Alabama's Standards *for* Early Learning and Development

ALABAMA DOMAINS OF LEARNING

ALABAMA DEPARTMENT OF Early Childhood Education

In partnership with

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SECTION 1

Relationships and Connections

FAMILY AND COMMUNITY ENGAGEMENT (FCE) *Relationships to Help Me Succeed*		
FCE 1a	Child development and Parenting	Early learning programs support families' understanding of child development and parenting techniques.
FCE 1b	Communication	Early learning programs promote respectful and reciprocal communication strategies with families.
FCE 1c	Home-School Connection	Early learning programs connect in-home and out-of-home experiences to optimize children's learning.
FCE 1d	Family Participation	Early learning programs promote families' participation in their children's program experiences.
FCE 1e	Decision-Making and Leadership	Early learning programs provide families with opportunities to contribute to their children's program operation.
FCE 2	Program Climate and Environment	Early learning programs are welcoming to all children and families.
FCE 3	Community Partnerships	Early learning programs collaborate with community agencies to support children's and families.
SOCIAL EMOTIONAL DEVELOPMENT (SED) *Myself, My Feelings, My Relationships*		
SED 1a	Self-Awareness	Children will demonstrate an emerging personal identity through awareness of one's own personal characteristics, skills and abilities.
SED 1b	Self esteem	Children will demonstrate emerging confidence in their own abilities.
SED 2a	Manage Feelings	Children will identify, manage, and express their feelings.
SED 2b	Self Regulation	Children will begin to self-regulate.
SED 3a	Relationships with Adults	Children will form relationships and interact positively with adults who consistently respond to their needs.
SED 3b	Relationships with Peers	Children will develop ways to interact and build relationships with peers.
SOCIAL STUDIES (SST) *Learning about Myself, My Family, and My Community*		
SST 1a	Family Structure	Children will develop a sense of belonging to a family group and articulate the roles of its members and how families are the same and different.
SST 1b	Community Belonging	Children will build a sense of belonging to a group and follow its rules.
SST 1c	Diversity and Culture	Children will show understanding of how people and their customs are alike and different.
SST 2a	Economics	Children will understand about supply and demand, why people work, money, and community helpers.
SST 2b	Geography	Children will identify basic concepts of location and features in the community.
SST 2c	History	Children will demonstrate understanding of events and people from the past and present.

SECTION 2

Exploration and Critical Thinking: Developing STEM Skills

APPROACHES TO PLAY AND LEARNING (APL) *Developing Skills and Attitudes for Success*		
APL 1a	Imaginative Play	Children will use their imaginations to learn about the world around them.
APL 1b	Collaborative Play	Children will learn to work and play together to achieve a common goal.
APL 2a	Persistence, Engagement and Attention	Children will develop the ability to focus their attention and concentrate to complete tasks.
APL 2b	Task Analysis	Children will identify the steps needed to achieve a goal.
APL 2c	Reasoning and Problem Solving	Children will identify and develop strategies for solving simple problems.
APL 3a	Curiosity, Invention and Initiative	Children will show eagerness, imagination and creativity as they try new tasks.
APL 3b	Risk-Taking and Flexibility:	Children will demonstrate a willingness to take risks and try new things.
SCIENCE EXPLORATION AND KNOWLEDGE (SEK) *Exploring the World Around Me*		
SEK 1a	Scientific Inquiry	Children will gain knowledge through exploration and discovery.
SEK 1b	Biological Science	Children will differentiate between living and non-living things and their characteristics.
SEK 1c	Physical Science	Children will demonstrate emerging understanding of matter and energy.
SEK 1d	Earth and Space Science	Children will demonstrate emerging understanding of the earth and atmosphere.
SEK 1e	Environment and Ecology	Children will demonstrate understanding of their impact on taking care of the world.
SEK 2a	Use of Tools	Children will use simple and more complex tools to accomplish a task.
SEK 2b	Media Literacy	Children will demonstrate understanding of the types of information they are receiving through media.
SEK 2c	Digital Citizenship	Children will demonstrate safe use of technology.
SEK 2d	Computational Thinking	Children will use technological skills, concepts and behaviors to solve problems or complete projects.
SEK 3	Engineering Processes	Children will use beginning design processes for problem solving.
MATHEMATICAL THINKING (MAT) *Exploring, Processing, and Logical Reasoning*		
MAT 1a	Number Relationships	Children will understand the concept of number and the relationships between numbers and quantities.
MAT 1b	Counting and Number Sense	Children will connect number names to quantities.
MAT 2a	Operations	Children will develop understanding of putting together or adding to and taking apart and taking from.
MAT 2b	Sets	Children will classify and organize objects according to properties and attributes.
MAT 2c	Patterns	Children will recognize simple patterns in daily life and play experiences.
MAT 3a	Spatial Reasoning	Children will explore and describe the spatial relationships between objects, their environment, and themselves.
MAT 3b	Shapes	Children will explore, visualize and analyze shapes and shape attributes.
MAT 4a	Measurement and Time	Children will explore and communicate about distance, weight, length, height and time.
MAT 4b	Logical Thinking, Reasoning, and Data Analysis	Children will use logical thinking and reasoning to solve meaningful problems and inform decisions.

SECTION 3

Communication

LANGUAGE AND LITERACY (LLT) *Understanding and Expressing by Speaking, Listening, Reading, and Writing*		
LLT 1a	Receptive Language	Children will gain information by understanding the meaning of words and gestures.
LLT 1b	Expressive Language	Children will use words and gestures to express their thoughts, feelings and needs to others.
LLT 1c	Social Rules of Language	Children will use, adapt and follow the rules of language.
LLT 2a	Comprehension	Children will demonstrate understanding of both the written and spoken word.
LLT 2b	Phonological Awareness	Children will begin to recognize and associate word with sounds in spoken language.
LLT 2c	Alphabet Knowledge	Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.
LLT 2d	Print Awareness and Book Handling	Children will construct meaning and appreciation of print.
LLT 3	Emergent Writing	Children will demonstrate beginning understanding of the idea that marks on paper convey a message.
CREATIVE ARTS (CRA) *Expressing Feelings and Ideas through Art, Music, Movement and Drama*		
CRA 1	Visual Arts	Children will demonstrate an increasing understanding and enjoyment of the visual arts through exploration.
CRA 2	Music	Children will demonstrate an increasing understanding and appreciation of music as a form of self-expression.
CRA 3	Movement and Dance	Children will demonstrate growing interest and control in rhythmic movements.
CRA 4	Drama & Acting	Children will demonstrate an increasing understanding of drama through the exploration of actions and language.

SECTION 4

Physical Development and Health

PHYSICAL DEVELOPMENT AND HEALTH (PDH) *Growing Strong, Healthy and Resilient*		
PDH 1a	Gross Motor Development	Children will demonstrate increasing body awareness and control, strength and coordination of large muscles.
PDH 1b	Fine Motor Development	Children will demonstrate increasing strength, control and coordination of their small muscles.
PDH 2a	Healthy Habits	Children will show increasing independence in performing self care tasks.
PDH 2b	Safety	Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.

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FAMILY AND COMMUNITY ENGAGEMENT (FCE)

Connections to Help Me Succeed

Family engagement invites parents and family members to actively participate in their children's learning experience. There is a reciprocal process of information sharing and interaction that values both partners' roles and contributions, focuses on connections, and is respectful and responsive to families' needs. Families are invited to participate in programmatic decision-making and leadership opportunities and to become part of their children's learning through aligned home-program experiences. Family engagement is strength-based, building on families' values, culture and identified contributions.

When early learning programs create connections within their communities, both children and families benefit. Knowledge of available services enable program staff to identify and refer families for additional help as needed, and help to coordinate those services. Community service providers can learn more about families' needs and interests and develop or enhance their services to ensure their responsiveness. Programs can promote community events and pool their resources to offer fun, educational and responsive opportunities that help children and their adults become active members of their community.

Did you know?

Children's attendance in early learning programs can impact their school readiness and school success.

Children who are chronically absent, or who miss 10% of the school year, are less likely to read on grade level by third grade and are more likely to be chronically absent in later grades. Family engagement can make an impact! When families understand the importance of regular attendance, and when professionals track and follow up with families when children are absent, attendance improves and so do children's opportunities to learn.

FCE 1 **Family Partnerships**

- FCE 1a: Child Development and Parenting
- FCE 1b: Communication
- FCE 1c: Home-School Connection
- FCE 1d: Family Participation
- FCE 1e: Decision-Making and Leadership

FCE 2 **Program Culture and Environment**

FCE 3 **Community Partnerships**

FC1a: Child development and Parenting: Early learning programs support families' understanding of child development and parenting techniques.

Program Policies	• Programs provide family-centered and strength-based services aimed at helping families support and care for their children. • Programs identify family adults as the experts on their children and the team leaders • Programs support families' access to additional program or community services as needed. • Programs include family education and child development, offer participatory opportunities and experiences that strengthen existing parenting knowledge and skills, and promote the development of adults' new abilities to enhance the growth and development of their child.
Policies in Practice	• Programs offer parenting education classes. • Programs are regularly provided with information about their children's growth and learning progress. • Programs conduct health and mental health screenings, share results, and help families access additional support as needed. • Family input is sought when developing children's goals and focus areas for learning. • Information about child development and parenting is shared through newsletters, bulletin boards, social media, and other communication strategies. • Programs dedicate a family space or library with books and other information on child development and parenting. • Families are provided with information about the program's philosophy on learning and instruction, the daily schedule and available resources. • Enrollment and registration forms include information about children's routines, Interests, culture, home life. • Program staff model positive interaction and communication techniques with children. • Information about child development and parenting is shared through newsletters, bulletin boards, social media, and other communication strategies.
Family's Experience	• Families are informed about typical developmental milestones and learning. • Families are engaged in children's learning and are informed about the program's curriculum and daily events. • Family adults identify and build on children's strengths to help them learn and develop. • Families are equipped to use daily routines and everyday occurrences as learning opportunities. • Families are an essential part of the child's team. • Families seek out advice and information about child development, learning and parenting from early learning professionals. • Families are competent and confident in their parenting roles.

FCE 1

FAMILY PARTNERSHIPS

FCE1b: Communication: Early learning programs promote respectful and reciprocal communication strategies with families.

Program Policies	• Programs ensure that family communications are done in culturally sensitive ways that accommodate family literacy levels and language needs. • Written materials are available and discussions are held in the languages that reflect the program's populations. • Programs have a system for informal, ongoing, reciprocal, and positive communication about children's day to day activities. • Families are included in more formalized communication processes to talk about children's growth and learning progress. • There are formal and informal opportunities to engage with families about their interests, strengths, expectations, concerns, joys and achievements. • Programs are timely in their responses to families' feedback and concerns. • Programs promote two-way communication that engages and respects families' viewpoints and interests.
Policies in Practice	• Families receive updates in their preferred communication mode (email, text, written update, phone call). • Interpreters are available as needed. • In-person conferences between family members and early childhood professionals involve not only the teacher and parent but also include the student when appropriate. • Program staff use OPERA listening: Open ended questions, Pause, Eye contact, Repeat, Avoid judgment, Ask opinion, Advise last. (Baby TALK, 2016) • Professionals seek input and suggestions from families on strategies they may have found successful. • Program staff are sensitive to families' levels of comfort, knowledge or interest in different areas. • Professionals are aware that non-verbal, as well as verbal communication, can convey a message of acceptance.
Family's Experience	• Families receive information about development and ways they can assist their children in growing across all domains. • Families are informed about their children's experiences during the day. • Families have a voice in sharing information about family and children's interests and activities. • Families know about each child's schedule and routines, special events, meals, etc. • Families have different options for communicating and participating in their children's experiences such as email updates, phone calls, in-person meetings. • Families are confident that they will get answers to their questions in a timely manner.

FC1c: Home-School Connection: Early learning programs connect in-home and out-of-home experiences to optimize children's learning.

Program Policies	• Programs strive to assure parallel practices where similar strategies and responses to children's learning and behavior are used at both school and home. • Programs offer formal and informal opportunities for information-sharing. • Programs use a partnership approach with families to optimize children's learning. • Programs design transition processes for children's moves within the program and for entering and leaving the program. • Individualized services for children's special needs are provided in natural and inclusive environments and during daily routines and activities to promote their access to and participation in learning experiences.
Policies in Practice	• Services and goals are designed to reflect family adult's interests, hopes and dreams for their children. • Programs offer home visits and/or conferences to formally review children's progress and develop learning goals that connect home and program learning. • Programs offer adult resource and toy libraries. • Take-home activity bags experiences are used to connect home and school learning. • Families are engaged to determine optimal strategies for children's transition from one classroom to another. • Preschool groups and kindergarten classes connect through pen pals, school visits or teacher visits. • Programs have formalized processes for sharing and receiving information from children's previous or future learning programs. • Program staff, together with the professional team, work to modify and adapt materials, lessons, and environments to promote children's unique learning styles.
Family's Experience	• Family adults stay informed about children's every day experiences in their early learning program. • Family adults are more confident about supporting their children's learning through at-home activities. • Family adults and children share learning experiences. • Families are willing to share information about at-home circumstances that may impact children's learning. • Family members are interested in volunteering or participating in the life of the early learning program. • Children's transitions to/from other schools or programs are smooth. Family members are informed about the new environment, routine, and schedule and can prepare children for changes and new expectations. • Families receive information about children's growth and development with interest.

FCE 1

FAMILY PARTNERSHIPS

FC1d: Family Participation: Early learning programs promote families' participation in their children's program experiences.

Program Policies	• Programs offer varied opportunities and types of experiences for which parents may volunteer or participate in program activities. • Programs respect families' availability, interest, and comfort in participating in program life. • Programs design events or activities that reflect children's culture and home experiences. • Family members are invited to share their special skills or interests with the program's adults and children.
Policies in Practice	• Programs design surveys or ask families during registration about their interests and availability. • Varied types of volunteer opportunities that consider families' availability of time and abilities are offered: classroom visits, newsletter, field trips, show and tell visits, donation of materials, information-sharing via phone chain. • Knowledgeable adults may provide translations of books or materials. • Family adults may share workplace experiences. For example, a hair stylist may show children what he does at work or contribute supplies for a dramatic play area. • Families' culture and diversity are included in the program's curriculum and experiences for children. • Informal family-friendly events such as "donuts with dads" or "grandma reading days" are offered regularly.
Family's Experience	• Adults are comfortable about their children's everyday experiences in the early childhood program. • Parents contribute to the life of the early learning program in some way and their contribution is valued. • Family adults contribute to a strong partnership across home and program. • Family members are invested in the program and contribute based on their strengths. • Families participate in regular program activities with confidence. • Family members participate in early learning program special events with excitement. • Families contribute information about their culture through the sharing of information and resources.

FC1e: Decision-Making and Leadership: Early learning programs provide families with opportunities to contribute to their children's program operation.

Program Policies	• Families are included in leadership at various levels which includes decision making, written policy development, and ongoing review of program operation. • Conflict resolution policies exist that are designed with guidance and input from families and identify procedures for complaints or suggestions. • Programs create pathways for families to advocate for their children's wants and needs. • Programs involve families in program goal development and strategic planning.
Policies in Practice	• Programs convene family advisory boards, councils, subcommittees and oversight groups to inform program operation and policy development. • Families are informed of opportunities to participate in leadership training, either at the program, community or state level. • Families are afforded opportunities to offer suggestions and solutions for program and systems improvement. • Families are aware of their rights and responsibilities and feel comfortable and knowledgeable about how to act on them. • Families are informed about opportunities and encourage those who are interested to participate. • Programs use a variety of strategies for leadership and advocacy skill building. • Programs have a schedule for regular review and update of policies, using family input.
Family's Experience	• Families' voices count in decision making, offering active contributions across levels. • Families have the confidence to express their needs and the needs of their children. • Families are part of the team. • Family members develop leadership skills that allow them to appreciate different perspectives of a decision and the rationale behind it. • Families are advocates for early childhood quality and access.

FCE 2

PROGRAM CLIMATE AND ENVIRONMENT

FC2: Program Climate and Environment: Early learning programs are welcoming to all children and families.

Program Policies	• Program administrators set expectations, a clear vision and goals, model effective practice, and make sure program. policies, operational procedures, and practices promote family engagement. • Program administration provides continuous learning and quality improvement for staff. • Programs are committed to using data to improve family engagement practices on a continual basis. • Programs' service delivery is strength-based. • Facility environments are welcoming to all families and are inclusive of various cultures and economic levels.
Policies in Practice	• Administrators check in with families regularly to ensure they are satisfied and comfortable with children's care. • Program staff are offered professional development and resources on family partnerships, culture, diversity, and communication. • Family surveys or other means of seeking input are distributed to families and results are analyzed and used for improvement. • Facllity environments are pleasant, posted materials and bulletin boards include family-friendly information and are updated regularly. • Posted materials reflect languages and cultures that are present in the program. • Initial conversations and meetings with families are positive and welcoming and seek out family-based strengths and interests. • Family spaces are available that include resources, information about the program, and offer opportunities for family members sit and talk together. • Facilities have areas for nursing mothers.
Family's Experience	• Families network with others and feel a sense of community. • Children and siblings remain in the program over an extended period during the early childhood years. • Families voice satisfaction to neighbors and community. • Families participate and volunteer as often as possible.

FC3: Community Partnerships: Early learning programs collaborate with community agencies to support children and families.

Program Policies	• Programs participate in community systems-building that helps to reduce gaps in service and supports families. • Programs collaborate with other agencies and systems to pool resources and knowledge. • Community stakeholders are invited to take part in program planning and decision-making. • Program staff, family members, and community agencies collaborate as needed and appropriate to support children's growth and development. • Referral processes are developed to assist families to access needed services and/or resources.
Policies in Practice	• Professionals make suggestions (referrals) to families to obtain needed services. • Posters and flyers about community events and services are posted in visible spots for easy viewing and access. • Programs design opportunities for shared transitions across programs and schools. • Program staff participate in community boards and/or meetings and share information with families. • Families are asked to sign permissions that allow the program staff to communicate with other agencies and limit information-sharing to "need to know". • Programs have developed ongoing information-sharing processes with other agencies who work with families (early intervention, human services agencies, educational enrichment programs, youth activity programs, fitness centers, libraries, public school special education services, etc.). • Community agencies or program representatives are invited to volunteer or participate in programs' operations. • Children attend field trips or are provided with opportunities to learn about community services such as libraries, museums, or other businesses in the community.
Family's Experience	• Families will have fewer gaps and barriers as a result of community collaboration. • Families are confident in sharing and voicing their perspective on community plans that impact them. • Families share and receive support and information from other families. • Families experience coordinated transitions from program to program that lead to children's readiness and success.

SOCIAL EMOTIONAL DEVELOPMENT (SED)

Myself, My Feelings, My Relationships

Children's social and emotional development are at the heart of their growth and learning. Social development, how children relate to other people and their environment, and emotional development, the way in which children learn about their own characteristics and feelings, go hand in hand. When children have positive learning experiences and interactions with others, they develop confidence in their abilities; they begin to understand they are unique, build skills to control their emotions, and learn how to express themselves. In fact, research has shown that emotionally-secure children are more attentive and involved, and are more likely to do better in school.

At the heart of children's social and emotional well-being are relationships. Professionals must intentionally build caring and trusting relationships that show warmth, care, and respect for children's individual needs and interests. When adults respond to children with praise, cues, and model positive behaviors, they become more competent and successful learners and acquire the needed skills to get along with others.

SED 1 **Myself**
SED 1a: Self Awareness
SED 1b: Self Esteem

SED 2 **My Feelings**
SED 2a: Manage Feelings
SED 2b: Self-regulation

SED 3 **My Relationships**
SED 3a: Relationships with Adults
SED 3b: Relationships with Peers

Did you know?

Children who have developed strong bonds (attachment) to the adults in their lives are more likely to be able to control their emotions and get along with others.

Children develop connections, beginning at birth, and feel secure when the adults in their lives nurture and respond to them. Adults need to hold, cuddle and promptly attend to infants' needs to help them feel safe and calm. As children mature into toddlers and preschoolers, strong attachment experiences result in confident children who rely on familiar adults to be their safe base while exploring and learning.

Secure attachment helps brain development by giving children the confidence to explore and build those needed connections. Positive attachment experiences also help children to learn how to trust others, develop empathy, and manage their own feelings.

When early learning professionals read children's cues, promptly respond to their needs, and actively participate in their learning, they are supporting secure attachment experiences.

SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**1aI-1** Explore movement of hands, feet, body, and objects	**1aYT-1** Show awareness of specific body parts; point to ears, mouth, nose, etc.	**1aOT-1** Name own physical characteristics or body parts
	1aI-2 Show joy or smile and coo at own image in the mirror	**1aYT-2** Recognize self in the mirror	**1aOT-2** Begin to show self-consciousness or embarrassment during some social situations
	1aI-3 Respond to name	**1aYT-3** Say name	**1aOT-3** Use first person pronouns to refer to self
	1aI-4 Express likes and dislikes (preferences) through vocalizations or gestures	**1aYT-4** Indicate likes or dislikes (preferences) through willingness to participate or complete activities or actions	**1aOT-4** Name likes and dislikes (preferences) when asked
	1aI-5 Recognize how actions affect others	**1aYT-5** Express self as individual through gestures and actions	**1aOT-5** Display assertiveness
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Show anticipation of feeding or being held • Smile and reach for familiar adults; show unease at unfamiliar adults • Notice and explore own hands • Laugh and reach for the mirror when shown • Cry to show discomfort, hunger, or tiredness • Turn to look at adult when name is called • Raise knees to chest when on back for diaper changing • Pull off own socks	• Point to body parts when asked • Assert own needs by pointing, gesturing, or talking • Focus on self in mirror • Protest when given water rather than the preferred juice • Clap when favorite food is being served • Move own body to fit inside a tunnel toy with a sibling • Hold on to a favorite toy as another child approaches saying, "mine" • Resist help from an adult during dressing, "me do it"	• Tell an adult, "I hit my elbow" or "I can bend my knee." • Hide head when asked to relate age or a personal characteristic • Show discomfort when an adult remarks on an accomplishment • Declare interests or needs, saying, "I want to play with the blocks." or "I'm hungry." • Tell an adult, "I like green but Joey likes red." • Refuse help when trying to zip coat
SAMPLING OF PROFESSIONALS' PRACTICES	• Place unbreakable mirrors at eye level • Hold child up to mirror and name body parts or features • Use child's name during interactions • Play games like "This Little Piggy" with body parts • Describe baby's reactions to experiences • Soothe child who is showing discomfort • Praise child who helps with routines	• Sing body part songs like "Head Shoulders Knees and Toes" • Display photos of children and families in action • Label cubby with name • Allow time for children to complete tasks on own • Acknowledge children's preferences • Give either..or choices • Tell family stories and read books from the child's home culture	• Describe children's characteristics, "Your hair is brown just like mine." • Talk about children's actions and preferences. "You can run fast, just like a cheetah!" "You choose that green cup often; you must really like green." • Encourage children to draw themselves and others, talking about similarities and differences • Acknowledge children's feelings • Include dolls of different colors and abilities in the family center

SED 1: MYSELF

SED1a: Self-Awareness: Children will demonstrate an emerging personal identity through awareness of own personal characteristics, skills and abilities.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**1aYP-1** Recognize similarities and differences in own and others' personal characteristics	**1aOP-1** Differentiate themselves by physical characteristics
	1aYP-2 Call attention to self in photos or videos	**1aOP-2** Show increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities
	1aYP-3 Demonstrate knowledge of personal information	**1aOP-3** Connect adult's actions to own accomplishments or actions
	1aYP-4 Use words to demonstrate knowledge of own preferences	**1aOP-4** Make choices based on likes and dislikes (preferences)
	1aYP-5 Stand up for own rights	**1aOP-5** Stand up for rights of others
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Name family members • Notice that a friend has the same hair color • Say, "I'm bigger." when standing near another child • Tell a friend, "You like apples, but I like bananas." • Say, "I want to play with the blocks." • Ask a friend for a toy • Recite first and last name • Tell a friend, "I had that toy first." • Ask an adult, "Read me that again!" after hearing a preferred story. • Point out self in family photo	• Tell a friend, "I have light hair; you have dark hair." • Tell an adult, "We both are wearing red shirts." • Share personal information with others, "I live in a house with my grandma. We have a dog." • Announce, "I can run really fast." • Select the green playdough, "I like green best." • Tell an adult, "I am going to play with the blocks first; I love the blocks." • As an adult to help complete a task • Tell another, "We were here first." • Tell an adult when two other children are arguing over a toy.
SAMPLING OF PROFESSIONALS' PRACTICES	• Model how to communicate wants and needs • Ask children to draw their faces after they look in a mirror • Make "me books" that include pages with self -portrait, family, and pages of favorites, such as things to do, food or book • Review children's full names and addresses • Graph children's preferences for colors, foods, books, etc. and talk about the results • Discuss characters' interests and behaviors from a story • Acknowledge children's expression of needs or interests, "It sounds like you're angry."	• Plan activities that consider children's diverse interests • Invite children to tell the group about a favorite personal experience • Display children's family photos and photos of families from other cultural groups around the world • Call attention to similarities amongst children, "You both like to draw." • Acknowledge children's comments about another's feelings, "Thank you for letting me know about Bobby's problem." • Provide opportunities for children to select their own activities or vote on something they like best

SED1b: Self-esteem: Children will demonstrate emerging confidence in their own abilities.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**1bI-1** Indicate needs and wants; participate as adult attends to needs	**1bYT-1** Alternate between doing things independently and wanting help or comfort	**1bOT-1** Show pride in attempting to complete self-help or personal care tasks independently
	1bI-2 Show beginning awareness of own skills and expectation of results from an action	**1bYT-2** Demonstrate confidence in the ability to make things happen	**1bOT-2** Attempt new tasks or activities with interest
	1bI-3 Explore the environment when adult is nearby	**1bYT-3** Explore the environment on own, but check back with a familiar adult occasionally	**1bOT-3** Participate in varied and new experiences with adult encouragement
	1bI-4 Show pleasure at accomplishments	**1bYT-4** Show others something that's been completed	**1bOT-4** Show joy in accomplishments
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Open mouth when food is offered or raise arms to indicate need to be held • Pull off own socks, then try to put them on • Push a button on a pop-up toy, smile at the result, and repeat • Clap after crawling up the steps • Smile and show joy after scooting across the room • Move purposefully to investigate toys or to reach a ball or hit an object • Choose the same toy every day	• Hold up a drawing, "Look." • Take spoon away from adult, attempting to self-feed • Clap after fitting each piece of a knobbed puzzle • Try out a new experience while looking to adult for reassurance • Join others in play with adult when adult is involved • Play in the dramatic play area, then seek out adult, then return to play area again • Smile when adult comments on a painting	• Smile and clap when using the potty, saying "No more diapers!" • With adult help, put on coat by self, using the coat flip method • Watch others use a plastic knife to cut out playdough shapes then try it • Try to spread jelly on toast • Sing a new song or finger play • Tell an adult, "Watch me run to that pole!" • Tell a family member, "Look at my picture" that is displayed on the wall • Taste a new food during snack
SAMPLING OF PROFESSIONALS' PRACTICES	• Encourage children to explore • Describe and acknowledge the child's actions and accomplishments, "You took off your socks." • Cuddle, nurture, and be responsive to child to foster trust and attachment • Show interest in and be fully engaged with child • Help child learn to calm self by model calming behavior, or offering soothing objects • Be flexible, giving children time to remain engaged in activities of interest	• Acknowledge children's attempts, "You tried really hard." • Provide open-ended materials for child to create products • Reassure child when trying something new • Be available when a child seeks assistance • Expect child to protest to express individuality • Allow time to complete or try a new task independently • Provide children with choices "Do you want to wear the red or blue sweater?"	• Acknowledge and describe child's accomplishments, "You put together that puzzle!" • Encourage children's decision-making by providing choices • Praise children's attempts at new or difficult tasks, "Good try at catching that ball." • Introduce new tasks with small steps, allowing time to try, then master each step • Post or display children's drawings or finished products • Create and display a photo book of children doing steps to a complete a task

SED 1: MYSELF

SED1b: Self-esteem: Children will demonstrate emerging confidence in their own abilities.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**1bYP-1** Show confidence in ability to complete routines independently	**1bOP-1** Show confidence in ability by taking on new tasks
	1bYP-2 Select more challenging activities with confidence	**1bOP-2** Show pride in completion of challenging tasks and activities
	1bYP-3 Independently seek out play areas or activities	**1bOP-3** Invite peers to join play or activity
	1bYP-4 Demonstrate one's accomplishments to others with pride	**1bOP-4** Describe accomplishments with detail
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Show a drawing to a friend • Tell a friend, "We made a really big building." • Tell the adult, "Watch me run really fast!" • Head directly for the small table toys upon arrival • Tell parent, "See you later" and join friends in play • Tell an adult, "I can put on my own jacket." • Show an adult teeth after toothbrushing saying, "Look how clean they are!" • Try new experiences after watching others or being told how to do it	• Try a new game after it's been introduced by an adult • Announce, "I am good at cutting this circle." • "Ask Layla during snack, "Do you want to play at dramatic play today? We can both be doctors." • Tell an adult, "This is hard!" while creating a patterned bracelet with beads • Tell an adult, "First I put on these blocks, then I added the sticks, and then I added the other blocks." • Describe a painting, "This is Mom and this is sister. And here's the grass and the sun and our dog."
SAMPLING OF PROFESSIONALS' PRACTICES	• Offer opportunities for child to find solutions to problems • Ask a child, "What's another way that might work?" • Notice when a child solves his or her own problem and state, "You figured it out!" • Acknowledge a child's persistence with a difficult task • Engage children in creating appropriate rules for home and other familiar settings • Allow time for children to accomplish tasks independently • "Praise children's accomplishments, "You did it!" or "What a beautiful picture."	• Encourage children to try something new that builds on previous accomplishments, "Let's try to write the letters in your last name now that you can write your first name." • Demonstrate confidence in children by allowing them to make reasonable decisions and choices. "Where do you want to play or what materials would you like to use today?" • Tell children, "I knew you could do that; it was hard!" • Offer opportunities to extend child-initiated projects over multiple days or weeks • Ask a child about the steps to complete something? "How did you build that robot?" • Provide opportunities where children can work together to complete a task or activity

SED 2: MY FEELINGS

SED2a: Manage Feelings: Children will identify, manage, and express their feelings.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**2aI-1** Respond to adult's expression of feelings	**2aYT-1** Imitate adult's expression of feelings	**2aOT-1** Recognize feelings when named by adult
	2aI-2 Express a range of emotions through body movements, crying or laughing	**2aYT-2** Communicate feelings through gestures, actions, or basic words	**2aOT-2** Label basic emotions
	2aI-3 Rely on familiar adults for comfort	**2aYT-3** Stay near or cling to familiar adult during times of distress or discomfort	**2aOT-3** Seek out adult or use a comfort item during times of distress
	2aI-4 Attend with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions	**2aYT-4** Show awareness of others' expressed feelings	**2aOT-4** Respond in caring ways to others' expressions of feelings
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Show a range of emotions (happiness, sadness, fear, anger) with face, body, and voice • Stop crying when picked up • Suck on hand or comfort item when given by adult • Relax when held, rocked or talked to • Kick legs or wave arms with joy or anticipation • Watch others with interest • Cry or respond with emotion when others use loud or harsh voices	• Seek out comfort items, such as a blanket or bear, pacifier or thumb, to calm • Reach for an adult for comfort when a loud sound startles or scares them • Mimic adult's emotional gestures (stomp foot when upset, laugh when see something funny, etc.) • Clench fist, grit teeth and say, "No." • Tantrum when told, "No." • Clap hands to express joy or laugh to express delight • Use a "gentle touch" when reminded	• Name feelings with words, "Sara sad" or "I not like that!" • Label simple emotions in self • Communicate source of distress, "Daddy, gone, I'm sad!" and recover quickly from distress • Approach an adult for comfort after a fall • Hold and kiss stuffed animal during difficult situations • Show interest in characters' feelings during stories • Take a crying child her blanket or lovey
SAMPLING OF PROFESSIONALS' PRACTICES	• Provide comfort items when infants show distress • Use a consistent, predictable routine and consistency • Moderate responses, avoiding loud or sudden reactions to baby's emotions or play actions • Provide brief moments of time for older infants to self-regulate (infants should not be left to cry for extended periods) • Verbalize baby's feelings, "You are so happy this morning." or "I know you don't like getting your diaper changed."	• Respond to toddlers' need for nearness when they display discomfort or unhappiness • Acknowledge and accept the expressions of emotion: "Connor, you're lying on the floor kicking and crying. Are you trying to tell me that you really wanted that toy?" • Play or sing basic songs that name emotions, "If your happy…" • Demonstrate responses to emotions with dolls or stuffed animals, "Teddy bear is crying because he dropped his cup. "Let's give him a hug."	• Include soft materials or quiet areas during times of distress • Read books or use puppets and stuffed animals to demonstrate emotion and empathy • Model and talk about ways to calm or self regulate • Acknowledge and allow children to show emotions "It's ok to feel frustrated when someone knocks over your building. How can you let her know?" • Talk about how others feel, "Johnny is sad because you took his toy."

