

Louisiana's Early Learning Guidelines: Birth to Three



This section revised in September 2011

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Welcome to the 2011 revision of Louisiana’s Early Learning Guidelines: Birth to Three. This document is a revision to one part of the original document developed in 2005. The remaining sections of the 2005 document will be revised in the near future.

Goals of This Document

To share a vision of high-quality infant and toddler early learning experiences

To provide a framework for infant and toddler professional development activities throughout Louisiana

To collaboratively develop a user-friendly guide to infant and toddler early care and education for a wide variety of stakeholders and constituents including policy makers and parents

What Early Learning Guidelines (ELG) Are; What They Are Not

Early Learning Guidelines are a framework for high-quality practices for all who care for infants and toddlers. The guidelines are indicators of what children at certain ages should be “working on.” They contain ideas for caregivers about arranging the environment and suggest interactions and communications that best support this development. **Think of these strategies and activities as a way to care for infants and toddlers, not what to teach infants and toddlers.**

The ELGs are not a checklist to determine how a child measures up to other children his age. Truly developmentally appropriate practices take into account a wide variety of skill development within a certain age group and also reflect a thorough understanding of individual temperament, family values, and culture. (Please refer to “What Are Temperaments?” in the Resource Section of the 2005 document.) These guidelines provide indicators that help us see a child’s development, but every child may show these indicators at different times—some earlier and some later than others. Caregivers should use caution in interpreting indicators and realize that children may exhibit these behaviors at different times within any developmental age range.

A Discussion of Domains and Content Areas

Though we have divided the ELGs into four basic developmental domains (social/emotional development, communication development, cognitive development, and motor development), children do not develop in these areas independently of each other but do so in a holistic manner, with connections in the brain supporting each of these areas at the same time. Adults divide development into sections to make it easier to study. In academic settings, domains may represent content areas, such as math and science, as well as developmental areas. The following chart will help to explain how the different terminology is connected and sometimes the same.

Introduction

Domains of Child Development	Social / Emotional Development	Communication Development	Cognitive Development	Motor Development
Goals in these B to 3 ELGs	G1. to learn social and emotional competence	G2. to learn about communication	G3. to learn about the world	G4. to learn about moving and doing
Objectives	1.1 to learn about self	2.1 to express needs and thoughts without using words	3.1 to gain an understanding of basic concepts and relationships	4.1 to develop gross motor skills
	1.2 to learn about others	2.2 to identify with a home language	3.2 to apply knowledge to new situations	4.2 to develop fine motor skills
	1.3 to learn about feelings	2.3 to respond to verbal and nonverbal communication	3.3 to develop strategies for solving problems	4.3 to coordinate eye and hand movements
		2.4 to communicate through language		4.4 to develop self-help skills
		2.5 to show enjoyment of books and stories		
Content Areas in the Standards for Programs Serving 4-year-olds	Social and Emotional Development	Language and Literacy Development	Cognitive: Math, Science & Social Studies	Health and Physical Development
	Approaches to Learning			
	Creative Arts Development			
Essential Domains of School Readiness*	Social and emotional development	Language and literacy development	Cognition and general knowledge (including early math and early science)	Physical well-being and motor development (including adaptive skills)
Head Start Child Development and Early Learning Framework	Social and Emotional Development	Language Development	Knowledge and Skills in Mathematics Science Social Studies	Physical Development and Health
		Literacy Knowledge and Skills		
		English Language Development	Logic and Reasoning	
Approaches to Learning				
Creative Arts Expression				

* as defined by the US Department of Education's Race to the Top—Early Learning Challenge grant

In later years, children will learn specific concepts within a content area, such as math. However, at this young age, “early math-knowledge” is acquired in all areas of development. Little pieces of information and ideas will one day be the foundation for what we might think of as math concepts. For example, understanding that my toes are part of my body is an early component of quantity, part/whole, and position concepts. Understanding that Daddy still exists even when I can’t see him is a foundation for abstract mathematical concepts.

The Link to School Readiness

The link between school readiness and high-quality care for infants and toddlers is evident in every developmental domain and in every content area. Caregiver practices and center policies determine whether or not children will leave their program with the proper foundation or already dreading the advent of “big school.” “Educational research has consistently proven that there is a strong correlation between the quality of early childhood experience and later academic success” (former State Superintendent of Education, Cecil J. Picard, 2003). The key is quality. These Early Learning Guidelines provide teachers/caregivers with strategies that reflect that high quality and offer connections to true school readiness.

School readiness is often defined within only a few dimensions of development. True readiness for school should include a foundation of social and emotional competence and a curiosity to continually seek out “what, why, and how.” True readiness is not a measurable set of criteria but a foundation for later learning built on rich experiences.

High-quality, relationship-based programs avoid “early-learner-burnout” by providing opportunities for child-directed play and exploration as opposed to teacher-directed lessons and projects. Expectations for behavior are based on relationships, modeling, caregiver knowledge, and the arrangement of the physical environment. Knowledge of individual temperaments and the richness of learning through doing together make acceptance of children who need a high level of activity an easier task than requiring a child to sit so she can be taught a lesson or skill.

Approaches to Learning

How children approach learning depends on their individual temperament traits and their learned behaviors and attitudes. They may approach new situations easily or need to withdraw and assess the situation. They may have a great deal of persistence or tend to give up easily. They may be easily distracted or have keen concentration. Children may learn through their parents or through early care and education experiences that learning is fun or a chore. The experiences we provide for children in our care will help to shape their behaviors and attitudes.

Children vary in learning styles and types of intelligence, as well. Children may prefer visual approaches, auditory approaches, and/or tactile approaches to learning. They may respond better to music or to physical movement. They may need to see the big picture first and fill in the details later. They may need details first and build upon those.

Our tasks as educators of young children, as we think about approaches to learning, are to

1. help identify their individual and innate temperament traits and adjust our approaches accordingly,
2. help identify their learning styles and preferences and provide opportunities that meet the needs of each and every child,
3. establish close relationships that result in social and emotional competence and a sense of security that makes the learning environment comfortable and inviting as opposed to punitive and frustrating,
4. model positive attitudes and behaviors about learning that foster a curiosity to continually seek out “what, why, and how.”

Inclusion of All

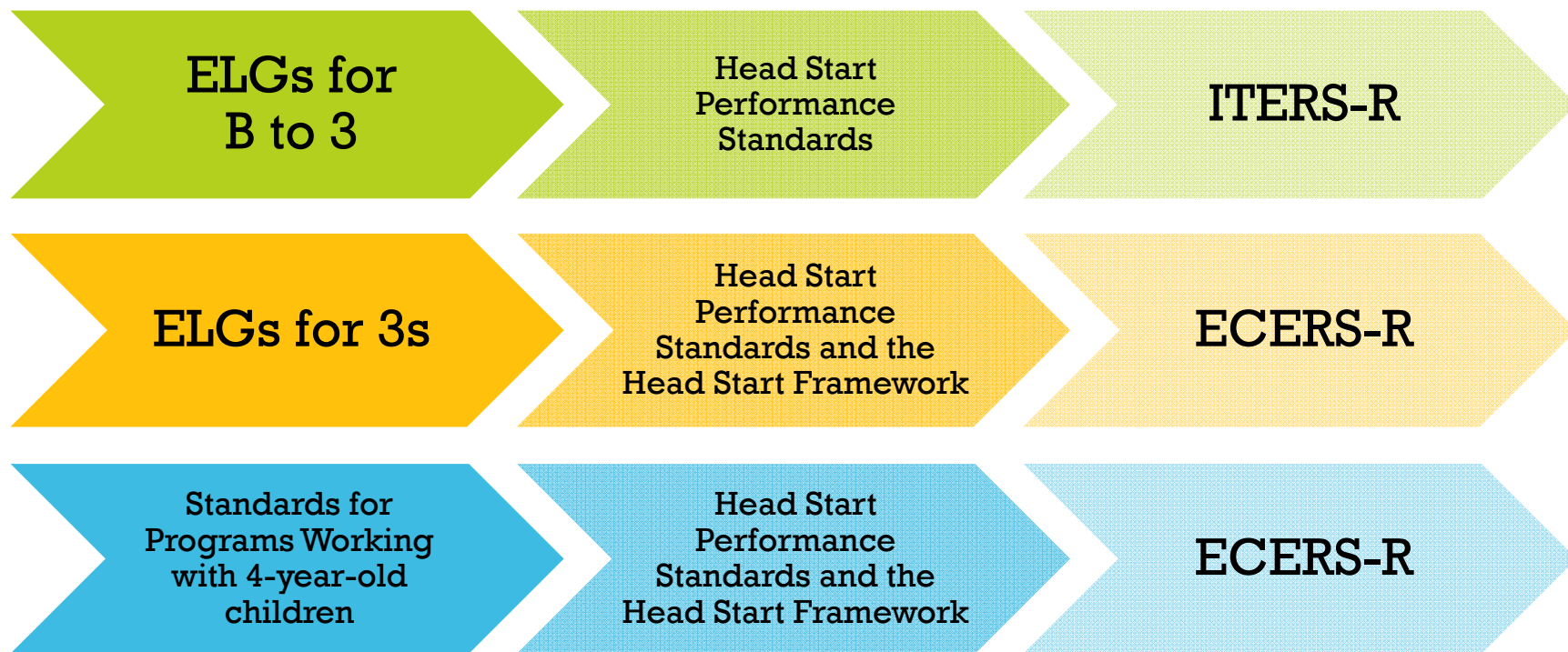
Including children with special needs in programs with their typically developing peers is a manageable and best-practice goal. All federally and state-funded programs must include children with special needs; private programs should include children with special needs to show a higher level of quality. The guidelines and standards in this document reflect relationship-based practice that is individualized to meet the specific needs of every child. Caregivers can easily modify these approaches to include children of all abilities. Assistance in identifying and implementing specific strategies for children with special needs is available to all programs in Louisiana. For more information on how the Early Intervention system works and whom to contact, please refer to the Resource Section in the 2005 ELG document for information on Early Steps.



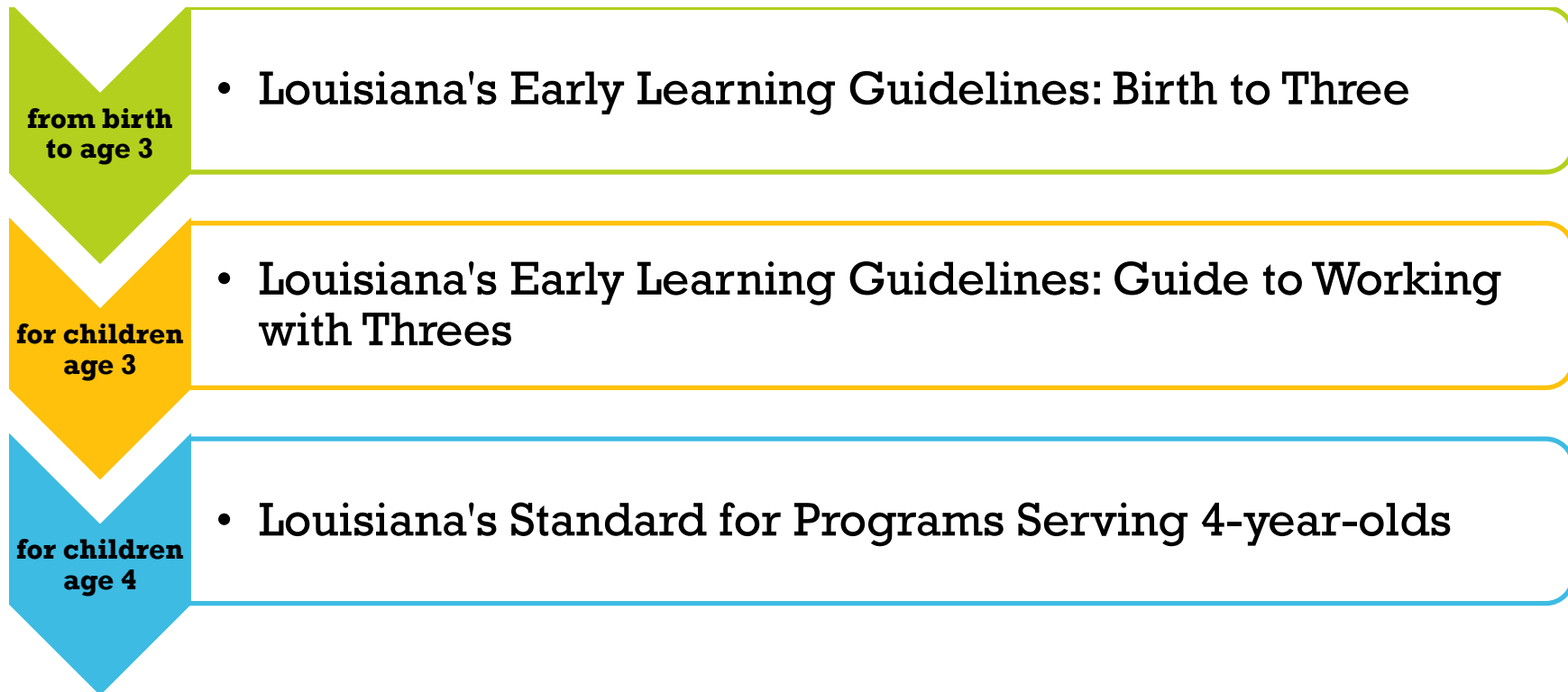
Alignments

Caregivers are often overwhelmed by the multitude of guidelines, requirements and recommendations and so forth that are part of the tools and information available to the Early Childhood Community. In our Early Childhood Community in Louisiana, we have developed materials and programs to assist you in improving the quality of care for all children in all settings and that are aligned with other quality indicators. The kinds of practices that are considered “best practice” in one setting should also be used in another setting. Of course, programs and settings that have specific funding sources may require different policies, but all programs should be working toward improving quality.

The following graphic shows how our early learning standards align with standards from Head Start and with nationally recognized quality rating scales – the Infant Toddler Environment Rating Scale-Revised and the Early Childhood Environment Rating Scale-Revised. The practices and recommended strategies in one document support the practices and recommended strategies in another document; sometimes they are even the same but may be explained differently. This kind of alignment is called horizontal alignment.



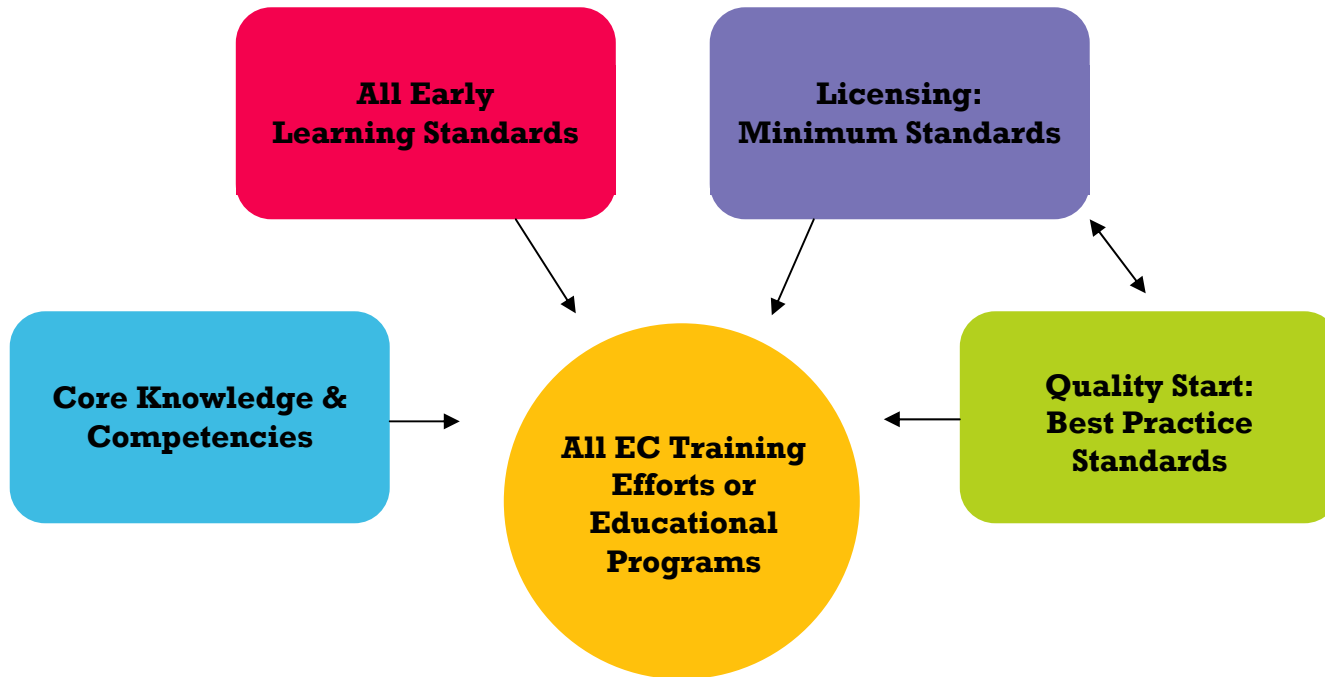
Another way to look at alignment is called vertical alignment. This kind of alignment ensures that all the documents or programs in Louisiana are aligned with one another. Louisiana's early learning standards are aligned with one another in that the essential domains (areas of development or content) are the same in each set of guidelines, but are structured and labeled differently so that they are each appropriate for different age groups. The content and recommended practices in each document lay the foundation for the content and practices in the next. For more on alignment, refer back to the section on Domains and Content Areas beginning on page 3 and the chart on page 4.



Core Knowledge and Competencies for the Early Childhood Workforce

As this ELG revision is taking place (September 2011), a related but separate effort addresses Core Knowledge and Competencies (CKCs) for the Early Childhood Workforce. Early Learning Guidelines tell us what children are working on at certain ages and what strategies we can use to promote these areas of development. Core Knowledge and Competencies tell us what teachers should know and be able to do. While these two elements of an Early Childhood system are distinct, they are closely related. The developmental indicators of our ELGs must be a part of what the Early Childhood Workforce must know, and the strategies in our ELGs must be a part of what the Early Childhood Workforce must be able to do.

Each element and each program of our Early Childhood system, must inform and be supported by every other element of the system.



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Goal 1. To learn social and emotional competence

Babies are born “wired” for learning. Each experience adds to the “wiring” in their brains. They develop social and emotional skills through their relationships with others and the attachments that they form with parents and caregivers.

The first goal in our Early Learning Guidelines is to learn to become socially and emotionally competent. We must help children learn about others, learn about self, and learn about expressing feelings.

Others

Every interaction with another human helps babies form ideas and responses to others. Without strong, positive relationships, all other development is delayed.

As children learn about others, they develop ideas that center on “how people act and react to them.” These ideas will become the base for “how they will react to others.” Young children will be looking for how others respond to their cues and cries for help. They will be looking for how others respond to their unique temperaments. They will begin to model the way they see others act.

As a caregiver or parent, you need to (More strategies and information are on the pages that follow.)

- Respond quickly to infants and toddlers' cries or other signs of distress so they will begin learning that the world is a safe place and they can trust others.
- Comment on and encourage positive social encounters. Model positive and respectful communication between adults.
- Spend time on the floor with young children so you can provide support and encouragement by making eye contact with them, talking with them, and gesturing to them.
- Be there to share their joy in their accomplishments as you notice and say, "You did it!" Recognize and acknowledge their delight when you understand what they are trying to communicate to you.

The Link to School Readiness

Social-emotional competencies, such as respect for others, interpersonal skills, and positive social behavior as a part of a group, begin to form very early in life as a result of a child’s relationships with and understanding of others. Even “social studies” skills, such as self-awareness and the relationship to family and community, have a foundation in an understanding of relationships to others. The way we respond to children, the way we interact with others, and the way we support children’s growing understanding of their relationships with others sets the tone for future growth in social-emotional competencies.

Goal 1. To learn social and emotional competence

Self

Children spend a great deal of their social-emotional energy learning who they are and what they have power over. This kind of power is a very good thing. Think about the wonderful characteristics that we want children—and adults—to possess: self-confidence, self-control, self-reliance, and so forth. These traits begin when children learn about themselves within the context of positive relationships.

Self-regulation is the ability to soothe or calm one's self. Babies who can develop self-regulation will have an easier time controlling their behaviors as they get older.

Self-assertion is another element of this goal. Toddlers will say “no,” “me do it,” and “mine!” This is an important part of their development and of their understanding of who they are. Adults need to respect this behavior and be patient. Allow them to assert themselves as long as it poses no danger to themselves or others.

As a caregiver or parent, you need to (More strategies and information are on the pages that follow.)

- Help young infants learn self-regulation by soothing and calming them; try different techniques until you have success.
- Have a dependable schedule of routines so that children know what to expect. Prepare them for transitions, which are times of change or moving children from one activity to another.
- Offer only choices that are acceptable. For example, if you say, "Are you ready to take your nap now?" this implies a choice when there probably is not one. If it is time to nap, offer a choice such as, "Would you like your bear or your cat or both to lie down with you?"
- Avoid taking resistance by toddlers and twos personally. Respect self-assertion and be patient when children say "no."
- Arrange the environment so that toddlers can be in control and be successful. For example, have child-height sinks and paper towels that they can reach without assistance.



The Link to School Readiness

Self-regulation, self-confidence, self-reliance, self-identity, being engaged in learning, and an eagerness to learn are all elements of Louisiana's Kindergarten Readiness Definition, and all have their beginnings in infancy as a young child forms his or her sense of self. Parents and caregivers play a crucial role in this area of social-emotional development by respecting and guiding infants' and toddler's sense of self while allowing those powerful aspects of self to emerge.

Goal 1. To learn social and emotional competence

Feelings

Learning to express one's feelings in positive ways is an important aspect of social and emotional competency. A child can not control his or her feelings, but he or she can learn to express those feelings in positive ways and to control the actions that follow those feelings. When a young child is denied the opportunity to have his feelings acknowledged or to express those feelings without the fear of punishment, he has trouble gaining a sense of security and a good sense of self.

Young children will experience "yes" feelings such as joy, pleasure, excitement, delight, contentment, satisfaction, and power. They will also experience "no" feelings such as fear, anger, and frustration. They need adults to support both kinds of feelings by teaching labels for these feelings, acknowledging these feelings, and helping them learn to express these feelings in appropriate manners.

Caregivers and parents support children's efforts to learn about feelings by first helping to identify what they child is feeling, supplying language for the feeling long before children are capable of using language on their own. A caregiver might say, "You are happy to see your Mom, aren't you? I see that big smile!"

As a caregiver or parent, you need to (More strategies and information are on the pages that follow.)

- Talk with infants about the feelings they seem to be expressing, especially during caregiving times of feeding, bathing, dressing, and diapering.
- Create a personal relationship with each infant. Know the kind of cuddling, stroking, talking, and playing that bring good feelings to each individual infant.
- Know each mobile infant in your care so you can make a decision about the type of support to provide when he or she is in a stressful situation. Is an encouraging nod enough? Does the child need verbal encouragement? Or do you need to step in and help the child work through the frustration?
- Help twos resolve their differences by using words to express what is happening and what they are feeling. For example, say, "You want to play with the doll Sean has. Let's see if we can find another doll."

The Link to School Readiness

Expression of feelings is closely tied to all the "self" characteristics discussed in the previous section and in Louisiana's Kindergarten Readiness Definition. Learning to express feelings is also a foundation of later communication skills needed for success in school. Expressing those feelings in positive ways lays a foundation for success in groups, such as a classroom or school community.

Goal 1. To learn social and emotional competence

Infants		0–12 months
Objective 1.1 - To learn about others		
Developmental indicators for this objective		
0–6 Month Indicators: <ul style="list-style-type: none">• prefer human face and human sound• look at human face, make eye contact• prefer sight, smell, and sound of primary caregiver (usually within first 2 weeks)• show social interaction with smile and mutual gazing• can both initiate and terminate these interactions• respond to and are comforted by being held, rocked, and/or talked to• smile and show pleasure when talked to	6–12 Month Indicators: <ul style="list-style-type: none">• anticipate being lifted or fed and move body towards caregiver when she approaches• see adults as objects of interest and novelty• enjoy games with others like “Where Is Your Nose?”• seek out adults• stretch arms to be picked up• depend on caregivers to meet needs (very young infant)• express needs through sound, facial expressions, and movements• exhibit anxious behavior around unfamiliar adults (fear of strangers)• enjoy exploring objects with another as the basis for establishing relationships• get others to do things for his pleasure	

Goal 1. To learn social and emotional competence

Toddlers		12–30 months
Objective 1.1 - To learn about others		
Developmental indicators for this objective		
<p>12–18 Month Indicators:</p> <ul style="list-style-type: none"> • show considerable interest in peers • demonstrate intense attention to adult language • check in with familiar adults while playing; for example, go over to touch them • cling to leg of primary caregiver • try to follow departing parent (separation fears) • imitate parent(s) and caregiver(s) • point to pictures of family • begin to explore environment independently, at first in close contact with, then venturing farther away from, caregiver 	<p>18–24 Month Indicators:</p> <ul style="list-style-type: none"> • show increased awareness of being seen and watched over by others • see others as a barrier to immediate gratification • begin to realize others have rights and privileges • gain greater enjoyment from peer play and joint exploration • begin to see benefits of cooperation • identify self with children of same age and sex • show some awareness of the feelings of others • point out family picture in a scrapbook • after seeing who is present, react to absence of another child • look to caregivers for comfort and at times may comfort caregiver • begin to realize that parent(s) will return • actively seek out parents, caregivers, and teachers • seek help from parents, caregivers, and teachers • show empathy for familiar others, especially those perceived to be hurt or sad 	<p>24–30 Month Indicators:</p> <ul style="list-style-type: none"> • are more aware of feelings and their impact on others • exhibit more impulse control and self-regulation in relation to others • enjoy small group activities • seek support from parents, caregivers, and teachers to address conflict with peers

Goal 1. To learn social and emotional competence

Older Toddlers	30–36 months
Objective 1.1 - To learn about others	
Developmental indicators for this objective	
30–36 Month Indicators: <ul style="list-style-type: none">• show understanding that parents will return• engage in positive social play alongside other children and, on occasion, with other children• begin to understand social cause and effect• influence and are influenced by the group	

Strategies to promote learning about others for all ages
<ol style="list-style-type: none">1. Allow only a small number of people to be regularly involved in the care of each young infant to allow the child to form relationships.2. Keep group size for young infants as small as possible to allow for intimate relationships.3. Provide warm, responsive, and predictable care.4. If your work with infants is in a group setting where there is more than one caregiver in the infant room, be a primary caregiver for specific infants in the group. Assume primary responsibility for their daily caregiving routines such as feeding and diapering. This allows you to get to know each infant well, and in turn each infant can come to know you. Make sure there is always a familiar adult present even if the primary caregiver is absent.5. Keep promises to infants. To Jack who wakes from his nap and begins to cry, use caring words and tone to let him know you hear him. Say, “Jack, I can’t pick you up right now. But I’ll get to you just as soon as I finish changing Mary’s diaper.” Then follow up on your promise to Jack. He did not understand your words, but he heard your reassuring tone and was comforted when you came to him. Jack is learning that you are someone he can trust. (Our thanks to Arkansas for this example.)6. Consider caregiving routines of diapering, dressing, and eating as unique opportunities for one-to-one interactions with each infant.7. Plan so that your time for preparation, such as getting needed supplies and washing hands, can be handled efficiently, leaving more time for relaxed interactions with the baby.8. In addition to daily caregiving routines, ensure periods of time each day for the infant to be alone with you and truly engaged with you.9. Interact with all children in the group, not just your special charges.10. Be concerned if you perceive that an infant shows signs of inability to form relationships, such as becoming passive and noncomplaining, or shows changes in rate of development.11. Carefully observe the infants you work with. Learn their cues, their strengths, and their needs.12. Add realistic daily life props to the environment: dolls, simple doll clothing, blankets, telephones, and simple dress-up clothes, for example.13. Include family photos in a variety of ways. Compile a scrapbook or photo album of family members and of family celebrations, for example. Share books with toddlers that support attachment to family. Examples include <i>Ten, Nine, Eight</i> by Molly Bang and <i>Runaway Bunny</i> by Margaret Wise Brown.

Goal 1. To learn social and emotional competence

Strategies to promote learning about others for all ages

14. Encourage parents to enter their child in a group setting before or after the peak of separation fears.
15. Realize that parents may fear that the attachment to other caregivers (secondary attachment) will replace the child's attachment to them (primary attachment). Let them know that the secondary attachments are in addition to the primary ones, not replacements for them
16. Recognize that both fear of strangers and separation fears in mobile infants are normal stages of secure relationships. Help parents understand this.
17. Encourage parents to say good-bye to their mobile infant so that the child comes to understand that the departure is predictable, and, consequently, the child will gradually learn that coming back is also predictable.
18. Continue to limit the number of people to be regularly involved in the care of mobile infants. Continue to be a primary caregiver for specific mobile infants in your group as discussed for young infants.
19. Remain nearby as a safe base for mobile infants as they move about the room and play independently.
20. Spend time on the floor with mobile infants so you can provide support and encouragement by making eye contact with them, talking with them, and gesturing to them.
21. Read books with mobile infants that talk about special relationships (for example, *Just Like Daddy* by Frank Asch), but be sensitive to the child's individual situation.
22. Provide a secure base of support and encouragement for the exploring mobile infant. Be there to provide reassurance with a smile or a glance that says to a child, "You can do it."
23. Be there to share their joy in their accomplishments as you notice and say, "You did it!"
24. Support children's attachment to family while they are in your care. Greet both child and family members as they arrive. Become familiar with members of each child's family: their work, their hobbies and interests, their culture. Include this information in conversation with toddlers and in the daily program of activities.
25. Allow children to bring special attachment objects such as a blanket or a stuffed animal from home (Dr. T. Berry Brazelton calls these objects "loveys").
26. Bid each child good-bye at the end of the day and let her know you look forward to his return. "See you tomorrow, Julio."
27. Encourage child and parent to develop rituals for arrival and departure times for smoother transitions.
28. Respond quickly to toddlers' cries or other signs of distress because they may have limited language with which to communicate their needs.
29. Comfort toddlers and let them know they are cared for and appreciated. Give pats on back or hugs and hold toddlers in your lap. Be sensitive to ensuring that your touches are welcomed by individual children.
30. Continue to be a primary caregiver for a small group of toddlers, especially if their language is not yet easily understood.
31. Include opportunities for children to know they are valued members of the total group in your care. For example, sing songs and play games that include each child's name. Sing "Where is Adam? Where is Adam?" to the tune of "Where Is Thumbkin?"
32. Keep small group activities less structured with room for individual exploration and ample materials to minimize conflicts.
33. Include a comment about their return in your good-byes to parents as they leave their child (for example, "We'll see you this afternoon after snack.>").
34. Provide opportunities for cooperative play like a rocking boat or a wheeled toy that accommodates two children.
35. Comment on and encourage positive social encounters. Model positive and respectful communication between adults.
36. Talk about feelings. Specifically comment on the child's feelings as well as the feelings of others. "You are dancing as if you are very

Goal 1. To learn social and emotional competence

Strategies to promote learning about others for all ages

happy, but I don't think Matthew feels like dancing now. He is still very sad that his Mommy went to work.”

37. Continue to have a primary caregiver for a small group of twos, and talk about sharing your attention with them all: “I'm reading this book with Dylan and you can listen, too! Then, it will be your turn to pick a book.”

For additional strategies to improve quality and social/emotional development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(iii); 1304.21(a)(3)(i)(A); 1304.21(a)(3)(i)(D); 1304.21(a)(3)(ii); 1304.21(b)(1)(i); and 1304.21(b)(1)(ii).

Goal 1. To learn social and emotional competence

Infants	0–12 months
Objective 1.2 - To learn about self	
Developmental indicators for this objective	
<p>0–6 Month Indicator:</p> <ul style="list-style-type: none"> • suck fingers or hand by chance • observe own hands • look to place on body where being touched • reach for and grasp toys • clasp hands together and explore fingers • try to cause things to happen (kick a mobile and smile) • begin to distinguish friends from strangers • show preference for being held by familiar people • push away bottle • pull at diaper when being changed • grab for spoon when being fed • squeeze a rubber toy and show pleasure at its squeak • drop a ball and laugh as it bounces • have own biological rhythm and way of using senses • developing a sense of safety and security • do not distinguish between self and others (very young infant) • begin to look and smile at mirror image 	<p>6–12 month Indicator:</p> <ul style="list-style-type: none"> • begin to discover that he/she is a separate human being • know own name • smile or play with self in mirror • use large and small muscles to explore confidently when a sense of security is offered by presence of caregiver • frequently check for caregiver's presence • have a heightened awareness of opportunities to make things happen • have limited awareness of responsibility for own actions • indicate strong sense of self through assertiveness (directs actions of others) • recognize that he/she is a separate person from caregiver • begin to identify parts of body

Strategies to promote learning about self for infants (0-12 months)
<ol style="list-style-type: none"> 1. Provide a safe environment with interesting things for mobile infants to see and do. For example, as mobile infants begin to crawl and pull up, make sure furniture won't tip over from the child's weight or roll away. Cover outlets and hide electrical wires. 2. Provide toys that will encourage exploration: clutch balls and balls with chimes or visible objects rolling inside, activity toys such as nesting cups and busy boxes, push and pull toys such as plastic lawn mowers or carpet sweepers, and transportation toys for grasping and pushing. 3. Arrange the room so that the beginning walker has sufficient space to safely practice this newfound skill. As mobile infants begin walking, provide carpeted surfaces and remove objects that can cause the child to trip. 4. Provide low open shelves so mobile infants can have access to toys 5. Place unbreakable mirrors securely on wall at children's height

Goal 1. To learn social and emotional competence

Strategies to promote learning about self for infants (0-12 months)

6. Help infants feel competent by responding to the needs they communicate. Respond in a soothing, calm manner. Encourage and show pleasure in their emerging skills. Verbalize what is happening: "You want to hold that bottle all by yourself, don't you?"
7. Notice and comment on the infant's emerging independence. As infant pulls away bottle, say "You're letting me know your tummy is getting full."
8. Allow the infant to hold the spoon.
9. Provide cause and effect toys that can rattle, squeak, roll, or be pushed.
10. Emphasize what infants can do rather than concentrating on what they can't do. For infants with physical disabilities, pay special attention to their abilities.
11. Be a keen observer of the infants in your care. Learn all you can about the uniqueness of each one (for example, individual sleeping and eating rhythms; how the infant prefers to be held for feeding, sleeping, or comforting; her responses to different kinds of stimuli such as noise or light). Identify and reflect on your own temperament, hot spots, and blind spots.
12. Give infants an opportunity to see themselves by positioning stable, unbreakable mirrors on the sides of cribs, above changing tables and on bottom of walls in play spaces. Talk with them about whom they see: "That's Janet in the mirror."
13. Talk with infants as you observe them exploring their bodies. As you see Aaron lying on his back carefully examining his hands, say, "Look at your hands, Aaron. You're moving your fingers."
14. Keep brief anecdotal records on each child so that you are aware of each one's unique needs. Use this information for individualized lesson planning.
15. Call each child by name. Incorporate each child's name into finger plays, songs, and games.
16. Talk with children about parts of their bodies. To Jerena who has climbed to the platform of the low climber, "See what strong legs it takes to climb up those steps."
17. Use finger plays and songs with actions that include body parts.
18. Use the words "me," "you," and "I" correctly when you talk with children.

