



SOUTH DAKOTA
EARLY LEARNING
Guidelines



THE SOUTH DAKOTA EARLY LEARNING GUIDELINES

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The South Dakota Early Learning Guidelines were developed by a panel of professionals and parents from the early childhood community throughout the state including: child care, Head Start, private and public preschool, kindergarten, special education, university early childhood programs, state agencies, and representatives from the South Dakota Association for the Education of Young Children (SDAEYC).

SOUTH DAKOTA EARLY LEARNING GUIDELINES CONTRIBUTORS

SOUTH DAKOTA EARLY LEARNING GUIDELINE PROJECT COORDINATOR AND AUTHOR

Dr. Gera Jacobs Professor of Early Childhood, USD. Past President, NAEYC

SOUTH DAKOTA EARLY LEARNING GUIDELINES OVERSIGHT COMMITTEE

Kristi Swier, M.S. SD Department of Education, Head Start Collaboration Office

Sarah Carter SD Department of Education, Birth to Three Program

Diane Lowery, Ed.D. SD Head Start Training and Technical Assistance

Pat Monson SD Department of Social Services, Division of Child Care Services

Melissa Fluckey SD Department of Social Services, Division of Child Care Services

Carroll Forsch SD Department of Social Services, Division of Child Care Services

SOUTH DAKOTA EARLY LEARNING GUIDELINES REVIEW PANEL MEMBERS

Teresa Berndt
Kim Booth
Gayle Bortnem, Ed.D.
Sherrie Bosse
Kaay Bowman, M.A., M.Ed.
Kay Cutler
Marcy Drew
Cindy Fisher
Jocelyn Grosz
Laura Johnson-Frame
Kristie Larson
Megan Larson, M.Ed.

Steph Lebeda
Vicki Linn, Ed.D.
Regina McKenney
Val Peters
Anne Reddy
Kathy Schwartz
Kayla Serocki
Sarah Sherlock, Ed.D.
Carmen Stewart
Connie Stockdale
Rhonda Swanson
Wendy Trujillo

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SPECIAL RECOGNITION TO CONSULTANT DR. CATHERINE SCOTT LITTLE

The panel wishes to extend special thanks to Catherine Scott-Little for consultation on this project. Catherine is Associate Professor in the Department of Human Development and Family Studies at the University of North Carolina at Greensboro. She has completed several national studies on state-level early learning guidelines, including content analyses on preschool and infant-toddler early learning standards from over 45 states. She has served as an advisor on early learning standards in numerous states. Catherine has also co-authored several publications on the topics of early learning standards. Dr. Scott-Little’s expertise and continued guidance throughout the process has been greatly appreciated.

INTRODUCTION

PURPOSE OF *The South Dakota Early Learning Guidelines*

Children’s experiences before they enter school matter. Research shows that children who experience quality care and education are better prepared for school and throughout their lives. *The Early Learning Guidelines (ELG)* serve as a shared vision for young children. This document describes developmentally appropriate goals for children’s development and learning at each age level: infant, toddler, and preschooler. These goals apply to all children regardless of what language they speak, what strengths or disabilities they may have, or their specific unique family circumstances. Strategies to enrich the environment, support development and learning, and adaptations provide a variety of ideas to consider.

The goals outlined within *the Early Learning Guidelines* document for children can be used by teachers, home and center-based child care providers, Head Start staff, child care and school administrators, early childhood special educators, librarians and other professionals who support and promote children’s development and learning. It is, however, important to remember that while the *ELG* can help determine what is “typical” for children in an age group, what is written for a child’s age may not always describe an individual child’s development. If a child’s development and learning does not seem to fit with what is included in *ELG* under his/her age level, look at the younger or older age group to see if there is a better fit for the child. The goal is to learn what developmental steps the child is taking now, and to meet the individual needs of that child on a daily basis.

The Early Learning Guidelines can also be used as a resource for parents and other family members. Parents can use the Goals and Developmental Indicators to identify appropriate goals for their child to support learning and developing skills to support future success in school.

In addition, *the Early Learning Guidelines* are intended to be a guide for teaching. They are not a curriculum or checklist that is used to assess children’s development and learning or be a barrier to keep children from entering kindergarten. They are a resource used to define skills and abilities that support learning experiences provided. Efforts should be made so all children have opportunities for play-based experiences that provide a foundation for kindergarten along with the K-12 system accommodating each child’s transition based upon their unique strengths and challenges upon entering school.

THE EARLY LEARNING GUIDELINES CAN BE USED TO:

- Improve knowledge of child development.
- Inform age-appropriate expectations for children’s development and learning.
- Establish goals for children’s development and learning that are shared across programs and services.
- Guide plans for developing curricula and activities.

Finally, *The Early Learning Guidelines* is a useful document for individuals who do not work directly with children, but who support teachers and caregivers in their work. It is important to take stock to see if a program's learning environment, teaching materials, learning activities, and interactions are supporting children's development in the areas described in this document.

Administrators can use *ELG* as a guide to evaluate the types of learning experiences provided in their program. They can also be a resource to identify areas where teachers and caregivers need to improve their practices and as a basis for professional development. Training and technical assistance providers should evaluate the support they provide teachers and caregivers to ensure that professional development is consistent with what is presented within the *ELG*. Furthermore, the *ELG* can be used as a textbook in higher education courses and a training manual for in-service professional development. In summary, The *ELG* are designed to be a resource for teachers, caregivers, parents, child care and school administrators, and professional development providers as they work together to support the learning and development of South Dakota's youngest children.



***The Early Learning Guidelines* AND CHILDREN'S SUCCESS IN SCHOOL**

What children learn between birth and the time they start kindergarten creates the foundation for learning and development for years to come. The Goals and Developmental Indicators reflect precursor skills that research suggests are important for what children learn later. For instance, kindergarten children may begin to read words and short sentences. The Goals that address children's knowledge of letters, understanding of print concepts (such as the fact that print runs from left to right), and phonological awareness skills all contribute to children's ability to read once they enter kindergarten.

In addition to helping early education teachers, caregivers, and families prepare young children for success in school, *The Early Learning Guidelines* can also be a resource for kindergarten teachers as they support children's success once they enter school. Kindergarten teachers can use the document to get a better idea of what children have learned before they started school. Understanding the Goals and Developmental Indicators helps kindergarten teachers see what is expected of very young children. They can use this understanding as a starting point for what they teach early in the kindergarten year. When there is some continuity between what children learned in preschool and what is being taught in kindergarten, it is easier for the children to transition to school.

Kindergarten teachers may also find it helpful to look at *The Early Learning Guidelines* when teaching children who may have not fully achieved the precursor skills that are important for making progress in kindergarten. The kindergarten teacher can use the Goals and Developmental Indicators as a basis for helping children learn the precursor skills and knowledge they may not have developed during their early years.

While *The Early Learning Guidelines* describes the goals South Dakota has for young children, it is the adults in our state who are responsible for supporting their progress in the areas described.

WORKING TOGETHER TO HELP CHILDREN MAKE PROGRESS

Adults can provide enriched environment with experiences that promote growth and learning in all areas described in *The Early Learning Guidelines (ELG)* through age-appropriate activities, materials, and daily routines. The roles that different adults can play supporting children's progress are as follows:

Families

Families are children's first and most important teachers. The use of the *ELG* offers a unique opportunity to bring parents, family members, and early educators together to support children's development and learning. When families use *The Early Learning Guidelines*, they can better understand how children develop and can get ideas for specific strategies and activities to use at home.

Teachers and Caregivers

Teachers and caregivers use *The Early Learning Guidelines* on a daily basis. This document does not tell educators how to teach, but defines what children should know and be able to do. As a result, teachers and caregivers must be able to design appropriate experiences to support children's learning in the areas described within the document. Technical assistance and professional development are available to support teachers and caregivers in learning more about the Goals and Developmental Indicators to improve their teaching skills.

Administrators and School Personnel

Program directors and school personnel are the instructional leaders of their programs. As such, they play a vital role in ensuring the successful use of *The Early Learning Guidelines*. Administrators influence the resources that are available, as well as the attitudes and practices of the persons working directly

with young children. They can use *ELG* for staff development and should look for opportunities to share the document with families.

Professional Development

Many professionals support teachers' and caregivers' ability to provide high-quality, individualized, appropriate experiences for children. *The Early Learning Guidelines* help teachers and caregivers understand how children develop and why it is important to provide particular activities or experiences for children (e.g., to understand that an activity such as building with blocks helps children develop the spatial mathematics skills described in the cognitive domain, or that responsive interactions with children help them develop important emotional and social skills).

GUIDING PRINCIPLES: OUR BELIEFS ABOUT CHILDREN'S LEARNING AND DEVELOPMENT THAT GUIDE THIS DOCUMENT

The following principles and beliefs about how young children develop and learn, outlined by the South Dakota Early Learning Guidelines Panel, served as guides throughout the development of this document.

We believe:

- All children are capable, competent, and actively seek to understand the world in which they live.
- Families are children's first, most important, and life-long teachers. They are respected and supported in the nurturing and development of their children.
- The diversity of South Dakota's families, including our rich Native American heritage, contributes to the strength of our state and children's development and education. Caregivers and teachers should become aware of, respect, and honor each child's culture, language, and background.

- Children acquire knowledge and values through nurturing and responsive relationships. Secure attachments and relationships with families, teachers, and caregivers support children's social and emotional development as well as their ability to explore their environment and seek out new learning.
- All areas of development are inter-related and can strengthen each other.
- Children's social and emotional competence and self-esteem are essential foundations for all later learning. Positive approaches to learning, resiliency, and problem-solving skills help children in all areas of development and can best be acquired through play and everyday experiences.
- Young children learn best when they are safe, healthy and well-nourished. Learning is achieved through play and active exploration of their environment. Children need large blocks of time to play and actively engage in a variety of self-selected, child-directed activities.
- Children learn best in developmentally appropriate, inclusive settings where children, with and without disabilities, can learn from each other and receive the individualized support they need.
- Although development occurs in predictable patterns, all children are unique in their development and progress at different rates. Early childhood professionals can use developmental continuums like those included in this document, to know where each child is in his or her development and to provide experiences that nurture each child's ability to progress in all developmental areas.



ABOUT *The Early Learning Guidelines*

The Early Learning Guidelines are based on five **DOMAINS**, each with different *Components*, all based on a Developmental Continuum. No one domain is more or less important than another, and there is some overlap between what is covered in different domains. This is because children's development and learning is integrated or interrelated. The progress that a child makes in one domain is related to the progress he or she makes in other domains. For example, as a child interacts with adults (i.e., Social Development), she/he learns new words (i.e., Language Development). Therefore, it is essential that *The Early Learning Guidelines* address all five domains and that adults who are using them pay attention to all domains as they are inter-related.

Each domain is presented on a continuum showing the expectations for children's learning and development at particular age levels. These age levels help the reader know where to start when using the document. They are not meant to be requirements for what children should know and be able to do at the end of each age period as children develop at different levels. The fact that there is overlap across the age levels shows that what children know and are able to do at one age is closely related to what they know and are able to do at the previous and the next age levels. Most children will reach many, but not necessarily all, of the Developmental Indicators that are listed for their age level. Some will exceed the Developmental Indicators for their age level while others may not exhibit all skills and knowledge described for their particular age level. Children may demonstrate skills advanced for their age in one domain while demonstrating skills more typical of younger children in other areas. For instance, early walkers may be later talkers.

Most of the strategies included could and should be carried out as part of a child's everyday activities. Offer learning opportunities a child can select and complete on their own. Again, these are not intended to be an exhaustive list of how adults can support children's growth and development, but are a place to start when planning activities to support children's progress.

ORGANIZATION OF THIS DOCUMENT

The “heart” of *The South Dakota Early Learning Guidelines* are charts that describe Goals and Developmental Indicators for children’s learning and development. The **GOALS AND DEVELOPMENTAL INDICATORS** describe expectations for what children will learn prior to kindergarten, starting with infancy and covering all ages through kindergarten entry.

The **GOALS AND DEVELOPMENTAL INDICATORS** are divided into five **DOMAINS**:

1. Approaches to Learning (AL)
2. Social and Emotional Development (SED)
3. Communication, Language, and Literacy (CLL)
4. Cognitive Development (CD)
5. Health and Physical Development (HPD)

Because infant, toddler, and preschool children’s bodies, feelings, thinking skills, language, social skills, love of learning, and knowledge all develop together, it is essential to include all five of these domains in *The Early Learning Guidelines*.

Each domain is organized into three sections:

- **DOMAIN INTRODUCTION** – Each introduction provides a description of some of the most important ideas related to the domain. This introductory information aids in understanding what aspects of children’s learning and development are included in the domain.
- **COMPONENTS** – Each **DOMAIN** is further organized into Components or sub-areas of children’s development. This makes it easier to find the Goals related to specific areas of children’s learning.
- **GOALS AND DEVELOPMENTAL INDICATORS CONTINUUM** - Sometimes called a “Continuum” for short in this document, each **COMPONENT** contains the expectations for children’s learning and development at particular age levels.
 - **GOALS** are statements that describe a general area or aspect of development that children make progress on through birth through age five.
 - **DEVELOPMENTAL INDICATORS** provide specific statements of expectations for children’s learning and development that are tied to particular age levels.

The **DEVELOPMENTAL INDICATORS** are also divided into overlapping age levels in a table format. These age levels help the reader know where to start when using the Continuum. They describe expectations many children will reach toward the end of the respective age level, but are not requirements for what children should know and be able to do at the end of the age period. The age levels used in the **CONTINUUM** are as follows:

- Infants: Birth to 12 months
- Younger Toddlers: 8–21 months
- Older Toddlers: 18–36 months
- Younger Preschoolers: 33–48 months
- Older Preschoolers: 45–60+ months

Following each Component is a list of **STRATEGIES**. These Strategies provide ideas for how adults can enrich the environment and support children’s development and learning described in the Developmental Indicators. These lists include strategies that can be used to promote the learning and development of all children with some specific strategies for working with children who are Dual Language Learners and those with disabilities.

Although the Goals and Developmental Indicators are the same for all children, it is important to remember that children with challenges may demonstrate progress on the Developmental Indicators Continuum at a different rate and/or in different ways. South Dakota families represent diverse populations and in addition to their home languages may be learning English and have the added element of being “Dual Language Learners.” Each domain provides some additional ideas for teaching children in different ways. More detailed information is also provided in Appendix A: Supporting Children with Disabilities and Appendix B: Supporting Dual Language Learners.

A NOTE ABOUT TERMINOLOGY -- The Early Learning Guidelines are designed to be useful to a broad range of professionals who work with children, as well as parents. In this document, we refer to “adults.” This terminology includes anyone who works with and cares for children: teachers, caregivers, early educators, early interventionists, home visitors, parents, etc. The document also refers to “children” generically, which is intended to include infants, toddlers, and preschool-age children.

Organization of the South Dakota Early Learning Guidelines

Component:
Defines areas within each domain more specifically

Domain:
Refers to the broad area of learning or development that is being addressed
The domain addressed by each chart is represented by a specific color throughout the document.

Goal:
Provides a broad statement of what children typically should know or be able to do. Each goal statement begins by identifying the domain by abbreviation (for example AL refers to the domain "Approaches to Learning")

CURIOSITY, INFORMATION-SEEKING, AND EAGERNESS

GOAL AL-1: Children demonstrate curiosity and eagerness and express interest in the world around them.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Begin to connect interests in the world through a trusted relationship (utters squeal of delight when adult brushes flower against cheek). * Show interest in others (kicks feet excitedly when someone they care about approaches; smiles or gazes at caregiver). * Show interest in themselves (looks at themselves in mirror and play with their feet). * React to new sights, sounds, tastes, smells, and touches (may turn head toward loud sound; may repeatedly stick out tongue when tasting a new food). 	<ul style="list-style-type: none"> * Watch a trusted person to gauge their level of curiosity and eagerness before interacting with objects or other people. * Imitate facial expressions and movements of others. * Show curiosity about their surroundings (points, facial expressions, simple words). * Show delight when exploring and making things happen (clapping, smiling, repeating actions over and over). * Enjoy sensory experiences (splashing water, tasting, touching, and shaking objects). 	<ul style="list-style-type: none"> * Share objects of interest or discoveries with a trusted person. * Discover things that interest and amaze them and seek to share them with others. * Show enjoyment in what they have done. * Watch what others are doing and often try to participate. 	<ul style="list-style-type: none"> * Seek out a trusted person to approach something new. * Discover things that interest and amaze them and express that interest to others. * Share what they have done with others through verbal and nonverbal means (take teacher to the easel to see a painting). * Show interest in a growing range of topics ideas, and tasks. 	<ul style="list-style-type: none"> * Share discoveries with a trusted person when reunited with that person at a later time. * Demonstrate eagerness to find out more about other people, discover new things in their environment, and talk about these things with others. * Choose to participate in a wide variety of activities and demonstrate willingness to try new experiences. * Demonstrate interest in mastering new skills (writing name, riding a bike, dancing, building skills).

Goal and Developmental Indicator Continuum:
Chart that shows the goal and corresponding developmental indicators for each age level.

Developmental Indicators:
Provides more specific information about what children should know or be able to do at a particular age range

GOALS AND DEVELOPMENTAL INDICATORS: DOMAINS, COMPONENTS, DEVELOPMENTAL CONTINUUMS

APPROACHES TO LEARNING DOMAIN (AL)

Children are born with an inclination to learn and to figure things out, but each child approaches learning in his or her own way. The **APPROACHES TO LEARNING** domain addresses how children learn and includes children’s attitudes toward and interest in learning. It reflects behaviors and attitudes such as curiosity, problem-solving, maintaining attention, and persistence. These are general characteristics that children display as they learn in all domains and curriculum areas.

COMPONENTS
CURIOSITY, INFORMATION-SEEKING, AND EAGERNESS
INITIATIVE, EFFORT, ENGAGEMENT, AND PERSISTENCE
RISK-TAKING, PROBLEM-SOLVING, FLEXIBILITY, AND RESILIENCE
PLAY AND IMAGINATION

For infants and toddlers, their approach to learning begins with their openness and interest in the world around them. They learn through their senses, tasting, touching, smelling, listening, and looking at anything and everything in their environment. They also learn through moving their body as they try new actions and see how they can impact the world around them when they do something with objects. When adults support their efforts, and children feel safe and secure, they are more willing to try new things and take risks. When responsive adults encourage exploration in a stimulating environment, young children have the emotional security necessary for exploring, growing, and learning.

As children move into the preschool years, they begin to establish learning behaviors that are more obviously tied to later school success. They become more confident in their ability to learn and through play, enjoy exploring how the world works. This is also a time when children develop some specific areas of interest and learn different strategies to find out more about those interests. Typically, they are able to concentrate for longer periods of time and are likely to persist towards completion of tasks even after encountering obstacles.

Adults can support children in developing positive approaches toward learning by setting up safe environments that offer a variety of interesting materials that children can explore freely. Time to play, explore, and experiment is essential. Adults who encourage children’s creativity and risk taking help children develop positive attitudes and behaviors that guide their approach to learning. With guidance, technology and interactive media can also provide opportunities for children to try out creative solutions to problems, ask questions, find information about new topics, and draw or create. Teachers and caregivers can encourage children to be curious, express creativity, solve problems and take risks during every part of the day, inside as well as outside of the classroom.

It is important for teachers of young children to recognize that children vary in their learning styles and in how they express their approach to learning. For example, some children show great enthusiasm for trying new things, while others are more content to sit back and watch. These differences may be the result of the child’s temperament, cultural differences in how families encourage children to interact with the environment, and/or disabilities that may affect how children take in information. Teachers and caregivers must be attuned to these differences and provide support and guidance to children as they need it. *The Early Learning Guidelines* included in this domain describe important aspects of approaches to learning that early childhood educators should seek to foster as they work with young children while also respecting each child’s individual approach to learning.



APPROACHES TO LEARNING (AL)

CURIOSITY, INFORMATION-SEEKING, AND EAGERNESS

- **GOAL AL-1:** Children demonstrate curiosity and eagerness and express interest in the world around them.
- **GOAL AL-2:** Children actively seek to understand the world around them in play and everyday tasks.

INITIATIVE, EFFORT, ENGAGEMENT, AND PERSISTENCE

- **GOAL AL-3:** Children demonstrate initiative and effort in play and everyday tasks.
- **GOAL AL-4:** Children are engaged and maintain focus in play and everyday tasks.
- **GOAL AL-5:** Children persist at challenging activities in play and everyday tasks.

RISK-TAKING, PROBLEM-SOLVING, FLEXIBILITY, AND RESILIENCY

- **GOAL AL-6:** Children are willing to try new and challenging experiences in play and everyday tasks.
- **GOAL AL-7:** Children use a variety of strategies to solve problems in play and everyday tasks.

PLAY AND IMAGINATION

- **GOAL AL-8:** Children engage in increasingly complex play.
- **GOAL AL-9:** Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks.

CURIOSITY, INFORMATION-SEEKING, AND EAGERNESS

GOAL AL-1: Children demonstrate curiosity and eagerness and express interest in the world around them.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Begin to connect interests in the world through a trusted relationship (utters squeal of delight when adult brushes flower against cheek). * Show interest in others (kicks feet excitedly when someone they care about approaches; smiles or gazes at caregiver). * Show interest in themselves (looks at themselves in mirror and play with their feet). * React to new sights, sounds, tastes, smells, and touches (may turn head toward loud sound; may repeatedly stick out tongue when tasting a new food). 	<ul style="list-style-type: none"> * Watch a trusted person to gauge their level of curiosity and eagerness before interacting with objects or other people. * Imitate facial expressions and movements of others. * Show curiosity about their surroundings (points, facial expressions, simple words). * Show delight when exploring and making things happen (clapping, smiling, repeating actions over and over). * Enjoy sensory experiences (splashing water, tasting, touching, and shaking objects). 	<ul style="list-style-type: none"> * Share objects of interest or discoveries with a trusted person. * Discover things that interest and amaze them and seek to share them with others. * Show enjoyment in what they have done. * Watch what others are doing and often try to participate. 	<ul style="list-style-type: none"> * Seek out a trusted person to approach something new. * Discover things that interest and amaze them and express that interest to others. * Share what they have done with others through verbal and nonverbal means (take teacher to the easel to see a painting). * Show interest in a growing range of topics ideas, and tasks. 	<ul style="list-style-type: none"> * Share discoveries with a trusted person when reunited with that person at a later time. * Demonstrate eagerness to find out more about other people, discover new things in their environment, and talk about these things with others. * Choose to participate in a wide variety of activities and demonstrate willingness to try new experiences. * Demonstrate interest in mastering new skills (writing name, riding a bike, dancing, building skills).

CURIOSITY, INFORMATION-SEEKING, AND EAGERNESS

GOAL AL-2: Children actively seek to understand the world around them in play and everyday tasks.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Explore the indoor and outdoor environment using all available senses—smell, hear, see, feel and taste (puts objects in their mouth). * Move toward interesting people, sounds, objects, and activities, with appropriate supports. 	<ul style="list-style-type: none"> * Initiate activities that interest them and try to get others involved. * Use toys and other objects to make things happen (kick a ball, push a button on a toy). * Move toward people and things that are new and/or interesting. * Seek information from adults by pointing or with a questioning look or sound. 	<ul style="list-style-type: none"> * Seek more information about people and their surroundings (study and gaze at an object carefully, become absorbed in figuring out something in their environment). * Use their whole body to learn (get mud or paint on themselves from head to toe, climb into a big, empty box). * Communicate what they want to do or know using gestures, facial expressions, or simple questions. (“What dat?”) 	<ul style="list-style-type: none"> * Ask questions about the people and things around them. * Use all available senses, tools, and a variety of strategies to actively explore the environment (drop objects in water to see if they sink or float). * Purposefully try different ways of doing things to see how they work (adjust blocks used as a ramp to make a ball roll faster and farther). 	<ul style="list-style-type: none"> * Ask questions and wonder about things that interest them (ask questions about future events, describe changes they notice in the seasons). * Choose among different ways to explore the environment based on past experience (use a magnifying glass that the class used previously to explore something new). * Use what they know from past experience to understand a current situation (get an umbrella to go outside because it is raining).

STRATEGIES FOR COMPONENT 1: CURIOSITY, INFORMATION-SEEKING, AND EAGERNESS

SUGGESTIONS FOR ENRICHING THE ENVIRONMENT

- Design the environment with safety as a priority. Ensure that all surfaces and furniture are free from potential health and safety concerns. Sanitize frequently, especially any surfaces children put in their mouths.
- Provide a variety of textures, including many soft surfaces and comfortable furniture that encourage climbing and exploration and a home-like atmosphere.
- Include materials that will allow children to use all of their senses, which could include: several types of music; outdoor wind chimes; paintings; children's art work; flowers and other plants; fabric; and a variety of different types of books.
- Provide uncluttered spaces for relaxation, as well as room for moving.
- Provide a variety of materials children can use to express their creativity and represent what they are learning, including washable, non-toxic paints, crayons, and markers, as well as paper, and open-ended materials such as blocks, containers, and fabric.
- Regularly add new materials to the indoor and outdoor environment that will engage children's interest and encourage them to try new experiences and ask questions.
- Organize and arrange materials in an inviting manner. Use trays or placemats to make materials look interesting and stand out. Add real items as props for pretend play.
- Provide children with adequate time to fully explore materials both indoors and outside.

EFFECTIVE STRATEGIES TO SUPPORT CHILDREN'S DEVELOPMENT AND LEARNING

- Notice and respond to children's interests and encourage them explore and learn more. Infants may show their interest through simple reactions, which we can acknowledge, describe, and then provide additional experiences. We can also encourage them to notice each other's activities.
- Support children's exploration and discovery. For infants, this may begin with providing tummy time with stimulating toys. Document learning with photographs that can be shared, displayed or added to photo albums, class books or portfolios.
- Provide a wide variety of experiences for children of all abilities. Adapt materials and activities as needed to ensure that all children can participate as fully as possible.
- Share your excitement and interest in activities, wonder at plants, animals, and events in nature, and your joy in learning new things. Encourage children to do the same.
- Show genuine curiosity. Be a role model, showing how to approach new situations and engage in learning.



- Provide activities and materials that support children at their current level, as well as those that offer a challenge. Support and encourage children as they work on these challenges. Be especially sensitive to children with special needs. Observe children to know when to offer additional support, allow for independent exploration, or when to end an activity. (“Maria, look how that toy is lighting up when you push that button, can you do it again?”)
- Have rich conversations with children, listening, responding to their ideas, interests, questions, and concerns.
- Provide a variety of props and pictures that will allow children with limited vocabularies and dual language learners to learn more about topics that interest them and communicate their ideas more effectively.
- Encourage children to listen carefully to others, ask questions of one another, share, and compare ideas.
- Combine new materials and activities with familiar ones to allow children to explore changes, and then to return to activities they are comfortable with, when needed.
- Let children watch new activities from a distance if they are uncomfortable joining right away, and then participate when ready.
- Avoid overwhelming children with too much stimulation, especially those with special sensory needs.
- Encourage children to ask questions and find answers. Use resource books or web searches with children to model finding in-depth answers to children’s questions and observations. (“Why are those ants carrying grass?”)

INITIATIVE, EFFORT, ENGAGEMENT, AND PERSISTENCE

GOAL AL-3: Children demonstrate initiative and effort in play and everyday tasks.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Communicate with sounds or movements to indicate preferences (make excited facial expressions or sound for food they like, push away food they don't like). * Independently explore the different qualities of an object (notice the sound of a rattle, exploring it further by putting in their mouth). 	<ul style="list-style-type: none"> * Express choices with actions or simple language (points or reaches for desired objects or food options). * Seek to repeat experiences they enjoy or those that result in feeling successful (climb up and down stairs). * Try to help with self-care (brushing hair) and activities (turning pages in a book you are reading together). 	<ul style="list-style-type: none"> * Select and carry out activities (choose to set the table; gather play dishes and food, and then feed the dolls). * Show increasing interest in performing tasks independently (put on jacket, try to zip or button). * Increase self-help skills (putting on clothes, feeding self, using a tissue). 	<ul style="list-style-type: none"> * Show increasing independence and initiative when making choices. ("I want to go to blocks.") * Express goals or plans and follow through on them. ("I'm going to build a really tall tower.") * Expand self-help skills, interest, and enjoyment in doing things on their own (brushing teeth, putting on boots). 	<ul style="list-style-type: none"> * Demonstrate increasing independence, initiative, self-direction, and purpose when making choices. ("I'm going to the block area to make a track for my race car.") * Demonstrate self-help skills, independently identifying and seeking things they need to complete activities or carry out play scenarios (gather supplies and create a sign for the block building they created). * Set simple goals that extend over time, make plans and put effort into following through. ("Let's make a rocket ship. We need blocks.") * Move independently to another activity once their current activity is completed.

INITIATIVE, EFFORT, ENGAGEMENT, AND PERSISTENCE

GOAL AL-4: children are engaged and maintain focus in play and everyday tasks.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Focus and attend to people and things around them. * Repeat interesting actions over and over (push button to make toy light up). * Notice when the expected does not happen (makes disappointed sound when squeaky-toy does not make a sound when pushed). 	<ul style="list-style-type: none"> * Focus on self-selected activity for a short period of time (decide to play in the sandbox and stay there for a couple of minutes). * Focus on an interesting activity or interaction shared with adults for a short period of time. 	<ul style="list-style-type: none"> * Focus on a person or a hands-on activity for a short period of time (stay focused long enough to fill several containers with sand). * Continue to work on interesting activities while other things are going on around them. 	<ul style="list-style-type: none"> * Remain engaged in more complex activities they have chosen. * Focus on age-appropriate activities for a short period of time, even with interruptions (continue painting after answering another child's question). * Maintain interest and focus and return to an activity after a break. 	<ul style="list-style-type: none"> * Consistently remain engaged in self-directed activities (finishes a card they chose to make for a loved one). * Sometimes able to ignore irrelevant information when focusing on a task (sorting buttons by color regardless of shape).

INITIATIVE, EFFORT, ENGAGEMENT, AND PERSISTENCE

GOAL AL-5: Children persist at challenging activities in play and everyday tasks.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<p>* Try over and over to make things happen (make sounds to get attention, work to get something that is out of reach).</p>	<p>* Keep trying to accomplish tasks that they are not initially able to do (put objects inside container, use spoon, put on hat).</p>	<p>* Keep working on an activity even after setbacks (block structure collapses, puzzle piece does not fit).</p> <p>* Seek help from others to complete a challenging activity</p>	<p>* When something does not work, try different ways to complete the task (when a block tower falls, try putting the blocks together in a different way to build the tower again).</p> <p>* When experiencing difficulty with a challenging task, ask for and accept help from peers or adults (ask for help putting materials away on a high shelf; ask a friend for help in naming an unfamiliar animal in a book).</p>	<p>* Persists in working to complete tasks, trying different ways until successful (when a block tower falls, try putting the blocks together in a different way to build the tower again).</p> <p>* Plan and follow through on longer-term tasks (planting a seed and caring for the plant).</p> <p>* Keep trying until a challenging activity is complete despite distractions or interruptions (multi-piece puzzle started before lunch and completed later).</p> <p>* Seek help and work cooperatively with others to complete a challenging activity (ask and work with peers to build a block bridge across the water table).</p>

STRATEGIES FOR COMPONENT 2: INITIATIVE, EFFORT, ENGAGEMENT, AND PERSISTENCE

SUGGESTIONS FOR ENRICHING THE ENVIRONMENT

- Provide interesting, engaging materials, inside and outdoors, at children’s current levels of abilities, as well as materials that will require more effort and challenge.
- Design the room using interest areas or centers where children can make choices. Organize materials so that children can choose and put away supplies on their own. Keep materials on low shelves; use child-sized furniture and materials, making adaptations as necessary so all children can access them.
- Provide extended periods of uninterrupted time for children to work in self-selected interest areas and on activities that that they choose, promoting engagement, independence, initiative, risktaking, and persistence.
- Keep some materials out for several days or even weeks to encourage more in-depth involvement and persistence.
- Provide space to store children’s unfinished work so they can return to them over a period of several days or longer.

EFFECTIVE STRATEGIES TO SUPPORT CHILDREN'S DEVELOPMENT AND LEARNING

- Provide children with opportunities to make choices in activities, materials, food, and interactions with other people.
- Provide a wide variety of materials and individualize activities that are responsive to children’s interests, temperament, and developmental level so that all children can experience success.

- Model persistence by trying multiple ways to accomplish something and talk with children about what you are doing (keep working on different ways to open a window that is stuck as you talk with the children).
- Give children plenty of time to play, create, investigate and complete tasks and projects. Encourage them to take their time and avoid rushing to get finished.
- Prepare children for transitions using cues to gain their attention (ring a bell at five, three, and one minute intervals to inform children that they need to wrap up what they are doing)
- Encourage children to keep trying by asking questions and offering support. (“Where do you think this puzzle piece could go? It’s hard but you are really trying.”)
- Recognize when dual language learners or children with limited communication skills need additional support to be able to express themselves (providing words, visual cues, gestures, or simple sign language).
- Encourage children to finish activities they have started so they can enjoy a sense of accomplishment at completing a task.
- Plan for activities or long-term studies that allow children to think about a topic over an extended period of time. (explore bugs with the children for a number of days or week in a variety of ways such as reading books, exploring outside, and drawing pictures).
- Emphasize the importance of effort, not just getting a “right answer.” Encourage and praise children’s efforts.

