ALABAMA DEVELOPMENTAL STANDARDS FOR PRESCHOOL CHILDREN

First Class
Alabama's Voluntary Pre-K Program

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Alabama Department of Education • Tommy R. Bice, State Superintendent of Education January 2012

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PREFACE

In the May 2000 legislative session, the Office of School Readiness (OSR) was created in the Department of Children's Affairs (DCA) and charged with the task of developing a statewide definition of school readiness for four-year-olds. In December 2002, the Alabama Office of School Readiness adopted the following definition:

"School Readiness" is a condition whereby children enter school with:
(a) an enthusiasm for learning,
(b) an ability to function in a social setting,
(c) age-appropriate communication and problem solving skills,
(d) age-appropriate physical and emotional skills, and
(e) optimal health.

School readiness is fostered through opportunities that promote child exploration, sociability, curiosity, creativity, decision making, independence, and responsibility, in combination with partnerships among families, teachers, local, and state communities. A child who is ready to learn when entering school will be able to obtain optimal benefits from learning experiences offered by the school and will encounter fewer obstacles to learning. Supporting children to be "ready for school" is essential in the attainment of:
(a) educational achievement and success,
(b) reduction of retention and remediation resulting in financial benefits,
(c) higher individual economic status, and
(d) a positive sense of social responsibility,

thus creating a stronger, healthier society.

In June 2003, OSR began developing statewide performance standards for four year old children. For over a year, OSR staff and Advisory Committee members reviewed standard documents from other states, researched national standards from the National Association for the Education of Young Children (NAEYC) Accreditation Criteria and read articles in professional journals and magazines. Based on the work, the original *Alabama Performance Standards for 4 Year Olds* were drafted and adopted in July 2004 and then revised in 2009.

As the Department of Children's Affairs was creating a document of standards for four year olds, the Alabama Department of Education was creating a similar document for preschool children with disabilities. The original *Developmental Standards for Preschool Children with Disabilities and the Early Learning Progress Profile* (ELPP) were developed by a Preschool Task Force beginning in 2006 and piloted in 2007. The completed manual was published in 2008.

In 2010, the Department of Children's Affairs and the Alabama Department of Education began a partnership to mesh the two documents into one set of standards for all preschool children in the state. The present document, *Alabama Developmental Standards for Preschool Children,* is a result of the shared vision of these two departments that <u>all</u> children should be provided school readiness experiences that meet their individual needs. Modifications and accommodations to classroom activities, routines, and learning areas may be needed to enhance the participation of children with disabilities.

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Department of Children's Affairs– Office of School Readiness

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State Department of Education – Special Education Services Section

The original *Developmental Standards for Preschool Children with Disabilities* and the *Early Learning Progress Profile* (ELPP) were developed by a Preschool Task Force, beginning in 2006 and piloted in 2007. The completed manual was published in 2008. The *Early Learning Progress Profile* has been used as a tool for gathering data to report to the Office of Special Education Programs for Indicator Seven in the State Performance Plan (SPP) and the Annual Performance Report (APR).

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INTRODUCTION

The *Alabama Developmental Standards for Preschool Children* is designed to be collectively reflective of the standards and curricula used in various preschool settings throughout the state. The *Developmental Standards* serve as a natural progression to the kindergarten standards contained in the Alabama Courses of Study. The standards describe outcomes desired for all children at the end of their preschool experience as they enter kindergarten.

The *Alabama Developmental Standards for Preschool Children* reflects the philosophy of including children with disabilities in early childhood programs and the importance of teachers making accommodations to the curriculum and the learning environment to meet the needs of all children. The *Americans with Disabilities Act* (ADA) and the *Individuals with Disabilities Education Act* (IDEA) express the concept of a free appropriate public education based on the individual needs of a child. "Children with disabilities do not have to be in a particular place with particular materials or people in order to learn. Learning opportunities abound for children in their home and community environments" (Sandall, McLean, & Smith, 2000). A disability is only one aspect of the child, not the whole child. The child with a disability is a child first.

Individual differences should be recognized and respected in order to assist children in the learning process. Teachers need to be willing to provide a repertoire of strategies and alternative approaches to facilitate individual functional development. To this end, objectives were added to many of the *Alabama Developmental Standards for Preschool Children* to provide a hierarchy of learning for children whose functional level is delayed at the time they enter preschool programs. These objectives are contained in the *Early Learning Progress Profile* (ELPP) and provide a systematic measurement tool to monitor progress for children with disabilities. A reproducible copy of the ELPP protocols for entry and exit data is available at the end of this book or online at www.alsde.edu, Special Education.

The United States Department of Education, Office of Special Education Programs (OSEP) requires every state to collect accountability data to determine the effectiveness of Part B preschool programs. The outcomes that must be reported as part of the State Performance Plan (SPP) and Annual Performance Report (APR) address three areas of child functioning necessary for each child to be an active and successful participant at home, in the community, and in early childhood settings such as preschool programs or child care centers.

The three child outcomes are functional outcomes in the sense that they refer to behaviors, knowledge, and skills that are meaningful to children in their everyday lives. The outcomes refer to actions that children need to be able to accomplish or knowledge that they need to have in order to function successfully across a variety of settings and ultimately to be successful in kindergarten and school achievement. The required outcomes and a description of each is as follows:

A. *Positive social-emotional skills* (including social relationships) refer to how children get along with others, how they relate with adults, and with other children. For older children, these skills also include how children follow rules related to groups and interact with others in group situations such as a child care center. The outcome includes the way a child expresses emotions and feelings and how he or she interacts and plays with other children.

B. *Acquisition and use of knowledge and skills* (including early language/communication and literacy) refers to children's abilities to think, reason, remember, problem solve, and use symbols and language. The outcome also encompasses children's understanding of the physical and social worlds. It includes understanding of early concepts (e.g., symbols, pictures, numbers, classification, spatial relationships), imitation, object permanence, the acquisition of language and communication skills, and early literacy and numeracy skills. The outcome also addresses the

precursors that are needed so that children will experience success later in elementary school when they are taught academic subject areas (e.g., reading, mathematics).

C. *Use of appropriate behavior to meet needs* refers to the actions that children employ to take care of their basic needs, including getting from place to place, using tools (e.g., fork, toothbrush, crayon), and in older children, contributing to their own health and safety. The outcome includes how children take care of themselves (e.g., dressing, feeding, hair brushing, toileting), carry out household responsibilities, and act on the world to get what they want. This outcome addresses children's increasing capacity to become independent in interacting with the world and taking care of their needs.

POSITION STATEMENT

The Alabama Department of Education and the Department of Children's Affairs believe that parents are the most important teachers of young children. Increasing numbers of low-income parents in the workforce have resulted in more young children in childcare for more hours than ever before, being cared for and partially raised by non-parents (Schumacher, R., Irish, K. & Lombardi, J. 2003. *Meeting Great Expectations: Integrating early education program standards in childcare*. Washington, DC: Center for Law and Social Policy. www.clasp.org). Interactions between parents and children are becoming limited and place the children at risk for low academic performance and limited school success.

Quality out-of-home care increases the probabilities that at-risk children perform well in school and experience high levels of school success (High/Scope Educational Research Foundation, www.highscope.org/Research/MsrpEvaluation/msrpmain.htm; Schweinhart, L. J., Barnes, H. V., & Weikart, D. P. with W. S. Barnett and A. S. Epstein, 1993, *Significant Benefits: The High/Scope Perry Preschool Study Through Age 27*, Ypsilanti, MI: High Scope Press). Research shows that quality out-of-home care provides children with opportunities to develop warm and secure relationships with other adults and peers. Studies also indicate that quality out-of-home care provides children with learning experiences that they may not receive in the home and activities that enhance their social, emotional, physical, and cognitive development. Young children learn most effectively: (a) when they have warm and secure relationships with parents and other caring adults, (b) through play-alone and with peers, (c) in environments that are rich in language stimulation, (d) through their interactions with other children and adults, (e) when given opportunities to explore engaging materials, and (f) when their basic needs are met *("Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8": A position statement of the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education*, Adopted November, 1990, Washington DC, www.naeyc.org).

Quality out-of-home care decreases the probability that children will (a) engage in crime, (b) drop out of school, (c) enroll in special education classes, (d) become teenage parents, and (e) become recipients of welfare (Schumacher, R., Irish, K. & Lombardi, J. 2003. *Meeting Great Expectations: Integrating early education program standards in childcare*. Washington, DC: Center for Law and Social Policy. www.clasp.org; Schweinhart, L. J., Barnes, H. V., & Weikart, D. P. with W. S. Barnett and A. S. Epstein, 1993, *Significant Benefits: The High/Scope Perry Preschool Study Through Age 27*, Ypsilanti, MI: High Scope Press).

Therefore, the mission of the joint departments is to provide preschool children with access to high quality appropriate pre-kindergarten experiences. The departments also strive to promote excellence and consistency of practice for all early childhood education programs in the state of Alabama.

GUIDING PRINCIPLES

The *Alabama Developmental Standards for Preschool Children* are based on a number of guiding principles:

Children are active learners.

- Children construct their own knowledge through physical, social, and mental activity (Piaget, J. & Inhelder, B. 1969. *The Psychology of the Child*. New York: Basic Books; Bredekamp, S. & Copple, C. 1997. *Developmentally Appropriate Practice in Early Childhood Programs*. Revised ed. Washington, DC: NAEYC). They learn through firsthand actions with objects and people in their world.
- As active learners, young children need opportunities to observe things and events in their present world, form their own hypotheses, try them out, find out what happens, and formulate their own answers (Dewey, J., 1944. *Democracy and Education: An Introduction to the Philosophy of Education*. New York: Free Press; Glassman, M., 2001. "*Dewey and Vygotsky: Society, Experience, and Inquiry in Educational Practice"*, Educational Researcher, v. 30 (4). pp 3-14).
- Children find out about their world through play. All types of play: manipulative play, play with games, rough-and-tumble play, and socio-dramatic play provide children with opportunities to try things out, see what happens, and learn (Rubin, K. H., Bukowski, W. M., & Parker, J. G., 1998. "Peer interactions, relationships, and groups." In W. Damon (Series Ed.) & N. Eisenberg (Vol. Ed.), *Handbook of Child Psychology*, vol. 3 *Social, emotional, and personality development* (5th ed., pp. 619-700) New York: Wiley).
- An efficient way to meet children's active mode of learning is to organize their learning space through centers of interest. Centers include thematic play and work areas that are clearly delineated and organized. They encourage children to make decisions, learn new skills, practice skills previously gained, and to interact with other children and adults.

Development and learning are interrelated.

- Learning about self, developing social skills, and achievement motivation are related to children's intellectual development, learning content, skills, and physical health. Children's ideas about themselves affect not only interactions with others, but also how they perceive themselves as learners (Ladd, G. W., 1990. *"Having friends, keeping friends, making friends, and being liked by peers in the classroom: Predictors of children's early school adjustment?"* Child Development, v. 67, pp 1081-1100). Children's intellectual abilities and control over language are highly correlated with how they relate to and interact with peers. Children who use language efficiently to negotiate social situations or those who have the intellectual ability to consider another's point of view, are more likely to possess strong social skills.
- Learning to read and write depends, in great part, on how children feel about themselves and their ability to achieve (Bandrua, A. 1997. *Self-Efficacy: The Exercise of Control*. Stanford University, New York: W. H. Freeman & Company).
- Children who believe that they can learn, and expect to achieve, do so (Seefeldt, Denton, Galper, & Younosai, 1999. *"The Relation between Head Start parents' participation in a transition demonstration, education, efficacy, and their children's academic abilities,"* Early Childhood Research Quarterly, v 14 (1), pp 99-109).

Young children are capable and competent.

- All children are capable of positive developmental outcomes. There should be high expectations for all young children, regardless of their backgrounds, experience, physical, or mental capacities.

There are individual differences in rates of development among children.

- Each child is unique in the rate of growth and the development of skills and competencies. Some children may have a developmental delay or disability that requires program staff members to adapt expectations for individual children or adapt experiences so that children can be successful in achieving performance standards.
- Each child is raised in a cultural context that may affect the approach that the teacher uses.

Knowledge of child growth and development and consistent expectations are essential to maximizing educational experiences for children and to developing and implementing effective programs.

- Early care and education program staff must agree on what they expect children to know and be able to do (benchmark knowledge) within the context of child growth and development. With this benchmark knowledge, early childhood staff members can make sound decisions about appropriate curriculum for the group and individual children.

Young children learn through active exploration of their environment through child-initiated and teacher-selected activities.

- The early childhood environment should provide opportunities for children to explore materials and engage in concrete activities, and to interact with peers and adults in order to construct their own understanding of the world around them.
- There should be a balance of child-initiated and teacher-initiated activities in order to maximize children's learning.

Family involvement is necessary.

- Consideration of each child's unique circumstances, respect for each family, and cooperative involvement between families and preschools is critical to children's academic success and school achievement.
- The close attachment between young children and their families demands family involvement.
- Family members and teachers must work together to create continuity of learning. Preschool experiences build on and extend what children learn at home. In turn, children's learning in school is extended and continued in the home.

Children's learning can be clarified, enriched, and extended.

- Appropriate early educational experiences can extend, expand, and clarify the ideas, concepts, language, and social skills children gain spontaneously.
- With the guidance of highly knowledgeable, trained, and skilled adults who understand both children and the knowledge, skills, and attitudes children need to acquire, children can learn more than they could on their own (Vygotsky, L. S., 1986. *Thought and Language*. Cambridge, Mass; MIT Press).

DIRECTIONS FOR USE AND INTERPRETATION OF
The Alabama Developmental Standards For Preschool Children

The *Alabama Developmental Standards for Preschool Children* are based on what is currently known about preschool children, including what they should know and be able to do along a continuum of development. The standards are grouped around nine areas of development:

- Approaches to Learning (AL)
- Language and Literacy (LL)
- Mathematics (M)
- Science (S)
- Creative Arts (CA)
- Technology (T)
- Social and Emotional Development (SE)
- Physical Development (PD)
- Health and Daily Living (HDL)

Each area of development is color coded with broad goals stated at the top of each page. This is followed by a chart containing the *standards,* Early Learning Progress Profile (*ELPP)* objectives, *examples* of actions children might do and *supportive practices* teachers can incorporate into the classroom. Standards that have a diamond beside them are to be used by teachers of students with disabilities in reporting data for the ELPP. However, ELPP objectives can be helpful to all teachers in recognizing emerging behaviors in children as they master a skill. All standards are identified by a prefix of the developmental area, a "P" for preschool, the goal number and the number of the standard under that goal. For example: CA.P.1.1 identifies the developmental area of *Creative Arts* (CA), preschool (P), goal 1, and standard 1. Early childhood professionals can use these developmental standards in a number of ways:

I. to identify the developmental goals most children should reach by age five,
II. to promote reasonable expectations and practical standards for parents and others who care for and teach young children,
III. to improve the classroom environment and integrate the curriculum more effectively, and
IV. to create the beginning of a continuum of learning that links early development to later success in school and life.

The standards in this document are fundamental and specific, but not exhaustive. The *Alabama Developmental Standards For Preschool Children* should be used as a guide for teachers while planning pre-kindergarten experiences that will promote children's progress toward achieving benchmarks. All areas of development are considered equally important and should be incorporated into all children's daily activities. Preschoolers should be engaged in activities that support learning across multiple areas of development that are carefully planned and constitute intentional teaching. This document does not contain a comprehensive list of every skill or knowledge that a preschool child may exhibit and SHOULD NOT be used as a checklist, or assessment tool. The document is intended to be used as a guide for planning children's specific instructional needs.

"*Every child has a right to his fifth year of life, his fourth year, his third year. He has a right to live each year with joy and self-fulfillment. No one should ever claim the power to make a child mortgage his today for the sake of tomorrow"* (Jimmy Hymes). Taken from *Developmentally Appropriate Practice in Early Childhood Programs,* 3rd edition, Copple and Bredekamp 2009).

ALIGNMENT OF STANDARDS

The *Alabama Developmental Standards for Preschool Children* are grouped around nine areas of development. Goals and standards in the nine areas align with kindergarten standards found in the subject area Courses of Study developed by the State Department of Education and with the 2011 Head Start Child Development and Early Learning Framework. The following chart shows the alignment of the major areas of development with the specific courses of study and the domains in the Head Start Child Development and Early Learning Framework. For specific kindergarten standards in each area, go to the website of the State Department of Education at www.alsde.edu and click Courses of Study. Information on specific Head Start domain elements that align with the *Alabama Developmental Standards for Preschool Children* is available at www.children.alabama.gov; click Divisions and Programs; click Head Start.

Alabama Developmental Standards for Preschool Children	Alabama Course of Study	Head Start Child Development and Early Learning Framework
Approaches to Learning	None	Approaches to Learning Logic and Reasoning
Language and Literacy	English Language Arts - Kindergarten	Language Development Literacy Knowledge and Skills
Mathematics	Mathematics - Kindergarten	Mathematics Knowledge and Skills
Science and Environmental Education	Science - Kindergarten	Science Knowledge and Skills
Technology	Technology Education	Science Knowledge and Skills
Social and Emotional Development	Social Studies	Social and Emotional Development Social Studies Knowledge and Skills
Physical Development	Physical Education	Physical Development and Health
Health and Daily Living	Health Education	Physical Development and Health
Creative Arts	Arts Education - Kindergarten	Creative Arts Expression

Approaches To Learning

Children learn concepts, form ideas, and create symbols and abstractions through self-initiated activity. Self-initiated activity, within social contexts, makes it possible for young children to be involved in intrinsically interesting experiences that help them to construct understandings of their world, remain focused during activity, and develop a love for learning. (Hohmann, M. & Weikart, D.P. [2002]. *Educating Young Children*, second edition. Ypsilanti, Michigan: High Scope Press).

Excellent teachers know…it's *both* what you teach *and* how you teach. The early childhood field has paid a great deal of attention to pedagogy – the *how* of teaching and learning-and has identified characteristics of effectiveness that have held up over time, such as meaningful, active learning and individualizing our teaching methods to the learner (Katz & Chard 2000, *Engaging Children's Minds: The Project Approach*).

Goal 1: Children will develop curiosity, initiative, self-direction, and persistence.

Standard		ELPP Objectives	
Students will:			
❖ AL.P.1.1	Make and express choices, plans and decisions.	AL.P.1.1.M AL.P.1.1.1 AL.P.1.1.2 AL.P.1.1.3 AL.P.1.1.4 AL.P.1.1.5 AL.P.1.1.6	Child has mastered standard. Ask for object by name. Verbalize wants when visually presented with objects. Choose a picture symbol to express a desire for an activity. Reach for object of choice when presented with two or more objects. Respond (point, nod head, eye gaze, change in facial expressions) appropriately when asked a question involving two choices. Child does not respond.
❖ AL.P.1.2	Choose and complete challenging tasks.	AL.P.1.2.M AL.P.1.2.1 AL.P.1.2.2 AL.P.1.2.3 AL.P.1.2.4 AL.P.1.2.5 AL.P.1.2.6	Child has mastered standard. Complete a puzzle. Use blocks to build simple structure. Point to and/or name requested picture from group of four. Search for hidden object. Transfer from one hand to the other. Child does not respond.
❖ AL.P.1.3	Understand and follow rules and routines.	AL.P.1.3.M AL.P.1.3.1 AL.P.1.3.2 AL.P.1.3.3 AL.P.1.3.4 AL.P.1.3.5 AL.P.1.3.6	Child has mastered standard. Comply with classroom rules. Attend and respond to simple commands. Follow picture schedule of classroom routines. Cooperate in dressing routines. Participate willingly in mealtime routines/feedings. Child does not respond.
AL.P.1.4	Accept changes in plans and schedules.	NA	
AL.P.1.5	Demonstrate increasing ability to complete task and maintain concentration over time.	NA	

Examples	Supportive Practices
The child will: • Choose and return toys independently. • Select a CD or video and operate the player independently. • Choose a learning center when given encouragement. • Choose and finish a puzzle or task once it is started. • Make choices from a choice board. • Come to circle time, snack time, nap, or other routine activities. • Follow expectations such as sitting in the circle and listening when someone is speaking. • Make choices and stay with an activity for a reasonable length of time once a choice is made. • Use a picture or daily schedule to transition from one activity to another. • Follow tornado and fire drill routines. • Complete a challenging puzzle or build an extensive block structure. • Explore a new climbing structure on the playground. • Work independently or with others to complete projects. • Remind other children of rules saying, “only four people at a time at the water table.” • Follow simple commands to transition from one activity to next. • Cooperate when schedule changes without undue distress.	The teacher will: • Provide and encourage children to try new activities. • Support children’s efforts to assist each other while cleaning up at center time. • Create opportunities for cooperation (ask two children to do a task together, such as carrying a tub of sand toys from outdoors; comment on how much easier it is when two people work together). • Create group mural with each child contributing to the drawing. • Rotate activities to include various levels of difficulties. • Create a daily schedule at eye-level using pictures, so that children can read, predict, and anticipate transitions. • Provide opportunities for children to create rules for the learning environment. Use pictures, photographs, or other symbols, along with the words, when posting the rules in the room. • Create a schedule that is predictable and consistent so children know what to expect, especially for routines such as eating or resting. • Provide children advanced notice when changes are planned.

Goal 2: Children will develop positive attitudes, habits, and learning styles.

Standard	ELPP Objectives
Students will:	
AL.P.2.1 Demonstrate an eagerness and interest in learning.	NA
AL.P.2.2 Develop increasing ability to find more than one solution to a question or problem.	NA

Examples	Supportive Practices
The child will: • Participate in variety of activities, tasks and play areas. • Use play dough to make different objects such as a birthday cake or snowman. • Participate in increasing varieties of tasks and activities for increasing periods of time. • Make predictions of outcomes in stories. • Pursue alternative approaches to problem solving (ex.: attempt to staple pieces of paper together after unsuccessfully trying to tape them together). • Demonstrate eagerness and interest through questioning and adding ideas. • Participate in learning activities by raising hand to answer questions, verbalizing/signing/using PECS to respond. • Show a desire to participate in learning activities by gesturing, changing facial expressions, and/or verbalizations. • Give more than one answer to questions or scenarios. • Apply new information or vocabulary to a new activity. • Find multiple uses for objects. • Request assistance by holding out object.	The teacher will: • Provide learning center/activity areas stocked with interesting materials-rotating materials often. • Provide materials and activities-encouraging children to try different uses. • Model problem solving and curiosity for child (ex.: think out loud, brainstorm problem solving options with child). • Provide a variety of materials and experiences to support the child's abilities to understand cause and effect, sequencing, comparisons, and problem solving. • Ask children to think of, act out or demonstrate a variety of ways to solve problems (ex.: "What ideas do you have for…? How do you think we can…? or Is there another way you can think of to…?") • Provide activities that encourage children to see problem solving as a series of steps (ex.: "What would you do first? Then what?").