For additional strategies to improve quality and social/emotional development, refer to information available in the Infant/Toddler Environment Rating Scale Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(iii); 1304.21(a)(3)(i)(B); 1304.21(a)(3)(i)(C); 1304.21(a)(3)(i)(E); 1304.21(b)(1)(i); 1304.21(b)(1)(i); and 1304.21(b)(2)(i).

Goal 1. To learn social and emotional competence

Toddlers	12–30 months	
Objective 1.2 - To learn about self		
Developmental indicators of this objective		
<p>12–18 Month Indicator:</p> <ul style="list-style-type: none"> • begin to use pronouns (I, you, and me) • acknowledge accomplishments (fit a triangle into a shape box and clap) • look to caregiver for acknowledgement of accomplishments (climb up the slide and proudly look around for caregiver) • begin to make own choices (choose slice of pear at snack-time and smile while taking a bite, insist on choosing what shirt to wear) • practice independence while staying connected to caregivers (eye contact, vocalizing, gestures) • move away the hand of an adult who is helping with a puzzle • say "me do" when adult offers help in dressing • shake head "No" • become upset if shamed or ridiculed 	<p>18–24 Month Indicator:</p> <ul style="list-style-type: none"> • show strong sense of self as an individual, as evidenced by saying "no" to adult requests • experience self as a powerful, potent, creative doer who explores everything • make an attempt at self-regulation • use names of self and others • point to self in photograph • show interest in own body and bodies of others • identify gender (boy or girl) • begin to have a notion about own concepts as a person (big/little) • feed self with spoon, with spilling gradually decreasing • pour own juice at snack time and say, "I did it!" • help another child find the crayons • stand on one foot and call, "Look at me!" • use fork • dress self with assistance/supervision • assist with picking up toys • insist on putting on own jacket • begin to use toilet with adult assistance • say "good-bye" cheerfully to parents and go to play • say "no" frequently • resist change; transitions are difficult • are both dependent and interdependent 	<p>24–30 Month Indicator:</p> <ul style="list-style-type: none"> • show interest in own body and bodies of others • identify gender (boy or girl) • say "mine, mine" when another child picks up a toy • talk about family members • climb higher and higher on the playground structure even when parents, caregivers, and teachers ask them to stop • put together a four-piece puzzle and show how they did it

Goal 1. To learn social and emotional competence

Strategies to promote learning about self for toddlers (12-30 months)

1. Provide toys that will encourage exploration: clutch balls and balls with chimes and visible objects rolling inside, activity toys such as nesting cups and busy boxes, push and pull toys such as plastic lawn mowers or carpet sweepers, and transportation toys for grasping and pushing.
2. Arrange the room so that the beginning walker has sufficient space to practice this newfound skill in safety. As mobile infants begin walking, provide carpeted surfaces and remove objects that can cause the child to trip.
3. Help mobile infants become more independent. Allow them to do more for themselves and offer them appropriate choices. For example, place toys of similar types on low, open shelves that are within their reach and spaced so that mobile infants can make choices.
4. Know each child in your care and respond to his or her individual needs. Keep brief anecdotal records on children so you can provide the individual attention that each needs.
5. Avoid comparing toddlers to each other.
6. Focus on each child's positive qualities; her accomplishments and things she can do well (for example, "You buttoned those buttons on your coat all by yourself," or "That's a tall tower you built.>").
7. Avoid referring to children as "good" or "bad" or "messy" or "neat," and so forth.
8. Accept children's mistakes as natural. To the child who spilled milk, say, "Oh, the milk spilled. Let's get a paper towel and clean it up," rather than "You're so clumsy. You're always spilling things."
9. Use finger plays, songs, mirrors, and dress-up clothes to help children naturally learn about their bodies.
10. Share books about bodies with toddlers (for example, *From Head to Toe* by Eric Carle or *Here Are My Hands* by Bill Martin, Jr. and John Archambault).
11. Take and use photos of each child. Involve them in making a photo album to place in the library or home living area. Use photos on bulletin boards at child's eye level.
12. Refer to children as "boys" or "girls."
13. Be patient with issues of "mine" and ownership. Help toddlers identify feelings.
14. Arrange the environment so that toddlers can be in control and be successful (for example, have child-height sinks and paper towels they can reach without assistance).
15. Set up areas for certain kinds of activities with related materials for the activity such as "dress-up" props and purses near a mirror, blocks near an open space, or trucks on a rug.
16. Provide an environment that encourages toddlers to make independent choices.
17. Provide duplicates of the most popular toys to avoid struggles.
18. Allow enough time in the schedule for toddlers to do things for themselves, such as putting on jackets, putting away toys, and toileting.
19. Label each child's cubby with name and photo.
20. Set up areas or centers for a certain kind of activity with related equipment and materials for the activity in the area. For example, block center, manipulatives center, art center, dramatic play center, and language center.
21. Label shelves and containers with picture-word labels to help twos become more independent in selecting and putting away materials.

For additional strategies to improve quality and social/emotional development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

Goal 1. To learn social and emotional competence

Strategies to promote learning about self for toddlers (12-30 months)

For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(iii); 1304.21(a)(3)(i)(B); 1304.21(a)(3)(i)(C); 1304.21(a)(3)(i)(E); 1304.21(b)(1)(i); 1304.21(b)(1)(i); and 1304.21(b)(2)(i).

Goal 1. To learn social and emotional competence

Older Toddlers	30–36 months
Objective 1.2 - To learn about self	
Developmental indicators for this objective	
30–36 Month Items: <ul style="list-style-type: none">• attempt to dress self without assistance• show increased interest in toileting• insist on putting on own jacket• begin to use toilet with adult assistance• say "good-bye" cheerfully to parents and go to play• say "me," "mine," "no"• begin to assist adult in daily routines, put manipulatives back into bucket, throw napkin into trash• become embarrassed about behavior	

Strategies to promote learning about self for older toddlers (30–36 months)
<ol style="list-style-type: none">1. Label each child's cubby with name and photo.2. Set up areas or centers for a certain kind of activity with related equipment and materials for the activity in the area (for example, block center, manipulatives center, art center, dramatic play center, and language center).3. Label shelves and containers with picture-word labels to help twos become more independent in selecting and putting away materials.4. Avoid comparing twos to each other.5. Focus on each child's positive qualities; his accomplishments and things he can do well.6. Accept children's mistakes as natural and elicit their help in cleanup of their own messes.7. Continue to use finger plays, songs, mirrors, and dress-up clothes to help children naturally learn about their bodies.8. Use each child's name as you communicate with and about him or her and in activities (for example, "Good morning, Chance. We're glad you're here today.>").9. Read books about bodies and body parts, such as <i>Hand, Hand, Finger, Thumb</i> by Al Perkins, and extend book to other activities (such as finger painting after reading this book). <p>For additional strategies to improve quality and social/emotional development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.</p> <p>For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(iii); 1304.21(a)(3)(i)(B); 1304.21(a)(3)(i)(C); 1304.21(a)(3)(i)(E); 1304.21(b)(1)(i); 1304.21(b)(1)(i); and 1304.21(b)(2)(i).</p>

Goal 1. To learn social and emotional competence

Infants	0–12 months
Objective 1.3 - To learn about feelings	
Developmental indicators for this objective	
<p>0–6 Month Indicator:</p> <ul style="list-style-type: none">• show only satisfaction or dissatisfaction (very young infant)• cry at sudden loud noises• express comfort and discomfort in different ways• smile in response to social stimulation• coo and smile when being rocked and sung to• discover ways to calm self• can usually be comforted by familiar adult when distressed• respond with more animation and pleasure to primary caregiver than to others (dramatically toward end of this period) <p>Many examples in these first 3 goals (Others, Self, and Feelings) are taken from the Developmental Milestone Chart in J. Ronald Lally, (1995), <i>Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice</i>, Arlington, VA: Zero to Three, and used with permission. For more information, please visit www.zerotothree.org</p>	<p>6–12 Month Indicator:</p> <ul style="list-style-type: none">• show displeasure at loss of social contact• show displeasure at loss of toy• lift arms to indicate need to be picked up and comforted while crying• laugh aloud when playing peek-a-boo• react to strangers with caution or anxiety• look to familiar adult when a stranger approaches• express several different emotions such as pleasure, anger, anxiety or fear, sadness, joy, excitement, disappointment• show affection for familiar people through activities such as hugs, smiles, running toward familiar person show anxiety at separation from primary caregivers• express positive and negative feelings• show pleasure in new accomplishments• hug, smile at, crawl or toddle toward, or lean against a familiar person• look to adult for help when attempting a new skill (falling down when attempting to walk)• cling to parents as they say "good-bye"• cry when seeing someone in a Halloween mask• move near caregiver when a stranger enters the room

Goal 1. To learn social and emotional competence

Strategies to promote learning about expressing feelings for infants (0–12 months)

1. Consider some ways to prevent distress in young infants, or keep it at a minimal level:
 - Place infants where they can be safe and secure and where needs can be easily met
 - Establish a primary caregiving system so that you are better able to interpret and respond to an infant's needs
 - Know each infant's schedule for eating and sleeping
 - Be alert to early signs of hunger, sleepiness, or irritability
 - Provide an environment that is neither overly stimulating nor overly restricting
 - Establish a routine to check-in with parents at drop-off
2. Provide for attachment needs by establishing a primary caregiver system.
3. Limit the number of people in the infant setting to primary caregivers and parents.
4. Respond in a trial-and-error method when an infant's reason for crying is not obvious, even with an infant you know well. Be gentle and soothing as you try to determine the cause of distress. Observe the infant, ask yourself what the infant may be feeling, and adapt your behavior to meet the infant's need.
5. Understand that your role in helping young infants manage their stress is one of balance, rescuing the baby from distress, and letting her work things out. Obviously, you will want to change her wet or soiled diaper, feed her when she is hungry, pick her up when she cries, alleviate her discomfort, and try to ease her pain.
6. Allow young infants to calm themselves by sucking thumbs, hands, or a pacifier.
7. Realize that young infants differ widely in their ability to quiet themselves when they are upset. The comfort you offer will need to be different for each child:
 - Dominique needs direct help by being picked up, carried, or rocked.
 - Ed is able to calm himself fairly easily with his favorite thumb.
 - For some infants, being nearby and checking in with a glance or calling to them helps them calm themselves.
 - Talk with parents to find out how they usually soothe their child.
8. Encourage young infants' expressions of pleasure by responding to them and following their lead in interactions. Be a partner in play with them.
9. Talk with infants about the feelings they seem to be expressing, especially during caregiving times of feeding, bathing, dressing, and diapering.
10. Create a personal relationship with each infant. Know the kind of cuddling, stroking, talking, and playing that bring good feelings to each individual infant.
11. Realize that very young infants have limited resources for expression; crying may be all they are capable of at this early stage in their emotional development.
12. Be aware of the most common reasons young infants cry:
 - Hunger
 - Tiredness
 - Wet or soiled diaper
 - Pain (gas, colic, teething)
 - Other discomforts (uncomfortable position, too hot or too cold)

Goal 1. To learn social and emotional competence

Strategies to promote learning about expressing feelings for infants (0–12 months)

- Boredom
- Overstimulation
- Sudden change (loud noise, sudden loss of support, bright lights)

13. Respond to distress promptly and appropriately. By doing this, you are helping babies manage their own distress instead of crying excessively to get what they want. It is this responsiveness to a young infant's crying that builds a relationship and will aid in the development of later skills for self-quieting.

14. Respond to the young infant's displays of pleasure. Return their smiles and coos and talk with them about the feelings they are expressing.

For additional strategies to improve quality and social/emotional development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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Goal 1. To learn social and emotional competence

Toddlers		12–30 months
Objective 1.3 - To learn about feelings		
Developmental indicators for this objective		
<p>12–18 Month Indicator:</p> <ul style="list-style-type: none"> • show anger or frustration with people and objects • scream "no" or "mine" when another child takes a toy • try to help caregiver comfort a crying child • cling to blanket from home during rest time • look to an adult for help when frustrated 	<p>18–24 Month Indicator:</p> <ul style="list-style-type: none"> • display aggressive feelings and behavior (hitting, shoving, biting, grabbing toys) • show early signs of wanting to please • exhibit contrasting states and mood shifts (stubborn versus compliant) • begin to show new fears (monsters, animals, the dark) • may say "no" even to things he/she wants • experience out-of-control behavior (temper tantrums) • show pleasure and excitement through vocalizations and facial expression • become aware of own feelings and those of others • begin to develop empathy • look confused when confronted with a problem • go to caregiver for comfort and security when stressed • request to be held through action or words 	<p>24–30 Month Indicator:</p> <ul style="list-style-type: none"> • display aggressive feelings and behavior (hitting, shoving, biting, grabbing toys) • express emotions with increasing control (but will still tantrum) • exhibit contrasting emotional states and mood shifts • anger and tenderness • hostility and love • confidence and doubt • fear and power • pride and shame • independence and dependence • say "no" to a child who is trying to take a toy away • begin to develop empathy (pat a friends who is crying) • begin to show fears of new things (monsters, animals, the dark)

Goal 1. To learn social and emotional competence

Strategies to promote learning about expressing feelings for infants (12-30 months)

1. Include plenty of materials in the environment to allow children to express and share feelings and to role-play. Some examples include
 - dramatic play props (dolls, dress-up clothes, small people/figures)
 - sand and water play (*for children over 18 months*)
 - art
 - music and songs
 - puppets
 - books
2. Provide a physical and social environment in which mobile infants can experience plenty of "yes" feelings and can safely explore by moving, seeing, hearing, and touching—an environment in which they have good choices. Support them as they master new skills, which give them a feeling of power and competence. Give them opportunities to do things successfully like carrying a loaf of bread to the table. Show them love, empathy, praise, and appreciation.
3. Help mobile infants deal with their fears by providing a safe environment and by offering them comfort when they are frightened.
4. Accommodate the *egocentric* nature of toddlers; plan an environment that provides for both *solitary* and *parallel play*. Provide several of the same popular toys for children to play with alone or near another child. Provide private spaces for no more than two children that can be easily supervised by adults.
5. Think of feelings in two categories: positive or "yes" feelings and negative or "no" feelings, rather than as good or bad feelings. Realize that expression of feelings, both positive and negative, is important for healthy emotional development in infants and toddlers. Children need to experience both types of feelings.
6. Consider the "yes" feelings of joy, pleasure, excitement, delight, contentment, satisfaction, and power. As you observe infants in your care, do you see them expressing these feelings?
7. Consider the "no" feelings of fear, anger, and frustration. Observe to see how these feelings are expressed.
8. Support the mobile infants as they experience the "no" feelings of anger and frustration. This may mean helping them in a frustrating situation or it may mean allowing them time to work through some of their feelings. Know the limitations of each child in your care so you can judge when to step in and help or redirect and when to sit back, observe, and wait to see if the mobile infant can handle the situation without help.
9. Develop a respectful relationship with each child, thereby providing the foundation for healthy emotional growth.
10. Provide words for the mobile infant's feelings.
 - To Noah who breaks into a big smile as his father enters the room, say, "Noah, I can see you're happy to see Dad."
11. Express and name your feelings.
 - After a rain, exclaim, "I am so happy that the sun is now shining so we can go outside."
 - "It really makes me feel sad to see that the book is torn."
12. Respect a child's right to have feelings and to express them. Avoid gushing sympathy such as "Oh, poor Jodi. Don't be afraid. I'll make it alright." Avoid trying to distract away from these emotions with a toy or an activity. For example, "Here's your favorite bear. I know you like to play with this bear." Avoid denying that the child's feelings are real by saying things like "Jodi, there's nothing to be afraid of." Instead, accept Jodi's feelings as real to her. Comfort her in a way that will lead her to comfort herself and know when to signal for help. For example, say, "I know you're afraid right now." Reassure Jodi that you are nearby if she needs you.

Goal 1. To learn social and emotional competence

Strategies to promote learning about expressing feelings for infants (12-30 months)

13. Recognize when the mobile infant has difficulty separating from parents or is fearful of new adults. Talk with the child frequently about his/her family, where they are, when they will come back, and things they do together.
14. Stay close to or hold the mobile infant if she reacts negatively to the presence of a stranger. Let the stranger know about the child's concern. Be careful not to be overly protective of a child who is distressed by a stranger, for example by rushing over to hold the child each time a stranger comes into the room. Your action may send the message to the infant that new people are to be feared.
15. Know each mobile infant in your care so that you can make a decision about the type of support to provide when he or she is in a stressful situation. Is an encouraging nod enough? Does the child need verbal encouragement or do you need to step in and help the child work through the frustration?
16. Notice and communicate pleasure over such newfound skills as walking, climbing or adding new words. Communication can be verbal ("You did it!") or nonverbal (a smile, a nod, clapping of hands, or a hug).
17. Understand that although toddlers seem to be quite independent at times, they very much need a special caregiver and the secure base she offers.
18. Toddlers are *egocentric* and have a hard time putting themselves in someone else's place. This means that if they want something, they take it. If someone is in their way, they try to move them. Thus, life in groups, for and with toddlers, can be difficult.
19. Prepare toddlers for changes even though they may be a normal part of the daily routine. Plan for transition times so that toddlers have very limited "wait" time.
20. Be aware when toddlers are becoming tired and realize that they may not be able to recognize and control this. Help them transition to a calming activity.
21. Model the type of interactions with others you want children to develop: affection, empathy and gentleness. For example, tell a child if you are angry, but never react in anger by shaking or jerking.
22. Help twos resolve their differences by using words to express what is happening and what they are feeling. For example, say, "You want to play with the doll Sean has. Let's see if we can find another doll."
23. Assist and encourage twos to use language rather than aggressive actions in their interactions with others.
24. Recognize that constantly testing limits and saying "no" is part of a two-year-old's development of self as an autonomous individual. Limit your use of the word "no" to situations that relate to the safety of the children. State directions positively. For example, say, "walk" rather than "don't run." Explain the reasons for limits in simple words. Say, "When you run inside, you might fall and hurt yourself."
25. Accept that caring for twos with their contrasting emotional states and mood shifts can be challenging. Be flexible in your ability to adapt to their constantly changing behaviors and moods.
26. Understand that because of twos' growing ability to imagine things they cannot see, their fears increase to include imaginary creatures, or monsters, for example. Take their fears seriously, give them support, and show that they can find a way to cope. Prepare them for potentially frightening situations. Tell them what to expect. Be there as a secure base when the two-year-old does encounter a potentially frightening situation.
27. Realize that although twos are beginning to become aware of the feelings of others and to develop empathy, this is unpredictable and should not be expected on a regular basis.
28. To help twos feel secure in their environment, provide a predictable sequence in the day while maintaining a flexible time schedule. A predictable sequence helps toddlers know what to expect next and makes transitions somewhat easier. The flexibility is essential because they need to repeat tasks until they have mastered them. A flexible timeline allows them to go at their own pace.

Goal 1. To learn social and emotional competence

Strategies to promote learning about expressing feelings for infants (12-30 months)

29. Help twos have accomplishments they can take pride in. Take steps to minimize the frustrations toddlers might encounter in their environment. For example, provide toys that are age-appropriate and in good repair.

For additional strategies to improve quality and social/emotional development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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Goal 1. To learn social and emotional competence

Older Toddlers

30–36 months

Objective 1.3 - To learn about feelings

Developmental indicators for this objective

30–36 Month Items:

- use some language to express feelings (say "I did it!" after using potty successfully)
- express affection and preference for some peers (put arm around shoulder)
- recognize and react to feelings in others ("Becky is sad.")
- verbalize feelings more often
- express feelings in symbolic play
- have some understanding of choices, rights of self, and rights of others
- roar like a lion when angry instead of biting

Strategies to promote learning about expressing feelings for infants (30-36 months)

1. Model the type of interactions with others you want children to develop: affection, empathy and gentleness. For example, tell a child if you are angry but never react in anger by shaking or jerking.
2. Help twos resolve their differences by using words to express what is happening and what they are feeling. For example, say, "You want to play with the doll Sean has. Let's see if we can find another doll."
3. Assist and encourage twos to use language rather than aggressive actions in their interactions with others.
4. Recognize that constantly testing limits and saying "no" is part of a two-year-old's development of self as an autonomous individual. Limit your use of the word "no" to situations that relate to the safety of the children. State directions positively. For example, say, "walk" rather than "don't run." Explain the reasons for limits in simple words. Say, "When you run inside, you might fall and hurt yourself."
5. For older twos, consider using a calming down or cooling down time for when they are not capable of self-control and redirection. A word of caution: This is not punishment or time-out. Provide a soft, cozy spot, such as a corner with pillows, where a child can go to settle down and gain control with the support of a nurturing adult nearby.
6. Include plenty of materials in the environment to allow children to express and share feelings and to role-play. Some examples are:
 - dramatic play props (dolls, dress-up clothes, small people/figures)
 - sand and water play
 - art
 - music and songs
 - puppets
 - books
7. Accept that caring for twos with their contrasting emotional states and mood shifts can be challenging. Be flexible in your ability to adapt

Goal 1. To learn social and emotional competence

Strategies to promote learning about expressing feelings for infants (30-36 months)

to their constantly changing behaviors and moods.

8. Understand that because of twos' growing ability to imagine things they cannot see, their fears increase to include imaginary creatures or monsters, for example. Take their fears seriously, give them support, and show that they can find a way to cope. Prepare them for potentially frightening situations. Tell them what to expect. Be there as a secure base when the two-year-old does encounter a potentially frightening situation.
9. Realize that although twos are beginning to become aware of the feelings of others and to develop empathy, this is unpredictable and should not be expected on a regular basis.
10. To help twos feel secure in their environment, provide a predictable sequence in the day while maintaining a flexible time schedule. A predictable sequence helps toddlers know what to expect next and makes transitions somewhat easier. The flexibility is essential because they need to repeat tasks until they have mastered them. A flexible timeline allows them to go at their own pace.
11. Help twos have accomplishments they can take pride in. Take steps to minimize the frustrations toddlers might encounter in their environment. For example, provide toys that are age-appropriate and in good repair. For older twos, consider using a calming down or cooling down time for when they are not capable of self-control and redirection. A word of caution: This is not punishment or time-out. Provide a soft, cozy spot, such as a corner with pillows, where a child can go to settle down and gain control with the support of a nurturing adult nearby.

For additional strategies to improve quality and social/emotional development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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Goal 1. To learn social and emotional competence

ITERS-R and ECERS-R Items that address Social and Emotional Competencies

ITERS-R Space and Furnishings

- Item 1. Indoor space
- Item 2. Furniture for routine care and play
- Item 3. Provision for relaxation and comfort
- Item 4. Room arrangement
- Item 5. Display for children

ITERS-R Personal Care Routines

- Item 6. Greeting/departing

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language

ITERS-R Activities

- Item 16. Active physical play
- Item 17. Art
- Item 18. Music and movement
- Item 24. Promoting acceptance of diversity

ITERS-R Interaction

- Item 25. Supervision of play and learning
- Item 24. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Program Structure

- Item 28. Discipline
- Item 29. Schedule
- Item 30. Free play

ECERS-R Space and Furnishings

- Item 1. Indoor space

ECERS-R Space and Furnishings

- Item 2. Furniture for routine care, play, and learning
- Item 3. Provisions for relaxation and comfort
- Item 5. Space for privacy

ECERS-R Personal Care Routines

- Item 12. Diapering /toileting

ECERS-R Language –Reasoning

- Item 16. Encouraging children to communicate
- Item 17. Using language to develop reasoning skills
- Item 18. Informal use of language

ECERS-R Activities

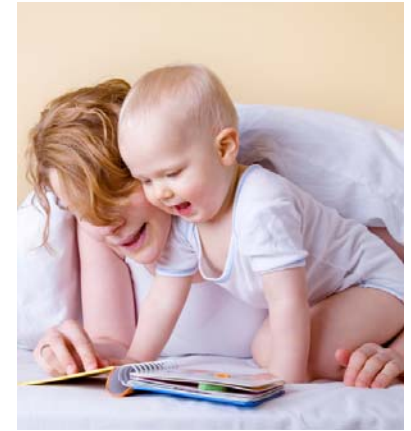
- Item 20. Art
- Item 21. Music/movement
- Item 24. Dramatic play
- Item 28. Promoting acceptance of diversity

ECERS-R Program Structure

- Item 31. Group play activities

Goal 2. To learn about communication

Babies enter the world trying to communicate with us. They try to tell us what they need with every cry. Very early they communicate their fascination with us as they respond in subtle ways to our voice and our face. Our earliest jobs in “teaching” communication are to respond to the baby’s sounds and cues and try to figure out what the baby is telling us. Is she hungry, wet, uncomfortable, cold, or does she just want to be picked up and snuggled? Our quick response sets the tone for baby to become an efficient communicator. When we don’t respond quickly or appropriately, the baby can become frustrated and begin to feel that she is not a very good communicator or even that “this adult can’t be trusted to help me when I need it.”



Babies connect in both verbal and nonverbal ways. Repeating their coos and babbles and learning their “body language” tells them that you value their efforts to communicate. Watch a 7-month-old hug a doll and then give it to you. Repeat his actions by holding the doll to your shoulder and rocking or patting it, then hand it back to him. If his intent was for you to play with the doll as he did, you will see his face light up as if to say, “She understood what I wanted!”

Infants and toddlers whose families speak a different language in the home provide another challenge as we try to help them learn about communication. Much of their emotional development centers on their family and familiar communication. Instead of trying to immerse a very young child in “our language,” it is imperative that we learn some of her language both to help her learn to be an effective communicator and assure her that the world is a secure place.

Most children learn to speak by being spoken to. Rich conversations about things that interest the children should dominate the day as opposed to directives like “sit here,” “stop that,” or “we are not playing with that, now.” Hearing and using words that describe the things they are playing with; opposites and positional words like “up,” “down,” “top,” “bottom,” “in,” and “out;” as well as books, stories, songs, and finger plays are important concepts for kindergarten and beyond.

The Link to School Readiness

It is difficult to separate communication from emerging literacy skills because they are so interdependent. An environment with many conversations, where books, stories, songs, rhymes, and finger plays are enjoyed many times during the day, lays the foundation for literacy skills and later school success. Children need to see reading and writing in action, too. When teachers read signs or write a list of the ingredients needed for an activity, or use the child’s name on their cubby and to identify their artwork, they learn concepts of print and begin to see that reading and writing are not only fun, but also functional. Hearing and repeating silly songs and sounds are the beginning of phonological awareness and the basis for understanding phonics.

Goal 2. To learn about communication

Infants		0–12 months
Objective 2.1 - To express needs and thoughts without using words		
Developmental indicators for this objective		
0–6 Month Indicators: <ul style="list-style-type: none">• fidget or cry to signal sleepiness, hunger, anger, discomfort, or boredom• smile to invite an adult to interact• laugh aloud	6–12 Month Indicators: <ul style="list-style-type: none">• hold rattle up for adult to shake• produce different facial expressions, body movements• move body toward caregiver when she approaches• raise arms to familiar adult• experience pleasure when held and read to (coo, babble, smile, squeal, or attend)• shake head “no” when asked if hungry• catch eye of an adult to ask for help	

Strategies to promote expressing needs and thoughts without using words for infants (0-12 months)
<ol style="list-style-type: none">1. Have a primary caregiver who is responsible for each infant’s daily care. This will help that caregiver better understand each child’s unique way of communicating. (0–12 months)2. Know each infant in your care. Observe and determine what an infant’s different movements and cries mean and respond quickly and appropriately. Look, listen, and feel for the answer. Is he hungry, does he have a wet or soiled diaper, or is he just tired of being in the same position? Each of these needs requires a different response. (0–12 months)3. Always respond to infants' sounds. Answer as if she asked you a real question. It is important for the infant to get a response from you. (0–12 months)4. Think of crying as positive, as a sign that the infant is communicating his needs and that he trusts you to respond to them. (0–6 months)5. Use language with infants from the start. Talk with them long before they can talk to you. Use “parallel-talk” where you say what the infant is doing (for example, “you grabbed the rattle.”). Talk with families to learn and share all the ways infants communicate before they can talk. (0–12 months)6. It’s never too early to show books to an infant and talk about pictures. Cuddle him on your lap and look at books. Cloth and vinyl books can be washed if needed. (0–12 months)7. Talk with infants during care giving times. Tell them what is happening before and as it is happening and give them time to respond. Then, tell them what will happen next. This is called “self-talk.” (0–12 months)8. Comfort with language: “Yes, I know that you are hungry. Let’s go get some milk for you.” (0–12 months)9. Pay attention to the infants’ nonverbal expression and respond to them both verbally and nonverbally. Respond to a smile with a smile and say, “Look at Joseph’s big smile.” (0–12 months)10. Provide toys, such as rattles and squeaky toys, that infants can use to create sounds. (0–12 months)

Goal 2. To learn about communication

Strategies to promote expressing needs and thoughts without using words for infants (0-12 months)

11. Use simple, consistent sign language to convey frequent needs and thoughts (for example, “more,” “eat,” “drink,” “milk,” “cracker,” “finished,” etc.). Say the word as you show the infant the gesture. (6–12 months)

For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(1)(iii); 1304.21(a)(3)(i)(E); 1304.21(a)(4)(i); 1304.21(a)(4)(ii); 1304.21(a)(4)(iii); 1304.21(b)(1)(i); 1304.21(b)(1)(iii); 1304.21(b)(2)(i); and 1304.21(b)(2)(ii).

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Interaction

- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff continuity

Goal 2. To learn about communication

Toddlers		12–30 months
Objective 2.1 - To express needs and thoughts without using words		
Developmental indicators for this objective		
12–18 Month Indicators: <ul style="list-style-type: none"> • point to ask for an out-of-reach toy • gesture to indicate wet or soiled clothing • crawl or walk to express self • use whole body gestures or movements (lean on closed door when moms leave) 	18–24 Month Indicators: <ul style="list-style-type: none"> • use facial expressions to show excitement or distress • catch adult’s eye for attention and reassurance when needed • show awareness of body functions 	24–30 Month Indicators: <ul style="list-style-type: none"> • use facial expression to show excitement or distress • use hand gestures to show recognition of a song

Strategies to promote expressing needs and thoughts without using words for infants (12-30 months)

1. Be tuned in to each child’s nonverbal communication strategies such as pointing or shaking head “yes” or “no” and respond by using words to help him express his ideas (12–30 months).
2. Continue to use simple consistent sign language and say the word each time you do (12-30 months).
3. Respond quickly to a toddler’s cries or other signs of distress because they may have limited language with which to communicate their needs. (12-30 months)
4. Form a relationship with each toddler so you can understand and respond to each child’s nonverbal communications. For example, to a child who watches you intently as you start to leave the classroom, say “André, I’ll be right back. I just have to take the lunch count to Ms. Carol’s office.” (12–30 months)
5. Say to a child who is attempting to jump up and down as the group prepares for outside play, “Kayla, I can tell you are excited because we’re going outside to play.” (12–30 months)
6. Attach words to the child’s gestures. Describe what the child is doing or what the toddler wants. (12–30 months)
7. Interpret a toddler’s communication attempts with peers. For example, you have observed that Louis enjoys being with Marianne. When it is time for snack, Louis sits at the table, looks at Marianne, and pats the chair next to his. Say to Marianne, “Marianne, I think Louis wants you to sit by him.” (12–30 months)

For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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Goal 2. To learn about communication

Strategies to promote expressing needs and thoughts without using words for infants (12-30 months)

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Interaction

- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff continuity

Goal 2. To learn about communication

Older Toddlers

30–36 months

Objective 2.1 - To express needs and thoughts without using words

Developmental indicators for this objective

30–36 Month Indicators:

- tug on pants to indicate need to go to bathroom
- use facial expression to show excitement or distress
- use hand gestures to show recognition of a song

Strategies to promote expressing needs and thoughts without using words for older toddlers (30-36 months)

1. Respond quickly to a two-year-olds' cries or other signs of distress because they may have limited language with which to communicate their needs. (30–36 months)
2. Provide frequent eye contact to “check in” with every child. (30–36 months)

For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ECERS-R Language and Reasoning

- Item 16. Encouraging children to communicate
- Item 17. Using language to develop reasoning skills
- Item 18. Informal use of language

Goal 2. To learn about communication

Infants		0–12 months
Objective 2.2 - To identify with a home language		
Developmental indicators for this objective		
<p>0–6 Month Indicator:</p> <ul style="list-style-type: none"> • listen to conversations • recognize the voice of familiar adults 	<p>6–12 month Indicator:</p> <ul style="list-style-type: none"> • recognize and begin imitating sounds of home language • understand names of familiar people and objects in home language • look at a bottle on hearing the word “bottle” in the home language • use same sounds and intonations as parents do 	

Strategies to promote identifying with a home language for infants (0-12 months)

Determine the home language of each child in your care. If the home language is non-English or limited English, the following strategies and activities apply to your work setting for 0–12 month-olds:

1. Respect the language of the family. Do not insist that the family speak English to their infant at home. Families should speak the language they know best. Young children who hear two languages spoken well from birth can learn them both. (0–12 months)
2. Ask families to help you learn, in their language, the names of some objects that are part of the caregiving setting (for example, bottle, diaper, food items, and body parts, such as eyes, nose, and mouth). Use these words with the infant. Connect the words to the objects. (0–12 months)
3. Make sure you correctly pronounce the child’s name as well as the names of other family members. (0–12 months)
4. Reassure families that, as you care for their infants, you will make every effort to understand what the child is trying to communicate to you. (0–12 months)
5. Encourage family members to speak in their home language when they visit. (0–12 months)
6. Use tapes with songs and stories in the child’s home language. Invite parents to share records or tapes in their home language. (0–12 months)

For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(1)(iii); 1304.21(a)(3)(i)(E); 1304.21(a)(4)(i); 1304.21(a)(4)(ii); 1304.21(a)(4)(iii); 1304.21(b)(1)(i); 1304.21(b)(1)(iii); 1304.21(b)(2)(i); 1304.21(b)(2)(ii); and 1304.40(a)(2).