RISK-TAKING, PROBLEM-SOLVING, FLEXIBILITY, AND RESILIENCY

GOAL AL-6: Children are willing to try new and challenging experiences in play and everyday tasks.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Explore new experiences both indoors and outdoors (toys, foods, people, spaces) with support of a familiar trusted adult. * Look to adults for cues and proceed when reassured. * Try to do things that are hard for them (stretch to reach toy, work to crawl or walk, try to capture crumb with pincer grasp). 	<ul style="list-style-type: none"> * Try unfamiliar experiences and interact with new people with a familiar adult nearby. * Move away from a familiar adult to explore, but check in frequently. * Show interest in toys that offer a challenge and try to make them work. 	<ul style="list-style-type: none"> * Explore freely without a familiar adult nearby. * Try out new skills in a familiar environment (learn to climb steps and then try to climb ladder to the slide). * Approach a challenge with confidence (try to lift a heavy object, work on a difficult puzzle). * Want to do things their own way. (push an adult's hand away if the person is trying to help). 	<ul style="list-style-type: none"> * Express a belief that they can do things that are hard. * Choose to participate in an increasing variety of new experiences when offered. * Show flexibility by adapting to changes in routines and situations. * Accept new challenges and opportunities when offered. * Try things they are not sure they can do, while avoiding dangerous risks. 	<ul style="list-style-type: none"> * Expand their sense of self-reliance. * Approach new experiences independently. * Ask to participate in new experiences that they have observed or heard about. * Independently seek new challenges. * Demonstrate resiliency and coping skills when faced with challenges (after spilling paint on their favorite shirt are able to help clean up and continue painting).

RISK-TAKING, PROBLEM-SOLVING, FLEXIBILITY, AND RESILIENCY

GOAL AL-7: Children use a variety of strategies to solve problems in play and everyday tasks.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Young Preschoolers (33-48 months)	Older Preschoolers (45-60+ months)
<ul style="list-style-type: none"> * Try simple strategies to get what they want (make noise, move or reach toward things, reject unwanted item). * Try a familiar action in a new activity (hit a button on a new toy, try to open a variety of containers). * Use trial and error to get something done, get what they want, or solve simple problems. 	<ul style="list-style-type: none"> * Try one or two strategies to get what they want or solve a problem (try giving a peer an alternate toy to get a desired toy from him/her; try to put a ball in a box—if it will not fit, gets a bigger box). * After unsuccessful attempt to solve a problem, ask for help from an adult (point, gesture, speak)._ * Vary actions on purpose to solve a problem (bang then turn shape to fit in sorter; shake handle then pull * Use available resources to accomplish a goal or solve a problem (push a stool to a counter to reach for something). 	<ul style="list-style-type: none"> * Try a variety of strategies to get what they want or solve a problem, often by trial and error. * Recognize problems and make adjustments to actions to correct mistakes. * Use language to obtain help to solve a problem. (“My trike won’t go.”) * Use materials in new ways to explore and solve problems (bring a big spoon to the sand table when all of the shovels are in use; pile blocks on a towel and drag them across the floor when there are too many to carry). 	<ul style="list-style-type: none"> * Welcome new challenges (add additional pieces to a new construction toy). * Seek and make use of ideas and help from adults and peers to solve problems. * Purposefully attempt several different strategies when encountering difficulty during daily routines or when using materials. * Talk to themselves to work through the steps to solve a problem. * Recovers from setbacks with the support of an adult. 	<ul style="list-style-type: none"> * Describe the steps they will use to solve a problem. * Apply their prior knowledge to evaluate different strategies for solving a problem. * Explain how they reasoned and solved a problem to another person. * Demonstrate satisfaction or delight when solving a problem or completing a task. * Exhibit flexibility in considering alternative suggestions offered by others * Quickly recover from setbacks when working and playing with others.

STRATEGIES FOR COMPONENT 3: RISK-TAKING, PROBLEM-SOLVING, FLEXIBILITY, AND RESILIENCY

SUGGESTIONS FOR ENRICHING THE ENVIRONMENT

- Provide plenty of open-ended materials, both indoors and outside, that can be used in more than one way and materials that challenge children’s problem-solving abilities (new, challenging puzzles; different kinds of paint and brushes).
- Establish a consistent routine that promotes children’s sense of expectation, while also being flexible to teachable moments.
- Provide time for reflection in the daily schedule (use snack time for conversations about the morning’s play activities).

EFFECTIVE STRATEGIES TO SUPPORT CHILDREN’S DEVELOPMENT AND LEARNING

- Talk about what you are seeing, doing, and thinking. Use language to identify items in the environment such as what you are eating, what children are doing, and how you are solving a problem. (“We ran out of juice, so I’m going to pour some water instead.”)
- Let children know you care about them and appreciate their efforts.
- Encourage children to use materials in new ways. Validate their feelings of disappointment when their efforts are not initially successful. Encourage them to try solving their problem another way.
- Model flexibility and positive approaches to new experiences. Demonstrate your own willingness to try new ideas, activities, materials, foods, etc.
- Help children who have difficulty trying new things, by introducing the material or change slowly, and preparing them in advance for changes that are coming.

- Encourage children to seek help from each other or an adult when needed. Role-play a variety of situations that involve solving problems and asking for help, providing words that children can then use on their own.
- Support and praise children’s efforts, helping children see that their efforts are more important than final products.
- Support children’s efforts to think flexibly and do things in their own way.
- Help children take safe-risks. Be there to ensure their safety.
- Talk out loud while reasoning through a problem or working through a task to model the problem-solving process for children.
- Teach children the steps involved in problem solving: identifying the problem, generating possible solutions, choosing a solution, trying it out and evaluating how well it worked.
- Engage children in applying their prior knowledge by prompting them to ponder why something might have happened, such as why a plant might be wilting.
- Set up safe and engaging science activities and experiments that give children opportunities to use their thinking and problem-solving skills.
- Encourage children to talk out loud as they reason and work through a task.
- Suggest that children ask for help and support one another. Model this, especially for children who may have limited social interaction skills or additional challenges.



- Routinely involve children in thinking through real-life problems (how to clear a path through the new snow).
- Promote reflection by asking open-ended questions as children are working on a project.
- Help children use conflict resolution skills when they are working through problems with other children. Model negotiation skills by talking about the problem, the feelings related to the problem, and how to explore possible solutions.
- Acknowledge and celebrate children's successes. Encourage them to recognize their own achievements and congratulate peers on their successes.
- Help children identify coping skills that will help them when feeling stress, such as asking for a hug, holding a blanket and taking a break.
- Role model relaxation skills, such as deep breathing, slowly counting and progressively relaxing muscles to help children cope with challenges.
- Encourage children to think of mistakes as opportunities to explore alternative solutions and ways to complete tasks. Avoid making critical or negative comments. Acknowledge when you yourself make mistakes and talk about how you try to learn from them.

PLAY AND IMAGINATION

GOAL AL-8: Children engage in increasingly complex play.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddler (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Engage in solitary play * Show interest in other children playing (watch, turn toward). * Imitate sounds, facial expressions, or gestures (cover face with hands, hands up for “so big”). * Play with simple objects, using them to make sounds and explore cause and effect (shake a rattle-hear a sound; drop a spoon-caregiver picks it up). * Begin to participate in give-and-take exchanges of sounds and gestures (known as “serve and return”). 	<ul style="list-style-type: none"> * Play alongside other children, sometimes imitating their actions. * Imitate adult actions with objects, first with real objects and then with objects that are used to represent another object (talk on phone, feed doll, use a chair as a pretend car). * Take turns in simple games (pat-a-cake, peek-a-boo). * Offer toys and objects to others. 	<ul style="list-style-type: none"> * Try to involve other children in play (give a peer a ball). * Make believe, pretend, and act out familiar life scenes, sometimes using objects to represent something else (a shoe becomes a phone). * Play with others with a common purpose (play a chase game). * Communicate about what is happening during pretend play (“He eating,” point to a picture on a communication board when feeding a toy baby with a spoon; “Now go work,” after putting on shoes and vest). 	<ul style="list-style-type: none"> * Engage in pretend play themes that include interacting with other children, but often are not coordinated. * Talk to peers and share materials during play. * Engage in make-believe play with imaginary objects. * Use language to begin and carry on play with others. * Express knowledge of their everyday lives and culture through play (pretends to shop at a Farmer’s Market and prepare a meal, pretends to fix hair the way his/her family styles hair). 	<ul style="list-style-type: none"> * Develop and sustain more complex pretend play themes in cooperation with peers. * Use more complex and varied language to share ideas and influence others during play. * Choose to use new knowledge and skills during play (add features to pretend play scene related to class project, write list, build a structure like that displayed in a book they have read). * Demonstrate their cultural values and “roles” through play (uses a blanket as a shawl while dancing).

PLAY AND IMAGINATION

GOAL AL-9: Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Use everyday household objects for play (spoons, pots and pans, plastic bowls). * Try a familiar action with a new object or person (try to bounce a block, wave bye-bye to a toy, make a sound to get a new adult's attention). * React to unexpected events with laughter and interest. 	<ul style="list-style-type: none"> * Do new things with familiar objects or combine them in unusual ways (use a dress-up boa as a snake, pound a drum with a plastic bottle, try to stack bears). 	<ul style="list-style-type: none"> * Broaden their use of art and construction materials and toys in new and unexpected ways (use a tambourine as a hat, cut play dough with scissors). * Pretend to be somebody or something other than themselves (pretend to be an animal or another family member). * Pretend one object is really something different (use Legos as food while stirring a pot). 	<ul style="list-style-type: none"> * Explore and experiment with a wide variety of materials and activities. * Use imagination to try new ways of doing things and work with materials in creative ways. * Use materials (art materials, instruments, construction, writing implements) or actions to represent experiences or ideas in inventive ways. * Experiment with language, musical sounds, and movement. 	<ul style="list-style-type: none"> * Plan pretend play scenarios and use or create a variety of roles, props, or tools to bring them to life. * Use materials or actions in increasingly varied, creative, and resourceful ways to represent experiences or ideas. * Develop creative solutions in play and daily situations. * Make up stories, songs or dances for fun during play.

STRATEGIES FOR COMPONENT 4: PLAY AND IMAGINATION

SUGGESTIONS FOR ENRICHING THE ENVIRONMENT

- Incorporate movement and interest into the environment, using such things as fish and other pets, objects suspended from the ceiling, and music for dancing.
- Periodically rotate toys and materials to spark new ideas.
- Provide a variety of open-ended, real-life, materials for children to investigate, including boxes, wooden blocks, and safe household materials.
- Provide large amounts of time for children to make choices and play imaginatively.
- Adapt materials and the environment as needed so that children of all abilities can participate fully.
- Set out a variety of art materials that encourage creativity. Change these materials periodically to give children new experiences.
- Add unique objects to interest areas, such as toy animals to the block area to expand play and imagination. This could include objects that fit with a theme or project you are working on.
- Encourage divergent thinking by combining unlikely objects and activities, such as adding colorful fabric squares to the math area or artificial flowers to the sand table.
- Transform the Dramatic Play/Housekeeping area periodically to promote new play scenarios, such as Post Office, Restaurant, Vet Office, Pet Store, Flower Shop, Grocery Store, Bank, Library, etc.

EFFECTIVE STRATEGIES TO SUPPORT CHILDREN'S DEVELOPMENT AND LEARNING

- Observe children's individual interests and abilities and provide a variety of materials as well as indoor and outdoor activities that allow them to pursue their interests and develop their imaginations.
- Expand children's experiences by exploring new places and introducing them to new activities.
- Nurture creativity by encouraging children to use materials in unique and creative ways.
- Assure children that it is fine to get messy as they work with materials. Recognize that some children will not be comfortable with messy activities. Support children in thinking of alternative ways they can do the activity.
- Ask open-ended questions that encourage broad, creative thinking; "What would happen if... Why do you think... What could we do... etc."
- Follow children's lead as they play and design activities that will allow them to pursue their interests.
- Model skills that support children's ability to join others who are playing, as well as how to invite others to join them.
- Provide a variety of props to support children's pretend play.
- Encourage children to plan and talk about what they might do in the dramatic play area (roles they might like to play, props they might like to use, etc.).
- Support children's ability to use their imaginations (help make up new words to songs and new endings for stories).

SOCIAL AND EMOTIONAL DOMAIN (SED)

SOCIAL AND EMOTIONAL DEVELOPMENT domain includes children’s feelings about themselves and their relationships with others. Learning to manage and express emotions is also a part of this domain. As the foundation for personality development, the skills and characteristics included in this domain affect progress in every other area of development.

Children’s social skills and the relationships they form with others are important for their overall development. Early relationships provide the basis for children’s later relationships with adults and with peers. Through positive early relationships with adults, children learn to understand and care about others. They also gain skills that help them have an easier time adjusting to the demands of formal schooling when they are older. Sensitive interactions with all adults, including family, caregivers, and teachers are particularly important for infants and toddlers because they are learning to form attachments, or strong ties, to people who care for them. These vital relationships establish a strong foundation for social and emotional development enabling children to feel safe and support learning through exploration.

Warm, responsive, and predictable environments help children thrive emotionally and socially. Adults can provide an environment that is relatively calm, positive and stable with appropriate expectations based on age and development. When adults pay attention to children’s cues, responding consistently with positive regard, children are assisted in learning to manage emotions, impulses, and regulate reactions. They learn to feel good about themselves and to relate positively with others. Play experiences also help with the development of pride, joy, and mastery of skills. As children play, they learn self-control, turn taking, sharing, negotiation, and appropriate ways to express their emotions. Play also helps children work through situations they

may not understand and explore roles that are unique to their family and culture.

The transition from preschool to kindergarten is a particularly important time to support children’s social and emotional development. Helping children make a smooth transition into kindergarten allows them to continue their social/emotional and academic growth without disruption. Visits to the new school, meeting the classroom teacher, reading books about kindergarten, and talking with children about future changes will help them approach this new milestone with confidence and enhance their enthusiasm for learning.

It is important to keep in mind that a number of factors affect children’s social and emotional development. A child’s temperament, the unique way a child responds to the surrounding world, plays a big role in how they express emotions and relate to others. Some children may be generally happy and very friendly, while others may be more withdrawn or shy. Sensitive adults recognize that children respond differently when exposed to a variety of situations. Responsively interacting with children in ways that match each child’s temperament supports social and emotional development.

COMPONENTS
DEVELOPING A POSITIVE SENSE OF SELF
DEVELOPING RELATIONSHIPS
SELF-REGULATION AND PRO-SOCIAL BEHAVIORS

In addition to temperament, children have other characteristics and experiences that can affect their social and emotional development. Some children, including those with disabilities may require additional support in learning to express their emotions and/or develop positive relationships. For instance, a child with sensory impairments, such as vision and hearing loss, may need specialized assistance to develop a strong sense of self and/or form relationships with other children. Children who are learning English in addition to their home language may need some help communicating with peers who do not speak their home language. Adults must be “in tune” with each child as an individual in order to fully support children’s social and emotional development.

Finally, a child’s family and culture play an important role in social and emotional development. Some families and cultures encourage children to be more reserved while others may encourage children to be more outgoing. Some examples include how children communicate, the degree to which children are expected to be assertive or how children show respect to adults. Sensitive teachers and caregivers keep cultural and family differences in mind as they support children’s social and emotional development.

SOCIAL AND EMOTIONAL DEVELOPMENT (SED)

DEVELOPING A POSITIVE SENSE OF SELF

- **GOAL SED-1:** Children demonstrate a positive sense of themselves as unique and capable individuals in play and everyday tasks.

DEVELOPING RELATIONSHIPS

- **GOAL SED-2:** Children form relationships and interact positively with familiar adults in play and everyday tasks.
- **GOAL SED-3:** Children form relationships and interact positively with other children in play and everyday tasks.

SELF-REGULATION AND PRO-SOCIAL BEHAVIORS

- **GOAL SED-4:** Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks.
- **GOAL SED-5:** Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks.
- **GOAL SED-6:** Children recognize and respond to the needs and feelings of others in play and everyday tasks.

DEVELOPING A POSITIVE SENSE OF SELF

GOAL SED-1: Children demonstrate a positive sense of themselves as unique and capable individuals in play and everyday tasks.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Show awareness of their bodies (purposefully reach for toes). * Show interest in their image in a mirror (smile, gaze, reach out to touch). * Respond to their name (smile, kick feet, turn head). * Express likes and dislikes (smile, cry, turn away, protest, wave hands, kick legs). * Show they expect results from their actions (hit toy over and over to produce sound). * Show pleasure at things they have done (wiggle, coo, laugh). * Explore the environment with support from a familiar, trusted adult. 	<ul style="list-style-type: none"> * Begin to recognize some body parts by pointing when asked. * Recognize themselves in a mirror (point to self, make faces in mirror). * Express choices with gestures, signs, or words (select a toy they want). * Show confidence in their ability to make things happen by repeating or changing their actions to reach a goal (move closer to reach an object they want). * Share what they have done with others and show them things they like. * Explore their environment, occasionally “checking in” with a familiar, trusted adult. 	<ul style="list-style-type: none"> * Begin to name some body parts when asked. (“Nose,” when adult asks, “What’s this?” while touches nose.) * Identify themselves by name or a personal pronoun (I, me). * Express preferences and make choices. (When offered an object they do not want, will respond “No!”) * Use simple terms to describe their physical characteristics and what they can do. * Show increasing confidence and pleasure with their accomplishments. * Explore things that interest them in their environment. 	<ul style="list-style-type: none"> * Use more complex terms to describe body parts and physical characteristics (accurately identify “where it hurts”). * Identify themselves by first and last name. * Aware of the idea of ownership. (“This is mine, that is yours.”) * Describe themselves in positive terms, including what they like and dislike, what they can do, and what they have done. * Demonstrate emerging sense of independence in their choices and confidence that they can do many things. * Express a sense of belonging to a group. (“There’s Destiny from my class.”) 	<ul style="list-style-type: none"> * Use detail to describe positive feelings about themselves, their physical characteristics, what they can do, and what they have accomplished in a variety of areas. * Express preferences and explain reasons for choices. * Express awareness that they are members of different groups (family, clan, preschool class).

STRATEGIES FOR COMPONENT 1: STRATEGIES FOR DEVELOPING A POSITIVE SENSE OF SELF**SUGGESTIONS FOR ENRICHING THE ENVIRONMENT**

- Design children’s spaces as places where they experience joy, feel comfortable, safe, and successful.
- Include photos of each child with their family, as well as other materials that reflect their homes and cultures throughout the environment.
- Place unbreakable mirrors in several different areas of the room, such as at the changing table and on the walls at children’s eye level.
- Provide many opportunities for children to explore the outside natural environment, as well as the indoor environment.
- Provide opportunities for children to do “inside” activities in the outdoor setting such as painting, reading, kitchen/dramatic play.
- Label cubbies with children’s names and photos.
- Provide activities that are stimulating, challenging yet achievable.
- Provide cozy areas where children can be alone if they wish within sight of an adult.
- Provide a dramatic play/housekeeping area with familiar real life materials children can use in their play, such as telephones, dishes, food cartons, pots, and pans to encourage independence.
- Set up a “safe haven” table near the door, where children who have trouble separating may ease into classroom routines by engaging with play dough or simple puzzles.
- Provide shelves and other spaces for children’s extended art projects.

- Display work from all the children at their eye level. Include children’s own descriptions of their work as part of the display. Occasionally use paper or inexpensive frames or mats to highlight their work.
- Provide materials and activities that are developmentally appropriate for a wide range of ages and abilities. Include adaptive materials so children can fully participate and experience success. Offer choices of open-ended art materials, simple and more advanced puzzles, and a variety of blocks that children can access independently. Set up a safe woodworking area with child-safe tools and safety glasses.

EFFECTIVE STRATEGIES TO SUPPORT CHILDREN’S DEVELOPMENT AND LEARNING

- Demonstrate deep respect for each child and family.
- Greet children individually and help them engage in activities to ease their transitions from home.
- Demonstrate a genuine interest in each child. Smile, laugh, and spend time with them. Make comments that focus on positive qualities and contribute to their self-esteem.

- Respond to children according to their individual preferences and needs for daily routines such as feeding, sleeping, and comforting.
- Observe families interactions. Ask parents and guardians help learn more about their children. Use what is learned to provide consistent, predictable, loving care.
- Keep notes on each child to develop an individualized plan to meet each child's unique needs.
- Offer objects to comfort, such as a favorite blanket or stuffed animal to help a child feel secure when he or she appears upset.
- Take plenty of time to interact with each child in a relaxed way during everyday caregiving routines including diapering, dressing, and eating. Plan ahead so all supplies are readily available before starting routines. This enables full attention and focus to be on the child.
- Talk with children and narrate, putting words to their actions as they explore. ("I see that you are rubbing your fingers across the bark of the tree. How does it feel?")
- Play and interact with children at their level, getting down on the floor, or cuddling close together while reading a book.
- Provide opportunities for children to repeat successful activities, gradually providing similar but slightly more challenging experiences.
- Help children develop a positive sense of self by providing many opportunities to make choices, allowing them to make decisions and planning (what book to read, song to sing, or game to play).
- View mistakes as opportunities to learn. Be supportive and let children know everyone makes mistakes. Model that it is important to keep trying.
- Use children's home language as much as possible in daily conversations with them. Put words to feelings and emotions.
- Read books about families and encourage children to talk about their families. Invite children to share photos of their families. Discuss similarities and differences.
- Provide positive role models for both boys and girls. Read books that feature positive role models for boys and girls.
- Provide opportunities for children to identify themselves in pictures and to identify their names from a group of other names.





- Prepare children for new situations and changes in routines (such as a field trip or visitor) by using pictures, verbal explanations, and acting out what will happen.
- Have frequent conversations with children. Listen carefully, respond, acknowledge and give them credit for their ideas.
- Expand on children's ideas and interests. For example, a child's interest in vehicles may become a play theme or topic of study. Routinely involve children in thinking through real-life problems (how to clear a path through the new snow).
- Promote reflection by asking open-ended questions as children are working on a project.
- Help children use conflict resolution skills when they are working through problems with other children. Model negotiation skills by talking about the problem, the feelings related to the problem, and how to explore possible solutions.
- Acknowledge and celebrate children's successes. Encourage them to recognize their own achievements and congratulate peers on their successes.
- Help children identify coping skills that will help them when feeling stress, such as asking for a hug, holding a blanket and taking a break.
- Role model relaxation skills, such as deep breathing, slowly counting and progressively relaxing muscles to help children cope with challenges.
- Encourage children to think of mistakes as opportunities to explore alternative solutions and ways to complete tasks. Avoid making critical or negative comments. Acknowledge when you yourself make mistakes and talk about how you try to learn from them.

DEVELOPING RELATIONSHIPS

GOAL SED-2: Children form relationships and interact positively with familiar adults in play and everyday tasks.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Enjoy being held, cuddled, and talked to by familiar adults. * Recognize and reach out to familiar people. * Seek to be near trusted adults; stop crying when they come near. * Show signs of separation anxiety when a familiar caregiver leaves. * Make eye contact with others if culturally appropriate. * Imitate sounds, facial expressions, or gestures they see other people do and wait for a response (peek-a-boo, hands up for “so big”). 	<ul style="list-style-type: none"> * Show preference for and emotional connection with adults who take care of them on a regular basis (feel secure to explore and then “check in” with caregiver while playing, greet family member with big hug, seek out caregiver when upset or uncertain, exhibit anxiety when adult leaves). * Offer toys and objects to familiar adults. * Use sounds and gestures to engage adults (initiate simple give-and-take interactions). 	<ul style="list-style-type: none"> * Form close relationships with their primary caregivers and other familiar adults. * Seek help from trusted adults when upset (when fearful or having difficulty with something). * Feel more secure and calm more quickly, when primary caregiver is with them. * Use simple language to ask adults for help or to do something with them. (Sign or say “more” or “up up.”) 	<ul style="list-style-type: none"> * Seek out trusted adults for approval, emotional support, assistance, and help solving problems when needed. * Show affection for adults they are close to and refer to them by name. (“Hi Nana!”) * Given time, form positive relationships with new teachers or caregivers. * Show ease and comfort in their interactions with familiar adults. 	<ul style="list-style-type: none"> * Seek out and accept help from trusted adults as needed for emotional support, approval, assistance, social interaction, and help solving problems. * Build and strengthen positive relationships with new teachers or caregivers over time. * Use language effectively to converse with familiar adults, to ask for help, or to do something.

DEVELOPING RELATIONSHIPS

GOAL SED-3: Children form relationships and interact positively with other children in play and everyday tasks.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Notice other infants and children (turning and looking in their direction, reaching out for them). * Interact and move toward other familiar children when mobile. * Imitate sounds, expressions, or gestures when interacting with other children (shared smiling, squealing, clapping). 	<ul style="list-style-type: none"> * Show delight when familiar peers arrive. * Enjoy playing alongside other children. * Imitate actions of older siblings and playmates. * Offer toys and objects to other children. 	<ul style="list-style-type: none"> * Show positive emotion and turn taking, with guidance and support, when playing with familiar playmates. * Show affection or preference for particular children (spontaneously hug, call other child a friend). * Remember and use names of familiar playmates. * Use appropriate words to influence playmates' behavior. ("Play with me." "Please stop.") * Participate in play with other children. 	<ul style="list-style-type: none"> * Demonstrate developing social skills with guidance and support when interacting with other children (improving turn-taking, conflict-resolution, sharing). * Form and maintain friendships with a few other children. * Identify another child as a friend. * Begin to initiate positive interactions and play with other children. * Seek comfort from and give support to familiar children. * Begin to demonstrate a respect for the rights and property of others (ask to play with someone else's toy). * Notice and accept similarities and differences among people, including people with disabilities and those from different cultures (hair color, gender, or favorite activities). 	<ul style="list-style-type: none"> * Demonstrate social skills when interacting with other children (turn-taking, conflict-resolution, sharing). * Form and maintain friendships with other children of diverse cultural backgrounds, abilities, and genders. * Can name qualities that make a good friend. * Have effective back-and-forth conversations, negotiate, and plan with other children. * Play, interact, and make decisions collaboratively with other children in pairs and small groups (work on project together, exchange ideas). * Express respect and caring for all people, celebrating similarities and differences among people of all abilities and cultures.

STRATEGIES FOR COMPONENT 2: DEVELOPING RELATIONSHIPS

SUGGESTIONS FOR ENRICHING THE ENVIRONMENT

- Work to develop a sense of community among the children and adults in your setting by reading books, singing and playing together.
- Allow each child in your care to have responsibilities such as setting the table, helping to put away toys, watering plants, caring for pets, and contributing to the good of the group.
- Create inviting interest areas or centers in the room where small groups of children can play. Include a housekeeping/dramatic play area with materials that represent a variety of cultures and families, changing props throughout the year.
- Provide plenty of time and opportunity for enjoyable peer and adult interactions during routine times, such as snack time, hand washing, and clean up. Avoid hurrying children.
- Promote cooperation and sharing by having enough materials in centers/interest areas and elsewhere around the room that allow children to play together.

EFFECTIVE STRATEGIES TO SUPPORT CHILDREN'S DEVELOPMENT AND LEARNING

- Continually nurture your relationship with each child daily, working in close proximity to help each of them develop a sense of trust and belonging.
- Nurture relationships with each family, treating them as valued partners with frequent conversations and seeking their input.
- Be honest with children, providing a good model for them to follow. Follow through on what you have told the child you will do.
- To promote attachment, assign one specific person to be the primary caregiver for each young child for as long as possible.
- Reassure family members that children can form

attachments to more than one person and will not become less attached to them if they have a good attachment to their caregivers as well.

- Support each child's attachment to his/her family while the child is in your care. Greet both children and family members as they arrive and depart. Talk about family members with children during the day. Set up a communication system (report form, notebook, text, or e-mail) to let families know what the child's day has been like.
- Encourage family members to say goodbye to their children and reassure them that their loved ones will come back.
- Help children learn strategies to deal with separation from their parents, such as bringing something special from home (their own or the parents').
- Interact with children in an engaging way during caregiving routines such as diapering, feeding, and hand washing.
- Watch infants for signs that they are not becoming attached. For example, a child might become passive, not react to something that would typically upset a child, or seem not to thrive like other infants. Talk with family members, administrators, or other professionals if you observe these signs.
- Recognize that fear of strangers and separation anxieties are normal stages of attachment in mobile infants. Help parents understand that this is normal development and create strategies and good-bye routines to support the child/family through this stage.
- Treat children as individuals by frequently using their names rather than just talking to them as a group.
- Model "gentle touches" for children as they interact with each other.
- Meet children's needs in a timely manner. Provide children with a sense of security and trust.

- Discuss the characters in storybooks, talking about feelings of the characters, similarities and differences in their appearances, etc. Help children to make their own books or class books with photos or pictures of children displaying a variety of feelings. This could be especially helpful for children who are non-verbal or who have language difficulty.
- Provide books and music that depict a variety of cultures and traditions.
- Engage in meaningful, back and forth, conversations with children. Listen to children's interests and ask genuine follow-up questions. Let children see that you understand by mirroring their emotions, such as sharing joint excitement over an accomplishment.
- Share activities that help children get to know each other and help them recognize and appreciate similarities and differences. For example, graph eye color, hair color, gender, and how they get to school.
- Provide opportunities for children to play cooperatively in pairs and in small groups to foster friendships. Make sure they have opportunities to play with and learn to appreciate all of their peers.
- Celebrate group successes and collaboration instead of competition.
- Help children initiate play with other children in positive ways. Model strategies to help children enter a group ("Can I be a sister?") and give children suggestions on how to join play activities with another child or group of children, such as sharing toys and play ideas, offering to help, and giving compliments. Be especially mindful of dual language learners who may need additional support.



- Invite children to participate in a variety of small-group activities such as cooking and reading together, and in large-group activities such as circle time and creative movement for short periods of time.
- Promote nurturing behavior by encouraging children to help each other, reading books that demonstrate caring and setting a good example.
- Invite family members and people from the community who model caring for others to share their cultures, traditions, and talents.
- Take trips to visit people and places in the community.
- Involve children in projects that help the community, such as recycling, visiting the elderly, and collecting food or other items for those in need.

SELF-REGULATION AND PRO-SOCIAL BEHAVIORS

GOAL SED-4: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Use gestures and sounds to get another person to do something (cries, points to cup they want). 	<ul style="list-style-type: none"> * Use gestures, sounds, objects, or simple words to get another person to do something (bring box to adult to be opened, make noise to get someone to look). * Begin to follow simple directions. (“Please get your shoes so we can go outside.”) * Control impulses some of the time (look at forbidden object and say, “No, no,” allow adult to direct them to a different activity). * Accept adult help to resolve problems and conflicts, and cooperate when an adult redirects them from a situation that poses a problem. 	<ul style="list-style-type: none"> * Demonstrate pro-social behaviors, participate in routines, and transition from one activity to the next with adult guidance and support (need adult reminders to self-regulate and return toy they have taken from another child). * Adjust their behavior to fit situations (tiptoe near a sleeping baby, use a quieter voice inside, runs outside). * Accept limits of the environment and redirection (accepts “no” and moves onto another activity without getting overly upset). * Evaluate their own and others’ actions as right or wrong (pointing out that another child is climbing on the table). * Show caring and cooperation (help to put away toys, offer to help another person). * Wait for a short time to get what they want (a turn with a toy, a snack), with guidance and support. 	<ul style="list-style-type: none"> * Demonstrate pro-social behaviors (waiting for a turn), participate in routines, and transition smoothly from one activity to the next with some adult guidance and support. * Often make requests clearly and effectively. * Show awareness that their actions affect others (move carefully around classmate’s block structure). * Wait for a short time to get what they want (a turn with a toy, a snack). * Work to resolve conflicts effectively, with guidance and support. 	<ul style="list-style-type: none"> * Demonstrates pro-social behaviors, participate in routines, and transition smoothly from one activity to the next with minimal support. * Make requests clearly and effectively most of the time. * Balance their own needs with those of others in the group most of the time. * Anticipate consequences of their actions and plan ways to solve problems effectively, with a small amount of guidance and support. * Use a variety of strategies to solve conflicts with increasing independence and show greater understanding of when to bring a problem to an adult. * Defend self while respecting the rights of others. * Play independently, in pairs, and cooperatively in small groups. * Initiate play and know how to enter into a group of children who are already involved in play. * Show social support through encouraging words or actions. (“I’ll be your friend.”)