SED 2: MY FEELINGS

SED2a: Manage Feelings: Children will identify, manage, and express their feelings.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**2aYP-1** Name basic emotions when demonstrated by others or represented in books	**2aOP-1** Associate basic emotions with words, expressions or gestures or actions
	2aYP-2 Express own feelings through actions or words	**2aOP-2** Communicate feelings or emotions in socially-acceptable ways
	2aYP-3 Seek reassurance from adult in anticipation of a difficult task	**2aOP-3** Seek reassurance or recognition from adults when attempting to resolve distress or challenging situation
	2aYP-4 Express concern or interest for others' needs or feelings	**2aOP-4** Respond with empathy and compassion at others' expression of emotion
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Tell another, "I get scared when it thunders because it's loud." • Fetch a favorite book or toy for a friend who looks unhappy or in distress • State during story time, "That dog is really mean." or "That boy is not nice to his friends." • Tell others, "I'm really excited about going to Grandma's this weekend." • With adult support, tell another child, "I'm sorry" after a tower is knocked over when two children accidentally collide • Ask an adult, "Can you help me? I don't know how."	• Tell another child, "I'm so excited! Today is my birthday." • Notice, "Jared is crying because he's upset that he broke the toy." • Tell a child, "Stop, you are wrecking my building." • Ask an adult, "Is this how you do it?" • Tell an adult, "I told Sami to stop hitting me; I don't like it." • Reach out to another child who's upset, "You'll be OK, your parent will come back after work."
SAMPLING OF PROFESSIONALS' PRACTICES	• Identify children's feelings and connect to facial expressions, "Look at your big smile, you must be so proud!" • Describe and model ways to regulate emotions: "You seem angry, let's breathe to calm down." • Relate own feelings to a situation, "I get frustrated when I can't get this to work. I'm going to breathe and try again." • Accept children's requests for help while encouraging them to try on their own, "This may seem really scary. "Let's do it together first, then you try." • Use photos, role play or puppets with puppets to explain feelings	• Display and label photos with children's different emotions • Use teachable moments to talk about ways to respond to situations, "That fire alarm was scary. What can we do next time to help us feel better?" • Provide creative outlets for children's expression of emotions through crayons and paint, journaling or music • Give children the tools to solve their own disagreements, "Mia, tell Elijah how that made you feel." • Re-create or use stories and activities for role play

SED2b: Self-Regulation: Children will begin to self-regulate.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**2bI-1** Self soothe to calm	**2bYT-1** Find comfort in a familiar setting or calm with familiar adult or object	**2bOT-1** Imitate self-regulation strategies when guided by an adult
	2bI-2 Regulate reaction to stressors by looking away or seeking adult attention	**2bYT-2** Adjust behavior in response to adult cues and reactions	**2bOT-2** Manage behaviors with adult help
	2bI-3 Exhibit behaviors to obtain adult help to solve a problem	**2bYT-3** Imitate other children's problem-solving techniques	**2bOT-3** Seek help from adult to solve a problem
		2bYT-4 Use temper tantrums to express distress or displeasure	**2bOT-4** Show defiance
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Suck thumb or move to insert pacifier into mouth when distressed • Smile after caregiver smiles and gazes at them • Turn head and nestle into familiar adult's shoulder when a stranger reaches for them • Reach for an adult when unhappy or scared	• Hold a doll baby or blanket for comfort • Calm when adult shows comfort and attention • Stop throwing toys when asked or shown a different way • Observe another jump or throw a toy and do the same • Throw self down on the floor to express frustration or anger • Tell another, "No"	• Follow simple rules, such as walking inside or using a quiet voice • Say, 'stop that!' to friend when angry • Ask an adult to tell Lindsey to stop throwing sand • Tell friend to 'be gentle' when playing outside • Observe and imitate adults' responses to a circumstances • Practice taking deep breaths when asked by adult
SAMPLING OF PROFESSIONALS' PRACTICES	• Make baby's comfort items such as a blanket or lovey, available • Consistently respond to infant's cries, laughs, or other communication • Be a secure base by consistently supporting infants' needs • Pick up babies when they are reaching for help or comfort • Narrate emotional words, "Oh, you look sad! Let's take a walk."	• Respond to and label children's strong responses, "You wanted more crackers, I'm sorry there aren't any more". • Interact with children at their eye level, making eye contact as you speak with them • Provide alternatives to unacceptable behavior. "Hitting hurts; make gentle touches to show me you want attention." • Show children simple techniques for behavior control, "Let's take a deep breath." • Acknowledge children's tantrums without scolding	• Develop consistent schedules that help children anticipate what will happen next • Provide a safe area for children's alone or calming down time • Help children control their emotions during a time of distress by staying nearby and providing the language and strategies for calming • Acknowledge children's strong responses and offer time for them to accept alternatives • Use either…or and choices to allow children a sense of independence, "Would you like the blue or the red cup?"

SED 2: MY FEELINGS

SED2b: Self-Regulation: Children will begin to self-regulate.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**2bYP-1** Use self-regulation strategies to calm down with adult guidance	**2bOP-1** Independently use self-regulation strategies to solve simple problems
	2bYP-2 Show awareness of how actions and behavior affect others	**2bOP-2** Adapt behavior to accommodate situation or adult response
	2bYP-3 Identify a solution for a problem with adult support	**2bOP-3** Independently solve simple problems
	2bYP-4 Start and stop activities with warnings and cues	**2bOP-4** Transition to new activities independently when asked
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Use words instead of grabbing or hitting to tell a child to give back a toy that was taken • Follow direction to participate in transition activities with adult guidance • Follow most rules with reminders • With help, respond to an adult's question, "What can we do about this?" • Acknowledge that another might feel angry if their block structure is knocked down • Take deep breaths and use self-talk to calm, when reminded	• Look at adult for response to a behavior and modify according to the reaction • Modify volume of voice when entering the building after adult says, "We're going inside now, shhhh." • Tell another, "Let's set the timer and you can have the computer when it dings." • Explain to adult, "I told Gina to put that toy back and to stop bothering me." • Explain to another an acceptable strategy for solving a problem
SAMPLING OF PROFESSIONALS' PRACTICES	• Model naming and regulating feelings within the context of daily experiences: "I feel angry when things don't go like I was hoping. I am going to breathe." • Co-regulate with an upset child by moving to eye level and soothing child (offering hug, take deep breaths, or other strategies) • Use picture schedules so that children know what comes next • Offer warnings before transitions • Involve children in problem solving alternative ways to respond to negative situations, "How do you think you might have done that differently?"	• Create a "safe area" (e.g., a beanbag or big floor pillow) for children's use as needed • Identify children's feelings and appropriate responses • Create a "peace table" where children can go to resolve a difference with another; reinforce their solution • Praise children when they appropriately solve problems • Remind children of expected behaviors prior to a transition or change in activity, "Remember, we walk quietly to our cubbies to get our coats."

SED 3: MY RELATIONSHIPS

SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**3aI-1** Show secure attachment or seek to be near familiar adult	**3aYT-1** Rely on adult as a safe base for exploring the environment	**3aOT-1** Separate from adult for play but check back often for support
	3aI-2 Communicate needs to familiar adults through vocalizations and gestures	**3aYT-2** Look to familiar adult for help	**3aOT-2** Ask familiar adult for help
	3aI-3 Initiate simple back and forth play with adult	**3aYT-3** Participate in back and forth activities with adults	**3aOT-3** Initiate interactions and play with adults
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Recognize trusted adults with smile, turning toward preferred voice • Cry when unfamiliar adult approaches • Smile when caregiver laughs • React to emotional cues from adults or peers, such as showing stress if an adult yells	• Look to a trusted adult for assurance when exploring a new material or physical space • Use body movements to initiate social interactions (e.g., pat adult's face) • Respond when adult says, "peek-a-boo" • Mimic adult dance or movement actions • Take a doll or toy from adult to help dress or a toy to open/close • Use gestures or simple words to express needs, wants or interests	• Show comfort or preference for adults who are in frequent contact • Seek out familiar adults, especially in times of distress or need • Engage in reciprocal communication with familiar adults • Imitate adult situations imitates adult activities, such as pretending to fish or cook or 'reading' next to adult who is reading • Respond to adults' verbal greetings • Communicate with adults about recent activities
SAMPLING OF PROFESSIONALS' PRACTICES	• Nurture child with kind words, hugs, and cuddles • Respond to child consistently • Provide help and comfort when child is distressed • Use responsive caregiving techniques • Use verbal modeling • Play social games • Read stories to infants and toddlers • Use consistent responses to behaviors	• Establish routines and predictability • Observe and stay close to child, offering support as needed; reinforce small accomplishments • Recognize that responses to child's calls for assistance are important opportunities to develop trust and show respect	• Encourage children's independent play, staying nearby to offer encouragement and support as needed • Ask simple questions and wait for children to respond to engage them in conversation • Participate in children's play, allowing them to take the lead • Respond positively to child's questions and calls for assistance • Be responsive to children's comments or request for feedback

SED 3: MY RELATIONSHIPS

SED3a: Relationships with Adults: Children will form relationships and interact positively with adults who consistently respond to their needs.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**3aYP-1** Separate from trusted adult without distress	**3aOP-1** Separate and easily accept explanation for parting with trusted adult
	3aYP-2 Accept guidance and information from trusted adults	**3aOP-2** Cooperate with adult guidance to achieve adult approval
	3aYP-3 Interact with adults in varied ways	**3aOP-3** Initiate and engage with familiar adults to share mutual interests
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Wave good-bye when a familiar adult departs, then join play • Express affection for significant adults such as saying, "I love you" at nap time • Carry out actions to please adults, "I'll help carry that." • Seek out a trusted adult for comfort when feeling sad or angry • Ask an adult to join them in play activities • Ask an adult to read to them • Tell an adult about activities or accomplishments • Respond to an adult's questions, carrying on a back-and-forth conversation	• Tell an adult as they arrive, "My Dad has to get to work early today so Grandma brought me." • Express affection to an educator or caregiver with hugs or words and accept affection in return • Clean up or willingly participate in a transition to acquire adult approval • Cooperate with an adult who offers individualized instruction or support • Seek out an adult for assistance when upset or if help with problem-solving is needed. • Tell an adult, "We both like to play with blocks!"
SAMPLING OF PROFESSIONALS' PRACTICES	• Greet children positively each, showing them you're happy to see them • Show empathy as children express various emotions • Join in children's play, asking questions to extend their thinking and play skills • Provide meaningful and significant feedback to children's comments and accomplishments, "You worked hard to put all of those pegs in the pegboard!" • Be attentive to children's questions, responding with more than "yes/no".	• Invite other facility adults to participate in children's experiences from time to time • Plan and schedule the day to ensure connections with each child daily • Show interest in children's accomplishments • Praise children when they exhibit positive behaviors, "Thank you for walking to the table so quickly!" • Talk to children during meal time about what they did the night before • Engage in children's play, allowing them to take the lead and assign you roles

SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**3bI-1** Show interest in other children, and notice their actions or faces	**3bYT-1** Show interest in other children when near	**3bOT-1** Play alongside others, occasionally sharing or interacting with others
	3bI-2 Imitate the sounds and actions of others	**3bYT-2** Respond to other children's emotional expressions	**3bOT-2** Recognize and respond to that other children's expression of feelings
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Gaze at peers • Become increasingly aware of and notice others • Mimic others' emotions such as smiling or giggling in response to another's smile or giggle or crying in response to another infant's cry • Crawl or scoot to another child	• Show enjoyment in interactions with other children through gestures, facial expressions, and vocalizations • Follow older siblings or children around • Imitate others' action; clapping when they clap or dancing when others move • Interact briefly with peers nearby	• Occasionally seek out other children and plays alongside • Observe and imitate another child's behavior or activity • Spontaneously show preference for familiar playmates • Initiate social interaction • Respond verbally when interacting with peers (e.g., laughing or babbling)
SAMPLING OF PROFESSIONALS' PRACTICES	• Respectfully imitate child while playing and wait for child to repeat back • Provide opportunities for child to play and interact with other children • Call attention to and describe others' actions or feelings, "look at Mary Claire laughing at the bubbles" • Use self-talk to describe your own thoughts and actions in real time with infants	• Arrange opportunities for children to be near others, with adult supervision • Create activities that take two to accomplish • Read books about children playing together • Call attention to others' actions and feelings, "Wow, look how Janine washed her hands!" • Provide duplicates of toys	• Provide activities for children to play in groups of two • Provide guidance and model how to play with friend • Read stories about friends playing and getting along together • Create scripted stories with children as the main characters successfully solving age appropriate problems with age appropriate solutions • Develop and reinforce turn-taking opportunities and actions

SED 3: MY RELATIONSHIPS

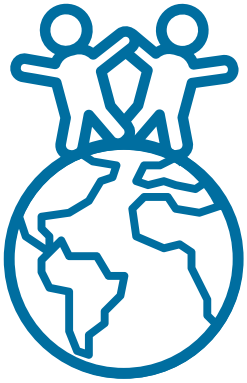
SED3b: Relationships with Peers: Children will develop ways to interact and build relationships with peers.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**3bYP-1** Form relationships with a few children	**3bOP-1** Sustain relationships with other children for an extended period of time
	3bYP-2 Use comforting words or actions to respond to another child's distress	**3bOP-2** Take the perspective of another child and respond in a manner that is supportive
	3bYP-3 Demonstrate strategies for entry into social play with peers	**3bOP-3** Play with peers in a coordinated manner including assigning roles, materials and actions
	3bYP-4 Show beginning prosocial behavior when interacting with other children (cooperating, turn-taking, sharing)	**3bOP-4** Engage in prosocial behavior during play (cooperating, turn-taking, sharing)
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Talk to another child who is playing in the block corner alongside • Comment on what the child is doing • Give a hug to a child who is crying • Talk with other children during snack or meal time. • Laugh with another child as they pedal tricycles around the riding track • Tell a child, "Come sit near me." • Respond appropriately when asked to share a toy with another • Work together, with adult support, to complete an activity	• Ride bikes together or play act a scenario in dramatic play • Understand the difference between helpful and hurtful ways to get something or meet a need • Ask to join a group • Tell a friend, "You be the doctor and I'll be the patient" or " I will put on the red cubes and then you can put on the blue ones." • Talk with a peer to decide who will get the first turn, with educator support and practice • Wait for a peer to finish speaking before talking during conversations
SAMPLING OF PROFESSIONALS' PRACTICES	• Join children's block or dramatic play and model how to work together to complete a task • Talk about ways that friends can play together • Ask questions such as, "How could you work together to get that done?" • Read stories about friends • Use puppets to model ways for children to play together • Support children's play entry skills, "Sarah and Jose are building a tower? Let's ask if you could join them."	• Schedule large blocks of time where children interact with each during play, assuring adult supervision and guidance • Create and encourage cooperative play experiences where small groups work together to complete a task • Encourage children to offer feedback to others about their accomplishments • Read stories and ask children to reflect on how the characters might be feeling and how they might respond differently • Ask questions such as, "What could you do to be helpful instead of hurtful?"

NASA
COMMANDER

SOCIAL STUDIES (SST)

Learning about Myself, My Family, and My Community



Social studies learning helps young children embrace diversity in all areas of their lives: in their family, in their community, and with other children and adults. Often children's first group experiences outside the home are in the early childhood setting that introduces them to life within a community. When they work and play as part of an early learning community, they begin to understand that others contribute different perspectives, attitudes and cultures. The appreciation of others, and the way in which they, themselves, belong help children become successful in school and in life.

Social studies learning provides young children with opportunities to develop an understanding of roles and rules within their families, communities, and the world around them. As children learn to interact with others, follow rules and routines, and discover the importance of the past, they develop an awareness of social systems and social concepts. Social systems include discovering concepts of belonging, following rules and routines and learning about the community. Social studies concepts help children develop an understanding of basic concepts of money and exchange, the relationship of the past with their current world and the physical features of their community.

Did you know?

We all have a culture.

Culture refers to the values, customs and ideas we carry with us as we engage with others and our world. Young children bring with them their diverse cultures, offering early childhood professionals an opportunity to honor and draw upon those differences to help children develop an appreciation of their own uniqueness and that of others. Culturally responsive practices promote environments where children can see and experience their own and others' cultures in materials and activities, where they learn about ways they are alike and different, and where they see adults who model empathy, compassion and respect.

SST 1 **Social Systems**
- SST 1a: Family Structure
- SST 1b: Community Belonging
- SST 1c: Diversity and Culture

SST 2 **Social Studies Concepts**
- SST 2a: Economics
- SST 2b: Geography
- SST 2c: History

SST 1: SOCIAL SYSTEMS

SST 1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**1aI-1** Respond to immediate family/adults	**1aYT-1** Recognize immediate family members	**1aOT-1** Identify immediate family members
	1aI-2 Show affection for familiar adults and children	**1aYT-2** Seek out family members to have needs met	**1aOT-2** Imitate role of family member
			1aOT-3 Recognize known versus unknown adults in child's life
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Reach for and smile at a familiar adult or peer • Nestle into a familiar adults' lap or shoulder when being held	• Respond to familiar family members and other adults • Recognize family members in photos • Walk to family member to show a toy • Reach for a familiar adult to be held after falling • Seek out familiar adult for a snack	• Point to and identify family members, "That's my Mom" or "There's Grandpa." • Pretend to be the mommy or daddy in the dramatic play area • Hold a doll or stuffed animal, pretending it's a baby • Show caution with strangers; indicate preferences for familiar adults • Know first and last name
SAMPLING OF PROFESSIONALS' PRACTICES	• Direct child's attention to and name familiar people • Create a photo album with family members and "read" to baby • Hold baby frequently and show affection • Read books that depict family members	• Display photos, books, and other materials that reflect family relationships • Call adults by name even when they're not present • Make simple dress-ups and housekeeping types of materials available in the home living area • Respond to children's needs in a timely manner	• Name family members and talk about what they do, "Your Daddy picks you up on Thursdays after he's finished working." • Provide home materials in the dramatic play area, such as food, pots and pans, dolls, a crib, and dress up clothes • Model appropriate role play and use of materials • Provide books and read stories about families • Display families' photos

SST 1: SOCIAL SYSTEMS

SST 1a: Family Structure: Children will develop a sense of belonging to a family group, articulate family members' roles, and identify how families are alike and different.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**1aYP-1** Name immediate family members	**1aOP-1** Name extended family members (aunts, grandparents, etc)
	1aYP-2 Describe actions or roles of specific family member	**1aOP-2** Talk about relationships with other family members
	1aYP-3 Identify personal relationships with significant adults	**1aOP-3** Discuss how families differ and how they are the same
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Participate in dramatic play that imitates family relationships; "You be the Mommy and I'll be the baby." • Name the relationship of family members, "That's my sister." • Describe what a family member does, "My Mom goes to work at the store." My brother cries a lot." • Draw a family portrait	• Tell an adult about something that happened at home the night before • Talk about the family members while looking at pictures, "That's my Aunt; she lives far away." • Relate family events, "It was Grandpa's birthday yesterday and we made him a big cake." • Compare who's in each other's families, "You have a big sister like me, but I have a baby and you don't." • Draw a picture of family members to include in an "All About Me" book
SAMPLING OF PROFESSIONALS' PRACTICES	• Show pictures representing different family members and their roles • Discuss children's family members during snack time, "What does your Dad like to eat for snack?" or during a transition, "Did your Mom help you get dressed today?" • Invite family members to volunteer or visit to learn about the children's routines and schedule • Talk with family members to understand their at-home routines • Provide books and stories about families	• Talk with children about the different members of their families • Graph or chart children's families, noting similarities and differences, such as the number of children with brothers; the number with babies, etc. • Talk about older and younger siblings • Create a book where every child contributes a page about their family • Invite families to make a family tree using photos or drawn pictures • Read books about families and their roles

SST 1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**1bI-1** Seek comfort from familiar adult	**1bYT-1** Separate from caregiver in familiar settings	**1bOT-1** Identify self as part of a group
	1bI-2 Show anticipation of daily events	**1bYT-2** Participate in simple routines with adult support	**1bOT-2** Participate in an adult led routine with adult support
		1bYT-3 Look to adult for assistance	**1bOT-3** Follow simple rules, with adult reminders
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Reach for a familiar adult • Calm when a familiar adult offers comfort • Reach for bottle or food • Begin to cooperate during diaper change, clothing change, and bath time	• Separate from family without distress • Attempt to help dress and feed self • Respond to "no" • Respond to change in adult tone of voice or visual cues	• Tell how they are part of a group, "We are in Miss Lena's class." • Clean up toys with adult prompts • Take turns with adult prompts • Accept redirection from an adult
SAMPLING OF PROFESSIONALS' PRACTICES	• Promptly respond to cries and reaching • Establish consistent routines for diaper change, clothing change, feeding, etc.	• Help child wave goodbye to family member • Encourage child to assist in dressing, feeding, etc. • Give simple directions that child can easily follow • Talk about simple routines as they occur	• Give your class or group a name and use it during the day, "OK, tadpoles, it's almost time for lunch." • Give simple one-step directions • Establish simple rules using basic and positive wording, "Walk." "Wash hands after you go to the potty," • Keep the same schedule every day, using the same routines • Pair rules and routines with rhymes, songs, etc. • Establish and provide a visual schedule and follow it regularly

SST 1: SOCIAL SYSTEMS

SST 1b: Community Belonging: Children will build a sense of belonging to a group and follow its rules.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**1bYP-1** Identify a group they belong to	**1bOP-1** Differentiate groups they belong to
	1bYP-2 Comply with schedules and routines throughout throughout their environment	**1bOP-2** Follow routines and schedules
	1bYP-3 Understand that rules may be different in different places or situations	**1bOP-3** Understand natural and logical consequences for not following rules
	1bYP-4 Display interest in helping others	**1bOP-4** Seek out opportunities for leadership
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Explain, "I'm in Mr. Bill's group." or "Miss Jo is my coach." • Repeat parts of the daily schedule in sequence, "We have snack first, then we go outside to play." • Transition from one activity to another with minimal adult support • Comply with simple rules when reminded, "Walk" or "Use your inside voice." • Tell another child, "I can help you carry that."	• Describe and compare their class, team, group, etc. to others • Tell a friend, "We need to line up now." • Explain "It's too loud; we need to use our inside voices." • Follow the routine of hanging up jackets after coming in from outside • Help set the table for snack or feed the fish
SAMPLING OF PROFESSIONALS' PRACTICES	• Talk about activities and experiences the children do as a group • Establish and provide a visual schedule and follow it regularly • Give warnings before moving from one activity to another • Use the same steps for routines every day, "First we turn on the water, then we use soap, next we rub for 20 seconds…" • Establish job/chore responsibilities such as a helper chart	• Assign the class or group a name and then use it during transitions. "OK, Blue room, let's line-up to go outside." • Discuss significance of rules, schedules, and routines • Describe anticipated changes in the schedule or routines, "Tomorrow we are going to have a special visitor." • Use natural or logical consequences as often as possible, "If it takes too long to put on our coats, we'll have a shorter amount of time to play outside." or "If you don't wear your mittens, your hands will get cold." • Repeat and prompt multi-step directions • Provide a visual schedule and follow it regularly

SST 1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**1cI-1** Show enjoyment when adult names or plays games like "peekaboo" or "This Little Piggy"	**1cYT-1** Gaze at self in the mirror	**1cOT-1** Identify own traits and characteristics
	1cI-2 Show interest in others' differences in appearance	**1cYT-2** Show curiosity and explore characteristics of others	**1cOT-2** Recognize the way self is the same or different than others
	1cI-3 Explore culturally diverse music and books, with adult support	**1cYT-3** Participate in music, literature, etc. surrounding holiday, cultural and/or birthday celebrations	**1cOT-3** Recognize that people celebrate different events or have different customs
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Smile or laugh at adult who plays "This Little Piggy" or other games that name or play with body parts • Show curiosity and reach for an adult's glasses or curly hair • Calm or show enjoyment while listening to culturally diverse music • Smile or look interestedly at books with culturally diverse people	• Point to body parts on self, others, and dolls • Reach out to touch another's hair or face • Sway or show delight in different styles and types of music • While looking at books, respond to "Where's the baby's nose?" then, "Where's your nose?"	• Name or touch body parts when asked • Tell adult that a friend has the same color hair • Ask questions about another friend or adult, "Where's Eva?" • Participate in rhymes, chants, songs, dances from different cultures • Listen and attend to pictures and books from various cultures
SAMPLING OF PROFESSIONALS' PRACTICES	• Talk about body characteristics during diapering or dressing • Play peekaboo or gentle games that identify body parts such as "This Little Piggy" • Play culturally diverse music • Read books that show with children from different cultures	• Hold child to mirror and point out body parts • Sing and relate finger plays and rhymes from different cultures • Play culturally diverse lullabies or quiet music during nap time • Post pictures of different children and families • Include dolls of differing cultures and abilities in the dramatic play area	• Talk about children's physical characteristics as they look in mirrors and then draw themselves • Include dress-up clothes, diverse doll babies and props from different cultures in the dramatic play area • Introduce musical instruments from different cultures and play different types of music • Ask children how they recognize special events at their house • Label objects, count or use simple words that reflect the cultures of the children in the group

SST 1: SOCIAL SYSTEMS

SST 1c: Diversity and Culture: Children will show understanding of how people and customs are alike and different.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**1cYP-1** Describe own traits and characteristics	**1cOP-1** Compare traits and characteristics of self with others
	1cYP-2 Identify differences and similarities in physical characteristics of self and others	**1cOP-2** Discuss differences and similarities between themselves and others
	1cYP-3 Identify traditions of family and other cultures	**1cOP-3** Show appreciation of own culture or customs
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Draw and describe picture of self • Enjoy singing happy birthday or hearing how another child celebrates birthdays • Tell another child, "We do that at our house too." • Ask questions about others' appearance or behavior • Notice how friends look the same or different than them	• Note, "I have really long hair, but Stella's hair is short. She just got it cut." or "Danny and I can run really fast. We both have long legs." • Place themselves in a group or category by attribute, with adult support, "I am going to stand with the boys." • Talk about a recently-attended celebration, "We knocked down the piñata with a great big stick!" • Tell an adult, "We always have a picnic after church." • Tell another child, "My dad takes me to the park after school sometimes."
SAMPLING OF PROFESSIONALS' PRACTICES	• Ask children to draw self portraits throughout the year, noticing more complex drawings as the year progresses • Play games and routines that highlight similarities "Everyone wearing a red shirt line up." • Include diverse foods during snack • Read books that describe ways in which children celebrate different events • Invite family members to visit and describe special cultural events	• Create books that depict all the children doing something similar, "We Like to Play Outdoors" showing each child doing something different outside • Use graphing activities to notice children's physical characteristics' similarities and differences; graph children's hair or eye color or number of children with long or short hair or number of children wearing shoes, sneakers or boots • Include different skin color paints and paper, and mirrors, for art activities • Add props in the dramatic play area that represent different cultures or cultural celebrations • Play music from different cultures, calling attention to similarities and differences, "Both of those songs are very fast." "This song uses quiet tones; this one uses loud tones."