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language

Goal 2. To learn about communication

Strategies to promote identifying with a home language for infants (0-12 months)

- Item 14. Using books

ITERS-R Activities

- Item 24. Promoting acceptance of diversity

ITERS-R Interaction

- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff
- Item 33. Provisions for parents

Goal 2. To learn about communication

Toddlers		12–30 months
Objective 2.2 - To identify with a home language		
Developmental indicators of this objective		
12–18 Month Indicator: <ul style="list-style-type: none"> say several words in home language clearly 	18–24 Month Indicator: <ul style="list-style-type: none"> speak in home language with family members and others recognize tapes of stories and songs from home culture see that home language does not enable them to communicate and may stop speaking continue to use nonverbal communication like pointing use key words in social situations (“please,” “hi”) 	24–30 Month Indicator: <ul style="list-style-type: none"> Respond when spoken to in home language

Strategies to promote identifying with a home language for toddlers (12-30 months)

1. Encourage family members to speak in their home language when they visit. (12–30 months)
2. Use tapes with songs and stories in the child’s home language. (12–30 months)
3. Invite parents to share records or tapes in their home language. (12–30 months)
4. Ask parents to teach you some commonly used words, such as “Mom,” “bottle,” “eat,” “spoon.” Use the words when speaking with the child. (12–30 months)
5. Ask parents what words their toddler uses so you can learn what their child is saying when speaking in a home language you do not understand. Ask about words for food items, family members, clothing and toys. Become familiar with those words or expressions and use them in communicating with the toddler. (12–30 months)
6. Be aware of child’s attempts to communicate and support any efforts even if the child is not talking. (12–30 months)
7. Ask families to make tapes of stories and music their children know from home. Incorporate them into your plan of activities. Invite families to tell a story or read a book in their home language. (12–30 months)

For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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Goal 2. To learn about communication

Strategies to promote identifying with a home language for toddlers (12-30 months)

1304.21(b)(2)(ii); and 1304.40(a)(2).

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 24. Promoting acceptance of diversity

ITERS-R Interaction

- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff
- Item 33. Provisions for parents

Goal 2. To learn about communication

Older Toddlers

30–36 months

Objective 2.2 - To identify with a home language

Developmental indicators for this objective

30–36 Month Indicators:

- increasingly use both home language and English (Code mixing: using both languages in one sentence)

Strategies to promote identifying with a home language for older toddlers (30-36 months)

1. Take pictures of things in the classroom and make a book using both English and the child's home language. Learn the name of common objects in both languages. Have parents translate a favorite book into the home language. (30–36 months)
2. Make yourself interesting to listen to and provide information that the child can learn from. Make adjustments and adaptations so that the child can understand you. (30–36 months)
3. Use music to help them learn the second language (for example, "Where is Thumbkin?") (30–36 months)
4. Be accepting of the child's attempts with language. (30–36 months)
5. Provide a classroom that is accepting of and values other cultures. (30–36 months)

For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ECERS-R Language and Reasoning

- Item 15. Books and pictures
- Item 16. Encouraging children to communicate
- Item 17. Using language to develop reasoning skills
- Item 18. Informal use of language

ECERS-R Activities

- Item 26. Promoting diversity

ECERS-R Parents and Staff

- Item 38. Provisions for parents

Goal 2. To learn about communication

Infants		0–12 months
Objective 2.3 - To respond to verbal and nonverbal communication		
Developmental indicators for this objective		
<p>0–6 Month Indicator:</p> <ul style="list-style-type: none"> • quiet to caregiver’s voice • listen to and gaze at face of person who is talking 	<p>6–12 month Indicator:</p> <ul style="list-style-type: none"> • listen attentively • coo when spoken to • respond when called by name (look up or turn head) • touch mirror when adult asks, “Where is the baby?” • understand names of familiar people and objects • react to facial expressions of adults • look toward named objects 	

Strategies to promote responding to verbal and nonverbal communication for infants (0-12 months)
<ol style="list-style-type: none"> 1. Know and use the name that parents want their infant to be known by, in play and during dressing, diapering, and feeding. 2. Encourage infants to respond to your verbal and nonverbal interaction with them. Say, “Feel the rabbit’s soft fur” as you stroke the stuffed animal, or “Listen to the bells,” as the infant hits the chiming ball and watches it rock back and forth. (0–12 months) 3. Hold out your arms to the infant as a signal that you will pick him up out of his crib. As he reaches out his arms toward you, say, “There you go, Elliot. I am taking you out of your crib.” (0–12 months) 4. Put words to their actions. For example, say, “You are reaching for the ball.” (0–12 months) 5. Use names of people and objects as you communicate with young infants. (0–12 months) 6. Use motions to songs while singing with infants. (0–12 months) 7. Sing songs over and over again. Singing is another way for infants to learn the words and sounds of language. (0–12 months) 8. Learn and use sign language as a means of communicating with infants. (0–12 months) 9. Talk to parents about things they do at home and ways they can help their babies learn to communicate. (0–12 months) 10. Invite mobile infants to assist with a simple task (for example, “Adrienne, bring me the ball.”). (0–12 months) 11. Sing naming songs with infants to make connections between words and objects. (0–12 months) <p>For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.</p> <p>For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(1)(iii); 1304.21(a)(3)(i)(E); 1304.21(a)(4)(i); 1304.21(a)(4)(ii); 1304.21(a)(4)(iii); 1304.21(a)(4)(iv); 1304.21(b)(1)(i); 1304.21(b)(1)(iii); 1304.21(b)(2)(i); and 1304.21(b)(2)(ii).</p>

Goal 2. To learn about communication

Strategies to promote responding to verbal and nonverbal communication for infants (0-12 months)

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 24. Promoting acceptance of diversity

ITERS-R Interaction

- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff

Goal 2. To learn about communication

Toddlers		12–30 months
Objective 2.3 - To respond to verbal and nonverbal communication		
Developmental indicators of this objective		
12–18 Month Indicator: <ul style="list-style-type: none"> • follow simple directions such as, “Will you carry these napkins to the table, please?” • push foot into boot as adult pulls it up 	18–24 Month Indicator: <ul style="list-style-type: none"> • follow directions such as, “Bring the book to me, please.” • go over to cot when lights are dimmed for naptime 	24–30 Month Indicator: <ul style="list-style-type: none"> • respond to adult’s facial expressions (stop throwing blocks after a stern look from adult)

Strategies to promote responding to verbal and nonverbal communication for toddlers (12-30 months)

1. Provide nonverbal support and encouragement to mobile infants by making eye contact, smiling, nodding, or gesturing to them. (12–30 months)
2. Give clear and specific one-step directions, such as “Put the doll in the doll bed,” rather than “Put the doll where it belongs.” (12–30 months)
3. Match your body language, especially facial expression, to voice tone and spoken words, so children do not receive mixed messages. (12–30 months)
4. Be consistent with verbal and nonverbal signals for routines and for transitions from one activity to another. For example, include transition songs or finger plays when preparing to go outdoors. (12–30 months)
5. Sing chants and nursery rhymes that allow the children to anticipate what’s next (for example, “One, Two, Buckle My Shoe”). (12–30 months)

For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 24. Promoting acceptance of diversity

Goal 2. To learn about communication

Strategies to promote responding to verbal and nonverbal communication for toddlers (12-30 months)

ITERS-R Interaction

- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff

Goal 2. To learn about communication

Older Toddlers	30–36 months
Objective 2.3 - To respond to verbal and nonverbal communication	
Developmental indicators for this objective	
30–36 Month Items: <ul style="list-style-type: none">• understand a pause in the conversation is a signal for him to take a turn• respond to adult’s facial expressions (stop throwing blocks after a stern look from adult)	

Strategies to promote responding to verbal and nonverbal communication for older toddlers (30-36 months)
<ol style="list-style-type: none">1. Tell stories about feelings. Use words to describe how you and others feel. Ask, “Can you tell by Susie’s face how she is feeling?” (30–36 months)2. Ask open-ended questions (those that need more than a “yes” or “no” answer, such as “What did you have for breakfast at home this morning?”).3. Read favorite books, pausing to allow children to fill in the next phrase.4. Encourage twos to use language. Ask questions that expand and extend language. Say, “Tell me about
<p>For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.</p>
<p>For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(1)(iii); 1304.21(a)(3)(i)(E); 1304.21(a)(4)(i); 1304.21(a)(4)(ii); 1304.21(a)(4)(iii); 1304.21(a)(4)(vi); 1304.21(b)(1)(i); 1304.21(b)(1)(iii); 1304.21(b)(2)(i); and 1304.21(b)(2)(ii).</p>
<p>ECERS-R Language and Reasoning</p> <ul style="list-style-type: none">- Item 15. Books and pictures- Item 16. Encouraging children to communicate- Item 17. Using language to develop reasoning skills- Item 18. Informal use of language
<p>ECERS-R Activities</p> <ul style="list-style-type: none">- Item 26. Promoting diversity
<p>ECERS-R Parents and Staff</p> <ul style="list-style-type: none">- Item 38. Provisions for parents

Goal 2. To learn about communication

Infants		0–12 months
Objective 2.4 - To communicate through language		
Developmental indicators for this objective		
0–6 Month Indicator: <ul style="list-style-type: none">• coo• make “raspberry” noises	6–12 Month Indicator: <ul style="list-style-type: none">• vocalize to self and others• begin babbling• change pitch / loudness of voice• make vowel-like sounds or a variety of consonant and vowel sounds• imitate inflection• babble to others• recognize familiar person and vocalizes• create long babble sentences	

Strategies to promote communication through language for infants (0-12 months)
<ol style="list-style-type: none">1. Listen and respond to the infant’s babblings and vocalizations. Match his vocalizations and repeat them back to him. Appreciate these sounds as the beginning of communication that help develop language skills. (0–12 months)2. Exchange sound with infants. Let them take the lead. Imitate their vocalizations and remember that they will match your vocalizations, too. (0–12 months)3. Talk with infants in a pleasant, calm voice. Use “Motherese” rather than baby talk. Motherese is when you raise the pitch of your voice, soften the tone, and slow down the rate using simple, clear sentences. Baby talk is the mispronunciation of words. Keep eye contact when talking with infants. (0–12 months)4. Talk, sing, and read to infants. Talking to infants gives them language skills that will help them learn more easily when they get to school. (0–12 months)5. Playing games like peek-a-boo helps the infant learn to do things with others and learn that taking turns while playing is part of having fun and communicating. (0–12 months)6. Be aware of some warning signs that a young infant may have a communication disorder: displays lack of interest in social contact (for example, avoids eye contact, holds body rigidly), or does not respond to human voices or other sounds. (0–12 months)7. Be aware of some signs that a mobile infant may have a communication disorder: a mobile infant who has been babbling stops babbling; or does not show interest in objects, interacting with caregivers, or playing games such as pat-a-cake. (6–12 months)8. Document your observations of an infant’s behaviors that support your concern and discuss this with your supervisor and/or parents of the infant. (0–12 months)

Goal 2. To learn about communication

Strategies to promote communication through language for infants (0-12 months)

For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 24. Promoting acceptance of diversity

ITERS-R Interaction

- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff

Goal 2. To learn about communication

Toddlers		12–30 months
Objective 2.4 – To communicate through language		
Developmental indicators for this objective		
<p>12–18 Month Indicator:</p> <ul style="list-style-type: none"> • repeat familiar words • call caregiver by name • use words such as “mama” and “dada” • understand many more words than they can say • use gestures and words to communicate needs (“yes,” “no,” “up,” “all gone”) • begin to use “me,” “you,” and “I” 	<p>18–24 Month Indicator:</p> <ul style="list-style-type: none"> • participate in sound and word play • request songs and finger plays • expand vocabulary • combine words • use words to indicate wants and needs (toys, food, ownership) • use name to refer to self • show frustration when not understood and may act accordingly • use single words combined with gestures and intonation to communicate 	<p>24–30 Month Indicator:</p> <ul style="list-style-type: none"> • participate in and sustain conversations

Strategies to promote communication through language for toddlers (12-30 months)
<ol style="list-style-type: none"> 1. Name and talk about things in the room or outdoors to help expand vocabulary. Encourage toddlers to say words by showing your pleasure and excitement when they say a word. Remember, they will say what you say! (12–30 months) 2. Expand on what they say to model complete sentences. For example, when a child says “milk” as you are pouring milk into cups for snack, say, “Yes, Monteil, we’re going to have milk for snack.” (12–30 months) 3. Add toys to the environment to promote language development. For example, add telephones, small vehicles, dolls, and doll blankets. (12–30 months) 4. When initiating a conversation with a toddler, allow child ample time to respond. Talk with toddlers at their eye level. (12–30 months) 5. Listen attentively as toddlers initiate a conversation with you and respond to their verbal initiations. Resist the temptation to rush toddlers or interrupt them as they talk with you. (12–30 months) 6. Name objects, describe events, and reflect feelings to help children learn new words (12–30 months). 7. Set up the learning environment to encourage children to communicate with each other. For example, in the home living area, include dishes, pots and pans, dolls, doll blankets, and at least two telephones. (12–30 months) 8. Help children listen to and communicate with each other. When necessary, talk for them or interpret what they are trying to communicate. For example, say, “Tell her you want some playdough” or “He’s telling you he doesn’t like it when you push him off the tricycle.” (12–30 months) 9. When necessary, ask parents to interpret for you what their toddler is saying. (12–30 months) 10. Talk with twos often and about lots of things. Sit with twos while they eat and discuss the foods they are eating. (18–30 months) 11. Remember that twos are always listening to your words! (18–30 months)

Goal 2. To learn about communication

Strategies to promote communication through language for toddlers (12-30 months)

12. Talk about colors and sizes of things you see. Use words that describe what the children are doing. (12–30 months)
13. Be aware of some signs that a two-year-old may have a communication disorder, especially an older toddler.. A child may have a communication disorder if he exhibits these signs:
 - has limited vocabulary
 - is often misunderstood by others
 - often misunderstands questions (18–30 months)
14. Observe the child closely and identify and document the behavior, or absence of behavior, and when it occurs. Discuss your concerns with your supervisor and/or the child's parents. (12–30 months)

For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 24. Promoting acceptance of diversity

ITERS-R Interaction

- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff

Goal 2. To learn about communication

Older Toddlers

30–36 months

Objective 2.4 – To communicate through language

Developmental indicators for this objective

30–36 Month Items:

- ask “why” questions
- use phrases and/or simple sentences and questions that incorporate expanding vocabulary
- often mix up the tense or use of words to meet their needs (for example, “The plane is highering up!”)
- makes developmental errors in pronunciation of sounds and words

Strategies to promote communication through language for older toddlers (30-36 months)

1. Discuss what’s happening now and what will happen next. For example, say, “Your Mommy went to work. She’ll be back after nap.” or “After we have lunch it will be time for nap.” (30–36 months)
2. Ask questions that require the child to give more than a “yes” or “no” answer (open-ended questions). Include questions that require the child to think (for example, “What would happen if we moved this block?”).
3. Do not correct mistakes in word use, pronunciation or tense. Simply model the correct way to say it. For example, if the child says, “The plane is highering up!”, you say, “Yes, that plane is going higher!”
4. Continue to use many songs, finger plays, and stories throughout the day in routine times, transition times, and playtime.

For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ECERS-R Language and Reasoning

- Item 15. Books and pictures
- Item 16. Encouraging children to communicate
- Item 17. Using language to develop reasoning skills
- Item 18. Informal use of language

Goal 2. To learn about communication

Infants		0–12 months
Objective 2.5 – To enjoy books and stories		
Developmental indicators for this objective		
0–6 Month Indicator: <ul style="list-style-type: none"> • enjoy the sound of language and steady rhythm of words • engage in brief moments of joint attention to books 	6–12 Month Indicator: <ul style="list-style-type: none"> • become an active reading partner through chewing, shaking, banging and observing a book • attempt to turn page of book being held by adult • look at picture books with interest, sometimes pointing at objects 	

Strategies to promote enjoyment of books and stories for infants (0-12 months)
<ol style="list-style-type: none"> 1. Read to an infant as you cradle her in your arms. Accompany the reading with lots of cuddles and snuggles (if infant enjoys cuddling) (0–12 months) 2. Select books with simple, bold illustrations. (0–12 months) 3. Prop board books up so nonmobile infants can see the pictures. (0–12 months) 4. Select books that focus on things familiar to the infants: bottle, clothes, toys, and people. (0–12 months) 5. Provide books that can be easily cleaned (for example, washable cloth books, soft vinyl or oilcloth books). (0–12 months) 6. Provide board books with thick, coated pages. (0–12 months) 7. Include books with pictures of objects, people, and activities infants can relate to: pets, vehicles, taking a bath, mommies, and daddies. (0–12 months) 8. Place sturdy board books in book pockets or sturdy book stands where mobile infants can look at books on their own. (0–12 months) 9. Use many songs, finger plays, and stories throughout the day in routine times, transition times, and playtime. <p>For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.</p> <p>For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(1)(iii); 1304.21(a)(3)(i)(E); 1304.21(a)(4)(i); 1304.21(a)(4)(ii); 1304.21(a)(4)(iii); 1304.21(a)(4)(iv); 1304.21(b)(1)(i); 1304.21(b)(1)(iii); 1304.21(b)(2)(i); and 1304.21(b)(2)(ii).</p> <p>ITERS-R Listening and Talking</p> <ul style="list-style-type: none"> - Item 12. Helping children understand language - Item 13. Helping children use language - Item 14. Using books <p>ITERS-R Activities</p> <ul style="list-style-type: none"> - Item 24. Promoting acceptance of diversity

Goal 2. To learn about communication

Strategies to promote enjoyment of books and stories for infants (0-12 months)

ITERS-R Interaction

- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff

Goal 2. To learn about communication

Toddlers		12–30 months
Objective 2.5 – To enjoy books and stories		
Developmental indicators for this objective		
12–18 Month Indicator: <ul style="list-style-type: none"> begin to follow simple stories and may listen for a brief time when read to select a book and takes it to an adult to read “play” with a book or carry it around 	18–24 Month Indicator: <ul style="list-style-type: none"> rotate book to get picture right side up point to pictures in book and ask “What’s that?” name some pictures in books enjoy looking at books on own make up stories while turning pages of book request favorite books to be read over and over again 	24–30 Month Indicator: <ul style="list-style-type: none"> imitate teachers reading a story recite whole phrases from familiar stories

Strategies to promote enjoyment of books and stories for toddlers (12-30 months)
<ol style="list-style-type: none"> Sit on the floor with one or two children, reading to them. Support children in their responses to book illustrations. “Yes, that’s a dog. His name is Spot,” as child points to dog in book. (12–30 months) Encourage children to follow the illustrations as you read the text. Ask, “Can you find the cat?” (12–30 months) Read to toddlers individually or in groups of two or three frequently during the day. Do not expect that they will all be sitting and listening at the same time. (12–30 months) Select books with simple plots about familiar things and people. Toddlers enjoy books that repeat the same words over and over again. Also include books that rhyme. (12–30 months) Set up a cozy and soft reading/library/book area for toddlers to use independently. Include some sturdy, familiar books. (12–30 months) Choose vinyl and board books; expect to replace books frequently. (12–30 months) Allow children to go to the library area and “read” independently. Join them in the area and read a requested book. (12–30 months) Recognize that repetition is important for toddlers. Therefore re-read favorite books. Add others which may become “new” favorites. As you read with toddlers, allow them to turn pages and point to pictures in the book. (12–30 months) Tell stories, sometimes using props, such as flannel or magnetic figures, story characters, and puppets. (12–30 months) Allow children to manipulate and place flannel or magnetic figures on the boards. (12–30 months) Have props or objects that relate to the story for the children to touch or hold. (12–30 months) Use inflection and emphasis. Exaggerate your voice and facial expressions to make the story entertaining for twos. (12–30 months) Try at least two or three short readings during the day. Allow twos to come and go while reading. Pick short books or poems. (12–30 months) Talk about reading and writing as you go through the tasks of the day, so children will begin to see that reading is not only fun, but also functional. “We need to write a note to Mom that you need more diapers.”

Goal 2. To learn about communication

Strategies to promote enjoyment of books and stories for toddlers (12-30 months)

For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 24. Promoting acceptance of diversity

ITERS-R Interaction

- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff

Goal 2. To learn about communication

Older Toddlers

30–36 months

Objective 2.5 – To enjoy books and stories

Developmental indicators for this objective

30–36 Month Items:

- imitate teachers reading a story
- recognize that pictures may have different orientation (sloth hanging upside down from tree)
- begin to act out stories (“Jack and Jill,” “Humpty Dumpty,” “Three Billy Goats Gruff”)
- protest when a adult misreads a word in a familiar story and offers correction
- recite whole phrases from familiar stories

Strategies to promote enjoyment of books and stories for toddlers (12-30 months)

1. Read to children in small groups of two or three. (30–36 months)
2. Have props or objects that relate to the story for the children to touch or hold.
3. Use inflection and emphasis. Exaggerate your voice and facial expressions to make the story entertaining for twos.
4. Try two or three short readings during the day. Allow twos to come and go while reading. Pick short books or poems.

For additional strategies to improve quality and communication skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ECERS-R Language and Reasoning

- Item 15. Books and pictures
- Item 16. Encouraging children to communicate
- Item 17. Using language to develop reasoning skills
- Item 18. Informal use of language

Goal 3. To learn about the world



Babies begin learning about the world the moment they enter the world. Connections in their brains that mostly govern basic body functions, such as a heart that beats and lungs that breathe, begin to multiply at the rate of 3 billion connections per second in response to every little piece of information that enters through all of the senses.

All the development of their thinking skills, or cognition, happens within the context of positive, secure relationships with others. Research has shown that certain chemicals flood the brain during times of ongoing stress and insecurity and can cause irregular “wiring” patterns of the connections in the brain. Without these secure relationships, babies’ brains are not “wired” for efficient thinking skills and are not ready to explore.

Their understanding of concepts and relationships, such as cause and effect, object permanence, using learning schemes, visual perception, understanding of space, imitation and the use of tools, are all discoveries made through exploration and play.

Young children learn about the world in a holistic manner. That just means that they learn all kinds of things all at once, not separately like we might in “big school.” Adults divide development into sections to make it easier to study. In later years, children will learn specific concepts within a content area, such as math. However, at this young age, “early math-knowledge” is acquired in all areas of development. Little pieces of information and ideas will one day be the foundation for what we might think of as math concepts. For example, understanding that my toes are part of my body is an early component of quantity, part/whole, and position concepts. Understanding that Daddy still exists even when I can’t see him is a foundation for abstract mathematical concepts.

The Link to School Readiness

Learning about the world is a big part of getting ready for kindergarten. Concepts and relationships (big/little, part/whole), vocabulary related to math and science (sorting, classifying, patterning, comparing), approaches to learning (persistence, reasoning, problem solving) all are based on the ideas and information formed early in life through play and exploration as young children learn about the world.

Goal 3. To learn about the world

Infants		0–12 months
Objective 3.1 – To gain an understanding of basic concepts and relationships		
Developmental indicators for this objective		
0–6 Month Indicator: <ul style="list-style-type: none">• engage primarily in reflexive behavior• respond to sensory stimuli, such as touch, sounds, light, voices• gather information through senses: mouthing, grasping, reaching• look at face of person who is talking• turn head toward sound/voice• recognize familiar objects like bottles	6–12 Month Indicator: <ul style="list-style-type: none">• begin to look for dropped toy• differentiate between person attached to and others• come to realize ability to make things happen: hit or kick mobile and it moves• begin to realize that self, people, and objects in the world are each separate.• shake stuffed animal in same way as rattle to hear noise• kick new crib toy to see if it will move• squeeze and taste new finger food, reach for objects within view• use hands to steady self when sitting up• reach for a toy that has rolled away• raise bottle as level of milk drops	

Strategies to learning about basic concepts and relationships for infants (0-12 months)
<ol style="list-style-type: none">1. Provide stimulation to promote cognitive development. To avoid overstimulation of young infants, limit the number of adults and infants in the room.2. Give young infants faces to look at, especially yours. Infants attend to faces, either real or in picture form, longer than to any other images.3. Talk with young infants during caregiving times of feeding, bathing, diapering, and dressing. Explain what will happen, what is happening, and what will happen next. It is these day-to-day relationships and experiences, more than toys and equipment, that contribute to the young infant's cognitive development.4. Provide for very young infants a limited variety of soft, washable toys to be looked at and mouthed. Place varying sized objects within view and reach of infant.5. Vary the position of young infants so they can see more of their environment.6. Add interesting toys of different textures that are responsive to the action of the infant, such as soft balls, rattles, cloth toys, squeeze toys, plastic keys, and mobiles.7. Talk with infants about what they are experiencing through their senses. Say, "I know that dry diaper feels good."8. Place infants in a safe area large enough for them to move freely. Place toys around the area to encourage them to move around and

Strategies to learning about basic concepts and relationships for infants (0-12 months)

reach for them.

9. Allow infants time to try to solve problems on their own. Know each infant's tolerance for frustration and his or her developing abilities and tailor your actions accordingly. Strive for balance between helping the young infant by making the situation easier to cope with and letting the child work things out. For example, for the nonmobile child who becomes upset because a toy is out of reach, you would move it nearer. For the child who is beginning to creep or crawl, you might offer words of encouragement such as "Keep trying, you've almost got it!"
10. Comment on their successes as they solve problems: "Jamal, you worked hard to pick up that rattle."

For additional strategies to improve quality and cognitive skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ITERS-R Space and Furnishings

- Item 2. Furniture for routine care and play
- Item 5. Display for children

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15. Fine motor
- Item 16. Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff continuity

Toddlers		12–30 months
Objective 3.1 – To gain an understanding of basic concepts and relationships		
Developmental indicators for this objective		
<p>12–18 Month Indicator:</p> <ul style="list-style-type: none"> • enjoy filling bucket with pop beads and dumping them out (spatial concept) • remember games and toys from previous day (hold ideas in memory) • pull cover off toy that has been hidden (object permanence) • ask for wooden spoon to bang on homemade drum • pretend to open door using a toy key • blow on noodles when adult explains they are hot • frequently generalize (say dog for a variety of four-legged animals) • use hammer instead of hand to flatten play dough • point to picture in a storybook and look to adult for name of that object • bring over a stool to help reach a toy • try various pieces in shape-sorting box until one fits • use a stick to gain an out-of-reach toy • pull string to get toy to roll <p>For more information on what toddlers learn from practicing learning schemes/sensorimotor exploration, please see the article titled “A Letter from a Toddler” in the Resource Section.</p>	<p>18–24 Month Indicator:</p> <ul style="list-style-type: none"> • get in and out of and sit in laundry baskets or boxes • connect language to more concepts (say, “More milk.”) • use wooden spoon as a drum stick • activates cause and effect toys • explores through sensorimotor manipulation such as <ul style="list-style-type: none"> - banging - twisting - throwing - pushing - opening/closing • see a picture of a zebra and call it a horse • paint on side of building after painting at easel (going beyond direct/immediate imitation) • complete new puzzle using familiar strategy of turning pieces until they fit • imitate others’ activities, emotions, and words • cooperate with others in implementing a plan (carry a pillow across the room for jumping game) • ask “why?” questions • dip a paintbrush in water to clean it • observe and experiment through trial and error 	<p>24–30 Month Indicator:</p> <ul style="list-style-type: none"> • experiment with mixing colors when painting • tell another child, “Your mommy comes back after nap.” • run to tree and say, “I run fast.” • connect language to more concepts such as size and color • understand opposite meanings (go-stop, big-little, up-down, in-out) • have increased memory of past events

Strategies to learning about basic concepts and relationships for toddlers (12-30 months)

1. Provide a physical and social environment that focuses on play as the main ingredient for cognitive development. The environment should
 - be safe
 - offer freedom to explore
 - give opportunities for choice and self-direction
 - be rich in sensory experiences.
2. Offer toys and materials, such as plastic or wooden cars and trucks, dolls, balls of different sizes and textures, nesting and stacking toys, play or real telephones.
3. Add toys that can be used in more sophisticated ways: large connecting blocks, small building cones, and wooden snap trains, for example.
4. Include real objects, or realistic replicas, for pretend play: cup and spoon, purses, doll and blanket, telephone, pots and pans, measuring cups, containers with lids.
5. Prepare the environment so that mobile infants are able to make choices. For example, display toys clearly on low shelves. Store collections of items, such as small wooden blocks, in a clear plastic container labeled with a picture of the items. Expect that the main play activity may be taking things off of shelves!
6. Maintain some familiar and favorite toys and materials in the environment while gradually adding new ones.
7. Remain nearby and available but non-directive while mobile infants play. Be a safe base for them by helping when needed but allow them the opportunity for independent exploration and discovery.
8. Provide a variety of unstructured materials that mobile infants can use creatively.
9. Encourage creativity rather than imposing limits on how mobile infants use materials.
10. Allow mobile infants to explore new materials and try to figure out what to do with them.
11. Expect challenges when two toddlers want the same materials and provide duplicates where possible.
12. Create simple interest areas for toddlers:
 - Home living with baby dolls, blankets, handbags, caps and shoes
 - Book area with sturdy books and space to sit
 - Art and expressive materials area with easel, thick paints, brushes, large pieces of paper, washable markers
 - Sensory area to include sand and water play with measuring cups, sieves and sifters
 - Toy area with puzzles and large pegs and pegboards, stringing area with thin rope and plastic pipe cut into 2" lengths
 - Block and construction area with large cardboard or milk carton blocks, large foam blocks, and vehicles
13. Allow children freedom to play with materials with a minimum of adult interaction. As toddlers interact with materials they will come to understand concepts and relationships. For example, as they play with props in the water, they will begin to understand that a cup holds water and a sieve does not.
14. Remember that learning is holistic (many different areas/concepts are developing at the same time) and that sometimes it looks like they are "just fooling around with stuff." Practicing these learning schemes is the foundation for all later learning!
15. Use language to interact and describe what the toddler is doing. "Yes, Olivia, the baby is going to sleep and you are patting her back."

Strategies to learning about basic concepts and relationships for toddlers (12-30 months)

16. Teach concepts, such as colors and shapes, to toddlers using everyday routines rather than using drill. For example, say, “Elliot, I see round circles on your shirt.”
17. Help toddlers understand number concepts in a natural context of play and daily routines. For example, point out the number of children who are swinging.
18. Use finger plays and songs to focus toddlers’ attention.
19. Read books with toddlers that present appropriate basic concepts and relationships (such as home, going to bed, farm animals, foods, families, and friends).
20. Avoid asking lots of questions as you read with toddlers. Listen to the toddlers’ comments and respond to their questions.
21. Understand that, as toddlers learn more about cause and effect, they will repeat actions even if adults respond negatively. For example, Darlene continues to climb on the stool to flick the lights on and off even though the teacher has tried to redirect this behavior.
22. Add materials to environment that are slightly more challenging to toddlers. For example, add puzzles with more pieces or smaller pegs and balls.
23. Provide additional props to home living area that build on children’s real life experiences (blenders, lawn mowers, tools).
24. Allow toddlers to figure out what to do with new play materials rather than directing their actions. Observe them as they build on their skills in discovering how to use new materials.
25. Talk to toddlers about how things are alike and different.
26. Provide equipment and materials in the outdoor environment that encourage problem-solving (for example, small wagons for moving things around the playground, riding toys with and without pedals, cardboard boxes for getting into and crawling out of).
27. Allow toddlers to work on a problem uninterrupted. Observe what toddlers do, so you can identify when to step back and let them solve their own problems. Be ready to step in if a child is in danger or is getting too frustrated.
28. Begin to talk about solving problems. Have conversations with toddlers about problem solving. For example, it is raining and the group will not be able to go outside. Rather than having an adult conversation about alternatives, sit on the floor and talk to each other and the group of children about the problem, not being able to go outside, and possible solutions: playing in the multipurpose room, going on an inside walk, and so forth.
29. Provide more sophisticated materials and equipment to learning centers as needed:
 - Home living area with child-sized table and chairs and kitchen appliances, simple clothing, blankets, and beds for dolls, dishes, cooking utensils, handbags, and simple dress-up clothes.
 - Language and book area with sturdy books, pillows, couch, chairs, special picture books that may be used with adult supervision and props related to favorite books.
30. Give children some power to change sensory materials. For example, provide water and molds for twos to use in dry sand and see what happens.
31. Resist pressure to teach concepts such as colors and shapes to twos. Instead, include the names of colors and shapes in normal interactions with them. For example, say, “Danielle, please bring me the green ball.”

