outcome 3 data include:

Physical Matrix	Personal Care	Social-Emotional Matrix	English/Language Arts Matrix
<ul style="list-style-type: none"> • sensory integration • physical stability • gross motor skills • object control • precision hand skills 	<ul style="list-style-type: none"> • oral motor skills • self-feeding • dressing/undressing • care of face, hands, nose • toileting 	<ul style="list-style-type: none"> • sense of self and others • manages emotions • interpersonal skills • responsibility • problem solving • learning 	<ul style="list-style-type: none"> • awareness of sounds • awareness of symbols • uses print for pleasure and information • comprehends details, events, main ideas • writes for specific purpose and audience • uses writing implements • receptive language • expressive language

AGE RANGE	PERFORMANCE LEVEL DESCRIPTOR
<p><i>These performance level descriptors are compounding, the previous age-range descriptor will apply to the next age-range with some additional behaviors. This means that with each successive age-range the range of behaviors seen in the prior age-range are present with the addition of new behaviors that are more mature.</i></p>	
4-6 months	<p>Infants in this age-range typically demonstrate actions to get their needs met in the following ways: use of all five senses to respond to sensory input in their environment (i.e., alert to sounds, control their head purposefully, move their body [rolling]); respond to their name; explore their body; reject something undesirable; calm to a caregiver's voice or touch; recognize caregiver; and discriminate strangers. The communication skills of infants encompass crying, fussing, smiling, and waving their arms or legs to demonstrate their emotions. By this age-range, successful feeding is demonstrated by good sucking and swallowing ability. Curiosity about the people and objects around these children is shown by intent observation and responses to what is happening around them (i.e., familiar people, reaching and grasping objects within their reach, watching a speaker's face, or turning to or attempting to move toward something interesting).</p>

7-9 months	In this age-range, new skills primarily have to do with an increased understanding of routines and a growing understanding of how these older infants can impact their world with their voice and body (i.e., cry, fuss, or smile to bring an adult to them; quiet attention during meal times; possibly placing hands on bottle when fed or holding the bottle; focus on familiar pictures; and moving [creep, crawl] to attain and/or investigate a desired object). If an object is attained, older infants learn about it by holding it and putting it in their mouth. Added control in handling objects is now assisted with growing strength in supported sitting.
10-12 months	Expanded communication and growing motor skills characterize this age-range. These infants now use cooing and other sounds to hear their own voice, bring someone to them, or communicate dislikes. Physically, new strength allows for independent sitting and an interest in standing when supported by an adult or furniture. This upright position makes their view of the world wider and their ability to reach things greater. Imitation has now become an important strategy to learn about objects, as experimentation includes repetitive actions as these infants connect their action to a reaction (i.e. banging two objects together makes a sound). Children in this age-range show new understanding and tolerance of steps within routines. They may hold up an arm when being dressed/undressed, and may wait when they see or hear steps in routines occurring that will meet their needs (i.e., to be picked up, to be fed).
13-15 months	Intentional communication and strength in using their bodies are characteristic of this age-range. New control is achieved by combining babbling with gesturing, emphasizing their needs (wanting more cracker), desires (want something), and emotions (want you, don't go). The increased ability of these children to move with more control and confidence inspires their interest in and motivation to explore their environment (i.e., some are walking independently, some are crawling on top of or around furniture or moving up and down a few steps, all to know about their world). Problem solving with toys has now taken on more purpose, as these children now often replace putting objects in their mouth with using their finger to poke and their hand to push or pat at levers on toys. Practice and repetitive actions with objects is the common past time of toddlers.
16-18 months	Increased maturity of communication and physical skills characterize this age-range and can be noted by the toddlers who exude power—some examples include imitating new words, trying new toys/activities, displaying interest in exploring play equipment to climb. Even though there is new evidence of physical competence, understanding depth and safety issues is not developed, so adults are needed to protect when the toddlers go into unsafe areas. Additionally, their feelings of disappointment have taken on a more powerful expression, and adults are needed to assist toddlers in calming down when they are upset. This occurrence of frustration is common, resulting from toddlers understanding many more words than they can express and their great desire to do more than they are able. One area that may provide satisfaction is meal time. Toddlers can now feed themselves finger foods (solid foods are part of their menu), and using a