SST 2: SOCIAL STUDIES CONCEPTS

SST 2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**2aI-1** Depend on others to meet needs and wants	**2aYT-1** Express wants and needs with simple phrases or gestures	**2aOT-1** Request specific strategies to alleviate needs and wants
	2aI-2 Explore costumes and props that represent community helpers	**2aYT-2** Engage with costumes and props that represent community helpers	**2aOT-2** Recognize community helpers through uniforms and equipment
			2aOT-3 Show understanding of community helper's roles
			2aOT-4 Show an emerging understanding of the purpose of money
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Vocalize or gesture needs or wants • Reach for familiar adult for comfort • Gaze at brightly colored uniforms or different textured fabrics	• Use phrases like "all gone" or "more" • Make a choice when offered two options • Put on a firefighter's hat • Use a stethoscope on a stuffed animal	• Say "I need more milk." Or "I'm wet." • Tell an adult, "I want to play with the trains." • Select a book to read when offered a few options • Put on a helmet during dramatic play and tell a friend, "Firefighters and construction workers both wear helmets." • Use props related to occupations during play • Use pretend money during dramatic play
SAMPLING OF PROFESSIONALS' PRACTICES	• Respond promptly to children's expressed needs • Describe the way in which you are meeting children's needs, "I'm going to change your wet diaper now."	• Empower children's decisions by giving either/or choices • Make available simple dress-ups and props • Describe and ask questions about children's actions when they dress up. "You put on the fire fighter's helmet, are you going to put out the fire?"	• Provide opportunities for children to make their own choices, "Which color are you going to paint with, red or blue?" • Include prop and costumes for children to act out community helper roles • Read books about community helpers • Invite community helpers to visit and describe their work

SST 2: SOCIAL STUDIES CONCEPTS

SST 2a: Economics: Children will understand about supply and demand, why people work, money, and community helpers.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**2aYP-1** Begin to recognize the difference between wants and needs	**2aOP-1** Realize that people depend on others to have needs met
	2aYP-2 Identify various community helpers through their uniforms and equipment	**2aOP-2** Describe roles of various community helpers and workers
	2aYP-3 Express understanding of occupations through dramatic play	**2aOP-3** Describe occupations' roles and purposes
	2aYP-4 Demonstrate awareness of the purpose of jobs, money and its exchange	**2aOP-4** Understand the purpose of saving for tomorrow
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Ask for help to tie shoes or to open a juice box • State what he/she wants to be when grown up, even though it may change from day to day • Play store or other pretend activities where money is exchanged for a service • Describe the jobs family adults hold, "My Grandma works at the grocery store." • Get excited when receives a coin for the piggy bank • Tell a friend, "My Mom is going to buy me new shoes when she gets enough money."	• Describe the way police officers can help • Talk about how the dentist checks to make sure their teeth are clean and healthy • Talk about the way money in the piggy bank can be used to purchase something special • Recognize and name coins • Create elaborate play scenarios about community helpers that involve real or make believe props and costumes • Describe the different jobs that familiar adults hold, "My Dad is a plumber and he fixes people's leaks."
SAMPLING OF PROFESSIONALS' PRACTICES	• Ask, "Where are you going to play today?" • Add community helper costumes to the dramatic play area • Read a book about community helpers, then put out related props • Ask children, "How much do you think that costs?" • Ask family members to visit and talk about their jobs • Invite community business people to read to the children • Acknowledge, "You really want that toy, but we need to wait for another day."	• Talk about the ways in which police officers, fire fighters, doctors, etc. keep us healthy and safe • Add additional props to the dramatic play area to extend children's play • Join in children's play, asking questions to extend their play • Ask children to help count out the money needed to make a purchase • Take a field trip to a local business • Invite community business people to talk about their jobs

SST 2b: Geography: Children will identify basic concepts of location and features in the community.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**2bI-1** Explore surroundings and materials in the environment	**2bYT-1** Locate familiar objects when given basic directions	**2bOT-1** Follow requests or instructions that involve direction words or prepositions
		2bYT-2 Recognize familiar locations	**2bOT-2** Point out familiar places in the neighborhood
			2bOT-3 Use different materials that represent geographical features
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Stare at objects within sight • Crawl or scoot to explore objects of interest • Move objects from hand to hand or with legs and feet to learn more	• Find a toy hidden under a blanket when adult says, "Where is the doll?" • Climb onto a chair or off after adult says, "climb up" or "get down" • Show anticipation when approaching home's driveway or school's parking lot	• Play at the sand and water table • Tell an adult, "I see the grocery store." • Say, "That's where I go to school." • Point out, "There's the river." • Follow directions to find and retrieve a ball "under the chair" or "on top of the table" • Participate in a simple obstacle course to go over, under or around
SAMPLING OF PROFESSIONALS' PRACTICES	• Provide space and time for infants to move around • Rotate objects for children to manipulate and explore • Encourage infants to reach or crawl to an new location • Talk about locations or surroundings, "That chair is really high."	• Describe features in the immediate environment • Play simple hide and seek games • Talk about buildings and landmarks while walking or driving, "There's the red doors; that's your school." • Play games where children move their bodies up, down, around, etc.	• Provide sand and water play opportunities • Provide pictures of various types of land and water • Discuss the various types of land and water and how they are different • Read books about land and water • Point out and name landmarks during walks or outings, "Look at the people boating in the river." • Create an environmental print alphabet or book • Give directions to help a child locate a particular object

SST 2: SOCIAL STUDIES CONCEPTS

SST 2b: Geography: Children will identify basic concepts of location and features in the community.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**2bYP-1** Talk about the location of objects, such as near and far	**2bOP-1** Use directional terms such as turn left, straight ahead
	2bYP-2 Identify landmarks or places through their logos and signs	**2bOP-1** Name own street, town and/or neighborhood
	2bYP-3 Draw pictures of geographical features in the neighborhood	**2bOP-1** Create representations of different landforms and landmarks during play
	2bYP-4 Show interest in geographic tools, such as globes, GPS, or maps	**2bOP-1** Use geographic tools to identify landmarks in a specific lcocation
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Identify familiar restaurants, stores, child care, churches and popular icons based on their logos • Ask to stop at a certain location by name after seeing a known logo • Tell another that grandma lives really far away • Announce, "I threw that ball really far." • Include trees, flowers or a lake in a drawing of the neighborhood • Use a map during play to find the way home • Pretend to punch in the coordinates of an address on the GPS	• Ask an adult, "Is this the left foot?" while putting on shoes • Respond when asked, "Should we turn left or right?" • Recite address when asked • Use sand to make mountains or water to make rivers or a waterfall • Build a tunnel with blocks • Use a simple map to go on a treasure hunt • Participate in songs/activities that involve different landforms • Turn the globe to look for a far-off (or pretend) place during play
SAMPLING OF PROFESSIONALS' PRACTICES	• Read and discuss books about the local environment • Visit and discuss prominent features in the local environment • Make a picture book of locations frequently visited and share with the child • Name/point out locations often visited or that are included on a child's daily route • Discuss significance and roles of maps, globes, GPS • Provide maps, globes, and digital GPS to explore independently or with adult support • Provide materials to create simple maps • Include travel guides and books, treasure maps and map reading in dramatic play and block area	• Read and discuss books about the local environment • Share videos that show the prominent features of different environments • Visit and discuss prominent features in the local environment • Make a picture book of locations frequently visited and share with the child • Point out locations often visited or that are included on a child's daily route • Provide maps, globes, and digital GPS to explore independently or with adult support • Provide materials to create simple maps • Research information about a particular place or location on the internet

SST 2c: History: Children will demonstrate an understanding of events and people from the past and present.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**2cI-1** Show anticipation for routine activities	**2cYT-1** Show anticipation for scheduled activities	**2cOT-1** Describe what happens next in a routine
	2cI-2 Demonstrate beginning understanding of object permanence	**2cYT-2** Respond to familiar sequences and routines	**2cOT-2** Begin to connect past and present experiences
		2cYT-3 Recognize the end of an activity	**2cOT-3** Recognize the beginning and end of an activity
			2cOT-4 Imitate a sequence for a routine during play
			2cOT-5 Show understanding of words that describe time
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Show excitement at the sign of a bottle or cup • Look for toy under a blanket • Enjoy playing peekaboo	• Lift arm or leg to help during dressing • Show understanding of what comes next in the daily routine, such as put head down to sleep after book reading • Clap at the end of a song or finger play • Say, "All gone."	• Describe what happens before bed, "First I get my bath, then I brush my teeth, then get into my pajamas." • Put play food in pan, cook, then serve • Say, "I used to do that tomorrow." • Clap at the end of a song • Tell an adult, "I used to cry at the doctor when I was a baby but now I'm big and I don't cry."
SAMPLING OF PROFESSIONALS' PRACTICES	• Play peekaboo and other disappearing types of games • Describe diaper changing or dressing while you're doing it. • Call attention to missing items, "Here's your blanket; it was hard to find."	• Talk about what happens before and after an activity • Say, "That's the end of the story." when you are finished reading a book • Use language that describes time, such as now, later, tomorrow • Describe what's coming next, "It's about time to eat."	• Describe and label events or things you've done in the present, past and future • Tell stories that begin with "A long, long time ago…" or "Next week we will…." • Compare current pictures of children with ones from when they were babies • Ask the children to tell you what they did at home last night

SST 2: SOCIAL STUDIES CONCEPTS

SST 2c: History: Children will demonstrate an understanding of events and people from the past and present.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**2cYP-1** Describe the steps of a routine	**2cOP-1** Use the posted schedule to describe the day's activities
	2cYP-1 Recognize how past events relate to their circumstances	**2cOP-2** Distinguish between events that happened in the past, present or future
	2cYP-1 Talk about past experiences/events	**2cOP-3** Talk about an event that happened or will happen
	2cYP-1 Recall parts of a story or what happened during the day	**2cOP-4** Discuss past experiences or events in the correct sequence
	2cYP-1 Use words that indicate time, but they may be inaccurate	**2cOP-5** Use time vocabulary with some accuracy
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Tell a friend, "First, we get the paper, then we can color." • Ask, "Will we have a snack after we clean up?" • Describe a part of a favorite story • Use the phrase, "When I was a baby…." that indicates understanding of the past • Tell Mom during pick-up, "We played with playdough today."	• Say, "When I have my birthday I will be five." • Tell an adult, "I played at Grandma's yesterday." • Remind a friend that outside time comes after rest • Retell a story in the correct sequence • Describe events that happened in the family, "Dad got sick and had to go to the doctor but he's better now."
SAMPLING OF PROFESSIONALS' PRACTICES	• Provide opportunities for children to talk about or draw a memory • Ask children to draw pictures of what they looked like when they were a baby and what they might look like when they're grown up • Pause during reading a familiar story and ask, "What happens next?" • Act out the sequence of a story • Use time-related vocabulary to describe routines and the schedule, "We have circle time at 10:00" or "We go to soccer shots on Wednesday afternoon."	• Ask children to predict what might happen if…. • Examine change over time; look at pictures that show the sequence of a caterpillar turning into a butterfly or a seed sprouting • Use a countdown calendar to prepare for an upcoming event • Remind children of what comes next in the daily schedule. "We just had snack so now it's time to read a story." Or ask, "We just had snack; what comes next?" • Recall events in stories, "Let's talk about the book we read yesterday. Remember when…."

SECTION

2 Exploration and Critical Thinking: Developing STEM Skills

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APPROACHES TO PLAY AND LEARNING (APL)

Developing Skills and Attitudes for Success

Children approach play and learning in different ways. Some children dive right in while others may be a little slower and more deliberate. But, all children benefit from opportunities to discover new ideas and information through play and active exploration. Their growing curiosity, creativity and enthusiasm for learning work in tandem with their developing-engagement through persistence, attentiveness and problem solving to acquire knowledge and accomplish goals and tasks. These emerging skills or dispositions focus on how children learn and are known as approaches to learning. They help children become successful in school and in life.

Play motivates and encourages children to become and stay engaged in learning. Developmental theorists and practitioners alike all agree that play is the foundational method for children to build those approaches to learning (or executive function) and make connections. When professionals offer a variety of experiences, facilitate a sense of "wonderment" and curiosity, and encourage actions and interactions with objects and individuals, children are activating their executive function that leads to more thoughtful reflections, more self-reliance, and increasing independence.

APL 1 **Play**
- APL 1a: Imaginative Play
- APL 1b: Collaborative Play

APL 2 **Constructing and Gathering Knowledge**
- APL 2a: Persistence, Engagement and Attention
- APL 2b: Task Analysis
- APL 2c: Reasoning and Problem Solving

APL 3 **Wonderment and Curiosity**
- APL 3a: Curiosity, Invention, and Initiative
- APL 3b: Risk-taking and Flexibility

Did you know?

Children's temperament or personality can influence the way in which they learn and behave.

Traits such as activity level, mood, adaptability, intensity, sensitivity, and persistence join together to define children's temperament, Some children may be easy or flexible. Others may be active or feisty, and still others may be slow to warm, cautious or fearful.

Easy children are typically happy and calm with regular habits and can generally adapt to change quickly. **Active** children may be considered difficult. They have strong reactions to things and are often bothered by too much noise or stimulation. Children who are **cautious** approach the world with hesitation and may be reluctant to try new things. They may be described as shy, needing time to become accustomed to new things or people.

When professionals observe and interact with children to understand how they demonstrate these temperament traits, they can match learning experiences and expectations, often called "goodness of fit."

APL 1a: Imaginative Play: Children will use their imaginations to learn about the world around them.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**1aI-1** Use a familiar object for a different purpose or in a different way	**1aYT-1** Use objects for a real or imagined purpose	**1aOT-1** Use objects to represent something different
	1aI-2 Imitate observed actions	**1aYT-2** Imitate or act out real life events	**1aOT-2** Pretend to be somebody or something other than self
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Tap wooden spoon on floor to make sounds • Pour water from cup during bath time • Attempt to hide face with blanket for peekaboo • Watch adult wave bye-bye and try the same action	• Fill and dump blocks into a cardboard box • Open mouth to say "aah" like at the doctor • Pretend to brush doll's teeth • Put a car on top of a ramp to watch it go down	• Hold and comfort a doll as if it were a baby • Crawl around on the floor, barking like a dog • Fly like an airplane with arms outstretched, saying vroom, vroom • Wear a scarf as a cape and fly through the sky like a super hero
SAMPLING OF PROFESSIONALS' PRACTICES	• Have varied types of objects in the environment for children to manipulate • Interact back and forth with child to encourage their response with familiar movements • Model different actions and activities and wait for child to repeat them, such as peekaboo or hand clapping	• Sing songs and finger plays that include actions • Talk about the characters' actions in books • Use puppets or stuffed animals to imitate actions or tell a story • Help children pretend with invisible objects such as pretending to drink milk with your hand • Pretend to rock a doll and say, "Baby is tired; night-night baby."	• Stock the dramatic play area with dolls and stuffed animals and related props • Ask questions or talk about children's play, "How is your baby feeling today?" or "That elephant looks really sad." • Encourage children to move creatively during transitions, "Let's jump like bunnies to the table." • Interact with children in the dramatic play area as they take on different roles, "Are you the doctor or the nurse?" "Can you fix my hair? It's a mess!" • Model pretend play in the block area, "This block is going to be my hammer."

APL 1: PLAY

APL 1a: Imaginative Play: Children will use their imaginations to learn about the world around them.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**1aYP-1** Engage in make-believe play that mimics real-life experiences	**1aOP-1** Use props and create characters as part of pretend play
	1aYP-2 Coordinate play with another, beginning to assign roles	**1aOP-2** Engage in elaborate and sustained imaginative play
	1aYP-3 Invent an imaginary friend	**1aOP-3** Distinguish between real life and fantasy
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Pretend to cook a meal with pots and pans • Tell a friend, "You be the mommy and I'll be the baby, and you put me to bed." • Ask, "Can I take your order please?" when pretending to work at a fast food restaurant • Talk about a pretend character as if it were a friend, "Shhh…my piggy is sleeping." • Tell an adult, "My dog, Spot, and I are going to go on a walk now."	• Tell you that monsters are not real • Act out a scenario with a sick dog who needs to go to the vet, get a shot, and go home and rest • Re-enact a favorite story, such as The Three Bears • Work with a friend to build a house with people, pets and furniture • Engage in pretend play that extends over time, such as creating an ice cream shop with customers and sales clerk, pretend ice cream and toppings, money, etc
SAMPLING OF PROFESSIONALS' PRACTICES	• Stock a family living area with costumes and props • Encourage participation in dramatic play as an option during free play • Ask children, "What would you do if…" while reading a story • Join children's play in the dramatic play area, responding to their directions and asking questions to extend their thinking, "What toppings do you have for my pizza? How much will it cost? Do you do take-out?" • Rotate the materials in the dramatic play area using prop boxes that have the materials to help children act out real life experiences such as a veterinarian clinic, pet shop, fast food restaurant, doctor's office or grocery store	• Involve children in the selection or creation of dramatic play scenarios. After reading a book about a pizza shop, ask them what they'd need to create a pizza shop, then have them help make the props • Encourage children to continue the dramatic play scenario from one day to another, leaving the materials set up • Retell a story asking children to act it out as they become familiar with it • Talk about things that are real and make believe • Read books about imaginary characters, asking children questions like, "Do you think cows really fly?"

APL 1b: Collaborative Play: Children will learn to work and play together to achieve a common goal.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**1bI-1** Observe and seek to be near another baby or child	**1bYT-1** Play near another child with different toys or activities	**1bOT-1** Play alongside other children
	1bI-2 Engage in simple turn-taking	**1bYT-2** Seek adult or peer audience during play	**1bOT-2** Share toys or materials with adult support
	1bI-3 Engage in imitative play actions with adults	**1bYT-3** Initiate imitative play games	**1bOT-3** Help a friend during a play experience
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Watch other children during meal time • Crawl near another child and observe • Remove blanket from face during peekaboo • Imitate adult's sounds or facial gestures	• Play with a shape sorter while another child plays with stacking cups nearby • Hold up a picture and say or gesture, "Look." • Tell an adult to "Watch me" while riding a bike. • Reach for an adult's hand to engage in play together • Show interest in an action song and attempt to imitate hand motions	• Build a block structure while another child is playing with cars • Create play dough snakes and worms next to a child who is making play dough cookies • Share a truck after adult helps identify a timeframe, "In two minutes it will be time to share the truck with Lindsay." • Hand another child a block to use
SAMPLING OF PROFESSIONALS' PRACTICES	• Engage infant in shared, back and forth play, like peekaboo or "how big is baby?" • Make eye contact when communicating with baby • Listen to baby's sounds and repeat them back • Model how to hold and rock doll as if it were a baby • Place infant near other babies or children	• Provide more than one of the same or similar toys in a play area • Respond to children's gestures that request your involvement in their play • Acknowledge children's accomplishments or play, "You are making that car go really fast." • Read books about children playing together	• Supply learning areas with more than one of the same toy • Help children share, "Stevie would like to join us for play dough but there isn't any dough left. How can we give her some?" • Join in children's play, encouraging children to interact to perform a play scenario or accomplish a shared project • Ask a child, "Campbell needs another peg; can you find her one to use?"

APL 1: PLAY

APL 1b: Collaborative Play: Children will learn to work and play together to achieve a common goal.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**1bYP-1** Interact with others to create play scenarios	**1bOP-1** Develop and sustain complex play themes and roles in cooperation with peers
	1bYP-2 Begin to develop friendships, showing preferences for specific children	**1bOP-2** Seek out specific children to engage in play experiences
	1bYP-3 Communicate interest in others' ideas through verbal and nonverbal means	**1bOP-3** Take another's perspective
	1bYP-4 Express knowledge of everyday lives and culture through play	**1bOP-4** Articulate values and "rules" through play
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Engage with others to care for a sick child, assigning self as the mother, a child to be sick and another to be the doctor • Tell a friend, "Let's be firefighters and put out that fire." • Seek out a child asking, "Do you want to play at the water table with me?" • Draw a picture of two children, "That's Jimmy and me playing on the swings." • Ask another, "What are you building?" • Walk up to the art easel to watch another paint	• Work with other children to build a block city with houses, stores, roads, etc. • After reading a story about pets, create a pet store in the dramatic play area using stuffed animals, boxes for cages and the doctor kit • Ask, "Angie, do you want to do that puzzle with me again like we did yesterday?" • Try a different way to finish a block tower based on a suggestion from another • Remind others, "You need to take turns."
SAMPLING OF PROFESSIONALS' PRACTICES	• Join in children's dramatic play, extending their play through open-ended questions and connecting children's play • Invite children to play alongside each other • Offer opportunities for children to share their work/play with others • Ask for children's opinions or "How do you feel when you hear them say that?" • Create play scenarios that reflect daily living experiences or culture	• Allow children's creations to remain in the play area from day to day to encourage extended play • Read books about a topic that may provide new ideas to expand play • Ask a child who they are going to play with • Encourage children to help each other when initial play experiences aren't successful • Involve children in the development of the rules

APL 2a: Persistence, Engagement and Attention: Children will develop the ability to focus their attention and concentrate to complete tasks.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**2aI-1** Focus attention on people or objects nearby	**2aYT-1** Focus attention on activities or people for a short period of time	**2aOT-1** Focus on a task but may lose interest
	2aI-2 Deliberately try to make things happen	**2aYT-2** Repeat tasks and activities over and over again to achieve a goal	**2aOT-2** Repeat actions or events to gain mastery
	2aI-3 Attend to different sights, sounds or people in the environment	**2aYT-3** Show interest in activities going on in the environment	**2aOT-3** Attend to a selected activity in the environment
	2aI-4 Repeat action multiple times for enjoyment	**2aYT-4** Show delight after a completed activity or act	**2aOT-4** Show delight in accomplishing a challenging task
		2aYT-5 Demonstrate desire to complete tasks by self	**2aOT-5** Complete a task from start to finish with adult support
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Examine a toy • Make eye contact with an adult • Drop a spoon over and over to watch adult's response • Push a button to make noise • Work the parts of a pop-up toy	• Fill and dump blocks in a bucket over and over • Watch others at play • Say, "I do it" when adult tries to help • Clap or smile after accomplishing a task • Work at a simple puzzle until completed • Allow children to use toys or materials in their own way, perhaps unconventionally	• Concentrate on completing a painting • Start to build with blocks, then walk away to play somewhere else • Work on stringing beads into a necklace • Ask to wear a finished bead necklace with pride • Work at fitting puzzle pieces to complete a puzzle • Clap and tell adult after finishing a difficult task, "Look, I put that puzzle together!"
SAMPLING OF PROFESSIONALS' PRACTICES	• Engage an infant in an action multiple times while child is attentive • Describe what is happening as infant tries something new • Describe objects or people that are in the environment • Provide simple toys that require an action	• Encourage children to stay engaged in tasks by asking questions or showing interest in their work • Provide time in the daily schedule for children to complete a task, then try to do it again • Leave the same materials in learning areas for more than one day for children to go back to multiple times • Praise a child's attempts and accomplishments • Give children time to complete a task independently	• Break tasks into small steps to maintain children's interest • Provide time for sustained work on a task • Arrange areas in the room to minimize distractions • Praise children's accomplishments using descriptive and specific words, "You worked hard to put that puzzle together!" • Talk about children's work, "How did you do that?" or "That must have been hard to do." • Add new materials or ideas to expand children's thinking

APL 2: CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE

APL 2a: Persistence, Engagement and Attention: Children will develop the ability to focus their attention and concentrate to complete tasks.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**2aYP-1** Maintain focus on a project over a period of time with adult support	**2aOP-1** Stay focused on activities and tasks until completion
	2aYP-2 Try different ways to complete a task when something doesn't work	**2aOP-2** Persist with task completion even after previous efforts have failed
	2aYP-3 Stay engaged in an activity or task while other activities are occurring in the environment	**2aOP-3** Stay engaged in an activity or task despite interruptions
	2aYP-4 Express satisfaction in a completed task	**2aOP-4** Generalize the success to another task
	2aYP-5 Express goals and follow through with them.	**2aOP-5** Set simple goals that extend over time, make plans and follow through
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Try a different way to stack blocks after a tower falls over • Look for the missing piece in a puzzle • State, "I worked hard on that picture." • Tell an adult, I'm going to get dressed after I eat my breakfast." • Finish reading a book while others move to play in a different area • State, "I was really strong to lift that box." or "Look at the picture I made!" • Tell an adult, "I'm going to write my brother a letter", then go to the writing area and complete a letter	• Work on a puzzle until all pieces have been placed • Tell a child, "I'll be right there, I'm almost finished." • Rebuild a block tower after the initial attempt fell • Try to cut around a shape again after first one was cut in half • Keep painting at the easel even after a friend approaches to show a new object or toy • Make a plan to create a train from cartons and be the conductor, driving to Disney World, and work on this project for several days
SAMPLING OF PROFESSIONALS' PRACTICES	• Play background music to minimize distractions • Include sustained play time within the daily schedule • Encourage children to continue working on a project from one day to the next (not requiring clean-up on specific creations) • Ask questions that encourage children to finish a task, "What will you do next?" • Ask probing questions about a child's work	• Comment on children's attentiveness or persistence to a task • Use strategies to help children pay attention, such as clapping hands or saying "Look at me." • Create opportunities for children to develop a project that will last over time. Include research, input on design and finally, the creation. For example, with the children, research ways to create a garden; decide what flowers or vegetables to plant; prepare the soil and plant the seeds; water and weed; and observe growth over time

APL 2b: Task Analysis: Children will identify the steps needed to achieve a goal.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**2baI-1** Demonstrate familiarity with routines, objects, and materials	**2bYT-1** Observe another's actions and replicate	**2bOT-1** Notice similarities and differences between tasks
		2bYT-2 Anticipate the next step of a familiar routine or activity	**2bOT-2** Describe the sequence of a familiar routine
		2bYT-3 Use a variety of ways to meet a goal	**2bOT-3** Make choices to achieve a goal
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Show recognition of a specific toy or object • Quiet when comforted with a familiar doll or stuffed animal • Lift legs for diaper changing • Reach for familiar adult or object	• Watch others' actions and use simple phrases to describe • Make a block tower after watching another child build with blocks • Hold out hands to be dried after washing • Imitate hand movements to a song or finger-play after watching adult or other children	• Describe what we do first, next, last • "First, I'm going to fill this cup with sand and then I'm going to dump it into this bucket." • Tell another child, "We go outside after we eat snack." • Tell an adult, "Last time we had cheese crackers, now we're eating pretzels."
SAMPLING OF PROFESSIONALS' PRACTICES	• Offer objects that are familiar to calm or soothe • Remind infant of past uses while playing or experiencing an activity "Remember, you tasted this yesterday." • Provide toys that can be used in more than one way • Talk to children during routines, describing the steps you are taking to complete the task • Provide a variety of safe and interesting toys for exploration	• Describe actions as they are being completed • Talk about the steps to an activity, "First we'll turn on the water, then we'll put on soap…." • Model positive behaviors or actions • Praise child or others for positive actions • Use self talk to describe consideration of a different way to do things, "Hmmm, that didn't work, I think I'll try to do it this way."	• Describe how actions are alike or different, "This boat floated just like the other one." or "I used the red crayon for this circle and the blue crayon on this circle." • Describe the steps to a routine, leaving out the end of a step to allow children to complete it, "First, we sing our good morning song, then we…" (ask children to tell you what's next) • Remind children of the daily schedule, "After lunch we read a story, then take a nap." • Use self talk to describe ways to achieve a goal, "I wonder what I can use to make this taller?"

APL 2: CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE

APL 2b: Task Analysis: Children will identify the steps needed to achieve a goal.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**2bYP-1** Consider different ways to approach the same task with adult help	**2bOP-1** Demonstrate understanding that a task can be achieved in multiple ways
	2bYP-2 With adult support, develop the steps needed to complete a simple task	**2bOP-2** Break down multi-part tasks into steps
	2bYP-3 Express short term goals or plans and follow through with them	**2bOP-3** Independently identify and seek things needed to complete activities or tasks
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• State "I'm going to make a snake." with play dough • Tell an adult the types of blocks needed to build a house, "I need the long blocks to make the walls and the short ones to make the windows." • Tell an adult an idea for completing a task, "We could put this on the baby to make a hat." • State, "I'm going to play with the babies after I take my nap."	• Identify an easier way to complete a task • Gather needed supplies to make a block town or a birthday cake • Say, "Now I'm going roll the playdough with my hands instead of the rolling pin." • Look for the last puzzle piece to add • Say, "I need to add one more tree on this picture."
SAMPLING OF PROFESSIONALS' PRACTICES	• Ask questions like, "What should we do next? What's the first thing we need to do? What's the last thing we need to do?" • Introduce new materials to children before putting them in learning centers for play • Ask children where they are going to play before free play begins • Ask children where they played and what they did there (after play time) • Write about the steps of an activity as you describe them, then check them off with the children as they are completed, "OK, we just got out our paper and crayons, next it says we are going to draw our families…"	• Introduce children to new materials and how they might use them • Seek children's ideas and accept different perspectives and ideas, indicating all are valuable • Ask what materials might be needed to complete an activity, "The table's almost set. What else do we need? What's missing?" • Use self-talk to describe the steps to a goal, "I am going to make scrambled eggs. "First we break the eggs, then we beat them, next they go in the pan…." • Create a book with children that describes an experience with each page representing a part or step of the experience

APL 2c: Reasoning and Problem Solving: Children will identify and develop strategies for solving simple problems.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**2cI-1** Notice effect of own actions when interacting with a variety of objects and people	**2cYT-1** Observe others' actions with objects and materials	**2cOT-1** Repeat action to obtain a specific effect
	2cI-2 Use an object in more than one way	**2cYT-2** Use trial and error to complete a task	**2cOT-2** Try a new way to solve a problem
	2cI-3 Purposely complete actions to make something happen	**2cYT-3** Repeat action to produce an effect or response	**2cOT-3** Purposely complete actions to make something happen
	2cI-4 Use an object, action, or adult to accomplish tasks, such as pulling a blanket to reach a toy or pushing a button to hear a sound.	**2cYT-4** Experiment to find a solution to a problem	**2cOT-4** Imitate others' actions to complete a task or activities
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Scoot across the room to reach a toy • Drop a block, then a rattle to watch the effect • Explore the characteristics of different objects	• Watch and imitate another child who is jumping up and down • Search for items that are missing • Press the knob on a pop-up toy to make it open • Bang on a drum over and over to make a loud noise	• Pour water from a cup to watch what happens • Ask, "why?" • Be observant about children's actions and extend their ideas through materials or interactions • Push a cart around an obstacle to move it to a particular place
SAMPLING OF PROFESSIONALS' PRACTICES	• Acknowledge and encourage new learning by each child • Stay near child to offer support as needed	• Wait for the child to seek help before offering it • Describe the child's actions to elicit a response such as "You made the toy pop. How did you do that?"	• Guide the learning process rather than providing solutions • Ask open-ended questions that prompt a child to think about cause and effect • Model different ways to use materials and encourage children to do the same

APL 2: CONSTRUCTING, ORGANIZING, AND APPLYING KNOWLEDGE

APL 2c: Reasoning and Problem Solving: Children will identify and develop strategies for solving simple problems.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**2cYP-1** Experiment with similar actions on different objects	**2cOP-1** Apply prior knowledge and experiences to new ideas and activities
	2cYP-2 Experiment with a variety of strategies to solve a problem	**2cOP-2** Describe the steps they will use to solve a problem
	2cYP-3 Apply previously-successful strategies to complete a task	**2cOP-3** Evaluate different strategies for problem solving and select the strategy they feel will work without trying it
	2cYP-4 Seek and make use of ideas and help from adults and peers to solve problems	**2cOP-4** Ask specific questions of adult or peer to solve a problem
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Ask, "How can I get this paint off my pants?" • Try to pour sand into a small cup after pouring it into a bucket • Try to reach a toy by first stretching, then getting a stick to push it within reach • Tell an adult, "We tried to put all the pencils in this can, but they didn't fit. We are going to use this one."	• Tell an adult, "I think we can make that smaller by cutting off this end." • Respond to, "Should we use the large or small brush to paint this shape?" • Suggest more than one way to reach an object, First, "We could use this stick to get it or climb on the stool. I'll try the stick first."
SAMPLING OF PROFESSIONALS' PRACTICES	• Model curiosity, "I wonder what would happen if…" • Include materials that encourage children to explore and manipulate them • Add toys or materials that can be used in different ways • Respond positively when a child tries something new and makes a mistake, "That was a great try, how could you do that a little differently to make it work?"	• Provide opportunities for children to gather to discuss a problem and suggest ways to resolve • Help children consider different ways to solve a problem, "That's one way, is there another idea?" • Brainstorm ways to complete a task • Ask, "How can we find out about that idea?" • Make a book with children's drawings and a summary of a completed task or experience "First, we read the book about apples, then we went to the apple orchard to pick apples, then we made applesauce."