Strategies to learning about basic concepts and relationships for toddlers (12-30 months)

32. Help twos understand shapes in the natural context of play and daily routines. For snack, serve round and square crackers and verbally label them as you offer choices: “We have round and square crackers for snack. Which would you like?”
33. As twos play with blocks and in sand, help them by verbalizing comparisons of size and weight. “This pail is heavy. Is the green one even heavier?”
34. Include language in gross motor activities so that children can experience concepts with their bodies. For example, in “Ring around the Rosie,” model and encourage the children to act out “We all fall down.”
35. Provide simple props (cardboard blocks made into a simple bridge) and help children act out and retell simple stories.

For additional strategies to improve quality and cognitive skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(1)(iii); 1304.21(a)(3)(ii); 1304.21(a)(4)(i); 1304.21(a)(4)(ii); 1304.21(a)(4)(iii); 1304.21(a)(4)(iv); 1304.21(b)(1)(i); 1304.21(b)(1)(ii); 1304.21(b)(1)(iii); 1304.21(b)(2)(i); and 1304.21(b)(2)(ii).

ITERS-R Space and Furnishings

- Item 2. Furniture for routine care and play
- Item 5. Display for children

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15. Fine motor
- Item 16. Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff continuity

Older Toddlers	30–36 months
Objective 3.1 – To gain an understanding of basic concepts and relationships	
Developmental indicators for this objective	
<p>30–36 Month Items:</p> <ul style="list-style-type: none"> • substitute one object for another (use stick as spoon for feeding baby-doll) • put materials together in unexpected ways (experiment to see what sticks on contact paper collage) • repeat action to cause desired effect • group/sort objects by one feature • show growing ability to predict what will happen next • begin to think about things (finds solutions mentally) 	

Strategies to learning about basic concepts and relationships for older toddlers (30-36 months)
<ol style="list-style-type: none"> 1. Make materials available that can be sorted: big animals and baby animals, red blocks and yellow blocks. 2. Offer materials that are in the same category but are different in some way, such as size or texture, or that produce different results, such as painting with spatulas rather than brushes, or music shakers with different sound makers inside. 3. Let twos find unique ways to combine toys and materials. For example, they might put small colored blocks in a pot and stir them as they “cook” in home living. Appreciate this creative use of materials as a part of cognitive development. 4. Observe twos as they work with materials and comment on what you see them doing. Ask questions about concepts and relationships such as “Which pile do you think has more?” 5. Verbalize information about concepts and relationships in the things you do during the day. “I can’t find the one that matches this. Can you help me?” 6. Point out concepts and relationships as the children work with material during their play: “This is the biggest truck we have. Which one is the smallest?” <p>For additional strategies to improve quality and cognitive skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.</p> <p>For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(1)(iii); 1304.21(a)(3)(ii); 1304.21(a)(4)(i); 1304.21(a)(4)(ii); 1304.21(a)(4)(iii); 1304.21(a)(4)(iv); 1304.21(b)(1)(i); 1304.21(b)(1)(ii); 1304.21(b)(1)(iii); 1304.21(b)(2)(i); and 1304.21(b)(2)(ii).</p> <p>ECERS-R Space and Furnishings - Item 2 Furniture for routine care, play and learning</p>

Strategies to learning about basic concepts and relationships for older toddlers (30-36 months)

- Item 4 Room arrangement for play

ECERS-R Language and Reasoning

- Item 17 Using language to develop reasoning skills

ECERS-R Activities

- Item 19 Fine motor
- Item 20 Art
- Item 21 Music/movement
- Item 22 Blocks
- Item 23 Sand/water
- Item 24 Dramatic play
- Item 25 Nature/science
- Item 26 Math/number

ECERS-R Interaction

- Item 33 Interactions among children

ECERS-R Program Structure

- Item 34 Schedule
- Item 35 Free play
- Item 36 Group time

Goal 3. To learn about the world

Infants		0–12 months
Objective 3.2 – To apply knowledge to new situations		
Developmental indicators for this objective		
<p>0–6 Month Indicator:</p> <ul style="list-style-type: none"> • shake stuffed animal in same way as rattle to hear noise • kick new crib toy to see if it will move • squeeze and taste new finger food 	<p>6–12 Month Indicator:</p> <ul style="list-style-type: none"> • enjoy filling bucket with pop beads and dumping them out (spatial concept) • remember games and toys from previous day (memory) • look for toy that has been hidden (object permanence) • use wooden spoon to bang on homemade drum 	

Strategies to promote applying knowledge to new situations for infants (0-12 months)	
<ol style="list-style-type: none"> 1. Add interesting toys of different textures that are responsive to the action of the infant such as soft balls, rattles, cloth toys, squeeze toys, plastic keys, and mobiles. 2. Talk with infants about what they are experiencing through their senses. Say, “That towel is wet. Remember when your shirt got wet.” 3. Provide a variety of unstructured materials that mobile infants can use creatively. 4. Encourage creativity rather than imposing limits on how mobile infants use materials. 5. Allow mobile infants to explore new materials and try to figure out what to do with them. 6. Notice and comment when children apply knowledge to new situations. For example, to Mischa, who puts small wooden blocks in a shoebox rather than in the intended container and places on storage shelf, say, “Mischa, you found a new container for the blocks,” rather than, “Those blocks go in this container,” as you put them in the proper container. <p>For additional strategies to improve quality and cognitive skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.</p> <p>For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(1)(iii); 1304.21(a)(3)(ii); 1304.21(a)(4)(i); 1304.21(a)(4)(ii); 1304.21(a)(4)(iii); 1304.21(a)(4)(iv); 1304.21(b)(1)(i); 1304.21(b)(1)(ii); 1304.21(b)(1)(iii); 1304.21(b)(2)(i); and 1304.21(b)(2)(ii).</p> <p>ITERS-R Space and Furnishings</p> <ul style="list-style-type: none"> - Item 2. Furniture for routine care and play - Item 5. Display for children <p>ITERS-R Listening and Talking</p> <ul style="list-style-type: none"> - Item 12. Helping children understand language - Item 13. Helping children use language - Item 14. Using books 	

Strategies to promote applying knowledge to new situations for infants (0-12 months)

ITERS-R Activities

- Item 15 Fine motor
- Item 16 Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff continuity

Goal 3. To learn about the world

Toddlers		12–30 months
Objective 3.2 – To apply knowledge to new situations		
Developmental indicators for this objective		
12–18 Month Indicator: <ul style="list-style-type: none"> • blow on noodles when adult explains they are hot • frequently generalize (say dog for a variety of four-legged animals) • use hammer instead of hand to flatten playdough 	18–24 Month Indicator: <ul style="list-style-type: none"> • see a picture of a zebra and call it a horse • paint on side of building after painting at easel (going beyond direct/immediate imitation) • complete new puzzle using familiar strategy of turning pieces until they fit • imitate others' activities, emotions, and words 	24–30 Month Indicator: <ul style="list-style-type: none"> • substitute one object for another (uses stick as spoon for feeding baby-doll) • put materials together in unexpected ways (experiment to see what sticks on contact paper collage) • repeat action to cause desired effect • group/sort objects by one feature

Strategies to promote applying knowledge to new situations for toddlers (12-30 months)
<ol style="list-style-type: none"> 1. Provide a variety of unstructured materials that mobile infants can use creatively. 2. Encourage creativity rather than imposing limits on how mobile infants use materials. 3. Allow mobile infants to explore new materials and try to figure out what to do with them. 4. Add materials to environment that are slightly more challenging to toddlers. For example, add puzzles with more pieces or smaller pegs and balls. 5. Provide additional props to home living area that build on children's real life experiences (blenders, lawn mowers, tools). 6. Allow toddlers to figure out what to do with new play materials rather than directing their actions. Observe them as they build on their skills in discovering how to use new materials. 7. Talk to toddlers about how things are alike and different. <p>For additional strategies to improve quality and cognitive skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.</p> <p>For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(1)(iii); 1304.21(a)(3)(ii); 1304.21(a)(4)(i); 1304.21(a)(4)(ii); 1304.21(a)(4)(iii); 1304.21(a)(4)(iv); 1304.21(b)(1)(i); 1304.21(b)(1)(ii); 1304.21(b)(1)(iii); 1304.21(b)(2)(i); and 1304.21(b)(2)(ii).</p> <p>ITERS-R Space and Furnishings</p> <ul style="list-style-type: none"> - Item 2. Furniture for routine care and play - Item 5. Display for children

Strategies to promote applying knowledge to new situations for toddlers (12-30 months)

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15 Fine motor
- Item 16 Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff continuity

Goal 3. To learn about the world

Older Toddlers

30–36 months

Objective 3.2 – To apply knowledge to new situations

Developmental indicators for this objective

30–36 Month Items:

- substitute one object for another (use stick as spoon for feeding baby-doll)
- put materials together in unexpected ways (experiment to see what sticks on contact paper collage)
- repeat action to cause desired effect
- group/sort objects by one feature

Strategies to promote applying knowledge to new situations for older toddlers (30-36 months)

1. Make materials available that can be sorted: big animals and baby animals, red blocks and yellow blocks.
2. Offer materials that are in the same category but are different in some way, such as size or texture. Allow older toddlers to manipulate, sort, and combine materials in different ways.
3. Offer materials and equipment that might produce different results, such as painting with spatulas rather than brushes, or music shakers with different sound makers inside.
4. Let twos find unique ways to combine toys and materials. For example, they might put small colored blocks in a pot and stir them as they “cook” in home living. Appreciate this creative use of materials as a part of cognitive development. Re-sorting materials as the children help you put things away is part of the learning.
5. Ask “what would happen if” questions.

For additional strategies to improve quality and cognitive skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ECERS-R Space and Furnishings

- Item 2. Furniture for routine care, play and learning
- Item 4. Room arrangement for play

ECERS-R Language and Reasoning

- Item 17. Using language to develop reasoning skills

ECERS-R Activities

- Item 19. Fine motor
- Item 20. Art

Goal 3. To learn about the world

Strategies to promote applying knowledge to new situations for older toddlers (30-36 months)

- Item 21. Music/movement
- Item 22. Blocks
- Item 23. Sand/water
- Item 24. Dramatic play
- Item 25. Nature/science
- Item 26. Math/number

ECERS-R Interaction

- Item 33. Interactions among children

ECERS-R Program Structure

- Item 34. Schedule
- Item 35. Free play
- Item 36. Group time

Goal 3. To learn about the world

Infants		0–12 months
Objective 3.3 – To develop strategies for solving problems		
Developmental indicators for this objective		
0–6 Month Indicator: <ul style="list-style-type: none">• reach for objects within view• use hands to steady self when sitting up• reach for a toy that has rolled away• raise bottle as level of milk drops	6–12 Month Indicator: <ul style="list-style-type: none">• point to picture in a storybook and look to adult for name of that object• bring over a stool to help reach a toy• try various pieces in shape-sorting box until one fits, sometimes by chance• still may try ineffective strategies like banging or shaking a piece to a shape-sorting box	

Strategies to promote developing strategies for solving problems for infants (0-12 months)

1. Place infants in a safe area large enough for them to move freely. Place toys around the area to encourage them to move around and reach for them.
2. Allow infants time to try to solve problems on their own. Know each infant's tolerance for frustration and his or her developing abilities and tailor your actions accordingly. Strive for balance between helping the young infant by making the situation easier to cope with and letting the child work things out. For example, for the nonmobile child who becomes upset because a toy is out of reach, you would move it nearer. For the child who is beginning to creep or crawl, you might offer words of encouragement, such as "Keep trying, you've almost got it!"
3. Comment on their successes as they solve problems: "Jamal, you worked hard to pick up that rattle."
4. Allow free choice of materials for play, so children will find problems to solve that are meaningful to them (problems they run into during the course of the day), such as how to get the ball that rolled under the table.
5. First, observe children in order to help in problem solving, taking your cues from them. Assist them only until they can work independently. If the child does not need or want help, allow the child to solve the problem by himself.
6. Intervene in the mobile infants' play only to prevent them from hurting each other or to keep them from becoming overly frustrated. For example, as you sit at a low table with a mobile infant who gets stuck putting puzzle pieces in a three-piece puzzle, give verbal hints about how to turn the pieces until they fit rather than showing the child how they fit.
7. Provide help when the mobile infant comes to you with a problem: "Yes, Andréa, we can get the shapes out so you can put them in again."
8. Remember that learning is holistic (many different areas/concepts are developing at the same time) and that sometimes it looks like they are "just fooling around with stuff." Practicing these learning schemes is the foundation for all later learning!

For additional strategies to improve quality and cognitive skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford,

Strategies to promote developing strategies for solving problems for infants (0-12 months)

and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(1)(iii); 1304.21(a)(3)(ii); 1304.21(a)(4)(i); 1304.21(a)(4)(ii); 1304.21(a)(4)(iii); 1304.21(a)(4)(iv); 1304.21(b)(1)(i); 1304.21(b)(1)(ii); 1304.21(b)(1)(iii); 1304.21(b)(2)(i); and 1304.21(b)(2)(ii).

ITERS-R Space and Furnishings

- Item 2. Furniture for routine care and play
- Item 5. Display for children

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15. Fine motor
- Item 16. Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff continuity

Goal 3. To learn about the world

Toddlers		12–30 months
Objective 3.3 – To develop strategies for solving problems		
Developmental indicators for this objective		
12–18 Month Indicator: <ul style="list-style-type: none"> • use tools to get what they want <ul style="list-style-type: none"> - a stick to gain an out-of-reach toy - pull string to get toy to roll - a stool to reach something • try to fit puzzle piece or piece in a shape sorter with more intent 	18–24 Month Indicator: <ul style="list-style-type: none"> • cooperate with others in implementing a plan (carry a pillow across the room for jumping game) • ask “why?” questions • dip a paintbrush in water to clean it • observe and experiment through trial and error, but have eliminated some schemes such as banging and shaking 	24–30 Month Indicator: <ul style="list-style-type: none"> • use simple verbalizations in problem solving such as “it don’t work.” • may use more sophisticated verbalization such as “it needs batteries.” • still try many trial and error strategies

Strategies to promote developing strategies for solving problems for toddlers (12-30 months)

1. Provide equipment and materials in both the indoor and outdoor environments that encourage problem solving. For example, small wagons for moving things around the playground, riding toys with and without pedals, cardboard boxes for getting into and crawling out of.
2. Provide a wide variety of materials to allow children to practice problem-solving skills.
3. Allow toddler to work on a problem uninterrupted. Observe what toddlers do so you can identify when to step back and let them solve their own problems. Be ready to step in if a child is in danger or is getting too frustrated.
4. Begin to talk about solving problems. Have conversations with toddlers about problem solving. For example, it is raining and the group will not be able to go outside. Rather than having an adult conversation about alternatives, sit on the floor and talk to each other and the group of children about the problem, not being able to go outside, and possible solutions: playing in the multipurpose room, going on an inside walk, and so forth.

For additional strategies to improve quality and cognitive skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ITERS-R Space and Furnishings

- Item 2. Furniture for routine care and play
- Item 5. Display for children

ITERS-R Listening and Talking

- Item 12. Helping children understand language

Goal 3. To learn about the world

Strategies to promote developing strategies for solving problems for toddlers (12-30 months)

- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15. Fine motor
- Item 16. Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Parents and Staff

- Item 37. Staff continuity

Older Toddlers	30–36 months
Objective 3.3 – To develop strategies for solving problems	
Developmental indicators for this objective	
<p>30–36 Month Items:</p> <ul style="list-style-type: none"> • show growing ability to predict what will happen next • begin to think about things (find solutions mentally) 	

Strategies to promote developing strategies for solving problems for older toddlers (30-36 months)
<ol style="list-style-type: none"> 1. Observe twos as they work to solve problems and comment on what you see them doing. To Juanita, who is dropping clothespins into a plastic bottle, say, “You are dropping all those clothes pins into the bottle. Just two more and they will all be in the bottle.” Ask her what she will do next. 2. Model problem solving by offering children opportunities to help you solve problems. Verbalize the activity by saying, “The playground gate is locked. Let’s ask Ms. Sue to get the key for us.” 3. Ask open-ended questions that encourage twos to predict what will happen. As you hand Lizzie the bottle of liquid soap, ask, “What do you think will happen if you squirt just a little bit of soap into the water?” Stand back and watch. Respond to her comments about what is happening. “Bubbles,” she says. “Yes, you made bubbles!” <p>For additional strategies to improve quality and cognitive skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.</p> <p>For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(1)(iii); 1304.21(a)(3)(ii); 1304.21(a)(4)(i); 1304.21(a)(4)(ii); 1304.21(a)(4)(iii); 1304.21(a)(4)(iv); 1304.21(b)(1)(i); 1304.21(b)(1)(ii); 1304.21(b)(1)(iii); 1304.21(b)(2)(i); and 1304.21(b)(2)(ii).</p> <p>ECERS-R Space and Furnishings</p> <ul style="list-style-type: none"> - Item 2. Furniture for routine care, play and learning - Item 4. Room arrangement for play <p>ECERS-R Language and Reasoning</p> <ul style="list-style-type: none"> - Item 17. Using language to develop reasoning skills <p>ECERS-R Activities</p> <ul style="list-style-type: none"> - Item 19. Fine motor - Item 20. Art - Item 21. Music/movement - Item 22. Blocks - Item 23. Sand/water

Goal 3. To learn about the world

Strategies to promote developing strategies for solving problems for older toddlers (30-36 months)

- Item 24. Dramatic play
- Item 25. Nature/science
- Item 26. Math/number

ECERS-R Interaction

- Item 33. Interactions among children

ECERS-R Program Structure

- Item 34. Schedule
- Item 35. Free play
- Item 36. Group time

Goal 4. To learn about moving and doing



Moving and doing is a constant state of events with babies. Their reflexive movements become more controlled and have meaning in the first few months. A random kick that makes a toy make a noise is soon repeated with intent. The development of a baby's movements typically follows a predictable sequence. He gains control from his head to his toes, so that he first gains control of his head, then his upper body, then his trunk, then his legs. He also gains control from the center out, so that control of his trunk is first, followed by his arms and legs, and then, his fingers and toes.

Movement plays an important role in later school success. Children who have had ample opportunity to “move and do” typically do better academically as well. While we think of having five senses (sight, hearing, taste, touch, and smell), two additional sensory systems are all about movement. One is our sense of balance and movement through space. The second is the system that processes all the information received from our joints and muscles and sends that information to our brain as we move.

Both of these senses/systems develop early through experiencing movement. Climbing, running, riding wheeled toys, swinging, and moving in, under, and around obstacles are the kinds of movements that allow this development to become integrated into a child's entire sensory system. Children who spend a lot of time in front of television and computer screens often miss out on this aspect of development.

When these senses are not integrated so that they become “second nature” to a child, there may be problems with learning, because children rely on all seven senses to help them learn about the world. Problems with integration may mean that the child overregisters or underregisters movement. He may push too hard on something, step too far down a step, or miss a step. If children have to concentrate so hard to continue to control their movements, they have trouble focusing on learning in other areas of development.

The Link to School Readiness

The Louisiana Kindergarten Readiness Definition calls for children to demonstrate 1) participation in music and movement activities, and 2) abilities that show an awareness of health and hygiene skills, in addition to gross and fine motor skills. We must provide daily and frequent opportunities for young children to “move and do” in order to achieve this readiness goal. “Moving and doing” is not only necessary for physical development, but is a key component of later school success.

Goal 4. To learn about moving and doing

Infants		0–12 months
Objective 4.1 – To develop gross motor skills		
Developmental indicators for this objective		
<p>0–6 Month Indicator:</p> <ul style="list-style-type: none"> • gain ability to hold head up without support • move arms and legs at random • roll over from front to back • gradually sit with support and then sit alone 	<p>6–12 Month Indicator:</p> <ul style="list-style-type: none"> • begin creeping and crawling • begin to gain control of body starting at head/neck and moving down to waist, then legs (pushing up on arms while on tummy comes after holding head up and before sitting) • have many motor responses that are reflexes (movements the infant has no control over) which protect the infant: searching for something to suck, holding on when falling, turning head to avoid obstruction of breathing, avoiding brightness and things that hurt 	

Strategies to develop gross motor skills for infants (0-12 months)
<ol style="list-style-type: none"> 1. Place washable objects within reach at first and then slightly out of reach as infants gain more muscle control. When an infant loses interest in an item, pick it up so that it can be sanitized before another infant touches it or puts it in his mouth. 2. Hold infants with proper head support. 3. Avoid placing infants in restrictive devices (no swings, walkers, saucers, infant seats, or bouncy seats). Car seats in a vehicle are the only exception to this rule. Use cribs or playpens for napping and sleeping only. Place infants on mats or rugs in safe areas of the room where they have the freedom to move, explore and practice new skills. 4. You do not need to teach infants new skills, but provide opportunities for them to practice what they are learning. The practice of these skills should be the “activities of the day.” 5. Be sure to remember safety rules, even when you think the infant cannot reach something or move very much. Crib rails should be up and locked when infants are napping. Infants should never be left alone on changing tables. <p>For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.</p> <p>For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(5)(i); 1304.21(a)(5)(ii); 1304.21(b)(3)(i); 1304.21(b)(3)(ii); 1304.21(b)(1)(iii); and 1304.21(c)(1)(vii).</p> <p>ITERS-R Space and Furnishings</p> <ul style="list-style-type: none"> - Item 1. Indoor space - Item 2. Furniture for routine care and play

Goal 4. To learn about moving and doing

Strategies to develop gross motor skills for infants (0-12 months)

- Item 3. Provision for relaxation and comfort
- Item 4. Room arrangement
- Item 5. Display for children

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15. Fine motor
- Item 16. Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Program Structure

- Item 29. Schedule
- Item 30. Free play
- Item 31. Group play activities

ITERS-R Parents and Staff

- Item 37. Staff continuity

Goal 4. To learn about moving and doing

Toddlers		12–30 months
Objective 4.1 – To develop gross motor skills		
Developmental indicators for this objective		
<p>12–18 Month Indicator:</p> <ul style="list-style-type: none"> • pull self up to standing and cruise around furniture • stand alone, momentarily holding on to low support • walk with both hands held • walk with one hand held • walk without support • seat self in small chair • climb into adult-sized chair and turn to seat self • climb up and down stairs holding on to support • throw ball • walk into or over a ball in attempt to kick it <p>See the article “Sensory Integration and the Seven Senses” in the Resource Section for more information about how opportunities for movement can enhance the body’s development of proprioception and the vestibular system.</p>	<p>18–24 Month Indicator:</p> <ul style="list-style-type: none"> • may alternate feet going up stairs 	<p>24–30 Month Indicator:</p> <ul style="list-style-type: none"> • jump with one foot up and one still on ground

Strategies to develop gross motor skills for toddlers (12-30 months)
<ol style="list-style-type: none"> 1. Provide open space both indoors and outdoors for mobile infants to move and practice their developing gross motor skills. Include low, sturdy objects such as furniture or railings for infants to hold onto while cruising. (12-18 months) 2. Provide items such as pillows and low platforms to the environment to provide a variety of levels for mobile infants to explore and to have safe climbing opportunities. Low inclines or ramps provide a different sense of movement, space, and balance. 3. Provide a safe environment and allow children to explore it with little adult interference. 4. Allow mobile infants to decide when they are finished with crawling and are ready to walk rather than trying to push them to begin walking. (12-18 months)

Goal 4. To learn about moving and doing

Strategies to develop gross motor skills for toddlers (12-30 months)

5. Be alert for children who stand up but cannot sit back down and help them when they indicate they need it. (12-18 months)
6. Add large- and medium-sized balls to indoor and outdoor environment.
7. Provide wheeled toys (3–4 wheels, with pedals and without) and places to ride them. Add social play to motor play by introducing simple rules like a stop sign along the tricycle path or a “gasoline pump” to fill-up vehicles. (18-30 months)
8. Small climbers and a variety of different sized boxes can also add a social play role as they represent forts, houses, etc. Incorporate storybook plots into motor/social play such as *The Three Bears* or *Caps for Sale*.
9. Provide a variety of different sized balls. Add hoops and baskets as targets.
10. Remember that safe physical space and long periods of time are important for practice.
11. A variety of levels and obstacles (things to go through, around, over, and under) increase the two-year-old’s skills and enjoyment. These can be very simple and moveable, but must be sturdy. Combine obstacles so that twos use many different skills in succession.
12. The object at this age is to move in many different ways, so organized games with rules are likely to be too restrictive!
13. Opportunities for movement should be both indoors and outdoors.
14. Involve yourself in gross motor activities with twos. For example, moving to music and tossing ball back and forth with them.

For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(5)(i); 1304.21(a)(5)(ii); 1304.21(b)(3)(i); 1304.21(b)(3)(ii); 1304.21(b)(1)(iii); and 1304.21(c)(1)(vii).

ITERS-R Space and Furnishings

- Item 1. Indoor space
- Item 2. Furniture for routine care and play
- Item 3. Provision for relaxation and comfort
- Item 4. Room arrangement
- Item 5. Display for children

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15. Fine motor
- Item 16. Active physical play
- Item 17. Art
- Item 18. Music/movement

Goal 4. To learn about moving and doing

Strategies to develop gross motor skills for toddlers (12-30 months)

- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Program Structure

- Item 29. Schedule
- Item 30. Free play
- Item 31. Group play activities

ITERS-R Parents and Staff

- Item 37. Staff continuity

Goal 4. To learn about moving and doing

Older Toddlers	30–36 months
Objective 4.1 – To develop gross motor skills	
Developmental indicators for this objective	
30–36 Month Items: <ul style="list-style-type: none">• run well but may gallop instead• climb well• may use pedals	

Strategies to develop gross motor skills for older toddlers (30-36 months)
<ol style="list-style-type: none">1. Provide wheeled toys (3-4 wheels, with pedals and without) and places to ride them. Add social play to motor play by introducing simple rules like a stop sign along the tricycle path or a “gasoline pump” to fill-up vehicles.2. Small climbers and a variety of different sized boxes can also add a social play role as they represent forts, houses, or tents.. Incorporate storybook plots into motor/social play such as <i>The Three Bears</i> or <i>Caps for Sale</i>.3. Provide a variety of different sized balls. Add hoops and baskets as targets.4. Remember that safe physical space and long periods of time are important for practice.5. A variety of levels and obstacles (things to go through, around, over, and under) increase the two-year-old’s skills and enjoyment. These can be very simple and moveable, but must be sturdy. Combine obstacles so that twos use many different skills in succession.6. The object at this age is to move in many different ways, so organized games with rules are likely to be too restrictive!7. Opportunities for movement should be both indoors and outdoors.8. Involve yourself in gross motor activities with twos. For example, move with them to music and toss ball back and forth with them.
<p>For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.</p>
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<p>ECERS-R Space and Furnishings</p> <ul style="list-style-type: none">- Item 1. Indoor space- Item 2. Furniture for routine care, play, and learning- Item 3. Furnishing for relaxation and comfort- Item 4. Room arrangement for play- Item 7. Space for gross motor play

Goal 4. To learn about moving and doing

Strategies to develop gross motor skills for older toddlers (30-36 months)

- Item 8. Gross motor equipment

ECERS-R Activities

- Item 19. Fine motor
- Item 20. Art
- Item 21. Music/movement
- Item 22. Blocks
- Item 23. Sand/water
- Item 24. Dramatic play
- Item 25. Nature/science
- Item 26. Math/number

ECERS-R Interaction

- Item 29. Supervision of gross motor activities
- Item 32. Staff-child interaction
- Item 33. Interactions among children

ECERS-R Program Structure

- Item 34. Schedule
- Item 35. Free play
- Item 36. Group time
- Item 37. Provisions for children with disabilities

Goal 4. To learn about moving and doing

Infants		0–12 months
Objective 4.2 – To develop fine motor skills		
Developmental indicators for this objective		
0–6 Month Indicator: <ul style="list-style-type: none"> • fists remain closed at first and then open easily • begin to reach toward objects • tightly grasp object when placed in hand 	6–12 Month Indicator: <ul style="list-style-type: none"> • scoop up small pieces of finger foods and put in mouth • pull large peg out of pegboard • clasp hands together • reach for objects • transfer object from hand to hand 	

Strategies to develop fine motor skills for infants (0-12 months)

1. Provide toys that are responsive and make a noise as young infants go from reflexive action to grabbing, grasping, and manipulating objects.
2. Include toys such as rattles, plastic keys, squeeze toys, and soft, washable toys. Toys should be scaled to size so that young infants can grasp, chew, and manipulate them, yet must be large enough so that infants cannot choke on or swallow them.
3. The toys must also be washable so that they can be washed and disinfected after one infant has mouthed or manipulated them.
4. Remember that very young infants can't let go of object in their hands (grasp reflex) and may bang their own heads.
5. Avoid tying objects to infants' cribs because ribbons and strings can be both a strangulation hazard as well as a choking hazard when they get wet and wadded-up from chewing.

For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ITERS-R Space and Furnishings

- Item 1. Indoor space
- Item 2. Furniture for routine care and play
- Item 3. Provision for relaxation and comfort
- Item 4. Room arrangement
- Item 5. Display for children

ITERS-R Listening and Talking

- Item 12. Helping children understand language

Goal 4. To learn about moving and doing

Strategies to develop fine motor skills for infants (0-12 months)

- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15. Fine motor
- Item 16. Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Program Structure

- Item 29. Schedule
- Item 30. Free play
- Item 31. Group play activities

Goal 4. To learn about moving and doing

Toddlers		12–30 months
Objective 4.2 – To develop fine motor skills		
Developmental indicators for this objective		
12–18 Month Indicator: <ul style="list-style-type: none"> • dot or scribble with crayon, may progress to vertical lines • turn pages of book, often two or three at a time • stack several blocks, one on top of another • empty objects in container (out easier than in) 	18–24 Month Indicator: <ul style="list-style-type: none"> • thread large beads • pull apart and put together large pop beads • scribble with markers or crayons and begin to imitate marks 	24–30 Month Indicator: <ul style="list-style-type: none"> • paste papers together • turn pages of book • use paintbrush, gradually learning to control drip • attempt to snip paper with child safety scissors

Strategies to develop fine motor skills for toddlers (12-30 months)
<ol style="list-style-type: none"> 1. Provide opportunities and a variety of materials that encourage children to use manipulative skills: <ul style="list-style-type: none"> - nesting toys, soft blocks, containers for filling and emptying, and objects that are small enough to handle, yet large enough to avoid a choking hazard - fat crayons and markers, large sheets of plain paper, and playdough for poking and pounding - bowls, cups and spoons added to water play activities - a variety of books; board books are still appropriate, but paper pages should be introduced;. Consider books “consumable” and be prepared to disinfect books that are still mouthed. HSPS:1304.21 (a)(4) (iv) 2. Include plenty of sensory experiences such as water play and sand. Add props to sand and water play to develop fine motor skills: <ul style="list-style-type: none"> - containers (pans and buckets) - shovels and scoops - measuring cups and spoons - plastic tubing - egg beaters - turkey basting syringe 3. Provide a variety of art materials and experiences to offer manipulative opportunities: <ul style="list-style-type: none"> - finger painting - painting with brushes - playdough and utensils - large crayons, markers, pencils, and paper - child safety scissors (used with supervision) - collage materials for pasting

Goal 4. To learn about moving and doing

Strategies to develop fine motor skills for toddlers (12-30 months)

4. Allow children to use art materials freely. Avoid using coloring books or sheets or providing a model.
5. Establish a manipulatives center that includes
 - large stringing beads of different sizes and shapes
 - feltboard sets and magnetic shapes and pieces
 - Duplo sets, small blocks
6. Introduce new finger plays such as "Eensy Weensy Spider" and "Where Is Thumbkin?"

For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ITERS-R Space and Furnishings

- Item 1. Indoor space
- Item 2. Furniture for routine care and play
- Item 3. Provision for relaxation and comfort
- Item 4. Room arrangement
- Item 5. Display for children

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15. Fine motor
- Item 16. Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Program Structure

- Item 29. Schedule

Goal 4. To learn about moving and doing

Strategies to develop fine motor skills for toddlers (12-30 months)

- Item 30. Free play
- Item 31. Group play activities

ITERS-R Parents and Staff

- Item 37. Staff continuity

Goal 4. To learn about moving and doing

Older Toddlers	30–36 months
Objective 4.2 – To develop fine motor skills	
Developmental indicators for this objective	
30–36 Month Items: <ul style="list-style-type: none">• scribble with intent• mimic marks made by adult or older child (approximations)	

Strategies to develop fine motor skills for older toddlers (30-36 months)

1. Continue providing for plenty of sensory experiences such as water play and sand. Add props listed in Toddler section to sand and water play that will require more manipulation (buttons, knobs, cause and effect toys, different types of spray bottles, droppers).
2. Provide a variety of art materials and experiences to offer manipulative opportunities. In addition to those listed in the Toddler section, allow children to use smaller items and a variety of mediums and textures in art opportunities. Connect fine motor play to other centers/areas in the room and make writing opportunities relevant and functional. For example, put list paper and crayons or fat pencils in the housekeeping corner to encourage grocery lists.
3. Continue to provide opportunities as in the Toddler section, adding more challenges or materials as appropriate for individual children.
4. Tell the child what you are doing as you write his name on his papers or as you use print in the environment to make lists, and so forth. This encourages imitation by showing the child the importance of writing.
5. Allow children to use art materials freely. Avoid using coloring books or sheets or providing a model.
6. Manipulative centers should include containers for objects to be put into. Good manipulative opportunities can occur in many daily routines and self-help skills. Zipping real zippers and fastening simple fasteners is much more fun when it is a functional process, and twos like to practice these skills over and over.
7. Continue finger plays and songs with hand movements.