	closed cup has been achieved and may have been given a higher value by some toddlers, as it looks more like the drinking containers used by adults or siblings. Separations from beloved caregivers are difficult during this period and also can reflect the ambivalence toddlers feel toward newfound independence, clearly wanting that adult nearby and in view, but also wanting to explore away from that adult.
19-21 months	Increased use of single words and word approximations brings more control to older toddlers. Predictable schedules and routines also provide these children a source of security and control. Problem solving with toys/objects continues to be filled with motivation for older toddlers to try new activities (i.e., “writing” with markers or crayons, attempting to dress and undress, and using small riding toys).
22-24 months	New skills in this age-range include use of more recognizable words, interest in using a spoon, and using open cups. A new interest has emerged—fascination with peers. These children attempt interactions with peers (i.e., showing a toy, grabbing a toy, observing their play and imitating their actions). They are great defenders of “their” toys/objects, and they will make sure everyone hears their “No” or “Mine”.
25-27 months	Interest and attention span with books has developed as children in this age-range now recognize and label pictures of familiar things (animals, people, and everyday items) by repeating the word or pointing to the picture when asked. Physically, these children are experimenting with ball play (throwing, catching, and kicking). In terms of increased independence, two year-olds cooperate with personal care routines throughout the day by completing some of the steps, and they experience expanded success in assisting with getting some clothing on or off.
28-30 months	Two-and-a-half year-olds have expanded communication to include two words/signs together. They use words to identify steps in a routine, and they easily follow a familiar direction. Their concept development in measurement has increased to include understanding the location of objects and some of their attributes (size, temperature). Many toddlers scribble messages on drawings to give to others as a way of communicating through “writing” and displaying their knowledge of the function of writing. Social-emotionally, they show increased understanding of “rules”, and they share when prompted (though they may not like it). Toddlers use feeling words when given to them, which assists them in managing those strong feelings.
31-36 months	Older two year-olds have a stronger interest in books, and they focus on imitating writing strokes. They label familiar pictures, recognize print (letters, numbers), and now examine the details in pictures. Following routines without much assistance occurs consistently by this age-range.

37-42 months	Recognition of familiar symbols is a highlight of this age-range (i.e., boxes of favorite foods, restaurants, street signs). These children like to communicate about the content of familiar books (characters, settings). Expressive communication includes longer sentences, which incorporate some simple grammar rules (plurals, past verbs). Independence now includes interest in serving self food and drink, participating in some of the toileting steps, and experiencing greater success with dressing/undressing. These children can follow some rules (inside voices, walking inside), and they may remind others of the rules. Children of this age-range look for more than one way to solve problems, which assists them in sustaining attention to more challenging activities.
43-48 months	The areas of the largest developmental changes in this age-range are in math concept development and social-emotional skills. These children have begun to understand addition and subtraction by making sets larger or smaller when asked, and their knowledge of how time is measured has increased to understand minute, day, hour, and week, year, and month. Expanded knowledge of the attributes of objects (i.e., more shapes, colors, and sizes) are recognizable now, as the children group objects according to one attribute or to similarities, and they understand more about opposites. Children in this age-range demonstrate their independence by their ability to use a strategy to manage their emotions, to engage in cooperative play with peers by assigning roles, and to follow unfamiliar directions. Independent completion of tasks and putting materials away appropriately is common in this age-range.
49-54 months	Four year-old children understand quantity and numbers, as reflected in their drawings, and they like to use measuring tools (ruler, scales, and measuring cups) correctly. Children in this age-range find pleasure in identifying words that rhyme and like to follow words in a book as a story is read or listened to. Their practice “writing” now contains strings of shapes that look like letters or numbers. These children follow unfamiliar directions and spend much time in physical activity (running, riding a bike, climbing, tumbling stunts). It is common for children in this age-range to complete all personal care needs, including dressing/undressing and toileting.
55-60 months	Four-and-a-half year-olds and new five year-olds have now developed good comprehension and better memory skills, as reflected in their retelling of stories and events in their life. They include details of main characters, places and experiences, and often use objects symbolically in imaginary play. Their understanding of numbers and quantity has increased, and that knowledge helps them to describe or use objects. Socially they encourage others and can advocate for themselves and others.
61-66 months	A variety of math and early literacy concepts are now present in the expressive