APL 3a: Curiosity, Invention and Initiative: Children will show eagerness, imagination, and creativity as they try new tasks.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**3aI-1** Show interest and excitement while exploring new experiences in familiar settings	**3aYT-1** Delight in finding new properties and uses for familiar objects and experiences	**3aOT-1** Invent new uses for materials other than those originally intended
	3aI-1 Explore materials by using their senses	**3aYT-2** Gesture to adults to describe or name new objects or toys	**3aOT-2** Ask short questions to learn new information and show interest in routines and daily activities
	3aI-1 Reach for the same objects or toys repeatedly	**3aYT-3** Indicate preferences for objects or activities	**3aOT-3** Be insistent about preferences
	3aI-1 Try a new action with a familiar object	**3aYT-4** Delight in finding different and unique ways to use familiar objects	**3aOT-4** Express joy or satisfaction through simple, actions, gestures, and words
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Pick up objects and put them in mouth • Watch another performing an action • Show interest in fingers or toes • Touch and explore adults' characteristics to learn about them	• Demonstrate excitement about trying something new • Point to new objects for adults to name or describe • Choose the same book over and over • Show a preference for a particular doll-baby, carrying it around • Climb up and slide down the slide, clapping after slide down	• Show eagerness and curiosity as a learner • Tell an adult "no" • Demand the blue cup while refusing to drink from the red cup • Pick (or request) the same shirt to wear every day • Ask why and how questions • Clap and wiggle with joy while playing a simple game • Say, "I like doing this puzzle."
SAMPLING OF PROFESSIONALS' PRACTICES	• Place infants near each other to encourage interest in others • Include mirrors in areas where children can look at themselves • Make eye contact when completing routines • Take children outside for sensory play and exploration	• Offer toys and materials with different textures and sounds • Reinforce children's attempts to try new things by smiling and praising • Allow time for exploration throughout the day • Name toys and activities	• Provide different types of books for children to read • Make available creative materials such as play dough, paint or crayons • Rotate or add new materials to learning centers periodically • Create new scenarios in the dramatic play area with new props and equipment, such as a pet store, doctor's office or ice cream shop

APL 3: WONDERMENT AND INVESTIGATION

APL 3a: Curiosity, Invention and Initiative: Children will show eagerness, imagination, and creativity as they try new tasks.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**3aYP-1** Demonstrate willingness to participate in both familiar and new experiences	**3aOP-1** Show eagerness to learn about and discuss new topics, ideas and tasks
	3aYP-2 Ask questions to obtain clarification	**3aOP-2** Ask questions to understand a new concept
	3aYP-3 Make choices and complete some independent activities	**3aOP-3** Show independence and purpose when making choices.
	3aYP-4 Discover things that amaze them and seek to share them with others	**3aOP-4** Use complex and varied language to share ideas and influence others during play
		3aOP-5 Select and carry out activities without adult prompting
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Show interest in and express that interest to adults and peers, "Look at this bug I found on the ground." • Ask questions about the people and things around them • When a new student comes to class, ask why and where they came from	• Ask questions about future events • Choose different ways to explore things (such as using a magnifying glass or a bug jar to examine an insect) • Show interest in a growing range of topics, ideas, and tasks, and determine new and intriguing ways to explore them • Demonstrate interest in learning new skills; may indicate interest in using new materials (such as gel pens or glitter glue) to complete tasks
SAMPLING OF PROFESSIONALS' PRACTICES	• Allow children to move materials from one learning area to another • Provide a wide variety of objects, experiences, and exploration from different cultures and family types • Listen and respond to children as they share thoughts. • Provide props and pictures to assist children in expressing thoughts using unknown vocabulary	• Use "I wonder" statements to encourage children's creativity with use of objects • Provide materials that will assist a child's expression of a memory. • Encourage conversation about their memory to facilitate inquiry • Ask children to communicate what they like or dislike and encourage them to express why. • Use facial expressions to reflect interest in what the child is communicating

APL 3b: Risk-Taking and Flexibility: Children will demonstrate a willingness to take risks and try new things.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**3bI-1** Look to adults for reassurance when trying new things	**3bYT-1** Move away from an adult to try new things but check in frequently	**3bOT-1** Explore environment freely with an adult nearby
	3bI-2 Notice changes in the environment	**3bYT-2** React to unexpected events with laughter or interest	**3bOT-2** Transition to new activities with adult encouragement
	3bI-3 Try to do things that are hard (such as crawl or walk) looking to adults for reassurance	**3bYT-3** Show interest in toys that offer a challenge and try to figure out how they work and how to use them	**3bOT-3** Demonstrate a willingness to participate in new experiences
	3bI-4 Seek to discover where something was and where it might be (object permanence)	**3bYT-4** Seek new experiences that create joy and excitement	**3bOT-4** Accept changes in plans and schedules with minimal opposition
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Explore new experiences both indoors and outdoors • Try to crawl, walk or climb, either with or without adult assistance • Try to climb out of crib or on top of chairs and furniture to experience new perspectives	• Use facial expressons to indicate willingness to transition from activity to activity • Say "NO" initially but shift to another activity with little duress • Indicate interest in new toys when presented, using senses to examine them • Look for resassurance from adults to proceed to unknown tasks	• Acknowledge a mistake and suggest a remedy • After gentle encouragement, move freely from one activity to another • Use a picture schedule to shift from activity to activity • Approach a challenge with confidence, "I can do it!"
SAMPLING OF PROFESSIONALS' PRACTICES	• Provide infants support and assurance that they are safe • Use positive facial expressions to support children in explorations • Be available to provide physical or emotional support to children as needed • Provide toys that make noise, pop, or change in some way to provoke thoughts about how something works	• Show interest in children's work and indicate joy or disappointment in successes and challenges • Model flexibility, trying other ways of completing something or needing to try again, "Uh-oh my block tower fell down, I need to try it again" • Encourage children to "get back up" after falling or failing on a task and reassure them that they are ok	• Consider different ways to introduce new experiences or ideas to accommodate children's different approaches to learning • Show or model flexibility, "You'd like 5 more minutes to play? Ok…" • Show pleasure in the ways children tackle tasks and encouraging them to keep working when unsuccessful • Establish a regular yet flexible routine

APL 3: WONDERMENT AND INVESTIGATION

APL 3b: Risk-Taking and Flexibility: Children will demonstrate a willingness to take risks and try new things.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**3bYP-1** Choose to participate in an increasing variety of familiar and new experiences	**3bOP-1** Approach new experiences, topics, and ideas with interest
	3bYP-2 Ask to participate in new experiences they have observed or heard about	**3bOP-2** Express a belief that they can do things that are hard
	3bYP-3 With support and guidance, differentiate between appropriate and inappropriate risk taking	**3bOP-3** Try things they are not sure they can do while avoiding dangerous risks
	3bYP-4 Try different roles or play approaches with adult support	**3bOP-4** Take on new roles in a group setting
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Explore a new climbing structure on the playground • Follow simple commands to transition from one activity to another • Express a confidence in their ability to do something by themselves • Express verbally, step-by-step, how they did something • Express a desire to learn something increasingly complicated and complex believing they are able to do it	• Independently seek new challenges • Approach new experiences independently and offer explanation(s) of how they learned something new • Express desire to learn new, challenging tasks. They will offer suggestions on how to proceed • Explain how to accomplish new and challenging tasks to adults or peers
SAMPLING OF PROFESSIONALS' PRACTICES	• Help children think through alternative strategies, "Rosie is playing with that ball now, can you find another one?" • Support children's own ways to solve problems and let them know that there is more than one "right way" to do something • Try different ways to introduce change and variety (provide advance warning of changes in routine, using pictures where possible)	• Plan for and recognize different interest levels and abilities to tolerate materials, mistakes, and engagement with other children • Accommodate differences by being flexible and introducing more challenging experiences gradually • Ask probing questions when children appear to be confused to help them understand and build meaningful connections • Model constructive reactions to mistakes explaining that everyone makes them from time to time

SCIENCE EXPLORATION AND KNOWLEDGE (SEK)

Exploring the World Around Me

Science is not just a set of facts for children to learn; it is a process or a way of thinking and understanding the world. This process begins with observations and moves through predictions, testing those predictions and then making sense of those observations. "Children acquire scientific knowledge by construction, not by instruction. (Kamii and Lee-Katz, 1983). When teachers encourage children's exploration and use of the scientific process, they promote the development of thinking and problem solving skills.

Rich science experiences also include mastery of science concepts in life science, physical thinking, earth and sky, engineering and technology. Investigation of these topics is best experienced through direct interaction with the environment in which children live and play. Professionals who pose open-ended questions or offer opportunities for children to explore their world spark new questions, new ideas, and new directions to explore. Both content and process are essential aspects of children's learning.

SEK 1 **Science Concepts**

SEK 1a: Science
SEK 1b: Biological Science
SEK 1c: Physical Science
SEK 1d: Earth and Space Science
SEK 1e: Environment and Ecology

SEK 2 **Technology**

SEK 2a: Use of Tools
SEK 2b: Media Literacy
SEK 2c: Digital Citizenship
SEK 2d: Computational Thinking

SEK 3 **Engineering Processes**

Did you know?

Children are natural engineers.

They like to explore and figure out how things work. Infants and toddlers shake objects or move them around. They may make towers with large blocks. Older toddlers and preschoolers may take things apart and put them back together or send cars and trucks down ramps to watch them move. They may plan and then carry out the construction of buildings with different kinds of blocks, and they might put together different types of materials to make sculptures or unique creations.

The engineering process engages children in activities that ask them to 1) ask; 2) imagine; 3) plan; 4) create; 5) improve. Does your learning environment include materials that encourage children to plan and create designs or solutions to problems? What experiences can you create to help children become budding scientists and engineers?

SEK 1a: Scientific Inquiry: Children will gain knowledge through exploration and discovery.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**1aI-1** Use senses to explore objects	**1aYT-1** Use the five senses to observe and explore objects in the environment	**1aOT-1** Use the senses to describe objects, people, or actions
	1aI-2 Show interest in a variety of objects, materials and activities	**1aYT-2** Notice that something happens as a result of an action	**1aOT-2** Use observation and experimentation to answer questions
	1aI-3 Handle and manipulate objects to learn about them	**1aYT-3** Interact with materials and the environment to learn new ideas	**1aOT-3** Ask questions to find out why
	1aI-4 Repeat action to learn about its impact	**1aYT-4** Repeat actions to achieve a desired effect	**1aOT-4** Show understanding of cause and effect
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Drop a spoon, wait for adult to give it back, and drop again • Explore toys and materials with mouth or hands • Gaze intently at objects • Move object from one hand to the other • Shake objects	• Touch, taste or smell a new object to learn about it • Drop objects from different heights to see what happens • Try different things with objects to see how they work • Notice things that are happening in the environment	• Use a specific toy or engage in an activity for an extended period of time. • Use the senses to describe objects or action, "I hear an airplane." or "That smells yucky." • Watch the way the rain falls on the window • Ask questions about objects or events • Use simple tools to explore objects • Tell a friend, "Watch what happens when I drop this."
SAMPLING OF PROFESSIONALS' PRACTICES	• Place objects at varying distances and positions within infants' reach • Rotate toys to encourage infants' exploration of new things • Provide toys and objects of different textures, colors and patterns	• Provide sensory table or area for children to pour or manipulate rice, soil, water • Tell children to "look out the window to watch the rain" and describe what you see • Talk about what's happening during a walk, "Look at that squirrel climbing up the tree."	• Provide a science or exploratory area with a variety of natural materials such as leaves, rocks or shells; rotate the materials • Ask open-ended questions to spark children's thinking, "What are those dark clouds telling us?" • After a walk where children noticed rain puddles and worms, invite them to draw or sculpt what they saw, add books about worms, ask what else they want to know and help them research information about worms on a laptop or computer • Include magnifying glasses, color paddles, collection jars

SEK 1: SCIENCE CONCEPTS

SEK 1a: Scientific Inquiry: Children will gain knowledge through exploration and discovery.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**1aYP-1** Identify and differentiate the five senses	**1aOP-1** Use the five senses to collect information
	1aYP-2 Make predictions based on past experiences	**1aOP-2** Try new approaches when results differ from what is expected
	1aYP-3 Participate in experiments to learn new information	**1aOP-3** Form conclusions based on observable actions or results
	1aYP-4 Discuss potential cause and effect relationships	**1aOP-4** Predict outcomes based on cause and effect, "If I…., then I…."
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Take a toy apart to see how it works or what is inside • Tell a friend, "I think the tower might fall, it's really high." • Put different types of objects in the water to see if they will sink or float • Investigate and describe a toy using the senses. "I hear it rattling but it doesn't smell. It feels rough." • Ask an adult why the lid is warped and doesn't fit on the box	• Notice the puddles on the sidewalk and say, "It rained last night." • Explain that the block tower fell because it was too high • Turn the pieces of a puzzle around to fit • Notice and describe the results of a science experiment. "The celery turned blue after we added the food coloring." • Explain to an adult what might happen when ice is left out of the freezer • Predict what will happen to the paint colors when they are mixed
SAMPLING OF PROFESSIONALS' PRACTICES	• Model a sense of wonder and excitement about nature • Create project-based opportunities where children design tools or experiences over time • Encourage children to use their sense to discover information by asking, "What do you see or hear? How does that feel? Does it have a smell?" • Ask children to predict what might happen next • Conduct simple experiments and ask children to record their findings through a drawing or dictated story	• Rotate the items in the science area to encourage children's ongoing attention and exploration • Ask children to predict what might happen before conducting science experiments, "What do you think might happen if I drop this cotton into the water?" • Ask children to identify what they know about a topic and what they would like to learn. Provide the tools and materials for them to research or explore to find out more • Provide opportunities for children to design and create projects over time, leaving them available from day to day • Turn puzzle pieces around when they don't fit on the first try

SEK 1b: Biological Science: Children will differentiate between living and non-living things and their characteristics.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**1bI-1** Show interest and curiosity in the world	**1bYT-1** Explore a variety of living and non-living things	**1bOT-1** Explore the characteristics of living and non-living things
	1bI-2 Indicate basic needs through crying	**1bYT-2** Verbalize needs through short phrases	**1bOT-2** Show understanding that plants and animals have basic needs
	1bI-3 Explore and discover different body parts	**1bYT-3** Show or use specific body parts when asked by adult	**1bOT-3** Name body parts
	1bI-4 Respond to characteristics of living things	**1bYT-4** Differentiate between adults and babies	**1bOT-4** Observe plants' and animals' growth and change over time
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Notice other children while on the playground or on a walk • Notice objects and events in the indoor and outdoor environments • Reach for people • Startle at loud or angry voices • Touch photos of animals and their babies in books • Touch toes while lying on back • Show interest in adults' games that identify body parts, like "This Little Piggy…"	• Watch fish swimming in a tank or birds at a bird feeder • Stoop down to look at a dandelion • Tell an adult, "More please." • Point to body parts when asked • Point to animal babies in a book	• Kneel on the ground to watch an earthworm move in soil • Plant a seed and watch its growth over time • Look at a leaf or flower with a magnifying glass • Go on a nature walk to collect a variety of leaves • Name basic body parts • Help to water flowers or feed fish • Tell an adult, "That's the puppy." while reading a book
SAMPLING OF PROFESSIONALS' PRACTICES	• Include non-toxic plants or small pets in your environment, considering allergies • Read books that show photos of living and non living things • Provide varied materials and objects for children to explore • Name body parts while changing diapers or clothing • Describe child's characteristics, "You've got such long fingers!"	• Describe the feeding and care routines of pets as you conduct them • Set up a birdfeeder outside near a window • Play finger plays and sing songs that include body parts • Name animals and their babies while reading or post photos of animals around the room • Make animal sounds as you name the animal, "The cow says, moo."	• Talk about what children are seeing during nature walks • Add binoculars and magnifying glasses to your outside play equipment • Plant seeds or a small garden and watch the plants grow and involve the children in watering and weeding • Play games or sing songs that name or move body parts • Include stuffed animals in the reading and dramatic play area • Read The Very Hungry Caterpillar by Eric Carle

SEK 1: SCIENCE CONCEPTS

SEK 1b: Biological Science: Children will differentiate between living and non-living things and their characteristics.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**1bYP-1** Sort living and non-living things by one or more basic characteristics	**1bOP-1** Describe differences between living and non-living things
	1bYP-2 With adult support, describe how living things depend on other non-living and living things to survive	**1bOP-2** Describe how living things interact with the environment and its conditions to survive
	1bYP-3 Explore the function of body parts	**1bOP-3** Describe the functions of body parts
	1bYP-4 Explain how plants and animals change over time	**1bOP-4** Describe the predictable patterns for life cycles of plants and animals
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Notice that the food and water for a pet needs to be replenished • Tell a friend that plants need water to grow • Notice a caterpillar eating and leaf and say, "Look, he's hungry." • Play body movement games such as Hokey Pokey or relay races • Tell an adult, "My legs are strong so I can run fast." • Chart or make an observational drawing about the growth of a plant	• Sort cards in a lotto or folder game by living and non-living • Sort photos or pictures into animals that move in the sky, on land, or in the water • Tell another child, "I have a bracelet on my wrist." or "I scraped my elbow." • Pat head or rub tummy during a simplified Simon Says game • Tell an adult, "We need to sleep so we get energy to play." • Tell an adult, "Seeds grow into plants." or "Birds' eggs hatch into babies."
SAMPLING OF PROFESSIONALS' PRACTICES	• Talk about the different characteristics of birds, mammals, reptiles, "Reptiles have scales to help them live in dry places, fish use gills to breathe, birds fly with wings." • Show children's baby pictures and current pictures and talk about the growth changes • Provide games where children match different kinds of animal and their babies or the animal to their habitats • Investigate the characteristics of rocks and shells on the internet	• Describe the different habitats and habits of animals, "Bears hibernate, bats fly at night, frogs live on both land and water." • Take a trip to a local zoo or farm • Use sequence cards to demonstrate the stages of plant growth or eggs hatching • Use books or the internet to talk about the way humans breathe; practice taking deep breaths and blowing out • Display pictures or cards that children can sort into living or non-living

SEK 1c: Physical Science: Children will demonstrate emerging understanding of matter and energy.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**1cI-1** Explore and discover the motion of objects	**1cYT-1** Explore the ways in which objects move	**1cOT-1** Explore different ways that familiar objects can move or be moved
	1cI-2 Handle objects to learn about their characteristics or properties	**1cYT-2** Begin to categorize objects according to their attributes	**1cOT-2** Describe the physical attributes of objects
		1cYT-3 Explore the properties of liquids and solids	**1cOT-3** Categorize objects as liquid or solid
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Push the knob on a pop-up toy to make it open • Press the button on a doll or stuffed animal to hear its sound • Rock on a rocking horse or push a push toy to make it move • Shake toys to watch what happens	• Experiment with riding toys, making them go fast or slow • Add objects to a wagon and try to pull it • Make cars move around a track • Notice differences in fabrics or materials, such as cotton balls are soft or ice feels cold • Play with water, sand or soil	• Notice that water flows through a sieve faster than sand • Move a car along the floor or on a track or race it in the air • Pick up a beach ball and say, "This is so big." • Try to lift a box and say, "Too heavy." • Make mud pies
SAMPLING OF PROFESSIONALS' PRACTICES	• Read books that have texture inserts and encourage children to feel • Roll a ball to infant • Provide toys that require infants to push buttons or press to make them open or make noise • Include rattles and small toys that move or shake or make noise	• Include a sensory table with pouring, sifting and filling containers • Offer toys and objects that move at different speeds and in different ways • Ask children to lift different sized objects and talk about which one is heavier or bigger • Describe children's actions, "You are pushing that truck across the room." • Provide materials with different textures	• Construct musical instruments with rubber bands or paper rolls and rice or beans • Include sensory boxes that have objects with different textures in the science area • Add a scale and objects of different weights to the science area • Include cars and trucks of different sizes in the block area and outside • Talk about the different attributes of milk or water and blocks or solids

SEK 1: SCIENCE CONCEPTS

SEK 1c: Physical Science: Children will demonstrate emerging understanding of matter and energy.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**1cYP-1** Notice strategies that impact how balls, cars, and other objects can change speed	**1cOP-1** Experiment with cars, balls, and other objects to determine which is faster
	1cYP-2 Sort and describe objects according to their physical properties, including size, shape, texture, and color	**1cOP-2** Notice and explain changes in physical properties of objects as a result of outside influences
	1cYP-3 Investigate and identify the differences between liquids and solids	**1cOP-3** Describe characteristics of solids and liquids
	1cYP-4 Explore the properties of light and sound, with adult guidance	**1cOP-4** Investigate the properties of light and sound
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Try to hit a ball with a stick or a bat • Push cars or trucks down a ramp • Touch an object inside a sensory bag and identify it as cotton or a pine cone • Sort different nuts or leaves at the science table according to type or color • Watch, over time, an ice cube melt and notice when it turns to water • Bang on drums of different sizes and types to notice the differences in sound	• Race cars down different sized ramps with a friend to see whose is fastest • Use loose parts to put together objects • Ask if the sliding board is too hot to slide down • Use a stick like a lever to move things • Predict which objects might float during an experiment • Stir water into sand and talk about it will form a sand castle • Watch what happens with magnets • Create shadows with flashlights
SAMPLING OF PROFESSIONALS' PRACTICES	• Provide ramps and inclines in the block area • Conduct experiments with different size cars and ramps to see which comes first • Put water, soil, ice, or sand in the sensory table, along with cups and funnels and shovels • Add water and sand tables for outside play • Ask children to reach into a bag with objects of different textures and sizes and guess what they are • Ask children to identify different sounds	• Conduct science experiments with light and sound, and sink and float • Graph results of experiments • Conduct cooking experiences that show what happens when water is heated or when ingredients are combined • Add prisms, color paddles, and crystals to the science area

SEK 1d: Earth and Space Science: Children will demonstrate emerging understanding of the earth and atmosphere.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**1dI-1** Explore textures and sounds found in nature	**1dYT-1** Use basic tools to explore soil and sand	**1dOT-1** Explore the properties of soil and sand
	1dI-2 Enjoy water play	**1dYT-2** Engage in water play with tools such as cups and sieves	**1dOT-2** Begin to explore the properties of water through play
	1dI-3 Show interest in the earth and sky	**1dYT-3** Show interest or recognize objects that are in the sky	**1dOT-3** Name objects in the sky: stars, sun, moon, clouds
	1dI-4 Respond to changes in the temperature (weather)	**1dYT-4** Recognize different weather types	**1dOT-4** Match clothing needs to appropriate season or weather with adult assistance
		1dYT-5 Begin to differentiate day from night	**1dOT-5** Draw pictures that represent day or night
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Touch grass or sand • Attend to birds singing • Respond to light and darkness and anticipate routines with both (for example, dark = nap)	• Pack sand into a pail using hands or tools • Point to a bird as it lands on a tree • Look up at the sun and say, "sun-hot" • Talk about the changes in weather using simple vocabulary such as hot or cold • Splash in the bathtub or pour water from bottles in the water table	• Observe and discuss changes in day to day weather, "It's cold outside today." or "It's really cloudy, no sun today!" • Play with soil and water, combining to make mud pies • Point to a lake or pond, "I see water." • Ask an adult, "Do I need to wear pants today or can I wear shorts?" • Use dark paper and light crayons to draw a night picture or paint with soap flakes to make snow or clouds
SAMPLING OF PROFESSIONALS' PRACTICES	• Provide opportunities for children to grasp and move objects • Introduce children to water play using small tubs and a few basic toys • Point to and describe the sun or flowers growing during a walk • Tell a baby, "It's getting cold outside, we need to wear coats today." • Explain, as you prepare baby for nap, "I'm going to close the curtains so the dark room will help you sleep."	• Conduct a very simple sink-float experiment, using 1 or 2 objects, and talk about the outcome • Provide materials that children can mix and combine • Conduct very simple cooking experiences, explaining, "I am mixing water with flour to make dough." allowing children to try to stir • Describe the weather as children are getting dressed, "It's raining today. We will need our raincoats and umbrellas." or "It's raining today; we can't play outside." • Read books about day and night activities and characteristics, such as Good Night Moon by Margaret Wise Brown	• Create opportunities for children to investigate natural changes in the environment, snow melting, water evaporating, or water and soil combining • Sing "the Bear Went Over the Mountain" or "Jack and Jill" • Encourage creative use of materials, "What else can we do with that block?" • Dress a flannel board character for the weather during circle time • Introduce children to science vocabulary, solid, liquid, mixture, reaction • Talk about the things you do during the day and the things you do at night

SEK 1: SCIENCE CONCEPTS

SEK 1d: Earth and Space Science: Children will demonstrate emerging understanding of the earth and atmosphere.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**1dYP-1** Describe the properties of earth materials, soil and sand	**1dOP-1** Compare and contrast the properties of natural materials, soil and sand
	1dYP-2 Investigate the properties of water through experimentation	**1dOP-2** Describe the properties and changes of water
	1dYP-3 Differentiate day and nighttime objects in the sky	**1dOP-3** Explore the characteristics of the sun and shadows, moon, clouds and stars
	1dYP-4 Describe changes in weather or seasons over time	**1dOP-4** Explain how weather and its changes impact daily life
	1dYP-5 Describe daytime and nighttime activities	**1dOP-5** Describe the day and night cycle
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Identify the different types of weather • Notice that the leaves on the trees are turning colors • Notice that the slide is hot on a warm and sunny day • Describe how the features of the sky change from day to night, "Look, it's getting dark outside, I see the moon." • Talk about the hill to climb during a walk or how high the mountain is in a picture • Describe properties of rocks, soil and mud, "This feels hard; this feels gooey." • Talk about the way snow melts when it's brought inside to warmth	• Tell an adult, "It's getting cold outside. I need to wear my hat and mittens." or "I need my sunscreen when it's so hot and sunny." • Tell another, "We can't go out to play today because it's raining." • Compare the colors and textures of sand and soil • Talk about the wind blowing the leaves off the trees • Explain that we pick up litter to keep our neighborhood clean • Notice the different sizes of shadows between adult and self during a walk
SAMPLING OF PROFESSIONALS' PRACTICES	• Include different types of natural materials for children to explore; water, sand or soil in the sensory table and shells, sticks, pinecones or acorns in a science area • Ask children to predict what might happen when water is added to sand or when an ice cube is left out on the table • Provide flashlights, color paddles and prisms for children to explore • Investigate the way flower petals change color when their stems are put into water with food coloring • Read books about the moon and space; add space travel to the dramatic play area	• Chart the phases of the moon • Conduct a time study with an ice cube, measuring the amount of melting every few minutes • Investigate what happens when water is dropped onto waxed paper • Provide play dough, toothpicks and other materials for children to create stars, sun, moon or planets • Make shaker bottles with water, oil and glitter or objects • Take children outside to dig for different types of dirt or soil, compare and graph or chart the differences

SEK 1e: Environment and Ecology: Children will demonstrate emerging understanding of their impact on taking care of the world.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**1eI-1** Demonstrate joy in being outside	**1eYT-1** Show interest in nature	**1eOT-1** Respond to changes in the natural environment
		1eYT-2 Show an understanding of trash or things that need to be discarded	**1eOT-2** Participate in daily clean-up activities with adult direction
			1eOT-3 Participate in simple activities to protect the environment
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Crawl or move around in the grass • Look at birds, sky, flowers, animals during walks	• Bend down to look at or pick a flower • Look up to see or listen to birds • Put familiar items in their proper place • Take an item from an adult and put it into the trash	• Put away bikes, helmets and other outside toys • Sort trash and objects for recycling with adult help • Participate in garden planting or care • Re-use an object for another purpose • Make simple sun catchers with waxed paper and tissue paper
SAMPLING OF PROFESSIONALS' PRACTICES	• Take children for walks, describing what they hear and see • Give and describe objects with different textures for babies to feel, such as flowers, rocks (watch carefully to make sure they don't put them in their mouths)	• Model environmentally-responsive behavior such as no litter, recycling • Take children on a listening walk to look for or observe birds, flowers, squirrels • Talk about what you're doing when you recycle; "I'm going to put this in the recycling bin so it can be repurposed." • Use recycled materials for learning toys such as egg cartons for sorting or paper towel rolls for musical instruments	• Create a wildlife or garden area with plants that attract bees or birds • Model and explain how putting away outside toys protects them from the weather elements • Provide separate recycling and trash cans that help children separate trash • Make homemade play dough, paint or bubble soap, explaining how things can be made from home materials and don't need to be purchased • Go for a walk to pick up litter • Bring inside natural materials for children to explore

SEK 1: SCIENCE CONCEPTS

SEK 1e: Environment and Ecology: Children will demonstrate emerging understanding of their impact on taking care of the world.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**1eYP-1** Recognize unique features in the environment	**1eOP-1** Describe how changes to the environment occur
	1eYP-2 Participate in activities that keep the environment clean	**1eOP-2** Discuss how actions positively and negatively impact the environment
	1eYP-3 Describe ways to protect the environment	**1eOP-3** Demonstrate conservation as part of daily routines
	1eYP-4 Differentiate the habitats where species live	**1eOP-4** Describe the features of habitats that species need for life
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Notice limbs that have blown down from a wind storm • Talk about the way an adult mowed the lawn or planted flowers • Sweep the sidewalk or rake leaves as part of environment clean-up • Help put the trash out • Explain that fish need to live in water; ants crawl on the ground • Participate in activities that demonstrate care for the environment • Explain that fish live in water and birds like to fly in the sky	• Notice a rainbow and research how it happens on the internet • Talk about what happens to fish if there is too much trash in the water • Help with sorting recycling into different categories • Turn over a piece of paper to color on both sides • Remind another child to turn off the water after they wash hands, saying "We have to be careful not to waste water." • Tell an adult that "Fish will die if they jump out of the water." or "Bats fly at night because that's when they can see best." • Tell how at least one plant or animal is important to the environment • Sort animal cards by their habitat
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Read books about Earth Day • Remind children to turn off lights or equipment when not in use • Check toys to make sure they are in good repair • Put out bins to sort recycling into paper, foil, plastic • Include natural materials for use during art • Collect rainwater and use to water plans	• Make a worm farm and record observations • Put a plastic cover or bag over a plant to make a mini green house • Take recycled cans or bottles to a recycling plant and use the money for a child-determined purchase • Save paper scraps for use in a collage or other art project • Make drums or other instruments from recycled materials • Read books about litter's impact on animals or the importance of taking care of the earth

SEK 2a: Use of Tools: Children will use simple and more complex tools to accomplish a task.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**2aI-1** Manipulate toys, often with a purpose	**2aYT-1** Explore the use of simple tools to get results	**2aOT-1** Use simple tools to build knowledge and obtain a result
		2aYT-2 Explore simple technology tools	**2aOT-2** Include technology tools or toys during play
		2aYT-3 Observe the function of technology tools in the environment	**2aOT-3** Identify different types of technology
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Crawl or climb on furniture to reach a desired toy or object • Bang toys together or shake them to make noise • Use spoon or cup	• Hold a toy phone to ear • Push a button a toy to hear the sound • Hit the different buttons on a busy box to see what happens • Pull a string to bring a toy closer • Bang on tray with spoon to hear the sound it makes	• Manipulate simple tools like crayon, fork and spoon, with purpose • Use a toy phone to call someone • Play the notes on a toy piano to make a song • Choose the button on the busy box to watch a specific character appear • Pretend to take pictures with a play camera
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Include toys that require action like pushing buttons, shaking to make noise • Describe the reason you are performing a task, "I'm using this comb to smooth out your hair." • Offer spoons or cups to hold or use during feeding	• Describe what is happening when the child is performing an action, "You are making music when you tap that drum." • Offer non-toxic and washable crayons and paper for children to practice drawing • Provide toys that mimic technology such as pretend cell phones or tablets	• Include a variety of basic tools for children's use • Introduce play phones, microwaves, coffee makers, etc. in the dramatic play area • Model the use of a camera and add toy cameras for play • Ask children to push the button to find the hidden character • Talk about and model the uses of specific tools

SEK 2: TECHNOLOGY

SEK 2a: Use of Tools: Children will use simple and more complex tools to accomplish a task.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**2aYP-1** Use tools to solve problems	**2aOP-1** Use or adapt appropriate tools and materials to create or solve problems
	2aYP-2 Use a variety of simple technology tools with purpose	**2aOP-2** Use technology tools to seek out information or an answer to a problem
	2aYP-3 Talk about the ways in which specific technology tools are used	**2aOP-3** Explain the purposes of specific technology tools
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Use a shovel to dig a hole • Use markers or pencil to write a story • Play a matching game on a tablet • Call the doctor on a pretend cell phone • Take pictures of a group of children with a camera • Explain that a firefighter uses a hose to put out a fire • Use the mouse of a computer	• Use a stick to move a bug so it can be inspected • Measure different sizes of cups to find out which one will fit in the small box • Use a laptop or table to gain information about bears and hibernation or how to make muffins • Ask Alexa, "What is the weather going to be today?" • Move the cursor on a computer screen
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Ask questions about how specific tasks might be accomplished, "What tool do you think would help us reach that toy?" or "Which kind of art tools do you want to use to draw a picture?" • Model the use of smart phone cameras and ask, "Can I take a picture of that building and send it to your family?" • Provide opportunities, with adult guidance, for children to use laptops or tablets to acquire information • Talk about the tools needed for specific professions, "Doctors use stethoscopes to hear your heart." or "Carpenters use hammers and nails to build."	• Provide varied types of tools in different learning areas: crayons, markers, pencils, stamps in the art area or pegs, laces, magnets in manipulatives • Use non-traditional tools like string to measure a table or blocks to determine height • Include time for children to use laptops or tablets to find out more about a specific topic • Post photos that show different types of technology and people using technological tools • Use musical instruments and music for children to express feelings

SEK 2b: Media Literacy: Children will demonstrate an understanding of the types of information they are receiving through media.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	*Not yet an expectation. Children learn best through hands-on exploration and interaction with their world. The use of technology under two is discouraged. View Appendix Six for additional guidance on technology in early learning. *****		**2bOT-1** Begin to differentiate real and pretend **2bOT-2** Answer questions about whether events or ideas would really happen
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS			• Tell another while playing in the dramatic play area, "We can't really drink this juice." • Wear a doctor's coat and stethoscope, "I am going to be the doctor." • Ask an adult reader, "Can monkeys really jump like that?"
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS			• Preview books, songs and photos before they are shared with children to be prepared to ask and answer questions • Ask questions about real and pretend, "Do you think there are really monsters that live under your bed?" • Ask questions about realistic expectations, "Can you really jump all the way up to the sky?" or "Do you think cows can really jump over the moon?"