Language and Literacy

"Experts tell us that if by age four, a child knows eight nursery rhymes by heart-chances are at age eight- he will be among the strongest readers in his class. ~ Mem Fox"

"Children need to hear 1,000 books read aloud to them before they can read successfully. ~ Mem Fox"

Early in life, children begin to acquire the foundations of literacy through daily exposure to oral and written language. Children communicate ideas and feelings through gestures, words, pictures, body movements and sounds. Oral expression in all of these areas helps children to experience success, to develop competence, and to acquire self-confidence. The abilities to listen, speak, read, and write emerge interdependently.

Besides oral language development, a number of other elements are essential to an effective program. A fundamental goal is making literacy experiences meaningful, interesting, and satisfying for children. In a literacy-rich environment, preschoolers enjoy looking at books and being read to, and they see that reading and writing help people do many useful and interesting things. Taken from *Developmentally Appropriate Practice in Early Childhood Programs,* 3rd edition, Copple and Bredekamp, 2009.

Goal 1: Children will develop listening comprehension skills (receptive language).

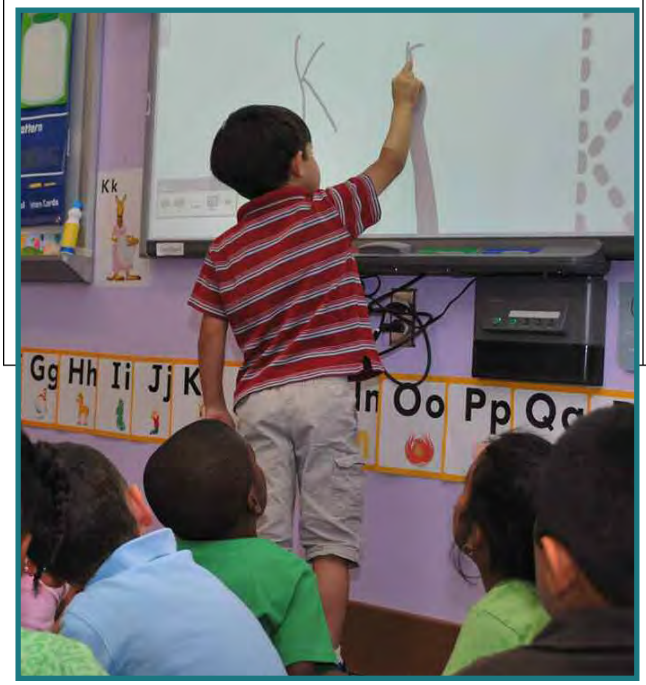
Standards		ELPP Objectives	
Students will:			
❖ LL.P.1.1	Understand and follow spoken directions.	LL.P.1.1.M LL.P.1.1.1 LL.P.1.1.2 LL.P.1.1.3 LL.P.1.1.4 LL.P.1.1.5 LL.P.1.1.6	Child has mastered standard. Follow multi-step directions. Follow a one-step direction. Point to/choose picture of object when directed. Turn head toward adult when directed. Sustain eye contact when directed “look at me.” Child does not respond.
❖ LL.P.1.2	Listen attentively to stories or class discussions.	LL.P.1.2.M LL.P.1.2.1 LL.P.1.2.2 LL.P.1.2.3 LL.P.1.2.4 LL.P.1.2.5 LL.P.1.2.6	Child has mastered standard. Listen to book being read or to class discussions and answer related questions correctly. Listen to and look at entire book being read or class discussions. Demonstrate interest in stories or class discussions by making appropriate facial expressions. Look attentively at face of speaker or book during story time. Turn head toward person who is speaking. Child does not respond.
LL.P.1.3	Demonstrate increased language comprehension skills by retelling or dictating stories from books and classroom experiences.	NA	
LL.P.1.4	Begin to use pre-reading skills and strategies (ex.: prior knowledge to text, making predictions about text and using picture clues).	NA	

Examples	Supportive Practices
The child will: • Follow simple spoken directions or symbols such as: “Hang up your coat and come to the group area.” • Repeat or gesture an instruction to a friend. • Respond to questions in conversations and questions from familiar adults and children. • Say, “The big billy goat tricked the troll” after listening to *The Three Billy Goats Gruff.* • Retell a story during center time by sequencing pictures, arranging characters on a felt board, or using puppets. • Draw a picture depicting some element of a story, song, poem, etc. • Identify characters, settings, and ideas of stories. • Identify author and title of book. • Tell whether a story is real or make believe. • Predict what happens next in a picture walk using picture clues or title of a book. • Tell what comes next in a picture schedule. • Remain with group during story telling or discussions. • Interact with group by using hand motions to repeat or represent common phrases. • Predict what comes next by using verbal/visual cues. • Use prompts provided by teacher to respond.	The teacher will: • Provide opportunities to listen for a variety of purposes (to learn what happens in a story, for instructions, to talk with another person, etc.). • Provide opportunities to listen and respond. • Play “Simon Says” or “Mother May I”. • Start hand-clapping patterns. • Prompt complex responses with who, what, where, when, and why questions. • Read to children several times a day in small or large groups or to individual children. • Use props to retell stories (ex.: puppets, flannel board figures). • Write or perform plays based on stories. • Play listening games with children like “Red light, green light”. • Identify a “magic word” in a story or poem (ex.: children clap when hear word “bear” in *Three Bears).* • Provide multiple modes for students to respond (ex.: picture cards, felt board, sign language, gestures, assistive technology). • Provide opportunities to participate in story time by activating a switch. • Provide opportunities to use a variety of devices from small switches to computers with assistive adaptations for children with motor challenges. • Read a short passage, then stop and ask a wh-question about what she has just read.

Goal 2: Children will develop phonological awareness skills to discriminate the sounds of language.

Standards	ELPP Objectives
Students will:	
❖ LL.P.2.1 Discriminate and identify sounds in spoken language.	LL.P.2.1.M Child has mastered standard. LL.P.2.1.1 Identify target sounds in words. LL.P.2.1.2 Produce sounds in words. LL.P.2.1.3 Imitate sounds in vocal play (say ma-ma). LL.P.2.1.4 Imitate non speech sounds. LL.P.2.1.5 Make coos and gurgles. LL.P.2.1.6 Child does not respond.
❖ LL.P.2.2 Recognize common sounds at the beginning of a series of words.	LL.P.2.2.M Child has mastered standard. LL.P.2.2.1 Identify two objects or words that start with the same sound when requested. LL.P.2.2.2 Identify two sounds as being alike or different. LL.P.2.2.3 Imitate sounds such as “b” while being shown picture of a ball. LL.P.2.2.4 Imitate sounds from adult model. LL.P.2.2.5 Turn head toward spoken sound. LL.P.2.2.6 Child does not respond.
❖ LL.P.2.3 Identify syllables in words.	LL.P.2.3.M Child has mastered standard. LL.P.2.3.1 Clap to two syllable words. LL.P.2.3.2 Imitate clapping of syllables. LL.P.2.3.3 Cooperate in hand-over-hand clapping. LL.P.2.3.4 Vocalize in a rhythmic pattern as adult claps. LL.P.2.3.5 Turn head toward clapping sound. LL.P.2.3.6 Child does not respond.
❖ LL.P.2.4 Identify words that rhyme.	LL.P.2.4.M Child has mastered standard. LL.P.2.4.1 Identify two words that rhyme. LL.P.2.4.2 Make up nonsense words and silly names that rhyme. LL.P.2.4.3 Identify by pointing to two objects that rhyme. LL.P.2.4.4 Imitate rhyming sounds. LL.P.2.4.5 Listen to rhymes. LL.P.2.4.6 Child does not respond.

Examples	Supportive Practices
The child will: • Repeat rhymes such as *Humpty Dumpty.* • Say, “Hog and dog sound the same.” • Say, “Baby and bat start the same.” • Identify sound at the beginning of a word. • Make word families. • Identify common environmental sounds or animal sounds. • Clap hands for syllables in names or other familiar words. • Demonstrate understanding of syllables by blinking, clicking, tapping, etc. • Use finger plays such as *Itsy Bitsy Spider*. • Identify rhyming and non-rhyming words from oral prompts. • Imitate classroom cheers. • Match picture cards that sound the same. • Match environmental sounds to pictures. • Sing songs that contain environmental sounds such as “Old McDonald.”	The teacher will: • Read rhyming books and poems. • Repeat nursery rhymes. • Play games with alliteration. • Read books with alliteration. • Play games with words beginning/ ending with the same sound or specific sound. • Clap out the syllables in words such as the months of the year. • Count syllables as you clap. • Have children line up by the beginning sound in their names. • Say “I want to write moon so I have to listen to the first sound….m-m-moon- what sound is that? What letter do I need?” • Sings the “Name Game,” “Willoughby Wallaby Woo,” or “Tooty Ta” and substitutes different beginning sounds. • Use prompting to facilitate language development activities. • Use visual prompts (ex.: sign language, pictures, augmentative devices). • Provide a variety of noise making devices to elicit responses. • Provide a variety of sounds through listening devices/headsets to enable child to participate in auditory discrimination activity. • Display alphabet symbols, pictures, or combinations with voice output devices. • Use electronic voices or prerecorded voices during story time for nonverbal children.



Goal 3: Children will develop an understanding of new vocabulary.

Standards		ELPP Objectives	
Students will:			
❖ LL.P.3.1	Name a variety of pictures/objects and/or actions in the natural environment.	LL.P.3.1.M LL.P.3.1.1 LL.P.3.1.2 LL.P.3.1.3 LL.P.3.1.4 LL.P.3.1.5 LL.P.3.1.6	Child has mastered standard. Spontaneously name pictures, objects or actions. Point to and imitatively name pictures, objects, or actions. Point to picture, object, or action when requested by name. Point to object named when given choice of two items. Eye gazes at object from a field of two when named. Child does not respond.
LL.P.3.2	Use new and challenging vocabulary words correctly within the context of play or other classroom experiences.	NA	
LL.P.3.3	Connect new vocabulary with prior educational experiences.	NA	

Examples	Supportive Practices
The child will: • Participate in Morning Message/Daily News. • Express ideas heard in stories. • Help create a language experience chart after participating in a field trip. • Say “I want to be a veterinarian when I grow up,” after reading about a sick pet going to the doctor. • Carryover new target vocabulary into play or classroom experiences. • Use eye gaze, reach for, or point to named target vocabulary in play or classroom experiences. • Manipulate toys or objects of target vocabulary in play or classroom experiences. • Watch and listen as adult manipulates and talks about toys or objects of target vocabulary in play or classroom experiences. • Make individual vocabulary books by cutting pictures from magazines. • Say, “Mama I need a colander for this spaghetti,” while playing in the house center. • Verbalize using voice output device when requesting items or learning new vocabulary.	The teacher will: • Identify/define unfamiliar words in stories/books. • Use a rich vocabulary when talking with children. • Bring in familiar objects or pictures that children may not know the word for such as: colander, spatula, pliers, galoshes, spigot, tap, etc. • Write experiences, stories, poems, songs, make lists, etc. making sure to add unfamiliar words. • Repeat new words throughout the day in all daily routines. • Create a story for a wordless picture book. • Use a “word jar” for new vocabulary words. Each time a child catches the teacher or other children using the vocabulary word, he/she gets to add a token to the word jar. • Use picture cards, gestures, sign language, etc., paired with verbalizations, to introduce new vocabulary. • Provide simple vocabulary activities for themes (ex.: holiday words, weather, etc.). • Provide parents with vocabulary activities. • Label objects in classroom (ex.: hot/cold on faucet, exit, etc.). • Create a vocabulary word wall and add items as new topics, units, themes, or books are introduced. • Develop power point presentations for Smart Boards to introduce new vocabulary.

Goal 4: Children will develop speaking skills for the purpose of communication (expressive language). (continued)

Standards		ELPP Objectives	
Students will:			
❖ LL.P.4.1	Express wants and needs.	LL.P.4.1.M	Child has mastered standard.
		LL.P.4.1.1	Spontaneously requests desired object or activity.
		LL.P.4.1.2	Imitates verbal requests for desired object or activity.
		LL.P.4.1.3	Make selection from multiple pictures by pointing to desired object (communication board or assistive device).
		LL.P.4.1.4	Point to picture or object to express a want/need.
		LL.P.4.1.5	Look at desired object when given a choice of two.
		LL.P.4.1.6	Child does not respond.
❖ LL.P.4.2	Respond to questions.	LL.P.4.2.M	Child has mastered standard.
		LL.P.4.2.1	Answer questions (verbally, sign language, PECS, or assistive device, etc.).
		LL.P.4.2.2	Respond to questions presented with prompts (verbally, sign language, PECS, or assistive device, etc.).
		LL.P.4.2.3	Respond to yes/no questions (verbally, sign language, PECS, or assistive device, etc.).
		LL.P.4.2.4	Nod or use facial expression to indicate answer to question.
		LL.P.4.2.5	Respond (verbally, change in expression, etc.) when asked a question.
		LL.P.4.2.6	Child does not respond.
❖ LL.P.4.3	Engage in conversations with peers and adults.	LL.P.4.3.M	Child has mastered standard.
		LL.P.4.3.1	Fully participate in conversations with others.
		LL.P.4.3.2	Participate in conversations on limited basis with peers or adults.
		LL.P.4.3.3	Imitate sounds or words of others.
		LL.P.4.3.4	Vocalize/use jargon when talked to by peers or adults.
		LL.P.4.3.5	Coo and gurgle in response to approach of peers or adults.
		LL.P.4.3.6	Child does not respond.

Examples	Supportive Practices
The child will: • Ask and answer questions for information or to solve problems. • Verbalize wants and needs. • Use a communication board to express wants and needs. • Verbalize activity choice for center time. • Express opinions and ideas during whole group discussions. • Demonstrate the skill of conversation with peers (ex.: listening and responding to one another). • Use pictures of objects to expand vocabulary. • Use individualized modes such as PECS, picture cards, objects, sign language, gestures, etc., for communication. • Dictate an experience and adult will transpose it to computer (ex.: weekend trip to zoo).	The teacher will: • Engage in conversations with children daily, listen to children and give them time to respond. • Engage in complex questioning such as: “what must have happened when…?” or “can you see a possible solution…?” • Use a favorite toy, activity, or person to encourage communication. • Use a “question of the day” and have children verbalize choices and opinions. • Brainstorm with children on a selected topic (ex. material needed to create a post office or doctor’s office, make list of ideas with children). • Support conversations with children that reflect personal interests and experiences. • Provide picture prompts to assist students in answering questions. • Provide instruction in using individualized modes of communication such as PECS, picture cards, objects, sign language, gestures, etc. • Encourage peer modeling for conversational interaction. • Make/provide student with an individual picture book to express wants and needs. • Use pop-up noise making books to engage children. • Sabotage situations in order to encourage verbal responses (ex.: give child paper with no crayon). • Present two objects in child’s visual field for eye-gaze. • Encourage use of switch type devices for class interaction.

Goal 4: (continued) Children will develop speaking skills for the purpose of communication (expressive language).

Standards			ELPP Objectives	
Students will:				
❖	LL.P.4.4	Increase length and grammatical complexity of sentences.	LL.P.4.4.M LL.P.4.4.1 LL.P.4.4.2 LL.P.4.4.3 LL.P.4.4.4 LL.P.4.4.5 LL.P.4.4.6	Child has mastered standard. Use four-to-five-word phrases. Use two-to-three word phrases. Use single words. Produce sounds [p,m,h,n,w] by age three and [b,k,g,d,f,y] by age four. Coo/gurgle/babble/use jargon. Child does not respond.
❖	LL.P.4.5	Participate in classroom activities that are repetitive in nature such as songs, rhymes, and finger plays.	LL.P.4.5.M LL.P.4.5.1 LL.P.4.5.2 LL.P.4.5.3 LL.P.4.5.4 LL.P.4.5.5 LL.P.4.5.6	Child has mastered standard. Spontaneously participate in all songs/rhymes/finger plays that are routinely used in the classroom. Know a few songs, rhymes, finger plays completely. Repeat parts of songs/rhymes/finger plays independently. Imitate parts of songs/rhymes/finger plays with assistance. Attend to songs/rhymes/finger plays. Child does not respond.
❖	LL.P.4.6	Engage in storytelling and pretend play, using oral language.	LL.P.4.6.M LL.P.4.6.1 LL.P.4.6.2 LL.P.4.6.3 LL.P.4.6.4 LL.P.4.6.5 LL.P.4.6.6	Child has mastered standard. Repeat stories in correct sequence. Fill in missing words in stories based on predictions. Point to sequence pictures when asked: “What happens next?” Point to pictures/figures of characters from story. Attend to story read by adult. Child does not respond.
	LL.P.4.7	Show progress in speaking English (for non-English speaking children).	NA	

Examples	Supportive Practices
The child will: • Say, “I would like to use the computer next.” • Retell *The Frog Prince* saying, “He wanted to sleep on her pillow so he jumped into the water to get the ball.” • Pretend with words or actions. • Tell real or make-believe stories. • Expand on ideas during classroom activities. • Create a story for a wordless picture book. • Use pictures to demonstrate comprehension of a story sequence as it is being read by teacher (non-English speaking or nonverbal children). • Use a pictorial schedule for non-English speaking or nonverbal children. • Participate in singing songs in both English and native language.	The teacher will: • Read aloud several times every day using different voices and characters. • Use effective communication skills such as speaking in complete sentences and using appropriate grammar. • Have a “daily news reporter” each morning. While the child is speaking the teacher can write what is being said on chart paper. At the end of the week the sheets can be put together for a classroom newspaper. • Provide puppets or flannel board figures to retell a story. • Read rhyming books and poems. • Label materials and shelves in classroom in English and/or other predominant languages as needed. • Use music and songs from cultures representative of children in classroom. • Greet children in home language. • Have books in classroom that reflect the culture and language of children and families from countries other than the USA. • Show DVDs or cartoons depicting children in other countries (ex.: Dora the Explorer).

Goal 5: Children will develop age-appropriate writing skills.

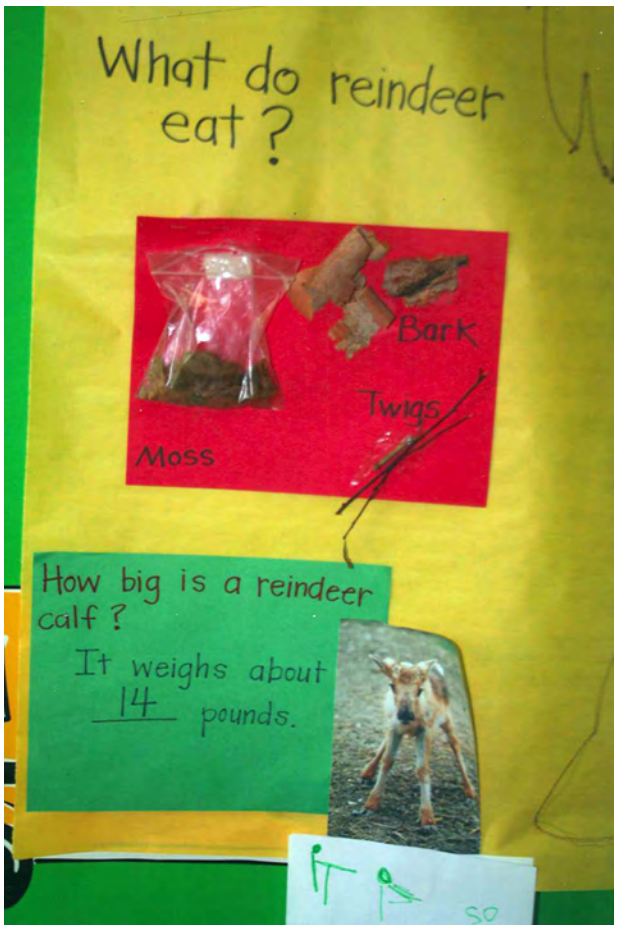
Standards		ELPP Objective	
Students will:			
❖ LL.P.5.1	Experiment with a variety of writing tools and materials.	LL.P.5.1.M LL.P.5.1.1 LL.P.5.1.2 LL.P.5.1.3 LL.P.5.1.4 LL.P.5.1.5 LL.P.5.1.6 .	Child has mastered standard. Use writing tools appropriately to draw or write. Draw a picture that is meaningful to the child. Scribble on paper seldom going off paper. Independently hold writing tool in a fisted or immature grip. Cooperate in holding writing tool in a fisted or immature grip (hand-over-hand). Child does not respond.
❖ LL.P.5.2	Progress from using scribbles, shapes, or pictures to represent ideas, to using letters or letter-like symbols, or writing familiar words such as their own names.	LL.P.5.2.M LL.P.5.2.1 LL.P.5.2.2 LL.P.5.2.3 LL.P.5.2.4 LL.P.5.2.5 LL.P.5.2.6	Child has mastered standard. String letters together to make words such as the child's name. Combine purposeful marks to form letters. Make purposeful marks such as lines and circles. Spontaneously scribble using linear marks and circular marks. Cooperate in holding writing tool in a fisted or immature grip (hand-over-hand). Child does not respond.

Examples	Supportive Practices
The child will: ▪ Follow simple spoken directions or symbols such as: "Hang up your coat and come to the group area." ▪ Repeat or gesture an instruction to a friend. ▪ Respond to questions in conversations and questions from familiar adults and children. ▪ Say, "The big billygoat tricked the troll" after listening to *The Three Billy Goats Gruff*. ▪ Retell a story during center time by sequencing pictures, arranging characters on a felt board, or using puppets. ▪ Draw a picture depicting some element of a story, song, poem, etc. ▪ Identify characters, settings, and ideas of stories. ▪ Identify author and title of book. ▪ Tell whether a story is real or make believe. ▪ Predict what happens next in a picture walk using picture clues or title of a book. ▪ Tell what comes next in a picture schedule. ▪ Remain with group during story telling or discussions. ▪ Interact with group by using hand motions to repeat or represent common phrases. ▪ Predict what comes next by using verbal/visual cues. ▪ Use prompts provided by teacher to respond.	The teacher will: ▪ Provide opportunities to listen for a variety of purposes (to learn what happens in a story, for instructions, to talk with another person, etc.). ▪ Provide opportunities to listen and respond. ▪ Play "Simon Says" or "Mother May I". ▪ Start hand-clapping patterns. ▪ Prompt complex responses with who, what, where, when, and why questions. ▪ Read to children several times a day in small or large groups or to individual children. ▪ Use props to retell stories (ex.: puppets, flannel board figures). ▪ Write or perform plays based on stories. ▪ Play listening games with children like "Red light, green light". ▪ Identify a "magic word" in a story or poem (ex.: children clap when hear word "bear" in *Three Bears*). ▪ Provide multiple modes for students to respond (ex.: picture cards, felt board, sign language, gestures, assistive technology). ▪ Provide opportunities to participate in story time by activating a switch. ▪ Provide opportunities to use a variety of devices from small switches to computers with assistive adaptations for children with motor challenges. ▪ Read a short passage, then stop and ask a wh-question about what she has just read.