	communication of children in this age-range (i.e., units of amounts [most, least, some, none]), and these children order objects up to 10 and count to 20. Letter recognition now includes identification of capital and lower-case letters. These children specifically choose books for information and write phonetically, still including pictures with letters.
67-72 months	Children in this age-range read common or simple words (e.g. cat, dog, stop, go, etc). Mathematically, they compare sets of objects to identify differences and make direct comparisons of objects/things in terms of size, weight, quantity, and length. Their writing now takes on accurate spacing of letters and some correct shaping of letters. These children communicate in coherent sentences, embedding descriptions, locations, and actions.

**US Department of Education Office of Special Education (OSEP)
Indicator 7 Early Childhood Special Education Outcomes**

**OSEP Outcome 2: Acquiring and Using Knowledge and Skills =
*Thinking, reasoning, remembering, problem-solving; understanding symbols;
understanding the physical and social worlds***

ISTAR-KR assessment performance threads that provide evidence for Outcome 2 data include:

Math Matrix	English/Language Arts Matrix	Social-Emotional Matrix	Physical Matrix	Personal Care
<ul style="list-style-type: none"> • counting and quantity • computation • time • location • length, size, weight • sorting and classifying 	<ul style="list-style-type: none"> • awareness of sounds • awareness of symbols • uses print for pleasure and information • comprehends details, events, main ideas • writes for specific purpose and audience • uses writing implements • receptive language • expressive language 	<ul style="list-style-type: none"> • sense of self and others • manages emotions • interpersonal skills • responsibility • problem solving • learning 	<ul style="list-style-type: none"> • sensory integration • physical stability • gross motor skills • object control • precision hand skills 	<ul style="list-style-type: none"> • oral motor skills • self-feeding • dressing/undressing • care of face, hands, nose • toileting

AGE RANGE	PERFORMANCE LEVEL DESCRIPTOR
<p><i>These performance level descriptors are compounding, the previous age-range descriptor will apply to the next age-range with some additional behaviors. This means that with each successive age-range the range of behaviors seen in the prior age-range are present with the addition of new behaviors that are more mature.</i></p>	
4-6 months	<p>Infants in this age-range demonstrate knowledge of the environment, as well as physical, social, and emotional skills in the following ways: they use crying, smiling, eye contact, facial expressions and some sounds to communicate needs and emotions to caregivers. Young infants use all five senses to demonstrate their curiosity of objects, their body, and people (i.e., turning toward, reaching for, raking at, and grasping to learn about it). They exhibit good head control while looking around, and when supported to sit, have a wider view to observe. By this age-range, feeding goes smoothly, as the infants can suck and take in pureed food without choking, and they recognize their bottle or the feeding position and now associate it with soon being fed. Infants in this age-range will</p>