**Assistive technology equipment may benefit children with disabilities who are approximately 18 months and older.*

SEK 2: TECHNOLOGY

SEK 2b: Media Literacy: Children will demonstrate an understanding of the types of information they are receiving through media.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**2bYP-1** Identify real and pretend in stories or movies	**2bOP-1** Differentiate between real or pretend objects or situations
	2bYP-2 Relate events or characters in a story to ones in real life	**2bOP-2** Discuss if information is realistic or could actually happen
	2bYP-3 Identify the way technology tools can be used for both entertainment and to acquire information	**2bOP-3** Describe the specific uses for technology tools
	2bYP-4 Predict what might be inside a package or a story based on pictures or appearance	**2bOP-4** Identify differences between packaging and what's inside
	2bYP-5 Ask questions about a story to gain more information or clarity	**2bOP-5** Discuss the ways one can find out more information
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Tell an adult after reading a story, "That happened to me." or "I can swim like that person." • Use a laptop to play a game • Draw a picture about a recent event or experience • Use words like laptop, internet, log on, ipad, printer • Look at a package and guess what type of toy is inside • Feel the shape of a package to identify the type of object within • Ask questions about why a character performed specific actions or what the photos in a book represent, "Why did that boy in the story laugh after he heard that song?"	• Tell a friend, "We can use the laptop to learn about worms." • Ask an adult, "Can I use the phone to take a picture?" • Talk about whether the packaging accurately indicates what is inside • Notice that the packaging represents a character differently than the actual character • Explain to an adult, "I drew it with big eyes because he has super powers." • Tell an adult, " I think I saw a picture about birds in the book we read last week." • Ask, "Why did that story talk about that child being afraid?" or "Why did that man on TV say, stay tuned?"
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Ask probing questions during a book reading, "Do you think that could really happen?" • Talk about the packaging, the pictures and wording on cereal or game boxes, "Do you think rabbits are really different colors?" • Ask children why or how they represented a character or event in a drawing • Ask what happened whey they clicked on a tab or icon on the laptop • Pause a story reading and ask children to guess or predict what might happen next	• Ask children, "Where or how can we find out more information about that?" • Ask children to predict what might be inside a box by looking at the packaging • Encourage children to draw their own packaging design, "What would you draw on an ice cream box to show that it's both vanilla and chocolate?" • Talk about the differences between reality and make-believe that children see on media • Ask questions about information that was shared on a video, "Do you think that dogs really bark when they see cars go down the road?"

SEK 2c: Digital Citizenship: Children will demonstrate safe use of technology.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	*Not yet an expectation. Children learn best through hands-on exploration and interaction with their world. The use of technology under two is discouraged. View Appendix Six for additional guidance on technology in early learning. *****		**2cOT-1** Use the computer or other digital media with adults' permission and guidance
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS			• Tap and swipe screens to get to next one • Complete simple computer games with shapes or counting
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS			• Use digital terminology • Model and remind children of the safe and appropriate ways to use equipment • Partner children to find the answer to a question • Ask children for permission before posting one of their products • Be critical about choosing apps and talk about your reasons • When children are using digital equipment, talk about what they are doing or seeing; ask questions, while giving time for them to figure things out • Create e-books about children's characteristics • Create a media plan and involve children in its development • Think out loud about the decisions you are making for posting, choosing apps, etc.

**Assistive technology equipment may benefit children with disabilities who are approximately 18 months and older.*

SEK 2: TECHNOLOGY

SEK 2c: Digital Citizenship: Children will demonstrate safe use of technology.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**2cYP-1** Follow rules for safe use of digital media	**2cOP-1** Identify appropriate and inappropriate use of digital media
	2cYP-2 Share use of technology to play a game or find out information	**2cOP-2** Collaborate with others to create a product or investigate information
	2cYP-3 Demonstrate familiarity and understanding of the meaning of technology terms	**2cOP-3** Use technology terms such as mouse, keyboard, printer as part of daily conversation
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Show awareness of specific keys on a keyboard such as the tab bar or enter • Use basic digital terminology, "mouse, swipe, log-on, cursor" • Partner with another child to play a computer game • Look at and comment on photos that have been posted on social media • With adult guidance, use an app to talk with another adult who is long distance	• Ask to log onto the computer to find out information about a topic • Work with a partner to find hidden pictures on a computer or ipad • Ask a teacher, "Can Jamie and I look at those pictures of trains again?" • Tell a friend, "You need to click the mouse to move the cursor." • Tell an adult, "Keisha forgot to turn off the TV." or "I need to charge this phone."
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Use digital terminology • Model and remind children of the safe and appropriate ways to use equipment • Partner children to find the answer to a question • Ask children for permission before posting one of their products • Be critical about choosing apps and talk about your reasons • When children are using digital equipment, talk about what they are doing or seeing; ask questions, while giving time for them to figure things out • Create e-books about children's characteristics • Create a media plan and involve children in its development • Think out loud about the decisions you are making for posting, choosing apps, etc.	• Use digital terminology • Model and remind children of the safe and appropriate ways to use equipment • Partner children to find the answer to a question • Ask children for permission before posting one of their products • Be critical about choosing apps and talk about your reasons • When children are using digital equipment, talk about what they are doing or seeing; ask questions, while giving time for them to figure things out • Create e-books about children's characteristics • Create a media plan and involve children in its development • Think out loud about the decisions you are making for posting, choosing apps, etc.

SEK 2d: Computational Thinking: The child will use emerging technological skills, concepts and behaviors to solve problems or complete projects.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	*Not yet an expectation. Children learn best through hands-on exploration and interaction with their world. The use of technology under two is discouraged. View Appendix Six for additional guidance on technology in early learning. *****		**2dOT-1** Follow adult-directed steps to solve a simple problem **2dOT-2** Identify similarities patterns in the way things are designed, how they look or what they represent, with adult guidance
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS			• Turn the puzzle piece around to fit after an adult says, "Try it a different way." • Respond to, "What can we use to clean up this mess?" • Follow an adult's guidance to, "First, lift up this tab, then push here." • Ask an adult to help transform a robot • Respond to an adult's question, "How do I make this go?"
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS			• Give simple 1 or 2 step directions, "Walk to the table and sit down." or "Get your mat from the shelf." • Hide a toy and give clues to find it, "It's near the chair." or "Look up high." • Talk about the similarities in two transformers, "They both change from cars to robots." • Remind the children, "This truck works the same way as the red one. First you rev up the wheels, then you let it go."

**Assistive technology equipment may benefit children with disabilities who are approximately 18 months and older.*

SEK 2: TECHNOLOGY

SEK 2d: Computational Thinking: The child will use emerging technological skills, concepts and behaviors to solve problems or complete projects.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**2dYP-1** Accept adult support to identify the steps of a problem solution	**2dOP-1** Break down the steps of a problem or activity (Decomposition)
	2dYP-2 Find patterns or similarities in the environment or in objects	**2dOP-2** Extend and create design patterns (Pattern Recognition)
	2dYP-3 Predict what comes next in a problem-solving situation (or the sequence of a problem)	**2dOP-3** Attempt to solve a problem by working through the sequence of steps (Algorithms)
		2dOP-4 Assist teacher in sorting needed and unneeded information
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Tell another child, "We need to put on the big blocks first so the tower doesn't tip over." • Tell the others at the play dough table, "We each need to give Gail a little so she can play." • Notice, "All of the houses on this side of the street have red doors." • Sort trucks by type, "These trucks carry things; these trucks go fast." • With an adult at circle time, determine the steps to making applesauce or how they might keep the rabbit from getting out of its cage	• Discuss the ways they might strengthen a box so it doesn't keep breaking • Repeat the clapping pattern, 1 clap, 2 claps, 1 clap • Create a fence of blocks around a building so that the trucks other children are using don't knock down the building • Help an adult determine the information they need to take to complete a task, "Help me figure out which things we need to put together this bike." • Follow the sequence of steps to log-in and open a document on a laptop
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Allow enough time for children to determine their own steps to completing a task • Provide toys or activities that have more than one use or way to complete • Encourage children to try again after a mistake, "What do you think happened? How could you do it differently?" • Follow a simple map, "We are here. It is showing us to go this way." • Lay out a collection of objects and ask children to sort by similarities, "Can you find all the ones that are the same shape?" or "Which ones can be used for drawing?" • Ask children how they might solve a problem, "What can we do to make sure we don't over-feed the fish?" or "We have already closed the door and windows. What else can we do to warm up the room?"	• Ask children to think of a solution for how they might move a large, heavy object from one place to another • Pose challenging questions or ideas, "What would you do if…" or "How can we…." • Ask children to find the similarities or differences in objects or pictures • Ask for help in identifying the things that are needed to prepare for a picnic • Draw visual representations of the steps needed to accomplish a task • Talk about the ways in which children's drawings may differ even though they represent the same thing

3: Engineering Processes: Children will use emerging understanding of design processes for problem solving.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**3I-1** Explore toys that move	**3YT-1** Use simple machines in play	**3OT-1** Explore the way simple machines operate during play
	3I-1 Stack objects	**3YT-2** Notice characteristics of structures	**3OT-2** Build structures that involve stability and motion
			3OT-3 Create representations of structures
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Play with different toys that move or make noise • Manipulate objects to make things happen • Stack rings on a stacking tower • Stack 1-2 blocks	• Push a play shopping cart or lawn mower • Ride on simple riding toys • Use the string to pull a toy across the room • Make simple towers or buildings with blocks • Say, "uh-oh" if the block creation falls	• Watch cars or trucks go down a ramp • Put gears together to see how they connect, with adult assistance • Use blocks as a train track and move trains along the "track" • Combine wood blocks and legos to make a house • Draw a picture of children on the playground climbing apparatus
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Make available a variety of different toys that infants can hold and manipulate • Demonstrate how to stack or put rings onto a stacking tower	• Provide toys that need to be pushed or pull and sufficient space for children to move them • Provide toys that can be ridden and moved • Offer soft blocks or nesting cubes and boxes that can be stacked and re-stacked • Describe what happens, "It looks like your tower was very tall; I wonder if that's why the blocks fell."	• Provide boards or tracks from which children can make ramps or inclines • Offer toys that go together or intertwine to move • Encourage children to use unique or non-traditional materials to make or add to a creation • Provide different types of the same toy for children to combine, such as wood, foam and lego blocks • Encourage children to draw and describe representations of things happening in their environment, then write captions of their descriptions

SEK 3: ENGINEERING PROCESSES

3: Engineering Processes: Children will use emerging understanding of design processes for problem solving.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**3YP-1** Explain how a machine operates to complete a task	**3OP-1** Use unique materials to create a simple machine
	3YP-2 Build structures that deliberately experiment with stability and motion	**3OP-2** Follow a visual plan to create a structure
	3YP-3 Draw or illustrate objects or experiences based on observations or interactions	**3OP-3** Create detailed observational drawings that represent objects
	3YP-4 Follow a set of sequential instructions to arrive at an answer (coding)	**3OP-4** Follow directional cues to accomplish a task
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Use ramps to race cars • Tell an adult that a bucket is needed to move water from one container to another • Use blocks to make a bridge between two buildings or add people to the top of a high structure and make them jump off into a pile of soft blocks • Watch an ant carry a leaf and draw a picture to show what happened • Draw a picture of self playing ball • Use a set of clues to find hidden toys, "Look near the chair, now under the table, pull off the blanket."	• Create a telescope from a paper towel holder • Use a stick as a lever to lift a worm onto a leaf • Look at a simple illustration of a lego building and try to replicate it • Draw detailed pictures of a toy or object that considers the color, size and small parts • Carry a clipboard and pencil or crayon and draw an observation during a walk • Use an adult's instruction to put the wheel back on a truck, "Turn it upside down, put the white side down, then push on the axle."
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Provide marble chasers or toys with ramps and inclines • Pose questions about how things work or how things can be modified, "How can we make this bigger?" or "How can we move this heavy box?" • Encourage children to try out their ideas and to modify them as needed • Provide opportunities for children to record their observations of new things or to draw representations of specific events • Conduct simple scavenger hunts, giving step by step clues for children to find something • Provide simple maps to guide children's search for an object	• Give step by step directions that result in a completed task • Enlist children into helping to design maps or sets of directions for locating an object or participating in an event • Provide loose parts or different materials that can be used in unique ways • Take children on observation walks, where they record, through drawing, something they've observed or experienced • Provide toys or objects that can be taken apart and put back together

MATHEMATICAL THINKING (MAT)

Exploring, Processing, and Logical Reasoning

Math is everywhere! Children are learning math as they experience their world. They compare quantities, find patterns, navigate in space, and grapple with real problems during their daily routines and activities. They find the pattern of stripes on their shirt, count the steps as they climb or curl up to fit through a tunnel on the playground. They notice that a friend has more blocks and ask for more or they open boxes to find out what's inside.

Adults build children's mathematical thinking when they use everyday experiences for learning, pose questions to spark children's curiosity and interest, and offer opportunities for children to repeat and practice skills. Professionals who offer both informal and formal ways for children to learn math support skill mastery. They should intentionally include materials that encourage counting, sorting and matching, help children recognize and find the solutions to simple problems during play, but also build specific activities that introduce math concepts and vocabulary.

Did you know?

Your attitude about math makes a big difference in the way young children experience mathematical concepts and skills.

Do you make math fun? Do you incorporate math learning into everyday experiences? If you had trouble with math or disliked it when you were in school, try to leave those negative feelings at the door and help children get excited about numbers, shapes and patterns. Build on their curiosity and energy to help them develop the attitudes, knowledge and skills about math that will impact their learning for life.

MAT 1 Numbers and Quantity
- MAT 1a: Number Relationships
- MAT 1b: Counting and Number Sense

MAT 2 Algebraic Thinking
- MAT 2a: Operations
- MAT 2b: Classification
- MAT 2c: Patterns

MAT 3 Spatial Reasoning and Geometry
- MAT 3a: Spatial Reasoning
- MAT 3b: Geometry

MAT 4 Measurement and Data Analysis
- MAT 4a: Measurement
- MAT 4b: Logical Reasoning

MAT 1a: Number Relationships : Children will understand the concept of number and the relationships between numbers and quantities.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**1aI-1** Ask for "more" through gestures or respond to adults' questions about wanting more	**1aYT-1** Use words that indicate understanding of quantity – more or all	**1aOT-1** Use language to refer to amount and quantity, such as some, more, another, nothing (zero)
	1aI-2 Give an adult two or more objects when asked for them by name	**1aYT-2** Explore quantity through dumping and filling	**1aOT-2** Compare 2 groups of objects and tell which has more
	1aI-3 Line up objects in one hand with another object in another hand	**1aYT-3** Identify more or less with a small number of items without counting	**1aOT-3** Subitize (immediately recognize without counting) up to two objects
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Reach for a second cracker so both hands are holding one • Point to, reach for, or wiggle arms and legs in excitement to show interest in more • Observe number in songs and finger play	• Ask "More milk" • Say, "all gone" after finishing a snack • Fill a bucket with sand and dump over and over • Repeat the identified number after hearing adult say it • Dump a box of blocks, put them back in and dump again	• Ask for "another" cookie • Add counting bears to a group and say, "I added some more." • Look at a set of two objects and identify it as 2 without counting • Point to a written numeral and ask, "What number is this?" • Use simple markings or symbols to represent numbers • Try to hold up three fingers to represent age while saying, "I'm three years old."
SAMPLING OF PROFESSIONALS' PRACTICES	• Describe an infant's actions, "You want another cracker." or "I see you're excited to get more milk." • Sing songs and finger plays with numbers	• Point to the numerals on the page as you read counting books • Sing songs and finger plays that include numbers • Post signs with numerals in visible places • Provide groups of materials with varying amounts of objects • Use comparison words, "Jonah has more blocks."	• Talk while doing math operations, "I need 3 pencils but I only have 1, I'll need to find 2 more." • Play, "which is more" games where children need to guess which cup or container has more objects • Write the number of children who can play in a learning area on signs

MAT 1: NUMBERS AND QUANTITY

MAT 1a: Number Relationships : Children will understand the concept of number and the relationships between numbers and quantities.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**1aYP-1** Understand that written numerals represent quantity, including zero (up to 5)	**1aOP-1** Understand that written numerals represent quantities of objects (up to 10)
	1aYP-2 Compare groups of objects and determine which has more or less when asked	**1aOP-2** Compare groups of objects and tell which is same or different, more, less or fewer
	1aYP-3 Subitize (immediately recognize without counting) the number of objects in a set of four objects	**1aOP-3** Subitize (immediately recognize without counting) five or more objects
	1aYP-4 Identify some written numerals in the environment	**1aOP-4** Identify written numerals from zero (0) up to 10
		1aOP-5 Match numerals with the correct number of objects, with assistance
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Match numeral puzzles that have a written numeral and the corresponding number of objects • Sort objects into groups of 5 • Look at a group of 4 objects and identify it as 4 without counting • Hold up four fingers and say, "I'm four." • Begin to differentiate written numerals from letters` • Note the number of children who can play in a learning area by the posted sign	• Put together a puzzle that uses the written numeral and corresponding number of objects up to 10 • Look at a group of 5 objects and identify it as 5 without counting • Read the numerals 1-10 • Attempt to write numerals • Count two different sets and tell which is more
SAMPLING OF PROFESSIONALS' PRACTICES	• Talk about the room arrangement, "I need more chairs at this table." • Provide groups of similar objects that can be compared • Hold up fingers and ask, "How many?" • Poll children about a question, then make a graph that depicts the findings; "More children want to play in the block area than the art area." • Use math puzzles and lotto games to match numerals and numbers of objects • Arrange different groupings of numbers and ask children to identify the one with "3" or the one with "5"	• Include objects with numerals, such as clocks, timers or calculators or thermometers in learning centers • Play a game where children are asked to guess, "How many?" • Play a simple game like Bingo, where children need to recognize numerals • Provide puzzles and matching games that require children to sort and compare numbers of objects • Introduce cooperative math games on the laptop or tablet

MAT 1b: Counting and Number Sense: Children will connect number names to quantities.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**1bI-1** Show interest in adult's counting movements and songs	**1bYT-1** Rote count, not always in sequence (1, 3, 2)	**1bOT-1** Rote count up to 5 in sequence **1bOT-2** Count backwards from 3 with assistance **1bOT-3** Place objects in one-to-one correspondence relationships during play **1bOT-4** Count out 1 or 2 objects when asked
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Engage with adult who is singing or doing finger plays that include numbers	• Mimic child who is counting while dressing, "One sock, two socks" • Count objects with adult, repeating the number • Participate in finger plays and songs that include counting	• Count out 3 crackers • Rote count in correct sequence to 5 • Hold up fingers while counting in a finger play • Point to objects while counting objects up to 5 • Starting at 3, count backwards to 1
SAMPLING OF PROFESSIONALS' PRACTICES	• Sing songs or act out finger plays that involve numbers, "1-2-3-4-5, once I caught a fish alive…" • Count children's body parts, "You've got two legs, 1-2."	• Count with children as they get dressed, "one button, two buttons, three buttons!" • Count steps • Count the number of crackers as you lay them on a napkin • Sing counting songs and rhymes	• Include toys and objects in different learning centers that encourage counting • Use songs and finger plays that include counting • Count in different languages • Count children out loud during transitions • Ask children to help set the table, asking them to put a spoon next to each plate • Play "how many" by holding your hand behind your back and bringing it out with a few fingers raised

MAT 1: NUMBERS AND QUANTITY

MAT 1b: Counting and Number Sense: Children will connect number names to quantities.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**1bYP-1** Rote count up to 10 in sequence	**1bOP-1** Rote count up to 20 in sequence
	1bYP-2 Count backwards from 5	**1bOP-2** Count backwards from 10 to 0
	1bYP-3 Begin to demonstrate one-to-one correspondence up to 10 during daily routines	**1bOP-3** Demonstrate one-to one correspondence when counting objects placed in a row (one to 15 and beyond)
	1bYP-4 Count out a specified number of objects up to 5	**1bOP-4** Count out a specified number of objects up to 10
		1bOP-5 Understand that the last number represents how many objects are in a group
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Lay out small crackers on each corner of the napkin and one in the middle • Rote count with accuracy up to 10 • Count down a rocket ship takeoff, starting at 5 • Count on a calendar how many days until a special event, with adult support • Accurately count 10 blocks while pointing to each	• Count the number of children who are present • Match a cup to a napkin while setting the table • Rote count with accuracy to 20 • Count down until it's time to go outside, starting at 10 and ending with 0 (zero) • Count out 10 counting cubes when asked • Count 10 bears and then tell you, "There are 10 bears." • Identify what's missing after adult removes an object from a collection
SAMPLING OF PROFESSIONALS' PRACTICES	• Display counting books and objects • Ask children how many as part of their play, "How many blocks do you have?" • Count the steps it takes to walk to the bathroom from the table • Ask children to count out 5 crackers for their snack • Count and verbalize the last number to show quantity, "1-2-3-4-5; I have 5 crayons." • Lay out sets of 1-2-3-4-5 objects and count with child, "Let count these bears together to see how many we have." • Count backwards with children before you start to read a story	• Provide many opportunities to count for authentic reasons • Count the number of children who are present • Invite children to help you count heads while lining up to go outside • Number the bottom of empty egg carton cups and ask children to put the correct number of chips in each egg cup • Invite children to count steps with you as you move from one location to another • Provide natural objects like rocks or acorns to count • Ask children to count backwards as they await a task • Ask children to count out 10 blocks

MAT 2a: Operations: Children will develop an understanding of putting together, adding to, taking apart, and taking from.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**2aI-1** Hold one object and reach for another at the same time	**2aYT-1** Notice changes in quantity of objects or look for a missing object	**2aOT-1** Demonstrate an understanding that "adding to" increases quantity **2aOT-2** With adult guidance, change the size of a set of objects by "adding to" or "subtracting from" during child-led play
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Hold a cracker and reach for another • Try to pick up a block while already holding another	• Notice that a block dropped and look for it • Add one more to a group of objects when asked	• Remove or add objects when asked • State, "I ate one apple slice, now I have one left." • Tell an adult, "I need one more block to make this tower taller."
SAMPLING OF PROFESSIONALS' PRACTICES	• Describe the action, "You would like another cracker? You already have one and now you want another."	• Ask children to help you count out objects • Describe your actions or needs, "I have 3 apples, but there are 5 children, I need to get 2 more apples."	• Call attention to changes in quantity, "You had 3 crackers, you ate one, now you have 2." • Describe children's actions when they are adding, "You just added one more block to the tower." • Tell a child, "This tower is too high, let's take away two blocks so it won't tip."

MAT 2: ALGEBRAIC THINKING

MAT 2a: Operations: Children will develop an understanding of putting together, adding to, taking apart, and taking from.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**2aYP-1** Demonstrate an understanding of addition or subtraction concepts during play or daily life	**2aOP-1** Use addition and subtraction concepts while playing with sets of objects (0-10).
	2aYP-2 Notice the size of a set by combining or taking awaywith adult support	**2aOP-2** Independently change size of sets by combining or taking away
	2aYP-3 Understand that each successive number is one more	**2aOP-3** Understand that each successive number name refers to a quantity that is one larger
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Identify that DeShawn has 2 and that one more is needed to make 3 • Respond to an adult's request, "There are 5 cups there. Let's take one away to make 4." • Use fingers to count and show age • Share play dough with another, "I have a lot, you can have some." • Follow teacher direction to hop 2 spaces, then hop 3 more	• Demonstrate sharing objects with another, "I have a lot, you can have one." • Jump to the next numeral or space on a number line • Look at 3 blocks and put in 2 more to make five • Add blocks to a group, announcing the new number with each addition, "Here's one, now I'm adding one more to make two…" • Build a set of 5 objects, then divide it into 2 smaller sets
SAMPLING OF PROFESSIONALS' PRACTICES	• Use your fingers to show how addition or subtraction works • Tell a child during dramatic play, "You paid me 2 dollars, but it costs 3 dollars. I need one more." • Describe, "There are 10 children at this table and I have 7 cups, I will need to add 3 more cups so everyone has one." • Talk out loud as you add more objects to a pile, "I had 3 blocks, I'm going to add another. Now I have 4."	• Model word problems such as "We have 1 ball and 2 people. What can we do?" • Play simple board games like Candy Land or Go Fish • Use pattern cards or boards that depict addition: 4 green blocks in a row, then 2 yellow blocks to add • Read books about adding or subtracting to teach the concepts • Use and define math vocabulary "Addition is adding something to a group."

MAT 2b: Sets: Children will classify and organize objects according to properties and attributes.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**2bI-1** Explore the characteristics of objects	**2bYT-1** Match two identical objects	**2bOT-1** Match two similar objects with one attribute
	2bI-2 Identify likes and dislikes in foods, sounds, and toys	**2bYT-2** Sort objects by one attribute with adult assistance	**2bOT-2** Sort objects by one characteristic during child-led play
	2bI-3 Touch and explore objects of different sizes and textures	**2bYT-3** Compare simple objects	**2bOT-3** Order objects according to size or shape
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Transfer objects from one hand to the other, looking at their attributes • Show preference for specific toys • Touch objects with different textures and feels • Reach for a familiar toy	• Gather the cubes from a basket of toys • Put shapes into the appropriate opening on a shape sorter • Match different size containers with their lids • Bring the other sock to an adult when requested • Notice the similarities and differences in counting bears	• Match socks of the same color • Separate all the red cubes from a collection of multi-colored cubes • Notice that two objects are the same, "This car looks just like this one!" • Select an object after hearing its attribute, "Can you find the red car?" • Sort simple puzzle pieces • Line up 3 bears according to size
SAMPLING OF PROFESSIONALS' PRACTICES	• Encourage children to seek out or try new toys • Introduce children to new adults in the company of familiar adults • Include objects of different sizes, shapes and textures for children to manipulate • Talk about the way objects look and feel, "This blanket is very soft; this block is hard."	• Talk as you clean up, "I'm going to put away all of the dolls." • Provide pairs of objects and multiples of materials for matching • Prompt children to look for similarities in objects, "Can you find the cup that looks like this one?" • Provide shape sorters and other materials designed to promote matching	• Encourage children to separate similar objects from a collection, "Let's find all the round ones." • Ask children to sort objects according to one attribute, "Put all of the red ones here and all of the blue ones over here." • Provide pairs of different objects for children to sort sorting and classifying • Model and describe sorting, "This one is a circle. I'll put it in this pile. This one is a square; it's different from a circle. I'll put it here."

MAT 2: ALGEBRAIC THINKING

MAT 2b: Sets: Children will classify and organize objects according to properties and attributes.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**2bYP-1** Match many objects according to one attribute	**2bOP-1** Match objects according to two or more attributes
	2bYP-2 Sort and place a group of objects with one attribute	**2bOP-2** Sort and place in a series objects according to more than attribute
	2bYP-3 Order up to 5 objects according to an attribute	**2bOP-3** Put up to 10 objects in order according to an attribute
		2bOP-4 Demonstrate knowledge that the same set can be sorted in different ways
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Separate and line up all the red cubes • Select a toy or object when adult describes the attributes, "Can you find the car with the red and black wheels?" • Sort the edge and inside pieces of a puzzle • Arrange a group of crayons by color • Independently sort blocks by shape while playing in the block area	• Separate the large red cubes and put them in a group • Line up a group of counting cubes by color and shape • Describe more than one attribute of an object, "This car has a red stripe and black wheels." • Match forks and spoons from a collection of silverware • Sort the same collection in different ways, such as by color, then by use, then by size • Clean-up and return blocks and other materials to the correct container or shelf • Sort buttons by shape, then regroup them and sort by another attribute such as color or size
SAMPLING OF PROFESSIONALS' PRACTICES	• Provide a variety of manipulatives, objects and other materials for sorting and classifying • Ask children to sort objects by function, such as those for eating, those for writing • Use routines for children to put objects into groups, "How many boys are here today and how many girls?" • Play sorting games during transitions, "All those who are wearing shoes, line up. Now, all those who are wearing sneakers line up."	• Ask children to sort objects, then tell you which has most • Use "not" language to help children sort by one attribute, "This group of bears is red; this group is NOT red." • Expand one-word answers by modeling complete sentences, "Yes, there are 5 girls here." • Use clean up as an the for sorting: "Put all the square blocks on this shelf and all the long ones on this shelf." "Put the play dishers on the this shelf and the play pots and pans in the stove."