For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ECERS-R Space and Furnishings

- Item 1. Indoor space
- Item 2. Furniture for routine care, play, and learning
- Item 3. Furnishing for relaxation and comfort

Goal 4. To learn about moving and doing

Strategies to develop fine motor skills for older toddlers (30-36 months)

- Item 4. Room arrangement for play
- Item 7. Space for gross motor play
- Item 8. Gross motor equipment

ECERS-R Activities

- Item 19. Fine motor
- Item 20. Art
- Item 21. Music/movement
- Item 22. Blocks
- Item 23. Sand/water
- Item 24. Dramatic play
- Item 25. Nature/science
- Item 26. Math/number

ECERS-R Interaction

- Item 29. Supervision of gross motor activities
- Item 32. Staff-child interaction
- Item 33. Interactions among children

ECERS-R Program Structure

- Item 34. Schedule
- Item 35. Free play
- Item 36. Group time
- Item 37. Provisions for children with disabilities

Goal 4. To learn about moving and doing

Infants		0–12 months
Objective 4.3 – To coordinate eye hand movements		
Developmental indicators for this objective		
<p>0–6 Month Indicator:</p> <ul style="list-style-type: none"> • mouth fist and all objects • focus very well at approximately 10” (distance between baby’s face and Momma’s face when held at mother’s breast) • follow toys with eyes as adult slowly moves it • have random movements at first, then hit or kick object to make pleasing sight or sound continue • look at hands • reach for and grasp a rattle • may look at edge of faces as contrast is interesting to them 	<p>6–12 Month Indicator:</p> <ul style="list-style-type: none"> • place objects in container • attempt shape sorter • stir in container • begin to look for dropped object 	

Strategies to coordinate eye and hand movement for infants (0-12 months)

1. Provide additional opportunities to promote both fine motor skills and coordination of eye and hand movements by adding snap-lock beads or blocks, large pegs and pegboards, pounding bench, puzzles with three to five separate pieces with knobs, toys with buttons or switches to push, and shape sorters.
2. Allow to help add ingredients and stir in cooking activities.
3. Often, children are most interested in using the things you may use on a daily basis (plastic containers, pots and pans, kitchen utensils).

For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press.

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ITERS-R Space and Furnishings

- Item 1. Indoor space
- Item 2. Furniture for routine care and play
- Item 3. Provision for relaxation and comfort
- Item 4. Room arrangement

Goal 4. To learn about moving and doing

Strategies to coordinate eye and hand movement for infants (0-12 months)

- Item 5. Display for children

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15. Fine motor
- Item 16. Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Program Structure

- Item 29. Schedule
- Item 30. Free play
- Item 31. Group play activities

Goal 4. To learn about moving and doing

Toddlers		12–30 months
Objective 4.3 – To coordinate eye hand movements		
Developmental indicators for this objective		
12–18 Month Indicator: <ul style="list-style-type: none"> • isolate index finger • remove peel from half of banana 	18–24 Month Indicator: <ul style="list-style-type: none"> • place pieces in a simple puzzle • close Velcro fasteners on shoes 	24–30 Month Indicator: <ul style="list-style-type: none"> • stir ingredients when helping to cook • complete tasks using both hands in coordination (hold container with one and place object inside with other)

Strategies to coordinate eye and hand movement for toddlers (12-30 months)

1. Provide opportunities to encourage development of fine motor skills and eye and hand coordination.
2. Include toys and materials such as
 - large, lightweight blocks
 - puzzles (wooden and textured)
 - pegboards and pegs of various sizes
 - shape sorters/boxes
 - large beads to string or snap together
3. Add more sophisticated material to dramatic play areas such as
 - things to put into pots and containers (be cautious if toddlers are young and still mouthing objects)
 - things to stir with (be cautious if toddlers are young and still mouthing objects)
 - lids to fit pots and containers
4. Provide a wide variety of accessible art materials and interesting ways to use them (be cautious if toddlers are young and still mouthing objects)

For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press.

Pertinent items are referenced at the end of this section.

For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(5)(i); 1304.21(a)(5)(ii); 1304.21(b)(3)(i); 1304.21(b)(3)(ii); 1304.21(b)(1)(iii); and 1304.21(c)(1)(vii).

ITERS-R Space and Furnishings

- Item 1. Indoor space
- Item 2. Furniture for routine care and play
- Item 3. Provision for relaxation and comfort

Goal 4. To learn about moving and doing

Strategies to coordinate eye and hand movement for toddlers (12-30 months)

- Item 4. Room arrangement
- Item 5. Display for children

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15. Fine motor
- Item 16. Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science


ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Program Structure

- Item 29. Schedule
- Item 30. Free play
- Item 31. Group play activities

Goal 4. To learn about moving and doing

Older Toddlers	30–36 months
Objective 4.3 – To coordinate eye hand movements	
Developmental indicators for this objective	
30–36 Month Items: <ul style="list-style-type: none">• get paintbrush in and out of containers with little spilling• painting becomes more controlled (squiggles on paper as opposed to covering whole page)• scribbles may take on the form of words • toss small, soft balls back and forth• stand in front of mirror in dramatic play area and take hat on and off• stir items in containers	

Strategies to coordinate eye and hand movement for older toddlers (30-36 months)

1. Continue to provide opportunities as in the Toddler section, adding more challenges or materials as appropriate for individual children.
2. Balls can be smaller, puzzles more complex, “Simple Simon” games can be introduced.
3. Add a writing center with a variety of pencils, crayons, washable markers, and a variety of paper (receipts, pads, notebooks, envelopes). Include a laminated page of the children’s names written in an appropriate print or font. The font Century Gothic provides a good model of print similar to that which will probably be used in kindergarten.

For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(5)(i); 1304.21(a)(5)(ii); 1304.21(b)(3)(i); 1304.21(b)(3)(ii); 1304.21(b)(1)(iii); and 1304.21(c)(1)(vii).

ECERS-R Space and Furnishings

- Item 1. Indoor space
- Item 2. Furniture for routine care, play, and learning
- Item 3. Furnishing for relaxation and comfort
- Item 4. Room arrangement for play
- Item 7. Space for gross motor play
- Item 8. Gross motor equipment

ECERS-R Activities

- Item 19 Fine motor

Goal 4. To learn about moving and doing

Strategies to coordinate eye and hand movement for older toddlers (30-36 months)

- Item 20 Art
- Item 21 Music/movement
- Item 22 Blocks
- Item 23 Sand/water
- Item 24 Dramatic play
- Item 25 Nature/science
- Item 26 Math/number

ECERS-R Interaction

- Item 29. Supervision of gross motor activities
- Item 32. Staff-child interaction
- Item 33. Interactions among children

ECERS-R Program Structure

- Item 34. Schedule
- Item 35. Free play
- Item 36. Group time
- Item 37. Provisions for children with disabilities

Goal 4. To learn about moving and doing

Infants		0–12 months
Objective 4.4 – To develop self-help skills		
Developmental indicators for this objective		
0–6 Month Indicator: <ul style="list-style-type: none"> • begin to hold own bottle • begin to feed self finger foods • suck thumb or pacifier to comfort self 	6–12 Month Indicator: <ul style="list-style-type: none"> • use spoon and cup but may spill • push arm through jacket sleeve • feed self with fingers 	

Strategies to promote self-help skills for infants (0-12 months)

1. Allow young infants to determine the pace of feeding. Respect individual preferences and eating differences. Do not try to rush the infant during feeding.
2. Hold infants with their bodies at an angle while feeding from a bottle. Infants who lie flat while drinking from a bottle are more prone to ear infections.
3. Allow infants to assist in holding a bottle. Work hand-in-hand with parents when it comes to introducing foods to infants.
4. Allow babies to suck their thumbs or use a pacifier to comfort themselves. Note that pacifiers should be allowed only if provided by parents. Do not use strings or ribbons on pacifiers.
5. Recognize that allowing mobile infants to engage in self-help skills may take longer and be messier, but it is an important part of development.
6. Provide time and needed tools and equipment for self-help skills for all children:
 - unbreakable cups with handles
 - small spoons and dull tipped forks (both with short handles)
 - bibs for mobile infants
 - paper towels for clean up
 - individual washcloths for cleaning hands and face
 - toys and tools that are designed or adapted for children with varying types and degrees of disabilities
7. Expect a mess in eating areas. Consider allowing mobile infants to eat at low tables as soon as they can climb into a small chair. Floors and tables where children eat should be easy to clean.

For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(5)(i); 1304.21(a)(5)(ii); 1304.21(b)(3)(i); 1304.21(b)(3)(ii); 1304.21(b)(1)(iii); and 1304.21(c)(1)(vii).

Strategies to promote self-help skills for infants (0-12 months)

ITERS-R Space and Furnishings

- Item 1. Indoor space
- Item 2. Furniture for routine care and play
- Item 3. Provision for relaxation and comfort
- Item 4. Room arrangement
- Item 5. Display for children

ITERS-R Personal Care Routines

- Item 7. Meals/snacks
- Item 9. Diapering/toileting
- Item 10. Health practices

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15 Fine motor
- Item 16 Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Program Structure

- Item 29. Schedule
- Item 30. Free play
- Item 31. Group play activities

Goal 4. To learn about moving and doing

Toddlers		12–30 months
Objective 4.4 – To develop self-help skills		
Developmental indicators for this objective		
12–18 Month Indicator: <ul style="list-style-type: none"> • undress self if clothing is loose (hats, socks); taking off easier than putting on • cooperate with dressing and undressing • may indicate wet or soiled pants through gestures or vocalizations • may transition to cot or mat for napping 	18–24 Month Indicator: <ul style="list-style-type: none"> • help with diaper/toileting and wash hands • feed self with spoon (still spills some) • assist with pick-up time • express interest in what's going on in bathroom • unzip, unsnap • use fork with some spilling 	24–30 Month Indicator: <ul style="list-style-type: none"> • assist with pick-up time • express interest in what's going on in bathroom • unzip, unsnap • use fork with some spilling • wants to do everything by his or herself (“I do it!”)

Strategies to promote self-help skills for toddlers (12-30 months)

1. Place mobile infants on low cots or mats for napping or resting when they become big enough to climb out of their cribs. Follow licensing requirements for this transition from crib to cot or mat.
2. Do not push toilet training even if the child indicates that he is soiled or wet. This indication is only the beginning of awareness.
3. Set up the environment and the daily schedule, including routines and transition times, to encourage self-help skills. For example, have coat hooks at toddler height, use small steps throughout the center, and have spoons/forks of appropriate size and shape to facilitate early self-feeding success. Remember to add specific items to meet the needs of children with special needs.
4. Allow sufficient time during transitions so children can do some things for themselves, such as retrieve their own coat/hat from cubby when going outside.
5. Model, demonstrate, and assist children to develop self-help skills. Wash your hands with the children, describing the steps. Be involved in picking up and putting away toys after play.

For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.

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ITERS-R Space and Furnishings

- Item 1. Indoor space
- Item 2. Furniture for routine care and play

Strategies to promote self-help skills for toddlers (12-30 months)

- Item 3. Provision for relaxation and comfort
- Item 4. Room arrangement
- Item 5. Display for children

ITERS-R Personal Care Routines

- Item 7. Meals/snacks
- Item 9. Diapering/toileting
- Item 10. Health practices

ITERS-R Listening and Talking

- Item 12. Helping children understand language
- Item 13. Helping children use language
- Item 14. Using books

ITERS-R Activities

- Item 15 Fine motor
- Item 16 Active physical play
- Item 17. Art
- Item 18. Music/movement
- Item 19. Blocks
- Item 20. Dramatic play
- Item 21. Sand/water
- Item 22. Nature/science

ITERS-R Interaction

- Item 26. Peer interaction
- Item 27. Staff-child interaction

ITERS-R Program Structure

- Item 29. Schedule
- Item 30. Free play
- Item 31. Group play activities

Goal 4. To learn about moving and doing

Older Toddlers	30–36 months
Objective 4.4 – To develop self-help skills	
Developmental indicators for this objective	
30–36 Month Items: <ul style="list-style-type: none">• pour own milk and juice from small plastic pitcher• put on own jacket and hat when going outside• unbutton, untie• put on/take off own shoes and socks• gradually develop an interest in toilet training• interested in helping to clean up own mess	

Strategies to promote self-help skills for older toddlers (30-36 months)
<ol style="list-style-type: none">1. Encourage parents to dress their twos in loose, simple clothes so that they can remove items themselves (elastic waists rather than overalls, for example).2. Recognize that each child will have his or her own timetable for toilet training.3. Cooperate with parents in the area of toileting for their children. Be aware that cultural expectations in timing and styles for toileting may be different from yours and respect these differences.4. Set up the environment and the daily schedule, including routines and transition times, to encourage self-help skills. For example, have coat hooks at correct height and use small, unbreakable pitchers for pouring of milk and juice; have paper towels handy for cleaning up messes.5. Allow sufficient time during transitions so children can do things for themselves. When transitioning to outdoors, allow time for twos to put on jackets without being rushed.6. Make modifications for child with disabilities to develop self-help skills according to his own needs. Seek help from parents and service providers and/or information on the child's IFSP (Individualized Family Service Plan). <p>For additional strategies to improve quality and physical skill development, refer to information available in the Infant/Toddler Environment Rating Scale-Revised Edition, 2006 (ITERS-R) and the Early Childhood Environment Rating Scale-Revised Edition, 2005 (ECERS-R) by Thelma Harms, Richard M. Clifford, and Debby Cryer, Teachers College Press. Pertinent items are referenced at the end of this section.</p> <p>For a list of specific Head Start Performance standards that address this goal and/or objective, see the Appendix. These include 1304.21(a)(1)(i); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(4)(i); 1304.21(a)(4)(iv); 1304.21(a)(5)(i); 1304.21(a)(5)(ii); 1304.21(b)(3)(i); 1304.21(b)(3)(ii); 1304.21(b)(1)(iii); and 1304.21(c)(1)(vii).</p>

Strategies to promote self-help skills for older toddlers (30-36 months)

ECERS-R Space and Furnishings

- Item 1. Indoor space
- Item 2. Furniture for routine care, play, and learning
- Item 3. Furnishing for relaxation and comfort
- Item 4. Room arrangement for play
- Item 7. Space for gross motor play
- Item 8. Gross motor equipment

ECERS-R Personal Care Routines

- Item 10. Meals/snacks
- Item 12. Toileting/diapering
- Item 13. Health practices

ECERS-R Activities

- Item 19. Fine motor
- Item 20. Art
- Item 21. Music/movement
- Item 22. Blocks
- Item 23. Sand/water
- Item 24. Dramatic play
- Item 25. Nature/science
- Item 26. Math/number

ECERS-R Interaction

- Item 29. Supervision of gross motor activities
- Item 32. Staff-child interaction
- Item 33. Interactions among children

ECERS-R Program Structure

- Item 34. Schedule
- Item 35. Free play
- Item 36. Group time
- Item 37. Provisions for children with disabilities

Relevant Head Start and Early Head Start Performance Standards

Goal 1. To learn social and emotional competence

1304.21(a)(1)(iii)	Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity, and family composition
1304.21(a)(3)(i)(A)	Support social and emotional development for all children by: encouraging development which enhances each child's strengths by: building trust;
1304.21(a)(3)(i)(B)	Support social and emotional development for all children by: encouraging development which enhances each child's strengths by: fostering independence;
1304.21(a)(3)(i)(C)	Support social and emotional development for all children by: encouraging development which enhances each child's strengths by: encouraging self-control by setting clear, consistent limits, and having realistic expectations;
1304.21(a)(3)(i)(D)	Support social and emotional development for all children by: encouraging development which enhances each child's strengths by: encouraging respect for the feelings and rights of others;
1304.21(a)(3)(i)(E)	Support social and emotional development for all children by: encouraging development which enhances each child's strengths by: supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being;
1304.21(a)(3)(ii)	Support social and emotional development for all children by: planning for routines and transitions so that they occur in a timely, predictable, and unrushed manner according to each child's needs.
1304.21(b)(1)(i)	Services for infants and toddlers must encourage the development of secure relationships in out-of-home care settings for infants and toddlers by having a limited number of consistent teachers over an extended period of time. Teachers must demonstrate an understanding of the child's family culture and, whenever possible, speak the child's language (see 45 CFR 1304.52(g)(2));
1304.21(b)(1)(ii)	Services for infants and toddlers must encourage trust and emotional security so that each child can explore the environment according to his or her developmental level;
1304.21(b)(2)(i)	Support the social and emotional development of infants and toddlers by promoting an environment that: encourages the development of self-awareness, autonomy, and self-expression;
1304.21(b)(2)(ii)	Support the social and emotional development of infants and toddlers by promoting an environment that: supports the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express himself or herself freely.

Goal 2. To learn about communication

1304.21(a)(1)(i)	Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles;
1304.21(a)(1)(iii)	Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity, and family composition;
1304.21(a)(3)(i)(E)	Support social and emotional development for all children by: encouraging development which enhances each child's strengths by: supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being;
1304.21(a)(4)(i)	Provide for the development of each child's cognitive and language skills by: supporting each child's learning, using various strategies, including experimentation, inquiry, observation, play, and exploration;
1304.21(a)(4)(ii)	Provide for the development of each child's cognitive and language skills by: ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue;
1304.21(a)(4)(iii)	Provide for the development of each child's cognitive and language skills by: promoting interaction and language use among children and between children and adults;
1304.21(a)(4)(iv)	Provide for the development of each child's cognitive and language skills by: supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.
1304.21(b)(1)(i)	Services for infants and toddlers must encourage the development of secure relationships in out-of-home care settings for infants and toddlers by having a limited number of consistent teachers over an extended period of time. Teachers must demonstrate an understanding of the child's family culture and, whenever possible, speak the child's language (see 45 CFR 1304.52(g)(2));
1304.21(b)(1)(iii)	Provide opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members;
1304.21(b)(2)(i)	Support the social and emotional development of infants and toddlers by promoting an environment that encourages the development of self-awareness, autonomy, and self-expression;
1304.21(b)(2)(ii)	Support the social and emotional development of infants and toddlers by promoting an environment that: supports the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express himself or herself freely.
1304.40(a)(2)	Offer parents opportunities to develop and implement individualized family partnership agreements that describe family goals, responsibilities, timetables, and strategies for achieving these goals as well as progress in achieving them.

Goal 3. To learn about the world

1304.21(a)(1)(i)	Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles;
1304.21(a)(1)(iii)	Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity, and family composition;
1304.21(a)(3)(ii)	Support social and emotional development for all children by: planning for routines and transitions so that they occur in a timely, predictable, and unrushed manner according to each child's needs.
1304.21(a)(4)(i)	Provide for the development of each child's cognitive and language skills by: supporting each child's learning, using various strategies, including experimentation, inquiry, observation, play, and exploration;
1304.21(a)(4)(ii)	Provide for the development of each child's cognitive and language skills by: ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue;
1304.21(a)(4)(iii)	Provide for the development of each child's cognitive and language skills by: promoting interaction and language use among children and between children and adults;
1304.21(a)(4)(iv)	Provide for the development of each child's cognitive and language skills by: supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child
1304.21(b)(1)(i)	Services for infants and toddlers must encourage the development of secure relationships in out-of-home care settings for infants and toddlers by having a limited number of consistent teachers over an extended period of time. Teachers must demonstrate an understanding of the child's family culture and, whenever possible, speak the child's language (see 45 CFR 1304.52(g)(2));
1304.21(b)(1)(ii)	Services for infants and toddlers must encourage trust and emotional security so that each child can explore the environment according to his or her developmental level;
1304.21(b)(1)(iii)	Provide opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members.
1304.21(b)(2)(i)	Support the social and emotional development of infants and toddlers by promoting an environment that: encourages the development of self-awareness, autonomy, and self-expression;

Goal 4. To learn about moving and doing

1304.21(a)(1)(i)	In order to help children gain the skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies' approach to child development and education must: be developmentally and linguistically appropriate, recognizing that children have individual interests, temperaments, languages, cultural backgrounds, and learning styles;
1304.21(a)(4)(i)	Provide for the development of each child's cognitive and language skills by: supporting each child's learning, using various strategies, including experimentation, inquiry, observation, play, and exploration.
1304.21(a)(4)(iv)	Provide for the development of each child's cognitive and language skills by: supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.
1304.21(a)(5)(i)	Promote each child's physical development by: providing sufficient time, indoor and outdoor space, equipment, materials, and adult guidance for active play and movement that support the development of gross motor skills;
1304.21(a)(5)(ii)	Promote each child's physical development by: providing appropriate time, space, equipment, materials, and adult guidance for the development of fine motor skills according to each child's developmental level; and
1304.21(b)(1)(iii)	Providing opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members.
1304.21(b)(3)(i)	Promote the physical development of infants and toddlers by: supporting the development of the physical skills of infants and toddlers including gross motor skills, such as grasping, pulling, pushing, crawling, walking, and climbing; and
1304.21(b)(3)(ii)	Promote the physical development of infants and toddlers by: creating opportunities for fine motor development that encourage the control and coordination of small, specialized motions, using the eyes, mouth, hands, and feet.
1304.21(c)(1)(vii)	Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum (see 45 CFR 1304.3(a)(5))that: provides individual and small group experiences both indoors and outdoors.

Louisiana's Early Learning Program

Guidelines for Working with Threes



These Guidelines for Working with Threes have been taken from the 2005 version of Louisiana’s Early Learning Guidelines: Birth to Three. The section on children from birth to three was revised in September of 2011. This “three-year-old section” is scheduled to be revised in 2012. Both sections along with the standards for programs that serve four-year-olds make up Louisiana’s Continuum of Early Learning and Development Standards.

The format of this “three-year-old section” closely matches the old four-year-old standards. The current revision will streamline this section and serve as a bridge between the other 2 documents.

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Guidelines for Working with Three-Year-Old Children

Why include 3's in ELG and PS

During the development of the ELG for infants and toddlers it was noted that Louisiana had not developed standards and guidelines for children who were three. In order to address the issues and needs of three-year-olds (and those who work with them or parent them), we have elected to bridge Early Learning Guidelines with the LA Standards for Programs Serving Four-Year-Old Children in this section.

Developmentally, three-year-olds may be more toddler-like some days and more like four-year-olds on other days. The language skills of some threes may be advanced while emotionally the child may need additional support. Some threes have mastered toilet learning while others are just beginning. For three-year-olds, like all children, individual differences, skills, interests, temperament, and culture will have a profound effect on development.

As usual, we do well to remember that discussions of development place beginning and end points for purposes of organization only. These points provide a framework for adults to think about and observe individual children and their development in order to plan strategies for effective caregiving and teaching.

What three-year-old children are like

While each three-year-old child is unique in temperament, interests, skills, and experiences, there are some similarities. It is interesting to note that generally at the beginning of the third year, the children are much more “toddlers” while as they approach their 4th birthday they have become perfect examples of what we think of as “preschoolers.”

Transition may best describe the development of three-year-olds. Their language is much more developed and almost everyone can easily understand them. Threes have taken the lessons learned from trusting adults and exploring under the watchful eyes of those they love and have begun to apply this knowledge to making friends. Rather than playing alongside a friend, with new language and ideas, they begin to plan their play and make decisions about with whom to play. They still need the help of caring adults to support their play plans, especially since threes are still egocentric.

Physically, threes have progressed to real running and delight in showing you how fast their new shoes are. Gross motor activities (swinging, throwing, and catching) are great sources of pleasure. Continue lots of outdoor learning to allow for these developing skills. New opportunities in creative arts and puzzles develop the hand control needed for writing as Pre-Kindergarten and Kindergarten approach.

Three-year-olds are considered part of the preschool program in most child care and development programs. The growing independence of three-year-olds and the variety of materials in preschool provide new choices and opportunities for trying out ideas.

How to use this information and the LA Standards for Programs Serving Four-Year-Old Children

The revised LA SDE Programs Standards (currently awaiting approval 2005) can be used in their entirety to provide guidance for the ongoing development, evaluation, and improvement of center-based programs. These Standards are comprehensive and address issues in all preschool programs and so apply to three-year-olds as well as four-year-olds. We would encourage a child to adult ratio in child care of 10 to 1 even though LA licensing regulations allow a higher child to teacher ratio. Several national accreditation bodies recommend lower child to adult ratios.

The LA Standards Section III describes the Content Practice Standards or what children should learn. For three-year-olds we have taken these Content Practice Standards and provided examples to help teachers and parents see how they can help their children learn in ways that young children learn best.

The areas of Content Practice Standards closely parallel those developmental domains used in Louisiana's Early Learning Guidelines and Program Standards: Birth through Three as illustrated below:

LA Early Learning Guidelines and Program Standards: Birth through Three	LA Standards for Programs Serving 4-Year-Olds
To Learn about Others, Self and Feelings	Social and Emotional Development
To Learn about Communicating	Language and Literacy Development
To Learn about the World	Math Development Science Development Social Studies Development Creative Arts Development
To Learn about Moving and Doing	Health and Physical Development

Finally, all children develop in all areas at the same time. Any segmentation of learning and development is for ease of understanding and does not describe appropriate or desired practice. Only when all learning is integrated by caring informed caregivers and parents who reflect on the individual strengths and interests of children and respect the individual child's learning style will children truly be successful.

Social and Emotional Development

One of the primary goals of a quality early childhood program is to foster healthy social and emotional development in young children. Preschool children need proper guidance to develop the ability to negotiate situations that occur, to take turns, to lead and follow, and to be a friend. They also need to learn how to deal with their feelings in a socially acceptable manner.

The social and emotional development of young children is strengthened when they feel good about themselves and have secure relationships with their parents, teachers, and peers. Other influences on this development are the relationships young children have with their families, their communities, their culture and their world. Since both social and emotional development are such an important aspect of a preschool child's development, it has been included as a separate section.

Content Practice Standards	Developmental Profile Indicators and Examples
Self-Esteem:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Develop a sense of one’s own self-worth</p>	<ol style="list-style-type: none"> 1. Respond to own name <ul style="list-style-type: none"> • Look up, and/or make eye contact when called in close proximity • Respond verbally when name is called 2. Stand up for own rights in an appropriate manner <ul style="list-style-type: none"> • Say, “I don’t like it when you take my toys away” • Say, “I didn’t get one” or “I need one”, if he/she needs or wants something • Say, “I want a turn” or “I didn’t get a turn” 3. Recognize and express own feelings and respond appropriately (all emotions, happiness, surprise, anger, etc.) <ul style="list-style-type: none"> • Begin to calm self down when angry and use words to express why--“I’m mad. You took my toy.” • Begin to identify feelings with actions—“I feel silly” while giggling. 4. Demonstrate appropriate behaviors when completing a task or solving a problem <ul style="list-style-type: none"> • Smile, express self verbally, or make eye contact with teachers or another child upon completion of task

Content Practice Standards	Developmental Profile Indicators and Examples
Attitude:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Develop a positive attitude toward life</p>	<ol style="list-style-type: none"> 1. Separate easily from parent <ul style="list-style-type: none"> • Show pleasure in seeing teacher and other children upon arrival • Begin to say goodbye to parent without undue stress (may need guidance with this and other transitions) • Engage in classroom activities when parent is gone 2. Play well with other children <ul style="list-style-type: none"> • Offer to help child carry something that is heavy • Begin to participate with a group when deciding what roles to play in dramatic play • Share a book with a friend 3. Respond sympathetically to peers who are in need <ul style="list-style-type: none"> • Give a pat, friendly word or toy to a distressed child • Help someone find something he/she has lost 4. Recognize the feelings of others and respond appropriately <ul style="list-style-type: none"> • Laugh or smile when others are happy • Tell someone a child is sad because her mom left • Bring a truck book to someone who loves trucks

Content Practice Standards	Developmental Profile Indicators and Examples
Cooperation:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Develop skills which will teach them to cooperate</p>	<ol style="list-style-type: none"> 1. Develop increasing abilities to give and take in interactions <ul style="list-style-type: none"> • Take turns in loosely structured games (turns will need to be brief) • Take turns with toys / materials when prompted by teacher • Listen to others while they are speaking, with reminders • Work with others to complete a task • Play cooperatively alongside other children 2. Begin to work or play cooperatively with other children with some direction <ul style="list-style-type: none"> • Become involved with classroom materials with decreasing teacher prompts • Participate in group activities such as singing • Try new activities such as a new nursery rhyme or a fingerplay 3. Respond appropriately during teacher-guided and child-initiated activities <ul style="list-style-type: none"> • Begin to recognize others' feelings within the context of group play • Join in an on-going activity or group • Begin to wait his/her turn in playing simple games or using materials 4. Begin to use conflict resolution strategies <ul style="list-style-type: none"> • Will trade one toy for another with teacher modeling • Begin to ask teacher for help when dealing with others who are less able to resolve a conflict 5. Develop appropriate listening skills <ul style="list-style-type: none"> • Wait briefly for turn to speak • Begin to demonstrate emerging ability to show sensitivity to peers and teacher as they speak in large or small settings

Content Practice Standards	Developmental Profile Indicators and Examples
Pro-Social Behavior:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Develop self-control and understand that actions have consequences</p>	<ol style="list-style-type: none"> 1. Begin to express feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property <ul style="list-style-type: none"> • Begin to use socially acceptable means to resolve conflict • Begin to move from physical to verbal responses in their interactions with other children • Begin to express frustrations and anger effectively 2. Begin to develop a growing understanding of how their actions affect others and begin to accept consequences of their actions <ul style="list-style-type: none"> • Begin to demonstrate remorse • Leave a learning center or choose another learning center with little protest when asked, due to inappropriate behavior 3. Begin to demonstrate increasing capacity to follow rules and routines and use materials purposefully, safely and respectfully <ul style="list-style-type: none"> • Begin to respect and care for classroom environment and materials • Participate in snack time, nap or other routine activities with little delay or protest • Begin to understand class rules • Know how to return materials to appropriate place when task is complete

Content Practice Standards	Developmental Profile Indicators and Examples
Family:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Develop a knowledge and understanding of family</p>	<p>1. Demonstrate knowledge of personal information</p> <ul style="list-style-type: none"> • Demonstrate or verbalize their age in a variety of ways • Say name when asked or sing name during name song • Share their gender verbally and may insist on wearing certain gender-specific clothing <p>2. Identify family composition and describes roles of family members</p> <ul style="list-style-type: none"> • Can discuss family members who live in and out of the home such as “My Aunt Susie doesn’t live at my house.” • Act out short bits of family roles in dramatic play center • Show a picture album and explain who is who. <p>3. Begin to discuss family traditions, practices and cultural roots of family members</p> <ul style="list-style-type: none"> • Begin to share information about family celebrations • Begin to tell stories, draw pictures, and/or verbally express family practices such as “My family eats rice.”

Content Practice Standards	Developmental Profile Indicators and Examples
Diversity:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Develop a respect for differences in people</p>	<ol style="list-style-type: none"> 1. Recognize themselves as unique individuals and become aware of the uniqueness of others <ul style="list-style-type: none"> • State, “I have blue eyes. Jennifer has brown eyes.” • Use art activities to celebrate each child’s hands, child-sized portraits, etc. 2. Demonstrate emerging awareness and respect for differences (culture, ethnicity, abilities and disabilities) <ul style="list-style-type: none"> • Join in discussion about differences in family life • Look at books about other cultures and a variety of abilities • Provide dolls and toys from other cultures • Incorporate activities from other cultures (a Dragon Dance or a specific celebration) 3. Begin to demonstrate an understanding of social justice and social action issues <ul style="list-style-type: none"> • Begin to join into discussion about charities and/or charitable events the class can become involved in or that families have participated in • Contribute to the penny drive for the homeless or brings cans for the food bank

Language and Literacy Development

Language and literacy are composed of listening, speaking, writing, thinking, and reading. The foundations of language and literacy are critical to all other curriculum areas as well as to the individual's social and emotional growth. Children develop the basis for communication from birth, beginning with nonverbal and social exchanges, then developing spoken language, moving to an understanding of how oral language is translated into written symbols, and finally learning to decode and create written symbols to develop literacy. A solid foundation in language development in the years before a child enters school will promote success in reading and writing in the future. Young children who have rich language and literacy experiences are less likely to have difficulties learning to read. Some studies have linked the number of words a child hears before age four to future academic achievement. The more words the parent or caregiver uses in every day situations, the more the child understands. When a child understands more at school-entry-age, this advantage continues throughout grade school.

...”the most important aspect to evaluate in child care settings for very young children is the amount of talk actually going on, moment by moment, between children and their caregivers”.

Betty Hart, PhD, and Todd R. Risley, PhD. (1995). *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore, MD: Brookes Publishing.

Stages of Written Language Development

Children learn to write through a natural developmental progression. Each child should be allowed to progress at his or her own pace. There are at least six different stages of writing:

Stage 1 Random Scribbling (an important step!): (2 and 3 years old)

Children make marks on paper with little muscular control.