SELF-REGULATION AND PRO-SOCIAL BEHAVIORS

GOAL SED-5: Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Express a range of emotions (happiness, sadness, fear, and anger) with their face, body, and voice. * Show when they feel overwhelmed or are in distress or pain (cry, yawn, look away, extend arms or legs, arch their body, fuss). * Soothe themselves (suck thumb or pacifier, shift attention, rock back and forth, rub hands together, snuggle with soft toy). 	<ul style="list-style-type: none"> * Use body language, facial expression, simple words or signs to communicate needs and feelings (clap when happy, shout “Whee!” when excited). * Separate from parent or main caregiver without being overcome by stress. * Find comfort and calm down in a familiar setting or with a familiar person. 	<ul style="list-style-type: none"> * Frequently use simple words or signs to communicate needs and feelings. * Manage emotions and control impulses with guidance and support. (Instead of hitting says, “I don’t like that!” Waits by door instead of running ahead when excited to go out.) * Display emotional outbursts less often. * Use physical ways of expressing themselves when their feelings are intense (jumping up and down when excited). 	<ul style="list-style-type: none"> * Use words or signs to express their needs and feelings most of the time. * Suggest reasons for their feelings. (“I’m sad because Grandma’s leaving.” “That makes me mad when you do that!”) * Manage emotions, control impulses, and calm themselves with adult support and guidance. 	<ul style="list-style-type: none"> * Use increasingly more complex vocabulary to express their feelings, as well as to identify the emotions of others. * Describe reasons for their feelings that may include thoughts and beliefs as well as outside events. (“I’m happy because I wanted to win and I did.”). * Manage emotions, control impulses, and delay gratification with minimal support, coming up with possible problem-solving strategies and solutions for managing their frustrations, calming, and regulating themselves.

SELF-REGULATION AND PRO-SOCIAL BEHAVIORS

SD ELG 6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Become upset when another infant is crying. * Respond differently to positive vs. negative emotional expressions of others. 	<ul style="list-style-type: none"> * Try to comfort another child or adult who is upset (bring a comfort object, stroke the person on the back). * Look at familiar caregivers to see how the caregiver is feeling (look to see if the caregiver is upset after they spill a drink). * Match their tone and emotions to that of others during interactions. 	<ul style="list-style-type: none"> * Use simple words and/or actions to comfort another child or adult who is upset. (provide a comfort object, hugging a peer who is crying and says, "OK.") * Show concern for others (share a toy with someone who doesn't have one). * Offer help to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). * Recognize facial expressions or actions associated with different emotions. 	<ul style="list-style-type: none"> * Use words to comfort another child or adult who is upset (bring a comfort object, pat the person on the back). * Communicate concern for others. ("Are you OK?") * Use words and/or actions to meet the needs of others (pick up item someone dropped, help another child who is having trouble building a block tower). *With guidance and support, show respect for others' feelings and points of view (work out conflicts, listen to opinions expressed by others). 	<ul style="list-style-type: none"> * Communicate understanding, empathy, and support for others' feelings. * Show awareness that their behavior can affect the feelings of others. ("I didn't mean to hurt you when I threw that.") * Choose to act in ways that show respect for others' feelings and points of view most of the time (complement each other during play, work out conflicts, show respect for opinions expressed by others). * Recognize that everyone has emotions and that other people may not feel the same way they do about everything.

STRATEGIES FOR COMPONENT 3: SELF-REGULATION AND PRO-SOCIAL BEHAVIORS

SUGGESTIONS FOR ENRICHING THE ENVIRONMENT

- Keep the mood positive, creating an environment where children and adults are happy and engaged.
- Establish a predictable daily routine and post a schedule that includes both pictures and words.
- Encourage children to identify, interpret, and express a wide range of feelings for themselves and others by providing books, toys, puppets and activities such as drawing, writing, creating art and movement, and open-ended pretend play.
- Set up a *Safe Place Center* in the room where children can go when they are having a difficult time. Place soft pillows or cuddly bears, and pictures on the wall of their family members for comfort.
- Have a *Solution Center* or *Peace Talk Area* where children can talk out and verbalize their feelings and resolve conflicts by themselves or with the help of an adult if needed.
- Recognize that expressing both positive and negative feelings is a part of healthy emotional development. Children need support to learn to express intense feelings with words and acceptable physical ways.
- Use natural situations that provide opportunities to talk and identify feelings, and how our actions may affect the feelings of others.
- Talk with children about events or challenges that are influencing their emotions.
- Model socially appropriate ways to express unpleasant feelings and how to ask for something, using puppets or role-playing.
- Include words that describe feelings as part of children's overall language development. Model language to help children identify emotions you see a child is experiencing. ("You look disappointed.")
- Give children something engaging and constructive to do during transitions or when they have to wait. For example, sing songs, draw a picture, play with a puzzle, or tell a story.
- Model techniques to help children learn to relax, stay calm and manage their anger and fears, such as breathing deeply, finding a comfortable spot to listen to music, and using words to express themselves.
- Understand that some children have a greater need for movement than others and make sure to provide opportunities for movement throughout the day. Allow children to move freely from one interest area/center to another. Consider allowing a child to stand, sit, or lay down in a comfortable position while you read a story to the group.
- Involve children in creating a small number of shared expectations/rules/guidelines for the group.

EFFECTIVE STRATEGIES TO SUPPORT CHILDREN'S DEVELOPMENT AND LEARNING

- Respond to children's verbal and nonverbal expressions of feelings, such as signs of becoming overwhelmed. Let children know you are there for them and care about them unconditionally.
- Be patient with children. Model using a calm voice. Recognize that young children do not cry or act out in an effort to frustrate adults. They are simply learning to communicate their wants and needs. Responsive adults help children learn to effectively communicate needs.
- Allow children to make choices to promote feelings of control and success. Encourage them to do things for themselves as much as possible, even though it may take longer and won't be done as you might have done it yourself.

- Reinforce appropriate behaviors by providing positive feedback and linking to your shared expectations/rules. (“Thank you so much for walking in the room and keeping your friends safe.”)
- Explain reasons for limits and provide alternatives. (“We use gentle touch so we do not hurt our friends. When you are mad, you can use words to talk to your friend about it or come to an adult for help.”)
- Use reminders and logical consequences. If a child throws sand let her know that if it happens again she will need to leave the sand table and choose another activity. Then assure her that she will have other opportunities to return to the sand table to “practice” good choices again.
- Consider teaching children a Social Problem Solving Process: identifying the problem, brainstorming possible solutions, choosing a solution, trying it out, evaluating their success, and trying something else if not successful.
- Redirect children’s inappropriate behavior by offering choices. (“It’s not OK to push our friend away from the play dough table, but you can play with the blocks or in the art area.”)
- Establish a transition routine, such as singing or playing a special song that provides cues to let everyone know they need to clean up or come to circle by the time the song ends.
- Encourage and acknowledge children when they use good manners, such as holding the door for a friend and saying “please,” “thank you,” and “excuse me.” Model an attitude of thankfulness and gratitude. Thank children for being kind and include them in writing thank you notes to others.
- Encourage children to express their needs with words. Model appropriate language, such as, “May I please have that toy?”
- To promote self-regulation play games such as *Simon Says*, *Sing Head, Shoulders, Knees, and Toes*, and ask children to touch their heads when they say “toes” and toes when they say “head.” This promotes their brain’s ability to stop, think, and vary their responses.
- Use music, literature, puppets, and role-playing to help children recognize feelings of others.
- Encourage children to express different emotions in their pretend play.
- Model empathy and help children develop empathy toward others. Talk with them about how their actions impact others. Encourage them to notice and ask others how they are feeling.

COMMUNICATION, LANGUAGE AND LITERACY DOMAIN (CLL)

From birth, children are learning language and developing the ability to communicate. The **COMMUNICATION, LANGUAGE AND LITERACY** domain describes many important aspects of children’s language and early literacy development.

Language development begins with children’s ability to understand what others are communicating to them. Infants and toddlers understand more words than they can say. Children learn the meaning of words and other forms of communication first. They gradually learn to express themselves, starting with the ability to express their needs through crying, gesturing, and facial expressions, and later using words. By the time they are preschoolers, most children have developed a large vocabulary and are learning the rules of language such as grammar.

As children are learning the language their family speaks, it is also a good time for them to begin learning to speak another language. Brain research clearly shows that learning new languages is much easier if children begin early in life. During the first years of life, connections are being formed in the brain. When children hear the sounds of language, they form connections in the brain that expand the potential for further learning in that language. If children do not hear a language in the early years and form these connections, it will be much harder for them to learn it later. There are many advantages to learning a new language, including stronger cognitive abilities such as flexibility in thinking, greater sensitivity to language, and better listening skills. In addition, learning a new language improves a child’s understanding of native language. Therefore, *the Early Learning Guidelines* elevates the value that preschoolers have opportunities to begin to learn a new language, which ideally would be a language that is used in their community. For instance, if there are a large number of Spanish speakers in the community, Spanish would be a natural choice as a new language that children begin to learn. Even sign language can readily be included in daily routines.

Children whose families speak a language other than English at home are learning English as a new language. *The Early Learning Guidelines* refer to this type of language learning as “Dual Language Learning” (DLL) because children are learning to communicate in their home language and in English. Dual Language Learning children need to continue to learn and speak their family’s language because learning their home language lays the foundation for learning English plus they will learn other concepts more easily. Children whose families speak a language other than English will probably demonstrate progress on *the Early Learning Guidelines* in their home language, so it is important to encourage children and their families to continue to use their own language while they are learning English.

Teachers and caregivers should keep in mind that children with disabilities may need extra support when they are communicating with others. They may need listening devices to help them hear so that they can learn the sounds, words, and expressions used in language. They may need therapy or assistive devices to help them communicate clearly. Teachers and caregivers should communicate with and observe young children carefully to determine if they are picking up communication skills early on and seek additional assistance if a child is delayed in this area.

COMPONENTS
COMMUNICATING AND ORAL LANGUAGE DEVELOPMENT
FOUNDATIONS FOR READING
FOUNDATIONS FOR WRITING
LEARNING NEW LANGUAGES



Children also learn many important early literacy skills as they grow and develop. The youngest children build their foundation for reading and writing as they explore books, listen to songs and nursery rhymes, hear stories, and begin to draw and scribble. Preschoolers learn to follow along as someone reads to them, remember familiar stories and talk about them, learn the names of the letters of the alphabet, and begin to be more intentional about what they draw and scribble. Children also develop phonological awareness as they play with the sounds of language. All of these characteristics and skills are important because they lay the foundation for children to become successful readers and writers in elementary school. Given a good early foundation some children develop these characteristics before entering kindergarten while others may develop them later.

Adults build nurturing relationships by paying close attention to what children are trying to communicate. Responding consistently to children's communication, children become good communicators. This is especially important for infants and toddlers as they learn first how to communicate nonverbally and then with words. Teachers and caregivers also promote communication skills and early literacy skills as they talk with, read to, and sing with children of all ages. Children learn that reading and writing are important as they see adults using these skills in everyday life. Adults can point out letters, help children follow print, and play games to introduce early literacy concepts such as the sounds included in words. Technology and interactive media are tools to help children record their thoughts in pictures and words which are important aspects of early writing skills. Children best learn early literacy skills while participating in daily routines.

COMMUNICATION, LANGUAGE AND LITERACY (CLL)

COMMUNICATING AND ORAL LANGUAGE DEVELOPMENT

- **GOAL CLL-1:** Through their explorations, play, and social interactions, children successfully communicate for multiple purposes.
- **GOAL CLL-2:** Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language.
- **GOAL CLL-3:** Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.

FOUNDATIONS FOR READING

- **GOAL CLL-4:** Through their explorations, play and social interactions, children develop interest, motivation, and appreciation for literacy-based materials and activities.
- **GOAL CLL-5:** Through their explorations, play, and social interactions, children comprehend, use, and begin to reflect on and analyze information in books and other media.
- **GOAL CLL-6:** Through their explorations, play and social interactions, children begin to recognize basic concepts of print and discover that they can get meaning from print.
- **GOAL CLL-7:** Through their explorations, play, and social interactions, children listen, identify, and respond to sounds, and develop phonological awareness.
- **GOAL CLL-8:** Through their explorations, play, and social interactions children develop knowledge of letters and the alphabetic principle.

FOUNDATIONS FOR WRITING

- **GOAL CLL-9:** Through their explorations, play, and social interactions, children use writing and drawing as means of communication.
- **GOAL CLL-10:** Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills.

LEARNING NEW LANGUAGES

- **GOAL CLL-11:** Through their explorations, play, and social interactions children demonstrate an understanding that there are multiple languages and begin to communicate in another language other than their home language.

COMMUNICATING AND ORAL LANGUAGE DEVELOPMENT

GOAL CLL-1: Through their explorations, play, and social interactions, children successfully communicate for multiple purposes.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Respond to familiar faces, voices, or simple sign language by looking or making eye contact. * Briefly pay attention to the same object the caregiver is looking at. * Communicate nonverbally by repeatedly using actions to let adults know what they want (reach out arms to ask to be held). * Respond to simple requests (“Do you want more?”) with sounds, actions, or simple sign language. * Engage in turn-taking during social and vocal play with adults and other children (babbling, imitating facial expressions). 	<ul style="list-style-type: none"> * Respond to gestures, facial expressions, and tone of voice, with words or simple sign language. * Establish joint attention by repeated cycles of looking at an object, at their caregiver, then back at the object. * Use sounds, actions, or simple words to initiate interaction and simple conversation with another person and make their needs known. * Follow simple directions and visual cues. (“Pick out your favorite book and I’ll read it to you.”) * Respond to simple statements and questions about pictures, play, people, and things that are happening. 	<ul style="list-style-type: none"> * Respond when others initiate conversation, as well as to their gestures, facial expressions, and tone of voice using a larger variety of words or signs. * Engage in short back and forth conversations with adults and peers. * Ask questions or use verbal or nonverbal cues to initiate communication with another to make their needs known. * Follow two-step directions with visual cues if needed. (“Would you please return this book to the shelf and then come outside with me?”) * Answer and ask simple questions. (When asked, “What were you playing with?” Responds, “My blue truck.”) 	<ul style="list-style-type: none"> * With prompting and support, initiate and carry on conversations, make comments, and ask questions related to the topic of discussion. * With prompting and support, provide responses to questions and pose questions to learn new information, clarify ideas, and have their needs met. * Follow simple multi-step directions with visual cues if needed. * Show understanding of increasingly complex sentences. * Demonstrate motivation to communicate in play and everyday activities (excitedly describe block structure they are working on as adult sits down to join them). 	<ul style="list-style-type: none"> * Initiate and engage in conversation and discussions with adults and other children that include multiple back-and-forth exchanges. * Participate in a group discussion, making comments and asking questions related to the topic. * Provide meaningful responses to questions and pose questions to learn new information, clarify ideas, and have their needs met. * Follow multi-step directions that contain details. (“Please go to your room, find your blue shirt and put the dirty one in the laundry basket.”) * Appreciate and use humor.

COMMUNICATING AND ORAL LANGUAGE DEVELOPMENT

GOAL CLL-2: Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Make different sounds and actions for different purposes (coo to gain someone’s attention, whimper when wet, cry loudly when hungry). * “Jabber” and pretend to talk using many sounds or simple sign language from the languages used around them. 	<ul style="list-style-type: none"> * Communicate through facial expressions, sounds, and body movements, such as waving and nodding. * Expect others to understand them and show frustration if not understood. * “Jabber” and put together vocalizations mimicking the rhythm and flow of their home language. 	<ul style="list-style-type: none"> * Communicate messages with expression, tone, and inflection. * Use speech that is understood most of the time by familiar listeners. * Communicate in two to three word sentences that follow the word order of their home language. 	<ul style="list-style-type: none"> * Communicate messages with expression, tone, volume, and inflection appropriate to the situation most of the time. * Speak clearly enough to be understood by familiar adults and children. * Communicate in longer sentences and use many of the conventions of grammar in their home language (plurals, tenses, prepositions), although may over-generalize grammatical rules. (“There are lots of childs in our room.”) 	<ul style="list-style-type: none"> * Adapt their communication to meet social expectations (speak quietly in library, speak politely to older relative). * Speak clearly enough to be understood by most people, although may make some pronunciation errors. * Use complete sentences that are grammatically correct most of the time to express ideas, feelings, and intentions.

COMMUNICATING AND ORAL LANGUAGE DEVELOPMENT

GOAL CLL-3: Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Make specific sounds, facial expressions, and/or gestures for certain people and objects. * Imitate sounds, words, and gestures. * Recognize spoken or signed words used for common items, people, and actions. 	<ul style="list-style-type: none"> * Show steady increase in words they use (name family members and familiar objects). * Use simple words to label people and objects and make requests (“doggy,” “more,” “all done”). * Imitate familiar people, as well as repeating parts of songs and rhymes. * Respond to simple spoken or signed words and phrases that they hear often. 	<ul style="list-style-type: none"> * Use new words each day and have a word for almost all familiar people, objects, actions, conditions, and concepts (Gramma, chilly, big, little, in, out). * Talk to themselves and others about what they are doing, and events of the day. * Participate in or repeat familiar songs, chants, or rhymes. * Use words, actions, or signs to communicate during dramatic play to act out familiar scenes and events, and imitate familiar people. 	<ul style="list-style-type: none"> * Use many newly acquired words to describe meaningful objects and activities in their environment, including words for parts of objects (tail, paw) and more than one word for the same object (cat, kitty). * Describe experiences and create short stories. * Repeat familiar songs, chants, or rhymes. * Use simple phrases and responses to peers in their dramatic play as they imitate familiar people and events. * Demonstrate understanding of an increasingly rich vocabulary. * Use cues in the environment to figure out what words mean (figure out the meaning of “breeze” when out flying kites and adult says, “Wow, look at your kite flying in the breeze!”). * Make up names for things using words they know (froggy-fish for tadpole). 	<ul style="list-style-type: none"> * Use an increasingly rich and sophisticated vocabulary to clearly express their thoughts (using two or more new words each day in play and meaningful contexts). * Tell real or imaginary personal stories with more detail. * Independently sing or create their own songs, chants, and rhymes. * Act out defined roles and storylines in dramatic play with back-and-forth dialogue with each other. * Uses new subject-specific words after repeated exposure to meaningful experiences and vocabulary (after playing in the block area with an adult, using ramps and balls, talks about <i>ramps</i> and <i>inclines</i>). * Infer the meaning of new words from the context in which they are used (figuring out the correct names for two new foods when the adult says, “Today we’re having <i>tortillas</i> with beans and <i>empanadas</i> with sauce” by distinguishing between the beans and sauce). * Name other words for objects and actions (synonyms such as walk and stroll) and accurately choose the most appropriate term from two similar words. (“It’s not just <i>warm</i>, it’s <i>burning hot!</i>”) * Put similar words into categories (hat, mitten, coat, boot). * Name common opposites for some words.

STRATEGIES FOR COMPONENT 1: COMMUNICATING AND ORAL LANGUAGE DEVELOPMENT

SUGGESTIONS FOR ENRICHING THE ENVIRONMENT

- Design your environment to reflect the diversity of families represented in your program, including their cultures, languages, and family make-up. This can include fabrics, signs, books, photos and posters that portray people involved in real life experiences, and other materials that you can talk with the children about.
- Play CDs of children’s songs from various cultures, while children are playing in centers or interest areas; occasionally sing along and encourage children to join you.
- Provide a dramatic play area where children can pretend to role-play. Use a variety of props to expand children’s use of oral and written language such as phones, microphones and recording devices, paper and writing instruments, computers, etc.
- Set up interest areas with objects and experiences that will stimulate children to use descriptive language, such as putting different kinds of rocks in the science/discovery area.
- Provide basic toy phones (which can be purchased or made from plastic PVC pipes and corner joints) that allow children to hear themselves speak, providing immediate feedback.
- Include wordless books to build listening, vocabulary, comprehension, and literacy skills. Can be used in ELL and with struggling readers.
- Respond to young children when they look at you, cry, smile, coo, say words, and reach or move toward you. Talk to them, pick them up, and imitate their sounds back to them. Show them you enjoy these conversations.
- Practice conversational turn-taking with young children through talking, actions, and playing games like “peek-a-boo” or other communication games from their culture. Ask family members to teach you some of these games.
- Realize that behaviors such as biting or tantrums may happen because children do not have the words to communicate. Help children relax and give them words and or simple sign language that can help them name and describe their feelings and communicate their needs.
- Provide frequent opportunities for children to engage in social conversations such as during meal or circle times.
- Take children outdoors to listen to sounds. Encourage children to listen intently and to describe sounds they hear in their environment.
- Play audio recordings of family members’ voices in their own language to help children to feel more connected to their families.
- Use a variety of words when you talk, including labels for things, action words, and many descriptive words. (“Look at the squirrel with the long, fluffy tail! It is running and jumping all over the yard.”)

EFFECTIVE STRATEGIES TO SUPPORT CHILDREN'S DEVELOPMENT AND LEARNING

- Make sure babies can see or feel your mouth when you hold them. This is particularly important when talking with children with hearing loss. Make sounds or repeat the sounds babies make to encourage back and forth communication.

- When speaking insure tone and facial expression match what is being said. For example, use a serious tone when saying “Hitting hurts. Be kind to friends. Let’s find a way to use words to tell your friend you want to play with the ball.” This will help all children and especially children with limited vocabulary, dual language learners, and children with hearing loss.
- Encourage children to try out new sounds and words, including words in different languages (family language, school language, and/or other languages). Give children opportunities to play with sounds. Provide experiences with “stretching out” words by saying them slowly sound-by-sound.
- Talk with children in a positive tone and speak in an encouraging way about what they are hearing, seeing, feeling, smelling, and tasting. Talk about printed words they see related to those experiences.
- Teach children simple words and phrases in sign language and use with familiar songs and phrases.
- Model appropriate language by using correct grammar and a variety of different words. Show children how to participate in conversations by having many conversations with them and with other children and adults (encourage children not to interrupt, help children to clarify what they are saying when they feel misunderstood).
- Sings songs, say rhymes, and do finger plays in English and other languages.
- Use transitions between activities such as songs, sign language, and finger plays incorporating actions during transitions are especially helpful for children with limited communication skills.
- Engage children in conversation while at play, snack time, lunch, and during other routines.
- Listen attentively; don’t rush children’s speech. Follow children’s lead in the conversation and show interest by being at the child’s level.
- Explain the meaning of words during conversations and story time. Use the new words in a variety of contexts throughout the day.
- Use visual cues such as props, demonstrations, and gestures to help children understand instructions, especially children who are just beginning to learn English and children with disabilities who have limited language skills.
- Use photos of the child doing the routine activities of the day to help those who have difficulty with understanding directions.
- Help children discriminate sounds in spoken language through rhymes, songs, and word games, using various media (e.g., CDs, tablets, computers, smart boards).
- Encourage children to retell and act out stories you have read together. Ask questions about books and stories.
- Provide communication devices, such as picture schedules and communication boards that have pictures the child can press or point at to communicate wants and needs.
- Talk about things you are doing and the child is doing (“referred to as mapping your actions.”) Think of interesting words to describe details and actions. For example, if you are pretending to wash dishes, you might talk about scrubbing and scouring. When outside describe what the sounds are as you hear them.
- Provide frequent opportunities for children to talk and listen to each other such as a sharing time, lunch, and snack times using smaller groups to encourage more meaningful conversation.
- Provide opportunities for children to talk in front of a mirror so they can see the movement of their mouth and the sound they are making at the same time.
- Use enjoyable books, poems, rhymes, finger plays, and songs that children can repeat frequently.

- Read opposite books and have fun coming up with opposites for words, as well as multiple words that have similar meanings (synonyms) for words children are using and experiencing in their environment (pet, pat, stroke, nuzzle).
- Use facial expressions, gestures, sign language, and a rich and varied vocabulary when speaking and reading with children.
- Use new words introduced in a variety of contexts during the day. Be intentional in use of new words and phrases.
- Teach and reinforce subject-specific words as you use them in context (discuss caterpillar, chrysalis, butterfly, metamorphosis, measure, etc. as you hatch butterflies) and then continue to use these words throughout the year.
- Give children clear instructions that help them move from simple directions to a more complex sequence. State directions positively, respectfully, carefully, and only as needed.
- Provide interpreters for children who have hearing impairments or English Language Learners.
- Engage children in one on one, peer to peer, and small group conversations to have more opportunities to express themselves than they would in the large group. This approach provides opportunities to monitor children's communication skills and comprehension.
- Pass around a "Talking Stick" or other interesting item that can be used as an indicator of whose turn it is to talk or contribute to a group conversation.
- Ask open-ended questions to encourage conversation and stimulate children's thinking, communication skills, and creativity.
- Invite support personnel, such as Speech and Language Pathologists, to model and provide suggestions for meeting individual children's communication needs.



FOUNDATIONS FOR READING

GOAL CLL-4: Through their explorations, play and social interactions, children develop interest, motivation, and appreciation for literacy-based materials and activities.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Pat and chew on cloth, plastic, and board books. * Look at pictures of faces and simple objects in books and other print media. * Listen to simple and repetitive books, stories, and songs. 	<ul style="list-style-type: none"> * Explore reading behaviors with assistance (choosing books, opening and closing books, or turning individual or grouped pages in a book). * Show interest in picture books, especially tactile books, point to pictures. * Listen to simple and repetitive books, stories, and songs for brief periods of time. (May join as caregiver finishes a short book with another child.) * Carry books around and ask caregiver to read favorite books aloud. 	<ul style="list-style-type: none"> * Explore reading behaviors independently (choosing books, opening and closing books, or turning individual or grouped pages in a book). * Show interest in choosing and exploring different types of books. * Listen for short periods of time to storybooks, informational books, stories, poetry, songs and finger plays. (Child enjoys several minutes as caregiver reads short book to a few children but may leave before the end.) 	<ul style="list-style-type: none"> * Engage in reading behaviors independently for several minutes at a time. * Show an interest in words and printed materials and other reading-related activities. * Listen to and discuss storybooks, simple information books, and poetry with a small group or individually with an adult. * Identify a variety of print resources, such as books and magazines. 	<ul style="list-style-type: none"> * Engage in reading behaviors independently with increased focus for longer periods of time. * Demonstrate motivation, interest and enjoyment in reading books and other printed materials, acting out stories while engaged in play independently and with others. * Listen to and discuss increasingly complex story books, information books, and poetry. * Identify a variety of print resources, including books, magazines, invitations, and cards, as well as e-books and other electronic media if available. * Point to title of book when asked after adult has read title and author.

FOUNDATIONS FOR READING

GOAL CLL-5: Through their explorations, play, and social interactions, children comprehend, use, and begin to reflect on and analyze information in books and other media.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Show recognition or delight when caregiver reads a familiar story or sings a familiar song. 	<ul style="list-style-type: none"> * Listen to and repeat parts of simple and repetitive books, stories, songs, and finger plays. * Make appropriate sounds when looking at pictures. (When looking at a duck says, "Quack, quack." When looking at a car says, "Vrrrrrooom.") * Looks at most pages as caregiver reads short book. 	<ul style="list-style-type: none"> * While being read to by an adult, chime in by saying the word or repeated line in a book. * Pretend to read familiar books from memory; repeat familiar phrases while looking at a book. * With support, share personal experiences that relates to events described in familiar books. 	<ul style="list-style-type: none"> * Imitate repeated phrases in storybooks and story dialogue with some accuracy and detail. * Discuss storybooks by responding to questions about what is happening and predicting what will happen next, with prompting and support from an adult. * Use books and other media that communicate information to learn about the world by looking at pictures, asking questions, and talking about the information, with prompting and support from an adult. * Use their knowledge of the world (what things are, how things work) to make sense of stories and informational texts. * Relate personal experiences to events described in familiar books, with prompting and support. * Ask questions about a story or the information in a book. * Describe what they like or don't like in a story or book. 	<ul style="list-style-type: none"> * Retell a story from a familiar book and relate it to real-life experiences, with prompting and support from an adult. * Make predictions of next steps in a story. * Name two or more similarities and differences between two characters, their experiences, or settings, when prompted by an adult. * Use informational texts and other media to learn about the world, infer from illustrations, ask questions, and talk about the information. * Use knowledge of the world to make sense of more challenging texts. * Relate personal experiences to an increasing variety of events described in familiar and new books. * Ask more focused and detailed questions about a story or the information in a book. * Give a reason for liking, or not liking, a story or book.

FOUNDATIONS FOR READING

GOAL CLL-6: Through their explorations, play and social interactions, children begin to recognize basic concepts of print and that they can get meaning from print.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Explore books and paper by tasting, mouthing, crumpling, banging, and patting. * Look at pictures while cuddling with caregiver. 	<ul style="list-style-type: none"> * Sometimes treat pictures as real (licking a picture of ice cream, rubbing “fur” of a cat in a book.) * Turn pages (but not always in the right order); point to and label pictures in books. * Show awareness of and identify some environmental print and logos (favorite cereal box, a sign for a familiar store). 	<ul style="list-style-type: none"> * Hold a book upright, turn some pages from front to back (but not always in the right order), close book, and say, “done” or “the end.” * Demonstrate knowledge of the basic concepts of print, such as knowing the differences between pictures and print. * Demonstrate an understanding of realistic symbols such as photographs, and later abstract symbols such as signs and environmental print (know which pictures stand for which activities on a daily schedule; when looking at a symbol of hand-washing near a sink, says, “Wash hands.”) * Demonstrate understanding of the need for and the uses of print. (Pretend to read a “grocery list” during play. When looking at a menu, says, “I want oranges.”) 	<ul style="list-style-type: none"> * Demonstrate book-handling skills, such as holding a book right-side up and turning pages from front to back. * Recognize that print occurs in different forms and is used for a variety of functions, such as telling people what to do, where to store things, and when they will have a turn with prompting and support from an adult. * Recognize familiar environmental print, such as “STOP” signs, and realize the meaning of the words. 	<ul style="list-style-type: none"> * Hold a book upright while turning pages one by one from front to back. * Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, directionality of print). * Run their finger under or over print as they pretend to read text, with prompting and support from an adult. * Recognize own first name in print and that of some friends. * Demonstrate knowledge that a symbol can represent something else; a word can stand for an object, a name for a person, or a picture for the real object (put blocks away on shelf labeled “blocks”).

FOUNDATIONS FOR READING

GOAL CLL-7: Through their explorations, play, and social interactions, children listen, identify, and respond to sounds, and develop phonological awareness.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Imitate and take turns with caregivers making different sounds. * Explore and play with sounds by themselves and with others (make “raspberries” and other sounds). 	<ul style="list-style-type: none"> * Focus on and enjoy playing with repetitive sounds, words, rhymes, and gestures. * Express interest and sing along, clap, or move with rhyming and rhythmic songs. 	<ul style="list-style-type: none"> * Play with the sounds of language with another person (name and rhyming games, imitating rhyming words). * Participate in experiences using rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. * Notice sounds that are the same and different. 	<ul style="list-style-type: none"> * Play with the sounds of language and begin to identify rhymes (make up silly-sounding words, repeat rhyming words). * Participate in rhyming and rhythmic experiences with books and other media, learning words and refrains well enough to repeat them and fill in missing words and sounds. * Repeat rhythmic patterns in poems and songs using words, clapping, marching, and/or using instruments. * Identify sounds and words in their daily environment. 	<ul style="list-style-type: none"> * Show joy in playing with the sounds of language, repeating songs, poems, finger plays, and rhymes, occasionally adding their own rhymes. * Demonstrate the ability to hear individual parts of words and separate the parts using clapping, finger snapping, or other movement (e.g., clapping out each syllable of pup-py, di-no-saur). * Repeat familiar songs, rhymes, and phrases from favorite storybooks. * Discriminate sounds in spoken language, recognizing rhyming sounds and the first sounds in some words. * Listen and respond to conversations with adults and other children during play. * Listen attentively to books and stories.

FOUNDATIONS FOR READING

GOAL CLL-8: Through their explorations, play, and social interactions children develop knowledge of letters and the alphabetic principle.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<i>Emerging</i>	<ul style="list-style-type: none"> * May point to print (such as their name) in everyday interactions. 	<ul style="list-style-type: none"> * Demonstrate an interest in letters by asking about and/or naming letters they encounter on objects in their environment (recognizing the big M on the McDonalds sign). 	<ul style="list-style-type: none"> * Demonstrate interest in learning the alphabet. (Draw abstract symbols on paper and ask adult, "What does this say?") * Recognize and name some letters of the alphabet, especially those in their own name (may initially think all words starting with the first letter in their name IS their name). * Recognize that letters of the alphabet as a special category of print, different from pictures, shapes, and numerals. 	<ul style="list-style-type: none"> * Demonstrate knowledge of the Alphabetic Principle, the concept that the sounds of speech can be represented by one or more letters of the alphabet. * Recognize and name at least half of both upper and lower-case letters of the alphabet, including those in their own name and other words that are the most meaningful to them. * Make some sound-to-letter matches, using letter name knowledge. (Notice the letter "b" with a ball and say, "ball," say, "a-a-apple.") * Associate sounds with the letters at the beginning of some words, such as awareness that two words begin with the same letter and the same sound.

STRATEGIES FOR COMPONENT 2: FOUNDATIONS FOR READING

SUGGESTIONS FOR ENRICHING THE ENVIRONMENT

- Ensure all children accessibility to books and a variety of print materials in the environment (magazines, cereal boxes, posters).
- Keep hard cover board books (which have sturdy cardboard pages) on shelves where children can have easy access.
- Create comfortable, engaging areas outside where children can read, look at books and listen to stories.
- Play a variety of music, including multicultural and children's songs and taped environmental sounds.
- To develop the skills and strategies of successful readers and stimulate curiosity, provide an environment filled with age appropriate reading materials, including both fiction and nonfiction books, as well as magazines, charts, poems, and other engaging print that reflect the cultures of the children.
- Set up comfortable and inviting spaces in different parts of the classroom for children to be engaged in literacy. For example, a cozy library/book area where reading is enjoyable; a writing area with a variety of paper, pencils, crayons, and markers; a listening area with audio books or stories; a housekeeping area with notepads, pencils and books; and a technology (computer, iPad, iPod), area if available.
- Post songs, poems, a schedule with the daily routine, etc., on charts or large paper using words and symbols and point to the words while singing and reading.