MAT 2c: Patterns: Children will recognize simple patterns in daily life and play experiences.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**2cI-1** Respond with regularity to a daily routine	**2cYT-1** Begin to predict events in the daily schedule	**2cOT-1** Identify what comes next in the daily schedule or steps within a daily routine
	2cI-2 Explore objects with different characteristics	**2cYT-2** Notice the same characteristics in different objects	**2cOT-2** Recognize a simple pattern in the environment
			2cOT-3 Repeat a simple 2-part pattern, clap-clap or clap-snap
			2cOT-4 Understand the concept of "first"
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Put head down on an adult's shoulder after being fed a bottle • Lift legs to help adult change a diaper • Kick legs in anticipation of eating when put in the high chair	• Sit down on the rug for circle when the music starts • Show interest in the pattern or shape of objects when adult shows and talks about them, "See how this is round; it looks like a circle." • Point to nose when adult says, "Here's my nose, where's your nose?" • Repeat the word "blue" when adult names 2 objects of the same color • Tell a child, "You have a dog and I have a dog."	• Tell an adult, "I just washed my hands and now I need a towel to dry them." • Ask, "We just washed our hands, is it time for snack now?" • Notice that all the coats are hung up on hooks • Tell an adult, "The garden has a row of red flowers, then a row of yellow ones." • Follow the adult's movement pattern, Clap-stamp, clap-stamp • Say, "I'm first in line" or "I'm going to eat my carrots first."
SAMPLING OF PROFESSIONALS' PRACTICES	• Keep regular routines and try to avoid sudden changes • Describe the steps of a routine, "First we talk off your wet diaper, then we wash your bottom, then we put on a fresh, new diaper." • Describe the differences in objects, "Here are your pink socks and these are your blue ones."	• Describe the sequence of routines as you perform them with children, "First we put on socks, then your shoes!" • Ask child, "What happens next? We've washed hands, now what do we do?" • Read stories that have patterns of words or phrases • Describe characteristics of objects, "Feel this soft, white sock." • Call attention to similarities in objects, "This block is blue and so is this one."	• Remind children of the sequence of events or routine • Read books with patterns • Provide beads, buttons or counting bears that are 2 colors or 2 sizes and ask children to sort • String beads on a necklace, naming them circle, square, circle, square…Help child find the next bead in the sequence • Call attention to patterns in clothing; "You both have stripes on your shirts!" • Describe a sequence of events using ordinals like, first, second and last

MAT 2: ALGEBRAIC THINKING

MAT 2c: Patterns: Children will recognize simple patterns in daily life and play experiences.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**2cYP-1** Recognize that the daily schedule repeats and is the same each day	**2cOP-1** Identify differences in the daily schedule or routine
	2cYP-2 Notice a missing or different element in a pattern	**2cOP-2** Identify a pattern, and duplicate or extend
	2cYP-3 Create with adult support a simple A-B pattern (blue car, red car, blue car)	**2cOP-3** Create a more complex pattern that includes different attributes
	2cYP-4 Identify first and last	**2cOP-4** Identify more complex ordinals, such as second, third, or next,
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Tell a new friend, "We always wash our hands before snack and then we sit down on the carpet." • Draw the same object in different colors or different sizes • Notice that the stripes on one person's shirt are different than the stripes on someone else's shirt • Duplicate a pattern of red bear, blue bear, red bear, blue bear • Talk about who's first, second, etc. when children line up • Point out the patterns of houses on the block	• Ask about a change in the daily routine, "Why aren't we going outside now?" • Clap out a pattern of fast, fast, slow, slow • Look at a pattern of different colored and shapes blocks and duplicate • Create a pattern from a collection of objects • Notice that towers of blocks being built get taller – the first one has 2 blocks, the next one has 3 blocks, etc.
SAMPLING OF PROFESSIONALS' PRACTICES	• Use a picture schedule to remind children of the daily schedule • Identify names or words that start with the same letter • Call attention to the patterns that are within books • Ask children to help you remember the steps of an activity • Clap a sequence with more than 2 parts: clap fast, clap fast, clap slow • Duplicate a pattern with one different part; ask children, "What's different about this pattern?" • Call attention to the children who are first and last in line, "Luis is the engine and Maya is the caboose."	• Remind children about a change in the daily schedule; "Tomorrow we have a visitor coming so we won't go outside in the morning." • Ask what comes next in a pattern, "Here is blue, red, blue, red…what comes next?" • Invite children to re-create the patterns they've identified in books • Provide groups of objects that are organized in different ways • Call attention to patterns in the environment, "Look how each of these doors has square windows!" • Line up a group of stuffed animals and ask, "Which one is first?"

MAT 3a: Spatial Reasoning: Children will explore and describe the spatial relationships between objects, their environment, and themselves.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**3aI-1** Watch how objects move	**3aYT-1** Move objects in different ways to understand how they work	**3aOT-1** Manipulate objects by moving them in different ways and directions
	3aI-2 Explore how to make objects move or fit together	**3aYT-2** Deliberately move objects to make them fit in spaces	**3aOT-2** Stack and build with objects intentionally to create something new
	3aI-3 Explore space with body by rolling, crawling or climbing	**3aYT-3** Move body in different ways	**3aOT-3** Move body to show understanding of basic directionality
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Pull off a blanket to play peekaboo • Put a block inside a bucket • Try to put the lid on a container • Look for an object that has fallen • Crawl over pillows and try to climb onto chairs or stools	• Shake or tap objects to see if they move • Manipulate nesting boxes or cups • Climb into a large cardboard box • Stack blocks to make a small tower • Move or dance to different types of music • Roll a ball and watch it go	• Move a car along a track or move it through the air • Roll or throw a ball • Put together simple puzzles • Stack blocks to make a house • Jump 3 times or clap 2 times according to an adults' instruction
SAMPLING OF PROFESSIONALS' PRACTICES	• Offer objects that nest inside one another or stack according to size • Show how a small box fits into a larger one • Arrange the space to encourage children to safely climb or crawl • Include cars or trucks or objects that move	• Put out different sized boxes for children to climb in and out of • Include trucks and cars of different types and sizes that move in different ways • Play simple movement games and songs • Add different types of stacking toys • Include different types of balls for rolling and gentle throwing	• Use prepositions that describe position, "Cameron, pick up the cup that fell under the table." or Jared, you are sitting next to Sarah." • Sing Head, Shoulders, Knees and Toes • Play simple relay races that ask children to move in different ways, "Hop like a bunny, fly like a bird." • Include materials that fit together like puzzles or blocks

MAT 3: SPATIAL REASONING AND GEOMETRY

MAT 3a: Spatial Reasoning: Children will explore and describe the spatial relationships between objects, their environment, and themselves.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**3aYP-1** Manipulate objects by moving them to solve problems	**3aOP-1** Visualize a spatial transformation
	3aYP-2 Manipulate objects to make them fit together, or inside another, or to create something new	**3aOP-2** Describe the way in which objects fit together or verbally share plans with how to fit objects together
	3aYP-3 Follow basic directions about directionality and positioning self in relation to objects	**3aOP-3** Move body in different ways independently or following directions in response to music or song
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Play a modified version of Simon Says, "Touch your head, now touch your arms…" • Tell an adult, "I am putting bear next to the dog." • Sit next to another child, stating, "I'm sitting next to Elijah" • Answer the question, "Where do we hang our coats?" • Find the hidden object from a description, "It's under the table." • Participate in an obstacle course	• Cut paper in half or flip it upside down and notice the change • Follow or give simple directions, "Can you pick up the pencil that fell?" • Tell an adult, "I'm going to put my picture on the window sill to dry." • Attempt to identify which way to turn, left or right • Clean up toys by putting them back in the original container • Play "Going on a Bear Hunt" • Play "Freeze", stopping movement whenever the music stops
SAMPLING OF PROFESSIONALS' PRACTICES	• Make obstacle courses for children that ask them to go in, around, over and through • Provide toys that need to be put together • Extend spatial understanding by adding on descriptive phrases, "We keep our coats on the hooks inside our cubbies that are near the front door." • Play movement games that ask children to stand up, sit down, put hands on head, feet, etc. • Create scavenger hunts or play hide-and-seek types of games	• Map out the obstacle course as children go through • Use direction words to tell a story • Use left and right to describe position • Ask children to crawl to a location • Note, "Our tower needs a block here, can you think of one that would fit best?" • Play songs or movement games that ask children to move their bodies in different ways • Include puzzles or manipulative toys that require children to move them around to fit

MAT3b: Shapes: Children will explore, visualize and analyze shapes and shape attributes.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**3bI-1** Explore objects of different 2 dimensional (2D) and 3 dimensional (3D)shapes	**3bYT-1** Match 2D and 3D shapes	**3bOT-1** Recognize and name shapes: circle, triangle square, cone, sphere **3bOT-2** Notice basic shapes in the environment
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Touch and look at different shaped blocks or objects	• Find another circle when asked by adult • Manipulate or touch objects of different shapes • Match shapes in a shape sorter	• Name the shapes on a shape puzzle while putting it together • Find a circle-shaped or square object when asked • Acknowledge that a ball is round • Point to a triangle-shaped roof after reading about triangles in a book
SAMPLING OF PROFESSIONALS' PRACTICES	• Provide different types of shaped objects and describe them as children play	• Identify the shapes of blocks, toys or foods, "I'm going to eat this square cracker." • Show children basic shapes and help them to find another that looks the same, "Let's find another circle." • Provide different types of toys and objects that are shape-based, like wood blocks, puzzles, shape sorters	• Describe the shapes of food or objects in the environment, "We are eating circle crackers." "The paper towels are shaped like squares." • Take shape walks to look for shapes in the neighborhood. "Look at that house; it's a square." "The sun is round like a circle." • Either individually or in pairs, hand children a shape and ask them to find something like it in the room

MAT 3: SPATIAL REASONING AND GEOMETRY

MAT3b: Shapes: Children will explore, visualize and analyze shapes and shape attributes.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**3bYP-1** Recognize and name more complex 2-D and 3-D shapes: oval, rectangle, sphere, cone	**3bOP-1** Identify and classify 2-D and 3-D shapes by their attributes
	3bYP-2 Identify and name shapes in play	**3bOP-2** Visualize shapes by description and find them in the environment
	3bYP-3 Combine shapes to make new shapes	**3bOP-3** Complete complex shape puzzles
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Notice that 2 squares put together, make a rectangle • Tell an adult, "That cloud looks just like an oval." • Negotiate shape stickers with a friend, "I'm going to take the star sticker; you take the moon." • Use different sizes of block to build a house or barn • Go on a shape hunt during a walk to find triangles, circles or square • Put together tangrams or geo-boards	• Describe the number of sides in a triangle or square. • Identify that circles are round, they have no sides • Notice the different shapes of road signs; stop sign is octagonal, yield sign is a triangle • Use blocks to build a pyramid or solid square • Put shapes together to make a design
SAMPLING OF PROFESSIONALS' PRACTICES	• Demonstrate how 2 squares put together make a rectangle • Describe the attributes of shapes, "The rectangle has 4 sides: 2 long and 2 short." • Provide different types of blocks or building toys • Name and describe more complex shapes, "The moon is a crescent; a rectangle is longer than a square."	• Talk about the characteristics of shapes • Encourage children to use unit blocks to build creations and call attention to the shape(s) • Provide shape blocks that can be sorted by the number of sides • Graph the number of blocks that are circle, square, triangle, • Create a class shape book by taking photos of shapes within the environment

MAT 4a: Measurement and Time: Children will explore and communicate about distance, weight, length, height and time.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**4aI-1** Engage with adult in measurement games	**4aYT-1** Use basic size words such as big, little	**4aOT-1** Describe the length, weight, and height of objects
	4aI-2 Play with toys of various shapes and sizes	**4aYT-2** Explore measuring tools	**4aOT-2** Pretend to use measurement tools in play
		4aYT-3 Explore and identify, with adult support, the characteristics of objects	**4aOT-3** Make simple comparisons about two objects' size
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Lift arms to play "so big" • Play with blocks of different sizes and types	• State, "big dog" • Use a measuring tape in play, not necessarily for the correct purpose • Attempt to lift a big or heavy box	• Tell a friend, I'm taller than you." • Look at a chair and say, "That is really big." • Describe, "The bathtub has a lot of water in it." • Use the measuring tape in the block area to measure the length of the blocks • Hold two crackers and identify which is biggest
SAMPLING OF PROFESSIONALS' PRACTICES	• Play games that use size, "So Big" or "This Little Piggy" • Provide toys of different sizes and weights for infants to explore	• Describe the attributes of objects, "That box looks really heavy." • Provide different types of measuring tools in the block or dramatic play area • Model the use of a measurement tool • Talk about time, "It took us so long to get there."	• Compare objects by an attribute, "That leaf is bigger than this leaf." • Provide objects that can be sorted into different attributes for comparison, such as blocks or counting cubes • Include different measuring tools in different learning areas • Use a timer to indicate the beginning or end of an activity

MAT 4: MEASUREMENT AND DATA ANALYSIS

MAT 4a: Measurement and Time: Children will explore and communicate about distance, weight, length, height and time.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**4aYP-1** Order objects by an attribute	**4aOP-1** Order objects in a series according to size
	4aYP-2 Use a variety of standard and non-standard tools to measure, with assistance	**4aOP-2** Use a variety of techniques with standard and non-standard tools to measure and compare objects
	4aYP-3 Compare objects based on more than one attribute	**4aOP-3** Compare objects by two or more attributes
	4aYP-4 Demonstrate an awareness of simple concepts of time that occur within daily life and routines	**4aOP-4** Show a beginning awareness of the concept of time as a sequence of events
		4aOP-5 Use beginning skills of estimation in solving everyday measurement problems
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Separate in a group all of the blue bears and all of the yellow bears • Use small blocks to measure the length of a string • Look at two cups and predict which holds more • Compare several pretzel sticks to find the one that is longest and shortest • Independently pick out a book to read after lunch (before nap)	• Line up different sized blocks according to size • Measure a table with string, a ruler or hands • First, measure a box's length, then it's depth • Look at a jar of crayons and guess "how many" • Think about how much string is needed to go around a pumpkin • Describe how many cubes would be needed to measure a child's foot • Explain the order of a daily routine, "First we eat breakfast, then we play in learning centers, then we go outside."
SAMPLING OF PROFESSIONALS' PRACTICES	• Ask children to line up objects according to attribute, "Can you put all of the red dinosaurs in a row?" • Help children think of different ways to measure an object, "How can we figure out how long this is?" • Read The Three Little Pigs, then ask children to act it out. • Ask children to predict which holds more and then find out • Use vocabulary that indicates time: "We will do that in 15 minutes."	• Provide different sizes of the same object and ask children to put them in order • Ask children to fill different sized boxes with bead or small blocks to find out which holds more • Read "Inch by Inch" by Leo Lionni and then measure objects to determine how many inches • Ask children, "When do you think you'll be ready to share that toy? How many minutes?" • Ask questions that require children to consider or predict how many

MAT 4b: Logical Thinking, Reasoning, and Data Analysis: Child uses logical thinking and reasoning to solve meaningful problems and inform decisions

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**4bI-1** Explore objects in the natural world to observe reaction **4bI-2** Seek objects that have disappeared or are out of reach	**4bYT-1** Observe and imitate others to solve a problem **4bYT-2** Act on objects to gather information	**4bOT-1** Try multiple approaches to solve a problem **4bOT-2** Take things apart and put back together
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Move objects from one hand to the other or shake them to see what happens • Crawl towards a ball that rolled out of reach or pull a toy's string to bring it closer • Pull off a blanket while playing peekaboo	• Watch another child dump toys, then imitate the action • Throw a ball to watch it bounce • Stack blocks, then knock them down • Open a box to remove an object hidden within	• Build simple block buildings, knock them down and rebuild • Put the bolts and screws onto a take apart car • Focus intently on stringing beads or putting pegs into a board • Try different ways to reach an object that is too high
SAMPLING OF PROFESSIONALS' PRACTICES	• Offer toys that produce a response to action • Place interesting toys just out of reach • Provide nesting toys	• Put items in small containers for children to open and remove • Hide objects that children search for and find • Talk about what others are doing, "Look at Miss Jen. She's putting that lid on top of the box." • Provide toys that can be sorted in different ways	• Ask, "How do you think we might reach that toy?" • Remind children of the solution that worked previously, "Remember how we turned it upside down to get the ball out?" • Provide legos or other blocks that can be put together and taken apart

MAT 4: MEASUREMENT AND DATA ANALYSIS

MAT 4b: Logical Thinking, Reasoning, and Data Analysis: Child uses logical thinking and reasoning to solve meaningful problems and inform decisions

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**4bYP-1** Plan ways to solve problems with adult support	**4bOP-1** Use trial and error to reach a solution to a problem
	4bYP-2 Ask or why, who, what, where questions	**4bOP-2** Gather data to answer questions to problems
	4bYP-3 With adult help, draw a conclusion based on data	**4bOP-3** Make a prediction based on data
	4bYP-4 Participate in creating charts or graphs to represent data collection	**4bOP-4** Interpret a chart or graph to explain data findings
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Ask why the blue car goes faster than the red one • Ask a friend, "What's going to happen when we mix blue and red?" • Compare two ramp heights and determine which one will make a car go faster • Count a group of children to determine whether there are more boys or girls • Help an adult create a graph about how many children like apples better than oranges by making marks beside orange/apple as children announce their preference	• Observe children racing cars down different-sized ramps and note with hash marks which cars or ramps are faster • Look at different-colored paintings to determine how many preferred red or blue • Read a graph to discover how many children like peanut butter sandwiches plain or with jelly • Develop a question for data collection, such as "What color are everyone's eyes?" and then determine a way to find the answer • Predict whether more children are wearing sneakers or shoes
SAMPLING OF PROFESSIONALS' PRACTICES	• Help children explore graphing by arranging objects on the floor for them to sort and arrange • Provide interesting materials that children can sort and classify to discover an answer • Ask children who has more or the least of a certain attribute or characteristic	• Ask children to look at two jars of buttons and predict which as more, then count to determine if they were correct • Invite children to conduct surveys to find out an answer to a question • Help the children use the survey responses to create a representation of the answer • Model analysis of a graph

SECTION

3 Communication

Language and Literacy 147

Creative Arts 171

LANGUAGE AND LITERACY (LLT)

Understanding and Expressing by Speaking, Listening, Reading, and Writing

Children are born with the capacity to communicate with others. Language helps them form new relationships, develop social skills and gather new information. Young children learn that language can be used to express their thoughts, feelings, and ideas and to understand others' thoughts, feelings and ideas. They learn to respond to adults with facial expressions, body movements, and eye contact and progress to babbling, then to verbalizing and eventually to engaging in conversations. Emergent literacy or learning to read and write, builds on those early relationships and experiences. Very young children view pictures in books, begin to hold or carry them and progress to pointing to pictures and turning pages. As children grow, they begin listening to and selecting books and show interest in writing. As children use books and other print materials, they learn book-handling skills, the fundamentals of reading and acquire the tools to express themselves through writing or drawing.

LLT 1 **Oral Language**
- LLT 1a: Receptive Language
- LLT 1b: Expressive Language
- LLT1c: Social Rules of Language

LLT 2 **Emergent Reading**
- LLT 2a: Comprehension
- LLT 2b: Phonological Awareness
- LLT 2c: Alphabet Knowledge
- LLT 2d: Print Awareness and Book Handling

LLT 3 **Emergent Writing**

Did you know?

You can extend children's thinking through the questions you ask.

When you use open-ended questioning, you stretch children's curiosity and ability to analyze or problem solve. Since there are no right or wrong (or yes/no) responses with open-ended questions, children's ideas are affirmed and they learn there can be more than one solution to an answer.

There are different types of open-ended questions:

Knowledge questions
(What did it taste like?")
Comprehension questions
("How do know that?")
Application questions
("How can we find out?")
Analysis questions
("Why do you think…")
Evaluation questions
("What's a different way…")
Creating questions
("How do you think you can do that?")

Which of these do you think is open-ended?

"How did you get that to work?" or "Does it work now?"

"How do they look different?" or "Do they look the same?"

"What do you think will happen next?" or "Do you know what happened next?

From Bloom's Taxonomy

LLT1a: Receptive Language: Children will gain information by understanding the meaning of words and gestures.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	BY 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**1aI-1** Respond to facial expressions and tones of voice	**1aYT-1** Show understanding by complying with simple commands	**1aOT-1** Understand and follow simple 1-step directions
	1aI-2 Recognize the spoken name of familiar objects	**1aYT-2** Point to characters or objects in a story when asked	**1aOT-2** Respond to repeated words and phrases with gestures and body movements
	1aI-3 Turn head in response to hearing name called	**1aYT-3** Respond with gestures to requests	**1aOT-3** Respond to yes/no questions and recognize action words
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Look at the doll when adult says, "Here's your doll." • Respond with tears or discomfort from a stern voice or command • Turn head when called by name • Look for familiar person when named	• Wave good-bye when asked • Clap during shared finger play • Pick up nearby ball when asked • Point to picture of dog on page when reading with adult	• Get blanket or pick up a toy when asked • Respond to adult who says, "Give me your hand." or "Reach for the sky." • Shake head when asked, "Do you want more milk?"
SAMPLING OF PROFESSIONALS' PRACTICES	• Call child by name • Make eye contact • Describe actions during daily routines • Play social games like peekaboo • Exaggerate facial expressions and tones • Identify child's emotions	• Talk to child throughout day, describing actions and experiences • Add new words or vocabulary when describing events or objects • Point to pictures in books while reading to child • Sing simple finger plays and action songs like "Where is Thumbkin?" • Praise children when they follow directions	• Give simple directions while modeling the action, "Get your blanket." • Ask questions and wait for response • Hold eye contact while talking with child at eye level • Engage in sing-song and word games • Ask open-ended questions and model correct responses as needed • Describe children's feelings and actions as they proceed through the day • Read and re-read favorite books

LLT 1: ORAL LANGUAGE

LLT1a: Receptive Language: Children will gain information by understanding the meaning of words and gestures.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**1aYP-1** Understand and follow two-step directions	**1aOP-1** Understand and follow multi-step directions
	1aYP-2 Listen attentively to stories and answer simple questions about the plot or characters	**1aOP-2** Recall the events described in a story
	1aYP-3 Respond to what and where questions	**1aOP-3** Respond to questions and extend answer to convey new, but related, thought
	1aYP-4 Listen attentively and participate in discussions in back and forth exchange	**1aOP-4** Attend to conversations and group discussions and respond on topic
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Follow a 2-step direction like, "Pick up the crayons and put them in the box." • Answer, "What happened to the hungry caterpillar when he ate all the food?" • Show adult the location of the shoe when asked, "Where did we put your shoes?" • Talk to adult about a picture or new toy, answering more than one question	• Comply with a set of directions, "Hop to the carpet, find your spot, and sit down." • Use felt pieces to retell a simple story (may make up parts of story) • Say, "I have a peanut butter sandwich today because Mom ran out of bologna." • Pay attention to group discussion about the ladybug on the sidewalk and share thought or opinion about its size or color
SAMPLING OF PROFESSIONALS' PRACTICES	• Expand children's answers by adding extending questions, " You found a hat in the toy box. Do you want to put it on? Who does it make you look like? How does it fit?" • Ask children simple questions about what happens in a book, "What happened when the dog ran away?" • Use new vocabulary when describing an action or object, "I am hungry…starving…ravenous" • Read books about different cultures or families	• Give simple instructions during transitions that ask for more than one action • Provide puppets and felt story pieces for children to re-tell stories • Engage in conversations during meal times or wait times • Use teachable moments to bring children's attention to a new idea or event • Read and re-read books to expand comprehension by adding new vocabulary or ideas as you read

Figure C: Early English Language Development Performance Definitions – Receptive, Ages 2.5–4.5

WIDA

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will process in English and non-verbally demonstrate understanding of:

HOME LANGUAGE

At all levels of language developement, home language and English language development

- influence and reinforce each other; and
- mediate understanding, construction of meaning, and demonstration of knowledge.

	Language Criteria	Ages 2.5–3.5 (30–42 mos.)	Ages 3.5–4.5 (43–54 mos.)
Level 5 Bridging	**Linguistic Complexity**	• Series of simple sentences related to familiar stories or events • An idea with one to two details; one-step direction related to daily routines	• Series of extended sentences related to familiar stories, learning activities, or events • Related ideas; two-step directions related to daily routines
	Language Usage	• Short and compound sentences related to daily routines, familiar people, songs, and stories • General and some specific vocabulary associated with familiar environments and stories	• Compound and some complex sentences related to familiar stories and learning activities • Specific vocabulary associated with stories, learning activities, and various environments
Level 3 Developing	**Linguistic Complexity**	• Related phrases and simple sentences • An idea with one detail	• Multiple related simple sentences; wh-questions • An idea with two details
	Language Usage	• Short sentences related to daily routines, familiar people, songs, and stories • Repetitive phrasal patterns related to daily routines and familiar stories • General vocabulary related to daily routines and familiar stories	• Short and some compound sentences related to familiar stories and learning activities • Sentence patterns related to familiar stories and learning activities • General and some specific vocabulary related to daily routines, familiar stories, and learning activities
Level 1 Entering	**Linguistic Complexity**	• Words and repetitive phrases related to daily routines • An idea within simple questions or statements related to self, familiar people, or daily routines	• Words and phrases related to daily routines • An idea within simple questions or statements related to familiar environments
	Language Usage	• Repetitive phrases associated with daily routines • Yes/no questions related to self, familiar people, and/or daily routines • Words associated with familiar environments	• Repetitive phrases and simple statements associated with daily routines • Yes/no questions related to self, familiar people, and/or daily routines • Words and expressions associated with familiar environments

At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.

…within sociocultural contexts for language use.

Figure D: Early English Language Development Performance Definitions – Receptive, Ages 4.5–5.5

WIDA

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will process in English and non-verbally demonstrate understanding of:

HOME LANGUAGE

At all levels of language development, home language and English language development

- influence and reinforce each other; and
- mediate understanding, construction of meaning, and demonstration of knowledge.

	Language Criteria	Ages 4.5–5.5 (55–66 Months)
Level 5 Bridging	**Linguistic Complexity**	• Sentences/questions of varying richness and complexity related to familiar stories, learning activities, or events • Expanded related ideas; two to three step directions and some new directions related to daily routines
	Language Usage	• Complex sentences and language patterns related to familiar stories and instructional activities • Specific and some technical vocabulary associated with various environments and learning activities
Level 3 Developing	**Linguistic Complexity**	• Multiple related extended sentences • Related ideas
	Language Usage	• Compound and some complex sentences related to familiar stories and learning activities • Sentence patterns related to specific learning activities and stories • General and some specific vocabulary associated with familiar environments and learning activities
Level 1 Entering	**Linguistic Complexity**	• Words and longer phrases related to daily routines and learning activities • An idea within simple questions or statements related to familiar environments
	Language Usage	• Repetitive phrases and simple statements associated with daily routines • Yes/no questions related to self, familiar people, and/or daily routines • Vocabulary associated with familiar environments and learning activities

At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.

…within sociocultural contexts for language use.

LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	BY 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**1bI-1** Coo/gurgle/babble/use jargon in vocal play	**1bYT-1** Combine gestures and words to communicate a thought	**1bOT-1** Use phrases and sentences of 2-3 words
	1bI-2 Communicate needs and feelings through non-verbal actions or basic sign language	**1bYT-2** Name familiar people and objects	**1bOT-2** Repeat parts of songs
	1bI-3 Use sounds to indicate needs or wants	**1bYT-3** Answer yes/no questions	**1bOT-3** Answer simple questions
	1bI-4 Mimic adult speech intonations	**1bYT-5** Point to an object or person	**1bOT-4** Use descriptive words when speaking
		1bYT-4 Speak about 10 -50 words	**1bOT-5** Have a vocabulary of about 200 words
		1bYT-6 Use appropriate vocal inflection when using true words and jargon	**1bOT-6** Use simple questions to ask for things or gain information
			1bOT-7 Speech is becoming more clear, familiar adults understand
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Babble to get attention • Imitate different sounds • Say 1 or 2 words • Indicate need for more by reaching and moving body	• Make animal, environmental, and nonsense sounds in play • Put 2 words together, "more cookie" • Add consonants at the beginning of words • Reach for something while saying, "more" or "mine" • Respond to "Are you hungry?" with "yes" • Point to person or object to learn the name	• Name objects when asking for them • Describe things with 2-3 word phrases, "big book" • Sing Twinkle Twinkle Little Star • Tell an adult, "I'm making a house." when asked • Use some adjectives and adverbs to describe objects, "big dog" or "sad doll" • Ask an adult, "Why is she crying?" • Add "s" at the end of words to indicate plurals and possession • Share an opinion, "I like playing with play dough."
SAMPLING OF PROFESSIONALS' PRACTICES	• Engage children by repeating and extending their sounds • Verbalize child's gestures such as, "You are pointing to the milk. Do you want more?" • Describe what you're seeing and doing	• Engage in lap-reading with children every day • Use gestures that match actions such as lift arms when saying, "so big" • Label objects, actions and events to expand vocabulary • Praise children's attempts to say or use new words	• Do your thinking out loud, "I wonder what that person is looking at." • Use descriptive language to talk about events or objects • Ask open-ended questions that need more than a one-word response • Model appropriate grammar • Ask children to describe a painting or what they did on the playground

LLT 1: ORAL LANGUAGE

LLT1b: Expressive Language: Children will use words and gestures to express their thoughts, feelings and needs to others.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**1bYP-1** Use phrases and sentences of 4-5 words	**1bOP-1** Combine 5-8 words together into sentences
	1bYP-2 Imitate songs and finger plays	**1bOP-2** Engage in storytelling and pretend play, using oral language
	1bYP-3 Respond to questions with detail	**1bOP-3** Answer questions with detailed and more abstract words and ideas
	1bYP-4 Use common form of verbs and plurals most of the time (saw, men, were)	**1bOP-4** Use mostly grammatically complex sentence structures
	1bYP-5 Have a vocabulary of about 500 words	**1bOP-5** Have a vocabulary of over 1000 words
	1bYP-6 Use questions to ask for things or gain information.	**1bOP-6** Ask specific questions to understand and solve problems.
	1bYP-7 Produce developmentally appropriate phonemes/ sounds in words using mostly clear speech	**1bOP-7** Produce four to five word phrases using clear and understandable speech
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Talk about activities at school or home • Sing "Wheels on the Bus" using motions • Tell an adult, "I can put on my own coat." • Say to a friend, "I'm using green." • Ask, "When is snack?" • Tell an adult, "I'm drawing my bedroom. Here's my bed and my chair." • Tell an adult, "I went to the doctor." • Point to the dinosaur in a book and say, "That's a tyrannosaurus."	• Describe activities, "I went to the park and played on the swings." • Enjoy playing rhyme games, "sat, pat, rat, mat" • Describe in detail the play in the dramatic play area, "I am a police officer and I'm going to arrest the bad guys." • Respond to an adult's question about favorite foods, "I like pizza with lots of cheese, but I don't like mushrooms on it." • Tell an adult, "I have no idea!" • Ask, "How did that sock end up under that chair?" • Use varied adjectives to describe things, "That ball is humongous."
SAMPLING OF PROFESSIONALS' PRACTICES	• Ask why and how questions • Use, "I wonder…" • Encourage children to talk with one another • Ask children about their drawings or products • Correctly restate mis-pronounced words • Use interactive reading techniques to involve children in the story • Introduce new sounds and words through songs, finger plays, and stories	• Restate children's words or sentences using new, more advanced vocabulary • Define new words that may be introduced in stories • Use turn and talk to your partner during circle time, providing time for children to talk with one another about an idea • Ask questions that encourage children to elaborate their answers • Include informational texts that encourage children to find out more

Figure E: Early English Language Development Performance Definitions – Expressive, Ages 2.5–4.5

WiDA

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will express in English:

HOME LANGUAGE

At all levels of language development, home language and English language development

- influence and reinforce each other; and
- mediate understanding, construction of meaning, and demonstration of knowledge.