Goal 6: Children will develop knowledge about the various uses of print and characteristics of written language (concepts about print). (continued)

Standards	ELPP Objective
The students will:	
❖ LL.P.6.1 Demonstrate an interest in books and exhibit appropriate book handling skills.	LL.P.6.1.M Child has mastered standard. LL.P.6.1.1 Choose favorite book for teacher to read upon request. LL.P.6.1.2 Turn pages independently. LL.P.6.1.3 Turn book right side up. LL.P.6.1.4 Hold book as if reading. LL.P.6.1.5 Look/eye gaze at a book. LL.P.6.1.6 Child does not respond.
❖ LL.P.6.2 Show increasing awareness of environmental print in the classroom, home, and community.	LL.P.6.2.M Child has mastered standard. LL.P.6.2.1 State name of food based on container/wrapper. LL.P.6.2.2 Match item to associated container. LL.P.6.2.3 Recognize common commercial environmental symbols. LL.P.6.2.4 Recognize own name on bulletin board. LL.P.6.2.5 Eye gaze picture of self on bulletin board. LL.P.6.2.6 Child does not respond.
❖ LL.P.6.3 Understand that writing is used as a form of communication for a variety of purposes.	LL.P.6.3.M Child has mastered standard. LL.P.6.3.1 Recognize own name on bulletin board. LL.P.6.3.2 Pretend to read by looking at pictures in books and telling story. LL.P.6.3.3 Identify sign symbols (ex.: stop sign, boys/girls restroom). LL.P.6.3.4 Turn pages in books. LL.P.6.3.5 Cooperate in hand-over-hand page turning. LL.P.6.3.6 Child does not respond.

Examples	Supportive Practices
The child will: • Choose to look at books independently. • Request that books be read. • Point out a stop sign on the way home from school. • Look at books appropriately, left to right, top to bottom, turning one page at a time, front to back of book. • Offer suggestions for a list the teacher is making of items needed for a field trip. • Sit with peers as books are explored. • Participate in interactive books on the smartboard. • Make his/her own book. • Identify letters through use of assistive devices.	The teacher will: • Have textured letters to feel/trace with fingers. • Link children's spoken communication with written language. • Label materials in the classroom. Make and post signs and charts in the room at child's eye level. • Read the signs/charts with children. • Place familiar logos around the classroom. • Place child's name on individual desks. • Place individual child's picture with name on display in classroom. • Read books with large, colorful pictures. • Guide child's hand to point to pictures as characters or items are discussed.



Goal 6: (continued) Children will develop knowledge about the various uses of print and characteristics of written language (concepts about print).

Standards	ELPP Objective
The students will:	
❖ LL.P.6.4 Demonstrate increasing awareness that a word is a unit of print; that letters are grouped to form a word; and that words are separated by spaces.	LL.P.6.4.M Child has mastered standard. LL.P.6.4.1 Point to individual words in a sentence. LL.P.6.4.2 Point to familiar letters in a word such as the letters in the child's name. LL.P.6.4.3 Associate written words with print in the daily routine (ex.: word "snack" with picture on daily schedule). LL.P.6.4.4 Match individual letters to form child's name. LL.P.6.4.5 Eye gazes at groups of letters/words. LL.P.6.4.6 Child does not respond.
❖ LL.P.6.5 Show progress in recognizing the association between spoken and written words by following print as it is read aloud.	LL.P.6.5.M Child has mastered standard. LL.P.6.5.1 Accurately follows left to right progression independently while teacher is reading. LL.P.6.5.2 Attempts to follow left to right progression independently using finger to follow along while teacher is reading. LL.P.6.5.3 Imitates teacher pointing to words in left to right progression. LL.P.6.5.4 Using finger, point to words on page. LL.P.6.5.5 Eye gaze as teacher points to words in left to right progression. LL.P.6.5.6 Child does not respond.

Examples	Supportive Practices
The child will: • "Write" from left to right. • Move hand along a printed chart as the teacher reads it to the class. • Point to familiar words such as *McDonald's* on a menu. • Arrange several letters and ask, "What does this say?" • Child finds own name card in a basket filled with name cards. • Eye gaze as teacher points in left to right progression. • Create a word book that could be added to as new topics, units, books, etc. are introduced.	The teacher will: • Provide opportunities to count words in a sentence, list, poems, etc. • Invite children to dictate stories to go with art work and write what they say. • Encourage interest and knowledge in books and other print by placing appropriate materials in all areas of the classroom (cookbooks, telephone books, menus, books related to each center, etc.). • Model writing - let children see teacher write their names, attendance records, etc. • Encourage scribbling on paper, based on child's functional level.

Goal 7: Children will develop alphabet knowledge.

Standards		ELPP Objective	
Students will:			
❖ LL.P.7.1	Identify letters of the alphabet, especially letters in own name.	LL.P.7.1.M LL.P.7.1.1 LL.P.7.1.2 LL.P.7.1.3 LL.P.7.1.4 LL.P.7.1.5 LL.P.7.1.6	Child has mastered standard. Spell own name with letter symbols. Name letters upon request. Point to letters when directed. Match foam letters. Eye gaze between two letters upon request. Child does not respond.
❖ LL.P.7.2	Show progress in identifying the names of letters and the sounds they represent.	LL.P.7.2.M LL.P.7.2.1 LL.P.7.2.2 LL.P.7.2.3 LL.P.7.2.4 LL.P.7.2.5 LL.P.7.2.6	Child has mastered standard. Identify the sounds of 10 letters. Imitate the sounds of 10 letters. Point to the letter of the sound made by teacher. Point to the letter of the sound made by teacher from field of two. Eye gaze toward letter of sound made by teacher from field of two. Child does not respond.
LL.P.7.3	Demonstrate increased ability to recognize letters at the beginning of words.	NA	

Examples	Supportive Practices
The child will: • Recognize/identify letters in own name. • Identify other upper and lower case letters. • Hold up a letter and say, “That’s in my name.” • Recognize letters in environmental print (“s” in stop). • Say, “My name begins like cat.” • Say, “David and Drew have the same first letter.” • Watch as adult points to first letter in a word. • Match letters in puzzles and games, pick up magnetic “A” and say, “This is in my name.” • Name the first letter in a word. • Match the first letter in a word given a choice of letters. • Point to the first letter in a word. • Point to first letter in word with hand-over-hand assistance. • Sort magnetic letters and numbers into separate groups. • Eye gaze between two letters upon request. • Make an alphabet book and draw or cut out pictures for each letter. • Match letters in their own name with letter cut outs.	The teacher will: • Take every opportunity to use child’s name (label child’s work, photos, learning centers, cubbies, etc.). • When reading or writing charts, lists, or stories dictated by children, call attention to words that begin with the same letters. • Read alphabet books to the children and place these in book or writing centers. • Display alphabet at the children’s eye level. • Provide alphabet puzzles. • Provide opportunities and materials for daily sign-in. • Have a variety of letters for children’s use (magnetic, foam, letter cards, etc.). • Put name cards and cards with familiar words (with pictures) in the writing area. • Use transition times to play alphabet games (if your name begins/ends with…could you find the letter…etc.). • Play “Mystery Letter” daily, drawing elements of a letter one at a time, and have children guess after each clue. • Place large alphabet letters around the room. Instruct children to find the letter that is the first letter in his/her name. • Say a selected letter of the alphabet and children will raise hands if first name begins with the letter. • Complete an activity in which each child lines up based on the first letter of his/her name. • Teach ABC song to class. • Provide games for matching letters. • Provide inset alphabet puzzles with knobs for children with motor challenges.

Mathematics

Think left and think right and
think low and think high.
Oh, the things you think up
if only you try.
~Dr. Seuss

Because young children's experiences fundamentally shape their attitudes toward mathematics, an engaging and encouraging climate for children's early encounters with mathematics is important. It is vital for young children to develop confidence in their ability to understand and use mathematics—in other words, to see mathematics within their reach. (NAEYC& NCTM, 2002)

Preschoolers are beginning to construct working concepts of numbers through interactions with people and materials. They are developing an understanding of the essential and fundamental properties of the number system and underlying assumptions about the nature and behavior of numbers. Classroom activities for preschoolers should capitalize on children's natural curiosity and need to understand the world around them by placing emphasis on numbers, shapes, sizes, and patterns. (Hohmann, M. & Weikart, D.P. [2002]. *Educating Young Children*, second edition. Ypsilanti, Michigan: High Scope Press).

Goal 1: Children will begin to develop an awareness and understanding of numbers.

Standards		ELPP Objectives	
Students will:			
M.P.1.1	Demonstrate use of one-to-one correspondence in counting objects and matching numeral name with sets of objects.	M.P.1.1.M M.P.1.1.1 M.P.1.1.2 M.P.1.1.3 M.P.1.1.4 M.P.1.1 5 M.P.1.1.6	Child has mastered standard. Identify different size groups of objects up to 5. Identify different size groups of objects up to 3. Match numeral one with one object. Give one object upon request. Purposefully eye gaze “just one” object or toy from choice of one or two. Child does not respond.
M.P.1.2	Show increasing ability to count in sequence to 10 and beyond.	M.P.1.2.M M.P.1.2.1 M.P.1.2.2 M.P.1.2.3 M.P.1.2.4 M.P.1.2.5 M.P.1.2.6	Child has mastered standard. Spontaneously name numbers 1-10. Imitate counting 1-10. Count by rote 1-4. Imitate counting 1-3. Purposefully eye gaze “just one” object or toy from choice of one or two. Child does not respond.
M.P.1.3	Begin to understand the concept of estimation.	NA	
M.P.1.4	Use language to compare numbers of objects with terms such as more, less, equal to, greater than, or fewer than.	NA	
M.P.1.5	Use ordinal number words to describe the position of objects (ex.: “first,” “second,” “third,” etc.).	NA	
M.P.1.6	Begin to use numbers and counting as a means for solving problems and measuring quantity.	NA	

Examples	Supportive Practices
The child will: • Sing counting songs. • Recite finger plays and rhymes with classmates. • Participate in counting activities (count number of classmates waiting in line for bus, count number of spaces to move in a board game, etc.). • Count out three seashells when seeing the numeral “3”. • Match teddy bear counters to animal pictures on a card; place a napkin for each child around the lunch table. • Count number of boys and girls present and determine which group has fewer or more numbers. • Compare two items on a simple graph and determine which is “more” or “less”. • Estimate the number of marbles in a jar. • Estimate how many steps it will take to walk from the classroom to the gym. • Use play money to purchase food from pretend restaurant in classroom. • Sort coins into appropriate groups- nickels, dimes, pennies. • Stand in line and say, “I am first and you are second.” 	The teacher will: • Provide real objects for daily counting opportunities (cotton balls, pegs, links, etc.). • Rotate materials to maintain interest (farm animals, dinosaur counters, etc. rotated in block area). • Read books containing math concepts. • Provide opportunities to dramatize counting rhymes and finger plays. • Use transitions as a time to incorporate math (sort children by gender, clothing, etc.). • Use math concepts and terms while speaking throughout the day (use descriptions such as “this rock is *larger*,” “we have *fewer* girls here today”, etc.). • While acting out “Let’s Go On a Bear Hunt,” emphasize words such as *over, under, around.* • Play simple board games that allow children to throw dice or use a spinner to play the game. • Encourage children to count objects in their environment (napkins at snack time, days until field trip, blocks needed to build a house). • Provide experiences counting forward and backward. • Introduce number finger plays that require children to take one away (ex.: “Five Little Monkeys”). • Use number words and numerals including zero in everyday situations. • Provide activities to promote one-to-one correspondence (ex.: one napkin per student). • Ask student to give “just one” or “one more.”

Goal 2: Children will develop an understanding of basic geometric shapes and develop a sense of space.

Standards			ELPP Objectives	
Students will:				
❖	M.P.2.1	Recognize, describe, compare, and name common shapes, their parts, and attributes.	M.P.2.1.M M.P.2.1.1 M.P.2.1.2 M.P.2.1.3 M.P.2.1.4 M.P.2.1.5 M.P.2.1.6	Child has mastered standard. Create shapes using classroom materials. Name shapes when prompted. Point to shapes when given verbal cue. Match shape manipulatives. Indicate recognition as teacher identifies shape (nod head, smile, eye gaze, use augmentative switch, etc.). Child does not respond.
❖	M.P.2.2	Use math language to indicate understanding of positional concepts.	M.P.2.2.M M.P.2.2.1 M.P.2.2.2 M.P.2.2.3 M.P.2.2.4 M.P.2.2.5 M.P.2.2.6	Child has mastered standard. Follow positional directions using multiple objects. Independently place two objects in position following teacher direction. Independently place one object in position following teacher instructions. Imitates teacher's manipulation of objects paired with positional words. Meaningfully attend to common objects in various positions (eye gaze for five seconds). Child does not respond.
	M.P.2.3	Use classroom materials to combine shapes to create other shapes.	NA	
	M.P.2.4	Begin to understand concept of "part" and "whole" using real objects.	NA	

Examples	Supportive Practices
The child will: • Recognize that a triangle is different from a rectangle. • Point to a square and count its sides. • Use play dough or blocks to form shapes. • Find common shapes in the room, talk about them, and compare them to others in their environment. • Explore unseen common shapes by feel versus sight. • Work variety of puzzles. • Recognize the difference between a whole apple and part of an apple. • Use pattern cards to match the same size and shape. • Use links to measure the length of a shape. • Use positional words during play (ex.: up, down, over, under, top, bottom, inside, outside, in front, behind, next to, and beside). • Use blocks to build structures. • Stack rings on cone according to size. • Sort blocks according to shape.	The teacher will: • Provide daily opportunities to see and describe shapes (traffic signs in block area, round paper plates art area, etc.). • Call attention to different shapes throughout the classroom (clock as circle, door as rectangle, etc.). • Provide many tactile shape opportunities such as “feel and guess” bags, rotating items often. • Play “I spy” saying “I see something in the shape of a circle.” • Make available puzzles with various numbers of pieces, themes, etc. • Provide hands-on opportunities using whole/part concept. • Provide many hands-on opportunities to measure or compare objects in classroom. • When observing children, include positional words such as “on top of the tower, beside the bed,” etc. • Spread shaving cream on a surface and instruct children to make shapes in the foam. • Provide shape sorters and foam boards. • Provide boxes for sorting building blocks.

Goal 3: Children will show awareness of, recognize, and create patterns.

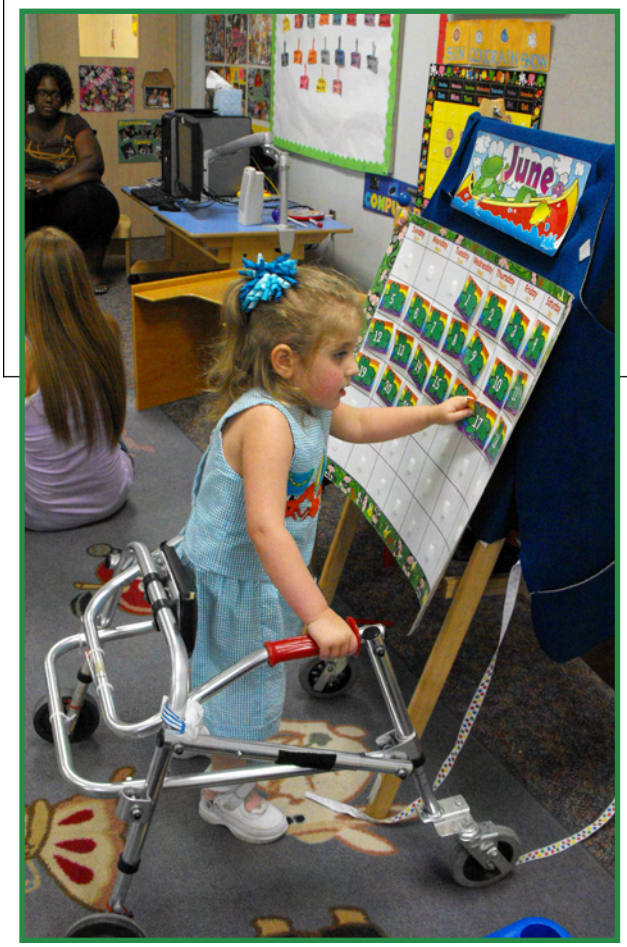
Standards			ELPP Objectives	
The students will:				
❖	M.P.3.1	Match, sort, place in a series, and regroup objects according to attributes (color, shape, size, etc.).	M.P.3.1.M M.P.3.1.1 M.P.3.1.2 M.P.3.1.3 M.P.3.1.4 M.P.3.1.5 M.P.3.1.6	Child has mastered standard. Name an object by specific characteristics (color, shape, or size). Point to or select an object by specific characteristics (including color, shape, or size). Sort objects (by characteristics) into containers when directed (including color, shape, or size). Sort objects by one attribute (either color, shape, or size). Meaningfully eye gaze at object in teacher's hand when attribute (shape) named (square block in one hand, round object in other hand). Child does not respond.
❖	M.P.3.2	Describe, duplicate, and extend simple patterns using a variety of materials or objects.	M.P.3.2.M M.P.3.2.1 M.P.3.2.2 M.P.3.2.3 M.P.3.2.4 M.P.3.2.5 M.P.3.2.6	Child has mastered standard. Choose a picture of what is next in a pattern. Point to an object that comes next in a pattern. Complete simple pattern puzzle. Nod head when asked if an object is next in a pattern. Use eye gaze to identify the next object in a pattern. Child does not respond.
	M.P.3.3	Recognize and identify patterns in the environment.	NA	

Examples	Supportive Practices
The child will: • Match actual objects (object-to-object or object-to-picture). • Create patterns using manipulative blocks, and materials with a variety of properties (shape, color, size, etc.). • Recognize a pattern in a string of beads and determine which bead is needed to continue the pattern. • Match patterns kinesthetically such as: clap/snap/clap. • Align animals from smallest to largest, mix them up, and then sort by color. • Find "Things That Go Together" when playing with objects (shoe & sock; comb & brush; pencil & paper, etc.). • Sort and classify objects in more than one way (color, texture, shape, etc.), (ex.:, group red bears, blue bears, red frogs, and blue frogs, sorting by color and animal). • Sort through a box of buttons and make up own rules for sorting; describe their strategy. • Compare objects using descriptions such as bigger-smaller; longer-shorter; hotter-colder; lighter-heavier, etc. • Create a necklace using patterns of fruit loops or colored pasta. • String beads to copy a pattern in a picture.	The teacher will: • Use real objects for sorting and patterning, allowing children to: explore with beads and ribbons, copy patterns, establish own patterns while teacher listens to child's reasoning, "I put all my red beads on first, then I put all my yellow beads together," or "I used a big bead and a little bead." • Use a variety of materials for sorting (muffin tins, egg cartons, ice trays, etc.). • Provide opportunities for children to listen and repeat patterns (clap, clap, clap, pause; clap, clap, clap, pause). • Challenge children to make comparisons when sorting through objects (while sorting cotton balls and marbles, encourage dialogue, "these are fluffy and soft/these are smooth and hard" or while sorting through buttons, "these are large, these are medium-sized, etc.). • Use actual photos of animals such as zebras to explore natural patterns in the environment. • Provide opportunities and materials to make growing patterns. Help children understand the difference in repeating patterns and growing patterns. • Introduce the term "pair" to children. Make a game of finding things that come in pairs (ex.: shoes, socks, mittens or gloves). • Provide musical instruments to replicate auditory patterns. • Use books that contain repetitive patterns (ex.: "Brown Bear, Brown Bear," or "Old McDonald"). • Present games that require repetitive physical movements (ex.: "Simon Says").

Goal 4: Children will explore concepts of basic measurements.

Standards			ELPP Objectives	
Students will:				
❖	M.P.4.1	Use comparative/superlative terms to describe and contrast objects (ex.: long, longer, longest; short, shorter, shortest; small, medium, large).	M.P.4.1.M M.P.4.1.1 M.P.4.1.2 M.P.4.1.3 M.P.4.1.4 M.P.4.1.5 M.P.4.1.6	Child has mastered standard. Identify who is bigger/smaller, taller/shorter from a group of peers. Select the picture that is bigger/smaller, longer/shorter. Choose the objects that are bigger/smaller, longer/shorter from groups of three items. Point to bigger/smaller, longer/shorter object from field of two. Use eye gaze to identify a big/little, long/short object. Child does not respond.
❖	M.P.4.2	Use standard and nonstandard measurement tools to determine length, volume, and weight of objects.	M.P.4.2.M M.P.4.2.1 M.P.4.2.2 M.P.4.2.3 M.P.4.2.4 M.P.4.2.5 M.P.4.2.6	Child has mastered standard. Compare how much sand or water a small bucket will hold verses a smaller item (ex.: cup). Compare weights or lengths of various objects in the classroom. Point to a measurement tool or scale from a group of four different objects. Pretend to measure a table top using a ruler with assistance. Look at teacher when own name is read and pointed out on class growth chart. Child does not respond.
❖	M.P.4.3	Demonstrate an understanding of measurable concepts of time and sequence.	M.P.4.3.M M.P.4.3.1 M.P.4.3.2 M.P.4.3.3 M.P.4.3.4 M.P.4.3.5 M.P.4.3.6	Child has mastered standard. Identify the days of the week. Name the days of the week. Point to the calendar when teacher talks about days of the week, or points to the clock when the discussion is about time, etc. Select a picture of the next activity on a picture schedule. Choose a picture from a picture schedule of the current activity. Child does not respond.

Examples	Supportive Practices
The child will: • Use unit blocks, pieces of string or links to measure the length of the table. • Use a ruler to measure the length of a block. • Use a balance scale to see which objects weigh more. • Use a plastic cup to measure water while playing at water table. • Use sand timer or wind-up timer to measure passage of time at the computer. • Use comparison terms, such as “my block is longer than yours” (heavy/light, big/little, tall/short). • Put items in order from largest to smallest (bowls, flowers, straws).	The teacher will: • Make standard measuring tools available (balance scale, rulers, tape measure, etc.). • Make non-standard tools available (pieces of string, unit blocks, paper clips, popsicle sticks, etc.). • Create a class grocery store and “price” items with stickers. Add pretend checkbooks, pretend money, etc. • Use cooking activities to incorporate measuring. • Place assortment of measuring tools throughout the classroom. Rotate these often. • Make available scales or balances. Encourage children to compare items. • Use daily schedule to help children understand the concept of time. (ex.: “Snack time is after outdoor time.” • Lead conversations about yesterday, today or tomorrow. • Use picture icons for daily schedule. • Post a large calendar in the classroom or on a smartboard and discuss the day/date on a daily basis. • Post a growth chart in the classroom and mark each child’s height at least one time per quarter.