	consistently and independently regulate their senses or feel comforted by being picked up and held by a caregiver, and they may also show some self-regulation by expressing their needs (hunger, sleep, physical contact) at predictable times.
7-9 months	Infants in this age-range now show how they can impact and learn from their world in a more deliberate way (i.e., they investigate objects by bringing them to their mouth to suck on and will randomly drop them to go onto the next item). Caregivers know that daily routines have become familiar to infants as their responses to the steps in those care giving routines demonstrate understanding (i.e., quieting when held for feeding, waving arms and possibly fussing when they see they are about to be picked up, and crying when asked to wait to be fed or held). Interactive games or songs are appealing now, as they smile at a caregiver and attend to the actions and words. The infants participate using gestures and vocalizations, and by smiling. Motivation to access things they want and are evident by how their curiosity is now facilitated by increased physical strength (i.e., rolling or creeping). Imitation of some adult actions has now been added to their repertoire of strategies to investigate and problem-solve with objects (i.e., banging two together, or putting objects into a container). These infants have learned to tolerate lumpy foods and will cooperate at meal time.
10-12 months	During this age-range, infants have learned and are motivated to successfully move solid foods in their mouth and swallow, and to actively engage in daily routines (i.e., feed themselves a cracker, may bring a closed cup to their mouth and drink, and hold up arms in dressing/undressing). They can now sit alone, and some will move upright with support (i.e., pulling up to a table/surface and moving around it by taking steps as they hold on). Certainly, crawling with speed occurs now. New strength allows for moving up and down a few stairs, and some young toddlers will “walk” with support. These young toddlers demonstrate preferences of objects and will show displeasure at losing particular objects. Communication skills are characterized by expressing a variety of sounds and recognizing familiar people, objects, and pictures in book or photographs. These children respond to familiar cues and sounds that have been learned (i.e., face brightens, attends to and looks to familiar voices, door bell, phone, and pets).
13-15 months	A biggest new skill for children in this age-range is the accomplishment of independent walking. Walking now means navigating their environment has taken on new parameters and possibilities. However, their new found independence requires oversight, as they can get into situations that are not safe, but entirely appealing. These children have begun to anticipate familiar routines in their daily schedule, and respond now to familiar gestures or words. Play with objects is now demonstrated with more purpose and complexity as they have learned to use additional strategies other than mouthing an object that now includes poking, patting, pushing, dropping or throwing. Discovery of peers is of interest, both in person and in picture books. These children show recognition of others’ emotions by mimicking the emotion or patting a person who is sad.

16-18 months	Toddlers have added single words to the expressive communication, using a variety of familiar nouns. Imitation skills have increased by this age-range; toddlers imitate peers and adults, and pretend play with real-life objects has emerged (i.e., draw with markers, “talk” on the telephone, or kiss a doll/teddy bear). These children prefer to feed themselves, use a cup, and practice using a spoon. Physical stability is characterized by balance and control, which aides the children in climbing and walking.
19-21 months	Older toddlers now follow familiar routines without much assistance (i.e., they respond to their name, and will greet others when prompted). Their understanding of words and simple math concepts has increased, as these toddlers may look to or go find an object in a requested location, and they may request more of something. Their use of sounds and single words has increased and has now has taken on a conversational tone, with inflection and great intentionality. However, high frustration is common now, as they understand more words than are able to express, and they desire to do more than they can safely accomplish. Physical coordination is increasing as toddlers can be observed creatively climbing, running, moving on riding toys, and trying to jump.
22-24 months	New two-year olds now have control of expressing more recognizable words, which provides new emotional control. Children in this age-range now sustain attention to preferred play activities (i.e., explores quantity by indentifying which amount is more, will name or point to pictures in a book [animals, toys, everyday objects], match same objects either in play or when cleaning-up toys). New word acquisition includes words that describe steps in routines (i.e., next, one more time). Pretend play or re-enacting familiar events has begun and is a display of independence in this age-range (i.e., “reading” a book, making food for a dolly or a play partner). In addition, these children follow familiar routines (i.e., assist in the steps to get ready for bed/bath, a meal, small group circle time). Two year-old children are known for aggressively defending toys and protesting when something doesn’t go their way; “No” and “Mine” are common refrains of these toddlers. Purposeful play is characterized by a variety of experimentation with objects and tasks (i.e., putting objects together, searching for something out of sight).
25-27 months	The primary new skills for two year-olds fall into the categories of communication skills, self-care, and social-emotional skills. Two year-olds now demonstrate new skills in socialization with others and the learning of rules (i.e., control of language to understand and follow directions, assist with dressing/undressing, and may show an awareness of toileting cues). These toddlers want to participate with peers and adults in group activities, will initiate engagement with peers, can share when prompted, and use language with peers and adults. However, they still have a strong desire to control toys and have their way. The concepts of size and temperature in their everyday life have now developed, and they can distinguish between big/little or hot/cold.