	Language Criteria	Ages 2.5–3.5 (30–42 mos.)	Ages 3.5–4.5 (43–54 mos.)
Level 5 Bridging	**Linguistic Complexity**	• Multiple phrases and some familiar 3+ word sentences • Single ideas	• Variety of original sentences of 3–5+ words • Approximations of related ideas
	Language Usage	• Emerging comprehensibility of familiar phrases and short sentences • General and a few specific vocabulary associated with familiar environments	• Comprehensible sentences that may contain nouns, verbs, modifiers, and pronouns • Specific and a few technical vocabulary associated with various environments
Level 3 Developing	**Linguistic Complexity**	• Phrases with a few familiar three-word sentences • Approximations of single ideas	• Short sentences of three to four words that combine formulaic phrases with some new words and phrases • Approximations of ideas
	Language Usage	• Familiar phrases with emerging comprehensibility • Short repetitive language patterns used in familiar fingerplays, songs, and stories • General vocabulary associated with familiar environments	• Short sentences with emerging comprehensibility • Repetitive language patterns used in fingerplays, songs, stories, or learning activities • General and a few specific vocabulary associated with familiar environments; common expressions
Level 1 Entering	**Linguistic Complexity**	• Words and short formulaic phrases • One-word utterances to convey entire message or idea	• Words and formulaic phrases • One- to two-word utterances to convey entire message or idea
	Language Usage	• Single words associated with daily routines and familiar stories • Repetitive phrases	• Familiar words and expressions associated with daily routines • Repetitive and formulaic phrases • General vocabulary related to familiar environments

At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.

…within sociocultural contexts for language use.

Figure F: Early English Language Development Performance Definitions – Expressive, Ages 4.5–5.5

WiDA

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will express in English:

HOME LANGUAGE

At all levels of language development, home language and English language development

- influence and reinforce each other; and
- mediate understanding, construction of meaning, and demonstration of knowledge.

	Language Criteria	Ages 4.5–5.5 (55–66 Months)
Level 5 Bridging	**Linguistic Complexity**	• Variety of short and expanded sentences of 4–6+ words • Related ideas
	Language Usage	• Comprehensible sentences that may contain specific grammatical forms (e.g., present progressive + verb, past tense, plurals, possessives, and articles) • Specific and some technical vocabulary associated with various environments and learning activities
Level 3 Developing	**Linguistic Complexity**	• Short sentences of three to four words that combine formulaic phrases with new words and some expanded sentences • Approximations of related ideas
	Language Usage	• Short and some expanded sentences with emerging comprehensibility • Multiple repetitive language patterns used in stories, songs, and learning activities • General and some specific vocabulary associated with familiar environments and learning activities
Level 1 Entering	**Linguistic Complexity**	• Words and longer formulaic phrases • One- to two-word utterances to convey entire message or idea
	Language Usage	• Words and expressions associated with daily routines and familiar stories • Repetitive and formulaic phrases • General vocabulary related to familiar environments and learning activities

At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.

…within sociocultural contexts for language use.

LLT 1c: Social Rules of Language: Children will use, adapt and follow the rules of language.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	BY 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**1cI-1** Respond differently to different tones and voices	**1cYT-1** Respond to others' communications with gestures, facial expressions and body movement	**1cOT-1** Use pauses and prompts to maintain a conversation
	1cI-2 Use eye contact to engage in joint attention	**1cYT-2** Pay attention to a speaker by pausing physical activity or shifting gaze to speaker	**1cOT-2** Listen and pay attention to speaker by using eye contact and by asking questions
	1cI-3 Engage in vocal play turn-taking with others	**1cYT-3** Initiate and engage in communications with others, either vocally or nonverbally	**1cOT-3** Take turns in conversation by initiating and sustaining a simple conversation for at least 2 turns
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Repeat, "da-da" after adults says it • Show attention by looking at adult when being spoken to • Smile when laughter is expressed by others; show distress when there are loud sounds or voices	• Pause play to listen to an adult when called by name • Wait to see if adult understands and repeats if needed • Ask a two-word question, "Where's dog?"	• Repeat the question "why" multiple times • Ask and answer a question about "what" • Look at an adult or peer while talking • Stop and make eye contact when an adults says, "Look at me." • Chat with a peer, asking and responding to a question, "I made a dog, what did you make?" • Say "please" and "thank you" • Answer a question during circle time
SAMPLING OF PROFESSIONALS' PRACTICES	• Talk to baby, describing what is being done or happening • Make eye contact when speaking • Say words or nonsense sounds and pause to see if they will be repeated	• Encourage children to talk with one another • Provide words for children if they are unsure how to express themselves • Demonstrate how to engage in turn-taking conversation • Use eye contact when conversing	• Provide opportunities for children to engage in conversations with adults and peers • Model the use of correct vocabulary and speech patterns • Model polite responses, such as "please" and "thank you" • Show interest in children's conversations, asking questions and responding as appropriate

LLT 1: ORAL LANGUAGE

LLT 1c: Social Rules of Language: Children will use, adapt and follow the rules of language.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**1cYP-1** Use nonverbal cues during conversations according to personal cultural norms (physical proximity, eye contact)	**1cOP-1** Listen and respond on topic with individuals and during group conversations
	1cYP-2 Use socially acceptable communication rules (volume, tone, turn-taking)	**1cOP-2** Use language to communicate with others during familiar and unfamiliar social situations
	1cYP-3 Engage in turn-taking conversation for at least 4 exchanges	**1cOP-3** Initiate conversations and stay on topic during at least 5 turn-taking exchanges
	1cYP-4 Know to use simpler language and tone with younger children	**1cOP-4** Demonstrate conversational rules of language
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Use an inside voice when appropriate • Walk up to a friend to ask a question instead of shouting across the room • Hold a conversation with an adult, asking and responding to questions, "I have a new dog." Her name is Spot. She's black and white. She barks really loud." • Talk to baby sister in a sing song voice, "You are such a big girl."	• Take turns during conversation without interrupting • Participate during a circle time discussion • Answer questions about a story, "I think the bear is going to hide in the cave." • Introduce self to a new friend, "Hi, my name is Sammy, what's yours?" • Participate in an elaborate dramatic play scenario with another, describing what they're going to do
SAMPLING OF PROFESSIONALS' PRACTICES	• Model the rules of turn-taking, listening, and responding • Show children how to ask questions to get more information • Model the use of quiet voices, eye contact, and one-on-one conversations	• Show acceptance of different points of view • Provide opportunities for children to share opinions and ideas with each other • Set up dramatic play situations that encourage children to interact • Model the use of questions and responses to gain more information

LLT 2a: Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	BY 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**2aI-1** Attend to stories that have been read previously	**2aYT-1** With prompting and support, make sounds that relate to pictures in books	**2aOT-1** Answer simple questions about the story
	2aI-2 Show interest in pictures in books	**2aYT-2** Show preference for familiar stories	**2aOT-2** Participate in shared reading experiences by asking questions and making comments
		2aYT-3 Point to pictures of objects or characters when asked	**2aOT-3** Retell some events in a familiar story with modeling and assistance
		2aYT-4 Point to a picture and look to adult to label it	**2aOT-4** Use words to describe or name pictures when reading
			2aOT-5 Recite simple phrases or words from a story
			2aOT-6 Attend when an adult describes a new word or concept
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Look at pictures when adult names them • Show anticipation when a familiar book is presented	• Repeat the sound, "beep beep", as part of a story read aloud • Point to a picture of a horse and say, "neigh" • Point to the dog in a story when adult asks, "Where is the dog?" • Look at adult and point to the picture of a chicken, waiting for a response • Bring the same book to an adult to read 2 or 3 days in a row	• Listen to adult's description of an idea or word and for clarification • Answer, "Who is that?" with "It's me!" • Answer a question about a story, "What's that cow doing?" "It's jumping!" • Remember that the caterpillar eats a lollipop in "The Very Hungry Caterpillar" • Laugh at the dinosaur who is eating ice cream in a book • Remember what's coming on the next page
SAMPLING OF PROFESSIONALS' PRACTICES	• Re-read books often, calling attention to familiar objects • Talk about the pictures on each page, calling attention to characteristics that might be familiar, "Look at that baby's nose. You have a nose." • Give time for child to look at each page, turning pages slowly • Set the stage for the next page, "I wonder what we'll see on the next page."	• Keep reading time short and repeat it several times during the day • Ask simple questions about what is being read • Read books that talk about feelings or common objects or people • Describe pictures or posters • Read letters or words as you write them	• Read the same book often, pausing to ask what might happen next • Use I wonder statements, "I wonder why the boy did that?" • Point to pictures as you describe a new word or idea • Pause during a repetitive verse and allow children to finish the sentence • Create opportunities for children to act out parts of a story, prompting them with the sequence

LLT 2: EMERGENT READING

LLT 2a: Comprehension: Children will demonstrate emerging understanding of both the written and spoken word.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**2aYP-1** Use pictures to predict content	**2aOP-1** Identify characters and setting in a story
	2aYP-2 Use storybook language, forms and conventions (once upon a time, that's the end)	**2aOP-2** Use title, pictures and prior knowledge to predict story content
	2aYP-3 Retell or act out a familiar story with prompting	**2aOP-3** Retell or act out a story in the correct sequence
	2aYP-4 Share likes and dislikes about a book	**2aOP-4** Make connections between stories and real-life experiences
	2aYP-5 Listen to and discuss informational text and literature	**2aOP-5** Answer questions about the characters and events in a story
	2aYP-6 Relate to concept or new word	**2aOP-6** Generalize idea to another situation
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Tell another, "I like to eat ice cream too" after hearing about a character eating ice cream • Talk about what might happen to a character who's driving too fast, "He's going to get a ticket." • Say, "I'm happy when that boy finds his teddy bear." • Act out a story in the dramatic play area • Tell an adult, "I can ride my bike really fast just like Amir." • Pretend-read a book to a friend	• Use flannel board pieces to retell a story • Answer questions about a story as the adult reads • Anticipate what might come next • Identify the characters in a story • Use vocabulary like character or setting • Tell a fact learned about dogs after reading about them • Seek out another book about a topic to learn more • Participate in a read aloud book reading by repeating sounds or actions throughout the story • Tell an adult, "I have a striped shirt like the girl in the story."
SAMPLING OF PROFESSIONALS' PRACTICES	• During a second or third reading, seek reminders from children, "I forget what happens next." • Call attention to new words or vocabulary… "Huge, that's another word for big." • Make your own book • Ask what happens at the beginning, middle, end	• Introduce books before reading, "The author is..., the title is..." • Ask children to predict what the story might be about by looking at the cover • Stop in the middle of a story and ask, "Why do you think she did that?" • Ask child to predict, "What do you think will happen next?" • Talk about a story's similarity to something in real life, "That girl was scared, what makes you scared?" • Assign character roles to children and ask them to act them out as you read

LLT 2b: Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	BY 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**2bI-1** Listen to simple nursery rhymes, chants and songs	**2bYT-1** Participate in familiar nursery rhymes, chants and sounds	**2bOT-1** Imitate sounds in nursery rhymes and songs
	2bI-2 Experiment with sounds	**2bYT-2** Play with different sounds, using them for different purposes	**2bOT-2** Engage in word play with adults, such as using nonsense words or beginning rhymes
			2bOT-3 Distinguish between words that sound alike
			2bOT-4 Fill in words of familiar songs and finger plays
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Take turns making sounds and repeating them with others • Coo and babble • Listen to an adult who is singing	• Repeat fun sounds in a song, e-i-e-i-o • Tell someone that a cow says "mooo" • Repeat a word or sound after adult says it	• Recognize that some words start with the same sound, "ball and bike start with bbbb" • Act out the motions to songs, "the wipers on the bus go swish, swish, swish" • Identify that hat and rat sound the same • Tell the last word in a familiar book when adult pauses, Silly Sally went to….." town"
SAMPLING OF PROFESSIONALS' PRACTICES	• Sing simple nursery rhymes and songs • Repeat baby's nonsense sounds back, wait for baby to repeat, do it again • Change the beginning or ending of nonsense words as you say them, "goo, goo, goo, boo, boo, boo"	• Recite finger plays and nursery rhymes • Change the beginning or ending sound of a word • Read books with words that rhyme • Encourage children to make animal sounds, "grrrr"	• Recite nursery rhymes • Call attention to words that rhyme, "bat – cat", they sound alike or rhyme" • Clap the words while reciting a nursery rhyme • Read rhyming books, calling attention to the words that rhyme • Talk about the letters in a child's name and the sounds they make

LLT 2: EMERGENT READING

LLT 2b: Phonological Awareness: Children will begin to recognize and associate words with sounds in spoken language.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**2bYP-1** Listen and match rhythm, volume and pitch of rhymes, songs and chants	**2bOP-1** Identify whether or not two words start or end with the same sound
	2bYP-2 Decide whether or not words rhyme	**2bOP-2** Produce rhyming words
	2bYP-3 Substitute different beginning sounds in words	**2bOP-3** Isolate and match the initial sounds in words with adult guidance
	2bYP-4 Segment sentences into individual words with adult guidance	**2bOP-4** Segment words into syllables
	2bYP-5 Segment compound words with modeling and guidance	**2bOP-5** Identify words as separate units in a sentence
		2bOP-6 Blend sounds with adult guidance
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Use a quiet voice for a whisper part of a song • Tell an adult that "up" and "cup" rhyme, but "up" and "down" do not • Clap out the words in a song or sentence, with adult help • Identify the parts of compound words, "hot---dog", "play—ground"	• Respond to an adult's question, "Do dog and doll start with the same sound?" • Produce a series of rhyming words, "ball", "tall", "call", "fall", "hall" • Clap out the syllables of a word with adult guidance • Identify the beginning and ending sound in words • Find or point to objects that start with a specified letter
SAMPLING OF PROFESSIONALS' PRACTICES	• Call attention to words that rhyme • Call attention to the starting sounds of words and how 2 words may start with the same sound • Clap the beats for syllables in words, "straw-ber-ry" • Clap out syllables of a word and count them as you do so • Call attention to words that start with the same sound as the child's name • Describe the sound that letters make, "b…b…B"	• Play "I Spy" something that starts with …s" • Break apart words – base-ball, pan-cake • Ask children to finish the sentence with a rhyme or change the rhyme • Identify words that end with the same sound • Play matching games where children match picture and beginning sound • Make rhyming word lists • Show how to segment a word into different sounds, p-a-t

LLT 2c: Alphabet Knowledge: Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	BY 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	*Not yet an expectation. Toddlers may show interest in the alphabet or letters in their name but recognition and identification typically begins at 3 years of age or later.*		**2cOT-1** Understand that letters can be individually named **2cOT-2** Recognize the first or some letters in name **2cOT-3** Recognize logos or symbols in environmental print
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS			• Recognize the first letter of name on a sign or in a book • Notice that a friend's name starts with the same letter • Point out the golden arches as McDonalds or the brown truck as a UPS vehicle • Sing the alphabet song with most of the letters in the correct order
SAMPLING OF PROFESSIONALS' PRACTICES			• Point to and name letters as you read books, signs, other printed material • Spell out the letters in children's names as you write them on their papers or read them on printed material • Label items around the room • Label items that belong to children

LLT 2: EMERGENT READING

LLT 2c: Alphabet Knowledge: Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**2cYP-1** Identify some alphabet letter names, especially those in name	**2cOP-1** Recognize about half of the upper and lower case letters of the alphabet
	2cYP-2 Point out own name in print	**2cOP-2** Associate some letters of the alphabet with their specific sounds
	2cYP-3 Recognize words that start with the same letter as name or familiar word	**2cOP-3** Identify words that start with the same letter as their name
		2cOP-4 Visually discriminate letter shapes and formations
		2cOP-5 Sort letters and find words that contain specified letters
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Identify the letters, E-L-E-N-A when reading name • Say, "I see an M – that's the same as in my name." • Point to name on the helper chart • Tell an adult, "There are 2 Ts on that sign."	• Differentiate between "A" and "a "when reading name • Find the letter B after hearing the b.b.b sound • Tell an adult, "Cat…that starts with the same letter as my name." • Pick out all of the As from a group of letters on the table • Distinguish between b and d • Find all of the Cs in a sentence or sign • Point to and name most of the letters on a posted alphabet chart
SAMPLING OF PROFESSIONALS' PRACTICES	• Provide foam or wooden alphabet letters for sorting • Talk about the similarities of letter forms • Label objects around the room • Point out the titles of books and authors before reading • Follow along with your hand and announce letters as you write on a message board • Point to the letters as you sing the alphabet song	• Provide visual games and cues to help children distinguish the difference in letter shapes • Play lotto or bingo games with the alphabet • Post the alphabet in the writing area • Create word cards with commonly used words • Create sign-in charts or opportunities for children to write name • Play "find that letter" games with printed material

LLT 2d: Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	BY 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**2dI-1** Show interest in books by touching, mouthing	**2dYT-1** Select and ask for adult to read books	**2dOT-1** Select familiar books to begin to self-read
	2dI-2 Attend to shared book reading	**2dYT-2** Touch or identify pictures in books when asked	**2dOT-2** With help, discriminate words from pictures on a page
	2dI-3 Imitate adults' reading by pointing to pictures and trying to turn pages	**2dYT-3** Hold book and turn pages with adult assistance	**2dOT-3** Hold book with two hands and turns pages
			2dOT-4 Recognize familiar environmental print
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Hold book and try to turn pages • Sit on adult's lap and look at pictures in a book • Seek out a book to read from the toy shelf	• Take a book to an adult to read • Choose familiar and favorite books to read multiple times • Point to the object or character in a book when asked • Point to a picture in a book and pause for adult to name it • Turn pages, sometimes 2-3 at a time, and flip back and forth	• Select a favorite book and begin to self-read familiar passages • Read to a doll or stuffed animal • Repeat common phrases in a book or finish the sentence or rhyme • Hold book with confidence and skill • Identify a common logo (like McDonald's) when driving or walking past
SAMPLING OF PROFESSIONALS' PRACTICES	• Provide hardback, washable and cloth books in different areas around the room or house • Encourage child to turn pages • Name objects or characters in books while pointing to them	• Read favorite books repeated times upon request • Point to the words and the pictures as you read • Invite child to hold book and turn the pages while you read together • Talk about the correct way to hold and treat a book • Label objects and areas around the room	• Point out the letters and words on pages as you read • Talk about the different parts of a book • Pause to allow child to finish a phrase or rhyme in a book, "chicka chicka boom…. • Read the words on buildings or vehicles as you go past; identify common logos or signs

LLT 2: EMERGENT READING

LLT 2d: Print Awareness and Book Handling: Child will construct meaning from and appreciation of print.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**2dYP-1** Attend to different kinds of book genres	**2dOP-1** Select different kinds of literature
	2dYP-2 Recognize that print represents written words and has meaning	**2dOP-2** Show beginning understanding of word and sentence structure
	2dYP-3 Hold book right side up and turn pages from right to left	**2dOP-3** Hold book correctly and read from beginning to end
	2dYP-4 Show awareness of the function of environmental print	**2dOP-4** Read some environmental print
	2dYP-5 Know where to begin reading a story; point to title	**2dOP-5** Track words from left to right, top to bottom, page to page
		2dOP-6 Know that books have titles, authors and illustrators
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Tell the adult, "I will read to you." • Ask, "What does this say?" • Pretend to read maps in the block area to find a way home or a cook book in the housekeeping area to make dinner • Point to and read, together with adult, the title of a story • Recognize that the book is upside down • Read others' names or familiar signs	• Ask, "Who is the author or illustrator?" • Seek out a book on dinosaurs to find out which one was the largest • Identify the name of a store from looking at the logo on a shopping bag • Recognize the superhero logo or name on a Tshirt • Read along with an adult during morning message • Turn pages with skill • State, "the end" when reaching the end of a story
SAMPLING OF PROFESSIONALS' PRACTICES	• Encourage the child to read the pages of a familiar book to you • Provide different types of print in different play areas • Talk about the different parts of a book; using vocabulary like the author, cover, introduction • Post meaningful print around the room • Read different genres of books to children	• Make class books about events and display them around the room • Post a word wall with familiar words for children to read • Use a "morning message" time that captures important information to share • Offer different genres of literature, including poetry, informational text, fiction

LLT 3: Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**3I-1** Grasp and manipulate object when placed in hand	**3YT-1** Use full hand grasp (palmar grasp) to hold crayon	**3OT-1** Begin to grasp writing tool with thumb and fingers
		3YT-2 Make random scribbles on paper	**3OT-2** Scribble with intent to represent something observed and/or convey a message
			3OT-3 Make repeated marks on paper to represent lines and circles
			3OT-4 Show interest in writing for a purpose
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Hold spoon with fist grasp • Reach for and hold a crayon	• Make mark on paper with crayon • Show interest in coloring for a short period of time • Use a clothespin to pick up cotton balls • Scribble with finger paint • Make markings or stamps on paper with bingo markers	• Tell another what a scribbled picture represents • Use crayon or pencil to make markings that are meant to represent letters • Ask an adult, "What are you writing?" • Practice "writing" in sand or water
SAMPLING OF PROFESSIONALS' PRACTICES	• Give baby opportunities to grasp tools	• Provide different writing or drawing tools such as chunky crayons or washable markers • Offer washable stampers and bingo markers • Praise children's attempts using descriptive language, "You are working really hard to make marks on that paper." • Add other materials that strengthen children's grip like clothespins and cotton or playdough • Post children's attempts for them to view	• Model writing, describing your efforts, "I need to make my shopping list." • Encourage children to draw or write at different times during the day • Post alphabets where child can see and try to replicate • Provide materials such as playdough to strengthen muscles needed for writing • Demonstrate how children can "write" in sand or water • Ask children, "Tell me what you're writing." or "Let's write a note to Dad about your day."

LLT 3: EMERGENT WRITING

LLT 3: Emergent Writing: Children will demonstrate emerging understanding of writing as a way to communicate.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**3YP-1** Use a 3-finger grasp	**3OP-1** Use a dominant hand for writing
	3YP-1 Create letter-like symbols to represent a word or idea	**3OP-2** Use writing for a variety of purposes
	3YP-1 Write some letters	**3OP-3** Write some letters of the alphabet, including name
	3YP-1 Experiment with a variety of writing tools and materials	**3OP-4** Begin to use inventive spelling using a letter to represent a word
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Print letters in name • Finger paint shapes, lines and letters • Sign in using some letters in name or markings • Pretend to write a shopping list while playing in the dramatic play area • Use different types of writing tools • Dictate a description of a picture for an adult to write • Pretend to write a letter to a family member • Practice making letters or words on a laptop	• Draw a picture and "write" a description underneath • Make letters out of play dough • Ask, "Can you show me how to write dog?" • Write name on drawings or dictation • Use a journal to "write" down thoughts and ideas, even if they are scribble or pictures • Use a laptop to make words or to write "stories"
SAMPLING OF PROFESSIONALS' PRACTICES	• Put writing tools and materials such as tablets to make lists or sales checks in dramatic play area • Set up a writing area with paper and different types of writing implements such as pencils, crayons, markers or chalk • Display alphabet and common words for children to replicate • Model writing throughout the day • Make available computers or tablets for children to practice • Ask children, "What should we write about?"	• Provide journals for children to record their ideas • Put common word cards in the writing area for children to replicate • Encourage child to practice name-writing • Write name on top of a paper and encourage child to copy underneath • Invite child to sound out write the letters that make up a word, even if they are not accurate • Encourage children to practice typing letters or words on a computer or tablet

CREATIVE ARTS (CRA)

Expressing Feelings and Ideas through Art, Music, Movement and Drama

Creative Art experiences encompass visual arts, music, movement and dance, and drama. They provide children with opportunities to express themselves through the exploration of materials, movement, emotions, and acting (Dodge, 2010; Copple & Bredekamp, 2009; Mraz et al., 2016). Creative art experiences encourage children to use their imaginations as they try out new ideas, solve problems, and learn about feelings and emotions. When children actively engage in creative arts, they are building skills across all developmental domains such as: physical, social and emotional, language and literacy. Providing space, materials, and interactions that promote the development of children's creativity and individuality are critical factors to consider when planning creative art experiences that support the development of the whole child.

CRA 1 Visual Arts

CRA 2 Music

CRA 3 Movement and Dance

CRA 4 Drama and Acting

Did you know?

Process-oriented experiences promote creativity, strengthen children's interests and extend their learning.

Process art refers to a "journey" that children take as they create pictures, dance or act out a story. Instead of focusing on the end product, children use their own ideas and feelings to create. There are no right or wrong ways to complete a task and every child's creation looks different. These open-ended experiences focus on discovery and the exploration of techniques and materials instead of the final outcome. Invite children to dance in response to the way music makes them feel. Suggest they create drawings or representations of objects or persons with different types of supplies including crayons, tissue paper and glue, or varied paper types and textures. Talk about their products; why they chose specific materials or why they moved in a specific way.

CRA 1: Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**1I-1** Show interest in visual stimuli	**1YT-1** Explore art materials	**1OT-1** Use a variety of different types of visual art materials
	1I-2 Attend to bright and contrasting colors	**1YT-2** Respond to visual arts such as photos in books and communicate preferences	**1OT-2** Demonstrate preference for favorite colors
	1I-3 Hold, touch and experience different textures	**1YT-3** Explore the differences in art materials, textures, and processes	**1OT-3** Use different types of materials and tools to mold and create products
	1I-4 Use fingers, hands and mouth to explore mediums	**1YT-4** Make marks with crayons, markers, and paints	**1OT-4** Describe shapes or marks as a product or idea
			1OT-4 Label ideas or objects within own drawing
			1OT-6 Communicate preference for one piece of art over another
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Gaze at mobile, picture or photo • Look up to ceiling to watch a ceiling fan go around • Attend to bright colors or shapes • Initiate touch of a book with texture inserts • Rub fingers or hands over different textures • Explore applesauce or pudding on high chair tray by moving it with fingers	• Begin to show interest in paints and crayons, trying them out for a very brief time • Point to pictures in books or on the wall • Show preferences in pictures by returning to the same one repeatedly • Hold a crayon in fist, poke it onto paper to make random marks • Feel the difference in textures or materials by holding, rubbing, or touching them • Pound and pat play dough	• Ask to use crayons or paint • Show enjoyment when finger painting with snow or paint • Participate in art activities as part of the daily routine • Tell another, "I want the red chair or the red carpet square." • Make balls or snakes with play dough • Name the objects or characters, "I made a dog." or "That's me." • Look at two different paintings and choose a favorite
SAMPLING OF PROFESSIONALS' PRACTICES	• Provide pictures and photos in locations where baby can view them • Describe pictures and photos as you hold child up to them to view • Talk with children about the feel of different textures, "This blanket feels so soft." • Put a small amount of applesauce or non-toxic paint on the high chair tray for baby to touch and move fingers through it	• Provide crayons or paints for use with adult supervision • Post pictures and paintings and talk about them, describing the colors and shapes • Make or provide texture books with different fabrics such as cotton, corduroy, cardboard, foil, sandpaper • Provide non-toxic or edible play dough for pounding or rolling • Call attention to the artwork in books	• Make available different types of non-toxic drawing materials, crayons, washable markers or finger paint • Provide play dough and tools for children to roll, pound and mold • Describe the characteristics of pictures and photos in books • Ask child to, "Tell me about your picture." • Honor children's preferences for color, "You painted everything red!" • Ask children to explain what they like about certain photos or pictures

CRA

CRA 1: Visual Arts: Children will demonstrate an emerging understanding and enjoyment of the use of visual arts as a form of self-expression.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**1YP-1** Use a variety of different types of art materials to create an end product	**1OP-1** Use a variety of art materials to represent an idea, feeling, or object
	1YP-2 Explore the favorite color through art representation	**1OP-2** Explore variations of the same color and other colors
	1YP-3 Describe general features of artwork: color, shape, texture, lines	**1OP-3** Create an end product that integrates color, shape, texture and lines
	1YP-4 Create art that expresses individual creativity	**1OP-4** Create artistic works through an open-ended process that reflect thoughts, feelings, experiences, or knowledge
	1YP-5 Discuss own artistic creations	**1OP-5** Discuss own artistic creations and those of others
	1YP-6 Comment on another's artwork when asked a specific question about the work	**1OP-6** Show appreciation for different art forms and the creative work of others
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Combine pipe cleaners and play dough to make a figure • Create a collage incorporating different types of materials • Experiment with different types of sculpting or drawing tools • Make intentional designs within paintings and drawings • Explain or describe a drawing in detail, "This is my Mom and she's holding a flower." • Look at a friend's drawing and say, "I like your picture."	• Experiment with color by combining colors or exerting different pressure to make dark or light shades • Plan and complete a creation, "I'm going to make a picture of my family." • Model work after visual representations, "I made a cat like the picture in that book." • Describe the characteristics of a creation or artwork • Remark at a picture or photo in a book. "There are a lot of trees in that picture" or "The bear in that picture is purple."
SAMPLING OF PROFESSIONALS' PRACTICES	• Offer readily available diverse, open-ended materials for children to put together into unique constructions • Talk about children's creations, asking them to describe what they've made • Model the way you comment about others' creations, "Look at all the red circles you made." • Display children's artwork at their eye level • Encourage children to make a creation to represent an activity or feeling • Write a description of the child's artwork on the creation	• Include observational drawings in your routines or opportunities for children to observe, then draw objects or events they see • Display different types of art such as painting, photographs, sculptures throughout the facility • Ask open-ended questions to prompt children to think about their creations and give descriptions of their ideas and perspectives • Talk about art techniques in illustrations or photographs during read-aloud experiences, • Encourage peer-to-peer and small group discussions of children's creations and visual art materials