Goal 5: Children will analyze data within small and large group settings.

Standards			ELPP Objectives	
Students will:				
❖	M.P.5.1	Use math vocabulary to compare sets of objects with terms such as more, less, equal to, greater than, fewer.	M.P.5.1.M M.P.5.1.1 M.P.5.1.2 M.P.5.1.3 M.P.5.1.4 M.P.5.1.5 M.P.5.1.6	Child has mastered standard. Identify which peer has more legos. Match which pictures show the same (equal) number of objects. Identify which group of blocks has more and less. Identify which group of blocks has more. Show facial expression in response to "do you want more juice?" Child does not respond.
	M.P.5.2	Classify objects using more than one attribute.	NA	
	M.P.5.3	Sort and classify objects using self selected criteria.	NA	
	M.P.5.4	Develop ability to collect, describe, and record information through drawings, maps, charts and graphs.	NA	

Examples	Supportive Practices
The child will: • Place all red crayons together and all green crayons together (sort by color). • Make a grouping of red triangles, green triangles, red triangles, and red squares (sort by color and shape). • Sort through a box of buttons and explain "I put all the big buttons together." • Help create a chart of favorite foods by placing name or symbol under the correct column. • Help create a graph of types of shoes worn in the classroom by placing shoes on a floor graph. • Organize and display data using pictures or tallies.	The teacher will: • Provide many materials for children to sort and classify in different ways (attribute blocks, connecting tiles, teddy bear counters, etc.). • Pose lots of questions – how are these alike…, different…, what could we do to make another group? Is there another way? • Create meaningful displays (birthday charts, daily schedules, class-made charts, etc.). • Talk about data and ask questions such as: "Which category had the most/least?" • Provide activities that require children to observe and find ways to record what they see. • Use "not" language to help children analyze their data ("all of these are not red, all of these are red." • Provide children with experiences to create bar graphs, pictographs, Venn diagrams. • Compare two items on a simple graph and determine which is "more" or "less." • Introduce concepts of more/less and many/few through picture cards and manipulatives.

Science and Environmental Education

Children are immersed in science in their daily lives. For preschoolers, science is a time of discovery, a natural process of learning in which young children are engaged at all times. Through observation, classification, and experimentation, preschoolers gather information about how the world around them works and draw conclusions for future interactions and acquisitions of knowledge on which to build an understanding of their environment.

"High-quality science programs for children ages 3 to 5 are based on an understanding of how children learn, what they are capable of learning, and appropriate science content….science is an integral part of the classroom. In the hands of a skilled teacher, a good science program emerges from a carefully designed environment, clear goals, and children's interests, questions, and play. Science is not confined to a science table or focused on learning facts. Nor is it found in projects that focus on a narrow topic that does not involve direct experience, such as a study of bears or penguins." (Worth and Grollman 2003, *Worms, Shadows and Whirlpools: Science in the Early Childhood Classroom*). Taken from *Developmentally Appropriate Practice in Early Childhood Programs*, 3rd edition, Copple and Bredekamp, 2009).

Goal 1: Children will develop the ability to use scientific processes and inquiry.

Standards		ELPP Objectives	
Students will:			
❖ S.P.1.1	Use senses to gather information, classify objects, observe processes, and describe materials.	S.P.1.1.M S.P.1.1.1 S.P.1.1.2 S.P.1.1.3 S.P.1.1.4 S.P.1.1.5 S.P.1.1.6	Child has mastered standard. Identify the smell of various scents or tastes of different foods. Identify various textures or noises. Willingly participate in tasting different foods, smelling various scents, or touching textures. Tolerate various textures, smells, tastes, or noises. Respond with change in facial expression to unpleasant smells, rough textures, sour or bitter tastes, or loud noises. Child does not respond.
S.P.1.2	Make predictions and test ideas based on trial and error, observation, prior experience, demonstrations, and discussions.	NA	
S.P.1.3	Record observations using simple visual tools such as drawings, graphs, charts, logos.	NA	
S.P.1.4	Describe simple cause and effect relationships	NA	

Examples	Supportive Practices
The child will: • Interpret and create pictographs, bar graphs, Venn diagrams, charts, etc. • Write in journals and create observational drawings (ex.: pictorial log of plant growth). • Identify and describe objects and foods based on taste, odor, sound, texture and appearance. • Manipulate materials, observe demonstrations, and predict what will happen. • Predict what will happen when a force acts on an object (ex.: wind, heat, chill, combining substances).	The teacher will: • Make a "feeling box" by preparing small cardboard box (such as a shoebox), cut a hole large enough for a child's hand in one end; place object in box for child to identify by putting his hand through the hole and feeling. • Set up experiments during free play and small group; record children's predictions of what will happen on chart paper and tally responses. • Model and use if/then statements and open-ended questions ("If I put one more block onto this tower, then…" "What will happen if we put our plant in the closet?" "What will happen when I mix milk with the pudding mix?"). • Use Venn diagrams, graphs, and charts on daily basis in whole group to show evidence of learning over time. • Prepare sheets for observational drawings and simple journals (stapled drawing paper) for the science area. • Provide switches to activate toys for children with motor challenges.

Goal 2: Children will acquire knowledge related to physical science.

Standards		ELPP Objectives
Students will:		
❖ S.P.2.1	Investigate, explore, and compare objects in the classroom and on the playground.	S.P.2.1.M Child has mastered standard. S.P.2.1.1 Tell if objects are little/big, heavy/light, etc. S.P.2.1.2 Explore objects in a variety of ways turning them around, feeling all surfaces, shaking, etc. S.P.2.1.3 Intentionally drop an object and watch it fall. S.P.2.1.4 Hold objects with both hands. S.P.2.1.5 Explore by mouthing toy objects. S.P.2.1.6 Child does not respond.
S.P.2.2	Examine and describe the properties of solids and liquids.	NA
S.P.2.3	Name and use simple machines in the context of daily play and problem-solving.	NA
S.P.2.4	Explore and describe different types of speed, motion, and sounds.	NA
S.P.2.5	Design and create items with simple tools.	NA

Examples	Supportive Practices
The child will: • Observe a variety of matter as they are heated, cooled or altered, (color-mixing, plant and animal growth). • Manipulate clay, play-dough, paints, paper, cloth, sand, corks, styrofoam, sponges, metals, marbles, rocks, feathers, cotton, etc. • Play and experiment with pulleys, wheels, wedges, inclined planes, balancing scales. • Use scissors, nuts/bolts, paper punch, art implements, staplers, magnifiers, scales, measurement devices, eye droppers, graphs, magnets, etc. • Move to slow and fast music, play with push toys and pull toys, swings, balls, and wheel toys; play “Follow the Leader” with different motions.	The teacher will: • Provide opportunities for snack preparation using an electric skillet, blender, hand mixer, freezer, and refrigeration to observe changes during the processes of heating, cooling, mixing, and combining. • Provide items for investigation to discover properties such as magnetism, sink/float, heavy/light, smooth/rough, (using items from the classroom and from outside). • Provide magnifiers, magnets, ramps, scales, funnels, measuring cups, waterwheels, inclined planes in the science and/or water and sand areas for investigation. • Provide scissors, hole punches, tape, stapler, scrap items, (paper towels tubes, small boxes, cotton balls, craft sticks, etc.) in the art area for construction of 3-D projects. • Provide opportunities to experiment with balls, blocks, feathers, rocks, etc. to see what happens when they are dropped or placed on top of slides/slopes. • Provide textured objects for students to explore. • Use different modalities to teach children with different learning styles.

Goal 3: Children will acquire knowledge related to earth sciences and our environment.

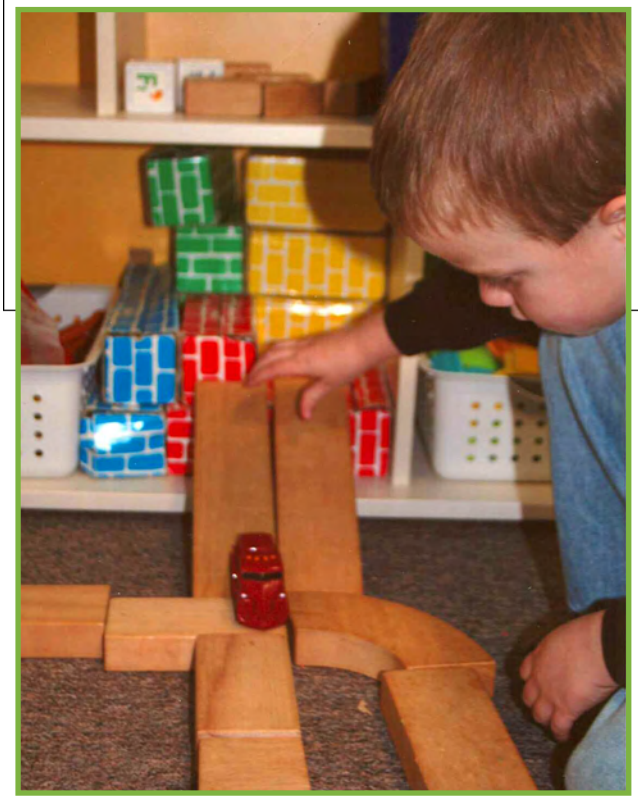
Standards	ELPP Objectives
Students will:	
❖ S.P.3.1 Identify, describe and compare natural items from their immediate environment.	S.P.3.1.M Child has mastered standard. S.P.3.1.1 Describe attributes of environmental objects. S.P.3.1.2 Name environmental objects in environment. S.P.3.1.3 Point to environmental objects upon request. S.P.3.1.4 Willingly touch environmental stimuli. S.P.3.1.5 Respond (smile, laugh, change in facial expression) to lights. S.P.3.1.6 Child does not respond.
S.P.3.2 Demonstrate respect for preserving the environment.	NA
S.P.3.3 Describe basic needs of how to care for living things.	NA
S.P.3.4 Demonstrate knowledge of changes that plants and animals pass through during life cycles.	NA
S.P.3.5 Identify and describe common animals and insects, and their natural habitats.	NA

Examples	Supportive Practices
The child will: • Participate in recycling and re-use efforts, and use trash receptacles. • Plant seeds, observe growth, and nurture plants. • Observe and care for classroom pets. • Observe, describe, and document life cycles of butterflies, seeds, birds. • Match common animals and insects with their habitats (ex.: farm, forest jungle, oceans, trees, lakes, polar circle, nests). • Play with puzzles, pictures, or games that depict the life cycle of frogs, chickens, and butterflies.	The teacher will: • Model respect for our environment by not leaving water running, re-using paper, and using found objects for art and science; talk about using trash receptacles and littering in lakes and oceans. • Prepare simple graphs for sorting seeds, leaves, nuts, berries, etc. by size, shape color and texture. • Plant a tree on the play ground; take photographs of children standing next to the tree during each season; observe and document growth; take paper and crayons outside for observational drawings. • Provide several different types of plants in the classroom and/or outdoors (ex.: flowering plant, fern, succulent, herbs); measure growth over time and compare leaves and stem; provide watering cans, misters and tools for indoor and outdoor gardening activities; discuss what is needed for optimum plant growth (air, water, light). • Observe animals and plants in various stages of life (ex.: frogs, butterflies, seed germination). • Provide opportunities and discussions about the environment through touch, sight, smell, hearing, and movement (ex.: petting a dog, smelling flowers, tasting various foods, listening to the rain).

Goal 4: Children will acquire knowledge related to earth and space science.

Standards		ELPP Objectives	
Students will:			
❖ S.P.4.1	Identify four seasons and seasonal changes.	S.P.4.1.M S.P.4.1.1 S.P.4.1.2 S.P.4.1.3 S.P.4.1.4 S.P.4.1.5 S.P.4.1.6	Child has mastered standard. Name seasons following a description (When do leaves fall?) Identify all seasons through the use of pictures. Name a picture of winter or summer. Point to a picture of winter or summer upon request. Purposefully eye gaze between two pictures showing winter and summer. Child does not respond.
❖ S.P.4.2	Identify types of weather and impact on environment.	S.P.4.2.M S.P.4.2.1 S.P.4.2.2 S.P.4.2.3 S.P.4.2.4 S.P.4.2.5 S.P.4.2.6	Child has mastered standard. Identify appropriate clothes to wear using pictures for weather. Name or identify types of weather (rainy, sunny, hot, cold). Demonstrate dramatic play to show weather (shiver when cold/umbrella when raining). Respond to thunder/lighting (startle, cry). Cooperate when putting on coat to go outside. Child does not respond.
S.P.4.3	Identify and classify objects observed in the day sky and in the night sky.	NA	
S.P.4.4	Identify common earth materials and landforms.	NA	
S.P.4.5	Observe and describe light and shadows.	NA	

Examples	Supportive Practices
The child will: • Identify the sun, moon, clouds, rainbows, and stars and classify them as either “day” or “night.” • Collect rocks, sand, and soil, and classify/sort according to texture, size, shape and color. • Use pictorial representations to identify the current season and match with weather pictures and appropriate clothing. • Describe daily weather using appropriate terms (rainy, cloudy, sunny, hot, cold, foggy, snowy, partly cloudy, etc.), compare and graph temperature changes. • Tell how schedules and clothing choices change if it is rainy or snowy; cold or hot. • Manipulate materials to create shadows and observe how light affects the environment. • Collect, identify, compare items such as seeds, leaves, pine cones, nuts.	The teacher will: • In dramatic play area, provide different types of outerwear (raincoat, boots, rain hats, mittens, etc.). • Discuss appropriate clothing for each season during circle time, using photographs, paper dolls, and/or felt presentations. • Provide exploration of water at different temperatures and discuss how it feels. • Experiment with leaving items such as rocks, metal, crayons, sand, etc. in the sun and discuss changes and differences in how they feel. • Introduce and use daily terms such as: thermometer, weather descriptions, names of seasons, and meteorologist during circle time. • Locate Weather.com on computer and check the weather for your area each day; graph changes in weather daily. • Discuss what happens as the weather changes and how it affects outside play, plants, clothing and animals. • Use prism and flashlight for experimentation with light and shadows. • Provide opportunities and clothing for the children to dress dolls, adults, etc., according to the weather or seasons. • Discuss and show clothing appropriate for different weather types.



Technology

I believe that everything in a child's development is connected – what has gone before, what is happening now, and what will happen in the future.
~ Fred Rogers

The use of technology in pre-kindergarten classrooms allows young children to expand their abilities to acquire information, solve problems, and communicate with others. Technology provides them with a different method to learn about themselves and the world around them and to keep up with changes and advances in society. (Hohmann, M. & Weikart, D.P. [2002} *Educating Young Children*, second edition, Ypsilanti, Michigan: High Scope Press: www.tea.state.tx.us/curriculum/early/prekguide.html).

Today's world is rapidly and increasingly becoming ever more dependent on technology. To successfully function in the world of today and the future, children must be prepared to use and understand technology (NCR, 2001).

Goal 1: Children will gain knowledge of technology.

Standards		ELPP Objective	
Students will:			
❖ T.P.1.1	Demonstrate basic knowledge of computer skills.	T.P.1.1.M T.P.1.1.1 T.P.1.1.2 T.P.1.1.3 T.P.1.1.4 T.P.1.1.5 T.P.1.1.6	Child has mastered standard. Use joystick control. Use Intellitools/Touch Screen to play games on computer. Use Big Mac to make choices on computer. Use switches to change pictures on computer screen. Use eye gaze to acknowledge pictures on computer screen. Child does not respond.
T.P.1.2	Demonstrate knowledge of a variety of media and technology tools.	NA	
T.P.1.3	Demonstrate knowledge of the use of technology as a communication system of the world.	NA	

Example	Supportive Practices
The child will: • Point and click with the mouse to play a simple matching game. • Make choices using adaptive technology. • Be able to identify different forms of technology such as telephone, cell phone, television, DVD, and computers. • Use the computer for enjoyment, playing games, watching DVD's. • Use the computer for writing. • Search and use keys instead of randomly hitting keys. • Identify the parts of the computer. • Learn how to use the telephone, camera, tape recorder, stereo, etc. • Create his own designs using a variety of technology tools. • Describe uses of technology (ex.: cell phone is used to call someone and a video camera is used to record movies). • Independently name and know the purpose of a variety of media and technology tools. • Access and manipulate frequently used interactive games and/or activities using a variety of media and technology tools. Independently access interactive programs loaded on a computer (Intellitools, etc.). • Participate in interactive activities led by teacher using World Wide Web projected for class visualization (Smartboard, projector, document camera, etc.). • Communicate (verbally or through assistive device) with a familiar person using technology (skype, web cam, smartphone, Dynavox, etc.).	The teacher will: • Provide activities to familiarize children with technology found in their everyday world (ex.: digital camera, photo camera, computers). • Acquaint children with the computer. • Demonstrate activities using the computer. • Provide appropriate programs for the children's use on the computer. • Demonstrate appropriate activities for using the telephone. • Help children to understand using the tape recorder, earphones and CD player. • Discuss technology tools of the early years compared to today. • Help children to understand their own creativity using technology. • Provide technological equipment that children can use independently during play such as pretend telephones, tape recorders, and computers. • Talk about purposes of technological items. • Model the use of technology in the classroom. • Provide a large variety of devices ranging from small switch activated toys to computers. • Provide activities to demonstrate and teach cause/effect.

Social-Emotional Development

> *It's the people who feel strong and good about themselves inside who are best able to accept outside differences-their own or others'. We help children develop this ability every time we affirm how special they are to us for being themselves, and how special to us are all the things that make each person different from anyone else. ~ Fred Rogers*

According to early childhood literature, early social and emotional competence is the foundation for all later development. The social relations young children form with peers and adults are important because it is from these relationships that preschoolers generate their understanding of the social world, and form constructive images of themselves and others. Positive social settings, interactions, and images of self provide children with the fuel they need to pursue ideas and intentions in other realms, and rebound from setbacks. Relationships created during early childhood serve as models that can be used in the construction of future relationships. (Hohmann, M. & Weikart, D.P. [2002]. *Educating Young Children*, second edition. Ypsilanti, Michigan: High Scope Press).

Social relationships that young children develop with peers and adults are important in forming constructive images of themselves and others. Positive social settings, interactions, and images of self provide children with healthy social/emotional growth. Relationships created during early childhood serve as models for future relationships. Early social emotional competence is the foundation for later development. It is essential that teachers and family members promote strategies to develop skills needed to cope with social stresses and challenges children encounter as they mature.

Goal 1: Children will develop confidence and positive self-awareness. (continued)

Standards	ELPP Objectives
Students will:	
❖ SE.P.1.1 Display a healthy self image.	SE.P.1.1.M Child has mastered standard. SE.P.1.1.1 Refer to self by name. SE.P.1.1.2 Respond physically (smile, raise hand, stand up) when name is called. SE.P.1.1.3 Show pleasure through facial expressions and/or verbal utterances when approached to interact. SE.P.1.1.4 Smile, vocalizes, or show body movement to obtain attention. SE.P.1.1.5 Exhibit facial expressions to show pleasure when seeing self in mirror. SE.P.1.1.6 Child does not respond.
❖ SE.P.1.2 Demonstrate awareness of attributes of self (abilities, characteristics and preferences).	SE.P.1.1.M Child has mastered standard. SE.P.1.2.1 Identify attribute of taller/shorter when compared to a peer. SE.P.1.2.2 Show awareness of self as evidenced by wanting to complete tasks independently. SE.P.1.2.3 Request others (adults or peers) to watch as child completes activity. SE.P.1.2.4 Respond correctly when asked whether child is a boy or girl either verbally or through pictures. SE.P.1.2.5 Eye gaze to indicate recognition of self from choice of two pictures. SE.P.1.2.6 Child does not respond.

Example	Supportive Practices
The child will: • Identifies self in mirror or picture. • Shows pleasure in being included in play activities. • Refers to self by name or as a girl or boy. • Identify personal attributes (ex.: “I have brown eyes”). • Takes pride in accomplishments (“I am four years old and I can do this by myself”). • Choose favorite activities. • Take care of personal needs. • Participate in “All About Me” classroom activities. • Participate in classroom name games. • Create mini-mes or Flat Stanleys to identify personal attributes.	The teacher will: • Print child’s name on artwork. • Use name charts in classroom to assign jobs. • Make lists, create sign-in sheets, etc. so children can identify their names. • Prepare helper charts. Make sure every child has a “job” everyday. • Assign cubbies to children with their names posted on them. • Practice routines with children in order to become self-sufficient. • Involve children in making classroom decisions (ex.: “What materials would we need in dramatic play to play doctor?”). Let children make suggestions and help with the gathering of materials. • Name student of the week, being sure all children have a turn. • Create a student art wall. • Develop “All About Me” unit activities. • Provide picture walls of students in dress-up costumes (ex.: fireman, policeman, etc.). • Line students up from shortest to tallest. • Read books that encourage self-concept development (ex.: *I’m Gonna Like Me, Chrysanthemum, Quick as a Cricket*). • Create graphs showing cluster items (ex.: how many boys/girls are in class, how many children have brown/black/blonde hair?).

Goal 1: (continued) Children will develop confidence and positive self-awareness.

Standards			ELPP Objectives	
Students will:				
❖	SE.P.1.3	Demonstrate knowledge of self through recognition of body parts.	SE.P.1.3.M SE.P.1.3.1 SE.P.1.3.2 SE.P.1.3.3 SE.P.1.3.4 SE.P.1.3.5 SE.P.1.3.6	Child has mastered standard. Spontaneously name body parts on self or pictures upon request. Point to body parts when named by examiner. Point to body parts on a doll or stuffed animal upon request. Lift arm or leg upon request. Eye gaze to indicate recognition of a body part from choice of two large pictures. Child does not respond.
	SE.P.1.4	Demonstrate growth in capacity for independence.	NA	

Example	Supportive Practices
The child will: • Name body parts on a large poster, cardform character, smartboard, mat man, etc. • Participate in Hokey-Pokey, Head/Shoulders/Knees and Toes, Be My Mirror, Touch Your…, etc.	The teacher will: • Teach body parts using songs and rhymes in a variety of settings including small group, large group and transitions. • Use large posters or cardform figures to teach body parts. • Incorporate dolls, Mr. Potato Head, etc. into instruction. • Provide dress-up clothing for children to follow instructions about body parts (ex.: put a hat on your head, put a glove on your hand, etc.). • Place full length mirrors in the classroom. • Provide visual cues for sequencing self care (hand washing, brushing teeth, toileting). • Read various self-awareness books to class (ex.: *The Foot Book*, *2 Hands, 2 Feet, Here are My Hands, I'm Growing, Just Like Me!*).