28-30 months	Expressive communication, social-emotional skills, and physical skills show the biggest changes during this age-range. These children now use two-word phrases to express themselves when they describe objects or events. Physically, two-and-a-half-year-old children have begun to purposefully throw, catch, and kick a ball with some control. These children now can manage separations from loved ones more easily, and their feelings can be managed when adults help them by giving a label to those feelings, redirecting their behavior, and setting reasonable limits of inappropriate behavior (grabbing toy from peer, using hands to express feelings). Predictable schedules, forecasting what is coming next and allowing for reasonable choices (which shirt of two, which cup of two) are successful strategies that help this age group to manage their days.
31-36 months	Developmental changes for two-and-a-half year-old children are primarily demonstrated in the following areas: enhanced communication skills, pre-math skills, early literacy skills, and social-emotional skills. These children enjoy matching objects, understand the sequence of events that occur in their daily routines, and differentiate differences in objects by size, temperature, color and shape. Their language contains more recognizable phrases; they identify their name in print, and they enjoy relating the details in pictures or stories. The drawings of these children often include scribbling to convey a message as they understand the purpose of writing. They have a desire to complete some of the steps of dressing/undressing, and may show an interest in practicing use of a potty. Socially, they have a high desire to engage with peers and to please adults by helping them, and they have begun to identify positive attributes of others. These children spend time engaged in pretend play and exploring a variety of activities, such as putting construction toys together, looking at books, and using writing implements.
37-42 months	Children who are three years old demonstrate increased skills that primarily are focused on increased independence in self-care tasks and focus their attention on problem solving with more challenging tasks. Children in this age group easily complete dressing/undressing, personal care tasks, and toileting. They are now able to attend to more challenging tasks (i.e., sorting by opposite attributes, including comparing size, weight, capacity), and they follow rules. These children speak in sentences that contain at least four words and include some simple grammar, pronouns, and verbs. They indicate numbers to describe and appropriately use past tense to tell about characters in stories or experiences they have had. Three year-olds recognize familiar symbols, such as restaurant logos and containers of favorite foods, in addition to letters and numbers.
43-48 months	Children in this age-range typically show developmental changes in the areas of pre-math skills, cooperative play, and independent management of emotions. They now have knowledge of the term morning, as well as the terms yesterday, today, tonight, and tomorrow. Being able to compare and sort by more than one attribute is a new skill (i.e., identify shapes, group by similar attribute, compare by number of corners). These children independently manage their emotions by using a strategy, and they can also apply rules in a variety of situations. Taking turns in play with peers is mostly independently-managed with prompts from

	adults. Conversations are maintained with a peers, and these children like to identify a “best” friend. Phonemic understanding has increased as they now identify words that sound alike by rhyming, and they follow words from left to right on a printed page.
49-54 months	Four year-olds continue to expand their concept development in early math skills and language expression (i.e. understands “all of”, “the rest of”, and what number is next in a series of numbers), and they use measuring tools (measuring cup, ruler, scale) appropriately. These children enjoy retelling stories and accurately include the beginning, middle, and end. Children in this age-range have begun to use writing to share a message that often includes some recognizable letters, and they may draw a picture and ask someone to write their dictated story.
55-60 months	The language of near five year-olds now includes prepositions to describe location and is expressed with increased intelligibility. Comprehension of stories and events is demonstrated not just with retelling, but also incorporates the identification of main characters and places in a story. These children easily use the pictures in a story to understand the content. They follow two-step unrelated directions, use objects symbolically in imaginative play, and consider and try alternate solutions when solving problems. Socially, these children want to help and encourage others and will speak up for themselves and others.
61-66 months	Children in this age-range continue to build on their knowledge of math concepts (i.e., count to 20; use “most”, “least”, “some”, and “none”; and order objects up to 10). Units of measuring time have become part of their communication expression (i.e., week, month, hour, and minute). Grouping items by function, not just attributes, is evident now. These children have mastered number and letter recognition, and they can also order numbers and letters. Books now are chosen for the information they contain, and titles and authors can be identified. The writing of these children includes phonetically-spelled words.
67-72 months	Five-and-a-half year-olds and new six year-olds demonstrate the biggest developmental changes in the following categories: math concepts of addition and subtraction, writing skill enhancement, and expressive language. These children can now compare sets of objects up to 10 and determine if they are equal, and divide sets of objects up to 10 into equal groups. These children can also make direct comparisons of length, weight and temperature. In terms of writing skills, these children now record and order their ideas for writing, space letters correctly, and use correct shaping of capital and lower-case letters. The expressive communication of these children is intelligible most of the time, and includes coherent sentences comprised of descriptions, locations, and actions.