- Provide meaningful print in the environment. Allow children the opportunities to help label meaningful items, storage areas/containers, or designated spaces using pictures, symbols or print. Pictures and names of toys can be kept on shelves to show where they belong. Use children's names and photos to label their cubbies/personal spaces/pictures, etc.
- Add many hands-on materials to various centers throughout the environment; including magnetic letters, alphabet blocks, and materials children can use to form letters such as play dough and pipe cleaners.
- Have sandpaper letters available for children.
- Establish daily routines in which you give simple directions for children to follow. ("First, let's pick up all the blocks, and then come sit on the rug.")

EFFECTIVE STRATEGIES TO SUPPORT CHILDREN'S DEVELOPMENT AND LEARNING

- Provide interactive books that allow children to push buttons to hear sounds in the story, and books with textures to feel. Consider adding textures to books such as fuzzy fabric scraps to books about animals.
- Give children access to books throughout the day. Provide books that young children can put in their mouths and books with pages that turn easily, such as cloth and board books.
- Include books that show children with disabilities in a natural way as part of the stories and pictures.
- Make available books that reflect sociocultural experiences at home and in communities.
- Provide page-turning devices and book stands to hold books in place for children who need them. These can be purchased or made from household materials.

- Use computers with touch screens and interactive programs and apps, such as “Living Books.”
- Make books using pictures of family members and other familiar objects found in magazines, catalogs, and environmental print (such as pictures from catalog cut-outs and labels from favorite foods). Make books of trips, events you have shared, and children’s art.
- Make stories come alive by using different voices and body movements.
- Ask simple questions and make comments about books to start conversations with children. Talk about similar things that young children may have experienced. (“Do you have a pet?” “What did you see at the zoo?”) Welcome and encourage children’s questions, too!
- Help children tell stories and act out parts of stories they have heard using words, pictures, movement, puppets, and toys.
- Point out words in books and in the environment (street signs, toy boxes, words on pictures in the room).
- Use large print books and big books.
- Provide time in the daily schedule for large and small group activities, and large amounts of time for children to select from a variety of activities at centers or interest areas.
- Involve children in regular story time experiences which include exposure to books, finger plays, poems, songs, rhymes, puppets, dramatic play, repeated readings of familiar text, and acting out familiar stories. Provide children with materials they can use to act out and retell stories (flannel board cutouts, puppets, dolls, props, pictures, etc.).
- Encourage children to read repetitive, familiar parts of stories in simple, predictable books, which have only a few words on each page, like *Brown Bear, Brown Bear, What Do You See?*
- Ask children to predict what a story might be about after showing them the cover of the book. During the story, occasionally ask them to predict what might come next in the story. Respond to children’s observations about books and answer their questions.
- Talk about the “beginning” and “end” of books, and point out authors and illustrators as children get older. Run your fingers under words as you read them so children can see that reading proceeds from left to right.
- Demonstrate your own enjoyment, interest, and motivation to read in a variety of ways, showing children that reading is fun and useful. Model caring for books and treating them with respect.
- Read high-quality books to individuals and small groups, making sure the books avoid stereotypes and reflect children’s interests, culture and home language.
- Frequently read and sing with books like *Mary Had a Little Lamb* and *The Wheels on the Bus* that contain words to songs. Sing the alphabet song while pointing to the letters.
- Engage children in making books that they can read independently. Children can collect pictures of familiar brand names (such as the front of cereal boxes), photos of children in the group with their names, photos of familiar signs, cultural events, etc. These books can be made from photo albums or stiff paper stapled together.
- Talk about some of the interesting words found in books as you read to children to help build their vocabulary. Re-read books multiple times, changing the approach as children become familiar with the book. On occasion, ask question that tap their understanding of why characters are doing things and talk about the meaning of unfamiliar words.
- Read a variety of culturally diverse books, poems, and nursery rhymes with children.

- Provide experiences that help children learn new words, such as taking field trips and sharing interesting objects.
- Play games that focus on the beginning sounds of words, words that start with the same sounds, as well as words that rhyme.
- Model and promote positive feelings about reading. Allow children to choose books they want to read. After reading, ask them to talk about why they liked the book.
- Encourage volunteers from the community to assist in reading stories to individuals and small groups.
- Create a connection between home and school through such means as developing a take-home book program, sharing books from home, engaging parents in literacy experiences, holding workshops, or creating a newsletter for parents. Make sure you send books home in the family language.
- Include strategies for promoting phonological awareness, print and alphabet knowledge within daily conversation, activities and routines.
- Discuss letter names in the context of daily activities (as opposed to teaching one letter per week) and provide opportunities for children to hear specific letter sounds, particularly beginning sounds.
- Make Venn Diagrams with older preschoolers showing comparisons between 2 characters in a book or between characters or settings in two different books.



FOUNDATIONS FOR WRITING

GOAL CLL-9: Through their explorations, play, and social interactions, children use writing and drawing as means of communication.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<p>* Make random marks with safe, simple writing tools with the support of a caregiver.</p>	<p>* Make marks, scribble, and paint (cover easel paper with big crayon or paint marks, make marks with marker or crayon).</p>	<p>* Pretend to write in ways that mimic adult writing (scribble on paper while sitting with caregiver who is writing, hold phone to ear and make marks with pencil).</p>	<p>* Represent thoughts and ideas through marks, scribbles, drawings, and paintings (draw a picture of something they did during the day, indicate what they want for lunch with a mark under the picture of the food they want).</p> <p>* Communicate their thoughts for an adult to write, with prompting and support.</p> <p>* Engage in writing behaviors that imitate real-life situations (make marks to take food order during pretend restaurant play).</p> <p>* Explore typing letters on keyboard or other electronic device.</p>	<p>* Represent thoughts and ideas in drawings and by writing letters or letter-like forms.</p> <p>* Demonstrate understanding that their spoken words can be represented with written letters or symbols as they dictate their thoughts, stories, and experiences for an adult to write.</p> <p>* Independently engage in writing behaviors for various purposes (write symbols or letters for names, use materials at writing center, write lists with symbols/ letters in pretend play, write messages that include letters or symbols).</p> <p>* Demonstrate motivation to draw and write during play, experimenting with writing tools, such as pencils, crayons, markers, computers and other electronic devices.</p>

FOUNDATIONS FOR WRITING

GOAL CLL-10: Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Watch as others write and draw. 	<ul style="list-style-type: none"> * Hold marker or crayon with the fist. * Dot or scribble with crayons, and other materials; may progress to vertical lines, marks, or other forms of expression. 	<ul style="list-style-type: none"> * Explore a variety of tools that can be used for writing and transition from holding a crayon or marker in their fist to holding it between thumb and forefinger. * Scribble and/or imitate an adult's marks with markers, crayons, paints, etc. 	<ul style="list-style-type: none"> * Use a variety of writing tools and materials with purpose and control (pencils, chalk, markers, crayons, paintbrushes, finger paint, computers). * Make marks they call "writing" that look different from drawings (vertical series of marks for a "grocery list," horizontal line of marks for a "story"). * Play with writing letters and making letter-like forms, using letters and letter-like marks to write their name. * Show they know that written words are made up of particular letters (point to the first letter of their own name, find the first letter of their own name in a book or where multiple letters are present). 	<ul style="list-style-type: none"> * Use a variety of writing tools and materials with increasing precision. * Use drawing to represent their ideas and begin to use some recognizable letters and approximations of letters to attempt to write some familiar words and communicate a message. * Attempt to write their own name using a variety of materials (crayons, markers, in sand or shaving cream). * Try to connect the sounds in spoken words with letters in the written word. (Write "M" and say, "This is Mommy.") * Use environmental print (such as signs, labels on food, and general print around them) to help in their writing, and ask adults for help in writing messages, lists, and stories.

STRATEGIES FOR COMPONENT 3: FOUNDATIONS FOR WRITING

SUGGESTIONS FOR ENRICHING THE ENVIRONMENT

- Provide many, varied opportunities for very young children to use small motor movements, rotating their wrists, and pincer grasp (with finger and thumb) through exploring and playing with a variety of materials and experiences, including water play, dumping and filling containers, stacking, eating, and grasping.
- Create a writing center/writing area with writing tools such as stamps, paper, envelopes, writing tablets, alphabets, over-sized paper, crayons of various sizes and shapes, and other writing materials. Include note cards with a few common words and pictures to support children's writing.
- Provide pencils, markers, crayons, paper, chalk, chalkboards, computer keyboards, stencils, and rubber stamps with washable ink in centers/interest areas throughout the room, including the block area, dramatic play area, art area and others.
- Provide centers where children can experiment with writing letters and words in shaving cream, salt, play-dough, etc.
- Occasionally change the dramatic play area into a post office to encourage children to write to parents and other children.
- Provide opportunities for children to explore writing in a variety of materials, such as sand, shaving cream, and paint.
- Label common objects in the room and items children bring from home to share. Make sure that children often see their name in writing, such as on their cubby/personal space and personal belongings.

- Provide adaptive writing tools when needed, such as:
 - Oversized pencils/crayons/markers or sizes that meet the child's needs;
 - Rubber pencil grips that fit over pencils or other adaptations to the writing utensil;
 - Adapted keyboards, such as IntelliKeys, or voice recognition software.

EFFECTIVE STRATEGIES TO SUPPORT CHILDREN'S DEVELOPMENT AND LEARNING

- Bring books, paper, and writing/drawing tools outside for children to use and enjoy.
- For older toddlers, point out a few familiar letters such as the first letter in a child's name and call attention to them occasionally. If a child asks for a letter name, provide it. *Do not* drill children on reciting the alphabet or naming letters.
- Promote literacy-related play activities that reflect children's interests and sociocultural experiences by supplying materials such as telephone books, recipe cards, shopping lists, greeting cards, and storybooks for use in daily activities.
- Encourage children to re-tell experiences and events that are important to them through pictures and dictation.
- Assist children in making their own books and class books.
- Use different textures of paper to write on, including sand paper and very heavy paper.
- Writing on a slanted surface helps many children; a large binder on a table can create a slanted surface. Easels and writing on paper taped to the wall (vertical surface) are good tools.
- Model writing whenever possible for children, such as during attendance, lunch count, making lists, writing reminders, noting changes on a message Talking board or writing other messages.

- Talk out loud while writing with the children so they can understand the process of writing. Say letters out loud while writing, describe step-by-step while writing for a variety of purposes in classroom routines (name on paper, description of art work, thank-you notes, menus).
- Demonstrate enjoyment, interest, and motivation to write for a variety of reasons, such as making lists or writing a note, showing children that writing is fun and useful.
- Provide dictation opportunities such as “What would you like to say in your card to your mom?” or “Tell me what you like to do outside and I’ll write it down.” Read the writing back to the child to strengthen the connection between the printed and spoken word.
- Offer shared writing experiences to small groups of children, writing down their ideas on a large piece of paper for all to see, with ideas such as, “Let’s make a list of things we saw on our field trip.” Take pictures of the experiences and write captions to go with the pictures or compile pictures to create a book.
- Write songs and poems on charts with the children to share while singing and reading.
- Encourage children to re-tell experiences and events that are important to them through pictures and dictation. Encourage children to share titles, words, sentences, or short stories written to accompany their artwork.
- Give children frequent opportunities to draw, scribble, and print for a variety of purposes.
- Show step-by-step how to form a letter on unlined paper when a child asks.
- Display children’s writing and comment on their successes.
- Discuss letter names in the context of daily activities (as opposed to teaching one letter per week) and provide opportunities for children to hear specific letter sounds, particularly beginning sounds.
- Provide individual dry erase boards and unlined paper for children to write on.



- Provide multiple opportunities for children to experiment writing their name (sign-in list, waiting list, labeling pictures, graphs, etc.).
- Use many concrete, hands-on visual materials when helping children learn new words.
- Encourage children to write without an adult model for a variety of purposes (label their drawings, leave a note to a friend, shopping list, etc.).

LEARNING NEW LANGUAGES

GOAL CLL-11: Through their explorations, play, and social interactions children demonstrate an understanding that there are multiple languages and begin to communicate in another language other than their home language.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<p>* Emerging as infants listen to the sounds of their home language and other languages they hear.</p>	<p>* Emerging as young toddlers listen to and repeat the sounds of their home language and other languages they hear.</p>	<p>* Emerging as older toddlers listen to and repeat the sounds and simple words of their home language and other languages they hear.</p>	<p>* Listen to peers and adults speaking in other languages to learn new information, and show some understanding of the new language.</p> <p>* Engage in nonverbal communication with those who speak a language other than their native language.</p> <p>* Use simple words and phrases in a language other than their home language to communicate with adults and other children.</p>	<p>* Name at least one example of a language other than their home language.</p> <p>* Say simple greetings in another language, such as “hola” (“hello” in Spanish) and “adios” (“goodbye” in Spanish) or use sign language to express a greeting.</p> <p>* Play with sounds and intonation of new languages as well as their home language.</p> <p>* Identify names of common objects in the environment in a language other than their home language.</p>

STRATEGIES FOR COMPONENT 4: LEARNING NEW LANGUAGES

SUGGESTIONS FOR ENRICHING THE ENVIRONMENT

- Set up the environment to help children learn a new language. In the listening center provide books in other languages on CD and computer apps. You can also provide CDs and other media that have simple songs and phrases in multiple languages. These are available online or in teacher supply stores. Ask volunteers, parents, or older children to record stories for the children to listen to, including the home languages of the children.
- Label objects around the room in both English and another language, such as Spanish or Lakota. Make labels with the children large enough to be easily read, adding one word a week.
- Add books to the library area that are written in two languages. Read books like *Goodnight Moon*, which is available in English and Spanish; this can help children to see the connection between the two languages. Provide books that reflect the languages and cultures of the children in the group.

EFFECTIVE STRATEGIES TO SUPPORT CHILDREN'S DEVELOPMENT AND LEARNING

- Invite parents and members of the community who speak other languages to come in and teach children a simple song and a few greetings or special words. Invite families to cook traditional dishes with the children and teach them the names of the foods they are preparing. Be culturally sensitive to parents; invite, but do not push them to come until they feel comfortable. Instead work on building a relationship over time.
- Teach children a simple greeting, such as “hola” (hello in Spanish) or “hua” (hello in Lakota). Then use this greeting with the children in the morning. Encourage them to greet you and the other children in the same way.

Expand on this greeting to include “How are you?” ¿Cómo estás? (in Spanish)

And responses that could include:

excelente	excellent
muy bien	very good
bien	good
mal	not good
¿y tú?	and you?

How are you? (in Lakota) Tokeske yuan he?

I am fine. And you? Lila Tanyan waun. Nis tok? (in Lakota)

- Teach color words and numbers in other languages, such as Lakota number words:
 - one - wanci
 - two - nunpa
 - three - yamni
 - four - topa
 - five - zaptan
 - six – sakpe
 - seven - sakowin
 - eight - saglogan
 - nine - napciyunke
 - ten - wikcemna

- Sing simple songs in other languages to help children hear the sounds of the language, such as *Frere Jacques* in French.
- Use motions to go along with songs to help children learn words.
- Another song to sing throughout the year with the children is:
 - It's a Small World*
 - Es (lts) un mundo (a world) muy pequeño (very small).
 - Es un mundo muy pequeño.
 - Es un mundo muy pequeño.
 - Es un pequeño, pequeño mundo.

SEE APPENDIX B -- SUPPORTING DUAL LANGUAGE LEARNERS

COGNITIVE DEVELOPMENT DOMAIN (CD)

The **COGNITIVE DEVELOPMENT** domain focuses on children’s ability to acquire, organize, and use information in increasingly complex ways. In their search for understanding and meaning, young children play an active role in their own cognitive development. They begin to explain, organize, construct, and predict—skills that lay the cognitive foundation needed to explore and understand increasingly sophisticated concepts and the world in which they live. Children learn to apply prior knowledge to new experiences, and then use this information to refine their understanding of concepts as well as form new understanding.

For very young children, cognitive development is supported and encouraged through their relationships with others. It happens through daily activities, routines, and interactions with adults and other children. Through relationships, children become aware of things in the physical environment, as well as other people. They begin to understand that their actions have an effect on their environment and are able to think about things that are not present. They typically learn a great deal about themselves and form ideas about family roles and community helpers based on their daily experiences in their own home and community. They also begin to understand simple scientific concepts by noticing, wondering, and exploring people, toys, plants, animals, and materials around them.

As children grow older and move into the preschool years, their thinking becomes increasingly complex and they become more effective thinkers. They begin to ask questions as they engage in increasingly focused explorations.

Children can begin using the scientific method. This will happen as we encourage them to wonder, ask questions, predict, experiment to see if their predictions are correct, record their findings, and then reflect and draw conclusions based on the results. Children also begin to demonstrate problem-solving skills through this process and other types of explorations. We also want to help children develop an understanding of and deep respect for nature and their environment. Finally, when we give children opportunities to be creative with open-ended materials, their creativity blossoms and they learn to express themselves in imaginative ways. Through the process of exploring their world and a variety of materials, children develop an appreciation for different forms of art, for the natural world, and for the people and cultures they relate to.

COMPONENTS
Construction of Knowledge: Thinking and Reasoning
Mathematical Thinking and Expression
Scientific Exploration and Knowledge
Social Studies, Family and Community Connections
Creative Arts and Expression



As you read through this domain, you will begin to notice the interrelatedness among subdomains. Processes and skills such as making observations, asking questions, and trying out new ways of doing things support learning across all of the domains and link them together.

Many factors can be related to the progress children demonstrate in the Cognitive Development domain. For instance, the home environment of some children may provide many opportunities to explore and learn new concepts, while other children's homes may be less stimulating. Children with disabilities may need extra support to make progress on the Developmental Indicators in this domain because individual differences in how they see, hear, process information, and/or communicate can affect how they take in information and how they express what they learn. Similarly, children who are dual language learners may learn new concepts and demonstrate what they know best in their home language.

Teachers, caregivers, and families can promote children's cognitive development by providing interesting materials and experiences, as well as encouraging children to explore and use the materials in different ways. It is critical to provide early experiences that will help both girls and boys develop confidence in their ability to solve problems and a positive attitude towards mathematics, science, social studies and the arts. In collaboration with a trusted adult, the internet can be a wonderful tool to learn more about a vast variety of animals, plants, people, and places. From toys that require children to problem solve, to art materials or blocks, almost any experience can be used to support children's understanding of the concepts included in the Cognitive Development domain.

COGNITIVE DEVELOPMENT (CD)

CONSTRUCTION OF KNOWLEDGE: THINKING AND REASONING

- **GOAL CD-1:** Through their explorations, play, and social interactions children use their senses to discover and construct knowledge about the world around them.
- **GOAL CD-2:** Through their explorations, play, and social interactions children recall information and apply it to new situations and problems.
- **GOAL CD-3:** Through their explorations, play, and social interactions children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.

MATHEMATICAL THINKING AND EXPRESSION

- **GOAL CD-4:** Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare.
- **GOAL CD-5:** Through their explorations, play, and social interactions, children demonstrate concepts about position, as well as identify and describe simple geometric shapes.
- **GOAL CD-6:** Through their explorations, play and social interactions, children compare, sort, group, organize, measure, and create simple patterns using concrete objects.
- **GOAL CD-7:** Through their explorations, play, and social interactions, children use mathematical thinking to ask questions and solve problems.

SCIENTIFIC EXPLORATION AND KNOWLEDGE

- **GOAL CD-8:** As a result of their explorations and participation in simple investigations through play, children observe, describe, and demonstrate respect for living things, the environment, and the physical world.
- **GOAL CD-9:** As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations.

SOCIAL STUDIES, FAMILY AND COMMUNITY CONNECTIONS

- **GOAL CD-10:** Through their explorations, play, and social interactions, children demonstrate an understanding of relationships, roles, and what it means to be a participating member of their families and the diverse groups/communities they belong to.
- **GOAL CD-11:** Through their explorations, play, and social interactions children identify and demonstrate appreciation of similarities and differences between themselves and others.

CREATIVE ARTS AND EXPRESSION

- **GOAL CD-12:** Children engage in a variety of creative activities for enjoyment and self-expression including play, visual arts, music, expressive movement, and drama.
- **GOAL CD-13:** Children demonstrate an appreciation for different forms of art including visual arts, music, expressive movement, and drama.

CONSTRUCTION OF KNOWLEDGE: THINKING AND REASONING

GOAL CD-1: Through their explorations, play, and social interactions, children use their senses to discover and construct knowledge about the world around them.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Discover the world around them by actively exploring objects (putting toys in mouth, watching, waving, banging objects, dumping, picking up and dropping objects). * Turn head or move toward sounds. * Notice consequences of their actions (open and shut cabinet door, drop Cheerios and watch them fall). 	<ul style="list-style-type: none"> * Actively explore objects by handling them in many ways (moving, carrying, filling, pouring, smelling, and putting in mouth). * Explore space with their bodies (fit self into large box, crawl under table, climb over objects). * Link actions together in simple combinations (put cover on pot, put doll in crib and rock). 	<ul style="list-style-type: none"> * Explore and experiment with objects and materials to learn about their properties. * Experiment with safe tools to learn how they work (wooden hammer with pegs, sifter, funnel). * Put together multiple combinations of actions and objects (put toothpaste on brush and brush teeth). * Share simple concepts they have discovered with their senses through play (imitate something they have seen an adult do, show they understand how to sort by sorting toys as they are playing). 	<ul style="list-style-type: none"> * Intentionally explore and investigate objects, tools, and materials to learn about their properties (weigh an object, observe something from the top and from the bottom). * Share something they have discovered through their senses using play, art, language, and other forms of representation. (“This smells like the flower at Grandma’s.”) * Group familiar objects that go together (shoe and sock, brush and paint, hammer and nail). 	<ul style="list-style-type: none"> * Intentionally explore objects, tools, and materials and make simple comparisons about their properties (compare the weight of two objects on a balance scale). * Express knowledge gathered through their senses using play, art, language, and other forms of representation in a way that communicates their thoughts to others (dance like a thunderstorm). * Distinguish appearance from reality (the person behind a mask is still the same person; recognize that a make-believe story was not real). * Organize and use information through matching, grouping, and sequencing.

CONSTRUCTION OF KNOWLEDGE: THINKING AND REASONING

GOAL CD-2: Through their explorations, play, and social interactions, children recall information and apply it to new situations and problems.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Search for objects that they saw someone hide or that are partially hidden. * Respond differently to familiar vs. unfamiliar people, objects, and situations (reach for new interesting toy instead of old familiar toy; move toward familiar caregiver but hide head on parent’s shoulder when new person comes near). * Anticipate routine events (smile, wave arms and legs, move toward adult holding bottle). * Repeat an action to make something happen again or to reach a goal (make sounds when music stops, bounce up and down to get adult to continue “horse ride”). * Observe and imitate sounds, movements, and facial expressions, including things they have seen in the past or in other places. 	<ul style="list-style-type: none"> * Search in several places where an object has been hidden recently. * Notice a change in familiar objects, places, or events (reach to touch hair when parent comes home with new haircut, look for furniture that was moved). * Perform routine events and use familiar objects in appropriate ways (carry clean diaper to changing table, talk on phone, “water” plants with pitcher). * Explore how things work and how to cause an effect by performing actions time after time, such as repeatedly pushing the button to make the character pop out of the toy. * Try a number of solutions to everyday challenges or problems until finding a strategy that works. May repeat a strategy even if it is not working. * Imitate behaviors they have seen in the past or in other places. * Identify objects and people in pictures by pointing or looking. * Use simple pretend play actions (pretend to sleep and eat). 	<ul style="list-style-type: none"> * Search for objects in several places, even when not seen recently. * Show they remember people, objects, and events (tell about them, act them out, point out similar happenings). * Show they remember the order in which familiar events happen (finish a phrase in a story or song, get ready to go outdoors after snack). * Try multiple times to cause an effect or solve challenging problems, combining actions and behaviors used before. (ask another child to help remove a lid with them after trying unsuccessfully themselves). * Repeat simple problem solving strategies to find solutions to everyday problems. * Choose objects to represent something else with similar features during play (block for cell phone, large sheet for tent). * Perform more complex action after watching an adult (activate sound from toy, open a latch). 	<ul style="list-style-type: none"> * Recognize whether a picture or object is the same as or different from something they have seen before. * Apply what they know about everyday experiences to new situations (look for the seatbelt on the bus). * Describe or act out a memory or a situation or action, with adult support. * Express expectations based on past experiences (“We brush our teeth after we eat.”) * Make predictions about what will happen using what they know. * Use multiple strategies to solve problems, including trial and error, simple tools, or asking for help (try to fix a broken toy by taping it back together). * Introduce ideas or actions in play based on previous knowledge or experience. * Ask questions about why things happen to build their understanding of the-cause and effect. 	<ul style="list-style-type: none"> * Demonstrate their ability to apply what they know about everyday experiences to new situations. * Describe past events in order, including details or personal reactions. * Describe how a past event relates to something happening currently or in the future. (“We found worms at Grandpa’s, too!”) * Make predictions about what will happen and explain their thinking. * Try to solve problems they have solved in the past in new ways, using what they have learned. * Introduce detailed or complex ideas or actions into play, based on previous knowledge or experience. * Use reasoning to come to conclusions (including conclusions regarding cause and effect) about familiar situations and materials, based on information gathered with their senses.

CONSTRUCTION OF KNOWLEDGE: THINKING AND REASONING

GOAL CD-3: Through their explorations, play, and social interactions children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Show awareness of others' reactions to people, objects, and events. * Show awareness of another person's actions by establishing joint attention (look at an object, then at caregiver, and back at object). 	<ul style="list-style-type: none"> * Show awareness of others' feelings about things by looking to see how they react. * Show awareness of another person's actions and intentions by imitating actions or looking to adult to meet another's need. 	<ul style="list-style-type: none"> * Notice and respond to others' feelings and behaviors (hand a toy to another child as a play invitation). * Observe and imitate adult actions and adjusts interactions based on those observations (after seeing adult set table, put napkins on table). * Use words like "think," "remember," and "pretend." * Talk about what they and other people want or like. 	<ul style="list-style-type: none"> * Use language to identify pretend or make-believe situations. ("Let's pretend we're going on a trip.") * Use words like "think" and "know" to talk about thoughts and beliefs. * Recognize that beliefs and desires can determine what people do (e.g., a person will look for a missing object based on where they think it is rather than where it actually is). 	<ul style="list-style-type: none"> * Compare differences between pretend and real experiences; use language to identify pretend or make-believe situations. ("That's a pretend story.") * Express understanding that others may have different thoughts, beliefs, or feelings than their own. ("I like ketchup and you don't.") * Use language to describe their thinking processes with adult support. * Explain how they draw conclusions based on evidence they have gathered.

STRATEGIES FOR COMPONENT 1: CONSTRUCTION OF KNOWLEDGE: THINKING AND REASONING

SUGGESTIONS FOR ENRICHING THE ENVIRONMENT

- Place non-mobile children where they have opportunities to see and hear new things, see familiar things from different views, and watch or join in with others. Hang clear, simple pictures, mobiles, and unbreakable mirrors where infants and toddlers can see and/or hear them.
- Provide objects of varying sizes, textures and shapes to play with such as empty appliance boxes (check for staples and sharp edges), baskets, or pillows.
- Provide toys and household items that pose problems for children to solve, such as empty containers with matching lids, measuring cups, pots and pans, sorters, busy boxes, simple puzzles, and large Duplo® blocks.
- Make a chart with pictures, showing the schedule for the day. Hang it up in the room where both parents and children can see it.
- Provide dolls and other open-ended materials to encourage pretend play.

EFFECTIVE STRATEGIES TO SUPPORT CHILDREN'S DEVELOPMENT AND LEARNING

- Hide toys while infants are watching and encourage them to find them. Play peek-a-boo and hide-and-seek.
- Give children a chance to collect, sort, and organize objects and materials both indoors and outdoors. Make sure children with disabilities and non-mobile infants have access to the same wide variety of materials.

- Use routines and real-life situations to help children learn. For example, talk about body parts during diapering or “hot” and “cold” while eating. Talk about things that go together and the concepts of “same” and “different” while sorting laundry and picking up toys.
- Give children many experiences with cause and effect, such as winding up a toy, playing a music box, shaking a rattle, and rolling balls down a ramp.
- Welcome questions from children about why things happen. If possible, show them while you explain. (For example, if a child asks, “Where did the ice go?” in a pitcher of water, put out a bowl of ice and invite children to watch what happens).
- Help children work together on age-appropriate computer games that require that they remember things or figure out the solution to problems.
- Play a variety of games, including games that involve imitation such as “Simon Says” and “Follow the Leader”.
- Take pictures as you work together with children on a long-term project. Make documentation panels with the pictures, art, and other work children have done to document things that happened during the project. Revisit the panels and discuss with children.
- Take pictures of an event the children shared or ask children to draw pictures; and then ask children to put the photos or pictures in order.
- Invite children to tell or retell stories and talk about recent events. Discuss the sequencing and timing of experiences.

- Provide opportunities to play with materials in ways that change them, such as cutting play dough and squishing it back together or mixing two colors of finger paint.
- Read and act out stories in which the characters must work to solve challenging problems or make decisions. Talk about what the characters might be thinking or feeling.
- Introduce a problem and encourage the children to come up with as many solutions as possible. Then ask them to think about possible consequences: “What would happen if they use this solution?”
- Play games that involve thinking and reasoning, such as “I Spy” or “I’m Thinking of an Animal.”
- Ask open-ended questions that encourage children to think about what they are doing and possible next steps (e.g., “I wonder what would happen if you...”).
- Use reflective dialogue and comment on what you see children doing as they play. This encourages children to pay attention to what they are doing and it makes it easier for them to recall the event later.
- Encourage children to carry over their activities to the next day. For example, if children run into a problem they had not anticipated, they can come up with solutions to try the following day.
- Be aware that children might be solving problems silently. Allow them time to do so. Invite a child to use words to state, or show you, what the problem is if you believe this will lead them to a solution (don’t require them to explain the problem to you).
- Help children simplify complex tasks by breaking it into smaller parts.
- Provide safe opportunities for children to explore and problem solve; understand that failed attempts are part of the learning process and allow children to continue to investigate without immediately being shown the correct way.

ADAPTATIONS FOR INDIVIDUAL CHILDREN

- Help children participate in activities and enjoy a wide range of sensory experiences, especially for children with sensory impairments. For example, play music with a bass beat that children who are deaf can feel through their bare feet. Make sure children see others moving in time to the music. Remember, some children are overly sensitive to sound, light, or touch. Expose them to new sensory experiences gradually.
- For children who cannot point or talk, look for gazes or other gestures that communicate their thinking or response to questions.
- Make extra efforts to help children with disabilities connect concepts and words to their experiences. For example, for a child who is blind, provide different things to touch, hear, feel and smell.
- Make sure a child with hearing loss is looking at you and at the object you are communicating about before speaking or signing about it.
- When possible, introduce new ideas and concepts in the child’s native language.
- Use props or pictures when asking a child with cognitive disabilities to recall previous events.

MATHEMATICAL THINKING AND EXPRESSION

GOAL CD-4: Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Indicate they want “more” with signs, sounds, or looks. * Show interest in obvious differences in quantity by looking at or reaching for objects (reach for a basket with three balls rather than a basket with one ball). 	<ul style="list-style-type: none"> * Use words or actions that show understanding of the concepts of “more” and “all” (ask for more food, stop asking for more blocks when told they have “all” of the blocks). * Explore quantity (filling and dumping containers). * Recognize the difference between two small sets of objects (6 or under) that include a different number of objects (point to which set of crayons has more). 	<ul style="list-style-type: none"> * Use words or actions that show understanding of the concepts of “more,” “all,” as well as “none” (become upset when told there is no more play dough). * Count to 5 with the support of an adult. * Understand the meaning of “one.” * Place items in one-to-one correspondence during play and daily routines (one spoon at each plate; one doll in each toy car). * Make a small group (1-3) with the same number of items as another group of items (take 3 balls from a basket after the teacher shows the group that she has 3 balls and asks each person to take the same number of balls). 	<ul style="list-style-type: none"> * Rote count by ones to 10 with increasing accuracy. * Count up to 5 objects arranged in a line using one-to-one correspondence with increasing accuracy, and answer the question “How many?” * Compare two groups (containing up to 5 objects each) and compare them in terms of more, less, fewer, or equal. * Show they understand that adding objects to a group will make a bigger group and taking away objects will make a smaller group. 	<ul style="list-style-type: none"> * Rote count by ones to 20 with increasing accuracy. * Look at a group of up to 5 objects and quickly see and say, or sign the number of objects. * With guidance and support, match numerals 1-5 to sets of objects. * Count the number of items in a group of up to 10 objects and know that the last number tells how many. * Use fingers, objects, and drawings to show adding and taking away up to 5. * Explore simple addition with support. (When adding a group of 3 and a group of 2, counts, keeping track on fingers, “One, two, three…” and then counts on, “Four, five!”) * Verbally count backward from 5 using fingers and use that skill to subtract a given number. (When asked how many would be left if we took 2 fingers away, counts, “Five, four, three!”) * Recognize numerals up to 10 and attempt to write them during play and daily activities. * Use and understand the terms “first” through “fifth” and “last” in their play and daily activities. (“The engine is first, and the caboose is last.”)