Goal 2: Children will increase the capacity for self control. (continued)

Standards		ELPP Objectives	
Students will:			
❖ SE.P.2.1	Initiate play with other children.	SE.P.2.1.M SE.P.2.1.1 SE.P.2.1.2 SE.P.2.1.3 SE.P.2.1.4 SE.P.2.1.5 SE.P.2.1.6	Child has mastered standard. Call at least one peer by name to indicate desire to play. Play with other children with adult assistance. Attempt to join other children during play time. Make gestures and/or facial expressions to show interest in interacting with peers. Show interest in activities of others by gestures, facial expression or verbalization. Child does not respond.
❖ SE.P.2.2	Recognize and manage feelings and impulses in developmentally appropriate ways.	SE.P.2.2.M SE.P.2.2.1 SE.P.2.2.2 SE.P.2.2.3 SE.P.2.2.4 SE.P.2.2.5 SE.P.2.2.6	Child has mastered standard. Watch faces of others for clues to emotions or feelings. Express emotions (ex.: anger, fear, joy, surprise, etc.). when requested. Point to a picture of a facial expression showing emotion (happy, sad, angry, etc.) when presented with verbal instructions. Respond to angry voice or “no-no” with a frown or other behavior indicating recognition. Respond to friendly speech and attention with a smile or coo. Child does not respond.
❖ SE.P.2.3	Demonstrate the ability to control behavior when changing activities with class or group.	SE.P.2.3.M SE.P.2.3.1 SE.P.2.3.2 SE.P.2.3.3 SE.P.2.3.4 SE.P.2.3.5 SE.P.2.3.6	Child has mastered standard. Comply when directed to change centers/activities with group. “Line up” when given directions. Walk with/without assistance to class activity when directed. Cooperate with caregiver to be moved to group activity (wheelchair, crawling, etc.). Raise arms when adult gives directions, “It’s time to go…” Child does not respond.

Examples	Supportive Practices
The child will: • Child says “I’m excited because I’m going to the circus!” • Child exhibits impulse control by developing turn-taking skills. • Work with classmates to complete a project. • Respect personal space and belongings of others. • Respond appropriately to a friend when she says, “No.” • Identify common emotions. • Use words to express frustration rather than hitting another child. • Stay in line when walking to the playground. • Use materials and equipment without breaking or destroying the items. • Listen as *How Do You Feel* is read.	The teacher will: • Make a classroom book of “Emotions” using photos of the children showing anger, sadness, joy, and surprise. • Let children dictate and finish sentences, “I feel (angry, happy) when _____.” • Play emotions charades game. Have picture cards of different emotions and take turns acting them out. • Establish and maintain predictable consistent routines. • Provide picture schedules or picture cards for children to express emotions or feelings. • Use a timer to shape behavior for appropriate class participation. • Provide situations for role playing or modeling of appropriate behavior. • Encourage children to use words when standing up for their rights (“I don’t like it when you call me bad names.”). • Provide games and materials that require children to work together (*Candyland, Memory,* parachute play, murals, etc.). • Encourage children to express their thoughts and feelings (“If someone takes a toy from you, tell the child you were not finished playing with it and that you want it back.”). • Label desks to identify personal space. • Provide flash cards or pictures of peers and family members to help in identifying feelings. • Provide situations for role-playing when child is having difficulty expressing feelings.

Goal 2: (continued) Children will increase the capacity for self control.

Standards	ELPP Objectives
Students will:	
❖ SE.P.2.4 Separate easily from family.	SE.P.2.4.M Child has mastered standard. SE.P.2.4.1 Willingly enter school with/without assistance. SE.P.2.4.2 Greet adults when arriving at school with verbal utterances and/or physical gestures. SE.P.2.4.3 Follow visual schedule without distress when arriving at school. SE.P.2.4.4 Wave and/or say “bye-bye.” SE.P.2.4.5 Hold arms out to be picked up when separating from parent/guardian. SE.P.2.4.6 Child does not respond.

Example	Supportive Practices
The child will: • Say goodbye and get involved in classroom activities without undue distress when parent leaves. • Understand and follow the daily schedule. • Joins other children playing in activity area. • Child says “I’m excited because I’m going to school!” • Participate in morning routines. • Check picture schedule for his/her daily jobs. • Sing with class “Good Morning” by Shaun Brown.	The teacher will: • Establish clear and consistent arrival and dismissal procedures so that children understand expectations. • Provide games and materials that require children to interact immediately upon entering the room. • Encourage children to express their thoughts and feelings about separating from family. • Provide children with social scripts and various vocabulary words with which to interact and describe feelings. • Have class meetings to discuss events and issues, solve problems, and share exciting things about being at school. • Provide picture cards for children to express emotions regarding separation anxiety. • Let children finish sentences, “I feel (sad, happy, etc.) when my Mommy drops me off at school.” • Provide music that encourages class participation. • Inservice parents about the importance of arrival and departure times. • Allow child to bring one item from home to help with transition.

Goal 3: Children will develop interpersonal and social skills for relating with other people.

Standards	ELPP Objectives
Students will:	
❖ SE.P.3.1 Sustain interaction with peers by cooperating, playing and interacting.	SE.P.3.1.M Child has mastered standard. SE.P.3.1.1 Play group games such as "Duck, Duck, Goose." SE.P.3.1.2 Watch other children play and attempt to join. SE.P.3.1.3 Begin parallel play. SE.P.3.1.4 Play Peek-A-Boo/Pat-A-Cake. SE.P.3.1.5 Respond to peers with a smile. SE.P.3.1.6 Child does not respond.
❖ SE.P.3.2 Understand how actions affect others and begin to accept consequences.	SE.P.3.2.M Child has mastered standard. SE.P.3.2.1 Offer apology for unintentional mistake. SE.P.3.2.2 Comply with directive to help another peer with an activity. SE.P.3.2.3 Demonstrate the concept of sharing. SE.P.3.2.4 Take turns independently. SE.P.3.2.5 Take turns with assistance. SE.P.3.2.6 Child does not respond.
SE.P.3.3 Show increasing ability to use compromise and discussion to resolve conflict with peers.	NA

Example	Supportive Practices
The child will: • Listen when adult offers suggestions to solve a problem. • Ask the teacher for help when trying to resolve a conflict. • Accept redirection after displaying inappropriate behavior. • Say: “If we run in the classroom, we can get hurt.” • Suggest another block to use when two children both want to use the same piece. • Wait patiently until his/her turn arrives. • Ask another child to share toy and say “Thank you.” • Join a playmate in making sand construction (one scooping the sand into a truck and one hauling it away). • Participates in group activities such as singing. • Verbally or nonverbally apologize to peers when conflicts arise. • Communicate desire to play with specific toy with which a peer is playing. • Respond yes/no when peer asks if student wants a specific toy/activity. • Willingly share toys in parallel play activities. • Recognize emotions in others to determine feelings (ex.: happy, sad, etc.). • Ask for help when needed either through verbalizations or picture cards.	The teacher will: • Use appropriate intervention skills when disputes occur. • Encourage children to use words or picture symbols to convey feelings (“You used the yellow marker first, now I want to use it.”). • Provide labeled space for each child’s personal belongings. • Arrange classroom so that children may play without interruptions (quiet spaces away from noisier areas). • Provide space for privacy for children who choose to retreat from classmates. • Provide multiple opportunities for children to participate comfortably in large and small group games and transitions. Allow children to take turns as the leader and to suggest activities. • Provide games that will encourage turn-taking and waiting. • Use literature to teach age appropriate responses. • Establish clear, concise class rules and consequences. • Model and provide examples of problem solving in the classroom. • Provide help cards in an accessible location in the classroom.

Goal 4: Children will develop a respect for differences in people and an appreciation of their role as being a member of the family, classroom, and the community.

Standard		ELPP Objectives
Students will:		
SE.P.4.1	Show progress in understanding similarities and respecting differences in people.	NA
SE.P.4.2	Show understanding and respect for the property of others.	NA
SE.P.4.3	Develop an awareness of how actions positively affect the classroom environment.	NA

Example	Supportive Practices
The child will: • Give examples of family members and culture. • Talk about their own family members and notice differences between their families and the families of others. Make comments such as, “Tasha’s family is different because she has two brothers and I have two sisters.” • Respond sympathetically to peers who are in need, upset, hurt, or angry. • Participate in maintaining an orderly environment by helping to keep the classroom clean and uncluttered. • Compare and contrast attributes about peers that are similar to their own and identify differences. • Respond to questions verbally presented by the teacher about other students such as, “Johnny has blue eyes. What color are my eyes?” • Refer to other students by name. • Verbally ask for permission to play/interact with another student’s materials/games/toys. • Choose a picture symbol to express a desire to participate with another child’s activity/game/toy. • Understand and willingly follow classroom procedures without prompting. • Recognize effect of personal actions in the classroom environment and with peers. • Accept changes in daily schedules and routines.	The teacher will: • Post pictures of children’s families and discuss “how we are alike, how we are different”; being careful to respect privacy variations. • Invite guests to visit the classroom. • Display books or pictures that reflect different cultures, gender identity, races, etc. • Develop class book about “My Family.” • Include classroom props such as: sets of puppets, dolls or figures that represent families of different structures and cultures; books that include males and females in diverse roles; posters and books that include individuals with different abilities, etc. • Use recycled materials to create props for play. Involve families in saving these materials for the classroom • Provide opportunities for child to share information and stories about their family, home, and their interests. • Give verbal compliments for positive actions in the classroom setting. • Provide multicultural reading experiences. • Read bibliotherapy books (ex.: *What’s Wrong with Timmy?, Puppies for Sale*).

Physical Development

> *Preschoolers are extremely physical creatures- constantly moving, running, and jumping. They react joyfully to opportunities for dancing, creative movement, physical dramatic play, and being outdoors where they can move without constraint... This is an age when much learning is transmitted through the large muscles, ,when learning goes from the hand to the head, not the other way around.*
>
> *(Wood 2007, Yardsticks: Children in the Classroom, Ages 4-14). Taken from Developmentally Appropriate Practice in Early Childhood Programs, 3rd edition, Copple and Bredekamp, 2009.*

Physical development should be integrated into all areas of learning. Motor development is basic to the achievement of cognitive skills, the promotion of agility and strength, neural processing, kinesthetic confidence, and general body competence.

Gross motor development is gained through regular play and movement. It involves the large muscles of the body. Preschool activities such as running, throwing, catching, jumping, climbing, and balancing enhance the development of gross motor skills.

Fine motor skills involve the use of small muscles such as those in the wrist and hand. Control and coordination of small, specialized motions, using the eyes, mouth, hands and feet enhance the development of fine motor skills. Activities for developing fine motor skills include building blocks, molding clay or play dough, using scissors or tongs, stringing beads, placing pegs in boards, drawing with crayons or markers and painting

Goal 1: Children will develop gross motor skills.

Standard	ELPP Objectives
Students will:	
❖ PD.P.1.1 Develop and demonstrate strength and coordination of large muscles.	PD.P.1.1.M Child has mastered standard. PD.P1.1.1 Fully participates in physical activities. PD.P1.1.2 Attempts to jump, hop, skip, run, etc., with emerging balance. PD.P1.1.3 Kick ball from standing position with or without assistance. PD.P1.1.4 Roll ball while sitting on floor with or without assistance. PD.P1.1.5 Raise arms and/or legs voluntarily while in sitting position (chair, wheelchair, tumbleform seat, etc.). PD.P1.1.6 Child does not respond.
❖ PD.P.1.2 Develop and demonstrate skills for walking.	PD.P.1.2.M Child has mastered standard. PD.P.1.2.1 Walk independently. PD.P.1.2.2 Walk with both hands held and/or with other assistance (walker). PD.P.1.2.3 Stand holding onto furniture or other object. PD.P.1.2.4 Support body weight with assistance. PD.P.1.2.5 Pull self to standing position. PD.P.1.2.6 Child does not respond.
❖ PD.P.1.3 Develop and demonstrate skills for sitting.	PD.P.1.3.M Child has mastered standard. PD.P.1.3.1 Sit independently. PD.P.1.3.2 Sit independently for five minutes. PD.P.1.3.3 Sit with minimal assistance for five minutes. PD.P.1.3.4 Sit with or without assistance to free hands for participation in an activity. PD.P.1.3.5 Sit with caregiver assistance PD.P.1.3.6 Child does not respond.
❖ PD.P.1.4 Develop and demonstrate skills for rolling.	PD.P.1.4.M Child has mastered standard. PD.P.1.4.1 Roll over, back to stomach or stomach to back. PD.P.1.4.2 Roll to side. PD.P.1.4.3 Roll to stomach when placed on side. PD.P.1.4.4 Roll to back when placed on side. PD.P.1.4.5 Turn head both right and left. PD.P.1.4.6 Child does not respond.

Examples	Supportive Practices
The child will: • Walk, run, jump, hop, climb, throw, catch, balance, and increase ability to gallop and skip. • Participate in a variety of activities which require gross motor skills. • Participate in ball play, ride wheel toys and scooters, use age appropriate playground equipment. • Participate in group exercises, group games, and creative and rhythmic movements with music. • Participate in throwing, catching, kicking, bouncing, pedaling, and swinging activities. • Participate in movement activities that have children pull, balance on one foot, stretch, turn, twist, twirl, slide, clap hands and bend in different directions. • Crawl through tunnel/obstacle course. • Participate in musical activities that require gross motor movements. • Access playground equipment as motor skills allow.	The teacher will: • Provide a variety of daily indoor and outdoor activities to increase strength, endurance and flexibility. • Provide many opportunities for children to develop skills in fun ways throughout the day, including during transitions ("hop like a rabbit as you line up "or" walk backwards to the circle"). • Ensure that there are enough wheel toys, balls, and other equipment so that children do not have extended wait time for use. • Play *Follow the Leader, Simon Says, Be my Mirror, Be my Echo*, etc. • Use CD's and music for creative moment; allow children to make up their own movements and to be the leader for others to imitate. • Modify words to *Hokey-Pokey* or *Head, Shoulders, Knees and Toes* to include other movements and body parts. • Provide parachutes for outdoor games. • Provide opportunities for students to access and practice going up and down steps.

Goal 2: Children will develop fine motor skills.

Standard	ELPP Objectives
Students will:	
❖ PD.P.2.1 Develop and demonstrate strength and coordination of small muscles.	PD.P.2.1.M Child has mastered standard. PD.P.2.1.1 Place scissors on fingers and make cut in paper with or without assistance. PD.P.2.1.2 Build tower with blocks. PD.P.2.1.3 Manipulate clay/playdough (pound, squeeze, pull, make ropes/cakes/balls). PD.P.2.1.4 Squeeze/manipulate squeaky toy. PD.P.2.1.5 Grasp objects with two hands. PD.P.2.1.6 Child does not respond.
❖ PD.P.2.2 Develop eye-hand coordination in a purposeful way.	PD.P.2.2.M Child has mastered standard. PD.P.2.2.1 String beads, "Nest" objects graduated in size, complete puzzles, complete shape boxes, etc. with or without assistance. PD.P.2.2.2 Pick up small objects, such as raisins, and place in container. PD.P.2.2.3 Activate switches with hands. PD.P.2.2.4 Reach for objects presented within vision field. PD.P.2.2.5 Purposefully gaze at objects presented within vision field. PD.P.2.2.6 Child does not respond.

Examples	Supportive Practices
The child will: • Practice self help skills such as zippers, buttons, and snaps. • Write the first letters of his name using a tripod or three-finger grasp pattern when holding writing utensils. • Child will roll, pound, and squeeze playdough. • Use scissors, hole punchers, brushes, staplers, cookie cutters, tape dispensers, eating utensils, etc. • Play with puzzles, pegboards, stringing beads, ball, beanbags, and targets. • Participate in fingerplays. • Use crayons, pencils, markers, chalk, paint brushes, keyboard, and mouse. • Tear paper and spread glue to create art project. • Use clothes pins to attach items for display in the classroom. • Find marbles buried in a tub of rice. • Build structures with Legos or Duplo blocks.	The teacher will: • Include a variety of tools in the art area on a daily basis (ex.: hole puncher, stapler, eye-dropper, or scissors). • Provide opportunities for use of eating utensils, including plastic knives and chopsticks, and cooking utensils for mixing and measuring food items. • Place a variety of items in the math, art, science, and table game areas and rotate to maintain and challenge. • Use finger plays on a daily basis during large group and transition times. • Include dress-up items and doll clothing that use zippers, snaps and buttons in the dramatic play area. • Provide activities to use pincer grasp (ex.: gluing, making collages, sorting small objects using tweezers or tongs). • Develop manipulative learning area that includes stringing beads, interlocking blocks, magnetic boards, small blocks, puzzles, and musical instruments. • Provide time and opportunities to use a variety of writing and art material. • Provide easels or art paper attached to wall in classroom for creating hand print art work. • Provide opportunities for finger play.

Health and Daily Living

Daily living skills are basic to becoming an individual who can negotiate his/her way through the social world while developing independence. Daily living skills foster social appropriateness both at school and home. It is essential that teachers and family members promote independent living skills. This may be accomplished by structuring interventions and strategies to develop the skills needed to appropriately function within the classroom and home environments.

Goal 1: Children will acquire knowledge of healthy personal care routines. (continued)

Standard	ELPP Objective
Students will:	
❖ HDL.P.1.1 Wash and dry hands without assistance.	HDL.P.1.1.M Child has mastered standard. HDL.P.1.1.1 Usually wash and dry hands without assistance. HDL.P.1.1.2 Wash and dry hands with assistance. HDL.P.1.1.3 Cooperate in hand washing and drying. HDL.P.1.1.4 Tolerate hands being washed with soap and water and dried with towel. HDL.P.1.1.5 Tolerate hands being cleaned with towelette. HDL.P.1.1.6 Child does not respond.
❖ HDL.P.1.2 Toilet independently.	HDL.P.1.2.M Child has mastered standard. HDL.P.1.2.1 Usually complete toileting independently. HDL.P.1.2.2 Usually have bladder/bowel control, occasional accidents. HDL.P.1.2.3 Get on toilet by self; may need help with clothing. HDL.P.1.2.4 Begin to communicate toileting needs. HDL.P.1.2.5 Indicate wet or soiled clothing. HDL.P.1.2.6 Child does not respond.
❖ HDL.P.1.3 Brush teeth independently.	HDL.P.1.3.M Child has mastered standard. HDL.P.1.3.1 Put toothpaste on brush and brush teeth with verbal cues. HDL.P.1.3.2 Put toothpaste on brush and brush teeth with hand over hand assistance. HDL.P.1.3.3 Allow teeth to be brushed. HDL.P.1.3.4 Tolerate taste of toothpaste. HDL.P.1.3.5 Open mouth at sight of toothbrush. HDL.P.1.3.6 Child does not respond.

Examples	Supportive Practices
The child will: • Line up before snack and/or lunch time to wash hands. • Recognize the difference between hot and cold water and turn on the appropriate faucet. • Learn to use a soap dispenser to obtain soap. • Pull a paper towel from a dispenser or a roll of paper towels. • Line up when instructed to participate in bathroom break time. • Unzip/unbutton clothing to use the bathroom. • Complete toileting without assistance. • Indicate need to toilet using the established method for signaling as instructed by the teacher. • Retrieve a personal hygiene bag containing a toothbrush and brush teeth in method established by the teacher. • Practice hygiene routines using dolls at the water table. • Use dolls to practice zipping/unzipping and buttoning/unbuttoning.	The teacher will: • Reinforce on a daily basis the importance of basic health routines. • Be sure hand-sanitizer, tissues, soap, paper towels, toothpaste and toothbrush are readily available. • Establish a routine time for class restroom breaks with allowance for individual needs. • Provide a symbol for toileting (ex.: photo of toilet, large key, certain color circle) and teach children to take the symbol and show it to an adult when needing to toilet independently. • Provide individual hygiene bags for learning about personal care. • Have pictures that show sequence of hand washing and tooth brushing. Display near sink at child's eye level. • Use social stories to illustrate appropriate hygiene. • Teach songs to accompany hygiene activities. • Provide opportunities to brush teeth.

Goal 1: (continued) Children will acquire knowledge of healthy personal care routines.

Standard		ELPP Objective	
Students will:			
❖ HDL.P.1.4	Cover mouth and nose when sneezing and coughing.	HDL.P.1.4.M HDL.P.1.4.1 HDL.P.1.4.2 HDL.P.1.4.3 HDL.P.1.4.4 HDL.P.1.4.5 HDL.P.1.4.6	Child has mastered standard. Usually cover mouth and nose and use tissue independently. Use a tissue to cover or clean mouth/ nose with verbal reminder. Cover mouth and nose with verbal reminder. Follow teacher's directive of covering mouth and nose while teacher models. Tolerate tissue being used when coughing or sneezing. Child does not respond.
❖ HDL.P.1.5	Manipulate clothing/fasteners.	HDL.P.1.5.M HDL.P.1.5.1 HDL.P.1.5.2 HDL.P.1.5.3 HDL.P.1.5.4 HDL.P.1.5.5 HDL.P.1.5.6	Child has mastered standard. Button/snap pants. Zip pants. Unbutton/unsnap pants. Unzip pants. Attempt action of fastening and zipping. Child does not respond.
❖ HDL.P.1.6	Put on/take off coat, socks, and shoes.	HDL.P.1.6.M HDL.P.1.6.1 HDL.P.1.6.2 HDL.P.1.6.3 HDL.P.1.6.4 HDL.P.1.6.5 HDL.P.1.6.6	Child has mastered standard. Independently put on/take off coat, socks, and shoes with verbal prompting. Assist adult in dressing self. Retrieve coat, shoes/socks upon request with or without assistance. Hold arms or legs/foot out in anticipation of dressing. Cooperate with adult dressing child. Child does not respond.