Stage 2 Controlled Scribbling: (3 years old)

Children “write” across the paper in linear fashion, repeating patterns over again, showing increased muscular control.

Stage 3 Letter-like Forms: (3 and 4 year olds)

Children make mock letters. These are written lines of letters that have letter characteristics, but they are misshapen and written randomly, even covering the page. They pretend they are writing; in their work they separate writing from drawing. They have purpose to their letter-like forms, and can tell you what it says.

Stage 4 Letter and Symbol Relationship: (4 year olds)

Children write letters to represent words and syllables. They can write their names. They know the word that represents their names. They can copy words. Reversals are frequent.

Stage 5 Invented Spelling: (4 and 5 year olds)

Children make the transition from letter forms to invented spelling. This requires organization of letters and words on the page. They use a group of letters to form a word. Many of the letters will be consonants. They understand that letters relate to sounds. Some punctuation appears. They can copy words from their environment.

Stage 6 Standard Spelling: (5, 6, and 7 year olds)

Most of the words the children use are written correctly; some add punctuation. They organize their words in lines with spaces between the words; they move from left to right, and from the top of the page to the bottom.

Source: *The Portfolio and Its Use: A Road Map for Assessment* by Southern Early Childhood Association

Content Practice Standards	Developmental Profile Indicators and Examples
Listening:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Develop and expand listening skills</p>	<ol style="list-style-type: none"> 1. Begin to listen with understanding to conversation and directions <ul style="list-style-type: none"> • Begin to respond to stories read to individuals and small groups • Carry on a brief conversation with another person that develops a thought or idea expressed earlier • Listen to tapes or CDs and show understanding through body language or by interaction 2. Begin to follow directions that involve two- or three-step sequence of actions <ul style="list-style-type: none"> • Repeat an instruction to a friend • Follow two-step instructions, “Wash your hands and then sit at the table.” • Begin to follow three-step instructions, “Get your coat, put it on, and then sit next to your friend.” 3. Begin to hear and discriminate the sounds of language in the environment to develop beginning phonological awareness <ul style="list-style-type: none"> • Begin to repeat songs, rhymes, and chants • Begin to make up silly rhymes, such as funny <i>bunny</i> or <i>silly willy</i> 4. Begin to demonstrate an understanding of new vocabulary introduced in conversations, activities, stories or books <ul style="list-style-type: none"> • Listen to a variety of genres, including narratives, nursery rhymes, poems, and informational books read to individuals or small groups • Begin to listen and attend to adults clarify word meanings of new vocabulary during many conversations and discussions 5. Engage in activities that offer the opportunity to develop skills associated with technology by viewing, comprehending, and using non-textual information <ul style="list-style-type: none"> • Listen to a story on a tape or a CD • Listen to recordings of age-appropriate stories while looking at a book • Use age-appropriate and interactive software programs (limited time)

Content Practice Standards	Developmental Profile Indicators and Examples
Speaking:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Communicate experiences, ideas, and feelings through speaking</p>	<ol style="list-style-type: none"> 1. Develop and expand expressive language skills <ul style="list-style-type: none"> • Use different voices for characters in stories read aloud or told: such as <u>The Three Bears</u> and <u>The Three Billy Goats Gruff</u> • Begin to role-play activities where different levels of volume would be used, such as when a baby is sleeping or when calling to someone standing far away • Begin to participate as an equal partner in conversations by responding to others, making relevant comments, or providing more information when message is not understood 2. Begin to use new vocabulary in spontaneous speech <ul style="list-style-type: none"> • Begin to incorporate words and phrases from books, stories, and activities into play • Begin to change or expand understanding of word meanings • Begin to incorporate story elements into play • Begin to discuss books and stories with teacher • Begin to use new vocabulary introduced in a thematic study during play • Continue to use words they hear adults using 3. Begin to ask and answer relevant questions and share experiences individually and in small groups <ul style="list-style-type: none"> • Talk about experiences they have had, recalling events from home or at school • Ask simple questions, such as “What’s for lunch?” or “Can we play outside today?” or “Why does he wear boots?”

Content Practice Standards	Developmental Profile Indicators and Examples
Reading:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Engage in activities that promote the acquisition of emergent reading skills</p>	<ol style="list-style-type: none"> 1. Begin to actively engage in reading experiences <ul style="list-style-type: none"> • Listen with interest to a story read or told by an adult or another child • Begin to retell familiar stories • Complete phrases from familiar stories • Ask questions about the illustrations in a book • Choose and look at books independently • Begin to act out familiar stories with props 2. Begin to retell information from a story. <ul style="list-style-type: none"> • Begin to use words or pictures to retell some story events • Dramatize familiar stories, such as <u>Caps for Sale</u>, <u>Brown Bear, Brown Bear</u>, etc. 3. Demonstrate an understanding of print concepts and beginning alphabet knowledge <ul style="list-style-type: none"> • Begin to recognize own name • Pretend to read by pointing with a finger at the text • Begin to look at books appropriately, turning one page at a time, left to right over text, going from top to bottom, front to back of book • Recognize a few familiar logos, such as McDonald’s, Wal-Mart, etc. • Recognize book by cover 4. Use emerging reading skills to make meaning from print <ul style="list-style-type: none"> • Begin to know that print has meaning • Begin to make predictions about print content by using prior knowledge and pictures

Content Practice Standards	Developmental Profile Indicators and Examples
Writing:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Engage in activities that promote the acquisition of emergent writing skills</p>	<ol style="list-style-type: none"> 1. Begin to experiment with a variety of writing tools, materials, and surfaces <ul style="list-style-type: none"> • Draw or write using pencils, crayons, chalk, markers, etc. • Draw or write using materials such as brushes and water, feathers, roll-on bottles, shaving cream, and zip-lock bags filled with hair gel or paint, etc. • Draw or write on paper, cardboard, chalkboard, dry-erase boards, wood, and concrete, etc. 2. Use early stages of writing to form shapes and letter-like symbols to convey ideas <ul style="list-style-type: none"> • Begin to explore scribble writing and letter-like forms, especially those letters in own name • Begin to represent ideas and experiences through drawing and controlled scribbling 3. Begin to participate in a variety of writing activities focused on meaningful words and print in the environment <ul style="list-style-type: none"> • Initiate writing through sign-in sheets, journals, name cards, etc. • Have access to a variety of writing utensils and paper in different centers 4. Begin to have an interest in using writing for a purpose <ul style="list-style-type: none"> • Scribble writes next to picture • Tell teacher, "Write it down so everyone can read it." • Ask teacher, "How do I write this word?" • Write own name on a drawing for a friend

Cognitive Math Development

Young children develop mathematical concepts through meaningful and concrete experiences that are broader in scope than learning numerals and counting. In an inclusive, developmentally appropriate, play-based environment, preschool children will have opportunities to acquire and understand mathematical skills and concepts using hands-on experiences. They will have access to a wide variety of tools and technologies that foster the understanding of mathematics in real-life situations.

Early childhood teachers must be flexible during daily routines and strive to capture teachable moments using open-ended questions to expand mathematical concepts. They must also facilitate activities that address and extend young children's developmental levels.

Stages of Mathematical Development

2-3 YEAR OLDS:

- begin to understand the use of numbers as they hear others using them
- understand the use of numbers through exploring objects
- work large-piece puzzles
- understand direction and relational words
- recognize geometric shapes, like a circle
- sequence up to three items
- freely use manipulatives to explore space, gravity, size, shape and quantity, as well as ownership

3-4 YEAR OLDS:

- recognize and express quantities like some, more, a lot, and another
- begin to have a sense of time
- recognize familiar geometric shapes in the environment
- sort objects by one characteristic
- rote count to 5
- notice and compare similarities and differences
- use words to describe quantity, length, and size
-

4-5 YEAR OLDS:

- play number games with understanding
- count objects to 10 and sometimes to 20
- identify the larger of two numbers
- answer simple questions that require logic
- recognize more complex patterns
- position words
- sort forms by shape
- compare sizes of familiar objects not in sight
- work multi-piece puzzles

Source: *The Portfolio and Its Use: A Road Map for Assessment* by Southern Early Childhood Association

Content Practice Standards	Developmental Profile Indicators and Examples
Mathematical Development - Number Concepts:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Understand numbers, ways of representing numbers and relationships between numbers and numerals</p>	<ol style="list-style-type: none"> 1. Compare numbers of objects <ul style="list-style-type: none"> • Compare objects in groups such as shoes which tie and do not tie • Compare number of boys to girls • Begin to use names of numbers in play such as “I need two more blocks.” 2. Perform one-to-one correspondence <ul style="list-style-type: none"> • Put pegs in each hole of pegboard • Set the table with teacher assistance • Hand out snacks to each child 3. Count by rote <ul style="list-style-type: none"> • Sing counting songs • Count in rhymes, fingerplays, poems, stories, etc. 4. Count objects <ul style="list-style-type: none"> • Count on his fingers • Count manipulatives 5. Begin to recognize numerals <ul style="list-style-type: none"> • Begin to identify some numerals in their environment • Play simple number games

Content Practice Standards	Developmental Profile Indicators and Examples
Mathematical Development - Measurement:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Use non-standard units to measure and make comparisons</p>	<ol style="list-style-type: none"> 1. Begin to experience and understand language relating to time <ul style="list-style-type: none"> • Begin to participate in discussions about the daily schedule • Begin to understand words used to describe time intervals (such as later, after a while, in a little while, today) 2. Begin to anticipate, remember, and describe sequences of events <ul style="list-style-type: none"> • Recall parts of the daily schedule • Count down days to an event • Begin to retell sequential events in a story and/or activity (“and then,,,”) 3. Begin to use mathematical language to describe experiences involving measurement <ul style="list-style-type: none"> • Use comparison terms such as heavy/light; long/short; more/less; big/little, etc. 4. Begin to measure objects in the physical world using non-standard units of measurement <ul style="list-style-type: none"> • Use hands to measure objects • Use string to measure child’s height or circumference of an object such as pumpkin, watermelon, orange, etc.

Content Practice Standards	Developmental Profile Indicators and Examples
Mathematical Development - Geometry and Spatial Sense:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Develop an understanding of geometrical and spatial concepts</p>	<ol style="list-style-type: none"> 1. Begin to match and recognize basic shapes (square, circle, triangle): <ul style="list-style-type: none"> • Identify the shapes of crackers at snack time • Clean up blocks according to the different shapes 2. Begin to identify shapes to describe physical world <ul style="list-style-type: none"> • Find shapes in the environment such as the circular snack plate, etc. • Identify roof in photo of house as a triangle 3. Begin to understand spatial sense: positions and directions <ul style="list-style-type: none"> • Describe the position of people or things in relation to self or other objects • Begin to follow directions using positional words (such as “Put the block on the table.”)

Content Practice Standards	Developmental Profile Indicators and Examples
Mathematical Development - Data Collection, Organization, and Interpretation:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Investigates, organizes, responds to, and creates representations</p>	<p>1. Begin to sort and classify materials by one or more characteristic</p> <ul style="list-style-type: none"> • Sort items by color, shape, size, etc. • Find items with common characteristics • Return materials to shelf by matching objects to picture labels <p>2. Begin to collect and organize data about themselves, their surroundings, and meaningful experiences</p> <ul style="list-style-type: none"> • Find items outside on nature walk (leaves, rocks, acorns, etc.) and represent as a graph • Begin to participate in simple graphs (picture or representational) such as color of apples, favorite ice cream, etc. • Participate in simple graphs about the weather each day <p>3. Begin to interpret simple representations in data</p> <ul style="list-style-type: none"> • Begin to participate in discussion using information from simple graphs • Begin to participate in discussion about charts

Content Practice Standards	Developmental Profile Indicators and Examples
Mathematical Development - Patterns and Relationships:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Identify and create patterns</p>	<p>1. Begin to recognize simple patterns in the physical world</p> <ul style="list-style-type: none"> • Go on walks to identify patterns in environment • Recognize patterns in snack kabobs • Identify patterns on common objects such as flag, clothes, street signs, etc. <p>2. Begin to copy a simple pattern</p> <ul style="list-style-type: none"> • Line up boy, girl, boy, girl ... • Make simple patterns with manipulatives and copy the pattern (blue block, red block, blue block, red block, etc.)

Cognitive Scientific Development

Young children are natural scientists. They easily become mesmerized by everyday happenings. Through varied and repeated opportunities to predict, observe, manipulate, listen, experiment with, reflect, and respond to open-ended questions, preschoolers make inferences and become higher-level thinkers.

Quality early childhood science programs require a balance of content and process, using multi-sensory experiences. In addition to science inquiry skills, preschoolers can begin to acquire a foundation of science concepts and knowledge on which they can build a clear understanding of their world. Early childhood teachers should look for opportunities to explore scientific concepts in all classroom areas.

Content Practice Standards	Developmental Profile Indicators and Examples
Scientific Development - Science as Inquiry:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Begin to engage in partial and full inquiries.</p>	<p>1. Use prior knowledge and experiences to hypothesize, predict, generate questions, and draw conclusions about organisms and events in the environment.</p> <ul style="list-style-type: none"> • Draw on everyday experiences and applies knowledge to similar situations • Begin to engage in discussion after reading a nonfiction science book through teacher questioning and prompts • Begin to notice similarities and differences with teacher input and prompting <p>2. Begin to participate in simple scientific investigations</p> <ul style="list-style-type: none"> • Observe ice melting • Compare cars rolling down a ramp • Compare objects that sink and float <p>3. Begin to make observations using senses</p> <ul style="list-style-type: none"> • Taste test a variety of foods and describe tastes • Begin to describe objects in feely box by responding to teacher questions • Begin to describe changes in weather (cold, hot, windy, sunny)

Content Practice Standards	Developmental Profile Indicators and Examples
Science as Inquiry: (continued...)	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
	<p>4. Begin to explore equipment and tools to gather data and extend sensory observations</p> <ul style="list-style-type: none"> • Sift soil with sieve to find organisms in soil • Observe objects using color paddles • Balance objects in scale to determine which is heavier, lighter, etc. <p>5. Begin to collect, interpret, communicate data and findings from observations and experiments in oral and written formats</p> <ul style="list-style-type: none"> • Begin to communicate scientific information through drawings and in small groups • Begin to create models of objects in the environment <p>6. Begin to use appropriate scientific vocabulary related to topics</p> <ul style="list-style-type: none"> • Begin to use scientific words related to topics of study (such as the life cycle of butterfly--egg, chrysalis, etc.)

Content Practice Standards	Developmental Profile Indicators and Examples
Scientific Development - Physical Science:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Begin to acquire scientific knowledge related to physical science</p>	<p>1. Investigate states of matter: solids and liquids</p> <ul style="list-style-type: none"> • Sort and classify objects by solid or liquid • Participate in block play using a variety of types of blocks (wooden unit blocks, cardboard blocks, foam blocks) • Participate in a variety of sand and water activities • Explore solid and liquid states of water <p>2. Begin to describe objects by their physical properties</p> <ul style="list-style-type: none"> • Label objects by size, shape, color, solid, and/or liquid • Begin to describe characteristics of sand and water during sand and water play (pouring, sifting, scooping, and packing) <p>3. Explore the physical world using six senses</p> <ul style="list-style-type: none"> • Take a walk exploring the environment using the senses of sight, touch, smell, taste, sound, and movement • Begin to match same things during routine times and special activities • Listen to and identify simple everyday environmental, animal, or voice sounds <p>4. Explore simple machines, magnets, and sources of energy</p> <ul style="list-style-type: none"> • Explore magnets, magnifying glasses, balance scales, gears, pulleys, mirrors, wind-up toys, etc.

Content Practice Standards	Developmental Profile Indicators and Examples
Scientific Development - Life Science:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Begin to acquire scientific knowledge related to life science</p>	<ol style="list-style-type: none"> 1. Begin to explore, observe, and describe a variety of living things <ul style="list-style-type: none"> • Catch insects and place in bug catchers • Use magnifying glass to observe insects • Care for a class pet and/or plants in the classroom with teacher help 2. Begin to explore, observe, and describe a variety of non-living things <ul style="list-style-type: none"> • Compare live insects to plastic insects • Make collections of non-living things such as rocks, seashells, buttons, etc. • Sort examples of living and nonliving things 3. Begin to develop an awareness that plants and animals have life cycles <ul style="list-style-type: none"> • Talk about people, pets, plants, etc. that have died • Read non-fiction age-appropriate books about life cycles of butterflies, larvae, tadpoles, etc.

Content Practice Standards	Developmental Profile Indicators and Examples
Scientific Development - Earth and Space Science:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Begin to acquire scientific knowledge related to earth science</p>	<p>1. Begin to recognize and compare seasonal changes in their immediate environment.</p> <ul style="list-style-type: none"> • Recognize seasonal changes in the trees outdoors • Begin to develop vocabulary related to seasons • Dress-up in a variety of seasonal clothing in the dramatic play center <p>2. Use vocabulary to describe major features of the earth and sky</p> <ul style="list-style-type: none"> • Listen to and begin to retell stories about the earth, sky, land formations, and bodies of water such as <i>In the Night Sky, Happy Birthday Moon, Good Night Moon, In a Small, Small Pond, In the Tall, Tall Grass, Swimmy, Big Al, The Tiny Seed, Poppa, Please Get the Moon for Me</i>, etc. • Discuss things in the day and night skies through teacher questions and prompts • Begin to observe shadows at various times of the day

Cognitive Social Studies Development

For young children the foundation for learning in social studies and history begins with the child's personal experiences and understanding of the relationship of self to home and family. Their understanding then gradually expands to include the people they meet in their school, neighborhood, community, and the larger world. Teachers need to identify children's current knowledge and understanding. The preschool curriculum needs to focus on concepts that are related to the child's immediate experience, including enrichment through music, food, clothing and art from other cultures, both down the road and across the ocean.

Content Practice Standards	Developmental Profile Indicators and Examples
Social Studies Development - Civics:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Develop community and career awareness</p>	<p>1. Begin to recognize community workers and increase awareness of their jobs</p> <ul style="list-style-type: none"> • Begin to identify different community workers by the uniform worn or the equipment used • Participate in field trips to observe community workers • Listen to guest speakers, such as a firefighter, a police officer, etc. • Dress-up and role play different types of community workers <p>2. Identify his/her role as a member of family/group</p> <ul style="list-style-type: none"> • Begin to describe experiences shared within the family • Begin to participate in role playing • Recognize members of the group and / or classmates • Identify members of his/her family and the families of classmates
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
Social Studies Development - Economics:	
<p>Develop an understanding of how basic economic concepts relate to their everyday lives</p>	<p>1. Begin to demonstrate an awareness of money being used to purchase things</p> <ul style="list-style-type: none"> • Use pretend money to purchase things in a dramatic play grocery store, bank, post office, etc. • Read books about using currency or bartering to purchase things, both now and in days past (<i>Caps for Sale, Stone Soup</i>, etc.)

Content Practice Standards	Developmental Profile Indicators and Examples
Social Studies Development - History:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
Develop an understanding of the concept of time	<p>1. Begin to use words to describe time (such as later, after a while, in a little while, today)</p> <ul style="list-style-type: none"> • Use statements like, "My mama is coming to get me in a little while." • Use statements like, "It's my birthday today." <p>Note: Remember that these words will grossly reflect past present and future and may not be accurate representations of units of time. "Yesterday we went to Disney World." (meaning last summer.</p>
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
Social Studies Development - Geography:	
Develop an understanding of location, place, relationships within places, movement, and region	<p>1. Begin to include representations of roads, bodies of water, and buildings in their play</p> <ul style="list-style-type: none"> • Drive toy cars on roads made from blocks • Use landmarks in dramatic play (such as McDonald's or Wal-Mart) <p>2. Begin to use words to indicate directionality, position, and size</p> <ul style="list-style-type: none"> • Begin to correctly use and respond to words such as <i>left, right, big, little, top, bottom, etc.</i> • Begin to verbalize location of objects that are hidden during a Hide and Seek game <p>3. Begin to develop an awareness of the world around them</p> <ul style="list-style-type: none"> • Begin to answer questions about where they went on a trip or other places they have lived • Talk about things they see on the way to and from school

Creative Development

Creativity opens an avenue for the application of individual ideas, feelings, and expressions. In groups of three-year-old, creativity will be integrated into all curriculum areas to foster an appreciation for the arts and to encourage appropriate self-expression while supporting learning.

The arts allow for individual expression, boost self-esteem and imagination, and appreciation of cultural diversity. With the introduction of the various components--music/movement, dramatic expression, and visual arts--the preschool child is encouraged to explore and express him/herself in ways that stimulate brain growth and experience in many expressions of human intelligence. (For more information on multiple intelligences, see Howard Gardner and later researchers.)

On a daily basis, young children are given opportunities for creative endeavors, emphasizing the experience rather than the outcome. These endeavors should be concrete, hands-on learning activities, offered in a risk-free environment where all children are encouraged to express themselves freely.

Stages of Art Development

Scribbling Stage: (3 to 4 years of age)

Child uses crayons, markers and paint in zigzag fashion and circular motions. Later, the scribbles become more controlled. The work is exploratory. Color is imaginative. The child begins to draw symbols like circles, crosses and lines.

Preschematic Stage: (4 to 7 years of age)

Age 4 – The child begins to show definite forms in representing a person, making a circle for the head and two vertical lines for legs. Sometimes there is a mouth, arms, hands, feet or shoes. Objects are drawn at random and they are not in sequence or proportion. At this stage, form is more important than color. As children progress through this stage, size becomes more proportional, and they gain more brush control as their paintings begin to look more like illustrations.

Age 7 – Child has established a mental picture of an object that is repeated with each painted repetition of the object. For example, each time the child paints a house, it will look very much like all the other houses he/she painted.

Schematic Stage: (6 to 9 years of age)

At this stage, sky-lines (usually blue) and base-lines (usually green) appear on the top and bottom of drawings. Items drawn between these lines usually are proportional, and they are on the base line as appropriate.

Source: The Portfolio and Its Use: A Road Map for Assessment by Southern Early Childhood Association

Content Practice Standards	Developmental Profile Indicators and Examples
Music Appreciation:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
Develop an appreciation for music	<ol style="list-style-type: none"> 1. Listen to a variety of musical genres--jazz, classical, country, lullaby, patriotic, instrumental, vocal, etc. <ul style="list-style-type: none"> • Hear a variety of diverse music throughout the day (arrival time, circle time, transitions, lunch, nap, snacks) • Participate in musical listening games to hear differences in sounds (vocal, instrumental, sounds of instruments, and other genre types) • Attend and view live performances of age-appropriate-length and content 2. Begin to respond to variations in music--pitch, volume, tempo, beat, rhythm, and pattern <ul style="list-style-type: none"> • Sing a song loud/soft; fast/slow • Move body to a variety of beats and tempos
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
Music Expression:	
Become involved in musical expression	<ol style="list-style-type: none"> 1. Begin to use music as an avenue to express thoughts, feelings, and energy <ul style="list-style-type: none"> • Use props (scarves, streamers, instruments) to respond with expression to music • Draw a picture while listening to a variety of music 2. Participate in group singing, fingerplays, rhymes, poetry, and rhythm <ul style="list-style-type: none"> • Participate in daily musical activities, with games, instruments, singing, and books • Use musical instruments and props outdoors as an additional experience • Make instruments and play them

Content Practice Standards	Developmental Profile Indicators and Examples
Music And Movement - Creative Movement:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Develop an appreciation for creative movement through observation, communication, and participation</p>	<ol style="list-style-type: none"> 1. Observe various forms of movement <ul style="list-style-type: none"> • View people, animals, and various objects that move in the world around them 2. Begin to communicate words or concepts through movement <ul style="list-style-type: none"> • Develop movements that express concepts (feelings and directions), words, and ideas • Demonstrate various movements such as : sway like the wind or walk on ice • Play Follow-the-Leader and use a range of movements 3. Show creativity using their bodies (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn) <ul style="list-style-type: none"> • Respond freely to music • Imitate various environmental movements such as animals, trees, water, etc. • Exhibit a variety of ways to move (forward, backward, sideways, on tiptoe, etc.) • Imitate each other

Content Practice Standards	Developmental Profile Indicators and Examples
Visual Arts - Visual Arts Appreciation:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Develop an appreciation for visual arts</p>	<p>1. Explore various forms of art (sculpture, paintings, watercolors, clay, collage, etc.) found in their environment</p> <ul style="list-style-type: none"> • Point out various forms of media found in books, photographs/prints, at school and on field trips • Experience various media in the classroom • Tell about seeing an artist/crafter (quilter, taxidermist, illustrator, wood carver, ice sculptor, sculptor, designer) displaying/demonstrating his/her work
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
Visual Arts - Creative Expression:	
<p>Develop confidence in their own creative expression through process-oriented experiences</p>	<p>1. Participate in individual and group art activities</p> <ul style="list-style-type: none"> • Participate daily in creative art opportunities using water colors, collage materials, paints, paper, scissors, glue, crayons, stamp pads, templates, stencils, markers, playdough and other materials. There is no wrong art product if you are three. The process is the learning experience!

Content Practice Standards	Developmental Profile Indicators and Examples
Dramatic Arts - Dramatic Expression:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Explore roles and experiences through dramatic play</p>	<p>1. Begin to role play or use puppets to express feelings, dramatize stories, try out social behaviors observed in adults, re-enact real-life roles and experiences</p> <ul style="list-style-type: none"> • Play in various interest centers with a variety of props, such as home-living, fire station, police station, beauty parlor, grocery/department store, circus, fast food restaurant, doctor’s office/hospital, bakery, gas station, florist, etc. • Begin to role play problem-solving in classroom situations, such as taking turns, sharing, playing cooperatively, expressing feelings, appropriate behaviors and manners, etc. • Begin to participate in various forms of dramatic expression from different cultures <p>2. Begin to participate in activities using symbolic materials and gestures to represent real objects and situations</p> <ul style="list-style-type: none"> • Exhibit free expression and imagination in songs, stories, poems, and fingerplays, such as scarves to represent birds; hands as thunder, raindrops, footsteps; sticks for wands, pointer, a horse, or a walking cane, etc.

Health and Physical Development

Physical development and health and safety activities should be integrated into all curriculum areas. Activities should be structured to encourage preschool children to explore their world, promote agility and strength, enhance neural processing, and develop general body competence and overall autonomy. Young children should be introduced to concepts that promote a healthy lifestyle, and they should be provided adequate age-appropriate indoor and outdoor space and facilities that allow them to experience a variety of developmentally appropriate physical activities.

The development of gross motor and fine motor skills is an integral part of the growth of the preschool child. These skills serve as the foundation for future academic skills such as writing and reading.

Content Practice Standards	Developmental Profile Indicators and Examples
Health Development - Health and Hygiene:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Develop appropriate health and hygiene skills</p>	<ol style="list-style-type: none"> 1. Begin to show awareness of healthy lifestyle practices <ul style="list-style-type: none"> • Begin to understand how germs affect our daily lives • Begin to understand that healthy bodies require rest, exercise, and good nutrition • Begin to use napkin, tissue and other objects of hygiene • Wash hands before meals and snacks, and after toileting • Begin to help with selected household or classroom cleaning tasks such as wiping a table top or washing a bowl 2. Begin to show awareness of good hygiene and personal care habits <ul style="list-style-type: none"> • Use proper hand washing techniques with prompts • Use appropriate dental hygiene practices with assistance • Practice proper use of tissue with encouragement • Use appropriate toileting skills • Begin to demonstrate autonomy in personal care such as self dressing, taking care of personal belongings, cleaning up after activities

Content Practice Standards	Developmental Profile Indicators and Examples
Health Development - Nutrition:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Become aware of good nutritional practices</p>	<p>1. Exhibit knowledge that some foods are better for your body than others</p> <ul style="list-style-type: none"> • Begin to engage in discussions about healthy and unhealthy foods • Begin to make selections of foods that are healthy and recognize that some foods are not healthy with assistance • Participate in simple nutritious cooking activities
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
Health Development - Safety:	
<p>Demonstrate safe behaviors in all situations</p>	<p>1. Begin to identify potentially harmful objects, substances, or behaviors</p> <ul style="list-style-type: none"> • Begin to know the difference between a medicine and harmful drugs • Begin to know that objects such as weapons, syringes, matches, etc. can be dangerous and should not be touched <p>2. Begin to be aware of and follow universal safety rules</p> <ul style="list-style-type: none"> • Follow classroom and school rules • Practice appropriate emergency drills (fire, tornado, bomb, 911) • Begin to follow basic safety rules regarding bus, bicycle, playground, crossing the street, stranger awareness, etc.

Content Practice Standards	Developmental Profile Indicators and Examples
Physical Development - Gross Motor:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Develop coordination, balance, spatial awareness and strength through gross motor activities</p>	<ol style="list-style-type: none"> 1. Exhibit body coordination and strength <ul style="list-style-type: none"> • Engage in large motor activities such as climbing stairs (alternating feet), marching, hopping, running, jumping, and dancing • Use outdoor gross motor equipment safely and appropriately 2. Exhibit balance and spatial awareness <ul style="list-style-type: none"> • Engage in large motor activities such as walking along a board, going under, over and through obstacles, swinging and moving through space • Engage in manipulative activities, developing skills with a ball by bouncing, kicking, throwing, catching, rolling, etc. • Begin to play simple group games

Content Practice Standards	Developmental Profile Indicators and Examples
Physical Development - Fine Motor:	
The programs will provide experiences for 3-year-old children to:	The caregiver will assure that 3-year old children have opportunities to:
<p>Develop coordination in fine motor activities</p>	<ol style="list-style-type: none"> 1. Strengthen and control small muscles in hands <ul style="list-style-type: none"> • Work with playdough, soft forms containing gel, wet sand, etc. • Squeeze wet sponges or use tongs to pick up objects • Tear paper 2. Exhibit manual coordination <ul style="list-style-type: none"> • Use hands and fingers to act out fingerplays and songs • Begin to use scissors and art materials appropriately • Snap, button, zip, etc. with assistance 3. Coordinate eye-hand movement <ul style="list-style-type: none"> • Use beads, laces, and pegs • Begin to cut paper into pieces with scissors • Complete simple puzzles • Begin to use computer mouse • Scoop dry sand and pour it into a bucket or cup • Squeeze water from a turkey baster into another container

Louisiana Standards for PROGRAMS SERVING FOUR-YEAR-OLD CHILDREN



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EDUCATION

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Prekindergarten Standards: Louisiana's Road to the Future

Educational research has consistently proven that there is a strong correlation between the quality of early childhood experience and later academic success. Therefore, it is imperative that Louisiana's Early Childhood Education programs provide children with the foundational experiences needed for them to become successful learners. In an effort to help Louisiana's early childhood educators provide quality preschool programs, in 2003, the prekindergarten content standards for programs serving four-year-old children were developed.

In 2009, a revision committee met to modify the prekindergarten content standards. However, at this same time, the development of national Common Core State Standards was introduced. Louisiana, along with 48 other states, joined a state-led process to develop a common core of state standards in English language arts and mathematics for grades K-12. As a result of this national initiative, the prekindergarten revision committee's focus was directed at adding a section to the prekindergarten standards on approaches to learning, and only modifying the sections on social and emotional, health and physical, and creative arts. At a future date, the cognitive sections of the prekindergarten standards will be developed to align with the K-12 common core state standards.

The prekindergarten **content standards**, as well as the **grade-level expectations**, are based on research in developmentally appropriate practice and continue to provide early childhood educators with a common understanding of what young children should know and do. The purpose of these standards is to provide a guide for designing and implementing a curriculum that will facilitate learning and skill acquisition in each prekindergarten child. They are also designed to assist teachers in providing children with the foundational experiences to support later achievement of the K-12 content standards.

These standards have been developed for all Louisiana preschool students in public and private settings, including students with disabilities and students who are linguistically and culturally diverse. Significant efforts have been made to expand and improve the quality of Louisiana's Early Childhood programs. By developing *Louisiana Standards for Programs Serving Four-Year-Old Children*, we are laying the foundation for all children in Louisiana to become lifelong learners, as well as productive citizens for the 21st century.

Your partner for better education,

Paul G. Pastorek
State Superintendent of Education

Foreward

The *Louisiana Standards for Programs Serving Four-Year-Old Children* document is a framework for building a quality, developmentally appropriate prekindergarten program. These standards are designed to be used by teachers, administrators, directors, curriculum developers, parents, policymakers, and any others involved with programs that serve all four-year-old children.

These standards are intended to be a guide for teaching young children. They are not intended to be a curriculum or a checklist. All the individual areas of the standards are considered to be equally important and should be integrated into all the activities of the day. Also, the standards are not intended to limit any child's progress. The individual needs of each child must be met on a daily basis.

Educational research has consistently proven that there is a strong correlation between the quality of early childhood experience and later academic success. Therefore, it is imperative that Louisiana's prekindergarten programs provide children with the foundational experiences needed for them to become successful learners.

The Prekindergarten Standards Committee

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DRAFT

INTRODUCTION

The Louisiana Standards for Programs Serving Four-Year-Old Children document was developed by a committee of educators from across the state. The committee consisted of representatives of higher education institutions, technical colleges, childcare, Head Start, Department of Social Services, and the Department of Health and Hospitals, as well as representatives from local school system administrators and classroom teachers. The standards were designed to address the needs of all children in all settings.

There are a number of principles that guided the development of the document:

[These *Guiding Principles* were reprinted with permission from the Connecticut State Department of Education Preschool Curriculum Framework and Benchmarks for Children in Preschool Programs (May 1999).]

Early learning and development are multidimensional; developmental domains are highly interrelated.

Development in one domain influences the development in other domains. For example, children's language skills impact their ability to engage in social interactions. Therefore, developmental domains cannot be considered in isolation of each other. The dynamic interaction of all areas of development must be considered.