MATHEMATICAL THINKING AND EXPRESSION

GOAL CD-5: Through their explorations, play, and social interactions, children demonstrate concepts about position, as well as identify and describe simple geometric shapes.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Discover different shapes by exploring (put rings in mouth, roll balls). * Attempt to put objects into other objects (put blocks into a bucket). 	<ul style="list-style-type: none"> * Explore space with their bodies (fit self into large box, crawl under table, climb over low walls). * Put basic shapes into a shape sorter using trial and error. * Match square shapes and circle shapes. 	<ul style="list-style-type: none"> * Respond to and begin to use words describing positions (in, on, over, under, etc.). * Name or match a few shapes. * Stack or line up blocks that are the same shape. 	<ul style="list-style-type: none"> * Demonstrate and begin to use the language of the relative position of objects in the environment and play situations, such as up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to. * Build and describe 2-dimensional shapes, such as making circles and triangles with blocks and play dough. * Find shapes in the environment and describe them in his/her own words. 	<ul style="list-style-type: none"> * Create 2-dimensional shapes and 3-dimensional structures to create symmetry (are the same on both sides) or to represent real-world objects. (“We are building a castle and we need a round block for the tunnel.”) * Name basic shapes, such as circle, triangle, square, and rectangle, and describe their characteristics using descriptive and geometric attributes. (“That’s a triangle; it’s pointy.” “It’s a circle because it’s round.”) * Recognize that a shape remains the same shape when it changes position. * Take a shape apart to make new shapes, such as finding two triangles in a square.

MATHEMATICAL THINKING AND EXPRESSION

GOAL CD-6: Through their explorations, play and social interactions, children compare, sort, group, organize, measure, and create simple patterns using concrete objects.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Discover objects of different sizes and weights by exploring (put toys in mouth, pick up large objects). 	<ul style="list-style-type: none"> * Participate in activities that compare the size and weight of objects. * Show awareness of different categories during play (put balls in a box and dolls in a bed; give one friend all the cars and another friend all of the trucks when playing in the block area). 	<ul style="list-style-type: none"> * Use size and amount words to label objects, people, and collections (big truck, a lot of cookies, little baby). * Group objects into categories (cars with cars, plates separated from cups). * Recognize objects that are different but go together (such as shovel and pail or cup and plate). 	<ul style="list-style-type: none"> * Use simple measurement tools with guidance and support to measure objects (a ruler, measuring cup, scale). * Compare the size or weight of two objects and identify which one is longer/taller/heavier than the other. ("That rock is heavier than this one; I can't lift it." "A cow is bigger than a cat.") * Identify familiar objects as the same or different. * Sort familiar objects into categories with increasing accuracy (tools for woodworking and utensils for cooking; rectangle blocks on one shelf and square blocks on another shelf). * Recognize simple repeating patterns and attempt to create them during play (repeat a movement pattern during a song, make a line of blocks in alternating colors). 	<ul style="list-style-type: none"> * Identify and use measurements tools, such as ruler, scales, measuring cups, thermometer, clock, as well as non-standard objects (measure length of shadow using shoes). * Directly compare more than two objects by size, length, or weight. ("That rock is heavier than these others; I can't lift it." Look at three strings that are different lengths and select the longest string). * Sort a group of up to 10 objects using two attributes (color, size, shape, quantity) with increasing accuracy (sort blocks by shape and color). * Arrange up to 5 objects in order according to characteristics or attributes, such as height (put 4 water toys in order from shortest to tallest). * Sort objects onto a large graph according to one attribute, such as size, shape, or color and name the category that has the most, least. * Identify, repeat, extend, and describe a simple pattern in the context of play or daily activities, routines, play, or in nature. ("Look, that zebra has a white stripe, black stripe, white stripe, black stripe!")

MATHEMATICAL THINKING AND EXPRESSION

GOAL CD-7: Through their explorations, play, and social interactions, children use mathematical thinking to ask questions and solve problems.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<p>* Differentiate primary caregiver from others</p>	<p>* Begin to cluster objects that share physical similarities (i.e. balls grouped together and blocks grouped together).</p> <p>* Match relational parts, such as a teapot and its' lid or a pan with a spoon to stir.</p>	<p>* Use observation and emerging counting skills (1, 2, 3) during play and other daily activities.</p> <p>* Match objects by shape, color, or size.</p> <p>* Match object to picture of object.</p> <p>* Match objects that have the same function (a brush and a comb or a bowl and a plate).</p>	<p>* Seek answers to questions by using mathematical thinking during play and daily activities (determine who is taller by standing next to classmate; find two smaller blocks to replace larger block).</p> <p>* Use observation and counting (not always correctly) to find out how many things are needed during play and other daily activities (figure out how many spoons are needed for snack, find enough dolls so each person has one when playing in the dramatic play area).</p> <p>* Use drawing and concrete materials to represent mathematical ideas (draw many circles to show "lots" of people, put Popsicle® sticks in a pile to show the number of children who want crackers for snack).</p>	<p>* Seek answers to questions during play and daily activities using an increasing variety of mathematical strategies.</p> <p>* Use observation and counting with increasing accuracy to answer questions such as "How many do we need?" and "How many more do we need?" during play and other daily activities (count new children to see how many more plates are needed for snack; return extra drinks to cooler at picnic to arrive at the correct number).</p> <p>* Use drawing and concrete materials to represent an increasing variety of mathematical ideas (draw shapes to represent pattern; stack differently colored blocks to represent classmates' answers to a survey question).</p> <p>* Begin to explain how a mathematical problem was solved. ("I saw that there was always a blue flower after a red flower so I knew to put a blue one next." "I counted four friends who didn't have cookies so I got four more.")</p> <p>* Gather mathematical information (quantity, measurement of objects, etc.) to answer questions of interest.</p>

STRATEGIES FOR COMPONENT 2: MATHEMATICAL THINKING AND EXPRESSION

SUGGESTIONS FOR ENRICHING THE ENVIRONMENT

- Provide counting, number, and shape books. Include books that encourage children to interact and engage with the book (varying textures, lift flaps, push a button, etc.).
- Offer toys or objects with one-to-one relationships (e.g., containers with lids, makers with tops).
- Provide toys that have incremental sizes (e.g., nesting cups or stackable rings).
- Set up a mathematics area in the room where children three and older can play with mathematic manipulatives including materials such as Unifix Cubes, rods, pattern blocks, 2- and 3-dimensional shapes, a balance scale, and counting bears.
- Provide many opportunities for children to play with blocks. While they are playing, talk with children about the size of the blocks, the shapes they are using, and how two blocks can be put together to make another shape.
- Set up areas where children can make shapes out of play dough. Talk with children about the names of the shapes they are making.
- Set out trays children can use to sort toys or blocks according to size or shape.
- Provide a variety of objects in the mathematics areas that children can use to make patterns, such as counting bears, small cars, and blocks.
- Offer materials in the art area that encourage children to create patterns (e.g., 3 colors of washable stamp pads).

- Provide a water table or large plastic container with water or sand where children can play with measuring cups and containers of varying sizes. Talk about which containers hold more, less, and the same amount.
- Make a number line with the children by writing numbers in order from 1 to 10 on a long sheet of paper. Keep the number line up in the room and use it when singing number songs, counting in other languages, etc. Make another number line that can be used on the floor for children to stand on and line up objects (perhaps using a strip of shower curtain or wide colored tape).

EFFECTIVE STRATEGIES TO SUPPORT CHILDREN'S DEVELOPMENT AND LEARNING

- Talk frequently with children throughout the day using math words, such as words referring to quantity, number words, size, more, less, etc. (Talk about how many Cheerios on the plate, "Your shoes are bigger than the kitty's paws").
- Set up centers that encourage children to interact and work together so that more skilled peers can model how they are using math.
- Point to and count as you do activities such as building a block tower or passing out materials.
- Read books that present basic mathematics concepts in the context of everyday environments or routines (e.g., home, going to bed, mealtimes, etc.).

- Use the computer to help children explore mathematical concepts together by using a software program where two children work together to count objects, explore shapes, and solve mathematical problems.
- Look for shapes and patterns in the natural environment and teach concepts such as shapes through everyday routines and interactions. For example, say, “I see that you have red circles on your shirt.”
- Help children pair items that go together because they are used together (pail and shovel).
- Sing counting songs, such as “5 Little Ducks,” finger plays, and number rhymes and use fingers or other objects to indicate the numbers being sung.
- Talk about adding to and taking away from blocks and other toys as children play with them.
- Provide many opportunities for counting in play, even when the items are scattered and not in a line. Together, count the number of children in the room, the number of children wearing shoes that tie, the number of stop signs or trees you see on a walk in the neighborhood, etc. Ask children to give you a specific number (1, 2, 3, 4, or 5) of items.
- Practice counting backward during activities such as space shuttle countdowns, running races countdowns, etc.
- Count objects or children using the words first, second, third...tenth, and last.
- Do comparison activities, such as comparing five pieces of paper and three crayons. Discuss with the children which group has more. Use matching and counting to determine if groups have more, fewer, or the same. Practice separating a collection of 10 items into 2 equal groups.
- Prompt thinking and analysis by asking open-ended questions. (“How will you know how many plates you need for the guests at your party?”)
- Provide opportunities for children to sort objects or household items, such as socks, blocks, crayons, groceries, lids, recyclables, and toys.
- Sort and match objects with the same shape and size, and lay an object of the same shape and size on top of another to show they are the same. Compare two objects by placing one on top of another and indicate which object takes up more space.
- Play games with children that include asking them to put objects “beside,” “next to,” “behind,” “above,” “up,” “down,” “near,” and “far.”
- Provide experiences breaking apart or combining 2- and 3-dimensional shapes to make new shapes, such as breaking apart a square graham cracker to make 2 small rectangles.
- Point out patterns in the environment, such as patterns in a quilt, a butterfly wing, or piece of native cloth.
- Set up patterns with children using common objects such as red apple, green apple, red apple, green apple, or sock, shoe, shoe, sock, shoe, shoe. Have the children indicate what would come next in the patterns.
- Play pattern games with the children, such as clap, clap, tap your toe, clap, clap, tap your toe.
- With the children’s help, measure and weigh objects in the room or objects that are brought in, such as pumpkins. Compare the measurements.
- Measure using a variety of non-standard objects, such as blocks, crayons, beans or paper clips. (e.g., “How many steps does it take to walk from the front door to your cubby?”)
- Measure the children’s height at the beginning of the year and periodically throughout the year. Make a chart to display their measurements and growth.

- Give children experiences with various measuring devices, such as rulers, balance scales, measuring tape, calculators, and measuring cups. Use the correct names for the measuring tools as you and the children use them. Keep these tools readily accessible to children.
- Give children opportunities to put objects in order according to size, weight, and length, and recognize when an object is out of order.
- Cut a paper plate, familiar picture, or the front of an empty cereal box into puzzle pieces children can put together.
- Provide opportunities for children to participate in gathering data about a question, such as “What kind of pets do you have?” Children can place a picture or toy animal on a graph to indicate the type of pet they have. Ask questions about the graph once it is complete, such as “What kind of pet do most of our children have? Which pet does the least amount of children have?”
- Model problem-solving strategies (talk out loud about what you are thinking as you solve a problem).
- Make a large graph by drawing lines on a large sheet of paper or an inexpensive, white shower curtain. Graph often with children, making graphs of things such as children’s likes and dislikes of food or activities, types of shoes children are wearing (Try using real objects on the graph or have the children stand on the graph themselves).

ADAPTATIONS FOR INDIVIDUAL CHILDREN

- Put out materials for mathematics activities that most children can easily pick up and use, such as large beads and blocks.
- Use verbal and physical prompts to help children classify, count, or measure objects; for example, guide the child’s hand to put a blue square in appropriate container while describing what she/he is doing.
- Give children numerals made of various materials while practicing counting so they can hold up the numerals as they count or place them next to objects for one-to-one correspondence.
- Make areas for construction physically accessible to all children.
- Provide blocks of different shapes and sizes covered with various textures to help children discriminate between shapes.
- Teach children who are Dual Language Learners the names of numbers and shapes in their home language as well as English.



SCIENTIFIC EXPLORATION AND KNOWLEDGE

GOAL CD-8: As a result of their explorations and participation in simple investigations through play, children observe, describe characteristics of, and demonstrate respect for living things, the environment, and the physical world.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Show curiosity and explore the natural world using all their senses (rub hands over grass, lift face to feel wind, pat family dog, splash water). 	<ul style="list-style-type: none"> * Show curiosity in observing and exploring the natural world indoors and outdoors with focus, using all senses (notice and play with rocks brought in from a walk, smell flowers, catch falling snow, shuffle through leaves). * Point to objects and actions they find interesting in the world around them. * Collect groups of items (put rocks and pinecones in a bucket). 	<ul style="list-style-type: none"> * Show curiosity and investigate the world of nature indoors and outdoors (roll in the grass, scratch frost on window). * Help adult with the care of living things (water plants, feed classroom pet). * Cause toys they are playing with to move and provide simple descriptions. ("My train go fast!") * Collect items that may share an attribute * Classify things into groups but may over-generalize (call all small animals "puppies"). * Use one word descriptions (hot, soft, bumpy). * Observe and choose simple clothing for weather (mittens and boots when snowy). 	<ul style="list-style-type: none"> * Demonstrate interest in the natural world and the outdoor environment (plays in dirt and sand, ask questions about things seen outdoors). * Participate in activities that help to care for the environment, with guidance and support (picks up trash, recycle paper). * Participate in the care of living things with guidance and support (water plants, help to feed classroom pet). * Notice and describe characteristics of plants and animals, such as appearance, similarities, differences, behavior, and habitat. * Investigate the effect they can have on motion (push, pull, build ramp for a toy car with blocks, put foot in the path of moving toy). * Notice and describe properties of materials and changes in substances (water freezes into ice, pudding thickens, clay hardens). * Compare and sort objects or materials according to one or more attributes. * Observe and state simple weather patterns (sunny, rainy, cloudy, snowy). 	<ul style="list-style-type: none"> * Demonstrate respect, wonder and appreciation for the environment by participating in activities that help to care for the environment. With support explain that their actions and actions of others can change the environment (gathering cans for recycling, planting trees). * Take responsibility for the care of living things (independently feed pet as daily chore, water plant when leaves drop, help weed vegetable garden). * Describe basic things plants and animals need to live and grow (sunlight, water, food). Identify changes that take place over time. * Collect items from nature (rocks, leaves, insects) and classify them using physical characteristics (color, size, shape, texture). * Provide simple rationale for future movement and speed of an object based on past experience. ("Last time I made the ramp really high the marble went really fast.") * Observe and use words to describe physical changes and their possible causes, such as solid turning to liquid. * Sort objects or materials by attributes and describe the attributes used to sort (size, color, shape, sound). * Notice and describe weather conditions, position of the sun and moon at different times, and seasonal changes.

SCIENTIFIC EXPLORATION AND KNOWLEDGE

GOAL CD-9: As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Gather information through sight, hearing, taste, smell, and touch. * Explore body movements to make something happen (kick a mobile). * Use multiple senses to focus intently on objects, displays, materials, or events. 	<ul style="list-style-type: none"> * Use all senses to examine the environment carefully (reach out to touch rain, stop playing to watch shadows, gaze at moon). * Manipulate objects to make things happen (kick a ball, push a button on a toy) and delight in repeating and seeing similar results. * Explore objects and materials, handling them in many ways to discover more things they can do with them (moving, carrying, filling, dumping, squishing and pounding wet sand). * Say, "Look!" for others to share in discoveries. 	<ul style="list-style-type: none"> * Make simple scribbles, sounds, or movements to describe what they are seeing and experiencing. * Use simple tools to investigate objects (magnifying glass, ramps for rolling balls, or spoon for digging) or to obtain a desired object (i.e. ruler to guide ball back from under shallow cabinet). * Try out different materials to create a structure. * Investigate differences between materials (sand, water, "goop," moving air). * Notice and comment on changes in materials when mixing and manipulating (paint, playdough, food ingredients). * Ask, "What's that?" 	<ul style="list-style-type: none"> * Represent what they learn during scientific exploration through simple drawings, building, movement, or other methods, with adult support. * Use simple tools and measuring devices, such as balance scales, sifter, and rulers to explore the environment, with guidance and support. * Observe objects, materials, and phenomena and describe what they notice (temperature, texture, size, weight, color, etc.). * State a purpose when constructing something new. ("I'm gonna build a bridge for my dump truck.") * Test a variety of materials and configurations to design an end product. * Ask questions to find out more about the natural world. * With adult support, make simple predictions about what will happen next * Use simple descriptions and scientific vocabulary during experiments and experiences, with adult prompting and support (describe changes taking place while mixing, and using words such as "question," "experiment," and "measure"). 	<ul style="list-style-type: none"> * Represent what they learn during their scientific explorations through drawing, 3-D models, diagrams, movement, or other methods. * Identify the five senses as ways they can learn more about the world and uses their senses to do so. * Use an increasing variety of tools to investigate the world around them, solve problems, and complete tasks, extending what they can observe and do through their senses alone (measuring tools, magnifying glasses, balance, prism, droppers). * Compare objects, materials, and phenomena by observing and describing their physical characteristics. * Ask questions and identify ways to find answers (look in a book, use the computer, try something and watch what happens). * Make predictions, providing a rationale based on past experiences and then carry out simple investigations to test their predictions. Gather data and communicate simple conclusions (with adult support, predict which objects will sink or float, make two column chart labeled by picture of object sinking and another floating, and draw the objects in appropriate columns after observing which ones sink). * Follow a simple visual plan or model to construct something new. * Make adjustments to their constructions or creations to improve function, stability, or appearance. * Use scientific process words (predict, experiment, compare, measure) and scientific content words (plant, animal, magnet, weather) in discussions during science experiences. * Use the computer and other technology, if available, to explore how their actions can cause an effect.

STRATEGIES FOR COMPONENT 3: SCIENTIFIC EXPLORATION AND KNOWLEDGE

SUGGESTIONS FOR ENRICHING THE ENVIRONMENT

- Offer toys that allow children to experiment with cause and effect (for example, knobs that twist to make a sound or levers that slide open to make an object appear).
- Arrange the environment to encourage exploration. For young children who are not yet able to roll over or search for desired toys, adults may need to help them find or hold these items.
- Use moving objects to attract young children's attention and stimulate interest. Hang mobiles, wind chimes, or plants where children can watch them move, as well as enjoy their color and shape.
- Offer different textures and surfaces for children to explore (e.g., furry material, smooth silk, bumpy sandpaper, bubble wrap taped to floor, or hard plastic).
- Provide a variety of hands-on experiences so that children are able to actively explore their environment.
- Integrate science themes and materials into dramatic play. Add stethoscopes, examples of x-rays, etc. to create a dramatic play theme of *hospital* to allow children to learn about how their bodies work.
- Add several different types of magnets to the science area. Also add different kinds of materials that will and will not be attracted by them.
- Provide toy cars and trucks for children to play with in the block area, along with ramps and other accessories.
- Find or purchase animals such as caterpillars or tadpoles. Create an indoor environment for them and observe their life cycles.
- Set up water and sand tables or a large plastic container of water and sand where children can play with various objects, such as funnels, cups, and a variety of other toys to scoop, pour, fill, and dump.
- Choose high quality developmentally appropriate apps and software, such as those recommended at <http://childrenstech.com/>.
- Give children opportunities to explore new uses for materials, such as using an empty margarine container as a boat in the water table.
- Set up a recycling area in the room where children can put paper scraps and sort other recyclables by type.
- Give children the opportunity to play and experiment with mixing colors, using different types of paints, adding two colors together, adding white to other colors, etc. Ask children to describe what they notice ("Ooh, look, I made orange!").
- Provide a science discovery area where children can explore a variety of open-ended materials (pine cones, shells, branches, leaves, rocks, plants) and use science tools (magnifying glasses, balance scales, levers, eyedropper, sieve, and simple microscope). Also include science materials throughout the indoor and outdoor environments. Modify simple tools when needed to make them accessible to all children in the group.
- Provide a variety of natural materials (smooth stones, shells, pinecones, acorns) that children can investigate.

EFFECTIVE STRATEGIES TO SUPPORT CHILDREN'S DEVELOPMENT AND LEARNING

- Observe what children are interested in (what toys/objects they like to play with). Notice and name things that interest them. Add toys or other objects that may extend their current play or make it slightly more complex.
- Make a telescope out of a paper towel tube and encourage children to look around the room or outdoors for certain objects (e.g., "Do you see anything green?" or "Where is an animal?")
- Play "Name That Body Part" while changing infants and toddlers and as you help preschool age children dress. (For example, "Where are your toes?" or "Show me your ears.") Sing songs with actions, such as the "Hokey Pokey" or "Head, Shoulders, Knees, and Toes" where children can use and identify various body parts.
- Look for books with real pictures of animals and practice making animal sounds together. Talk about the animals. (For example, "The goat is furry and makes a sound like this, 'M-a-a-a-a.'")
- Allow children time to figure out what to do with new play materials. Take time to watch rather than direct their actions.
- Talk with children during routine care-giving tasks about sights, sounds, and smells in the environment ("Smell that bread baking!").
- Place infants and young children in various positions that allow them to observe the environment from different perspectives (tummy time on a blanket, sitting with support, seated in an infant swing).
- Ask children open-ended questions, such as "What do you think will happen when you put this toy in the water?"
- Encourage children to wonder and ask questions. Model your own sense of wonder.
- Teach children the steps in the problem solving process: figure out what the problem is, come up with possible solutions, choose and try out a solution, evaluate how well it worked and draw conclusions, and choose another solution if the first one did not work.
- Challenge children to design tools to solve problems in their everyday environment and then to evaluate how well their tool worked.
- Provide experiences for children that allow them to see that they can use their senses to discover more about the world around them. Give them opportunities to taste, touch, smell, listen to, and see a variety of objects and materials.
- Collect data and then make graphs frequently with the children, such as how many seconds it takes various objects to roll down a ramp or what color apple each of them prefers. Discuss and reflect with the children what the data they collected shows.
- Give children opportunities to play with ice cubes and watch them melt in their hands or the water table. Challenge them to try to keep them from melting as long as possible. Talk about the ice being a solid, and then melting into a liquid.
- Do cooking activities, including making play dough and "goop" from cornstarch and water. Talk about how the ingredients combine to make a new type of material, often changing from a liquid to solid.
- Do simple experiments with children, such as adding vinegar to baking soda. Investigate other mixtures using water, flour, salt, cornstarch, etc., and ask children to predict what will happen each time.
- Sing with children, asking them to sing very low and then very high, slow and rapid, soft and then loud. Explore vibration by providing instruments that children can play and use to make different types of sounds.
- Provide opportunities for children to learn about light, shadows, and rainbows by playing with prisms, flashlights, crystals, an overhead projector, or sunlight.

- Provide examples of different kinds of plants and animals, talking about their differences and similarities. Provide opportunities to sort plants and animals.
- Take trips to places where children can observe plants and animals: a pet store, playground, backyard, gardens, or farm.
- Observe and compare nonliving and living things. Talk about what living things need in comparison to non-living objects. Although children at this age cannot usually accurately distinguish between living and nonliving things, pointing out differences will help children develop this understanding over time.
- Give children opportunities to show respect for living things and their environments by caring for pets and protecting the environment. Model and teach responsible behavior; guide children in the handling and care of pets and plants.
- Provide experiences that invite children to learn that living things have basic needs, such as food, water, and air. Plant seeds and observe changes. Experiment by caring for the seeds differently, such as giving one no water, putting another in a dark area, etc. Plant gardens that change over the seasons. Provide a variety of plants and trees that attract wildlife (e.g., butterfly bushes, trees for birdhouses, and bird feeders).
- Give children opportunities to explore earth materials such as rocks, soil, sand, water, and snow. Look at and talk about these materials on nature walks or during play.
- Read books about night and day, stars, sun, moon, and space.
- Ask children to describe the current weather and keep track of the weather on a chart. Keep these discussions short and interesting. Ask children to make predictions about the future weather. Allow children to take turns as “weather reporters” describing current conditions.
- Play outside during different seasons; observe and talk about seasonal changes. Play in the leaves and snow.
- Point out technology that we use in our daily lives, including computers, tablets, radios, and electronic toys.
- Use a variety of devices with the children, such as a vegetable-peeler and an apple-peeling machine. Make ice cream with an old-fashioned, hand-operated ice cream maker, and then with an electric machine.
- Occasionally have children help you record data in a chart on the computer. Print and display at the children’s eye-level.
- Talk about how technology helps people find information. Model for children how to look up a topic they are interested in or find resources to answer questions related to science topics.
- Talk about cause and effect. Point out examples in day-to-day life such as: turning a knob to make a toy move or open a door; turning on a mixer to stir ingredients; and using switches to cause an effect, such as turning on a light.
- Take a walk and talk about which things are found naturally in the environment and which things people have made. Graph and discuss your findings together when you return. Keep in mind that young children may have different reasoning for their conclusions; the important thing is the discussion and reasoning, not the right answers.
- Choose interesting science topics as themes and long-term projects that children can investigate over a period of weeks and months. Engaging topics may include rocks, insects, pets, birds, and recycling.
- Encourage children to clean up their environment by clearing the table and picking up toys and litter.

- Talk about the many ways we can recycle and reuse materials. Encourage children to use both sides of a sheet of paper. Visit a recycling center if available.
- Talk with children about the fact that science and engineering help us to discover and solve problems in the world. Emphasize that both boys and girls are good at science and engineering.
- Be careful that all materials and experiences are age-appropriate and safe for the children using them. Make sure that children are well supervised.

ADAPTATIONS FOR INDIVIDUAL CHILDREN

- Make sure every child has physical access to all science materials, including outdoor areas. Consider moving the sand and water tables to the floor if it will provide better access for children with physical disabilities.
- Add handles to tools to make them easier to grip and use.
- Give children sensory materials in jars, bottles, or plastic bags to allow them to explore materials without touching them if they prefer not to touch them.
- Use equipment such as a modified keyboard, a touchscreen, or mouse to make the computer accessible to all children.
- When handling living things, allow children to touch with one finger or just get close to the plant or animal if they have limited motor control
- Give children sensory materials in containers or plastic bags to allow them to explore materials without touching them if they prefer not to touch them.



SOCIAL STUDIES, FAMILY, AND COMMUNITY CONNECTIONS

GOAL CD-10: Through their explorations, play, and social interactions children demonstrate an understanding of relationships, roles and what it means to be a participating member of their families and the diverse groups and communities they belong to.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Observe actions of children, adults, animals, and objects nearby. * Seek out parents, siblings, and caregivers for play and for meeting needs. * Express enjoyment or show preference for familiar people with sounds, expressions, and/or movement. 	<ul style="list-style-type: none"> * Imitate routine actions of their caregivers (rock a baby doll, push a lawnmower, “read” a magazine). * Know whom they can go to for help and emotional ‘refueling,’ (periodically seeking out primary caregiver before going back to play with peers). * Bring toys to share with primary caregiver. * Recognize children and others they spend a lot of time with (make sounds, say name). * Sit next to another child when playing with own toys. 	<ul style="list-style-type: none"> * Intently watch and imitate other children and adults (try to swing a plastic bat they have seen an older child use). * Use play to show what they know about relationships and roles in families and other familiar contexts. * Talk about what others do during the day. (“Mommy at work. Grandma at home.”) * Help with daily routines (put napkins out for lunch). * Seek out familiar playmates to sit next to when playing. 	<ul style="list-style-type: none"> * Talk about close family members, name their relationships to each other, and describe family routines. (“Marika is my sister.” “My grandma takes care of me at night.”) * Adopt roles of family and community members during play, given support and realistic props. * Identify self as a part of a specific family, preschool class, or other familiar group (e.g., point to picture and say, “That’s my family.” or “I’m in Ms. Emily’s class.”) * With prompting and support, participate as a member of a group, such as a classroom community (vote for name of class pet, wait turn to paint when easels are full). * Talk about “fairness” and demonstrate a willingness to take turns and share with others. 	<ul style="list-style-type: none"> * Talk about a wide circle of family members and other people important to the family, their relationships to each other, and their shared experiences. * Adopt roles of a wide variety of family and community members during dramatic play, using props, language, and actions in a way that demonstrates their understanding of the roles. * Identify themselves as individuals and as belonging to a family, as well as other groups such as their preschool class or faith community). * View themselves as contributing members of various groups with both rights and responsibilities (share, take turns, follow rules, take responsibility for simple jobs). * Participate in creating and following expectations/rules and routines. * Demonstrate confidence in expressing individual opinions and thoughts, while respecting those of others.

SOCIAL STUDIES, FAMILY, AND COMMUNITY CONNECTIONS

GOAL CD-11: Through their explorations, play, and social interactions children identify and demonstrate appreciation of similarities and differences between themselves and others.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Notice faces and facial features. * Notice differences between primary caregivers and others. * Respond differently to adults and children. 	<ul style="list-style-type: none"> * Compare their own physical features with those of others by looking and touching. * Explore similarities and differences among people by listening to their voices, feeling their hair, touching their faces, and watching their expressions. 	<ul style="list-style-type: none"> * Describe people who are similar and different based on characteristics such as age, gender, and other physical characteristics. * Show awareness of similarities and differences among people and families by taking on different roles during play. 	<ul style="list-style-type: none"> * Show acceptance of people who are different from themselves as well as people who are similar. * Explore differences in backgrounds and traditions during play and planned activities, given support and guidance (try on various traditional outfits in the dramatic play area). 	<ul style="list-style-type: none"> * Name several similarities and differences between themselves and others as well as benefits of those similarities and differences. * Show acceptance of differences through exploration of varying customs and traditions, past and present (how people dress, how people speak, food, music, art, etc.). * Demonstrate an understanding that there are diverse families and backgrounds and all have value (talk positively about how other children have different family structures than their own; share family traditions/routines, ask questions to learn about the traditions of others). * Demonstrate respect for the thoughts and opinions of others, even when different from their own.

STRATEGIES FOR COMPONENT 4: SOCIAL STUDIES, FAMILY, AND COMMUNITY CONNECTIONS**SUGGESTIONS FOR ENRICHING THE ENVIRONMENT**

- Ask families to bring pictures of their families including their children. Hang at the children's eye level, checking with parents first for their permission.
- Provide materials and activities that show other cultures and people from many different backgrounds in positive ways so children can see and experience how diverse humans are (diversity of all types including gender, race, ethnicity, sexual orientation).
- Play music from many cultures, such as Native American flute music. Provide instruments from a variety of cultures, such as rainsticks, drums, and maracas for children to play.
- Use fabrics from various cultures to decorate the room. Display posters and pictures of children and families from many different cultures and regions around the country and around the world.
- Include clothes reflecting different aspects of families, communities, and cultures, such as a dance shawl, in the dramatic play area for different seasons.
- Include multicultural dolls and other multicultural items in areas around the room, such as the dramatic play area and math area. Change materials and props according to the interests of the children.
- In the library area, provide books about many different people, places, and traditions around the country and around the world.
- Set up dramatic play areas that give children opportunities to explore various roles in the community, such as a play store so children can use play money to purchase things.

- Label items around the room in the home language(s) of children, such as Lakota, and include these languages as you introduce different topics (for example include Lakota names for animals when doing a project or theme related to animals).

EFFECTIVE STRATEGIES TO SUPPORT CHILDREN'S DEVELOPMENT AND LEARNING

- Learn as much as you can about the cultures of the families in your program. Incorporate books, pictures, toys, music, and other materials that are familiar to children into daily activities. This brings family cultures into play areas in positive ways.
- Learn to say a few important words in the home language of children whose families speak a different language. (Consult with parents about which phrases are most important.)
- Use wordless picture books, creating opportunities to use words in a variety of languages.
- Model pleasant, polite interactions with family members and other adults. Children will imitate you.
- Implement activities that will support children in exploring the similarities and differences among the children and families (Read books, such as "We are Alike, We are Different" and then take photos of children's faces for a class book with words such as, "We all have eyes, but our eyes are different. We all have hair, but our hair is different").