Examples	Supportive Practices
The child will: • Take and use a tissue from the teacher or will independently get a tissue from the class box. • Follow cues from the teacher to get tissues when needed. • Button/unbutton, zip/unzip, snap/unsnap clothing on dolls or form boards made for this purpose. • Button/unbutton, zip/unzip, snap/unsnap clothing when toileting. • Button/unbutton, zip/unzip, snap/unsnap clothing in the dress up center. • Demonstrate community helper jobs through the use of dress-up uniforms. • Remove coat upon entering the classroom and place it in his/her designated cubby. • Remove shoes and/or socks at nap-time. • Put shoes and/or socks on independently.	The teacher will: • Place a box of tissues in a designated place in the classroom for use by the children. • Model the appropriate way to cover mouth and nose when sneezing or coughing using a tissue. • Model the way to sneeze into the elbow. • Provide dolls or form boards that are designed for providing practice in buttoning/unbuttoning, zipping/unzipping, snapping/unsnapping clothing. • Provide a dress up center that contains costumes or clothing such as community helper uniforms, ballerina clothing, drama costumes, cowboy outfits, super hero costumes, etc. • Instruct children to place shoes and/or socks under or next to cot/mat when taking a nap. • Read book "*Stand Back," said the Elephant. "I am going to Sneeze*" by Patricia Thomas. • Read book *Germs Aren't for Sharing* and discuss contents. • Post Alabama Department of Public Health campaign posters (ex.: Handwashing Techniques, Get 10). • During circle time, have students remove one shoe and place it in the middle of the circle. Mix the shoes and have a student pick a shoe to match to the one left on a peer's foot.

Goal 2: Children will acquire knowledge of healthy nutritional practices. (continued)

Standard	ELPP Objective
Students will:	
❖ HDL.P.2.1 Follow mealtime routines and procedures.	HDL.P.2.1.M Child has mastered standard. HDL.P.2.1.1 Follow and manage mealtime routines and procedures with verbal prompting. HDL.P.2.1.2 Follow and manage mealtime routines and procedures with teacher at close proximity to provide minimum assistance or verbal prompting when needed. HDL.P.2.1.3 Follow and manage mealtime routines and procedures with modeling and occasional assistance from an adult. HDL.P.2.1.4 Follow and manage mealtime routines and procedures with physical assistance. HDL.P.2.1.5 Indicate recognition of food by change in facial expression (container for tube feeding or actual food). HDL.P.2.1.6 Child does not respond.
❖ HDL.P.2.2 Open a food/drink container.	HDL.P.2.2.M Child has mastered standard HDL.P.2.2.1 Usually open container independently without spillage. HDL.P.2.2.2 Open container after teacher starts process. HDL.P.2.2.3 Open container with hand-over-hand assistance. HDL.P.2.2.4 Attempt to open zip lock bag, boxed drinks or milk carton. HDL.P.2.2.5 Attempt to hold food or drink container. HDL.P.2.2.6 Child does not respond.

Examples	Supportive Practices
The child will: • Identify preferred foods in magazines. • Make a pretend plate with paper representations of a healthy meal from different food groups. • Bring healthy snacks from home or have opportunities to choose them at school. • Wait in line, carry tray, make food choices, clean area. • Child opens milk carton, boxed drink, zip lock bags, etc. • Categorize food items in home-living area (ex.: match fruits, vegetables, etc.).	The teacher will: • Offer only choices of snacks which are healthy (fewer fat/calories/sodium). • Discuss healthy options for snacks and lunches and safety concerns with parents/guardians at a Parent Enrichment session. • Invite school or local public health nurse to speak at Parent Enrichment workshop and/or to demonstrate healthy alternatives for snacks. • Place in dramatic play area healthy food boxes from all food groups. • Include snacks and food experiences that originate from different ethnicities; invite parents or community members to share foods from their cultures. • Prepare visual cues for all mealtime routines. • Provide all items necessary for mealtime routines in home-living area.

Goal 2: (continued) Children will acquire knowledge of healthy nutritional practices.

Standard	ELPP Objective
Students will:	
❖ HDL.P.2.3 Eat with a spoon or fork.	HDL.P.2.3.M Child has mastered standard HDL.P.2.3.1 Insert spoon/fork in mouth without turning it upside down, with little or no spillage. HDL.P.2.3.2 Insert spoon/fork in mouth without turning it upside down, with moderate spillage. HDL.P.2.3.3 Eat finger foods independently. HDL.P.2.3.4 Bring hands to mouth. HDL.P.2.3.5 Open mouth as spoon/fork with food on it is presented. HDL.P.2.3.6 Child does not respond.
❖ HDL.P.2.4 Drink from an open cup.	HDL.P.2.4.M Child has mastered standard HDL.P.2.4.1 Usually drink from open cup without assistance. HDL.P.2.4.2 Drink from open cup with adult assistance. HDL.P.2.4.3 Drink independently from sippy cup. HDL.P.2.4.4 Hold bottle independently. HDL.P.2.4.5 Suck well from bottle held by adult. HDL.P.2.4.6 Child does not respond.
HDL.P.2.5 Identify healthy foods from basic food groups (meat, dairy, grains, fruits, vegetables).	NA

Examples	Supportive Practices
The child will:	The teacher will:
• Use a spoon or fork at mealtime with minimal spillage. • Drink from an open cup with assistance from an adult. • Drink from an open cup with double handles. • Identify healthy foods from books and magazines. • Sort foods into basic food groups. • Identify items that are edible and non-edible. • Participate in classroom cooking activities. • Make a selection of preferred food when presented with food choice board. • Explore foods using one or more of the five senses. • Help prepare healthy snacks. • Play with kitchen utensils in home-living area.	• Model and assist children with appropriate grasp for spoon or fork. • Provide cups appropriate to the child's skill level (sippy cup, double handle cup, etc.). • Provide plastic foods for sorting or grouping. • Provide books or magazines with food pictures. • Use visual/pictures to increase mealtime independence. • Provide items to create and teach about healthy snacks. • Provide adaptive utensils, plates, and cups. • Provide various finger foods during snack time. • Provide kitchen center for pretend cooking.

Goal 3: Children will acquire knowledge of safety practices.

Standard		ELPP Objective
Students will:		
HDL.P.3.1.	Demonstrate knowledge of personal safety.	NA
HDL.P.3.2	Recognize and know to avoid potentially harmful situations.	NA
HHDL.P.3.3	Recognize and know to avoid potentially harmful substances	NA

Examples	Supportive Practices
The child will: • Participate in role-playing and dramatic play activities related to safety. • Articulate basic safety rules for playground, street, riding in a car, and in their home. Recognize what is an emergency and when to use 911. • Follow classroom rules and routines regarding personal safety (ex.: walking indoors, playground safety). • Communicate basic personal information (ex.: name, address, phone number, parents name, etc.). • Point to and or name parts of the body to indicate areas of discomfort. • Identify warning symbols (stop sign, yield, red lights, etc.) • Stop harmful behavior when directed by an adult to stop. • Participate in classroom and school emergency drills with minimal assistance from adult. • Understand stranger danger. • Avoid ingesting harmful substances.	The teacher will: • Identify classroom rules and routines regarding personal safety (walking with feet, hands to self, etc.). • Place traffic signs in block area. • Bring in empty packaging of cleaners and discuss warning symbols on them and how to be safe in the home. • Develop scenarios for role play to help children determine an emergency. • Reinforce safe use of playground equipment on a regular basis. • Provide fieldtrips to police station, fire station, etc. • Invite community safety personnel (police, fireman, etc.) to classroom. • Discuss harmful substances (poison, household cleaners, alcohol, drugs, tobacco products, etc.). • Conduct school emergency drills on a regular basis. • Use picture symbols and social stories to illustrate safety practices. • Provide visual cues to illustrate safety.

Creative Arts

All children are artists. The problem is how to remain an artist once he grows up.
~Pablo Picasso

Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood.
~Fred Rogers

Creativity is important to children's early learning experiences. Children who are given opportunities to discover their imagination and creativity through a variety of activities are learning to express their personality. Imaginative expression influences children's growing competence as creative problem solvers and provides insight about the world around them. Teachers support creative learning by providing experiences that encourage children to use their imagination and to try new ideas and materials *(Althouse, Johnson, & Mitchelle, 2003)*.

The arts encourage the imagination and creative spirit as children seek meaning and reason within their world. The arts invite children to discover more about individual expression, and to develop ways to express and represent their ideas, theories, and emotions. An appreciation of the aesthetic dimensions of daily life fosters understanding of cultural diversity.

Goal 1: Children will use art for creative expression and representation.

Goal 2: Children will show self-expression through music and movement.

Standard		ELPP Objectives	
Students will:			
❖ CA.P.2.1	Use a variety of musical instruments, rhythms, and songs to develop creative expression.	CA.P.2.1.M CA.P.2.1.1 CA.P.2.1.2 CA.P.2.1.3 CA.P.2.1.4 CA.P.2.1.5 CA.P.2.1.6	Child has mastered standard. Create sounds with various musical instruments (bells, drums, sticks). Sing songs, participate in finger plays, recite nursery rhymes, with or without prompting. Imitate portions of songs, finger plays, or nursery rhymes. Vocalize sounds during finger plays, or nursery rhymes. Respond when teacher sings songs, finger plays, or nursery rhymes (smiles, laughs, eye gaze). Child does not respond.
❖ CA.P.2.2	Participate in creative music and movement activities.	CA.P.2.1.M CA.P.2.2.1 CA.P.2.2.2 CA.P.2.2.3 CA.P.2.2.4 CA.P.2.2.5 CA.P.2.2.6	Child has mastered standard. Sing songs or keep rhythm to simple tunes using hand instruments and/or body motions. Respond to music by movements of body parts such as foot tapping, nodding head or waving arms. Respond to music with whole body rhythmic movements. Make sounds with his/her voice in response to music. Respond to musical bells with a change in facial expression. Child does not respond.
CA.P.2.3	Identify and appreciate different types of music from various cultures.	NA	

Examples	Supportive Practices
The child will: • Participate in finger plays, repeat songs and nursery rhymes. • Create sounds with musical instruments. • Move to the beat of the song. • Sing familiar songs, chants, and finger plays. • Participate in a variety of musical activities. • Initiate movement and music activities. • Dance to different types of music such as jazz, classical and ethnic. • Discover rhythm instruments from different cultures. • Recognize and repeat patterns in music. • Make own instrument. • Use movements to explore body awareness. • Independently sing a variety of multicultural music. • Sing along with teacher led multicultural music. • Play musical instruments from various cultures. • Vocalize in response to teacher led multicultural music. • Respond to teacher led multicultural music by eye gazing, smiling or demonstrating changes in facial expression. • Participate in pretend play by engaging in movement for songs (ex.: *Bear Hunt, Button Factory*).	The teacher will: • Initiate music activities daily. • Make music materials accessible for children's use. • Provide a variety of musical instruments and props. • Initiate some music and movement activities daily. • Play a variety of music types for listening and participation. • Make music available as both a free choice and a group activity. • Use music activities to extend children's learning in math and literacy. • Invite visitors to come and play musical instruments. • Use music as a way to ease children through transitions and routines (ex.: coming to table for snack or lunch, calming down for rest time, putting on clothes to go outside). • Play a variety of music with different tempos and styles (ex.: waltz, jazz, folk, lullaby, spirituals, classical, reggae). • Ask children to move to different musical styles (ex.: How would you move to this music-fast, slow, using your whole body or only your toe?). • Arrange field trips to children's ballet, plays, etc. • Provide visual cues, prompts for pretend play.

Goal 3: Children will participate in a variety of dramatic play activities.

Standard		ELPP Objective	
Students will:			
❖ CA.P.3.1	Participate in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences.	CA.P.3.1.M CA.P.3.1.1 CA.P.3.1.2 CA.P.3.1.3 CA.P.3.1.4 CA.P.3.1.5 CA.P.3.1.6	Child has mastered standard. Participate in a play or dramatization of a book, story, or real-life event. Create story involving imaginary characters. Use dolls, props, costumes, and puppets in pretend play. Imitate an activity (pretend to sleep, eat, do housework etc.). Play *Pat-A-Cake, Itsy Bitsy Spider, Peek-A-Boo* through hand-over-hand assistance or independently. Child does not respond.
CA.P.3.2	Engage in cooperative pretend play with another child using symbolic materials and gestures to represent real objects and situations.	NA	

Example	Supportive Practices
The child will: • Pretend to eat, drink, cook, and put up dishes in the kitchen. • Pretend to be a fireman putting out a fire. • Dance and use props for different forms of music that are part of community diversity. • Imitate roles of people, animals or objects observed in the child's life experiences. • Act out roles from observations of life experiences (mom, dad, teacher, baby, policeman, etc.). • Make up new roles from experiences. • Make use of props or costumes to represent real objects (ex.: block to represent a telephone and a scarf to symbolize the wind blowing). • Make a distinction between real and pretend. • Manipulate common play objects/toys through turn taking, sharing, and pretend play with peers. • Manipulate common play objects/toys through peer prompts. • Manipulate common play objects/toys with teacher prompts. • Manipulate common play objects/toys with hand-over-hand assistance.	The teacher will: • Create situations where children can role play familiar roles or situations. • Make dramatic play materials accessible daily. Develop prop boxes around dramatic play themes based on children's interests and experiences (ex.: shoe store, office, grocery store). • Provide and rotate materials for a variety of themes. • Provide materials and props that represent diversity in gender and culture. • Provide pictures, stories and trips to enrich dramatic play. • Talk with children about real and pretend situations and help them understand the difference.

Teacher Resources

LANGUAGE AND LITERACY

Children's Play: The Roots of Reading – Edward Zigler, Dorothy Singer and Sandra Bishop-Josef

Developing Partnerships with Families Through Children's Literature – Elizabeth Lilly and Connie Green

Fee, Fie, Phonemic Awareness: 130 Prereading Activities for Preschoolers – M. Hohmann

Jumpstarters – Integrating Environmental Print Throughout the Curriculum – Jerry Aldridge, Lynn Kirkland and Pat Kuby

Learning about Print in Preschool: Working with Letters, Words, and Beginning Links with Phonemic Awareness – Dorothy S. Strickland and Judith A. Schickedanz

Much More Than the ABC's: The Early Stages of Reading and Writing – Judith A. Schickedanz

Oral Language and Early Literacy in Preschool: Talking, Reading and Writing – Kathleen A. Roskos, Patton O. Tabors and Lisa A. Lambert

Read-Aloud with Young Children – Robin Campbell

The Read-Aloud Handbook, 4th Edition – Jim Trelease

Reading Magic: Why Reading Aloud to Children Will Change Their Lives Forever – Mem Fox

Storybook Talk: Conversations for Comprehension – M. Hohmann and K. Adams

Tell Me a Story: Developmentally Appropriate Retelling Strategies – Jill Hansen

Using Children's Literature in Preschool: Comprehending and Enjoying Books – Lesley Mandel Morrow and Linda B. Gambrell

Writing in Preschool: Learning to Orchestrate Meaning and Marks – Judith A. Schickendanz and Renee M. Casberque 59

MATHEMATICS

1-2-3-Math, Jean Warren – *Children's Mathematical Thinking: A Developmental Framework for Preschool, Primary and Special Education Teachers* – Arthur J. Baroody

Circle Time Math – Teaching and Learning Company

Counting Caterpillars and Other Math Poems – Betsy Franco

Early Childhood – Where Learning Begins, Mathematics – Carol Sue Fromboluti
Enriching Early Mathematics Learning – Cook, Jones, Murphy and Thurnston

Four Seasons Math – Jean Warren

Helping Your Young Child Learn About Mathematics – A.S. Epstein

"I'm Older Than You, I'm Five!" Math in the Preschool Classroom: The Teacher's Idea Book 6 – A.S. Epstein and S. Gainsley

Learning Through Play: Math, a Practical Guide – Sandra White-Stupiansky

Math and Science for Young Children – Rosalind Charlesworth and Karen K. Lind

Math for the Very Young: A Handbook of Activities for Parents and Teachers – Lydia Polonsky, Dorothy Freeman, Susan Lesher, and Kate Morrison

Mathematics in the Early Years – Juanita V. Copley

Showcasing Mathematics for the Young Child: Activities for Three-, Four-, and Five-Year-Olds – Juanita V. Copley

SCIENCE AND ENVIRONMENTAL EDUCATION

Bubbles, Rainbows & Worms – Sam Ed Brown

Discovering Nature With Young Children – Chalufour and Worth

Everybody Has a Body: Science from Head to Toe/Activities Book for Teachers of Children Ages 3-6 – R.E. Rockwell, R.A. Williams, and E.A. Sherwood

Everyday Discoveries: Amazingly Easy Science and Math Using Stuff You Already Have – Sharon McDonald 61

Hollyhocks and Honeybees: Garden Projects For Young Children – Midden, Olthof and Starbuck

Mudpies to Magnets – Robert Williams, Robert Rockwell, Elizabeth Sherwood

More Mudpies to Magnets – Robert Williams, Robert Rockwell, Elizabeth Sherwood

My Big World of Wonders: Activities for Learning About Nature and Using Natural Resources Wisley – S. Griffin

Real Science in Preschool: Here, There and Everywhere – P. Neill

Science is Simple: Over 250 Activities for Preschoolers – Ashbrook

Worms, Shadows and Whirlpools: Science in the Early Childhood Classroom – Karen Worth and Susan Grollman

TECHNOLOGY

Young Children and Computers – Charles Hohmann

Young Children and Technology: A World of Discovery – Susan W. Haugland and June L. Wright

SOCIAL AND EMOTIONAL DEVELOPMENT

Alike and Different: Exploring Our Humanity With Young Children – C.B. Phillips and B. Neuebauer

Conscious Discipline – Becky A. Bailey

Easy to Love, Difficult to Discipline: The Seven Basic Skills for Turning Conflict into Cooperation – Becky A. Bailey

The Emotional Development of Young Children: Building an Emotion-Centered Curriculum – Marilou Hyson

I Belong: Active Learning for Children with Special Needs – T. Mitchell and J. Dowling

Let's Be Friends: Peer Competence and Social Inclusion in the Early Childhood Program – K. Mary and M. Kemple

Making It Better: Activities for Children Living in a Stressful World – Barbara Oehlberg 62

Me, You, Us: Social-Emotional Learning in Preschool – Ann S. Epstein

Promoting Social and Moral Development of Young Children: Creative Approaches for the Classroom – Carolyn P. Edwards

You Can't Come to My Birthday Party! Conflict Resolutions with Young Children – B. Evans

APPROACHES TO LEARNING

80 Activities for Small Groups (Activity Cards) – M. Graves

100 Small Group Experiences – The Teacher's Idea Book (Book 3) – M. Graves

Building Bridges With Multicultural Picture Books for Children 3-5 - Beaty

CARA's Kit: Creating Adaptions for Routines and Activities – S.A. Milbourne and P. H. Campbell

Children, Language and Literacy: Diverse Learners in Diverse Times – Celia Genishi and Anne Haas Dyson

Developmentally Appropriate Practices in Early Childhood Programs Serving Children From Birth Through Age Eight – Carole Copple and Sue Bredekamp

The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning – Ann S. Epstein

Planning Around Children's Interests: The Teacher's Idea Book (Book 2) – M. Graves

Serving Families of Diverse Cultures – Rowan, Meyden and Pehrson

PHYSICAL HEALTH AND DEVELOPMENT

The Great Outdoors: Restoring Children's Right to Play Outside – Mary S. Rivkin

Growing, Growing Strong – Connie Jo Smith, Charlotte Hendricks and Becky Bennett

Healthy Me – Michelle O'Brien-Palmer

Healthy Young Children: A Manual for Programs (4th Edition) – Susan Aronson

The Outside Play and Learning Book – Karen Miller 63

Tasty Talk: 40 Mealtime Conversation Starters – B. Marshall

Using Children's Literature to Learn About Disabilities and Illness – Blaska

Welcoming All Children: Creating Inclusive Child Care – Freeman, Hutter-Pishhahi, Traub

CREATIVE ARTS

50 Large-Group Activities for Active Learning – C. Boisvert and S. Gainsley

85 Engaging Movement Activities – Learning on the Move – P.S. Weikart and E.B. Carlton

101 Rhythm Instrument Activities For Young Children – A.F. Conners

Artful Scribbles: The Significance of Children's Drawings – Howard Gardner 60

Creative Play Activities for Children With Disabilities: A Resource Book For Teachers and Parents (2nd Ed) – Morris and Schulz

Don't Move the Muffin Tins – Bev Bos

Finger Frolics – L. Cromwell and D. Hibner

Getting Started: Materials and Equipment for Active Learning Preschools – N. Vogel

"I Know What's Next!" Preschool Transitions Without Tears – B. Evans

Just Pretend – Judy Nyberg

Let Me Be the Boss – B. Bagert

Making Connections: Movement, Music and Literacy – L. Haraksin-Probst, J. Hutson-Brandhagen, and P.S. Weikart

Movement in Steady Beat – Learning on the Move (2nd Ed) – P.S. Weikart

Movement Plus Music: Activities for Children Ages 3-7 (3rd Ed) – P.S. Weikart

Movement Plus Rhymes, Songs and Singing Games (2nd Ed) – P.S. Weikart

Round the Circle: Key Experiences in Movement for Children (2nd Ed) – P.S. Weikart

Setting up the Preschool Classroom – N. Vogel

SUGGESTED CHILDREN'S BOOKS

EMERGENT LITERACY

Abiyoyo, Pete Seeger

Alphabet Under Construction, Denise Fleming

Another Story to Tell, Dick Bruna

Brown Bear, Brown Bear, What Do You See? Bill Martin, Jr.

Caps for Sale, Esphyr Slobodkina

The Cat and the Hat, Dr. Seuss

Chicka Chicka Boom Boom, Bill Martin, Jr.