PARENT RESOURCES

1. About Special Kids ASK 1 800 969-4746 www.aboutspecialkids.org
2. American Association of Pediatricians: <http://www.aap.org>
3. Care Line/Stress Line 1 800 244-5373
4. Center for Early Literacy Learning, family activity suggestions for infants, toddlers and preschool children: <http://earlyliteracylearning.org>
5. Child Care Resource & Referral 1 888 463-5473 www.iaccrr.org
6. Get Ready to Read: <http://www.getreadytoread.org>
7. Indiana Children's Special Health Care Services 1 800 475-1355
8. Indiana Department of Education – Special Education 1 317 232-0570
9. Indiana First Steps 1 800 441-7837 www.state.in.us/fssa/first_step/index.html
10. Indiana Helpline 1 800 433-0746
11. Indiana Transition Initiative for Young Children and Families www.indianatransition.org
12. IN Source, Resource Center for families with children with special needs: <http://insource.org>
13. Legal Services Organization 1 800 869-0212
14. Possibilities: Spotlights Newsletter to assist families in mapping child interests to expand learning, Orlena Puckett Institute: <http://experiencethepossibility.info>
15. Power of the Ordinary, Everyday Times Newsletter for parents to make the ordinary moments extraordinary learning opportunities: <http://www.poweroftheordinary.org/>
16. Prevent Child Abuse Indiana: 1 800 244-5373
17. Reading Rockets: literacy resources for parents: <http://www.readingrockets.org/audience/parents/>
18. Zero to Three: <http://zerotothree.org>

Early Childhood Educator Resources

1. Center for Early Literacy Learning: <http://earlyliteracylearning.org>
2. Center on the Developing Child, Harvard: <http://developingchild.harvard.edu>
3. Colorado Department of Education, Results Matter: <http://www.cde.state.co.us/resultsmatter/RMVideoSeries>
4. Council for Exceptional Children (CEC): <http://www.cec.sped.org>
5. Early Childhood Meeting Place: <http://www.earlychildhoodmeetingplace.org>
6. Early Childhood Research and Practice (ECRP): <http://ecrp.uiuc.edu>
7. Frank Porter Graham Child Development Institute, University North Carolina: <http://www.fpg.unc.edu>
8. Get Ready to Read: <http://www.getreadytoread.org>
9. Indiana Association for Education of Young Children (IAEYC): <http://www.iaeyc.org>
10. Indiana Association Infant Toddler Mental Health (IAITMH): <http://iniatmh.org>

11. Indiana Department of Education: <http://idoe.in.gov>
12. Indiana First Steps Early Intervention: <http://fssa.in.gov.us>
13. Indiana Institute Disability and Community: <http://iidx.indiana.edu>
14. Indiana Institute Disability and Community, Early Childhood Center:
<http://www.iidx.indiana.edu/index.php?pageId=15>
15. Indiana Paths to Quality Child Care Quality: <http://www.in.gov/fssa/2554.htm>
16. Infant Toddler Specialists of Indiana (ITSI): <http://www.cfs.purdue.edu/itsi/>
17. National Association for the Education of Young Children (NAEYC):
<http://www.naeyc.org>
18. National Center for Early Childhood Transition: <http://nectc.org>
19. Orlena Hawks Puckett Institute: Engaging in activities to enhance child, parent and family functioning: <http://www.puckett.org>
20. Technical Assistance Center for Social Emotional Intervention (TACSEI):
<http://www.challengingbehavior.org/>
21. Zero to Three: <http://zerotothree.org>