- Allow and support children’s choice of playmates. Help children play together, including children who are different from each other. Model and encourage gentle touch while playing. Make a special effort to help children who speak different languages play together by helping them communicate with each other.
- Make scrapbooks or memory books and revisit them with the children.
- Talk with children about what makes a family and what it means to be a good family member. Read books about many different types of families, including a variety of family configurations and cultures.
- Invite family members to share family customs, stories, celebrations, food, music, dance, traditions, and dress from their culture.
- Make bread and other dishes from a variety of cultures, such as fry bread, tortillas, and lefse.
- Involve children in making simple decisions as a group, such as voting for which snack to have that day. Help them see democracy in action.
- Talk with children about their ideas of what a neighborhood is. Take a walk around the neighborhood if possible, pointing out buildings, houses, schools, parks, playgrounds, or other features. Observe different types of homes and/or apartments in the neighborhood.
- Involve children in helping others, such as making cards for the elderly.
- Model cooperation and negotiation. Ask children to help develop positive rules/expectations for the group. Tell children what we want them to do (“Use walking feet.”) instead of what we don’t want (“No running!”) Display these rules with both words and pictures to help children see what is expected of them.
- Create opportunities for children to work together, for example to prepare and distribute a special snack for other classes.
- Help children develop skills as community members and leaders by having a job for each child, such as watering the plants or feeding the fish. This will help each child be seen as an important, contributing member of the group.
- Take children to visit a market, restaurant, bakery, post office, museum, cultural center, powwow, library, or home. Visit them virtually through pictures, video tours, or other tools available on the internet. Help children change the dramatic play area to represent what they have observed.
- Show children pictures and books about various homes, transportation, and geographic places, discussing their similarities and differences, such as Childcraft’s “I Love the Mountains” which includes Mt. Rushmore.
- Investigate jobs in the community, at home, and at school. Create pictures, charts, and dramatic play about these jobs. Ask children what jobs they might like to do when they get older.
- Visit a farm or ranch if possible so children can see where much of our food comes from. Read books about food and farming. Make butter from milk, and talk about how milk comes from the cow. If possible, create special ways to involve children who live on farms, or whose families lived on farms.
- Hold meetings to discuss concerns and issues that occur. Encourage children to use a variety of problem-solving strategies to work through any concerns (e.g., use role-playing and puppets to help children empathize with their peers).
- Build opportunities to discuss different points of view, especially during small group times or when a conflict arises.



ADAPTATIONS FOR INDIVIDUAL CHILDREN

- Be sure that all areas, both inside and outside, are physically accessible to all children.
- When taking walks or field trips, plan ahead for any obstacles that may prevent any child from participating, such as stairs, grass to cross, or busy streets.
- Pair up children with a peer to complete jobs, such as watering plants or feeding the fish.
- Provide assistive devices for children who need them to dictate stories or share information about their experiences or families. For example, a picture board, sign language, computer, or other electronic device may help children express themselves.

CREATIVE ARTS AND EXPRESSION

GOAL CD-12: Children engage in a variety of creative activities for enjoyment and self-expression including play, visual arts, music, expressive movement, and drama.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Explore sensory properties of art media (smear paint, pat and pound dough). * Use toys and household objects in a variety of different ways during play (wave, then scrunch, then throw a scarf). * Imitate and make a variety of sounds with simple instruments, toys, and their own voice. * Express feelings, such as joy by moving their bodies (kick feet when excited, hug soft toy). 	<ul style="list-style-type: none"> * Explore art materials freely (make marks, squeeze clay, tear paper). * Use hats and clothes for dress-up make-believe. * Use materials purposefully to create sounds (bang blocks together, ring bell, shake can to make contents jingle). * Move to music in their own way (such as swaying to music with feet wide apart). 	<ul style="list-style-type: none"> * Experiment and create 2D and 3D art with clay, crayons, markers, paint, and collage materials. * Create representations of familiar objects and scenes using play materials, language, scribbles and other actions. * Make up simple nonsense songs, sign, chant, and move to music (twirl around and fall down, “march” by lifting knees high). * Talk or sing to themselves for comfort or enjoyment and express ideas and feelings through music and movement. 	<ul style="list-style-type: none"> * Explore the properties of art materials and use them for constructing, painting, drawing, and sculpting. * Choose to participate and use visual art, music, movement, and dramatic play to communicate and express feelings, ideas, and experiences. * Show creativity and imagination when using materials, singing, moving, and assuming roles during pretend play. * Use words and actions to imitate a variety of familiar stories, roles, and new understandings from topics of study (set up a store in the dramatic play area and act out roles of shopkeeper and customer). * Show awareness of different musical instruments, and rhythms, as they make music or participate in music activities. * Show awareness of various patterns of beat, rhythm, and movement through music and movement activities. * Explore ways to move imaginatively with and without music, such as stretching, galloping, twisting, bending, swaying, marching, and clapping. 	<ul style="list-style-type: none"> * Demonstrate enjoyment and confidence in their ability to freely plan and create artwork of their own design individually and collaboratively, including drawings, paintings, collages, and sculptures. * Describe experiences, ideas, emotions, people, and objects represented in their artwork. * Draw or build representations of familiar people, places, and new understandings from topics of study with a variety of materials. * Plan and act out scenes based on books, stories, everyday life, and imagination alone or with others, creating and engaging in increasingly detailed and extended scenarios in their dramatic play. * Recall and imitate different musical tones, rhythms, rhymes, and songs as they make music and participate in a variety of musical and rhythmic experiences, including singing, clapping to the beat, listening, and using musical instruments. * Recall and imitate patterns of beat, rhythm, tempo, and dynamics of music, as they create expressive movements or participate in movement activities.

CREATIVE ARTS AND EXPRESSION

GOAL CD-13: Children demonstrate an appreciation for different forms of art including visual arts, music, expressive movement, and drama.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Show wonder or fascination with objects, activities, or experiences (pay attention to bright or contrasting colors, look at caregiver singing lullabies, show bodily excitement when they hear music). * Hold, touch, and experience different textures (fuzzy blanket, smooth skin, rough carpet). 	<ul style="list-style-type: none"> * Show interest or pleasure in response to images, objects, and music (say, "Aaah" and reach for a brightly colored picture, look at or reach toward fluttering leaves). * Participate in and explore all possible media (use finger paint, glue scraps of paper on another paper, dance to music). 	<ul style="list-style-type: none"> * Express delight in different forms of art (choose to look at a book with colorful photographs). * Participate in and use simple words to describe art, music, movement, drama, or other aesthetic experiences (talk about colors in a painting). 	<ul style="list-style-type: none"> * Express pleasure in different forms of art (call something "pretty," express preferences, or listen to music again). * Participate in and use words to describe art in terms of color, texture, space, sound and movement. 	<ul style="list-style-type: none"> * Show appreciation for a variety of art, including that of their own culture and community, as well as others. * Participate in and use art-specific vocabulary to express ideas and thoughts about artistic creations more clearly. ("We need a stage for our puppet show.") * Demonstrate value and respect for their own artwork and that of their peers.

STRATEGIES FOR COMPONENT 5: CREATIVE ARTS AND EXPRESSION

SUGGESTIONS FOR ENRICHING THE ENVIRONMENT

- Provide musical mobiles for infants to watch and listen to.
- Display children’s artwork on their eye level on a rotating basis. Include other items of beauty such as wall hangings, tapestry, weavings, posters, stained glass, or arrangements of flowers and leaves. Laminate pictures and attach them to the wall with Velcro so young children can touch them without damage.
- Provide a wide variety of sensory materials both indoors and outdoors, such as play dough, goop (cornstarch and water), clay, finger paint, chalk, sand, mud, and wood pieces.
- Set up an art area so children can access materials independently. Provide a variety of art materials, such as washable paints, modeling materials, crayons, markers, chalk, and pencils. Choose materials that are suitable for the age and development of the children. Materials should encourage children to use their imagination and express ideas through art, construction, movement, music and play.
 - Use a variety of horizontal and vertical surfaces (easels, floor, and walls) and two- and three-dimensional objects (boxes, clay, and plastic containers) for creative expression.
- Have a place where children may store unfinished artwork and projects to continue at a later time.
- Provide many different items for stamping or painting including household items such as potato mashers and thread spools, items from nature such as leaves and sticks, and other shapes and textures.
- Provide glue or paste and materials for making collages such as craft feathers, ribbon, fabric scraps, small pom-poms, and shells. Use contact paper for collages with children who cannot handle glue.
- Use mess trays and smocks or old oversized shirts to make cleaning up easier and to keep clothes clean.
- Provide woodworking tools, wood scraps, glue, and paint in a closely supervised woodworking area.
- Include books with artwork in the library area and hang pictures of great artwork representing a variety of countries and ethnic groups. Some libraries have paintings you can check out for extended periods of time. Encourage children to talk about what they like about the pictures.
- Set up a music area with different types of instruments that children can explore and play such as xylophones, rhythm instruments, triangles, bells, and multicultural instruments including rain-sticks, maracas, sand blocks, shakers, and drums.
- Play a variety of music, including classical, jazz, and multicultural music.
- Play music with many different beats and rhythms, such as marches, waltzes, polkas, Reggae, Latin, folk music, and jigs. Encourage children to move to the music.
- Provide streamers, ribbons, and scarves for children to use as creative movement props.
- Set up a dramatic play or pretend area where children can act out a variety of roles and explore projects or themes of interest. Include dolls and clothing from a variety of cultures and props for children to use to act out different types of roles such as hats, big boots, and tools for builders; dresses, ties, shoes, and play watches for house and office play; fruit and vegetable play foods for farmers. Provide a variety of male and female articles of clothing.
- Encourage children to act out familiar stories by providing props to go along with stories or nursery rhymes.

EFFECTIVE STRATEGIES TO SUPPORT CHILDREN'S DEVELOPMENT AND LEARNING

- Build time into the daily schedule for the arts, including creative movement activities at the end of group time, or at transitions.
- Use puppets and stuffed animals to act out songs, rhymes, and stories.
- Offer creative play activities both indoors and outdoors. For example, children might use chalk on a blackboard indoors or on the sidewalk outdoors. Play music outdoors where children can make large dance movements.
- Encourage children to move and dance to music in many different ways (march, clap, stomp, gallop, jump, sway).
- Take pictures of the children doing creative activities and support children in taking their own photos. Display these pictures to help children recall what they have done and to help families appreciate the creative process.
- Give children many opportunities to experience beauty through all their senses (touching snow, looking at rainbows, smelling freshly mowed grass, tasting different foods, listening to birds chirp).
- Set an example by demonstrating spontaneity, a sense of wonder, and excitement.
- Allow children to freely create their own artwork, focusing on the creative process rather than the finished product.
- Talk with children individually about what they would like to create, the materials they will use, and how they will carry out their plans. Encourage them to spend time developing their artwork.
- Encourage children to mix primary colors and predict what color will result from the mixing. Provide white paint to mix with colors to make pastels.
- Put out play dough of many different colors, encouraging children to mix colors as they mold and shape the play dough with their hands, craft sticks, rolling pins, and other materials.
- Ask children to tell you and others about their artwork, what they like about it, how they created it, and what they might like to try in the future. Express an encouraging attitude without judgment (“You put a lot of effort and beautiful colors into your creation!”).
- Expose children to a variety of art from the past and present. Take children to museums, galleries, plays, concerts, and other appropriate cultural activities in the community or online.
- Model your own sense of wonder about various types of artwork by asking questions about how the artists created their work and what messages they were trying to convey. Prompt children to ask questions as well. Provide opportunities for children to use similar materials and techniques in the art area to create their works of art.
- Provide access if possible to developmentally appropriate art and music apps and programs that allow children to be creative.
- Sing often with the children in large and small groups both inside and outside. To add variety, use your own voice, an instrument, or recorded music.
- Repeat familiar songs often so children can sing them by heart.
- Read and sing along with books that have words to songs, such as *The Wheels on the Bus* and *Mary had a Little Lamb*, to help children acquire beginning literacy skills.
- Make homemade musical instruments such as oatmeal box drums.
- Talk to children about how different types of music make them feel and what they like about music.
- Model your own enjoyment of music and the feelings you have while listening to, singing, or playing music.

- Encourage children to sing along and to play instruments in rhythm with music. Talk with the children about varying the tempo from fast to slow and the dynamics from loud to soft. Vary the tempo and dynamics as you sing and play music.
- Add movement activities to curriculum themes or projects (for example, in a project on fish, children can move like fish). Encourage children to move and use their bodies in space (e.g., pretending to be a cat, a volcano, or a butterfly). Assist children with modeling movement positions as needed.
- Encourage children to listen carefully to music and move according to the beat and feeling of the music.
- Sing songs or play music that encourages movement, such as Head, Shoulders, Knees and Toes and The Hokey Pokey.
- Invite family and community members in to teach simple dances from a variety of cultures.
- Take trips to local plays, puppet shows and other performances that are geared toward young children.
- Invite family members, authors, artists, musicians, and storytellers from different cultural and language backgrounds to visit so children can observe firsthand the creative work of a variety of people in the arts.
- Play with children in the dramatic play area by taking on a role, making suggestions, or demonstrating how to use new props or materials.
- Use role-playing during large and small group times to help children express feelings, discuss conflicts, or solve problems. For example, an adult could act out the role of a child who feels left out, and then ask the children for suggestions about how to solve the problem.
- Provide time and materials to support children in re-creating experiences and new understandings (for example, materials to create a farm stand in the dramatic play area after taking a trip to a pumpkin patch).

ADAPTATIONS FOR INDIVIDUAL CHILDREN

- Use paintbrushes with large handles.
- Provide painting mitts or gloves for finger painting.
- Provide thick crayons, markers, and pencils that are easier to grasp and control.
- Set up easels on the table or at the child's level to help hold paper in place and to provide a raised surface
- Use special scissors that children with motor disabilities can squeeze together.
- Attach musical instruments to a mitten or glove to make them easier to grasp and hold.
- Encourage children who have difficulty singing to participate in music activities by humming or some other vocalization or by playing an instrument.
- Encourage children who have difficulty with movement to move any parts of their body they can.
- Give children with hearing impairments opportunities to touch speakers as music is played, feel instruments as they are played, and to learn familiar songs in sign language.
- Support the creative expressions of each child to boost confidence and help children see value in their own work.
- Allow children to work with materials such as the sensory table and art supplies both indoors and outdoors.

HEALTH AND PHYSICAL DEVELOPMENT DOMAIN (HPD)

The **HEALTH AND PHYSICAL DEVELOPMENT** domain focuses on children’s physical growth and motor development, sound nutritional choices, self-care, and health and safety practices. Children’s development in this area supports learning and plays a part in their ability to be successful in any type of activity. Healthy children who are able to move and play are ready to learn more effectively in all domains.

During the time from birth to age five, children’s bodies go through a period of rapid growth. Their body more than doubles in size and their brain develops more rapidly than during any other period in the lifespan. Helping children establish good health and eating habits is extremely important. Good nutrition promotes not only physical growth and health, but also cognitive skills such as memory, problem solving, and decision-making. Children grow and develop best when they are provided a healthy and balanced diet, have sufficient rest, and are physically active to help develop strength and stamina.

In addition to healthy eating habits, young children develop motor skills that support coordination and physical fitness. Although developmental milestones don’t occur at the exact same time for all children, their growth and motor development tends to follow a similar sequence as their skills build upon each other. They move from turning over to sitting up, from crawling to walking, and then from running to playing organized games. They also develop fine or small motor skills as they learn to use their hands for a variety of tasks.

Health and physical development also includes children’s growing independence in carrying out personal routines and their awareness of health and safety practices. This awareness and independence grows when children begin to participate in individual routines such as bathroom responsibilities, putting away toys, or washing their hands. It is particularly important

to pay attention to families’ preferences and the routines that children are accustomed to at home. Self-care routines that are consistent with the family’s culture will be more comfortable for children. Also, teachers and caregivers should be careful to help children develop a sense of independence in ways that are comfortable for families. When children are very young, they need the constant presence and guidance of adults to help them carry out routines and ensure their safety. However, as they grow older, children show greater independence. Caregivers and teachers can work with families to decide when and how to promote children’s self-care routines and independence.

Early childhood programs can promote physical development by providing children with a safe, supervised environment where play is encouraged and children have ample opportunities to explore. Both indoors and outdoors, children need opportunities to move freely, to explore different types of play equipment, and to participate in planned and spontaneous movement activities. Teachers and caregivers should provide time for children to play and participate in a variety of activities in a risk-free, non-competitive environment. Children also need opportunities to choose from activities that will help them develop their fine motor skills by working with a variety of age-appropriate materials such as play dough, blocks, sand and crayons. For older children, this could include computers that have a modified mouse and touch screen capacity. Over time, engaging in these activities will help children develop the strength, control and hand-eye coordination necessary for self-help skills such as dressing and eventually, for writing.

COMPONENTS
Physical Health and Growth
Motor Development
Self-care, Safety, and Well-Being

Finally, it is important to remember that each child develops at his/her own pace. However, teachers and caregivers may be the first to notice that a child's development is not consistent with typical expectations. If a parent or teacher is concerned that a child is not meeting many or all of the Early Learning

Guidelines described in this document, additional evaluation may be needed. Be sure to consult a pediatrician, neurologist, or developmental specialist to determine if further intervention is needed.

HEALTH AND PHYSICAL DEVELOPMENT (HPD)

PHYSICAL HEALTH AND GROWTH

- **GOAL HPD-1:** Children develop healthy eating habits.
- **GOAL HPD-2:** Children engage in active physical play indoors and outdoors.
- **GOAL HPD-3:** Children develop healthy sleeping habits.

MOTOR DEVELOPMENT

- **GOAL HPD-4:** Children engage in play and movement to develop the large muscle control and abilities needed to explore and move in their environment.
- **GOAL HPD-5:** Children engage in play and experiences to develop muscle control and hand-eye coordination to manipulate objects and work with tools.

SELF-CARE, SAFETY, AND WELL-BEING

- **GOAL HPD-6:** Children develop personal hygiene and self-care skills.
- **GOAL HPD-7:** Children use safe behaviors and personal safety practices with support from adults.

PHYSICAL HEALTH AND GROWTH

GOAL HPD-1: Children develop healthy eating habits.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Eat different kinds of food such as liquids, pureed or soft foods, and finely chopped food. * Show interest in feeding routines. * Help with feeding themselves (eat finger foods, hold bottle). * Show hunger or fullness using actions, sounds, or words (cry or search for food, turn away when full). * Show food preferences. * Respond to different textures of food in their mouth (wait for the next bite, spit out food, turn head away). 	<ul style="list-style-type: none"> * Try new foods. * Feed themselves with some assistance. * Communicate when hungry, thirsty, or has had enough. * Eat enough to meet nutritional needs, although amount or type of food may vary over time (eat a lot at one meal and little at the next, show interest in many foods but no interest in others). * Eat a variety of small pieces of age-appropriate table foods. * Distinguish between food and non-food items. 	<ul style="list-style-type: none"> * Occasionally able to make nutritious choices with support. * Feed themselves using utensils and hands. * Accept or refuse food depending on their appetite and personal preference (make food choices at a meal, leave unwanted food on plate, ask for seconds of favorite food). * Notice and talk about food preferences, textures, temperatures, and tastes (crunchy crackers, warm soup, sweet apples). 	<ul style="list-style-type: none"> * Demonstrate willingness to try new healthy foods when offered several times and sometimes able to make nutritious choices with support. * Feed themselves with utensils independently. * Communicate that some foods are good for them (fresh fruits, vegetables, milk) and some are not healthy (potato chips, soda). 	<ul style="list-style-type: none"> * Demonstrate willingness to try new healthy foods and make nutritious eating choices independently and with support. * Regulate food consumption based on their own feelings of hunger and fullness * Given a selection of familiar foods, identify which foods are nutritious and which are not. * Talk about variety and serving size of foods needed to be healthy, naming some foods and beverages that help to build healthy bodies.

PHYSICAL HEALTH AND GROWTH

GOAL HPD-2: Children engage in active physical play indoors and outdoors.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Engage in physically active moments (spending time on their tummy, repeating actions, kicking, waving arms, rolling over). * Move their bodies to explore the indoor and outdoor environment. * Develop strength and stamina by continuing movements over short periods of time. 	<ul style="list-style-type: none"> * Show they enjoy active play and seek to be physically active (choose to play often on climber, laugh and squeal while moving). * Anticipate and ask for outdoor play (point at door and say, "Out," sometimes preferring to stay outside). * Engage in regular and sustained movement (push toys around play area, go up and down, slide over and over). * Develop strength and stamina as they use large muscles and participate in physical activity for longer periods of time. 	<ul style="list-style-type: none"> * Show satisfaction with new active skills and strengths (ask others to watch them. "I'm big and strong!") * With guidance and support, transition from active to quiet activities. * Develop strength and stamina by spending moderate periods of time playing vigorously. 	<ul style="list-style-type: none"> * Choose a variety of structured and unstructured physical activities indoors and outdoors. * Participate in simple games and other structured motor activities that enhance physical fitness (songs with movement, throwing and catching). * Transition from active to quiet activities with limited guidance and support. * Develop strength and stamina by spending moderate periods of time playing vigorously. 	<ul style="list-style-type: none"> * Communicate ways exercise keeps us healthy and makes us feel good. * Participate in structured and unstructured motor activities that build strength, speed, flexibility, and coordination (red light, green light; chase; free play). * Transition independently from active to quiet activities most of the time. * Develop strength and stamina by increasing their amount of play and activity, using more muscles for longer periods of time.

PHYSICAL HEALTH AND GROWTH

GOAL HPD-3: Children develop healthy sleeping habits.

DEVELOPMENTAL INDICATORS CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Sleep for longer periods at a time (more at night, and less during the day). * Settle down and fall asleep after a routine that includes a familiar series of events, such as calming songs and stories. * Sleep well and show alertness during waking periods. 	<ul style="list-style-type: none"> * Cooperate with sleep routines (choose a book, get preferred sleep toy). * Use simple sounds, gestures, or words to show they are tired (say, "Night, night;" go to get familiar stuffed animal or other comfort item). * Sleep well, waking rested. 	<ul style="list-style-type: none"> * Use language about sleep ("Time for bed," after clearing lunch things; give sign for sleep). * With guidance, participate in sleep routines (wash hands after lunch, get comfort item, listen to calming songs and/or stories, lie down on bed or mat). * Fall asleep on their own. * Sleep well, waking rested and ready for daily activities. 	<ul style="list-style-type: none"> * Recognize and communicate signs of being tired. * With increasing independence, start and participate in sleep routines, including listening to calming songs and/or stories. * Stay awake except during nap time. 	<ul style="list-style-type: none"> * Communicate ways sleep keeps us healthy and makes us feel good. * Independently start and participate in sleep routines most of the time, including listening to calming songs and/or stories. * Stay awake and alert except during voluntary nap time.

STRATEGIES FOR COMPONENT 1: PHYSICAL HEALTH AND GROWTH**SUGGESTIONS FOR ENRICHING THE ENVIRONMENT**

- For young children who need help eating and drinking, offer support, proper positioning, special equipment, and many chances to practice eating and drinking.
- Offer cups and spoons. Encourage children to feed themselves when they are ready.
- Give children a safe and comfortable place to sleep.
- Ensure infants' safety by always placing infants on their backs to sleep in cribs that meet current safety standards set by the Consumer Product Safety Commission.
- Avoid putting blankets, bumper pads, and materials other than the child in cribs. Instead, place children in "sleep sacks" or warm pajamas.
- Provide areas for children to rest that accommodate individual sleep needs and individual nap schedules to meet their needs.
- Allow and encourage children to serve and clean up food. Provide materials for pretend play about shopping, cooking, serving, eating, and cleaning up, such as examples of nutritious foods in the dramatic play area, including plastic fruits and vegetables or empty food boxes.

EFFECTIVE STRATEGIES TO SUPPORT CHILDREN'S DEVELOPMENT AND LEARNING

- Promote and support breastfeeding for young children. Provide storage for breast milk, private areas for nursing mothers, and education about the benefits of breastfeeding for both mother and infant. Feed iron-fortified formula to infants who are not breastfed.
- When an infant shows early signs of hunger (e.g., beginning to stir when sleeping), begin preparing food or milk so it is ready when the child is ready to eat.
- Hold and talk with infants during feeding and allow enough time for them to finish bottles or food.
- Offer types, sizes, and textures of food that each infant or toddler can eat safely and successfully. Work with families, dietitians, and health care professionals to offer the breast milk, formula, foods, and other forms of nutrition appropriate for children with special nutritional needs.
- Ask families about any history of food allergies and serve only foods that are safe and meet their health needs.
- Allow children to leave food uneaten. Do not force them to eat more than they want. They may be full.
- Allow enough time for young children to explore foods with their fingers and to eat.
- Provide a relaxed atmosphere for meals and snacks. Sit with children and join in eating healthy foods (fruits, vegetables, whole grains, dairy products, and protein).

- Model appropriate mealtime behaviors. Talk about foods and how they help the body. (“Milk helps make your bones and teeth strong.”)
- Prepare healthy snacks and meals with children. Expose children to a wide variety of nutritious foods, including foods from their own and other cultures and that show respect families’ cultural, religious, and other preferences.
- Offer new foods to help them get used to new tastes and textures. According to zerotothree.org, you may need to offer new foods 10-15 times.
- Talk with children about which foods are healthy choices and which foods are not healthy.
- Give children opportunities during snacks and meals to practice pouring, using utensils, and serving themselves food.
- Reward positive behavior with attention, not with sweets or other food. Instead celebrate with praise, smiles, and excitement.
- Some children are highly sensitive to light, noise, and the way they are touched. Provide spaces that offer less stimulation so they can feel calm and comfortable. Work with families and specialists to offer appropriate physical activity for these children.
- Ask families to share the sleep routine used at home and use it in the children’s environment if appropriate (rock the child to sleep, let them hold a special toy). Learn and say the words families use to tell someone they are tired. Use these words and teach children to use them to tell you they are tired.
- Help children learn to calm themselves and fall asleep. For infants, consider playing soft music, lowering the lights, and quieting the environment. For older children who choose their own sleep positions, rubbing their back may help them relax and fall asleep.
- Model and discuss healthy eating habits and provide a variety of nutritious snacks and meals.
- Develop a routine for eating regular meals and snacks.
- Provide activities that encourage children to explore a variety of foods, textures, and use of utensils.
- Invite and encourage children to participate in physical activity and free play every day. Schedule several periods of active physical play each day, with each period lasting thirty to sixty minutes for preschool age children. Include time for child-directed play and adult-directed activities, and participate with children in the activities.
- Share information about programs or activities in the community that encourage physical activity for all families, including children with special needs. Programs and activities might include parks, greenways, playgrounds, swimming pools, lakes, and gyms.
- Take children outside often and regularly in all seasons. Dress them appropriately for the weather (raincoats, sweaters, boots, mittens, coats, and hats, using sunscreen as needed). Show children you enjoy being outdoors and encourage them to explore the outdoor environment.
- Read books with children about healthy practices. Discuss the concepts of rest, exercise, and good eating related to good health.
- Encourage and support children’s needs for rest and relaxation by scheduling both active and quiet times during the day.

MOTOR DEVELOPMENT

GOAL HPD-4: Children engage in play and movement to develop the large muscle control and abilities needed to explore and move in their environment.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Develop control of head and back, progressing to arm and leg movements. * Maintain upright posture when sitting and standing. * Explore body positions and movements, rolling, pushing up, pulling to stand, and kicking or reaching for objects to achieve a goal. * Move from place to place as their abilities allow (squirm, roll, scoot, crawl, cruise, or walk). 	<ul style="list-style-type: none"> * Develop strength, balance, and coordination by repeating movements (pull up and sit down; bend and straighten, squat to pick something up from the floor). * Coordinate arm and leg-movements to explore, climb, push, pull, and achieve goals (push a stroller, use riding toys, crawl up steps). * Move through the world with increasing independence (crawl, cruise, walk, run, use therapeutic walker). 	<ul style="list-style-type: none"> * Coordinate movements for a purpose (kick, jump, step, pedal, push away). * Move through the world with a variety of movements and with increasing independence and control (run, jump, pedal). * Use familiar objects that encourage large motor movements (riding toys, crawl tubes, large ball in basket, slide). * Perform actions smoothly with balance, strength, coordination (dance, bend over to pick up a toy, reach up high on a shelf, walk up and down steps). 	<ul style="list-style-type: none"> * Demonstrate increasing stamina, body strength, endurance and balance, managing uneven surfaces such as hills, ramps, and steps. * Refine movements and show generally increasing coordination (throwing and catching). * Use a variety of toys and equipment that enhance gross motor development (balls, slides, pedaling toys, assistive technology). * Move their bodies in space with increasing coordination and ability to cross the midline, such as using alternate feet on steps, touching toes on one side of the body with the opposite hand. 	<ul style="list-style-type: none"> * Demonstrate stability, flexibility, and balance while performing complex movements by standing on one foot, turning, stretching, bending, hopping, balancing on beams, jumping, and moving to music. * Demonstrate more coordination of upper and lower body when, throwing, catching, kicking, bouncing objects, swinging, and hitting objects with racquets or paddles. * Move quickly through the environment and be able to both change directions and stop (run fast, pedal fast). * Show awareness of own body in relation to other people and objects while moving through space. When asked, can move in front of, beside, or behind someone or something else. * Participate in play and movement activities and describe how physical activity contributes to their overall health (“Exercise helps make me strong!”).

MOTOR DEVELOPMENT

GOAL HPD-5: Children engage in play and experiences to develop muscle control and hand-eye coordination to manipulate objects and work with tools.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Use both hands to swipe at, reach for, grasp, hold, shake, and release objects. * Explore shape, weight, size, and texture by turning objects, dropping, or transferring objects from one hand to another. * Use index finger and thumb (pincer grasp) to pick up an object with finger and thumb. 	<ul style="list-style-type: none"> * Use hands and eyes together for more complex actions (put together and take apart toys, feed themselves finger foods, fill containers). * Use hands to explore and manipulate objects (pick up and examine, stack two or three large blocks, pick up or roll a ball, and turn pages in board books). * Use simple tools (spoon for feeding hammer with pegs, crayon for scribbling). 	<ul style="list-style-type: none"> * Use hands and eyes together with a moderate degree of control (complete puzzles, thread beads with large holes, use shape sorters, put on mittens, painting at easel). * Plan and use more complex refined hand movements (stack a few small blocks, draw, look for a favorite page in a book, practice self-care routines). * Use tools that require finger and hand control (large paintbrush, measuring cups, switches, shovel, rolling pin). 	<ul style="list-style-type: none"> * Engage in activities that require hand-eye coordination (build with manipulatives mold play dough, work puzzles with smaller pieces). * Draw simple shapes and figures (square for block, circles). * Use tools that require strength, control, and dexterity of small muscles (forks, crayons, markers, safety scissors, adapted tools). 	<ul style="list-style-type: none"> * Engage in complex hand-eye coordination activities and play with a moderate degree of precision and control (fasten clothing, cut shapes, put together small pieces, string beads). * Display strength and control while using a variety of tools and materials including scissors, pencils, crayons, small toys, spray bottles, and hole punchers. * Draw and write figures with more detail (faces with features, letters, or letter-like forms). * Participate in self-help skills, such as buttoning, zipping, snapping and pouring.

STRATEGIES FOR COMPONENT 2: MOTOR DEVELOPMENT

SUGGESTIONS FOR ENRICHING THE ENVIRONMENT

- Provide children with large, safe areas to move and play in, both indoors and outdoors if possible.
- Put small, safe objects on a tray or protected spot on the floor for children to grab and handle. For example, offer rattles and teething toys for infants. Provide blocks, crayons, and snap-together toys for older toddlers. For children with impaired vision, use toys with switches and varied textures. Increase contrasts to help them see materials (bright toy on black background; pictures outlined with heavy line).
- Provide pillows, small mounds, balance beams, stepping-stones, and other low barriers for children to climb on and crawl over. This develops balance, builds strength, and improves coordination.
- Create an environment that includes materials and equipment that can be used by children with varying physical abilities. For children with disabilities, provide supports or special equipment that allows them to participate in physical activities and play (therapeutic walker, scooter board, supportive seating for swings or riding toys, bars for pulling up).
- Create mazes and obstacle courses that are age appropriate. For example, invite children to move through tunnels, under chairs, around tree trunks, and over low hills.
- Provide push and pull toys, riding toys (with and without pedals), balls, tools, slides, and other materials that give children chances to exercise large muscles and practice skills.
- Offer children toys and materials to fill, stack, dump, and pour, such as small blocks, buckets, plastic cups, and water. Provide options for children with different abilities. For example, include play dough, puzzles with and without knobs, empty boxes, and containers with lids. Be sure to stock manipulative centers with containers into which objects can be placed.
- Provide child-size tables and chairs so children can use them independently.
- Change materials routinely to encourage discovery, engagement, and participation.
- Set up the environment so children can choose activities that develop strength, endurance, coordination, and other gross motor skills. Include activities such as jumping, hopping, and throwing.
- Provide safe tricycles and other safe wheeled vehicles for children to ride.
- Play music with different beats and from different cultures. Encourage children to move to the rhythm of the music. March and dance to the music.
- Set up the environment so children can choose activities that develop fine motor skills. Set up tables with puzzles, pegboards, large beads for stringing, and small blocks such as Duplo's.
- Add dress up clothes, dolls, and doll clothes to the dramatic play area where children can practice buttoning, zipping, and snapping.
- Set up an art area where children have the opportunity to use crayons, washable markers, chalk, paintbrushes of various sizes, scissors, and other art materials.
- Set up a writing area with various kinds of paper, pencils, markers, and other writing tools.