Chicken Soup with Rice, Maurice Sendak

Chrysanthemum, Kevin Henkes

Corduroy, Don Freeman

Eating the Alphabet: Fruits and Vegetables from A to Z, Lois Ehlert

Epossumondas, Colleen Salley

Firefighters A to Z, Chris L. Demarest

Gathering the Sun: An Alphabet in Spanish and English, Alma Flor Ada

Hi Pizza Man, Virginia Walter

I Went Walking, Sue Williams

Lily's Purple Plastic Purse, Kevin Henkes 64

Little Cloud, Eric Carle

The Little House, Virginia Lee Burton

The Magic Hat, Mem Fox

Make Way for Ducklings, Robert McCloskey

Mary Wore Her Red Dress, Merle Peek

Millions of Cats, Wanda Gag

Miss Mary Mack, Mary Ann Hoberman

The Mitten, Jan Brett

My Very First Mother Goose, Iona Opie, illustrated by Rosemary Wells

The New Adventures of Mother Goose, Bruce Lansky

The Napping House, Audrey Wood

Pancakes, Pancakes! Eric Carle

Pete's a Pizza, William Steig

Petunia, Roger Duvoisin

Q is for Duck, An Alphabet Guessing Game, Mary Elting/Michael Folsom

The Runaway Bunny, Margaret Wise Brown

Silly Sally, Audrey Wood

See What You Say/Ve Lo Que Dices, Nancy Maria Grande Tabor

There Was an Old Lady Who Swallowed a Fly, Traditional

Where Does Pepper Come From? Brigitte Raab

Where the Wild Things Are, Maurice Sendak

MATHEMATICS

Anno's Counting House, Mitsumasa Anno

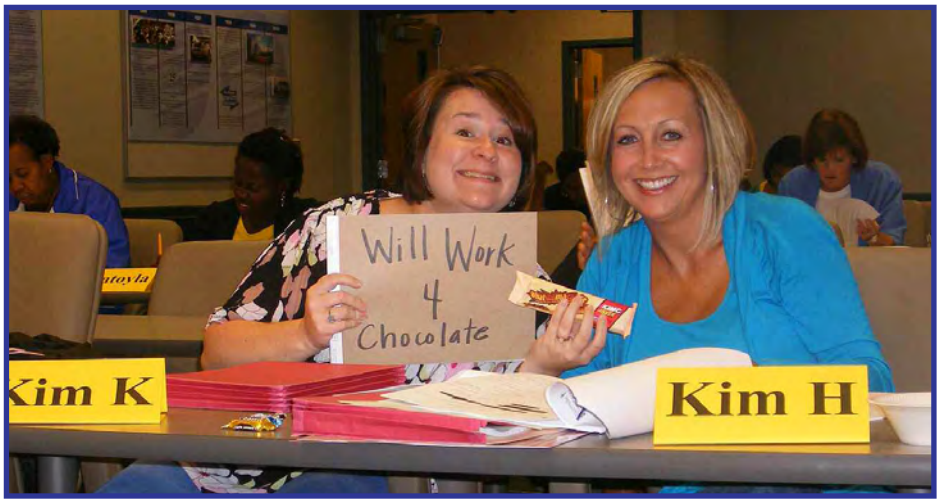
Big Fat Hen, Keith Baker 65

Bunny Money, Rosemary Wells

Chicka Chicka 1, 2, 3, Bill Martin, Jr.

Construction Countdown, K.C. Olson

Count! Denise Fleming



Countdown to Spring: An Animal Counting Book, Janet Schulman

Counting Wildflowers, Bruce McMillan

Deep Down Underground, Olivier Dunrea

Dots, Spots, Speckles, and Stripes, Tana Hoban

Eating Fractions, Bruce McMillan

Feast For Ten, Catheryn Fallwell

Five Chinese Brothers, Claire Hutchet Bishop

Five Little Monkeys Jumping on a Bed, Eileen Christelow

How Do Dinosaurs Count to Ten? Jane Yolen/Mark Teague

How Many Feet in the Bed? Diane Johnston Hamm

Icky Bug Counting Book, Jerry Pallotta

Inch by Inch, Leo Lionni

Is a Whale the Biggest Thing There Is? Robert E. Wells

Is It Red? Is It Yellow? Is It Blue? Tana Hoban

Let's Count, Tana Hoben

The M & M's Brand Counting Book, Barbara Barbieri McGrath

Miss Spider's Tea Party and Counting Book, Pamela Duncan Edwards

Mouse Count, Ellen Stoll Walsh

One Bullfrog, Sid Hausman 66

Over, Under, Through, and Other Spacial Concepts, Tana Hoban

Pizza Counting, Christina Dobson

Push, Pull, Empty, Full, Tana Hoben

Roar! A Noisy Counting Book, Pamela Duncan Edwards

Seven Blind Mice, Ed Young

Seven Little Rabbits, John Becker

Six Silly Brothers, Jill McDougall/Pat Reynolds

So Many Bunnies, Rick Walton

Three Friends/Tres Amigos: A Counting Book, Tona Wilson/Maria Brusca

Ten Black Dots, Donald Crews

Ten Apples on Top, Dr. Seuss

Ten, Nine, Eight, Molly Bang

The Greedy Triangle, Marilyn Burns

Creative Arts

A Color of His Own, Leo Lionni

A Rainbow All Around Me, Sandra Pinkney

Alice the Fairy, David Shannon

Baa Baa Black Sheep, Iza Trapani

Best Mouse Cookie Ever, Laura Numeroff

Caps, Hats, Socks and Mittens, Louise Borden

The Dot, Peter H. Reynolds

Froggie Went A-Courtin, Iza Trapani

Green Eggs and Ham, Dr. Seuss

How to Hide a Butterfly and Other Insects, Ruth Heller 67

I Ain't Gonna Paint No More, Karen Beaumont

I Want to Be a Doctor, Firefly Books

I Want to Be a Firefighter, Firefly Books

I Want to Be a Pilot, Firefly Books

If You Give a Mouse a Cookie, Laura Numeroff

If You Give a Pig a Pancake, Laura Numeroff

It Looked Like Spilt Milk, Charles B. Shaw

Keeping You Safe: A Book About Police Officers, Ann Owens

Let's Make Pizza, Mary Hill

The Little Red Hen Makes a Pizza, Philemon Sturges

Lucy's Picture, Nicolas Moon

Mary Had a Little Lamb, Iza Trapani

Mouse Paint, Ellen Stoll Walsh

My Duck, Tanya Linch

My World of Color, Margaret Wise Brown

Old McDonald Had a Workshop, Lisa Shulman

Rainbow Fish, Marcus Pfister

Row, Row, Row Your Boat, Iza Trapani

Shoo Fly!, Iza Trapani

Taking You Places: A Book About Bus Drivers, Ann Owens

Topsy-Turvies: Pictures to Stretch the Imagination, Anno Mitsumasa

Twinkle, Twinkle Little Star, Iza Trapani

We All Sing With the Same Voice, J. Philip Miller

We'll Paint the Octopus Red, Stephanie Stuve-Bodeen/Pam DeVito 68

We Need Firefighters, Lola M. Schafer

We Need Nurses, Lola M. Schaefer

What Do You Want to Be? Ron Ellsworth

What Do Mommies/Daddies Do Best, Laura Numeroff

You Look Ridiculous, Bernard Waber

Zin! Zin! Zin! A Violin, Lloyd Moss

SCIENCE AND ENVIRONMENTAL EDUCATION

A Cold Day, Lola Schaefer

A House for Hermit Crab, Eric Carle

A Visit to the Farm, B.A. Hoena/Gail Saunders

A Visit to the Supermarket, B.A. Hoena/Gail Saunders

A Weed is a Flower, Aliki

A Walk in the Rainforest, Kristen J. Pratt

Apples, Ann L. Burckhardt

Animals Born Alive and Well, Ruth Heller

Animals Should Definitely Not Wear Clothing, Judi and Ron Barrett

Bear Snores On, Karma Wilson

Bugs Are Insects, Anne Rockwell

Bugs! Bugs! Bugs! Bob Barner

The Carrot Seed, Ruth Krauss

Changes, Changes, Pat Hutchins

Chickens Aren't the Only Ones, Ruth Heller

Cloudy Day, Sunny Day, Donald Crews

Corn, Ann L. Burckhardt 69

Everybody Needs a Rock, Byrd Baylor

Flower Garden, Eve Bunting

Goodnight Moon, Margaret Wise Brown

Grandmother's Garden, John Archambault

How to Hide a Meadow Frog and Other Amphibians, Ruth Heller

How to Hide an Octopus and Other Sea Creatures, Ruth Heller

I Read Signs, Tana Hoban

I Read Symbols, Tana Hoban

Is Your Mama a Llama? Deborah Guarina

Listening Walk, Paul Showers

Make Way for Ducklings, Robert McCloskey

Miss Rhumphius, Barbara Cooney

The Mixed-Up Chameleon, Eric Carle

My Five Senses, Aliki

Once Upon a Springtime, Jean Marzollo

Owl Moon, Jane Yolen

Planting a Rainbow, Lois Ehlert

Red Leaf, Yellow Leaf, Lois Ehlert

Seasons, Charlotte Zolotow

The Snowy Day, Ezra Jack Keats

Ten Little Rubber Ducks, Eric Carle

Tops and Bottoms, Janet Stevens

The Very Busy Spider, Eric Carle 70

The Very Hungry Caterpillar, Eric Carle

The Very Lonely Firefly, Eric Carle

What Am I? Animal Guessing Game, Iza Trapani

Whose Eyes Are These, Elizabeth Burman Patterson

What Color is Nature? Stephen Swineburne

The Wide-Mouthed Frog, Keith Faulkner

The Wind Blew, Pat Hutchins

SOCIAL AND EMOTIONAL DEVELOPMENT

All Kinds of Children, Norma Simon

America the Beautiful, Katherine Lee Bates/Wendell Minor

America: A Patriotic Primer, Lynne V. Cheney/Robin Preiss Glasser

Bark George, Jules Feiffer

Career Day, Anne Rockwell

Children Around the World, Donata Monanari

The Colors of Us, Karen Katz

The Crayon Box That Talked, Shane DeRolf

Do You Want to Be My Friend? Eric Carle

Families, Ann Morris

The Feel Good Book, Todd Park

Full, Full, Full of Love, Trisha Cooke

Grandparents are the Greatest Because, Adele Aron Greenspan/Joan Swartz

Happy Birthday, America, Marsha Wilson Chall, Guy Porfirio

Happy Birthday to You, You Belong in the Zoo, Diane de Groat

Hug, Jez Alborough

I Do Not Want to Get Up Today, Dr. Suess 71

I Pledge Allegiance, Bill Martin Jr./Michael Sampson

I'm Sorry, Sam McBratney

I'm Tougher than Asthma, Alden Carter

I'm Tougher than Diabetes, Alden Carter

Ira Sleeps Over, Bernard Waber

It's Okay to be Different, Todd Park

The Kissing Hand, Audrey Penn

Love You Forever, Robert N. Munsch

Mama, Do You Love Me? Barbara M. Joosse

Night Shift Daddy, Eileen Spinelli

My Mouth is a Volcano, Julia Cook

No, David! David Shannon

Roses Are Pink, Your Feet Stink, Diane de Groat

Special People, Special Ways, Arlene Maguire

Tough Boris, Mem Fox

We Are a Rainbow/Somos Un Arco Iris, Nancy Maria Grande

Wemberly Worried, Kevin Henkes

William's Doll, Charlotte Zolotow

What Grandmas/Grandpas Do Best, Laura Numeroff Joffe

Whoever You Are, Mem Fox

You Look Ridiculous, Bernard Weber

APPROACHES TO LEARNING

Alexander and the Terrible, Horrible, No Good, Very Bad Day, Judith Viorst

A Bad Case of Tattle Tongue, Julia Cook

Black Mother Goose, Elizabeth Murphy Oliver

Blueberry's for Sal, Robert McCloskey 72

Celebrations/Celebraciones, Nancy Maria Grande Tabor

Curious George, H.A. Rey

David Goes to School, David Shannon

Flossie and the Fox, Patricia McKissack

Fortunately, Remy Charlip

Giraffes Can't Dance, Giles Andrea

Harold and the Purple Crayon, Crockett Johnson

Have You Filled a Bucket Today, Carol McCloud

Henny Penny, Paul Galdone

The Korean Cinderella, Shirley Como

Leo the Late Bloomer, Robert Kraus

The Little Engine That Could, Watty Piper

The Little Red Hen, Paul Galdone

The Paper Bag Princess, Robert N. Munsch

Prince Cinders, Babette Cole

The Rough-Faced Girl (Native American Cinderella Story), Rafe Martin

Seeing Things My Way, Alden Carter

Shelly the Hyperactive Turtle, Deborah Moss

Stretching Ourselves, Alden Carter

Swimmy, Leo Lioni

Today I Feel Silly, Jamie Lee Curtis

The Three Little Pigs, Paul Galdone

We are a Rainbow/Somos Un Arco Iris, Nancy Maria Grande Tabor

PHYSICAL HEALTH AND DEVELOPMENT

Eat Healthy Feel Great, William Sears

Eating Right, Helen Frost

Eyes, Nose, Fingers and Toes, Judy Hindley 73

The Foot Book, Dr. Suess

From Head to Toe, Eric Carle

The Gingerbread Boy, Paul Galdone

Growing Like Me, Anne Rockwell

Here Are My Hands, Bill Martin, Jr./John Archambault

How Do Animals Move? Niki Walker

I Eat Fruit, Hannah Tofts

I Eat Vegetables, Hannah Tofts

I'm a Little Teapot, Iza Trapani

Itsy Bitsy Spider, Iza Trapani

Miss Wishy-Washy, Joy Cowley

My Trip to the Hospital, Mercer Mayer

Oh, A-Hunting We Will Go, John Langstaff

Play it Safe, Mercer Mayer

Rosie's Walk, Pat Hutchins

Safety on the Playground, Lucia Raatma

Shake My Sillies Out, Raffi

The Sick Day, Patricia MacLachlan/Jane Dyer

Three Billy Goats Gruff, Jan Brett

We're Going on a Bear Hunt, Helen Oxenbury

When I Grow Up, Mercer Mayer

Early Learning Progress Profile
(ELPP)

DIRECTIONS FOR COMPLETING THE PAPER VERSION OF THE ELPP

- The entry ELPP must be completed:
  - Within 30 days after Special Education services begin, or
  - Within 30 days after Special Education services begin for children transferring into a new LEA from a state other than Alabama.

- Complete the demographic information on the first page.

- Fill in the "Entry Completion" information when completing the ELPP for the first time.

- Each ELPP standard in the three outcomes must be addressed by selecting one of the seven numbers representing the hierarchy of functioning for that standard. Circle the corresponding point for each ELPP Objective.

- Retain the individual student ELPP paper copy and the documentation used to complete the form in the student's Special Education records. If the student transfers to another LEA within Alabama, copies of the ELPP and documentation data should be forwarded to the receiving LEA.

- Complete the "Exit Completion" information between April 15 and April 30 of each year for children who will transition to kindergarten or within 30 days of anticipated or actual exit from preschool special education services for any other exit reason. Exit from preschool services includes transition to kindergarten, moving to another state, withdrawal from services by the parent(s), failure to attend program where services are provided (retain documented attempts to make other arrangements for services), dismissal from Special Education, death, or other circumstances.

- If a child transfers from one LEA to another within Alabama, a copy of the ELPP should be included in the special education records. The receiving LEA will be able to access the electronic version of the ELPP on the Web-based program after the child is completely enrolled in the receiving school system. After enrollment in the receiving LEA, the child's SSID should result in a transfer of the child's ELPP information to the new LEA. The receiving LEA is responsible for ELPP exit completion at the appropriate time. The sending LEA does not have to complete the exit ELPP.

- If a child transfers from one LEA to another within Alabama, and a copy of the ELPP is not included in the special education records, make a request for a copy. As stated above, the receiving LEA is responsible for the exit completion at the appropriate time.

- Please note that a child must have received special education services for six months or longer within a reporting year to be included in the "Exit Completion".

Early Learning Progress Profile (ELPP) Entry

Early Learning Progress Profile (ELPP) Entry

Pre-entered Student Demographic Information	
Student's Name (first, middle, last)	
Student State Assigned ID Number (SSID)	
Gender	
Ethnicity	
DOB (mm-dd-yyyy)	
Disability	

Entry ELPP Completion	
Time Child was Served in EI	_____None _____Number of Months Served
ELPP Evaluation Completion Date	
Anticipated Year of Exit	___2011-2012 ___2012-2013 ___2013-2014 ___2014-2015 ___2015-2016 ___2016-2017 ___2017-2018 ___2018-2019 ___2019-2020 ___2020-2021 ___2021-2022 ___2022-2023
ELPP Evaluator First Name	
ELPP Evaluator Last Name	
Position of Evaluator	___Pre-school teacher ___Case manager ___Speech-Language pathologist ___Other _____
Educational Environment	___LEA Preschool Program ___Community Daycare __Office of School Readiness (OSR) ___Community Preschool Program ___Home ___ Title I ___Home Daycare ___Head Start ___Other _____
Related Service Received – select all that apply	___OT ___Interpreter-ELL ___Auditory Verbal Therapy ___PT ___Interpreter-HI ___Other:_____ ___ ___SpLangTherapy (not primary disability) ___Counseling ___NONE
Other Service Agency – select all that apply	___Department of Human Resources (DHR) ___Alabama Institute for Deaf and Blind (AIDB) ___Other ___Children's Rehabilitation Service (CRS)/Easter Seals ___Alabama Department of Mental Health (DMH) ___None
Anticipated Time per Week of Special Education and Related Services (Total)	_____Hours _____Minutes
Pre-School Curriculum	_____None _____Yes Name of Curriculum: __Creative Curriculum __ Houghton-Mifflin Pre-K __ Waterford __SRA Language for Learning __ High Scope __ Open Court __ High Reach __Scholastic Early Childhood Curriculum __We Can __ Breakthrough to Literacy __ Building Language for Literacy __Other

Early Learning Progress Profile (ELPP) EXIT

Pre-entered Student Demographic Information	
Student's Name (first, middle, last)	
Student State Assigned ID Number (SSID)	
Gender	
Ethnicity	
DOB (mm-dd-yyyy)	
Disability	

Exit ELPP Completion	
Exit ELPP Completion Date	
Anticipated Year of Exit (Should be this current school year)	___2011-2012 ___2012-2013 ___2013-2014 ___2014-2015 ___2015-2016 ___2016-2017 ___2017-2018 ___2018-2019 ___2019-2020 ___2020-2021 ___2021-2022 ___2022-2023
ELPP Evaluator First Name	
ELPP Evaluator Last Name	
Position of Evaluator	___Pre-school teacher ___Case manager ___Speech-Language pathologist ___Other _____
Educational Environment	___LEA Preschool Program ___Community Daycare ___Office of School Readiness (OSR) ___Community Preschool Program ___Home ___ Title I ___Home Daycare ___Head Start ___Other _____
Related Service(s) Received – select all that apply	___OT ___Interpreter-ELL ___Auditory Verbal Therapy ___PT ___Interpreter-HI ___Other:_____ ___SpLangTherapy (not primary disability) ___Counseling ___NONE
Other Service Agency – select all that apply	___Department of Human Resources (DHR) ___Alabama Institute for Deaf and Blind (AIDB) ___Other ___Children's Rehabilitation Service (CRS)/Easter Seals ___Alabama Department of Mental Health (DMH) ___None
Average Time per Week: Special Education and Related Services (Total per week) during last school year	_____Hours _____Minutes
Attendance frequency: for scheduled Special Education and Related Services during last school year	__regularly attended (81-100%) __between "sometimes" and "regularly" (61-80%) __sometimes attended (41-60%) __between "sometimes" and "seldom" (21-40%) __seldom attended (0-20%)

Early Learning Progress Profile (ELPP)
Outcome 1 ENTRY

Student's Name: _____ ID Number: _____

Directions: Select the appropriate objective for each standard listed below.

POSITIVE SOCIAL-EMOTIONAL SKILLS (OUTCOME 1) ENTRY								
DEVELOPMENTAL STANDARDS		**LEVEL OF PROGRESS**						
SOCIAL-EMOTIONAL DEVELOPMENT		**ELPP OBJECTIVE**						
Goal 1:	**Children will develop confidence and positive self-awareness.**							
SE.P.1.1	Display a healthy self image	M	1	2	3	4	5	6
SE.P.1.2	Demonstrate awareness of attributes of self	M	1	2	3	4	5	6
SE.P.1.3	Demonstrate knowledge of self through recognition of body parts	M	1	2	3	4	5	6
Goal 2:	**Children will increase the capacity for self-control.**							
SE.P.2.1	Initiate play with other children	M	1	2	3	4	5	6
SE.P.2.2	Recognize and manage feelings and impulses in developmentally appropriate ways	M	1	2	3	4	5	6
SE.P.2.3	Demonstrate the ability to control behavior when changing activities with class or group	M	1	2	3	4	5	6
SE.P.2.4	Separate easily from family	M	1	2	3	4	5	6
Goal 3:	**Children will develop interpersonal and social skills for relating to other people.**							
SE.P.3.1	Sustain interaction with peers by cooperating, playing, and interacting	M	1	2	3	4	5	6
SE.P.3.2	Understand how actions affect others and begin to accept consequences	M	1	2	3	4	5	6
APPROACHES TO LEARNING		**ELPP OBJECTIVE**						
Goal 1:	**Children will develop curiosity, initiative, self-direction and persistence.**							
AL.P.1.1	Make and express choices, plans, and decisions	M	1	2	3	4	5	6
AL.P.1.2	Choose and complete challenging tasks	M	1	2	3	4	5	6
AL.P.1.3	Understand and follow rules and routines	M	1	2	3	4	5	6

INFORMATION USED TO COMPLETE THE ELPP WAS OBTAINED FROM THE FOLLOWING SOURCES:

[ ] Observations
[ ] Assessments: _____
_____

[ ] Related Services Personnel
[ ] Parent Interview

[ ] Classroom Teacher
[ ] Other
_____
_____

Early Learning Progress Profile (ELPP)
Outcome 1 EXIT

Student's Name: _____ ID Number: _____

Directions: Select the appropriate objective for each standard listed below.

POSITIVE SOCIAL-EMOTIONAL SKILLS (OUTCOME 1) EXIT								
DEVELOPMENTAL STANDARDS		**LEVEL OF PROGRESS**						
SOCIAL-EMOTIONAL DEVELOPMENT		**ELPP OBJECTIVE**						
Goal 1:	**Children will develop confidence and positive self-awareness.**							
SE.P.1.1	Display a healthy self image	M	1	2	3	4	5	6
SE.P.1.2	Demonstrate awareness of attributes of self	M	1	2	3	4	5	6
SE.P.1.3	Demonstrate knowledge of self through recognition of body parts	M	1	2	3	4	5	6
Goal 2:	**Children will increase the capacity for self-control.**							
SE.P.2.1	Initiate play with other children	M	1	2	3	4	5	6
SE.P.2.2	Recognize and manage feelings and impulses in developmentally appropriate ways	M	1	2	3	4	5	6
SE.P.2.3	Demonstrate the ability to control behavior when changing activities with class or group	M	1	2	3	4	5	6
SE.P.2.4	Separate easily from family	M	1	2	3	4	5	6
Goal 3:	**Children will develop interpersonal and social skills for relating to other people.**							
SE.P.3.1	Sustain interaction with peers by cooperating, playing, and interacting	M	1	2	3	4	5	6
SE.P.3.2	Understand how actions affect others and begin to accept consequences	M	1	2	3	4	5	6
APPROACHES TO LEARNING		**ELPP OBJECTIVE**						
Goal 1:	**Children will develop curiosity, initiative, self-direction and persistence.**							
AL.P.1.1	Make and express choices, plans, and decisions	M	1	2	3	4	5	6
AL.P.1.2	Choose and complete challenging tasks	M	1	2	3	4	5	6
AL.P.1.3	Understand and follow rules and routines	M	1	2	3	4	5	6

INFORMATION USED TO COMPLETE THE ELPP WAS OBTAINED FROM THE FOLLOWING SOURCES:

[ ] Observations
[ ] Assessments:
_____
_____

[ ] Related Services Personnel
[ ] Parent Interview

[ ] Classroom Teacher
[ ] Other
_____
_____

Early Learning Progress Profile (ELPP)
Outcome 2 ENTRY

Student's Name: _____ ID Number: _____

Directions: Select the appropriate objective for each standard listed below.