CRA 2: Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**2I-1** Imitate adult sounds by babbling or making other vocalizations	**2YT-1** Imitate sounds and movements to favorite songs or music	**2OT-1** Use sounds/words or their bodies to imitate sounds, beat or rhythm
	2I-2 Make sounds with toys or objects, creating instruments	**2YT-2** Use musical toys to intentionally produce sounds or music	**2OT-2** Use rhythm instruments to experiment with rhythm and sound
	2I-3 Show interest and respond to different songs and chants	**2YT-3** Recognize and associate a particular song or sound with a particular meaning	**2OT-3** Participate in simple songs and fingerplays
			2OT-4 Respond to change in tone or melody
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Repeat sounds while listening to a song • Bang blocks together or shake a rattle to make sounds • Gaze attentively at adult while listening to a simple fingerplay • Delight in and repeat new sounds such as lip smacking or squeals	• Repeat the "e-i-e-i-o" sounds while listening to Old McDonald • Push the button or switch on a musical toy to hear the sound it makes • Begin to clean-up when the adult sings the clean-up song • Put head down when a lullaby song is played • Change volume of sounds, singing or talking louder or softer	• Sing along to finger plays, using simple hand movements • Sway to the sound of quiet music • Participate in a parade with musical instruments • Dance or move body to music • Use a drum or triangle to represent a sound in a book • Tap a drum, then tap a box to hear the differences in sounds • Hum a tune • Ask an adult, "Can we sing Twinkle, Twinkle?"
SAMPLING OF PROFESSIONALS' PRACTICES	• Play different types of music • Hold baby and sway or dance to music • Sing or recite finger plays during routines like diaper changing • Make different sounds, wait for child to repeat, then repeat again • Provide simple musical instruments such as a drum or rattle • Demonstrate how to bang 2 blocks or objects together to make sound, then wait for baby to try	• Sing rhyming songs and pause so children can add the last word • Sing songs together that change volume or speed • Announce routines or transitions with song or music • Provide musical instruments to play • Sing songs or finger plays that have to do with different events • Send home the words to favorite songs so families can sing them at home too	• Include singing and music in your everyday routine • Change wording in, "Where is mommy?" or "Where is my crayon?" (instead of Thumbkin) • Encourage children to move to instrumental music to the sound • Provide scarves or rhythm sticks to move or play along to music • Honor children's requests for favorite songs or give them choices • Invite children to draw to the rhythm of music

CRA

CRA 2: Music: Children will demonstrate an emerging understanding and appreciation of music as a form of self-expression.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**2YP-1** Listen to different types of music (jazz, classical, country lullaby, etc.)	**2OP-1** Describe differences in music types
	2YP-2 Identify musical instruments by sight and sound	**2OP-2** Use musical instruments to make or replicate songs and sounds
	2YP-3 Repeat a short melody	**2OP-3** Create and sing nonsense rhymes and songs
	2YP-4 Identify changes in tempo or tone when listening to music	**2OP-4** Replicate changes in tempo
		2OP-5 Describe preferences for music types or instruments
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Manipulate and experiment with instruments to match beat or rhythm • Participate in musical games like Hokey Pokey or If You're Happy and You Know It • Make different sounds with voice, practicing high and low, loud and soft • Request favorite songs • Repeat a rhythm after adult models; adult claps 3 times and pauses; children clap 3 times • Listen to a new song and repeat part of it • Move body in time to different kinds of music	• Note the difference between a song that is loud and fast and one that is very slow • Move scarves or hands or body to the music, paying attention to fast and slow • Use a musical instrument to replicate a chain of notes or sounds • State, "I like the drum best because it makes a loud sound." • Finish the end of a nonsense song • Create songs and rhymes of their own individually or with peers • Change the speed of maracas shaking according to the music • Demonstrate an interest in various genres of music
SAMPLING OF PROFESSIONALS' PRACTICES	• Introduce children to varied songs and forms of music during routines and activities • Include diverse musical instruments • Ask children to use instruments or objects to represent sounds or words, such as clap hands whenever they hear the word, "jump" • Involve children in action songs that encourage different movements • Play rhythm games for transitions or wait times • Demonstrate dances and songs from different cultures	• Provide opportunities for children to create their own instruments • Invite musicians and community partners to introduce children to a diversified variety of genres, instruments, and musicians • Incorporate songs and lullabies from various cultures • Use rhythm sticks or clapping to parse out syllables of words • Sing silly songs or rhyming songs that children can finish or modify • Add scarves, ribbons, bean bags or rhythm sticks to music

CRA 3: Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**3I-1** Respond to music by moving body	**3YT-1** Spontaneously move body in response to music or sounds	**3OT-1** Move body in different ways to different music and sounds
	3I-2 Indicate enjoyment of music through body movements	**3YT-2** Respond in creative ways when hearing music	**3OT-2** Move and dance to favorite songs and music
		3YT-3 Attempt to move body according to instructions in a song	**3OT-3** Follow simple movement directions while listening to music
			3OT-4 Explore different ways to move with or without music
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Move body back and forth when hearing music • Watch others move to music • Bounce when listening to an action song	• Sway back and forth to a lullaby • Bounce or shake body when listening to an action song • Intentionally fall down during Ring Around the Rosy • Attempt to follow movements in Teddy Bear, Teddy Bear Turn Around • Spontaneously move and dance around when music is played	• Move body in different ways • Move quickly to a fast-paced song and attempt to move slowly during a slow song • Ask an adult to play or dance to a favorite song • Clap or show pleasure when dance music is played • Raise hands high and then lower hands when asked as part of a song • Participate in Head Shoulders Knees and Toes, but may be inaccurate in movements
SAMPLING OF PROFESSIONALS' PRACTICES	• Gently move baby's body parts to different types of music • Notice baby's movements in response to music, "You are bouncing to that song." • Dance or sway while holding baby	• Identify children's movements as they make them, "You are swaying gently to that sweet song." • Play different types of music and model how to dance or move in response • Use music and movement to announce transition times • Introduce children to simple movement games such as Row Row Row Your Boat or Shake Your Sillies Out	• Tell children to move like a tiger or fly like an airplane to the snack table • Introduce chldren to movement songs like The Freeze or Dinosaur Stomp • Give children feathers to move as they listen to music • Describe and model children's movements as they move to music, "Now we are raising our hands high, now we put them down low."

CRA

CRA 3: Movement and Dance: Children will demonstrate growing interest and control in using rhythmic movements for self-expression.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**3YP-1** Move body to match different types of tempos and rhythms	**3OP-1** Use varied movement elements in response to music (high/low, fast/slow, up/down) etc.
	3YP-2 Express feelings through dance or movement	**3OP-2** Use creative movement to express concepts or ideas
	3YP-3 Participate in guided movement games or songs	**3OP-3** Follow choreographed movement sequences
	3YP-4 Make up simple dances or movement sequences	**3OP-4** Translate ideas into movement
	3YP-5 Indicate preferences for certain kinds of movement songs or music	**3OP-5** Watch with enjoyment when others dance or move creatively
		3OP-6 Attempt or participate in dances from around the world
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Move scarves or body to reflect the tone or tempo of music • Jump or move actively during fast-paced music and change body movements when music slows • Follow the movement directions in a song • Move body in response to an adult's request "Move like a snake or fly like a bird." • Request a specific movement or action song, "Can we listen to Baby Shark?"	• Hop, jump, raise hands high or low, clap, etc in response to music • Move to represent an idea from a story • Move body to make the letters of the alphabet • Repeat a teacher's demonstrated steps to master a dance or movement sequence • Move body in different ways to respond to music, "This music sounds sad, can you move like the music sounds?" • Play Hokey Pokey or Go in and Out the Window • Tell another child, "You are a good dancer."
SAMPLING OF PROFESSIONALS' PRACTICES	• Ask children to close their eyes and move in response to what they're hearing • Organize a marching band with children playing instruments and moving to match music • Introduce the parachute to children, asking them to lift it high and low, move it fast and slow • Provide scarves or ribbons or other props for children to move as they listen to music	• Organize relay races during outdoor play where children move like crabs or jump like bunnies to get from one place to another • Play different types of music and ask children to respond through moving their bodies • Play songs and music that direct children to perform in certain ways, "Shake My Sillies Out" • Play games like musical chairs without directing anyone to be "out" if they don't get a chair

CRA 4: Drama & Acting: Children will demonstrate an emerging appreciation for the use of drama for self-expression.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**4I-1** Imitate familiar actions, behaviors or sounds of others	**4YT-1** Experiment with voice inflections and sounds to indicate something else	**4OT-1** Pretend to be a person or an animal through movement, language, and/or sounds
		4YT-2 Role play familiar events and routines, every day situations during play	**4OT-2** Create dramatic play scenarios based on real-life experiences
		4YT-3 Use hats, pocketbooks, clothes for dress-up and simple role playing	**4OT-3** Use random objects to represent other object during play (e.g., block becomes a cell phone)
			4OT-4 Participate in pretend play with other children
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Watch an adult shake a spoon, then imitate • Push a button on a toy to make it work • Show interest in dolls or stuffed animals	• Pretend to feed self bottle or call someone on the phone • Make animal sound when holding a stuffed animal • Choose a special outfit or article of clothing from dress-ups to wear • Walk around the room with adult shoes and hats • Hold a doll or put doll to bed	• Rock a doll baby to sleep • Tell teddy bear to drink his milk, holding a cup to his mouth • Move like different animals such as slither like a snake, fly like a bird, etc. • Begin to stir a pot next to a child who is cooking in the housekeeping area • Use blocks or other materials to represent objects, "I made a car." • Put on dress-up clothes and state, "I'm the doctor."
SAMPLING OF PROFESSIONALS' PRACTICES	• Provide dolls or stuffed animals for babies to hold • Pretend to talk on the phone or eat or make exaggerated movements to demonstrate ideas • Introduce finger plays • Wear finger puppets and encourage baby to reach and feel them	• Use puppets to represent actions or ideas • Use expression when reading stories, acting out movements or ideas within the story • Provide simple dress up clothes like hats, purses and shoes • Make animals sounds and movements and wait for child to repeat • Provide dolls or stuffed animals for children to hold or use to act out	• Put real-life objects in the dramatic play area • Provide play food, dishes, and pots and pans • Add doll clothes and doll furniture for children to explore • Sing songs that ask children to mimic or act out motions, "The itsy bitsy spider…" • Ask children to move in certain ways when they're moving from one place to another, "Hop like bunnies to the table." • Use puppets to tell a story

CRA

CRA 4: Drama & Acting: Children will demonstrate an emerging appreciation for the use of drama for self-expression.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**4YP-1** Create various facial expressions and voice inflections when in character	**4OP-1** Use various facial expressions and voice inflections when playing a character
	4YP-2 Put together a set of pretend behaviors to represent an action or event	**4OP-1** Participate in dramatic play activities to express ideas and feelings
	4YP-3 Use materials in creative and imaginative ways as part of dramatic play	**4OP-1** Initiate role-playing experiences and playing with props and costumes
	4YP-4 Demonstrate an awareness of audience (e.g., ask others to watch performance)	**4OP-1** Demonstrate an interest in dramatizations of others through actions, stories, and puppetry
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Tell other children, "You be the mommy and I'll be the child and we'll go to the store." • Act out movements within songs such as jump up like a jack in the box or roll over like the bear • Use a scarf as a hat or a piece of fabric as a cape • Use dolls or stuffed animals to act out scenarios • Ask others if they want to play store • Act out real life scenarios such as going through a drive-through, ordering food, paying, then receiving the food • Tell an adult, "Watch me while I hop like a bunny." • Growl like a bear or chirp like a bird	• Identify emotions behind actions, "That girl in the story is sad." • Assign parts to others during play, "You can be the doctor and I will be the sick dog." • Ask to set up a play scenario after reading a story, "Can we make this area into an ice cream store?" • Use body parts to represent different objects or ideas • Act out family situations or experiences • Incorporate props and costumes into play, such as a clipboard and stethoscope for a doctor's office • Ask questions and make suggestions to extend play-acting
SAMPLING OF PROFESSIONALS' PRACTICES	• Rotate materials and equipment in the dramatic play area to encourage children's creative play about different real life experiences • Join in children's play in the dramatic play area and ask questions to extend their thinking • Model behaviors while joining in children's pretend play, "Let's wash our hands before we eat lunch." • Include objects and clothing from children's cultures in the dress-up area • Sing songs or tell stories that encourage children to pretend • Add props to the block area, such as cars, people or signal lights and signs	• Encourage children to act out parts of stories while reading them, "I'll huff and puff and blow your house in." • Use the dramatic play area to represent community businesses such as a hair salon, grocery store, veterinarian, pet shop • Rotate materials in the block area to reflect construction that may be occurring nearby • Ask children to identify their dramatic play area scenario and to research the types of materials to be included • Ask children to help re-tell a story with expression and movement • Create dress-up bags where children can use the materials inside to act out a scenario

SECTION

4 Physical Development and Health

Physical Development and Health 185

PHYSICAL DEVELOPMENT AND HEALTH (PDH)

Growing Strong, Healthy and Resilient

Physical or motor development occurs in all areas of learning. Motor skills support children in fully exploring their environment and interacting with people and things. Research shows children's physical skills also impact children's learning and school readiness. As children demonstrate balance, coordination and strength, they are showing that they have the necessary skills to do things such as sit still and pay attention, balance in a chair, hold a pencil or track their eyes on a line.

Gross Motor skills, sometimes called large muscle skills, refer to moving the whole body and the larger muscles of the body, such as those in the arms, legs, and core. Infants' physical development involves gaining control of the head, neck and torso to help them sit, creep, crawl, and stand properly. As they mature into toddlers, they develop the strength and coordination to walk, throw, and stretch. Preschoolers gain even greater control over their body, contributing to their increasing confidence and their ability to engage in social play.

Fine Motor skills, or small muscle skills, involve the use of small muscles such as those in the wrist and hand. Children use their eyes, mouth, hands and feet to learn to control and coordination of small, specialized motions such as picking up objects, fastening clothes, drawing and painting and completing puzzles or small block buildings.

Did you know?

Young children are able to focus and pay better attention during and after physical activity.

Provide tummy time for babies to help them build strength through movement. Schedule both structured and unstructured play activities for toddlers and preschoolers that allow them to engage in light, moderate and vigorous levels of movement. Structured activities like organized games or tumbling and jumping, as well as providing opportunities for children to experience short bursts of activity throughout the day promote brain development and bone health. Include both indoor and out door play every day.

Add it up! Young children should be active for about 3 hours each day.

PDH 1 **Motor Development**
PDH 1a: Gross Motor Development
PDH 1b: Fine Motor Development

PDH 2 **Healthy Living**
PDH 2a: Healthy Habits
PDH 2b: Safety

PDH 1a: Gross Motor Development: Children will demonstrate increasing body awareness, control, strength and coordination of large muscles.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**1aI-1** Demonstrate control and strength of basic body movements such as rolling, reaching and pulling up to standing	**1aYT-1** Show coordination and control of large muscle movements by throwing or kicking a large ball	**1aOT-1** Use strength and control of large muscles to throw a large ball or to climb on playground equipment
	1aI-2 Show increasing stability in non-locomotor skills through reaching, stretching and turning over	**1aYT-2** Demonstrate non-locomotor body movements such as shaking, wiggling and turning	**1aOT-2** Participate in non-locomotor or activities that require stability such as swaying, stretching and twisting
	1aI-3 Master beginning movement skills such as creeping, crawling, scooting	**1aYT-3** Show control of simple body movements and postures such as walking or climbing stairs with help	**1aOT-3** Demonstrate increasing control of more complex body movements and postures such as climbing, running, moving in/out/ under objects
	1aI-4 Show beginning body awareness by exploring new positions and movements	**1aYT-4** Show awareness of where their body is in relation to other objects and people in the environment	**1aOT-4** Demonstrate body and spatial awareness by negotiating and moving around objects and people
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Pull self up from sitting to standing • Stand, holding onto a table and scoot around • Kick legs and wiggle arms • Stretch to pick up a toy that's out of reach	• Push a riding toy to make it go (no pedals) • Walk up stairs with support, placing one or both feet on step • Climb and use age appropriate playground equipment • Roll ball back and forth to an adult	• Move body parts to an action song, "shake my sillies out" • Throw and catch a large ball with some accuracy • Participate in simple exercises • Climb on sliding board ladders or playground equipment • Participate in a simple obstacle course that goes over, under and through • Crawl under a chair to reach for a toy
SAMPLING OF PROFESSIONALS' PRACTICES	• Show joy when child tries a new task • Provide wedges or pillows or safe props for child to crawl and climb • Put toy or object just out of reach and encourage a child to reach for it • Exercise child's arms and legs, up and down, in and out • Smile and laugh when playing "so big"	• Provide riding toys • Roll ball back and forth to child • Create safe areas for climbing • Stabilize shelves and furniture to avoid tipping or falling • Provide push toys • Play "chase" and ask children to catch you • Create simple bowling games with empty milk cartons or plastic soda bottles and a soft ball	• Play movement games like "Hokey Pokey" or "If You're Happy and You Know It" • Play catch with large bouncing balls • Start out each morning with an exercise routine • Allow for outdoor play as weather permits • Create obstacle courses or relays that ask children to climb over, crawl through or jump around objects

PDH 1: MOTOR DEVELOPMENT

PDH 1a: Gross Motor Development: Children will demonstrate increasing body awareness, control, strength and coordination of large muscles.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**1aYP-1** Use arms and legs in a coordinated manner to jump, pedal a bike, bounce a ball	**1aOP-1** Coordinate movements with accuracy such as throwing, catching or kicking a ball
	1aYP-2 Gain increasing stability through practicing movements such as balancing, bending, shaking, flexing, and turning	**1aOP-2** Demonstrate stability in body movements by walking on balance beam, twisting and turning, curling and stretching
	1aYP-3 Gain control of simple traveling skills such as galloping, running or hopping	**1aOP-3** Show increasing levels of proficiency in traveling or movement skills: walking, climbing, running, jumping, hopping, skipping, marching, and galloping
	1aYP-4 Understand the position or orientation of their bodies to other objects and people	**1aOP-4** Move with an awareness of personal space
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Participate in relays that include running, hopping, flying • Bounce a large ball back and forth to another • Balance on a balance beam • Dance with a partner • Participate in simple exercises like knee bends or sit-ups • Pedal a bicycle	• Hop on one foot • Gallop and skip • Move through an obstacle course • Participate in action songs like the "Freeze" or "Hokey Pokey" • Climb the ladder of a sliding board with ease • Play catch with accuracy using a large ball • Ride bike • Pump legs while swinging
SAMPLING OF PROFESSIONALS' PRACTICES	• Play Red Rover or other movement games • Provide different kinds of balls such as large bouncing balls, nerf balls, soccer balls, etc. • Play music that encourages fast and slow movements or dancing • Provide riding toys with pedals • Ask children to jump to the table or hop to the carpet	• Have a marching band • Play count and move games that ask children to make a specific number of hops, jumps, etc. • Help children practice pumping to swing independently • Put out mats for tumbling • Play kick ball with children • Add more complex movements to relay races such as walk backward, gallop or skip

PDH 1b: Fine Motor Development: Children will demonstrate increasing strength, control and coordination of their small muscles.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**1bI-1** Examine objects and transfer them from one hand to another	**1bYT-1** Use eye-hand coordination to manipulate objects, feed self, or fill containers	**1bOT-1** Show moderate control of hand-eye coordination by stringing large beads, putting together simple puzzles or using simple shape sorters
	1bI-1 Grasp object using the whole hand	**1bYT-2** Pick up small objects with index finger and thumb	**1bOT-2** Use tools that require finger and hand control such as a large paintbrush or shovel
	1bI-1 Use hand to pat or shake objects	**1bYT-3** Stack 2-3 blocks or objects	**1bOT-3** Stack small blocks or put large pegs in pegboard
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Hold bottle • Put spoon to mouth • Move objects from one hand to another • Pick up cracker or cheerio with fingers • Put small objects into a bigger box or container • Hold 2 objects in one hand	• Put together 3-4 piece puzzles with knobs • Turn pages of a book with help • Build a 2-block tower • Hold a crayon with a fist-grip and make marks on paper • Place large pegs on a pegboard • Stack rings • Remove own socks and shoes	• Turn pages of a book • Stack one inch blocks into a tower • Use fork and spoon with control • Put together simple puzzles • String large beads • Make snips with scissors • Stir a cake mix • Open and close a container • Brush teeth with adult support • Turn a doorknob or handle • Pull up a large zipper
SAMPLING OF PROFESSIONALS' PRACTICES	• Offer bottle to hold while holding child • Put out foods like cheerios or crackers on baby's high chair tray • Provide opportunities for babies to fill and dump small objects into larger ones • Offer baby more than one object at the same time • Provide pop up toys or action cubes that require pushing or pressing	• Encourage children child to hold a board book and try to turn pages • Provide toddler-size lego blocks and model how to make a tower • Provide stacking rings or peg boards • Put out large crayons and paper and encourage children to make marks on paper • Provide simple puzzles with knobs • Allow time for children to remove their own clothes before bath • With supervision, give children golf tees to push into styrofoam • Invite children to match shapes with holes in shape sorters	• Put out playdough and tools so children can pound, roll, squeeze • Provide opportunities for children to paint with brushes or with hands • Encourage children to pour or fill containers in the bathtub or water table • Ask child to turn the pages of books while reading • Provide legos or wood blocks for stacking • Give children finger foods for snack, such as cheerios, cheese cubes • Offer paper and safety scissors for children to snip • While cooking, invite children to stir or pour an ingredient into a bowl

PDH 1: MOTOR DEVELOPMENT

PDH 1b: Fine Motor Development: Children will demonstrate increasing strength, control and coordination of their small muscles.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**1bYP-1** Show control of hand-eye coordination by stringing small beads or pushing keys on a keyboard	**1bOP-1** Use precise control to accomplish tasks such as fastening clothes or pouring liquid from one container to another
	1bYP-2 Use simple tools that combine dexterity, strength, and control such as markers or silverware	**1bOP-2** Show increasing coordination and control of tools that require strength and dexterity such as hole punch or stapler
	1bYP-3 Move puzzle pieces in different ways to fit, or mold with play dough	**1bOP-3** Build structures with small blocks or fit small objects into small holes
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• String one-inch wood beads • Use lacing cards • Put together 12-24 piece puzzles • Fasten shoes with Velcro ties • Build a tower with legos or bristle blocks • Cut a straight line with scissors • Unbutton large buttons • Spoon out peaches or pour milk with adult support • Wipe the table with a sponge or cloth	• Take the cap off a marker • Hold pencil with pincer grasp • Copy simple shapes • Move paper while cutting on a line • Use a hole punch • Zip jacket • Spread butter or jelly on bread • Use a computer mouse • Spin a game spinner
SAMPLING OF PROFESSIONALS' PRACTICES	• Give children napkins and silverware to set the table • Give children opportunities to dish out own food or pour own milk • Give children tweezers or clothes pin to pick up small objects • Put out cereal loops or pasta to make necklaces • Provide opportunities for children to set and clear the table after snack • Use pipe cleaners and small beads • Use plastic canvas with large holes and yarn for sewing	• Play a board game that involves rolling dice or moving a token • Give children a hole punch and paper • Put out mini-marshmallows and toothpicks • Give children clothes pins and clothes to hang (mittens or socks) • Provide opportunities for children to count out their crackers or pretzels • Put out pipe cleaners and a colander and invite children to push pipe cleaners through the holes • Offer pencils, crayons and markers

PDH 2a: Healthy Habits: Children will show increasing independence in performing self care tasks.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**2aI-1** Tolerate hands and face being washed teeth being brushed	**2aYT-1** Cooperate for hand and face washing and tooth brushing	**2aOT-1** Attempt to wash own hands and face and begins self-tooth brushing
	2aI-2 Fuss to indicate a wet or soiled diaper	**2aYT-2** Begin to communicate toileting needs	**2aOT-2** Attempt toileting with adult help
	2aI-3 Cooperate in dressing activities such as raising arm to put on shirt	**2aYT-3** Show interest in self-dressing	**2aOT-3** Begin to dress and undress self by pulling up pants, removing socks and shoes
	2aI-4 Show engagement while adult exercises arms, legs and body in a variety of ways	**2aYT-4** Interact with adults in a variety of physical activities	**2aOT-4** Participate in physical activity that engages the arms and legs
	2aI-5 Participate in feeding routines	**2aYT-5** Use utensils and cup to self-feed	**2aOT-5** Show increasing proficiency in self-feeding
	2aI-6 Try new foods	**2aYT-6** Show interest in new foods as they are presented	**2aOT-6** Show preferences for foods
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Tolerate face and hands being cleaned after a messy meal • Lift arms and legs to help with dressing • Indicate a messy diaper by fussing • Cooperate while adult exercises legs and arms out and in, up and down • Spit out new foods until they've been tried multiple times • Grab spoon from adult	• Stick out hands and arms for hand washing • Attempt to put on socks and shoes • Hide behind a chair or sit under the table to move bowels • "Dance" and move to action songs like the "Hokey Pokey" or "Shake My Sillies Out" • Self-feed finger foods • Try new foods with interest • Pick up toys with adult reminders and support	• Remove socks, shoes and jacket • Play "Row, Row, Row Your Boat" or "I'm a Little Teapot" • Use toothbrush with adult support • Attempt to wash face with a washcloth • Occasionally use the potty or show interest • Hang up a coat on hook • Set table with silverware with adult support • Prefer apples one week and oranges the next
SAMPLING OF PROFESSIONALS' PRACTICES	• Name foods while children are eating • Talk to children while you are wiping their faces and hands with a warm cloth • Play exercise games such as "so big" • Exercise baby's legs and arms while diaper changing (move them out, then in, up, then down) • Provide spoon for infant to hold during feeding • Introduce new foods multiple times	• Establish a mealtime routine • Sing songs about routines, "It's time to brush our teeth, It's time to brush our teeth…" • Talk about bathrooming behaviors and encourage children's interest in using the toilet • Describe foods as you eat • Involve children in active movement games or songs • Allow time for children to try to put on their own socks and shoes, applauding their efforts	• Model healthy eating habits by sitting with children during meals • Talk about favorite foods and the food groups • Schedule frequent bathroom breaks • Praise children's attempts to use the bathroom • Allow time for children to practice self-dressing • Introduce balls, riding toys and other equipment for outdoor play • Transition with action, "Fly like airplanes to your cubby."

PDH 2: HEALTHY LIVING

PDH 2a: Healthy Habits: Children will show increasing independence in performing self care tasks.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**2aYP-1** Wash hands and face and toothbrushes with adult guidance	**2aOP-1** Wash hands and face and toothbrushes independently
	2aYP-2 Use bathroom for toileting needs with adult help	**2aOP-2** Complete toileting independently
	2aYP-3 Manage most dressing activities with adult support	**2aOP-3** Independently dress and undress self
	2aYP-4 Engage in physical activity that requires strength and stamina for at least brief periods.	**2aOP-4** Engage in physical activities of increasing levels of intensity for sustained periods of time
	2aYP-5 Feed self independently; begin to pour and spread	**2aOP-5** Open food items independently; cut with plastic knife
	2aYP-6 Differentiate between healthy and non-healthy foods	**2aOP-6** Classify foods by their food groups
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Independently wash hands with water and soap • Use toilet with adult support • Put on pants and shirt • Pick out own clothing, with adult support • Try to clean up a spill • Ask to pour own milk or juice • Participate in relay races • Unzip and remove jacket • Tell an adult that carrots are good for you	• Cough and sneeze into elbow • Explain that rest and sleep help keep you healthy • Run in place or attempt sit-ups • Explain the importance of handwashing and toothbrushing • Take off clothes and put on pajamas • Use the bathroom independently • Set the table • Talk about how certain foods keep you healthy, "Carrots help to make me strong." • Explain, "Apples are a fruit and broccoli is a vegetable."
SAMPLING OF PROFESSIONALS' PRACTICES	• Include dress-up dolls that have zippers, ties and snaps for children's practice • Show children how to put on jackets or coats using the jacket flip method • Provide a dramatic play area with cooking props • Talk about the way in which some foods help you stay healthy, "Vegetables help you grow muscles." • Explain the importance of exercise for good health • Conduct simple exercises during group time • Help children learn the steps of handwashing	• Allow time for children to put on their own coats and hats before going outside • Do simple cooking activities with children, talking about food groups as you prepare • Put stools by the sink to support children's independent handwashing and count with them to help them thoroughly wash • Remind children "Cover your mouth…" • Describe the way in which specific habits keep us healthy • Conduct relay races or movement games during outdoor play

PDH 2b: Safety: Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	**2bI-1** Show discomfort when feeling unstable	**2bYT-1** Accept redirection from adult about safe behaviors	**2bOT-1** Differentiate between harmful and safe situations
	2bI-2 Depend on adult for safety	**2bYT-2** Rely on adult to follow safety rules	**2bOT-2** Use adult support to follow basic safety rules
	2bI-3 Show separation and stranger anxiety	**2bYT-3** Show strong response to separation from familiar adult	**2bOT-3** Differentiate between familiar people and strangers
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Cling to adult while being held • Fuss if held in an awkward position • Attempt to crawl or climb on unsafe surfaces until adult intervenes • Cry and reach for familiar adult when a new person approaches	• Heed warnings from adults, such as "No, no, it's hot." • Stop unsafe behavior when redirected or removed from situation • Look to adult to determine if behavior is safe or allowable • Cry or throw a tantrum when familiar adult leaves	• Follow simple rules such as "Use a quiet voice" or "Walk" with assistance and reminders • Heed basic directions about safe vs. harmful, such as "Get down, that's too high." • Hold an adult's hand to cross the street • Approach unfamiliar people but look to familiar adult for assurance
SAMPLING OF PROFESSIONALS' PRACTICES	• Hold child securely in positions that feel safe to child • Permit children to explore climbing or exploration of materials but stay close by to ensure their safety • Reassure infant when unfamiliar adult comes near • Use gentle and soothing language when familiar adult leaves	• Provide pictures of familiar adults • Use simple explanations to describe what's safe and not safe • Comfort children when they show strong emotions after hearing "no". "I know you want to play with that." or "It makes you sad when you can't have that toy." • Use redirection, "Let's play with this bear." to help children move away from an unsafe behavior	• Post and review a few simple safety rules • Talk about safety in positive terms, "We walk inside and look both ways before you cross a street." • Describe unsafe behavior and safe alternatives: "When you climb on that chair, I'm worried you could fall. Chairs are for sitting." • Stay nearby when a child is unsure about a new adult

PDH 2: HEALTHY LIVING

PDH 2b: Safety: Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	**2bYP-1** Exhibit increasing independence in following personal safety practices and routines	**2bOP-1** Avoid and alert others to danger, such as keeping a safe distance from swings
	2bYP-2 Identify and follow basic safety rules with adult reminders	**2bOP2** Articulate basic safety rules and explain why they are necessary
	2bYP-3 Seek out trusted adults when feeling unsafe	**2bOP-3** Explain how others help keep us safe
	2bYP-4 Identify body parts that are "no touch"	**2bOP-4** Explain what to do if someone attempts to touch private body parts
		2bOP-5 Recognize signs and symbols that indicate danger
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	• Participate in a fire drill and practice "stop, drop, and roll" • Get down from a high spot when asked by adult • Slow bike down to avoid a crash with another • Explain what to do if you find matches on the ground • Tell why you need to stop at the corner • Identify a body's private parts as those that a bathing suit covers	• Remind adult to buckle safety belt • State and comply "Stop, look, and listen before you cross the street." • Explain that police officers are our friends • Remind others to wear bike helmets • Describe purpose of stop sign or light • Identify Mr. Yuk's (poison control icon) intent • Explain that no one touches others' private parts
SAMPLING OF PROFESSIONALS' PRACTICES	• Hold safety drills regularly • Remind children of safety rules before they engage in new activities • Read books about children being safe • Review different situations where children are acting safely or unsafely and talk about the consequences • Remind children to tell an adult if they see something unsafe or feel uncomfortable	• Invite police officers to visit and explain ways to stay safe • Talk about bike safety and the importance of wearing helmets • Read books about personal safety • Talk about poisons and Mr. Yuk • Ask children to help you formulate a list of safety rules • Ask children to identify alternative solutions to unsafe situations