EFFECTIVE STRATEGIES TO SUPPORT CHILDREN'S DEVELOPMENT AND LEARNING

- Play with infants on their tummies frequently throughout the day. Place interesting toys in front of them and use a rolled towel to support a baby's chest and arms if needed. For babies who do not like being on their stomachs, try a few minutes of tummy time several times a day rather than for one long period.
- Use diapering time to do baby exercises and to play (bicycling legs, arm lifts, kicking, reaching).
- Give young children brightly colored and interesting toys to reach for or move toward (balls, mobiles, soft toys). Encourage them to bring their hands together as they play with objects.
- Play games from different cultures that include hand motions with words, such as "Pat-a-cake," *"Todos Los Pescados,"* and "Itsy Bitsy Spider."
- Offer materials and activities to encourage large sweeping motions and the ability to hold objects. For example, children might draw or paint with crayons, finger paints, or objects like rubber stamps and small-wheeled vehicles. Use wide brushes or markers; adapt handles for children with limited hand control.
- Run, jump, skip, hop, and throw balls with children, both indoors and outside. Encourage them to move their bodies indoors and outdoors with movement games, music, and dancing from different cultures ("I'm a Little Teapot," "Little Sally Walker," *"De Colores,"* "All Fish Swimming in the Water").
- Create activities to encourage children from different abilities to play and learn together. For example, play a game of catch with a foam ball with children sitting down on the floor or ground. Include children who cannot walk with other children in the group.
- Plan activities that use a variety of materials to support fine motor skill development, with adaptations as needed, respecting culture and differing ability levels (paper, pencils, crayons, safety scissors, play dough, manipulatives, blocks, etc.).
- Provide daily opportunities for children to use handheld tools and objects.
- Provide a variety of materials, such as beads and snap cubes, for children to put together and pull apart.
- Provide many opportunities for and actively participate in children's outdoor play.
- Encourage children to take part in active play every day, such as climbing, running, hopping, rhythmic movement, dance, and movement to music and games.
- Supervise and participate in daily outdoor play. Provide adequate space and age-appropriate equipment and materials, with adaptations as needed.
- Plan daily physical activities that are vigorous as well as developmentally and individually appropriate.

- Create activities that encourage children with different abilities to play and learn together. For example, play a game of catch with a foam ball with children sitting down on the floor or ground. Include children who cannot walk with other children in the group.
- Take walks with children, varying pace and distance.
- Provide opportunities for non-competitive games and daily movement activities to allow children to practice motor skills repeatedly over a period of time.
- Encourage children to walk on balance beams, sidewalk cracks, and chalk lines on the ground both forward and backwards.
- Ask children to try standing on one foot for 5 seconds.
- Encourage children to stretch, bend, twist, and turn while keeping their feet in place.
- Give children opportunities to practice each skill in a variety of ways, such as throwing and kicking balls, beanbags, and other objects of different shapes, weights, and sizes.
- Provide opportunities for children to practice hitting balls with paddles, plastic bats, or racquets. Begin by having a stationary target, such as a large ball on the ground, gradually working up to a moving target.
- Provide opportunities for children to practice crossing the midline, including patting shoulders with opposite hands, crossing feet, reaching hand over head and touching opposite ear, and clapping games with partners.
- Encourage children to try new types of movement, such as skipping. Give them verbal cues, including “lift your knees,” “hop and land on one foot,” and “hop and land on the other foot.”
- Encourage children to dress, button, snap, and zipper themselves.
- Provide activities that help children increase strength, such as putting old safety scissors and rolling pins at the playdough table.
- Do finger plays with children such as “Where is Thumbkin” and “Five Little Ducks.”
- Work with children on effective ways to hold a pencil and scissors and provide many opportunities for meaningful and enjoyable writing and art experiences.
- Integrate physical activities throughout the curriculum, including the arts, literacy, math, and science.

SELF-CARE, SAFETY, AND WELL BEING

GOAL HPD-6: Children develop personal hygiene and self-care skills.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Tolerate care routines (mouth care, hand-washing, diapering, dressing, and bathing). * Show interest and assist in routines (open mouth for milk or spoon, raise arms for dressing, open mouth for milk or spoon). 	<ul style="list-style-type: none"> * Cooperate and help with care routines and cleanup (mouth-care, hand-washing, diapering, dressing, bathing). * Drink from a cup and feed themselves with their fingers or a spoon. 	<ul style="list-style-type: none"> * Initiate self-care routines and complete with guidance (put on some clothes, undress, throw away paper towel, begin to show interest in toileting). * Help with snack routines. 	<ul style="list-style-type: none"> * Dress and undress themselves with occasional assistance. * Follow basic hygiene practices with reminders (brush teeth, wash hands, use toilet, cough into elbow). * Serve food for themselves. 	<ul style="list-style-type: none"> * Dress and undress themselves independently. * Independently practice personal care and self-help skills, including washing hands, brushing teeth, toileting, flushing, throwing tissues away. * Help with meal and snack preparation. * Describe the value of good health practices to their well-being (wash hands to get rid of germs, drink milk to build strong bones).

SELF-CARE, SAFETY, AND WELL BEING

GOAL HPD-7: Children use safe behaviors and personal safety practices with support from adults.

DEVELOPMENTAL INDICATOR CONTINUUM

Infants (Birth -12 months)	Younger Toddlers (8-21 months)	Older Toddlers (18-36 months)	Younger Preschoolers (33-48 months)	Older Preschoolers (45 to 60+ months)
<ul style="list-style-type: none"> * Show trust in familiar caregivers (calm down with adult help, make eye contact with caregivers). * Notice and imitate adults' reactions to new people and situations. 	<ul style="list-style-type: none"> * Watch for adult reactions to unfamiliar things or situations that might be dangerous. * Show some caution about unfamiliar and/or unsafe situations. * Respond to simple warnings that prevent harm. ("Stop!" "Hot!" "Wait!") 	<ul style="list-style-type: none"> * With guidance, remember cause and effect experiences and apply their experiences to future situations (avoid touching cold railing, walk slowly down steep hill where fall happened). * Increase self-control over their impulses (remind self not to touch something; wait for adult vs. running ahead). * Cooperate with adults in unsafe situation, such as being cautious with unknown dog and taking adult's hand to cross street. 	<ul style="list-style-type: none"> * Learn what their bodies can do, and primarily play within their abilities to avoid injury to self or others. * Usually recognize and avoid objects and situations that might cause harm. * Usually follow basic safety rules. * Call a trusted adult when someone gets injured or is in an unsafe situation. 	<ul style="list-style-type: none"> * Identify, avoid, and alert other children to potentially dangerous behaviors, such as keeping a safe distance from swings. * Consistently recognize and avoid people, objects, substances, activities, and environments that might cause harm. * With support, show how to respond safely in emergency situations, such as fire or tornado, and in the presence of strangers or dangerous objects. Recognize basic safety symbols, such as poison symbols. * Know how and when to alert adults to dangerous situations or in an emergency, including in public places, such as a store, identifying people who may be able to help them.

STRATEGIES FOR COMPONENT 3: SELF-CARE, SAFETY, AND WELL-BEING**SUGGESTIONS FOR ENRICHING THE ENVIRONMENT**

- Provide a safe environment indoors and outdoors so children can explore without hurting themselves or others. Help families learn about how to provide safe environments at home.
- Provide a safe, healthy, supportive environment with appropriate supervision.
- Understand and respond appropriately to signs of child abuse and neglect.
- Maintain environments that support children's ability to carry out self-care and hygiene routines independently (step-stool, child-size sink, toilet, coat rack, toothbrushes, etc.).
- Give children plenty of time and space to complete routine self-care tasks, such as hand washing, brushing teeth, toileting, dressing to go outside, and eating.
- Provide opportunities for children to take on pretend roles of health care and safety occupations (doctor, nurse, firefighter, police officer) to help children understand and feel more comfortable with these professionals.

EFFECTIVE STRATEGIES TO SUPPORT CHILDREN'S DEVELOPMENT AND LEARNING

- Respond quickly and consistently when children tell you they need something. Learn to read their cues, cries, and gestures. Ask family members how and when children may communicate certain needs.
- Establish regular routines for diapering, toileting, hand washing, eating, sleeping, and dressing children. Do things the same way every time as much as possible.

- Use routine care as opportunities for one-on-one interactions; talk about the routine and feelings; sing a song; move legs and arms of young infants.
- Hold, cuddle, make eye contact, and talk with young children to build trust.
- Provide children many opportunities to use the toilet when they show they are ready. Support all attempts to use the toilet. Coordinate the timing and process of toilet learning with the family.
- Stay near infants and toddlers at all times and watch to keep them safe.
- Do not try to make infants or toddlers do things they are afraid to do. Help them learn to trust their feelings about what is safe and what is not safe.
- Continue to supervise older toddlers closely. They are beginning to develop self-control, but it is easy for them to get excited and forget what is dangerous.
- Model safe practices for children. (Don't stand on chairs or sit on shelves.) Explain why and how unsafe actions can hurt them and others.
- Repeat safety messages every time they are needed. Understand that you may have to repeat them many times. ("Please put your feet on the ground. Chairs are for sitting.")

- Give specific praise for remembering safety messages and safe behaviors. (“Thank you for waiting for me.” “That’s good. You’re sitting in your chair.”)
- Use play to reinforce safety messages and practice responding to dangerous situations. (“Let’s pretend the fire alarm went off. What should we do?”)
- Establish routines of hand-washing at appropriate times (e.g., before and after meals, after outdoor play, etc.) and provide guidance for children to learn how to wash their hands appropriately. Provide hand-washing stations that children can reach safely on their own.
- Encourage children to practice cleansing their mouths and brushing their teeth. Model tooth brushing for older toddlers and preschoolers. Provide stations for tooth brushing that children can reach safely on their own.
- Encourage children to take an active part in dressing themselves. Suggest a step the child can complete. (“Put your foot in your pant leg.” “Pull up your pants.” “Pull your arm out of your sleeve.”)
- Allow plenty of time for children to try and participate in self-care tasks.
- Ask families and healthcare professionals if a child has special self-care needs. Help children understand and participate in these special self-care tasks. Use picture cards to guide them through the steps of self-care routines like hand washing.
- Provide adaptive equipment for children as needed.
- Learn about the abilities and customs of children and their families. Set up routines so children can do them successfully. Make routines as similar to home as possible.
- Teach and model hygienic practices (e.g. sneezing or coughing into your elbow or sleeve).
- Use interesting and entertaining ways to practice personal care and self-help skills (e.g., add baby doll outfits and clothing with fasteners to the dramatic play center, provide props that encourage children to practice hygienic practices such as washing their hands).
- Encourage children to show independence in self-care practices. Provide time, support, and equipment as needed.
- Offer children play food and kitchen utensils from many cultures, especially the cultures of families in your group. Offer toys and props to practice self-care behaviors (healthy play food, dress-up clothes that are easy to put on, tubs to wash baby dolls).
- Read books about visits with the doctor and the dentist. Offer play props so children can pretend to visit them.
- Teach children about the benefits of good personal health practices. Make sure to take into account individual family beliefs and customs.
- Teach safety rules and model safe practices (e.g., bus safety, indoor and outdoor play safety, staying with the group, safe use of materials, and knowing personal identification information).
- Teach and model appropriate responses to potentially dangerous situations, including fire, violent weather, and strangers or other individuals who may cause harm.
- Repeat safety messages every time they are needed. Understand that you may have to repeat them many times. (“It isn’t safe to run outside without an adult.”)

- Use play to reinforce safety messages and practice responding to dangerous situations. (“Let’s pretend the fire alarm went off. What should we do?”)
- Talk about consequences of unsafe behavior such as injury to self or damage to property.
- Help preschoolers identify people they can go to when they feel afraid or where to go to feel safe when they need help (family members, caregivers, firefighters, and other community helpers).
- Point out safety signs and symbols in the environment and discuss what they mean.
- Discuss the importance of wearing bike helmets and using car safety seats. Encourage parents to bring bike helmets for their child to use.
- Practice looking both ways and using the crosswalk when crossing the street with children.
- Practice fire and tornado drills frequently. Establish a safe place to meet in case of a fire. Teach children how to safely stay with their group and caregiver while exiting to a safe location. Help children feel calm and secure during these drills, emphasizing that they don’t need to worry in case of emergency because they have practiced what they should do.
- Talk with children about dangerous objects such as guns, knives, matches, fireworks, etc.
- Maintain First Aid and CPR certification.
- Talk with children about the dangers of playing in cars, old appliances, trunks, or other dangerous areas.
- Teach children outdoor safety, including not playing in water areas without adult supervision or wandering off.
- Advise children to never leave with someone they don’t know unless their parent or caregiver has approved. Teach them to call out, “This is not my mom,” or “This is not my dad,” if someone tries to take them.



APPENDICES



APPENDIX A: SUPPORTING CHILDREN WITH DISABILITIES

Children with disabilities may demonstrate progress in some domains at different rates than typically developing children. They may have very strong skills in one domain, but need additional support to make progress in another domain. It may be useful to look at the Developmental Indicators for a younger age level for ideas of next steps for the child whose developmental level seems to be different from the Developmental Indicators located within the continuum for his or her chronological age. In some cases, adults may need to observe children with disabilities more closely to notice their progress and may need to use alternate methods to help them demonstrate their capabilities. For example, a nonverbal child could be provided with technology such as a voice output device that allows the child to push a button that will speak for him or her in order to participate in a game with other children.

Adults may also need to tailor their curriculum and instructional strategies to meet the individual learning needs of children with disabilities and to ensure that each child is able to fully participate in all learning activities. For instance, the teacher could have the child point to pictures instead of talking when making a choice about which free play activity to join.

In addition, it is important to consider how peer relationships can benefit all children, including those with disabilities. When designing learning activities, an adult could consider pairing a child with a disability with a typically developing peer to help the child reach his or her goals, learn a new skill, or participate more fully. This approach helps to foster emotional and social development skills in both children. Although the strategies included in the document are applicable for all children, readers will find some strategies in each domain that are written specifically to provide ideas for working with children with disabilities. The list below provides additional ideas for adaptations that are useful for children with disabilities across all developmental domains.

Finally, teachers and caregivers should keep in mind that all children benefit when their families are involved in the learning process. This is especially important for children with disabilities. Family members can often provide valuable information about resources or tools they have found to be effective in meeting their child's individual needs. In addition to the child's family, teachers may also communicate with other members of the child's support system, such as specialists and therapists, to ensure that the child's goals are being met and that they are demonstrating progress based on the Developmental Indicators.

In summary, the Goals, Developmental Indicators, and Strategies described in *The Early Learning Guidelines* are appropriate for children with disabilities. However, adults will need to individualize their expectations and the opportunities provided for the child to demonstrate progress. Additionally, collaboration with families and with other service providers--is extremely important when supporting children with disabilities as they make progress in the areas described in *The South Dakota Early Learning Guidelines*. For children with identified disabilities served through an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP), the child's team members can be a valuable resource for additional support/strategies. Speech clinicians, occupational therapists, physical therapists, and special education teachers will have useful resources to support the child's individual needs.

To learn more about services for children with disabilities:

- For infants and toddlers, contact South Dakota Birth to Three at <http://www.doe.sd.gov/oess/Birthto3.aspx> , 605-773-3678 or 800-305-3064.
- For children 3 to 5 years of age, contact the local school district.

GENERAL ADAPTATIONS AND STRATEGIES FOR WORKING WITH CHILDREN WITH DISABILITIES

The following strategies can be used to help children with disabilities participate in learning activities:

- Carefully design room arrangements, making adaptations to ensure that every child has access to materials and experiences, indoors and outdoors. Consider moving the sand and water tables to floor level if it will provide better access for children with physical disabilities.
- Set up centers that encourage children to interact and work together so that more skilled peers can model for them. Encourage children to work in pairs or “buddies” to play, explore materials, and solve problems.
- When taking walks or field trips, plan ahead for any obstacles that may prevent any child from participating, such as stairs, grass to cross, or busy streets.
- Use visual cues, body language, and environmental setup/arrangement to help children understand what is being communicated,
- Break activities down into individual steps, giving concrete, clear directions and prompts. Provide instructions using auditory, physical, and visual cues, such as picture directions. Provide a visual representation of the steps to complete a task.
- Adjust the length of time allowed for the activity if needed, and provide plenty of time for a child to respond independently.
- Use specific adaptive materials and equipment that provide additional support to facilitate learning. Modify equipment or tools to facilitate independent use, such as a modified keyboard or mouse to make the computer accessible to all children. Add handles to tools to make them easier to grip and use. Add textural cues such as sandpaper for children with vision challenges.
- Provide and use transition cues/objects to assist children in following the routine or activity, such as an individual daily visual schedule; “first / then” transition cards; and a transitional object that provides meaning to the activity (cup to transition to snack or lunch).
- Intentionally use routines and other naturally occurring events to help children learn or practice new skills.
- Develop experiences and materials to facilitate independent participation by each child.
- Offer the minimal assistance necessary for each child to be successful within experiences.
- Label and/or color-code materials to aid recognition, selection, or use.
- Teach using concrete and abstract representations of objects and ideas. Some children may need to use concrete representations longer.
- Provide strategies and supports that allow for and encourage expressive communication for choice making, indicating wants and needs, and participating in group conversations/discussions (such as topic/choice boards; simple technology/switches; picture cards).

APPENDIX B: SUPPORTING DUAL LANGUAGE LEARNERS

SUPPORTING DUAL LANGUAGE LEARNERS (DLL)

A growing number of South Dakota’s young children speak a language at home, other than English. Given these changing demographics, it is important for teachers, child care providers, and administrators to understand how children who speak a language other than English develop in order to support their progress on the skills and knowledge described in *The Early Learning Guidelines*. While this brief section cannot provide all the information that adults working with children learning English and another language (called “Dual Language Learners” or “DLLs”) might need, it provides a starting point. By describing DLLs, providing information on how to work with Dual Language children and families, and presenting ideas for how to use *The Early Learning Guidelines*, the hope is that a greater understanding will be appreciated.

DEFINING “DUAL LANGUAGE LEARNERS”

Different terms have been used to describe children who speak a language other than English at home: English language learner, second language learner, limited English proficient, to name a few. This document uses the term “Dual Language Learners.” A Dual Language Learner (DLL) is a child who is learning a second language, in most cases English, at the same time he or she is learning his/her first or home language. The term “Dual Language Learner” highlights the fact that the child is learning two languages, or becoming bilingual, which is an important consideration for teachers and caregivers. Teachers/caregivers should think about *how* the child is learning both the home language and English. In fact, children can become DLLs in many different ways. Some are exposed to both languages from the time they were born, while others are exposed to one language first, and then begin to learn English when they participate in child care or preschool.

THE DUAL LANGUAGE LEARNING PROCESS

The process of learning a second language is complex, particularly when children are learning a second language at the same time they are learning their home language. In fact, the process of learning a second language is similar to learning a first language as it happens over a period of years. Also, children go through similar stages, such as babbling nonsense sounds, saying their first words, putting words together into phrases, and eventually speaking in full sentences. However, there are some differences in the language learning process when children are learning two languages at the same time. For instance, they may use the language they know best (their home language) when they try to speak the second language. This is called “code switching.” A child might say, “Me gusta cookies,” mixing the Spanish words “Me gusta” (“I like”) with an English word (“cookies”). Examples such as this show that children are making progress in learning the second language, although it may seem like they are confusing their home language and the second language. This example also shows that learning language takes time. Although it might appear that children are learning the new language “like sponges,” it actually takes many years to learn a second language and to learn how to use it in different contexts such as the school and the community.

Children’s ability to learn a second language is influenced by many factors, including how they are exposed to the new language. Children who interact more often with persons who speak the second language will generally learn the second language more quickly. Also, the child’s temperament and her/his need to use the language to communicate will also affect how a child learns the second language. Children who are shy or children who are in settings where their home language is

used frequently may not learn the second language as quickly as children who are outgoing and/ or children in settings where the second language is used more frequently.

Although the pace at which children learn the second language may vary based on a number of factors, researchers have found that children generally go through four stages as they learn a second language. The four stages are described below:

DUAL LANGUAGE LEARNING STAGES FOR CHILDREN LEARNING A NEW LANGUAGE

STAGE 1 - Home Language Use	STAGE 2 - Observational and Listening Stage	STAGE 3 - Telegraphic and Formulaic Speech	STAGE 4 - Productive Language Use
<ul style="list-style-type: none"> * Continue using their home language. * Become aware that there is more than one language. * Recognize that others are speaking another language and that those using other languages may not understand them. 	<ul style="list-style-type: none"> * Gather information about the new language. * Might use nonverbal gestures, visuals, facial expressions, and imitating to communicate. * Observe others using the second language and build their understanding about the new language. * Try out new sounds. * Might attempt conversations with those who understand the new language. 	<ul style="list-style-type: none"> * Start using one or two words (such as “Daddy shoes” and “Fish water,” which are examples of telegraphic speech). * Use phrases learned to help them communicate (such as “I like milk” and “I want to play,” which are examples of formulaic speech). 	<ul style="list-style-type: none"> * Start to construct phrases and sentences in the new language. * Continue to make many mistakes as they develop their vocabulary. * Become aware of their errors in the new language and use this knowledge to understand the rules of the new language.

Teachers and caregivers who understand the dual language learning process and can recognize these four stages of dual language learning can support the children’s language development more effectively. Remember, children may appear to have completely adjusted to the new language and be functioning

appropriately in the classroom (i.e., using English and following classroom routines and rules), but their language learning process is far from over. It is important to continue to provide support and use the strategies shown in the table with DLLs even as they move into the productive language stage.

One myth that educators sometimes hear is the idea that children will learn the second language (i.e., English) more quickly if they are in settings that use only English. Research has shown that children actually learn English more effectively if they are in settings where both their home language and English are used. It turns out that when children can hear their own language and English, they can pick up concepts more easily and begin to understand what the English words mean because they can use clues from their home language. It is, however, difficult for many early learning programs and schools to provide support for children to use their home language because the teachers and caregivers may not speak the children's home language. However, providing no support in the child's first language can have negative effects in many aspects of the child's cognitive development. Therefore it is worth trying, in any way possible, to help the children use both their home language and English. Teachers and caregivers who speak only English might train parents, volunteers, and members of the community who speak the children's language to help in the classroom, and can encourage family members to continue to speak to the child in their home language.

DUAL LANGUAGE LEARNING AND CULTURE

Dual Language Learners are not just learning a second language. They also are growing up in a culture that is different from the culture of an English-speaking home. Therefore, in addition to considering their language development process, teachers and caregivers must also think about the culture that children experience in their families and communities. In fact, the culture children experience can impact how they use their language, their general approach to learning, and their motivation to learning the

knowledge and skills described in *The Early Learning Guidelines*. When thinking of how to best meet the needs of DLLs, teachers and caregivers need to consider variations in individual cultural practices as well as language differences among the children with whom they work. For instance, there may be cultural differences in the degree to which children are expected/taught to explore on their own or to express curiosity. Families may also differ in the extent to which they want their child to show independence and do things for him/herself. Teachers and caregivers must be sensitive to cultural differences in how and what children learn across all areas of their development.

THE IMPORTANCE OF FAMILIES

While early educators commonly acknowledge that members of a child's family are the first and most important teachers in a child's life, this view is especially important for DLLs. Family members know their child best and can provide unique insights into the child's development, particularly his/her language development. For example, families can inform teachers about the child's home language development, especially in those cases when the teacher or child care provider speaks only English. It is important to use a strengths-based approach to working with DLL families. The families, their culture, and their language are assets in educating their child, and they bring considerable resources to the classroom as a whole. Instead of thinking about what a family or a child does **NOT** know or understand, we should consider and honor what they **DO** contribute to the education of their own child and to the classroom.

In order to use a strengths-based approach to working with DLL families, teachers and caregivers should keep in mind several considerations. First, it is important to ensure that families have the support that they need, including translation of written documents and interpretation services for oral communication, to fully participate in their child's education. Parents of DLLs may have limited literacy in their own language so materials should be available in a language that the parents can read, and in formats such as videos that can be understood by non-literate parents. Also, family members may experience difficulty participating in meetings (such as IEP meetings) to discuss their child's needs or progress. Limited understanding of the education system and language barriers can get in the way of families' participation. Also, because of cultural differences, family members may view teachers and administrators as "the experts" and be uncomfortable voicing their own observations of the child and/or concerns. Other barriers such as lack of transportation, long work hours, or multiple jobs can present additional challenges for parents. Teachers and caregivers should take steps to understand the challenges that families face and to provide information and resources that might help to overcome those obstacles.

Another important aspect of working with DLL children's families is the need to build mutual trust. Teachers and caregivers can foster either trust or distrust, depending on how they relate with family members. It's important to remember that both verbal and nonverbal messages can convey interest and empathy, which build trust. This is particularly true in cross-cultural and cross-language exchanges. Therefore, teachers and caregivers need to be aware of both what they say and how they say it, and be careful to treat families with respect and openness. Also keep in mind members of families that have experience in the child care or preschool program can be great allies in building trust. They can explain what to expect and introduce the teacher/caregiver to new families, helping them get off to a smoother start in the program. Relying on experienced families to help build relationships with other families can be a good strategy.

DUAL LANGUAGE LEARNERS AND *The Early Learning Guidelines*

While it may seem that learning two languages at a young age might interfere with a child's learning and development in other areas, it turns out that being a DLL is actually beneficial for children. In fact, research shows that DLLs often experience improved cognitive and social development. They are better at critical thinking skills, are more creative, acquire some literacy skills more quickly, and have a greater sense of respect for differences among people.

In spite of these potential advantages, there are a number of considerations teachers and caregivers need to keep in mind when supporting DLL children's progress in all of the areas described in *The Early Learning Guidelines*. The table summarizes some strategies for how teachers can support DLL children's development and learning, and this section provides additional advice.

First, it is important to remember that at the same time they are acquiring a second language, DLLs also need to learn the skills described in *The Early Learning Guidelines*, such as early mathematics skills, early literacy skills, science, and social studies. Therefore, when planning learning experiences in areas such as science and mathematics, teachers and caregivers need to take steps to make the content more accessible or understandable to children who speak another language. This may mean that teachers have to use props and/or pictures to show children a concept rather than just talking about what they are supposed to learn, or try other strategies to explain the skill they are teaching. Although strategies such as these are helpful for all children, they are particularly important for DLL children.

Teachers and caregivers also need to pay especially close attention to DLL children's thinking related to areas such as mathematics and science. Because DLLs may still be learning the vocabulary the teacher/caregiver is using, it's important to check to make sure they really understand the concept rather than relying on a simple correct answer that they might offer to questions. When working with any child, but particularly with DLLs, teachers can get a better understanding of what the child is thinking by asking why she/he gave a particular answer or how she/he decided what to say (or do if they are demonstrating a skill with actions).

Teachers can also check for understanding by asking the children to demonstrate concepts such as using manipulatives to indicate a specific number, etc. Probes such as this will help teachers get a better feel for whether the child really understands the concept they are trying to teach.

It is also important to think about how to integrate children's sociocultural experiences at home into the curriculum. Building on what the children experience at home is more effective than introducing new skills and concepts in a way that is unfamiliar to DLLs. Young DLLs acquire knowledge of mathematics and science while they are engaged in daily routines and activities that are part of the cultural practices of their families and communities. Teachers and caregivers need to incorporate families' daily routines that involve mathematical and science learning into their curriculum.

Finally, teachers and caregivers should help DLLs demonstrate what they know in different ways, beyond just answering questions verbally. Young DLLs might demonstrate what they know through gestures, their first language, using pictures, or using props such as blocks or other objects. A knowledgeable and observant teacher/caregiver can often determine children's understanding of concepts even if they cannot express them verbally in academic English.

DLL CONCLUSION

All children, including DLLs, should have experiences that help them make progress on the skills and knowledge described in *The Early Learning Guidelines*. Teachers and caregivers who provide support for the children to continue to use their home language, who are knowledgeable about and value the children's home culture and family, and who intentionally seek to help children learn both English and concepts from *The Early Learning Guidelines*, will most effectively support the learning and development of DLLs.

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ADDITIONAL STRATEGIES FOR CHILDREN WHO ARE DUAL LANGUAGE LEARNERS

- Build relationships between parents and teachers so that children feel safe, secure, and comfortable. Involve families in all aspects of the program, helping children learn about each other's cultures. Emphasize the importance of reading to children at home.
 - Encourage parents to continue to speak to the child in his/her native language at home. Knowing their first language well will help them in their English language and literacy development.
 - Help children acquire book knowledge and appreciation, print awareness, and phonological awareness in the language with which they are most proficient, drawing on family and community members as resources. These skills will transfer as children become proficient in other languages
- Provide activities for children that help facilitate interactions between children learning the new language and those who speak the language well, but do not require them to speak until they are comfortable (safe havens), such as a table with toys and puzzles, a book area, or block area.
 - Learn a few greetings and words in the child's home language and use them when introducing new concepts. If possible, have a staff person, parent, or volunteer available who can speak the language of the child.
 - Invite parents and family members to come in to read to children in their home/native language. Involve families in engaging children in oral traditions and cultural experiences such as storytelling and puppetry in their native language, as well as English.
 - Ask volunteers, parents, and older children who speak the child's language to write down stories the child dictates in his/her own language. They could also record themselves reading books in their home languages (and then also in English if they are able to) that children can listen to along with the English version of the book and a version in the home language if available.
 - Use songs (such as a "good morning" song), finger plays, rhymes, and stories with predictable text to help children learn new phrases and sentences.



- Label items in both home languages and English, using both pictures and words.
- Use simple sentences, repeat what is said, use gestures and facial expressions, point to objects, emphasize key words and phrases, and use everyday vocabulary to help children clearly understand what is said.
- Understand and accept whatever stage a dual language learner is at and differentiate your interactions to meet their individual needs. Serve as an interpreter when needed.
- Build background knowledge by using multiple senses, offering real objects and hands-on materials and experiences whenever possible, as well as pictures and props such as flannel board stories.
- Use a picture schedule and use predictable and repetitive words as you move from one part of the day to the next.
- Focus on helping the child learn new words in English that are useful, simple, and will help the child meet his/her needs. Describe your everyday actions aloud as you do them, as well as describing children's actions as they do them. Do this during everyday activities and as you play one-on-one and in small groups with children engaging with a variety of materials.
- Encourage children's attempts, but do not force them to produce language until they are naturally willing to do so.
- Help children to get to know each other. Use repetitive songs and activities to help children introduce themselves. Provide opportunities for children to work in pairs and small groups.
- Create a buddy system. Ask a child who speaks the language well to be a buddy to a child learning the language. Suggest that the "buddy" use simple words to describe what they are seeing and doing as they play.
- Plan activities related to topics the children are interested in or familiar with.
- Ensure that Dual Language Learners can participate in reading aloud even if they do not have the English proficiency to do so. For example, ask them to point to pictures, make gestures, repeat words and phrases, etc.
- Before reading a book or introducing a new concept, determine which words the Dual Language Learners in your class might not know that are important to understand the book. Plan strategies to teach these words. For instance, say the word in their home language first before introducing it in English and/or use picture or objects to illustrate what the word means.
- Take into consideration Dual Language Learners' process of second language acquisition when asking questions. Even if they cannot respond to open-ended questions in complete sentences in English yet, they might be able to respond with a familiar word.

FREQUENTLY ASKED QUESTIONS

*WHO SHOULD USE THIS DOCUMENT?

The Early Learning Guidelines are intended for any adult who cares for, or works with young children and their families. This includes a number of individuals such as parents, teachers and caregivers in a variety of settings such as in child care centers and public schools, family child care homes, or family, friend, and neighbor care. Early childhood programs across the state, irrespective of their location or setting, should find this a useful resource for planning. The document is also designed to be a resource for persons who support teachers and caregivers. Administrators, professional development and technical assistance providers, higher education faculty, and others concerned with improving the quality of children's learning experiences can use *The Early Learning Guidelines* as a guide for the types of learning experiences teachers and caregivers should provide for children.

*WHAT AGES ARE COVERED?

The Early Learning Guidelines is divided into five age levels:

- ❖ Infants (birth to 12 months)
- ❖ Younger Toddlers (8 to 21 months)
- ❖ Older Toddlers (18 to 36 months)
- ❖ Younger Preschoolers (33 to 48 months)
- ❖ Older Preschoolers (45 to 60+ months)

Because children develop at different rates, there is overlap at the youngest age levels (e.g., the age range between 8 to 12 months is included in both Infants and Younger Toddlers). The overlap in the age levels reflects the fact that it is normal for children's development at this age to vary. While *The Early Learning Guidelines* describes general expectations for children within these age levels, not all children of a particular age will demonstrate progress on all the Developmental Indicators for that age.

*WHAT DOES IT MEAN IF A CHILD IN MY GROUP DOES NOT DO WHAT IS DESCRIBED IN *The Early Learning Guidelines* FOR HIS OR HER AGE LEVEL?

The age levels in this document serve as a guide about what to look for at different ages. Generally, most of the Developmental Indicators are intended to describe a skill or characteristic that emerges later in the age level. If the child is young for the age level, the skill may emerge later. However, it is important to keep in mind that each child is different. Some children may seem to do extremely well in one domain while progressing more slowly in another. Even children at the end of an age level may not show every ability or skill listed for that level. It is important to look at a child's overall pattern of development and progress to decide whether he or she is developing as expected. One should not focus narrowly on just a few skills or abilities. If, however, the teacher/caregiver and/or the child's family have concerns about a child's development, it is important to refer the child for an evaluation to rule out a suspected disability.