ACQUISITION AND USE OF KNOWLEDGE AND SKILLS (OUTCOME 2) ENTRY								
DEVELOPMENTAL STANDARDS		**LEVEL OF PROGRESS**						
LANGUAGE AND LITERACY		**ELPP OBJECTIVE**						
Goal 1:	**Children will develop listening comprehension skills (receptive language).**							
LL.P.1.1	Understand and follow spoken directions	M	1	2	3	4	5	6
LL.P.1.2	Listen attentively to stories or class discussions	M	1	2	3	4	5	6
Goal 2:	**Children will develop phonological awareness skills to discriminate the sounds of language.**							
LL.P.2.1	Discriminate and identify sounds in spoken language	M	1	2	3	4	5	6
LL.P.2.2	Recognize common sounds at the beginning of a series of words	M	1	2	3	4	5	6
LL.P.2.3	Identify syllables in words	M	1	2	3	4	5	6
LL.P.2.4	Identify words that rhyme	M	1	2	3	4	5	6
Goal 3:	**Children will develop an understanding of new vocabulary.**							
LL.P.3.1	Name a variety of pictures/objects and/or actions in the natural environment	M	1	2	3	4	5	6
Goal 4:	**Children will develop speaking skills for the purpose of communication (expressive language).**							
LL.P.4.1	Express wants and needs	M	1	2	3	4	5	6
LL.P.4.2	Respond to questions	M	1	2	3	4	5	6
LL.P.4.3	Engage in conversations with peers and adults	M	1	2	3	4	5	6
LL.P.4.4	Increase length and grammatical complexity of sentences	M	1	2	3	4	5	6
LL.P.4.5	Participate in classroom activities that are repetitive in nature	M	1	2	3	4	5	6
LL.P.4.6	Engage in storytelling and pretend play	M	1	2	3	4	5	6
Goal 5:	**Children will develop age-appropriate writing skills.**							
LL.P.5.1	Experiment with a variety of writing tools and materials	M	1	2	3	4	5	6
LL.P.5.2	Progress from using scribbles, shapes, or pictures to represent ideas, to using letters or letter-like symbols, or writing familiar words such as their own names	M	1	2	3	4	5	6
Goal 6:	**Children will develop knowledge about the various uses of print and characteristics of written language (concepts about print).**							
LL.P.6.1	Demonstrate an interest in books and exhibit appropriate book handling skills	M	1	2	3	4	5	6
LL.P.6.2	Show increasing awareness of environmental print in the classroom, home, and community	M	1	2	3	4	5	6
LL.P.6.3	Understand that writing is used as a form of communication for a variety of purposes	M	1	2	3	4	5	6

LL.P.6.4 Demonstrate increasing awareness that a word is a unit of print; that letters are grouped to form a word; and that words are separated by spaces	M	1	2	3	4	5	6
LL.P.6.5 Show progress in recognizing the association between spoken and written words by following print as it is read aloud	M	1	2	3	4	5	6
Goal 7: Children will develop alphabet knowledge.							
LL.P.7.1 Identify letters of the alphabet, especially letters in own name.	M	1	2	3	4	5	6
LL.P.7.2 Show progress in identifying the names of letters and the sounds they represent	M	1	2	3	4	5	6
MATHEMATICS	**ELPP OBJECTIVE**						
Goal 1: Children will begin to develop an awareness and understanding of numbers.							
M.P.1.1 Demonstrate the use of one-to-one correspondence in counting objects and matching numeral name with sets of objects	M	1	2	3	4	5	6
M.P.1.2 Show increasing ability to count in sequence to 10 and beyond	M	1	2	3	4	5	6
Goal 2: Children will develop an understanding of basic geometric shapes and develop a sense of space.							
M.P.2.1 Recognize, describe, compare, and name common shapes, their parts and attributes	M	1	2	3	4	5	6
M.P.2.2 Use math language to indicate understanding of positional concepts	M	1	2	3	4	5	6
Goal 3: Children will show awareness of, recognize, and create patterns							
M.P.3.1 Match, sort, place in a series, and regroup objects according to attributes	M	1	2	3	4	5	6
M.P.3.2 Describe, duplicate, and extend simple patterns using a variety of materials or objects	M	1	2	3	4	5	6
Goal 4: Children will explore concepts of basic measurements							
M.P.4.1 Use comparative/superlative terms to describe and contrast objects	M	1	2	3	4	5	6
M.P.4.2 Use standard and nonstandard measurement tools to determine length, volume, and weight of objects	M	1	2	3	4	5	6
M.P.4.3 Demonstrate an understanding of measurable concepts of time and sequence	M	1	2	3	4	5	6
Goal 5: Children will analyze data within small and large group settings							
M.P.5.1 Use math vocabulary to compare sets of objects with terms such as more, less, equal to, greater than, fewer	M	1	2	3	4	5	6
TECHNOLOGY	**ELPP OBJECTIVE**						
Goal 1: Children will gain knowledge of technology.							
T.P.1.1 Demonstrate basic knowledge of computer skills.	M	1	2	3	4	5	6
SCIENCE	**ELPP OBJECTIVE**						
Goal 1: Children will develop the ability to use scientific processes and inquiry.							
S.P.1.1 Use senses to gather information, classify objects, observe processes, and describe materials	M	1	2	3	4	5	6

Goal 2: Children will acquire knowledge related to physical science.							
S.P.2.1 Investigate, explore, and compare objects in the classroom and on the playground	M	1	2	3	4	5	6
Goal 3: Children will acquire knowledge related to life sciences and our environment.							
S.P.3.1 Identify, describe, and compare natural items from their immediate environment	M	1	2	3	4	5	6
Goal 4: Children will acquire knowledge related to earth and space science.							
S.P.4.1 Identify four seasons and seasonal changes	M	1	2	3	4	5	6
S.P.4.2 Identify types of weather and impact on environment	M	1	2	3	4	5	6
CREATIVE ARTS	**ELPP OBJECTIVE**						
Goal 1: Children will use art for creative expression and representation.							
CA.P.1.1 Use different art media and materials in a variety of ways for creative expression	M	1	2	3	4	5	6
Goal 2: Children will show self-expression through music and movement.							
CA.P.2.1 Use a wide variety of musical instruments, rhythms, and songs to develop creative expression	M	1	2	3	4	5	6
CA.P.2.2 Participate in creative music and movement activities	M	1	2	3	4	5	6
Goal 3: Children will participate in a variety of dramatic play activities.							
CA.P.3.1 Participate in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences	M	1	2	3	4	5	6

INFORMATION USED TO COMPLETE THE ELPP WAS OBTAINED FROM THE FOLLOWING SOURCES:

[ ] Observations
[ ] Assessments: _____
_____

[ ] Related Services Personnel
[ ] Parent Interview

[ ] Classroom Teacher
[ ] Other
_____
_____

Early Learning Progress Profile (ELPP)
Outcome 2 EXIT

Student's Name: _____ ID Number: _____

Directions: Select the appropriate objective for each standard listed below.

ACQUISITION AND USE OF KNOWLEDGE AND SKILLS (OUTCOME 2) EXIT								
DEVELOPMENTAL STANDARDS		**LEVEL OF PROGRESS**						
LANGUAGE AND LITERACY		**ELPP OBJECTIVE**						
Goal 1:	**Children will develop listening comprehension skills (receptive language).**							
LL.P.1.1	Understand and follow spoken directions	M	1	2	3	4	5	6
LL.P.1.2	Listen attentively to stories or class discussions	M	1	2	3	4	5	6
Goal 2:	**Children will develop phonological awareness skills to discriminate the sounds of language.**							
LL.P.2.1	Discriminate and identify sounds in spoken language	M	1	2	3	4	5	6
LL.P.2.2	Recognize common sounds at the beginning of a series of words	M	1	2	3	4	5	6
LL.P.2.3	Identify syllables in words	M	1	2	3	4	5	6
LL.P.2.4	Identify words that rhyme	M	1	2	3	4	5	6
Goal 3:	**Children will develop an understanding of new vocabulary.**							
LL.P.3.1	Name a variety of pictures/objects and/or actions in the natural environment	M	1	2	3	4	5	6
Goal 4:	**Children will develop speaking skills for the purpose of communication (expressive language).**							
LL.P.4.1	Express wants and needs	M	1	2	3	4	5	6
LL.P.4.2	Respond to questions	M	1	2	3	4	5	6
LL.P.4.3	Engage in conversation with peers and adults	M	1	2	3	4	5	6
LL.P.4.4	Increase length and grammatical complexity of sentences	M	1	2	3	4	5	6
LL.P.4.5	Participate in classroom activities that are repetitive in nature	M	1	2	3	4	5	6
LL.P.4.6	Engage in storytelling and pretend play	M	1	2	3	4	5	6
Goal 5:	**Children will develop age-appropriate writing skills.**							
LL.P.5.1	Experiment with a variety of writing tools and materials	M	1	2	3	4	5	6
LL.P.5.2	Progress from using scribbles, shapes, or pictures to represent ideas, to using letters or letter-like symbols, or writing familiar words such as their own names	M	1	2	3	4	5	6
Goal 6:	**Children will develop knowledge about the various uses of print and characteristics of written language (concepts about print).**							
LL.P.6.1	Demonstrate an interest in books and exhibit appropriate book handling skills	M	1	2	3	4	5	6
LL.P.6.2	Show increasing awareness of environmental print in the classroom, home, and community	M	1	2	3	4	5	6
LL.P.6.3	Understand that writing is used as a form of communication for a variety of purposes	M	1	2	3	4	5	6

LL.P.6.4	Demonstrate increasing awareness that a word is a unit of print; that letters are grouped to form a word; and that words are separated by spaces	M	1	2	3	4	5	6
LL.P.6.5	Show progress in recognizing the association between spoken and written words by following print as it is read aloud	M	1	2	3	4	5	6
Goal 7:	**Children will develop alphabet knowledge.**							
LL.P.7.1	Identify letters of the alphabet, especially letters in own name.	M	1	2	3	4	5	6
LL.P.7.2	Show progress in identifying the names of letters and the sounds they represent	M	1	2	3	4	5	6
MATHEMATICS		**ELPP OBJECTIVE**						
Goal 1:	**Children will begin to develop an awareness and understanding of numbers.**							
M.P.1.1	Demonstrate the use of one-to-one correspondence in counting objects and matching numeral name with sets of objects	M	1	2	3	4	5	6
M.P.1.2	Show increasing ability to count in sequence to 10 and beyond	M	1	2	3	4	5	6
Goal 2:	**Children will develop an understanding of basic geometric shapes and develop a sense of space.**							
M.P.2.1	Recognize, describe, compare, and name common shapes, their parts and attributes	M	1	2	3	4	5	6
M.P.2.2	Use math language to indicate understanding of positional concepts	M	1	2	3	4	5	6
Goal 3:	**Children will show awareness of, recognize, and create patterns**							
M.P.3.1	Match, sort, place in a series, and regroup objects according to attributes	M	1	2	3	4	5	6
M.P.3.2	Describe, duplicate, and extend simple patterns using a variety of materials or objects	M	1	2	3	4	5	6
Goal 4:	**Children will explore concepts of basic measurements**							
M.P.4.1	Use comparative/superlative terms to describe and contrast objects	M	1	2	3	4	5	6
M.P.4.2	Use standard and nonstandard measurement tools to determine length, volume, and weight of objects	M	1	2	3	4	5	6
M.P.4.3	Demonstrate an understanding of measurable concepts of time and sequence	M	1	2	3	4	5	6
Goal 5:	**Children will analyze data within small and large group settings**							
M.P.5.1	Use math vocabulary to compare sets of objects with terms such as more, less, equal to, greater than, fewer	M	1	2	3	4	5	6
TECHNOLOGY		**ELPP OBJECTIVE**						
Goal 1:	**Children will gain knowledge of technology.**							
T.P.1.1	Demonstrate basic knowledge of computer skills.	M	1	2	3	4	5	6
SCIENCE		**ELPP OBJECTIVE**						
Goal 1:	**Children will develop the ability to use scientific processes and inquiry.**							
S.P.1.1	Use senses to gather information, classify objects, observe processes, and describe materials	M	1	2	3	4	5	6

Goal 2:	**Children will acquire knowledge related to physical science.**							
S.P.2.1	Investigate, explore, and compare objects in the classroom and on the playground	M	1	2	3	4	5	6
Goal 3:	**Children will acquire knowledge related to life sciences and our environment.**							
S.P.3.1	Identify, describe, and compare natural items from their immediate environment	M	1	2	3	4	5	6
Goal 4:	**Children will acquire knowledge related to earth and space science.**							
S.P.4.1	Identify four seasons and seasonal changes	M	1	2	3	4	5	6
S.P.4.2	Identify types of weather and impact on environment	M	1	2	3	4	5	6
CREATIVE ARTS		**ELPP OBJECTIVE**						
Goal 1:	**Children will use art for creative expression and representation.**							
CA.P.1.1	Use different art media and materials in a variety of ways for creative expression	M	1	2	3	4	5	6
Goal 2:	**Children will show self-expression through music and movement.**							
CA.P.2.1	Use a wide variety of musical instruments, rhythms, and songs to develop creative expression	M	1	2	3	4	5	6
CA.P.2.2	Participate in creative music and movement activities	M	1	2	3	4	5	6
Goal 3:	**Children will participate in a variety of dramatic play activities.**							
CA.P.3.1	Participate in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences	M	1	2	3	4	5	6

INFORMATION USED TO COMPLETE THE ELPP WAS OBTAINED FROM THE FOLLOWING SOURCES:

[ ] Observations
[ ] Assessments:
_____
_____

[ ] Related Services Personnel
[ ] Parent Interview

[ ] Classroom Teacher
[ ] Other
_____
_____

Early Learning Progress Profile (ELPP)
Outcome 3 ENTRY

Student's Name: _____ ID Number: _____

Directions: Select the appropriate objective for each standard listed below.

USE OF APPROPRIATE BEHAVIOR TO MEET THEIR NEEDS (OUTCOME 3) ENTRY

DEVELOPMENTAL STANDARDS		LEVEL OF PROGRESS						
PHYSICAL DEVELOPMENT		**ELPP OBJECTIVE**						
Goal 1:	**Children will develop gross motor skills.**							
PD.P.1.1	Develop and demonstrate strength and coordination of large muscles	M	1	2	3	4	5	6
PD.P.1.2	Develop and demonstrate skills for walking	M	1	2	3	4	5	6
PD.P.1.3	Develop and demonstrate skills for sitting							
PD.P.1.4	Develop and demonstrate skills for rolling							
GOAL 2:	**Children will develop fine motor skills.**							
PD.P.2.1	Develop and demonstrate strength and coordination of small muscles	M	1	2	3	4	5	6
PD.P.2.2	Develop and demonstrate eye-hand coordination in a purposeful way	M	1	2	3	4	5	6
HEALTH AND DAILY LIVING		**ELPP OBJECTIVE**						
Goal 1:	**Children will acquire knowledge of healthy personal care routines.**							
HDL.P.1.1	Wash and dry hands without assistance	M	1	2	3	4	5	6
HDL.P.1.2	Toilet independently	M	1	2	3	4	5	6
HDL.P.1.3	Brush teeth independently	M	1	2	3	4	5	6
HDL.P.1.4	Cover mouth and nose when sneezing and coughing	M	1	2	3	4	5	6
HDL.P.1.5	Manipulate clothing and fasteners	M	1	2	3	4	5	6
HDL.P.1.6	Put on/take off coat, socks, and shoes	M	1	2	3	4	5	6
Goal 2:	**Children will acquire knowledge of healthy nutritional practices.**							
HDL.P.2.1	Follow mealtime routines and procedures	M	1	2	3	4	5	6
HDL.P.2.2	Open a food/drink container	M	1	2	3	4	5	6
HDL.P.2.3	Eat with a spoon or fork	M	1	2	3	4	5	6
HDL.P.2.4	Drink from an open cup	M	1	2	3	4	5	6

INFORMATION USED TO COMPLETE THE ELPP WAS OBTAINED FROM THE FOLLOWING SOURCES:

[ ] Observations
[ ] Assessments:
_____
_____

[ ] Related Services Personnel
[ ] Parent Interview

[ ] Classroom Teacher
[ ] Other
_____
_____

Early Learning Progress Profile (ELPP)
Outcome 3 EXIT

Student's Name: _____ ID Number: _____

Directions: Select the appropriate objective for each standard listed below.

USE OF APPROPRIATE BEHAVIOR TO MEET THEIR NEEDS (OUTCOME 3) EXIT							
DEVELOPMENTAL STANDARDS	**LEVEL OF PROGRESS**						
PHYSICAL DEVELOPMENT	**ELPP OBJECTIVE**						
Goal 1: Children will develop gross motor skills.							
PD.P.1.1 Develop and demonstrate strength and coordination of large muscles	M	1	2	3	4	5	6
PD.P.1.2 Develop and demonstrate skills for walking	M	1	2	3	4	5	6
PD.P.1.3 Develop and demonstrate skills for sitting							
PD.P.1.4 Develop and demonstrate skills for rolling							
GOAL 2: Children will develop fine motor skills.							
PD.P.2.1 Develop and demonstrate strength and coordination of small muscles	M	1	2	3	4	5	6
PD.P.2.2 Develop and demonstrate eye-hand coordination in a purposeful way	M	1	2	3	4	5	6
HEALTH AND DAILY LIVING	**ELPP OBJECTIVE**						
Goal 1: Children will acquire knowledge of healthy personal care routines.							
HDL.P.1.1 Wash and dry hands without assistance	M	1	2	3	4	5	6
HDL.P.1.2 Toilet independently	M	1	2	3	4	5	6
HDL.P.1.3 Brush teeth independently	M	1	2	3	4	5	6
HDL.P.1.4 Cover mouth and nose when sneezing and coughing	M	1	2	3	4	5	6
HDL.P.1.5 Manipulate clothing and fasteners	M	1	2	3	4	5	6
HDL.P.1.6 Put on/take off coat, socks, and shoes	M	1	2	3	4	5	6
Goal 2: Children will acquire knowledge of healthy nutritional practices.							
HDL.P.2.1 Follow mealtime routines and procedures	M	1	2	3	4	5	6
HDL.P.2.2 Open a food/drink container	M	1	2	3	4	5	6
HDL.P.2.3 Eat with a spoon or fork	M	1	2	3	4	5	6
HDL.P.2.4 Drink from an open cup	M	1	2	3	4	5	6

INFORMATION USED TO COMPLETE THE ELPP WAS OBTAINED FROM THE FOLLOWING SOURCES:

[ ] Observations
[ ] Assessments:
_____
_____

[ ] Related Services Personnel
[ ] Parent Interview

[ ] Classroom Teacher
[ ] Other
_____
_____

DIRECTIONS FOR SUBMITTING ELPP DATA USING THE WEB-BASED ELPP

1. The Web-based ELPP web site may be accessed at:

   https://fp.auburn.edu/institute/elpp

2. The Web-based site must be used beginning with the 2011-2012 school year.
In order for a student to appear on the Web-based pages, the following criteria must be met:

   a. Students must be enrolled in an LEA as a preschool child.
   b. Students must be between the ages of 3 through 5 years.
   c. Student grade level is equal to 97, 98, or 99.
   d. Student is identified in STI as being active in the special education program.
   e. Student has an IEP "from date" in the appropriate field on the SETS folder
   f. Student has a valid SSID (State student ID)
   g. Student is either currently enrolled or was previously enrolled during the current school year

   If all the above criteria are not met, the student's name will not appear in the Web-based list for the LEA.

3. A powerpoint presentation explaining how to use the web site may be found at www.alsde.edu, sections, special education, preschool.

4. A recording of a Webex presented on September 8, 2011 may be accessed at:

   https://alsde.webex.com/alsde/lsr.php?AT=pb&SP=MC&rID=53785177&rKey=20a002c5eef0e456

5. **It is vitally important to review the instructions for using the Web-based program.**

   Points to remember when completing the Web-based ELPP:

   - An objective must be selected for each standard on the web page.
   - If an objective is not selected for each standard, a red asterisk will appear on the far right side of that standard. You may not proceed to the next page until an objective is selected.
   - After selecting the missing objective(s), click "next" and the next page should appear after all errors are corrected.
   - **As a reminder, the "Exit Completion" information must be completed between April 15 and April 30 of each year for children who will transition to kindergarten or within 30 days of anticipated or actual exit from preschool special education services for any other exit reason.**

DIRECTIONS FOR SUBMITTING ELPP DATA VIA THE ELPP SPREADSHEET USING THE ALSDE VPN

Students who were entered on the ELPP spreadsheet prior to the 2011-2012 school year must be exited through the spreadsheet and not through the Web-based ELPP program. ELPP entry and exit completion data will be submitted to the State Department of Education (SDE) each year through the use of an *ELPP Electronic Tracking System* (EETS) report. Directions for competing the EETS may be found at www.alsde.edu, sections, special education, preschool. Each LEA will submit one EETS report to the SDE by May 15th of each year. LEAs may decide what method to use to compile the individual child data into the EETS. LEAs may maintain one central LEA EETS or may provide each teacher/SLP with an electronic version of the system that will be compiled into one central LEA EETS. Two options that may be considered are as follows:

1. **After teachers/SLPs complete the individual ELPPs, one person may be assigned to enter the data into the LEA EETS that is submitted to the SDE by the LEA technology coordinator. LEAs may chose to use paper copies of the ELPP or the previous paper version of the Teacher Summary Report to collect the data to enter into the EETS.**

2. **After teachers/SLPs complete the individual ELPPs, each teacher/SLP may enter the data into their own EETS that is submitted to a designated person who will compile the one LEA EETS to be submitted to the SDE by the LEA technology coordinator.**

3. **As a reminder, the "Exit Completion" information must be completed between April 15 and April 30 of each year for children who will transition to kindergarten or within 30 days of anticipated or actual exit from preschool special education services for any other exit reason. The EETS is due to the SDE by May 15th.**

CONTACT INFORMATION

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Gluing
more
glue
again
finished
paper
picture
careful
sticky
I'M THE REASON
YOUR COACH
MAKES YOU