Young children are capable and competent.

All children are capable of positive developmental outcomes. Therefore, there should be high expectations for all young children.

There are individual differences in rates of development among children.

Each child is unique in the rate of growth and the development of skills and competencies. Some children may have a developmental delay or disability that may require program staff to adapt expectations of individual children or adapt experiences so that they will be successful in attaining the performance standard. Additionally, each child is raised in a cultural context that may impact a child's acquisition of certain skills and competencies.

Children will exhibit a range of skills and competencies in any domain of development.

Preschool age children will exhibit a range of skills and competencies in any area of development. All children within an age group should not be expected to master each skill to the same degree of proficiency at the same time.

Knowledge of child growth and development and consistent expectations are essential to maximize educational experiences for children and for program development and implementation.

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

Families are the primary caregivers and educators of their young children.

Families should be aware of programmatic goals and experiences that should be provided for children and expectations for children's performance by the end of the preschool years. Program staff and families should work collaboratively to ensure that children are provided optimal learning experiences. Programs must provide families with the information they may need to support children's learning and development.

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

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

*LOUISIANA CONTENT STANDARDS FOUNDATION SKILLS

The Louisiana Content Standards Task Force has developed the following foundation skills, which should apply to all students in all disciplines.

1. Communication: A process by which information is exchanged and a concept of “meaning” is created and shared between individuals through a common system of symbols, signs, or behavior. Students should be able to communicate clearly, fluently, strategically, technologically, critically, and creatively in society and in a variety of workplaces. This process can best be accomplished through use of the following skills: reading, speaking, listening, viewing, and visually representing.
2. Problem-Solving: The identification of an obstacle or challenge and the subsequent application of knowledge and thinking processes, which include reasoning, decision-making, and inquiry in order to reach a solution using multiple pathways, even when no routine path is apparent.
3. Resource Access and Utilization: The process of identifying, locating, selecting, and using resource tools to help in analyzing, synthesizing, and communicating information. The identification and employment of appropriate tools, techniques, and technologies are essential to all learning processes. These resource tools include pen, pencil, and paper; audio/video materials, word processors, computers, interactive devices, telecommunication, and other emerging technologies.
4. Linking and Generating Knowledge: The effective use of cognitive processes to generate and link knowledge across the disciplines and in a variety of contexts. In order to engage in the principles of continual improvement, students must be able to transfer and elaborate on these processes. “Transfer” refers to the ability to apply a strategy or in-content knowledge effectively in a setting or context other than that in which it was originally learned. “Elaboration” refers to monitoring, adjusting, and expanding strategies into other contexts.
5. Citizenship: The application of the understanding of the ideals, rights, and responsibilities of active participation in a democratic republic that includes working respectfully and productively together for the benefit of the individual and the community; being accountable for one’s choices and actions and understanding their impact on oneself and others; knowing one’s civil, constitutional, and statutory rights; and mentoring others to become productive citizens and lifelong learners.

*These foundation skills were developed by the Louisiana Content Standards Task Force in 1997. This task force developed the State Standards for Curriculum Development for kindergarten through grade 12.

INFORMATION LITERACY MODEL FOR LIFELONG LEARNING

Students must become competent and independent users of information to be productive citizens of the 21st century. They must be prepared to live in an information-rich and changing global society. Due to the rapid growth of technology, the amount of information available is accelerating so quickly that teachers are no longer able to impart a complete knowledge base in a subject area. In addition, students entering the workforce must know how to access information, solve problems, make decisions, and work as part of a team. Therefore, information literacy — the ability to recognize an information need and then locate, evaluate, and effectively use the needed information — is a basic skill essential to the 21st century workplace and home. Information literate students are self-directed learners, who, individually or collaboratively, use information responsibly to create quality products and to be productive citizens. Information literacy skills must not be taught in isolation; they must be integrated across all content areas, utilizing fully the resources of the classroom, the school library media center, and the community. The Information Literacy Model for Lifelong Learning is a framework that teachers at all levels can apply to help students become independent lifelong learners.

1. Defining/Focusing: The first task is to recognize that an information need exists. Students make preliminary decisions about the type of information needed based on prior knowledge.
2. Selecting Tools and Resources: After students decide what information is needed, they then develop search strategies for locating and accessing appropriate, relevant sources in the school library media center, community libraries and agencies, resource people, and others as appropriate.
3. Extracting and Recording: Students examine the resources for readability, currency, usefulness, and bias. This task involves skimming or listening for key words, “chunking” reading, finding main ideas, and taking notes.
4. Processing Information: After recording information, students must examine and evaluate the data in order to utilize the information by categorizing, analyzing, evaluating, and comparing for bias, inadequacies, omissions, errors, and value judgments. Based on their findings, they either move on to the next step or do additional research.
5. Organizing Information: Students effectively sort, manipulate, and organize the information that was retrieved. They make decisions on how to use and communicate their findings.
6. Presenting Findings: Students apply and communicate what they have learned (e.g., research report, project, illustration, dramatization, portfolio, book, book report, map, oral/audio/visual presentation, game, bibliography, hyper stack).
7. Evaluating Efforts: Throughout the information problem-solving process, students evaluate their efforts. This assists students in determining the effectiveness of the research process. The final product may be evaluated by the teacher and other qualified or interested resource persons.

Louisiana Prekindergarten Program Guidelines

**ARE LOCATED IN A SEPARATE DOCUMENT
ON THE
LDOE EARLY CHILDHOOD WEBSITE**

CONTENT STANDARDS

This section contains content standards, which are organized alphabetically into six domains of development:

Approaches to Learning
Cognitive Development
 Mathematical Development
 Science Development
 Social Studies Development
Creative Arts Development
Health and Physical Development
Language and Literacy Development
Social and Emotional Development

The six developmental domains are designed to be interdependent and must be considered as a whole when considering the development of prekindergarten children. Each developmental domain includes the following:

Standard - the overarching goal for each content area

Indicator - defines the standard more specifically in each content area

Grade-Level Expectation (GLE) - describes what children should know and be able to do by the end of prekindergarten

Link - Each content standard is aligned with the Louisiana K-4 Content Standards and other relevant state and national standards.

The content standards and grade-level expectations provide the prekindergarten personnel with a common understanding of what young children should know and do. It is designed to be a guide for designing and implementing a curriculum that will facilitate learning and skill acquisition in each prekindergarten child. Skills such as letters, numbers, shapes, colors, etc., should not be taught in isolation, but integrated throughout the curriculum.

The content standards, indicators, and grade-level expectations are based on research in developmentally appropriate practice for preschool children. In developing these standards, the *Head Start Performance Standards* and the *Early Childhood Environment Rating Scale, Revised Edition (ECERS-R)* were reviewed and linked to the appropriate content practice standards.

DEVELOPMENTALLY APPROPRIATE PRACTICES

Developmentally Appropriate Practices Include:	Developmentally Appropriate Practices <u>DO NOT</u> Include:
Learning centers / Free choice centers	Timed rotation / Teacher selected
Concrete learning experiences with real items	Workbooks or ditto sheets
Balance of student-initiated and teacher-directed activities in instructional day	Teacher-directed activities are more than 25-35% of the instructional day
Actively engaged learners	Passive quiet learners
Language and talking are encouraged daily	Classrooms are quiet most of the day
Cozy inviting environments	Sterile cold environments
Daily outdoor gross motor time / Adults are interacting with the children to facilitate learning	Recess / Adults are <u>On Duty</u>
Individual creative art expressions	Patterned art / Art projects are uniform (all look the same)
Language / Literacy rich activities that encourage phonological awareness	Alphabet letters taught through rote drill or Letter of the week
Hands-on math activities	Rote drill of numbers, shapes, colors, etc.
Use a variety of materials that are changed frequently to meet the needs and interests of the children	Same materials and equipment used daily throughout the school year
Adult-Child Interactions encourage learning through open-ended questions, extending conversations, reasoning, etc.	Adult-Child Interactions are minimal, unpleasant, non-responsive, inappropriate, or only to control behavior
Use of TV, videos and computers are related to classroom events, appropriate, limited to short periods of time and adult interaction occurs	TV, videos, and computers are not related to classroom events, used inappropriately, no alternative activities are used, and no adult interaction occurs
Teacher uses a variety of strategies and meaningful activities to develop skills and concepts	Teacher uses direct instruction to teach and isolates the skills and concepts
Assessment is ongoing / Portfolios are used that include anecdotal records, work samples, photographs, etc.	Isolated testing / Worksheets

*For more Developmentally Appropriate Practices refer to *ECERS-R*, NAEYC guidelines, and Bulletin 741.

PreK Standards Sample Page

A **Standard** describes the broad outcomes that children should achieve through a high quality preschool experience.

Content Area or Domain being addressed.

Strand defines each **Content Area or Domain** more specifically.

MATHEMATICAL DEVELOPMENT Number and Number Relations

Examples are tips on how to structure the curriculum and environment to assist a child's optimal performance.

STANDARD: Understand numbers, ways of representing numbers and relationships between numbers and numerals

Louisiana K-4 Content Standards: N-1-E & N-9-E Head Start Performance Standards: 1304.21(a)(4)(iv) 1304.21(c)(1)(ii) ECERS-R Items: 26

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CM-N1* Compare numbers of objects	5. Compares sets of objects using same/different and more/less/fewer	Compare number of boys to girls Compare unifix towers to each other Begin to use names of numbers in play, such as "I need two more blocks" Compare objects in groups, such as shoes that tie and do
PK-CM-N2 Perform one-to-one	2. Count a set of 5 or fewer objects using 1 to 1 correspondence between number names and objects	Put pegs in each hole of pegboard
PK-CM-N3	1. Count by ones to 10	Sing counting songs Count in rhymes, fingerplays, poems, or stories
PK-CM-N4 Begin to count objects	2. Count a set of 5 or fewer objects using 1 to 1 correspondence between number names and objects	Count manipulatives Count days on the calendar Count children to line up for field trip Count the number of children present each day
PK-CM-N5 Begin to recognize numerals	4. Identifies numerals 1-5	Identify some numerals in their environment Discriminate between letters and numerals by sorting Play number games
PK-CM-N6 Begin to demonstrate estimation skills	<i>No corresponding GLE</i>	Estimate how many scoops of sand will fill a pail Place a small number of items in a see-through container and ask children to estimate number and record the estimate Estimate how many eggs fit in a strawberry basket

Indicators define a **Standard** more specifically so that it can be measured. Each indicator is coded by Domain, Content Area, and Strand. (see below)

Each **Standard** is aligned with the Louisiana K-4 Content Standards and other relevant state and

The **Grade-Level Expectation** specifies what most preschool children should be able to know and be able to do by the end of their preschool experiences.

* PK-CM-N1 means **Prekindergarten** – **Cognitive Math** **Number 1**

APPROACHES TO LEARNING

RATIONALE

Approaches to learning are behaviors and attitudes that show how children learn and acquire knowledge. Children vary in their learning styles and how they express their approaches to learning. Research has shown that children with positive approaches to learning have an increased academic and social-emotional competence. These children did better in reading and mathematics in kindergarten and first grade, were twice as likely to score in the top 25% in reading and mathematics, and had more positive and constructive interactions with others.

Commonly cited components of approaches to learning include children's:

- Intrinsic motivation to learn
- Interest and joy in learning
- Initiative
- Engagement
- Persistence
- Ability to plan, focus, and control attention
- Flexible problem-solving
- Inventiveness
- Tolerance for frustration
- Ability to connect and apply past learning to new experiences¹

As children apply these approaches to learning, they can carry their new knowledge and abilities to a higher level of mastery and develop skills to become life-long learners.

¹ Hyson, M. (2008). *Enthusiastic and Engaged Learners: Approaches to Learning in the Early Childhood Classroom*. New York, NY: Teachers College, Columbia University.
National Education Goals Panel. (1995). *Reconsidering children's early development and learning: Toward common views and vocabulary*. Goal 1 Technical Planning Group. S. L. Kagan, E. Moore, & Bredekamp (Eds). Washington, DC: U.S. Governing Printing Office.
Scott-Little, C., Kagan, S.L., Frelow, V.S., & Reid, J. (2008). *Inside the Content of Infant-Toddler Early Learning Guidelines: Results from Analyses, Issues to Consider, and Recommendations*. Greensboro, NC: University of North Carolina at Greensboro.

GUIDING PRACTICES

Effective Prekindergarten programs:

- Provide purposeful and meaningful child-initiated activities
- Support children's play through a well-planned environment
- Help children feel successful by supporting individual differences
- Facilitate children's discovery of their own learning capacities and styles
- Model enthusiasm for new learning processes and projects
- Encourage children to try new things and use materials in different ways
- Encourage children to think about things from different perspectives
- Use open-ended questions as means to further learning
- Prompt children to investigate, act on ideas, and communicate their thoughts
- Help children work together on projects or solve problems

STRATEGIES TO SUPPORT AN INCLUSIVE LEARNING ENVIRONMENT*

- Provide visual and verbal prompts to help children move through a problem-solving or planning process
- Purposefully guide children to work and play together
- Help children focus their attention by providing activities or materials that are of interest to them, and encourage them to stay focused on an activity
- Break problems and tasks into smaller or shorter pieces ("chunking")

***To facilitate the inclusion of all children, including those with varying abilities, IEPs, and/or English Language Learners, some sample accommodations are embedded within the examples provided for the indicators. Please see Appendix 1 and Appendix 2 for further information and suggested modifications and/or accommodations.**

APPROACHES TO LEARNING

Reasoning and Problem-Solving

STANDARD: Develop learning and thinking skills through gaining, refining, and applying knowledge

Head Start Performance Standards: 1304.21(a)(1); (a)(3); & (a)(4) 1304.21(c)(1)(i); & (c)(1)(ii) **ECERS-R Items:** 16, 17, & 18

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
NOTE: PreK Indicators do not apply to this Standard	1. Demonstrate an intrinsic motivation to learn by displaying interest in real world experiences	Use a magnifying glass to look at lines on leaves In dramatic play, look at a wok and ask, "What is this?" While reading a book about Louisiana, ask, "What's a beignet?"
	2. Demonstrate the ability to think systematically and use reasoning skills	Make a prediction about what might happen next in a story Decide what might happen if two colors of playdough are combined based on what s/he observed when two colors of paint were combined Respond to "what if" questions and give reason(s) for answer
	3. Use a variety of strategies to investigate possible solutions when problem-solving	Ask, "What made the dough smell different?" after a teacher adds peppermint oil to playdough Use touch and smell to determine what a teacher has hidden in a bag Observe a friend crying and try to determine what is wrong Find a broken toy and seek assistance from teacher about the best way to fix it
	4. Approach tasks and experiences with flexibility, imagination, and inventiveness to create new ideas outside of his/her own experience	After being read a book about space, spontaneously create a rocket ship out of blocks and pretend to "blast off" to the moon Use play-dough to make pretend objects, such as jewelry, food, or press-on fingernails Try using a rubber band to hold two sticks together after discovering that tape would not hold them together

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
	5. Discuss ideas and experiences with others, utilizing any form of communication	<p>While lining up next to each other, say or gesture, "I'm taller than you!"</p> <p>Bring a collection of things from home and share with classmates</p> <p>Mix blue and red paint and communicate to a friend that they make purple</p> <p>Use measurement words (such as size, shape) at the water table to discuss the characteristics of containers</p>
	6. Reflect on investigations and their results by making observations and possibly forming new ideas	<p>Recognize that a friend's mom is pregnant after his/her own mom recently had a baby</p> <p>Change the base of his/her block structure when the tower continues to fall</p> <p>Talk about painting with a brush earlier that day and say, "Maybe tomorrow I can use my fingers, instead!"</p> <p>While putting on a fire hat, girl tells boys, "Women can be fire people, too, because I saw it on TV!"</p>

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APPROACHES TO LEARNING

Initiative, Engagement, and Persistence

STANDARD: Demonstrate initiative, engagement, and persistence in learning

Head Start Performance Standards: 1304.21(a)(1); (a)(3); & (a)(4) 1304.21(c)(1)(i); (1)(ii); & (1)(iv) **ECERS-R Items:** 16, 17, 18, 34, & 36

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<p>NOTE: PreK Indicators do not apply to this Standard</p>	<p>1. Show curiosity and interest in learning new things and trying new experiences</p>	<p>Explore on his/her own, e.g., pick up class pet for the first time or collect objects to test if they are magnetic Experiment with different art materials to make a self-portrait Taste guacamole after learning about avocados Ask to join a group playing with a mixture of cornstarch and water (“goop”)</p>
	<p>2. Demonstrate initiative and independence in selecting and carrying out activities</p>	<p>Bring binoculars outside to look more closely at a bird building a nest After a field trip to the grocery store, organize classroom play food and food boxes to create a grocery store Bring art materials to a group building a castle in the block area to add on a bridge</p>
	<p>3. Maintain attention in child-initiated and teacher-initiated activities for short periods of time, despite distractions and interruptions</p>	<p>Continue to attend to a story being read when someone enters the room Work to complete a puzzle, even after a friend interrupts and asks him/her to play in another area Put away the art materials, despite others preparing to go outside Say, “I’ll do it!”, even though the teacher offered to help</p>

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
	<p>4. Demonstrate an increasing ability to plan and work towards completion of tasks and activities, even when faced with frustration because the task or activity is difficult</p>	<p>Identify and collect materials (e.g., plastic farm animals, blocks, people figures, or tractors) to create a farm in the block area</p> <p>Select paper and marker to create a sign for a store in the dramatic play area</p> <p>Ask a teacher where to leave a clay structure so that it can be painted later</p> <p>Continue to try to cross the monkey bars, even after having fallen off</p> <p>Make repeated efforts to rebuild a block structure that keeps falling down</p> <p>Work with the teacher to decide what objects to use in an obstacle course on the playground, and help put objects in place</p>

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APPROACHES TO LEARNING

Curiosity and Eagerness to Learn

STANDARD: Engage in play-based learning for sustained periods of time to acquire knowledge about themselves and their world

Head Start Performance Standards: 1304.21(a)(1); (a)(3); & (a)(4) 1304.21(c)(1)(i); (1)(ii); & (1)(iv) **ECERS-R Items:** 16, 17, 18, 34, & 36

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
NOTE: PreK Indicators do not apply to this Standard	1. Make choices about play activities, materials, and playmates/companions	<ul style="list-style-type: none"> Choose one ball out of a variety of balls that will fit through the ball hoop on the playground Given five options for activity/play centers, make a choice of where to play Pick a friend to play “Mama Bear” when reenacting a story in the dramatic play area
	2. Engage in unfamiliar activities during play	<ul style="list-style-type: none"> Try to put together a new interlocking puzzle in the puzzle center Seek assistance when attempting to learn how to swing Experiment with magnets
	3. Use prior knowledge and experiences to learn new skills during play	<ul style="list-style-type: none"> Say, “May I take your order?” in dramatic play, then write or pretend to write it down Attempt to make a stop sign, so children won’t knock down block structure After a field trip to the fire station, put on firefighter hat and pretend to put out a fire Find or collect props to retell the story, “The Three Little Pigs”

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
	4. Use manipulatives and other hands-on materials to learn concepts and skills related to core content areas	Use a scarf to symbolize wind blowing Use play-dough to make letters Use a collection of leaves to compare and discuss size Weigh two apples to decide which one is heavier Use materials and/or puppets to recreate a story
	5. Describe play experiences using English or another language or another mode of communication	During center activities, describe “creations” when asked about art work, block structures, and other creative work Use home language to communicate to a parent what he/she played with that day Explain what friends are arguing about in the dramatic play area Use signs to communicate that he/she played the role of “mother” during a classroom skit

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MATHEMATICAL DEVELOPMENT

INTRODUCTION

Young children develop mathematical concepts through meaningful and concrete experiences that are broader in scope than numerals and counting. In an inclusive, developmentally appropriate play-based environment, prekindergarten children will have opportunities to acquire and understand mathematical skills and concepts using hands-on experiences. They will have access to a wide variety of tools and technologies that foster the understanding of mathematics in real-life situations.

Early childhood teachers must be flexible during daily routines and strive to capture teachable moments using open-ended questioning techniques to expand mathematical concepts. These teachers must also facilitate activities that address and extend young children's developmental levels.

STRATEGIES TO SUPPORT AN INCLUSIVE LEARNING ENVIRONMENT*

- Simplify a complicated task by breaking it into smaller parts or reducing the number of steps
- Use shorter but more frequent activities and routines
- Add new activities and specific activities as needed to meet individual needs

***To facilitate the inclusion of all children, including those with varying abilities, IEPs, and/or English Language Learners, some sample accommodations are embedded within the examples provided for the indicators. Please see Appendix 1 and Appendix 2 for further information and suggested modifications and/or accommodations.**

STAGES OF MATH DEVELOPMENT

2-3 YEAR OLDS:

begin to understand the use of numbers as they hear others using them
understand the use of numbers through exploring objects
work large-piece puzzles
understand direction and relational words
recognize geometric shapes, like a circle
sequence up to three items

3-4 YEAR OLDS:

recognize and express quantities like *some*, *more*, *a lot*, and *another*
begin to have a sense of time
recognize familiar geometric shapes in the environment
sort objects by one characteristic
rote count to 5
notice and compare similarities and differences
use words to describe quantity, length, and size

4-5 YEAR OLDS:

play number games with understanding
count objects to 10 and sometimes to 20
identify the larger of two numbers
answer simple questions that require logic
recognize more complex patterns
position words
sort forms by shape
compare sizes of familiar objects not in sight
work multi-piece puzzles

5-6 YEAR OLDS:

begin to understand concepts represented in symbolic form
can combine simple sets
begin to add small numbers in their heads
rote count to 100 with little confusion
count objects to 20 and more
understand that the number is a symbol that stands for a certain number of objects
classify objects by multiple attributes
can decide which number comes before, or after, another number

Source: *The Portfolio and Its Use: A Road Map for Assessment* by Southern Early Childhood Association

MATHEMATICAL DEVELOPMENT

Number and Number Relations

STANDARD: Understand numbers, ways of representing numbers and relationships between numbers and numerals

Louisiana K-4 Content Standards: N-1-E & N-9-E *ECERS-R* Items: 26 Head Start Performance Standards: 1304.21(a)(4)(iv) 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CM-N1* Compare numbers of objects	5. Compares sets of objects using same/different and more/less/fewer	Compare number of boys to girls Compare unifix towers to each other Begin to use names of numbers in play, such as “I need two more blocks” Compare objects in groups, such as shoes that tie and do not tie
PK-CM-N2 Perform one-to-one correspondence	2. Count a set of 5 or fewer objects using 1 to 1 correspondence between number names and objects	Set the table Hand out snacks to each child Put pegs in each hole of pegboard
PK-CM-N3 Count by rote	1. Count by ones to 10	Sing counting songs Count in rhymes, fingerplays, poems, or stories
PK-CM-N4 Begin to count objects	2. Count a set of 5 or fewer objects using 1 to 1 correspondence between number names and objects	Count manipulatives Count days on the calendar Count children to line up for field trip Count the number of children present each day
PK-CM-N5 Begin to recognize numerals	4. Identifies numerals 1-5	Identify some numerals in their environment Discriminate between letters and numerals by sorting Play number games
PK-CM-N6 Begin to demonstrate estimation skills	<i>No corresponding GLE</i>	Estimate how many scoops of sand will fill a pail Place a small number of items in a see-through container and ask children to estimate number and record the estimate Estimate how many eggs fit in a strawberry basket

*PK-CM-N -- Prekindergarten – Cognitive Math – Number Concepts

MATHEMATICAL DEVELOPMENT

Measurement

STANDARD: Use non-standard units to measure and make comparisons

Louisiana K-4 Content Standards: M-1-E; M-2-E; M-3-E; M-4-E; & M-5-E *ECERS-R* Items: 26 Head Start Performance Standards: 1304.21(a)(4)(iv) 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CM-M1* Experience, compare, and use language relating to time	7. Use words such as day/week, month, schedule, morning, noon, night	Begin to use words to describe time intervals, such as yesterday, today, and tomorrow Use different types of timers Participate in discussions about the daily schedule
PK-CM-M2 Anticipate, remember, and describe sequences of events	<i>No corresponding GLE</i>	Retell sequential events in a story and/or activity Recall daily schedule Count down days to an event
PK-CM-M3 Use mathematical language to describe experiences involving measurement	6. Use comparative vocabulary in measurement settings (long/longer, more/less, short/shorter, bigger/smaller, hotter/colder, heavier/lighter)	Use comparison terms, such as heavy/light, long/short, more/less, or big/little
PK-CM-M4 Measure objects in the physical world using non-standard units of measurement	<i>No corresponding GLE</i>	Use hands to measure objects Use string to measure child's height or circumference of an object, such as pumpkin, watermelon, or orange

***PK-CM-M -- Prekindergarten – Cognitive Math – Measurement**

MATHEMATICAL DEVELOPMENT

Geometry

STANDARD: Develop an understanding of geometrical and spatial concepts

Louisiana K-4 Content Standards: G-1-E; G-2-E; & G-4-E *ECERS-R* Items: 26 Head Start Performance Standards: 1304.21(a)(4)(iv) 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CM-G1* Recognize, name, describe, compare, and create basic shapes.	8. Identify rectangles, squares, circles, and triangles using concrete models.	Combine unit blocks to make shapes Go on shape scavenger hunt Use shapes to make pictures
PK-CM-G2 Identify shapes to describe physical world	<i>No corresponding GLE</i>	Identify shapes of objects in the environment, such as the classroom door is a rectangle Identify roof in photo of house as a triangle
PK-CM-G3 Describe and interpret spatial sense: positions, directions, distances, and order	3. Identify an object's position as first or last 10. Use words that indicate direction and position of an object (up, down, over, under, above, below, beside, in, out, behind). 11. Recognize and manipulate an object's position in space.	Describe the position of people or things in relation to self or other objects Give and follow directions using positional words Describe the movement of objects, such as "The dog jumped over the fence"

*PK-CM-G -- Prekindergarten – Cognitive Math – Geometry and Spatial Sense

MATHEMATICAL DEVELOPMENT

Data Analysis

STANDARD: Investigate, organize, respond, and create representations

Louisiana K-4 Content Standards: P-1-E; P-2-E; P-3-E; D-1-E; D-2-E; D-3-E; & D-4-E **ECERS-R Items:** 26 **Head Start Performance Standards:** 1304.21(a)(4)(iv) 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CM-D1* Sort and classify materials by one or more characteristics	9. Sort concrete objects by attribute (shape, size, color)	Sort buttons by color Group items with common characteristics Return materials to shelf by matching objects to labels
PK-CM-D2 Collect and organize data about themselves, their surroundings, and meaningful experiences	12. Arrange objects/pictures to make an object or picture graph	Create simple graphs (picture, bar, representational, Venn diagrams), such as leaves by type or favorite ice cream Use webbing to collect information
PK-CM-D3 Interpret simple representations in data	<i>No corresponding GLE</i>	Participate in discussion about the calendar Participate in discussion using information from child-created graphs Participate in discussion about charts

* **PK-CM-D -- Prekindergarten** – Cognitive **Math** – Data Collection, Organization, and Interpretation

MATHEMATICAL DEVELOPMENT

Patterns and Relationships

STANDARD: Identify and create patterns

Louisiana K-4 Content Standards: P-1-E & P-3-E *ECERS-R* Items: 26 Head Start Performance Standards: 1304.21(a)(4)(iv) 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CM-P1* Recognize patterns in the physical world	13. Recognize and copy repeated patterns (concrete objects, songs, rhymes, and body movements)	Go on shape walks to identify patterns in environment Recognize patterns in snack kabobs Identify patterns on common objects, such as flag, clothes, or environmental patterns
PK-CM-P2 Describe, copy, extend, create patterns and make predictions about patterns	13. Recognize and copy repeated patterns (concrete objects, songs, rhymes, and body movements)	Line up boy, girl, boy, girl ... Clap out patterns Make patterns with manipulatives, such as lacing beads, unifix cubes, or links Tell what comes next in a pattern Create musical patterns playing music on cans
PK-CM-P3 Seriate objects	<i>No corresponding GLE</i>	Place blocks in order from shortest to tallest Place colored bears in order from smallest to largest

***PK-CM-P – Prekindergarten – Cognitive Math – Patterns and Relationships**

SCIENTIFIC DEVELOPMENT

INTRODUCTION

Young children are natural scientists. They easily become mesmerized by everyday happenings. Through varied and repeated opportunities to predict, observe, manipulate, listen, experiment with, reflect, and respond to open-ended questions, pre-kindergarteners make inferences and become higher-level thinkers.

Quality early childhood science programs require a balance of content and process, using multi-sensory experiences. In addition to science inquiry skills, pre-kindergarteners can begin to acquire a foundation of science concepts and knowledge on which they can build a clear understanding of their world. Early childhood teachers should look for opportunities to explore scientific concepts in all content areas.

STRATEGIES TO SUPPORT AN INCLUSIVE LEARNING ENVIRONMENT*

- Simplify a complicated task by breaking it into smaller parts or reducing the number of steps
- Use shorter but more frequent activities and routines
- Add new activities and specific activities as needed to meet individual needs

*To facilitate the inclusion of all children, including those with varying abilities, IEPs, and/or English Language Learners, some sample accommodations are embedded within the examples provided for the indicators. Please see Appendix 1 and Appendix 2 for further information and suggested modifications and/or accommodations.

SCIENTIFIC DEVELOPMENT

Inquiry

STANDARD: Begin to engage in partial and full inquiries

Louisiana K-4 Content Standards: SI-E-A1, A2, A3, A4, A5, A6 SI-E-B1, B2, B3, B4, B5, B6 **ECERS-R Items:** 25 **Head Start Performance Standards:** 1304.21(a)(2)(ii) 1304.21(a)(4)(i)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CS-I1 Use prior knowledge and experiences to hypothesize, predict, generate questions, and draw conclusions about organisms and events in the environment.	1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms) 2. Pose questions that can be answered by using students' own observations and scientific knowledge	Generate questions about insects (KWL or Experience Charts) Engage in spontaneous discussion (teachable moments) Engage in discussion through questioning, after reading a nonfiction science book Hypothesize or predict why certain phenomenon occurred
PK-CS-I2 Conduct simple scientific investigations	16. Explore the motion of objects by using balls, toy cars, or spinning tops	Observe ice melting Compare cars rolling down a ramp Compare objects that sink and float
PK-CS-I3 Make observations using senses	<i>No corresponding GLE</i>	Taste test a variety of foods and describe tastes Describe objects in feely box Describe changes in weather

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CS-I4 Employ equipment and tools to gather data and extend sensory observations	4. Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data 7. Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) 8. Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) 12. Determine whether one object weighs more or less than another by using a pan balance	Sift soil with sieve to find organisms in soil Observe objects using color paddles Balance objects in scale to determine which is heavier or lighter
PK-CS-I5 Collect, interpret, communicate data and findings from observations and experiments in oral and written formats	5. Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate 6. Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios)	Communicate scientific information in a variety of ways (e.g. graph, tally, web, draw pictures, oral report) Create models of objects in the environment Participate in discussions where points of view are openly shared
PK-CS-I6 Use appropriate scientific vocabulary related to topics	<i>No corresponding GLE</i>	Describe the common physical changes of melting, freezing, and evaporating Identify the life cycle of a butterfly using scientific terms (e.g. egg and chrysalis)
*PK-CS-I – Pre-Kindergarten – Cognitive Science – Inquiry		

SCIENTIFIC DEVELOPMENT

Physical Science

STANDARD: Begin to acquire scientific knowledge related to physical science

Louisiana K-4 Content Standards: SI-E-A1, A2, A3, A4 S1-E-B1, B2, B3, B4, B5 PS-E-A1, A2, A3, A4 PS-E-C6, C7 **ECERS-R Items:** 25
Head Start Performance Standards: 1304.21(a)(2)(ii) 1304.21(a)(4)(i)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CS-P1 Begin investigating states of matter: solids, liquids, and gases	10. Determine whether objects float or sink through investigations 13. Compare the properties of different solids and liquids through observation 14. Identify components of simple mixtures (e.g., salt/water, rice/beans, iron filings/sand)	Sort and classify objects by their state of matter Participate in block play using a variety of types of blocks (e.g. wooden unit blocks, cardboard blocks, foam blocks) Participate in a variety of sand and water activities Observe what happens to objects when filled with gases Explore three states of water: ice (solid), water (liquid), and steam (gas)
PK-CS-P2 Describe objects by their physical properties	9. Sort objects using one characteristic 18. Identify selected substances as <i>hot</i> or <i>cold</i>	Describe objects according to size, shape, color, or state of matter Describe characteristics of sand and water during sand and water play Describe what happens when bottles filled with objects suspended in liquids are moved in various ways such as: dirt in water or confetti in Karo syrup
PK-CS-P3 Explore the physical world using five senses	3. Use the five senses to describe observations 15. Demonstrate motion by using students' own bodies 17. Identify different sounds as <i>soft</i> or <i>loud</i>	Take a walk exploring the environment using the senses of sight, touch, smell, and/or sound -- describe findings Match things during a tasting, touching, smelling party Listen to and identify environmental, animal, or voice sounds
PK-CS-P4 Explore simple machines, magnets, and sources of energy	11. Describe properties of materials by using observations made with the aid of equipment such as magnets, magnifying glasses, pan balances, and mirrors	Explore magnets, magnifying glasses, balance scales, gears, pulleys, mirrors, and wind-up toys Discuss what makes things run by answering open-ended questions (e.g. car-gas, waterwheel-water, lamp-electricity)

***PK-CS-P – Pre-Kindergarten – Cognitive Science – Physical Science**

SCIENTIFIC DEVELOPMENT

Life Science

STANDARD: Begin to acquire scientific knowledge related to life science

Louisiana K-4 Content Standards: SI-E-A1, A2, A3, A4 SI-E-B1, B2, B3 PS-E-A1, A2, A3, A4 PS-E-C6, C7 LS-E-A1, A2, A6 LS-E-B1 **ECERS-R Items:** 25
Head Start Performance Standards: 1304.21(a)(2)(ii) 1304.21(a)(4)(i)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CS-L1 Explore, observe, and describe a variety of living things	19. Identify parts of the body and how they move 20. Give examples of different kinds of plants and different kinds of animals 21. Distinguish food items from nonfood items 22. Learn about animals and plants through nonfiction literature 23. Observe and care for pets and plants 24. Describe plants and animals in the schoolyard or home environments	Catch insects and place in bug catchers Use magnifying glass to observe insects Keep a class pet and/or plants in the classroom Observe the effect of darkness and light on growing plants
PK-CS-L2 Explore, observe, and describe a variety of non-living things	25. Explore and describe various properties of rocks, minerals, and soils	Compare live insects to plastic insects Collect non-living things, such as rocks, seashells, or buttons Sort examples of living and nonliving things
PK-CS-L3 Explore, observe, describe, and participate in a variety of activities related to preserving their environment	<i>No corresponding GLE</i>	Participate in constructing a compost heap Participate in planting a tree Participate in a campus cleanup day Participate in collecting items to recycle
PK-CS-L4 Begin to develop an awareness and understanding of plant and animal life cycles and how the life cycles vary for different reasons	<i>No corresponding GLE</i>	Plant and maintain a butterfly garden Read non-fiction age appropriate books about life cycles Observe life cycles of larvae, tadpoles, or mealworms

* PK-CS-L – Pre-Kindergarten – Cognitive Science – Life Science

SCIENTIFIC DEVELOPMENT

Earth Science

STANDARD: Begin to acquire scientific knowledge related to earth science

Louisiana K-4 Content Standards: SI-E-A1, A2, A3, A4 SI-E-B1, B2, B3, B4, B5 ESS-E-A1, A4 ESS-E-B1 **ECERS-R Items:** 25
Head Start Performance Standards: 1304.21(a)(2)(ii) 1304.21(a)(4)(i)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CS-ES1 Investigate, compare, and contrast seasonal changes in their immediate environment	9. Sort concrete objects by attribute (shape, size, color)	<p>Draw, write, and/or dictate a message in journal about what they see, feel, and do in certain kinds of weather or over a period of time</p> <p>Dress-up in a variety of seasonal clothing in the dramatic play center</p> <p>Play a lotto game about the seasons</p>
PK-CS-ES2 Discover through observation that weather can change from day to day	<p>26. Describe the weather and its daily changes</p> <p>27. Describe different types of weather students have experienced and give examples of how daily activities and appropriate attire are affected by weather conditions</p>	<p>Graph each day's weather</p> <p>Keep weather journal</p> <p>Read a thermometer to determine temperature</p> <p>Keep a record of the day's temperature either from the newspaper, home, or outside thermometer</p>
PK-CS-ES3 Use vocabulary to describe major features of the earth and sky	28. Learn about objects in the sky through nonfiction literature	<p>Listen to and retell stories about the earth, sky, land formations, and bodies of water such as: <i>In the Night Sky, Happy Birthday Moon, Good Night Moon, In a Small, Small Pond, In the Tall, Tall Grass, Swimmy, Big Al, The Tiny Seed</i></p> <p>Discuss things in the day and night time sky</p> <p>Observe and discuss shadows at various times of the day</p>

***PK-CS-ES – Pre-Kindergarten – Cognitive Science – Earth and Space Science**

SOCIAL STUDIES DEVELOPMENT

INTRODUCTION

For young children the foundation for learning in social studies and history begins with the child's personal experiences and understanding of the relationship of self to home and family. Their understanding then gradually expands to include the people they meet in school, neighborhood, community, and the larger world. Teachers need to identify children's current knowledge and understanding. The pre-kindergarten curriculum needs to focus on concepts that are related to the child's immediate experience.