*HOW DO *The Early Learning Guidelines* COMPLIMENT OTHER EARLY CHILDHOOD EFFORTS IN SOUTH DAKOTA?

The Goals and Developmental Indicators describe how children to develop and learn. There are other sets of standards that describe expectations for how programs will care for and educate children such as child care licensing rules, accreditation standards, and program standards for Early Head Start and Head Start. Programs that strive for high standards for quality will help children make progress in the Goals described in *The Early Learning Guidelines*. Some programs, such as Early Head Start, Head Start, and Individuals with Disabilities Act (IDEA) funded programs for children with disabilities, also have their own expectations for child outcomes. The Goals and Developmental Indicators are designed to be consistent with these expectations so that teachers and caregivers can use both *The Early Learning Guidelines* and their program-specific child outcomes to plan learning experiences for children.

*HOW CAN I USE THESE GOALS AND DEVELOPMENTAL INDICATORS IN MY WORK WITH CHILDREN WHO HAVE DISABILITIES OR DELAYS?

Children will make progress toward the Goals and Developmental Indicators when they receive high-quality care and education. When working with children with disabilities, begin by looking at the Developmental Indicators for their age level. If none of the Developmental Indicators at this age level seem to describe the child's current level, look at an earlier age level. It may be helpful to use indicators from two or three different age levels to decide what comes next in different areas. This can help adults create opportunities for the child to develop those abilities or skills. It may be necessary to adapt strategies to help particular children learn. They may move more slowly than their peers in some or all areas, and some children may not develop all of the skills and abilities listed. The strategies included within the domains are considered good practices for all children, and some of the strategies are written to provide specific ideas for working with children with disabilities. Specialists such as early interventionists, speech-language pathologists, physical therapists, and occupational therapists can help families, teachers, and caregivers develop additional strategies that have been tailored to meet the individual needs of the child. These strategies will help children with disabilities or delays develop to their full potential.

*HOW CAN I USE THESE GOALS AND DEVELOPMENTAL INDICATORS IN MY WORK WITH CHILDREN WHO SPEAK A LANGUAGE OTHER THAN ENGLISH AT HOME?

Children growing up in families who speak a language other than English will make progress in the areas described in *The Early Learning Guidelines*. Even though the teacher/caregiver may not speak the same language as the child, the Goals and Developmental Indicators are still a useful resource. Teachers and caregivers working with children who are learning both English and their own home language should try to use the child's home language whenever possible so the child can learn the skills and knowledge described in *ELG* more easily. Teachers/caregivers

may also need to provide additional support for children learning English in addition to their home language, such as short/simple instructions or pictures to illustrate a concept. Some of the strategies included within the domain provide additional ideas for working with Dual Language Learners. Finally, teachers and caregivers should remember that children can demonstrate progress on the Developmental Indicators in either their home language or in English. Additional information and strategies for working with children who are Dual Language Learners is provided at the end of this document.

*IS *The Early Learning Guidelines* DOCUMENT MEANT FOR FAMILIES TO USE, TOO?

Research indicates that the extent to which families are involved in their children's education is related to children's school readiness and their later school success. By reviewing the Goals and Developmental Indicators, family members can better understand how children develop and give ideas for activities that they can use at home. When equipped with a better understanding of how children grow and what it looks like, family members may be better informed to identify potential concerns about a child's development. The *ELG* also provides resources and services that are available.

*IS THIS A CURRICULUM?

No, *ELG* is not a curriculum. It is a resource that can be helpful for choosing curricula and planning daily activities. This document describes the skills and knowledge goals for children as they develop. A curriculum is a resource to help children learn the skills and knowledge. This document will not inform which curriculum, activities, or materials to select, but rather will help guide what experiences are best suited to help children develop and learn. Once there is a good understanding of the Goals and Developmental Indicators that are important for the age/developmental level being served use curriculum that will help provide appropriate play based experiences to help children develop the skills described in *The Early Learning Guidelines*.

*IS THIS AN ASSESSMENT?

No, *The Early Learning Guidelines* is not an assessment tool. The document describes the skills and knowledge children to develop. An assessment is a tool that helps teachers and caregivers gather information about a child to determine how she or he is making progress. The Goals and Developmental Indicators are guidelines that describe the areas of development and learning that families, teachers, and caregivers should promote. Assessing children's progress should be done in ways that are developmentally appropriate, using observations, work samples, photographs, and other means of documenting children's learning during play and daily activities. There are also several developmentally appropriate, systematic assessment tools that can be used to help assess children's progress. *ELG* can be used in conjunction with developmentally appropriate assessments to plan learning experiences for children that match their needs and help them make progress.

*IS *The Early Learning Guidelines* BASED ON RESEARCH?

Yes. The Goals, Developmental Indicators, and strategies included in *The Early Learning Guidelines* were developed based on current child development research. This research helped the team decide which Goals and Developmental Indicators are most appropriate for young children and informed the development of the strategies. Dr. Gera Jacobs, a Professor of Education at the University of South Dakota and who served as a past President of the National Association for the Education of Young Children (NAEYC) served as the lead author for both this and South Dakota's former 3-5 year old Early Learning Guidelines document. In addition, Catherine Scott-Little, Ph.D. Associate Professor of Human Development and Family Studies at the University of North Carolina at Greensboro served as a consultant through every phase of developing this document.

*WHY DOES *The Early Learning Guidelines* INCLUDE FIVE DOMAINS OF DEVELOPMENT AND LEARNING?

Because the bodies, feelings, thinking skills, language, social skills, and love of learning of infants, toddlers, and preschool children all develop together, it is essential that we include all five of these domains in *The Early Learning Guidelines*. Children's learning and development in each of these domains is important for their long-term success in school.

*WHAT TYPES OF STRATEGIES ARE INCLUDED IN *The Early Learning Guidelines*?

Each domain includes strategies that are designed to provide ideas for how to support children's progress on the Developmental Indicators included in the domain. Strategies are provided for each component and most can be used with all children. A few of the strategies are written to provide specific ideas for working with children with disabilities and who are Dual Language Learners. They are intended to be a starting point for helping children make progress on the Developmental Indicators. Adults are encouraged to seek ongoing professional development opportunities and resources to learn how to use the document and how to best support children's learning and development.



*WHY ARE THERE SIMILAR DEVELOPMENTAL INDICATORS AND STRATEGIES IN MORE THAN ONE DOMAIN?

For very young children, one developmental step often forms the foundation for future development in more than one domain or area. For example, the ability to imitate others helps a child form relationships (a Goal in Social and Emotional Development) and learn new words (a Goal in Communication, Language and Literacy). Imitation also allows children to participate in pretend play (an important skill in Approaches to Learning) and to learn self-care routines (a skill described in the Health and Physical Development domain). Thus, imitation is a skill included in more than one domain. Repeating Developmental Indicators in this way helps to show how the domains are connected.

OVERVIEW OF DOMAINS, COMPONENTS, AND GOALS

APPROACHES TO LEARNING (AL)
CURIOSITY, INFORMATION-SEEKING, AND EAGERNESS <ul style="list-style-type: none"> GOAL AL-1: Children demonstrate curiosity and eagerness and express interest in the world around them. GOAL AL-2: Children actively seek to understand the world around them in play and everyday tasks.
INITIATIVE, EFFORT, ENGAGEMENT, AND PERSISTENCE <ul style="list-style-type: none"> GOAL AL-3: Children demonstrate initiative and effort in play and everyday tasks. GOAL AL-4: Children are engaged and maintain focus in play and everyday tasks. GOAL AL-5: Children persist at challenging activities in play and everyday tasks.
RISK-TAKING, PROBLEM-SOLVING, FLEXIBILITY, AND RESILIENCY <ul style="list-style-type: none"> GOAL AL-6: Children are willing to try new and challenging experiences in play and everyday tasks. GOAL AL-7: Children use a variety of strategies to solve problems in play and everyday tasks.
PLAY AND IMAGINATION <ul style="list-style-type: none"> GOAL AL-8: Children engage in increasingly complex play. GOAL AL-9: Children demonstrate creativity, imagination, and inventiveness in play and everyday tasks." Under the Play and Imagination section of the chart.
SOCIAL AND EMOTIONAL DEVELOPMENT (SED)
DEVELOPING A POSITIVE SENSE OF SELF <ul style="list-style-type: none"> GOAL SED-1: Children demonstrate a positive sense of themselves as unique and capable individuals in play and everyday tasks.
DEVELOPING RELATIONSHIPS <ul style="list-style-type: none"> GOAL SED-2: Children form relationships and interact positively with familiar adults in play and everyday tasks. GOAL SED-3: Children form relationships and interact positively with other children in play and everyday tasks.
SELF-REGULATION AND PRO-SOCIAL BEHAVIORS <ul style="list-style-type: none"> GOAL SED-4: Children demonstrate self-regulation, pro-social behaviors, and participate cooperatively as members of a group in play and everyday tasks. GOAL SED-5: Children demonstrate an ability to identify and regulate their emotions in play and everyday tasks. GOAL SED-6: Children recognize and respond to the needs and feelings of others in play and everyday tasks.

COMMUNICATION, LANGUAGE AND LITERACY (CLL)

COMMUNICATING AND ORAL LANGUAGE DEVELOPMENT

- **GOAL CLL-1:** Through their explorations, play, and social interactions, children successfully communicate for multiple purposes.
- **GOAL CLL-2:** Through their explorations, play, and social interactions, children speak clearly and use the grammar of their home language.
- **GOAL CLL-3:** Through their explorations, play, and social interactions, children understand and use an ever-expanding vocabulary.

FOUNDATIONS FOR READING

- **GOAL CLL-4:** Through their explorations, play and social interactions, children develop interest, motivation, and appreciation for literacy-based materials and activities.
- **GOAL CLL-5:** Through their explorations, play, and social interactions, children comprehend, use, and begin to reflect on and analyze information in books and other media.
- **GOAL CLL-6:** Through their explorations, play and social interactions, children begin to recognize basic concepts of print and discover that they can get meaning from print.
- **GOAL CLL-7:** Through their explorations, play, and social interactions, children listen, identify, and respond to sounds, and develop phonological awareness.
- **GOAL CLL-8:** Through their explorations, play, and social interactions children develop knowledge of letters and the alphabetic principle.

FOUNDATIONS FOR WRITING

- **GOAL CLL-9:** Through their explorations, play, and social interactions, children use writing and drawing as means of communication.
- **GOAL CLL-10:** Through their explorations, play, and social interactions, children grow in their understanding of letters and writing skills.

LEARNING NEW LANGUAGES

- **GOAL CLL-11:** Through their explorations, play, and social interactions children demonstrate an understanding that there are multiple languages and begin to communicate in another language other than their home language.

COGNITIVE DEVELOPMENT (CD)

CONSTRUCTION OF KNOWLEDGE: THINKING AND REASONING

- **GOAL CD-1:** Through their explorations, play, and social interactions children use their senses to discover and construct knowledge about the world around them.
- **GOAL CD-2:** Through their explorations, play, and social interactions children recall information and apply it to new situations and problems.
- **GOAL CD-3:** Through their explorations, play, and social interactions children demonstrate the ability to think about their own thinking: reasoning, taking perspectives, and making decisions.

MATHEMATICAL THINKING AND EXPRESSION

- **GOAL CD-4:** Through their explorations, play, and social interactions, children count with understanding and use numbers to tell how many, describe order, and compare.
- **GOAL CD-5:** Through their explorations, play, and social interactions, children demonstrate concepts about position, as well as identify and describe simple geometric shapes.
- **GOAL CD-6:** Through their explorations, play and social interactions, children compare, sort, group, organize, measure, and create simple patterns using concrete objects.
- **GOAL CD-7:** Through their explorations, play, and social interactions, children use mathematical thinking to ask questions and solve problems.

SCIENTIFIC EXPLORATION AND KNOWLEDGE

- **GOAL CD-8:** As a result of their explorations and participation in simple investigations through play, children observe, describe, and demonstrate respect for living things, the environment, and the physical world.
- **GOAL CD-9:** As a result of their explorations and participation in simple investigations through play, children demonstrate their ability to use scientific inquiry by observing, manipulating objects, asking questions, making predictions, and developing generalizations.

SOCIAL STUDIES, FAMILY AND COMMUNITY CONNECTIONS

- **Goal CD-10:** Through their explorations, play, and social interactions, children demonstrate an understanding of relationships, roles, and what it means to be a participating member of their families and the diverse groups/communities they belong to.
- **Goal CD-11:** Through their explorations, play, and social interactions children identify and demonstrate appreciation of similarities and differences between themselves and others.

CREATIVE ARTS AND EXPRESSION

- **Goal CD-12:** Children engage in a variety of creative activities for enjoyment and self-expression including play, visual arts, music, expressive movement, and drama.
- **Goal CD-13:** Children demonstrate an appreciation for different forms of art including visual arts, music, expressive movement, and drama.

HEALTH AND PHYSICAL DEVELOPMENT (HPD)

PHYSICAL HEALTH AND GROWTH

- GOAL HPD-1: Children develop healthy eating habits.
- GOAL HPD-2: Children engage in active physical play indoors and outdoors.
- GOAL HPD-3: Children develop healthy sleeping habits.

MOTOR DEVELOPMENT

- GOAL HPD-4: Children engage in play and movement to develop the large muscle control and abilities needed to explore and move in their environment.
- GOAL HPD-5: Children engage in play and experiences to develop muscle control and hand-eye coordination to manipulate objects and work with tools.

SELF-CARE, SAFETY, AND WELL-BEING

- GOAL HPD-6: Children develop personal hygiene and self-care skills.
- GOAL HPD-7: Children use safe behaviors and personal safety practices with support from adults.

HELPFUL TERMS

ACTIVE EXPLORATION – Activities that promote and encourage child development and learning through movement or by doing something.

ACTIVE PHYSICAL PLAY – Playful physical activities (structured or free-play) that promote physical fitness and motor development.

ACTIVITIES – Experiences planned by the teacher or caregiver that create opportunities for children to explore and learn about their world.

ADAPTATIONS – Adjustments or modifications made to materials, the environment, interactions, or teaching methods to support individual children.

ADAPTIVE MATERIALS/EQUIPMENT – Devices or equipment designed to support development and learning by helping a child more easily participate in play, curriculum activities, and caregiving routines.

AESTHETIC EXPERIENCES – Experiences where children have the opportunity to explore through creative activities, such as, music, painting, drama, puppetry, movement, etc.

AGE APPROPRIATE – What is typically expected for a child’s age and ability level.

AGE LEVELS – Overlapping ages of young children described in broad categories: infants, young toddlers, older toddlers, young preschoolers, and older preschoolers.

ALPHABETIC PRINCIPLE – The understanding that letters and letter patterns represent the sounds of spoken language.

ASSESSMENT – The act of gathering information about a child’s level of development and learning for purposes of making decisions that will benefit the child.

ASSISTIVE DEVICES – A range of devices and strategies used to promote a child’s access to and participation in learning opportunities, from making simple changes to the environment and materials to helping a child use special equipment.

ATTACH/ATTACHMENT – The strong emotional tie children feel with special people in their lives (family members and other caregivers).

BOOK KNOWLEDGE – Knowledge of the basic features of a book such as the cover, title, author, etc.

CAREGIVERS – Adults who care for infants and toddlers in homes, child care centers, family child care homes; adults who are family, friend and neighbor care providers; and adults who are early intervention professionals or specialized service providers.

CAREGIVING ROUTINES/CARE ROUTINES – Everyday experiences that meet young children’s needs such as diapering, feeding, and dressing.

CAUSE AND EFFECT – Children combine actions to cause things to happen or change the way they interact with objects and people in order to see how it changes the outcome.

CHECKLIST – A list of characteristics used to indicate mastery of specific areas and used to evaluate a child’s progress.

CHILD-DIRECTED PLAY – Allowing children to choose their own play in an environment that includes several options or choices.

COLLABORATION – Working with parents and/or other individuals in order to provide whatever is best for the child/ren.

CONCRETE REPRESENTATIONS – The use of real objects to represent an idea or a concept.

COMMUNICATION BOARD – A form of assistive technology that consists of photographs, symbols, words/phrases, or any combination of these designed to make language visible and accessible for children with communication impairments.

COMMUNICATION – The act of understanding and/or expressing wants, needs, feelings, and thoughts with others. Forms of communication may include crying, vocalizing, facial expressions, speech, gestures, sign language, pictures, and/or objects.

CONSTRUCTIVE – Activities that have a purpose; are meaningful, useful.

CONSTRUCT KNOWLEDGE – To gain understanding and knowledge of the world through experiencing things and then reflecting on those experiences.

COO – Production of vowel sounds, often in response to human face or voice, usually beginning around the second month of life expressing happiness or contentment.

CREATIVE EXPRESSION – Expressing one’s own ideas, feelings, experiences, and/or perceptions through artistic media such as dance, music, and/or visual arts.

CREATIVITY – The ability to move beyond the usual ideas, rules, patterns, or relationships.

CULTURE – A way of life of a group of people, including the behaviors, beliefs, values, traditions, religion, and symbols that are typical for the group and generally done/ accepted without thinking about them.

CURRICULUM – A written set of materials that provide an integrated framework to guide decisions adults make when providing experiences for children.

DISCRIMINATE – To make a distinction or recognize the difference in sounds, shapes, colors, tastes, etc.

DEVELOPMENTAL INDICATOR – Specific statement that defines what children are able to do at a particular age level.

DEVELOPMENTAL INDICATOR CONTINUUM – A chart that shows the Goals and Developmental Indicators for each age level for a domain.

DEVELOPMENTALLY APPROPRIATE – Any activity, material, environment, strategy, or assessment that is based on theories of child development, the individual needs and strengths of each child, and the child’s cultural background.

DEVELOPMENTAL MILESTONE – A set of skills or tasks that most children can do in a certain age range.

DEXTERITY – Skill and grace in physical movements.

DISABILITY – A delay or impairment that is physical, cognitive, mental, sensory, emotional, or some combination of these.

DIVERGENT THINKING – A thought process used to generate creative ideas by exploring many possible solutions.

DIVERSITY – Refers to the variety of characteristics that make individuals (and/or families) unique (e.g., culture, ethnicity, education, religion, economic background, etc.).

DOCUMENTATION PANEL – A collection of photographs, notes, transcriptions, and artifacts that serve as a visual representation of children’s learning.

DOMAIN – One of the five broad categories of learning and development in which goals and strategies are grouped, such as Emotional-Social Development.

DRAMATIC PLAY – Refers to the various kinds of play where children can take on roles and act them out (e.g., pretending to be a parent or using dolls to tell a story).

DUAL LANGUAGE LEARNER (DLL) – Refers to children who are learning a second language at the same time they are continuing to develop their native or home language.

EARLY INTERVENTIONIST – An individual with a special education background who works with children, ages birth to kindergarten, who have developmental delays. The early interventionist works on specific goals and objectives identified for the child, either in their home or in an early education setting.

EARLY LITERACY – Describes the foundations of reading and writing that begin to develop in infancy and continue to emerge through the toddler, preschool, and kindergarten age periods.

EMOTIONAL COMPETENCE – The ability to recognize, understand, express, and regulate emotions and respond to the emotions and interactions of others.

ENGAGE/ENGAGEMENT – To be, or become involved or to be attentive.

EXPERIMENT – An action used to discover something unknown, to test a principle or idea, or to learn about a cause and its effect.

EXPRESSIVE COMMUNICATION – The ability to use words or gestures to communicate meaning.

EXTEND – (1) To make a longer sentence or add a thought to what the child has said; (2) to allow for more play by adding new ideas or materials to the setting; (3) to lengthen or stretch the human body, torso, arm, or leg.

FAMILY – Refers to the closest relationships that a child has, including the child’s mother, father, foster or adoptive parents, grandparents, and/or others who are the primary caregivers in a child’s life.

FINE MOTOR – The skills and activities that need coordination of small muscles to make precise movements such as those needed for writing, cutting, manipulating puzzles pieces, stacking small blocks, etc.

FOSTER – To encourage or promote the development of.

GAZE – To look steadily and intently with curiosity, interest, pleasure, or wonder.

GENERALIZATION – The ability to take what has been learned in one situation and apply it to new and different situations (e.g., when children use a previously used or observed strategy to solve a new problem).

GESTURES – Moving the limbs or body as an expression of thought or emphasis.

GOAL – Statement that describes a general area or aspect of development that children make progress on throughout the birth through age five period.

GROSS MOTOR – The skills and activities that use large muscles to move limbs and trunk and to control balance and posture. Walking, running, climbing, throwing, and jumping are examples of gross motor activities.

HAND-EYE COORDINATION – The ability to coordinate vision and hand movement in order to accomplish a task.

HANDS-ON ACTIVITIES – Learning activities that enhance children’s understanding of a concept through activities that they do with materials, toys, etc., rather than just listening to an adult or repeatedly practicing isolated skills or knowledge.

HOME LANGUAGE – The language that a child’s family typically speaks and that the child learns first.

IMAGINATION – Forming mental images or concepts of things that are not actually present to the senses.

INCLUSIVE SETTING/INCLUSION – The environment, attitude, and knowledge that encourages the enrollment and participation of all children, including children with disabilities.

INDEPENDENCE – The child’s ability to do, think, and learn on his/her own with little or no assistance from others.

INFORMATIONAL TEXT – A type of non-fiction writing that conveys factual information about the natural or social world.

INITIATIVE – The inclination or ability to start or begin an activity.

INTEREST AREAS – Areas in a child care environment where similar materials, such as dramatic play materials, are grouped together to capture children’s interest and engage them in play and learning activities.

INVENTIVENESS – The ability to invent or create with one’s imagination.

INVESTIGATE – To study the details, to examine, or to observe in order to gain knowledge.

JABBER – Rapid sounds or vocalizations made by infants and young children that sound like sentences or conversations but do not yet include words.

JOINT ATTENTION – A state in which the child and the caregiver pay attention to the same object or event, and the caregiver often talks about what they are looking at.

LABEL – To attach a word to a picture, object, action, or event, either verbally or in writing.

LANGUAGE – Words, signs, and symbols used by a group of people to communicate.

LARGE MUSCLE CONTROL – Ability to use the large muscle groups, such as the muscles in the arms and legs, in a relatively coordinated manner.

LITERACY-BASED MATERIALS – Any materials that will facilitate language and literacy opportunities.

LOGICAL CONSEQUENCES – A natural outcome that occurs as a direct result of the child’s choices.

MANIPULATIVES – Materials that allow children to explore, experiment, and interact by using their hands. Such items include, but are not limited to, beads and laces, puzzles, small blocks, and items that can be snapped or hooked together.

MATERIALS – Resources that caregivers add to the environment to enhance development and learning, including toys, pictures, and other things children can explore.

MIRRORING – A behavior in which one person imitates the gestures, facial expressions, speech patterns, or emotions of another in an attempt to show understanding.

MODEL – The act of teaching others (children) through the example of doing the desired behavior.

MOTIVATION TO READ – A child’s eagerness to learn to read, and to read.

NON-VERBAL COMMUNICATION – Includes gestures, facial expressions, and body positions; also known as body language.

NUMERAL – A written symbol used to represent a number.

NURTURE – The process of caring for and encouraging the growth or development of someone else.

OBSERVE – Taking notice of the unique characteristics of each child or something in the environment.

ONE-TO-ONE CORRESPONDENCE – The ability to match each item in one set to another item within a different but equal set (e.g., matching a set of socks with a set of shoes).

OPEN-ENDED MATERIALS – Those materials which young children can use for creative play in any way they choose.

OPEN-ENDED QUESTIONS – Those questions which require more than a ‘yes’ or ‘no’ response; designed to encourage a meaningful answer using the child’s knowledge and/or feelings.

OVER-GENERALIZE – When a child applies a rule of grammar to words that do not fit the rule (ex. Use of ending –ed, “I goed” or “I rided”)

PERSISTENCE – Continued effort; steadfastness.

PHONOLOGICAL AWARENESS – An individual’s awareness of the sounds and structure of spoken words.

PINCER GRASP – Putting the index finger and the thumb together.

PLAY – Spontaneous actions chosen by children and considered by them to be fun and meaningful.

POLICYMAKER – An individual who works to create laws, rules, and/or guidelines that can affect children and families.

PRECURSOR SKILLS – Skills that need to develop prior to learning a new skill.

PRIMARY CAREGIVER – The adult caregiver who is responsible for developing an emotional connection with a specific infant or toddler and who is usually first to respond to the child when needs arise.

PRINT AWARENESS – The basic understanding of how print works—what print looks like, how it works, and the fact that print carries meaning.

PRINT CONVENTIONS – The concept of the basic features of print, including what a letter is, the concept of words, and the understanding of the directionality of print.

PROBLEM-SOLVING – Behaviors practiced by young children that allow them to explore questions or situations and try different solutions.

PROMPT – To encourage an action or behavior.

PROP – Any object used by children during play.

PRO-SOCIAL BEHAVIOR – Behavior that allows a child to interact with adults and other children in a successful and appropriate manner.

RECALL – The act of remembering; to bring back from memory.

REDIRECT – A teaching strategy used to refocus a child’s attention on an alternative object, feature in the environment, and/or activity rather than directly correcting the child’s behavior.

REINFORCE – To strengthen a response with some type of physical, emotional, or verbal reward.

REPETITIVE BOOKS – Books that repeat the same words or phrases over and over again.

REPRESENT – To use something to stand for or symbolize something else.

RESILIENCY – The ability to overcome a setback, or adapt to adversity.

RESPECT – To show esteem for another person; to communicate that his or her ideas, feelings, and needs are worthy of consideration.

RESPONSIVE – Warm, sensitive, well-timed, and appropriate to the child’s needs; used to describe caregiver-child interactions that promote healthy development.

RECIPROCAL – Refers to something that goes both ways or to something that is done in return for a similar behavior (e.g., mom blows a kiss to her child and the child responds by blowing a kiss back to mom).

ROLE – Behavior exhibited by a person that identifies their work, status, or responsibilities.

ROUTINES – A pattern of events or interactions planned and occurring on a regular basis.

RHYTHM – A musical term that refers to the repeated pattern of sounds or silences. Also referred to as the “beat” of a song.

SAFE ENVIRONMENTS – Environments where children can be actively involved in things that interest them and are appropriate for them to use without getting hurt.

SCIENTIFIC METHOD – A process of experimentation that is used to explore observations and answer questions.

SECURITY – Freedom from care, anxiety, or doubt; feelings of safety and trust.

SELF-CARE ROUTINES – Tasks or routines carried out to take care of health and hygiene needs.

SELF-REGULATE – The ability for a child to focus his/her attention, control emotions, and manage thinking, behavior and feelings.

SELF-RELIANCE – The ability to for a child to get things done and to meet his/her own needs.

SENSE OF SELF – How a child sees him/herself, based on their thoughts, feelings, and ability to achieve in ways that are important to him or her.

SENSITIVE ADULTS – Adults who accept that each child is different, interact with children in ways that match their individual needs, and show warmth and caring for all children.

SENSORY – Related to the senses: hearing, seeing, touching, tasting, and smelling.

SENSORY IMPAIRMENTS – Vision or hearing losses or other sensory disabilities that may require specialized assistance or early intervention.

SENSORY MATERIALS – Materials and experiences that stimulate at least one of the five senses: hearing, seeing, touching, tasting, and smelling.

SEPARATION ANXIETY – The stress experienced by a child when separated from a parent or primary caregiver.

SLEEP ROUTINE – The process by which a child settles down, with or without the assistance of an adult, and allows sleep to occur.

SOCIAL INTERACTION – An exchange between two or more children; relates to children’s knowledge of and ability to function successfully in a group.

SOCIAL SKILLS – Any skills used to communicate and interact with others, both verbally and non-verbally, through gestures, body language, and personal appearance.

SOCIOECONOMIC STATUS – The social standing or class of an individual or group that is often measured as a combination of education, income and occupation.

SOCIOCULTURAL – Relating to or involving a combination of social and cultural factors.

SOLITARY PLAY – Independent play when the child is alone and maintains focus on an activity.

SPECIAL NEEDS – Developmental disabilities that may require specialized care.

STAMINA – The ability to maintain prolonged physical or mental effort.

STIMULATION – Any number of sounds, textures, temperatures, tastes, or sights that impact a child’s senses or development.

STRATEGIES – Suggested activities, materials, and ways of interacting that promote development and learning in the areas described by the Goals and Developmental Indicators.

STRENGTHS-BASED APPROACH – Refers to policies, practices, methods, and strategies that identify and draw upon the strengths of children, families, and communities.

SYMBOL – Something that represents something else by association.

TEACHABLE MOMENT – An unplanned opportunity that arises where a teacher or caregiver has an ideal chance to offer insight to a child/student.

TEACHERS – Adults who care for infants and toddlers in homes, child care centers, family child care homes; adults who are kith and kin or family, friend and neighbor care providers; and adults who are early intervention professionals or technical assistance experts.

TEMPERAMENT – The unique way a child responds to the world.

THEMES – Activities, materials, or interest areas in the child care environment that center around a certain concept or topic.

TOOLS – Anything used or created to accomplish a task or purpose.

TRIAL AND ERROR – Attempting to solve a problem by randomly trying different approaches.

TRANSITION – To move or change from one activity or location to another activity or location.

TWO-DIMENSIONAL SHAPE AND THREE-DIMENSIONAL SHAPE – A two dimensional shape is a flat image of the shape; a three-dimensional shape appears to have width and height and allows for rotation and depth.

VENN DIAGRAM – A set diagram or logic diagram that shows all possible logical relations between a collection of different items.

VOCABULARY – The collection of words that a child understands or uses to communicate.

SELECTED SOURCES

The panel that revised the South Dakota *Early Learning Guidelines* consulted many research-based sources and publications when writing the Goals and Developmental Indicators. The following list presents selected resources that were invaluable in the effort to describe expectations for children’s development from birth through age five.

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DEDICATION

IN FOND MEMORY OF DR. GERA JACOBS

As quoted in her first book *Play, Projects and Preschool Standards* Dr. Jacobs stated “I vowed that my students would understand what they were learning and that it would have meaning for them.” She lived and breathed the philosophy of “wanting children to have a sense of wonder and joy about learning.” These interwoven priorities of adults having knowledge that supported children’s learning through delightful play is evident in her work on these Early Learning Guidelines and as an author, professor, parent, grandparent and friend. It is with great gratitude and admiration that the South Dakota Early Learning Guidelines for children ages birth to prekindergarten are dedicated to her memory.



A LETTER TO THOSE WHO WANT TO MAKE THE WORLD A BETTER PLACE FOR CHILDREN AND FAMILIES

(Reprinted with permission from the September 2016- Vol. 71, No. 46 issue of NAEYC's Young Children.)

Dear Colleagues:

I have the incredible opportunity to share some dying thoughts with you as I lie here in my hospice bed. My cancer has allowed me to view our work from the perspective of a child as well as from someone with years of professional education and experience.

During the course of my treatment, I had a hospitalization for a serious infection. The infection gave me the chance, though, to really see what it was like from the perspective of a young child who couldn't do a lot for him or herself yet. My body went into septic shock and I ended up in the ICU. For a little while I could do very little for myself and was very dependent on others caring for me. I experienced such a range of professionals. There were some people who DID their job but without much warmth or caring. There were some who didn't even do their job well. The day after my first surgery, someone threw a folded-up blanket right on my newly stitched belly without thinking about it. Another inserted an IV needle into the back of my hand without even telling me he was doing it.

Then there were doctors and nurses who just made you feel better the moment they walked into the room. These professionals treated their patients with respect and caring, they listened, they told me step by step what they were doing and why. They asked my opinion and made me part of the process - not just doing things TO me. You could tell they were knowledgeable and were researching the best way to treat each patient. These professionals gave me the gift of feeling comforted and taken care of with just their presence.

It seemed like there was a real continuum from outstanding to inadequate professionals. I was so struck by the difference in care and how it impacted not only my physical health but the way I felt emotionally as well. I thought about you, my colleagues, a lot. I wanted to take a moment to plead with you to be the very best professional you can be - strive to be the top of the continuum with every single child, family, and colleague with whom you work. Be the very best YOU that you can be in every situation.

Some of you may not do your best because you doubt yourself or your abilities. I encourage you to have confidence. Do your best and feel good that you are giving it your all. Others of you may feel like you already know what you need to do your job well. But we know the very best professionals are ALWAYS learning - ALWAYS trying to find new ways to be even better. It can be tempting to multitask so much that we aren't able to focus in on the people we are with. We can be distracted by social media, our devices, our neverending to-do lists-focusing on what's next instead of what's right now. I want to encourage you to get the most of every moment you have. Listen, be fully present, keep learning and getting even better. You can learn so much from others. Get the most from ALL your experiences; there is so much you can learn - even from those that may not appear to offer much.

Being the best "You" that you can be is the greatest gift you can give our children. Our children need and deserve you to be your very best - so they in turn can live their best life possible. You do and will continue to make a difference. I so wish you the very best in all you do. Everyone has a gift to give through their work. No matter what your role, you can give everyone you are with a gift through truly being present with them at every moment.

With great respect for you and your awesome potential,

Gera

Gera Jacobs, Former President, NAEYC, Professor, Early Childhood and Elementary Education , University of South Dakota

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