STRATEGIES TO SUPPORT AN INCLUSIVE LEARNING ENVIRONMENT*

- Provide adaptive equipment and materials where needed to accommodate children's special needs
- Assure that the classroom and school environments are handicapped accessible and meet the needs of all children
- Use appropriate verbal, visual, and physical cues in all the activities to meet the special needs of all the children

*To facilitate the inclusion of all children, including those with varying abilities, IEPs, and/or English Language Learners, some sample accommodations are embedded within the examples provided for the indicators. Please see Appendix 1 and Appendix 2 for further information and suggested modifications and/or accommodations.

SOCIAL STUDIES DEVELOPMENT

Geography

STANDARD: Develop an understanding of location, place, relationships within places, movement, and region

Louisiana K-4 Content Standards: G-1B-E1 *ECERS-R* Items: 22 Head Start Performance Standards: 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CSS-G1 Include representations of roads, bodies of water, and buildings in their play	1. Identify representations of roads, bodies of water, and buildings in play activities	Use blue paper for a lake in the block area Drive toy cars on roads made from blocks
PK-CSS-G2 Use words to indicate directionality, position, and size	<i>No corresponding GLE</i>	Correctly use and respond to words, such as <i>left, right, first, last, big, little, top, or bottom</i> Verbalize location of objects that are hidden during a Hide and Seek game
PK-CSS-G3 Develop awareness of the world around them	2. Demonstrate an awareness of the world around them (e.g., provide simple information about a trip the student has taken or where the student lives)	Recognize some common symbols of state and country, such as the shape of Louisiana or United States, or the Louisiana or American flag Observe the path a letter travels when teachers shows route on the map Answers questions about where they went on a trip or other places they have lived

***PK-CSS-G – Pre-Kindergarten – Cognitive Social Studies - Geography**

SOCIAL STUDIES DEVELOPMENT Civics

STANDARD: Develop community and career awareness

Louisiana K-4 Content Standards: E-1A-E3 Kindergarten Health Standards: 3-E-1 & 3-E-2 Head Start Performance Standards: 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CSS-C1 Recognize community workers and increase awareness of their jobs	3. Identify community workers and their jobs	Identify different community workers by the uniform worn or the equipment used Participate in field trips to observe community workers Listen to guest speakers, such as a firefighter or a police officer Dress-up and role play different types of community workers
PK-CSS-C2 Identify his/her role as a member of family/class	5. Participate in patriotic activities	Participate in classroom duties Describe experiences shared within the family Participate in role playing

*PK-CSS-C – Pre-Kindergarten – Cognitive Social Studies - Civics

SOCIAL STUDIES DEVELOPMENT Economics

STANDARD: Develop an understanding of how basic economic concepts relate to their everyday lives

Louisiana K-4 Content Standards: E-1A-E3 Head Start Performance Standards: 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CSS-E1 Demonstrate an awareness of money being used to purchase things	6. Demonstrate an awareness of the uses of money in play activities	Use pretend money to purchase things in a dramatic play grocery store, bank, or post office

*PK-CSS-E – Pre-Kindergarten – Cognitive Social Studies -Economics

SOCIAL STUDIES DEVELOPMENT

History

STANDARD: Develop an understanding of the concept of time

Louisiana K-4 Content Standards: H-1A-E1 Head Start Performance Standards: 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-CSS-H1 Use words to describe time (<i>yesterday, today, tomorrow</i>)	7. Demonstrate an awareness of time by using and responding to such words as <i>yesterday, today, and tomorrow</i>	Use statements like, "I'm getting a bike today!" or "My birthday is tomorrow!" Use statement like, "The field trip was yesterday."

*PK-CSS-H – Pre-Kindergarten – Cognitive Social Studies - History

DRAFT

CREATIVE ARTS DEVELOPMENT

RATIONALE

Creative arts development fosters creativity, individual expression, self-esteem, imagination, and appreciation of diversity. Through music, movement, visual arts, and dramatic arts, prekindergarten children are encouraged to explore and express themselves creatively. Creative expression supports children's cognitive growth, problem-solving skills, and growing insight about the world around them.

GUIDING PRACTICES

Effective prekindergarten programs:

- Integrate creative arts in all developmental domains
- Provide daily opportunities for creative endeavors
- Emphasize the process, rather than the outcome
- Offer creative arts experiences in a risk-free environment
- Encourage children to express themselves freely

STRATEGIES TO SUPPORT AN INCLUSIVE LEARNING ENVIRONMENT*

- Provide materials that are easily adaptable for independent use and ensure that the materials are easily accessible.
- Adapt the environment to promote interaction, engagement, and learning.
- Allow participation based upon interest, ability, language, and culture.

***To facilitate the inclusion of all children, including those with varying abilities, IEPs, and/or English Language Learners, some sample accommodations are embedded within the examples provided for the indicators. Please see Appendix 1 and Appendix 2 for further information and suggested modifications and/or accommodations.**

STAGES OF ART DEVELOPMENT

SCRIBBLING STAGE: (3 to 4 years of age)

Child use crayons, markers and paint in zigzag fashion and circular motions. Later, the scribbles become more controlled. Their work is exploratory. Color is unrealistic. The child begins to draw symbols like circles, crosses and lines.

PRESCHEMATIC STAGE: (4 to 7 years of age)

Age 4 – The child begins to show definite forms in representing a person, making a circle for the head and two vertical lines for legs. Sometimes there is a mouth, arms, hands, feet or shoes. Objects are drawn at random and they are not in sequence or proportion. At this stage, form is more important than color. As children progress through this stage, size becomes more proportional, and they gain more brush control as their paintings begin to look more like illustrations.

Age 7 – Child has established a mental picture of an object that is repeated with each painted repetition of the object. For example, each time the child paints a house, it will look very much like all the other houses he/she painted.

SCHEMATIC STAGE: (6 to 9 years of age)

At this stage, sky lines (usually blue) and base lines (usually green) appear on the top and bottom of drawings. Items drawn between these lines usually are proportional, and they are on the base line as appropriate.

Source: *The Portfolio and Its Use: A Road Map for Assessment* by Southern Early Childhood Association

CREATIVE ARTS DEVELOPMENT

Music

STANDARD: Begin to participate in musical activities, perform and create music

Head Start Performance Standards: 1304.21(a)(3)(ii) & (a)(4)(ii) *ECERS-R*: 21 Kindergarten P.E. Standards: 1-P-4

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<p>NOTE: PreK Indicators do not apply to this Standard</p>	<p>1. Respond to variations in music – pitch, volume, tempo, beat, rhythm, or patterns</p>	<p>Participate in musical listening games to hear differences in sounds or feel differences in vibrations (e.g. vocal, instrumental, sounds, or vibrations produced by instruments)</p> <p>Respond to music that has different types of beat by tapping or clapping with the beat</p> <p>Reproduce a musical variation with instruments, computer programs, voice, hand signs or movement</p>
	<p>2. Express thoughts and feelings in response to a variety of diverse types of music</p>	<p>Use props (e.g. scarves, streamers, instruments) to respond with expression to music</p> <p>Draw a picture in response to how they feel as they listen to a variety of music</p> <p>Participate in discussions (verbally or with an alternate communication system) about a live musical performance (e.g. how the performance made you feel, what you liked about the performance)</p>
	<p>3. Make music</p>	<p>Participate in daily musical activities, such as singing, finger plays, nursery rhymes, poetry, rhythmic games, instruments, and/or musical books</p> <p>Participate in songs and rhythms that reflect different languages and cultures</p> <p>Use musical instruments and props indoors or outdoors</p> <p>Create own music using voice, instruments or other objects</p>

CREATIVE ARTS DEVELOPMENT

Movement

STANDARD: Begin to participate in creative movement activities

Head Start Performance Standards: 1304.21(a)(4)(ii) *ECERS-R*: 21 Kindergarten P.E. Standards: 2-P-2; 2-P-3; & 2-P-5

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<p>NOTE: PreK Indicators do not apply to this Standard</p>	<p>1. Observe or participate in various forms of movement</p>	<p>Observe and repeat the movements of people, animals, and various objects Develop body and/or hand movements that express concepts or ideas (e.g. feelings, directions, to find an object, or specific words) Play charades or “Simon Says” with prompts from teacher (e.g. stop, go, walk, come, angry, sad, hurry, surprise)</p>
	<p>2. Show creativity through movement</p>	<p>Dance freely to music Imitate various movements found in nature, such as animals, trees, or water Exhibit a variety of creative ways to move with or without assistance</p>

CREATIVE ARTS DEVELOPMENT

Visual Art

STANDARD: Respond to and begin to create various forms of visual art

Head Start Performance Standards: 1304.21 (a)(4)(ii) *ECERS-R*: 20 & 27

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<p>NOTE: PreK Indicators do not apply to this Standard</p>	<p>1. Observe and/or describe various forms of art</p>	<p>Work with different art materials in the art center (e.g. clay, paint, collage materials, and string)</p> <p>View or feel art objects or exhibits, such as paintings, sculptures</p> <p>Observe and/or tell about various artists and crafters who demonstrate different types of art media</p> <p>Describe or show what they like about their own art and art of others</p> <p>Point out various forms of art media (e.g. photographs, collages, paintings) found in books, photographs/prints, on school site and on field trips</p>
	<p>2. Create individual and/or group art</p>	<p>Participate regularly in creative art opportunities using water colors, collage materials, paints, paper, scissors, glue, crayons, stamp pads, templates, stencils, markers, paint brushes and clay (independently or with support)</p> <p>Use a computer program with a mouse, touch screen or other assistive technology to create art</p> <p>Work with friends to create a collage or to paint a mural</p>

CREATIVE ARTS DEVELOPMENT

Dramatic Art

STANDARD: Participate in, perform, and create dramatic art

Head Start Performance Standards: 1304.21(a)(4)(ii) *ECERS-R*: 24

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<p>NOTE: PreK Indicators do not apply to this Standard</p>	<p>1. Experience and respond to a variety of dramatic performances (puppetry, story-telling, dance, plays, pantomime, theater)</p>	<p>Watch a puppet show the librarian presents for the class when she visits their room Participate in retelling a story based on a dramatic performance the class saw together Participate in discussions about a dramatic performance (e.g. how the performance made you feel, what character[s] did you like best and why?) Create a picture to show feelings after viewing a variety of dramatic performances</p>
	<p>2. Role play or use puppets to express feelings, dramatize stories, mimic social behaviors observed in adults, re-enact real-life roles and experiences</p>	<p>Play in various interest centers with a variety of props Role-play problem-solving in classroom situations (e.g. taking turns, sharing, playing cooperatively, expressing feelings, appropriate behaviors and manners) Act out stories that come from different cultures (e.g. fairy tales told by persons from a different country or Native American legends) Pretend to cook dinner while playing outside in the sand box</p>
	<p>3. Participate in activities using symbolic materials and gestures to represent real objects and situations</p>	<p>Exhibit free expression and imagination in songs, stories, poems, and finger plays (e.g. using scarves to represent birds; hands as thunder, raindrops, footsteps; stick for wand, pointer, a horse, or a walking cane) Pretend that objects are something else during play (e.g. using a banana or their fingers for a telephone, using bristle blocks as hair clippers)</p>

HEALTH AND PHYSICAL DEVELOPMENT

RATIONALE

Health and physical development skills are the foundation for the future health and well-being of all children. This domain fosters children's sound nutritional choices and health and safety practices for optimal learning. Fine and gross motor skills enhance agility and strength, neural development, and general body competence.

GUIDING PRACTICES

Effective prekindergarten programs:

- Integrate physical development and health and safety activities into all curriculum areas.
- Introduce concepts and model behaviors that promote a healthy lifestyle.
- Provide adequate age-appropriate indoor and outdoor space and facilities that allow children to experience a variety of developmentally appropriate physical activities.
- Emphasize participation, rather than mastery

STRATEGIES TO SUPPORT AN INCLUSIVE LEARNING ENVIRONMENT*

- Provide adaptive equipment and materials
- Assure that classroom and school environments are easily accessible
- Use appropriate verbal, visual, and physical cues in all activities
- Allow participation based upon interest, ability, language, and culture

***To facilitate the inclusion of all children, including those with varying abilities, IEPs, and/or English Language Learners, some sample accommodations are embedded within the examples provided for the indicators. Please see Appendix 1 and Appendix 2 for further information and suggested modifications and/or accommodations.**

HEALTH AND PHYSICAL DEVELOPMENT

Health and Hygiene

STANDARD: Develop health and hygiene skills

Head Start Performance Standards: 1304.22(c)(1)(iii) & (c)(6)(e) **ECERS-R Items:** 10, 12, & 13 **Kindergarten Health Standards:** 1-E-1; 1-E-3; 2-E-3; 5-E-2; 6-E-1; & 7-E-1

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<p>NOTE: PreK Indicators do not apply to this Standard</p>	<p>1. Demonstrate an awareness of healthy practices</p>	<p>Engage in activities to learn about healthy and unhealthy foods Understand that some foods are healthy and that some foods are not healthy Participate in practices that promote healthy hygiene Identify reasons for the importance of rest Participate in nutritious cooking activities Recognize that some foods may cause allergic reactions Participate in exercise activities</p>
	<p>2. Exhibit good hygiene habits and self-help skills</p>	<p>Use proper handwashing techniques Use appropriate dental hygiene practices Use appropriate toileting skills independently Demonstrate autonomy in routine tasks (e.g. self-dressing, taking care of personal belongings, cleaning up after activities) Attempt to cover nose and/or mouth when coughing or sneezing, use tissue to wipe nose, wash hands after toileting and nose wiping</p>

HEALTH AND PHYSICAL DEVELOPMENT

Environmental Hazards

STANDARD: Begin to develop an awareness of potential hazards in their environments

Head Start Performance Standards: 1304.22(a); (c)(1)(iii); & (d) **ECERS-R Items:** 14 **Kindergarten Health Standards:** 1-E-4; 3-E-1; 3-E-2; & 7-E-1

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<p>NOTE: PreK Indicators do not apply to this Standard</p>	<p>1. Identify potentially harmful objects, substances, behaviors, and/or situations</p>	<p>Sort pictures of non-harmful and harmful objects into groups</p> <p>Practice basic strategies to prevent injury (e.g. crossing the street with an adult, wearing helmets while bike riding, locking brakes on wheel chair when it is not moving, or wearing seatbelts)</p> <p>Avoid touching potentially harmful substances or objects that only adults should use (e.g. knives, cleaning supplies, and hot pans)</p> <p>Recognize basic hazard symbols such as “Mr. Yuk”</p>
	<p>2. Be aware of and follow universal safety rules</p>	<p>Follow classroom and school rules</p> <p>Practice appropriate emergency drills (fire, tornado, bomb, 911, bus) in different environments with guidance from teacher</p> <p>Follow basic safety rules with guidance from teacher (e.g. bus, bicycle, playground, crossing the street, and stranger awareness)</p> <p>Recognize basic traffic symbols and signs</p>

HEALTH AND PHYSICAL DEVELOPMENT

Gross Motor

STANDARD: Develop gross motor skills

Head Start Performance Standards: 1304.21(a)(5) **ECERS-R Items:** 7, 8, & 9 **Kindergarten P.E. Standards:** 1-P-1; 1-P-2; 1-P-3; 2-P-2; 2-P-3; 2-P-4; 2-P-5; 3-P-2; 3-P-3; 4-P-1; 4-P-2; 4-P-3; 4-P-4; 5-P-1; 5-P-2; 5-P-3; 5-P-4; & 7-P-3

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<p>NOTE: PreK Indicators do not apply to this Standard</p>	<p>1. Develop coordination, balance and spatial awareness</p>	<p>Engage in large motor activities, such as climbing stairs/slide ladders (alternating feet), marching, hopping, running, jumping, dancing, riding tricycles/scooters, pulling or pushing wagons, and painting with large strokes</p> <p>Use adaptive equipment, such as scooter boards, modified tricycles, and walker ponies to participate in motor activities</p> <p>Walk on balance beam or straight tape line on the floor</p> <p>Balance on one foot</p> <p>Avoid obstacles while running or maneuvering a walker or wheel chair by controlling starts, stops, and sudden changes in direction</p> <p>Engage in activities that encourage crossing the midline, such as touching the left ear or right ear with the opposite hand or crossing one foot over the other foot</p>
	<p>2. Coordinate movements to perform tasks and try new skills indoors and/or outdoors</p>	<p>Walk, gallop, jump, run and/or move to exercise CDs/videos</p> <p>Tolerate support or assistance for movement activities (e.g. assisted movement of arms, legs or trunk or balancing on a large ball)</p> <p>Use open-ended materials (e.g. planks, wooden boxes, or hollow blocks) to move about, build and construct</p> <p>Engage in large motor activities that promote basic non-locomotor skills (e.g. bending and stretching), spatial awareness and balance</p> <p>Engage in activities that develop skills with a ball (e.g. moving body into position to catch or kick a ball, bouncing, kicking, throwing, catching, or rolling)</p> <p>Participate in a number of indoor and outdoor activities that increase strength, endurance, and flexibility, such as running for increasing amounts of time, participating in stretching activities, or climbing through tunnels</p> <p>Use outdoor/indoor large motor equipment daily to enhance strength and stamina in movement activities</p> <p>Play simple group games</p>

HEALTH AND PHYSICAL DEVELOPMENT

Fine Motor

STANDARD: Develop fine motor skills

Head Start Performance Standards: 1304.21(a)(5) *ECERS-R* Items: 19 & 20

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<p>NOTE: PreK Indicators do not apply to this Standard</p>	<p>1. Strengthen and control small muscles in hands</p>	<p>Tear paper Use adaptive materials, such as triangle crayons or adaptive scissors Work with play dough and clay Squeeze wet sponges or use tongs or large tweezers to pick up objects Spin a top</p>
	<p>2. Exhibit manual coordination</p>	<p>Use hands and fingers to act out finger plays and songs Use scissors and art materials Snap, button, or zip on clothing or clothing materials Use large tweezers to move objects from one place to another</p>
	<p>3. Participate in eye-hand coordination activities and develop spatial awareness</p>	<p>Use beads, laces, and pegs Cut paper with scissors Complete simple puzzles Use computer mouse or touch screen Scoop dry sand and pour into a bottle Use a variety of items/textures Use plastic links to make a necklace</p>

LANGUAGE AND LITERACY DEVELOPMENT

INTRODUCTION

Language and literacy are composed of listening, speaking, writing, thinking, and reading. The foundations of language and literacy are critical to all other curriculum areas as well as to the individual's social and emotional development. Children develop the basis for communication in the early childhood years, beginning with nonverbal and social exchanges, then developing spoken language, moving to an understanding of how oral language is translated into written symbols, and finally learning to decode and create written symbols to develop literacy. A solid foundation in language development in the years before a child enters school will promote success in reading and writing in the future. Young children who have rich language and literacy experiences are less likely to have difficulties learning to read.

STRATEGIES TO SUPPORT AN INCLUSIVE LEARNING ENVIRONMENT*

- Provide good models of communication
- Use special or adaptive devices to increase level of communication and/or participation
- Use a favorite toy, activity or person to encourage communication and/or participation
- Provide opportunities for interaction with typically developing peers

***To facilitate the inclusion of all children, including those with varying abilities, IEPs, and/or English Language Learners, some sample accommodations are embedded within the examples provided for the indicators. Please see Appendix 1 and Appendix 2 for further information and suggested modifications and/or accommodations.**

Beginning Reading Skills

Scientifically-based reading research shows that it is important for preschool age children to experience the following language, cognitive, and early reading skills for continued school success:

1. Phonological Awareness: includes –
 - identifying and making oral rhymes;
 - identifying and working with syllables in spoken words through segmenting and blending;
 - identifying and working with “onsets” (all sounds of a word that come before the first vowel) and “rimes” (the first vowel in a word and all the sounds that follow) in spoken syllables;
 - identifying and working with individual sounds in spoken words (phonemic awareness).
2. Oral Language: development of expressive and receptive language, including vocabulary, the contextual use of speech and syntax, and oral comprehension abilities.
3. Print Awareness: knowledge of the purposes and conventions of print.
4. Alphabet Knowledge: recognize letters of the alphabet (not rote memory)

Source: Early Reading First Guidelines

Stages of Written Language Development

Children learn to write through a natural developmental progression. Each child should be allowed to progress at their own pace. There are at least six different stages of writing:

Stage 1 Random Scribbling: (2 and 3 years old)

Children make marks on paper with little muscular control.

Stage 2 Controlled Scribbling: (3 years old)

Children “write” across the paper in linear fashion, repeating patterns over again, showing increased muscular control.

Stage 3 Letter-like Forms: (3 and 4 year olds)

Children make mock letters. These are written lines of letters that have letter characteristics, but they are misshapen and written randomly, even covering the page. They pretend they are writing; in their work they separate writing from drawing. They have purpose to their letter-like forms.

Stage 4 Letter and Symbol Relationship: (4 year olds)

Children write letters to represent words and syllables. They can write their names. They know the word that represents their names. They can copy words. Reversals are frequent.

Stage 5 Invented Spelling: (4 and 5 year olds)

Children make the transition from letter forms to invented spelling. This requires organization of letters and words on the page. They use a group of letters to form a word. Many of the letters will be consonants. They understand that letters relate to sounds. Some punctuation appears. They can copy words from their environment.

Stage 6 Standard Spelling: (5, 6, and 7 year olds)

Most of the words the children use are written correctly; some add punctuation. They organize their words in lines with spaces between the words; they move from left to right, and from the top of the to the bottom.

Source: *The Portfolio and Its Use: A Road Map for Assessment* by Sharon MacDonald

LANGUAGE AND LITERACY DEVELOPMENT

Listening

STANDARD: Develop and expand listening skills

Louisiana K-4 Content Standards: ELA-1-E1; ELA-4-E2, E3, E5, E6, E7 *ECERS-R* Items: 18 Head Start Performance Standards: 1304.21 (a)(4)(iii) & (a)(4)(iv) 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-LL-L1 Listen with understanding to directions and conversations	<p>8. Listen to a story and state orally what the story is about</p> <p>10. Share related life experiences after stories are read aloud</p>	<p>Respond to stories read to the whole class</p> <p>Understand changes in the morning activity schedule being described by the teacher</p> <p>Carry on a conversation with another person that develops a thought or idea expressed by the group earlier</p> <p>Listen to tapes or CD's and show understanding through body language or by interacting with such</p>
PK-LL-L2 Follow directions that involve two- or three-step sequence of actions	<p>24. Follow one- and two-step verbal and nonverbal directions</p> <p>8. Listen to a story and state orally what the story is about</p>	<p>Repeat an instruction to a friend</p> <p>Follow these instructions, "Wash you hands, then sit at the table"</p> <p>Follow these instructions, "Get your coat, put it on, then sit next to your friend"</p> <p>Follow directions given to the class, such as "Take this note about our class trip home, have a family member sign it, and bring it back to me"</p>

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<p>PK-LL-L3 Hear and discriminate the sounds of language in the environment to develop beginning phonological awareness</p>	<p>1. Demonstrate understanding of phonological awareness by doing the following: Manipulating endings of words and nonsense words to make rhyming sounds Manipulating syllables in spoken words (segment/blend) Identifying and manipulating onset and rime in words with three sounds (onset of the word cake is /k/ and the rime of the word cake is /-ake/) Repeating each word in a simple sentence</p> <p>2. Demonstrate understanding of phonemic awareness by manipulating and identifying individual sounds (phonemes) in spoken words with three sounds</p> <p>3. Demonstrate understanding of alphabetic principle by doing the following: Identifying own first name in print Identifying at least eight uppercase or lowercase letters, focusing on those in the student's name</p> <p>18. Participate in group-shared writing activities that include rhyming and descriptive words</p> <p>27. Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking</p>	<p>Listen to and participate in many nursery rhymes, chants, poems, fingerplays, and songs Make up silly rhymes, such as funny bunny or silly willy Clap hands for each syllable in a word, such as clap hands three times when saying Su-zan-na Sing songs that segment words or accent beginning sounds, and with teacher, clap to the syllables Play with sounds to create new words, such as "Pass the bapkin napkin" (rhymes) Notice words that begin in the same way, such as "My name begins the same as popcorn and pig" (onsets)</p>

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-LL-L4 Demonstrate understanding of new vocabulary introduced in conversations, activities, stories or books	5. Orally respond to questions using new vocabulary introduced in conversations, activities, stories, or books 27. Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking	Listen to a variety of literature genre, including narratives, nursery rhymes, other poems, and informational books Listen to read-aloud books that are characterized by less common vocabulary, more complex sentences, and concepts
PK-LL-L5 Engage in activities that offer the opportunity to develop skills associated with technology by viewing, comprehending, and using non-textual information	28. Listen and orally respond to questions about media, including music and videos 30. Identify a computer mouse and its purpose (i.e., to navigate the screen)	Listen to a story on a tape or a CD Listen to recordings of age-appropriate stories while looking at a book Use age-appropriate and interactive software programs when available
*PK-LL-L – Pre-Kindergarten – Language and Literacy Development -- Listening		

DRAFT

LANGUAGE AND LITERACY DEVELOPMENT

Speaking

STANDARD: Communicate experiences, ideas, and feelings through speaking

Louisiana K-4 Content Standards: ELA-2-E1 & E2 ELA-4-E1, E2, E5, E6, E7 **ECERS-R Items:** 15 & 17 **Head Start Performance Standards:** 1304.21 (a)(4)(iii) & (a)(4)(iv) 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<p>PK-LL-S1 Develop and expand expressive language skills</p>	<p>7. Role-play using different voices to represent characters in familiar stories</p> <p>10. Share related life experiences after stories are read aloud</p> <p>11. Orally express thoughts about characters or events in a story</p> <p>21. Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants</p> <p>22. Carry on a conversation about a topic, thought, or idea from the classroom, home, or community</p> <p>23. Repeat an instruction given orally</p> <p>29. Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time</p> <p>31. Identify and use information that is formatted in a chart or graph, such as a daily schedule</p>	<p>Use different voices for characters in stories read aloud or told, such as <i>The Three Bears</i> and <i>The Three Billy Goats Gruff</i></p> <p>Role play activities where different levels of volume would be used, such as when a baby is sleeping or when calling to someone standing far away</p> <p>Participate as an equal partner in conversations by responding to others, making relevant comments, or providing more information when message is not understood</p> <p>Talk through or explain reasoning when problem-solving (classroom materials or behaviors)</p>

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<p>PK-LL-S2 Use new vocabulary in spontaneous speech</p>	<p>11. Orally express thoughts about characters or events in a story</p> <p>21. Use words, phrases, and/or sentences to express feelings, ideas, needs, and wants</p> <p>27. Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking</p>	<p>Incorporate words and phrases from books, stories, and activities into play</p> <p>Incorporate story elements into play</p> <p>Participate in class discussions of books, stories, and activities</p> <p>Use new vocabulary introduced in a thematic study during play</p>
<p>PK-LL-S3 Ask and answer relevant questions and share experiences individually and in groups</p>	<p>9. Answer simple questions about a story read aloud</p> <p>14. Use simple reasoning skills, including asking simple questions about a story read aloud</p> <p>22. Carry on a conversation about a topic, thought, or idea from the classroom, home, or community</p> <p>26. Speak about life experiences or topics of interest</p>	<p>Dictate stories during small group time about experiences they have had</p> <p>Ask simple questions, such as “What’s for lunch?” or “Can we play outside today?”</p> <p>Ask questions to further their understanding, such as “Where does the snow go when it melts?” or “Why does that man wear a uniform?”</p> <p>Answer questions with a complete thought, such as “I took a bus to school” or “I want purple and blue paint”</p>
<p>PK-LL-S – Pre-Kindergarten – Language and Literacy Development – Speaking</p>		

LANGUAGE AND LITERACY DEVELOPMENT

Reading

STANDARD: Engage in activities that promote the acquisition of emergent reading skills

Louisiana K-4 Content Standards: ELA-2-E1, E2 & ELA-4-E1, E2, E5, E6, E7 **ECERS-R Items:** 15 **Head Start Performance Standards:** 1304.21(a)(4)(iii) & (a)(4)(iv) 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<p>PK-LL-R1 Actively engage in reading experiences</p>	<p>14. Use simple reasoning skills, including identifying reality and fantasy in texts read aloud</p> <p>27. Actively participate in role-playing, creative dramatics, finger plays, nursery rhymes and choral speaking</p>	<p>Listen with interest to a story read or told by an adult or another child</p> <p>Track along and verbalize as teacher points to individual words in shared reading (e.g. big books, songs, poems, or recipes)</p> <p>Retell familiar stories</p> <p>Complete phrases about familiar stories</p> <p>Ask questions about the illustrations in a book or about details in a story just heard</p> <p>Choose and look at books independently</p> <p>Act out familiar stories with props</p>
<p>PK-LL-R2 Retell information from a story</p>	<p>11. Orally express thoughts about characters or events in a story</p> <p>12. Demonstrate understanding of texts read aloud using a variety of strategies, including:</p> <ul style="list-style-type: none"> Sequencing two or three pictures to illustrate events in a story Participating in a group discussion to predict what a book will be about Determining whether the prediction was accurate <p>13. Identify problems and solutions in stories that are read aloud</p> <p>14. Use simple reasoning skills, including determining why something happens in a story read aloud</p> <p>25. Retell part of a favorite story</p>	<p>Use words or pictures to begin to retell some story events in sequence</p> <p>Dramatize familiar stories, such as <i>Caps for Sale</i> or <i>Brown Bear, Brown Bear</i></p> <p>Relate the main thought of a story read several days before</p> <p>Stage a puppet show based on a story read or told to the group</p>

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-LL-R3 Demonstrate an understanding of print concepts and beginning alphabetic knowledge	5. Demonstrate understanding of book and print concepts by doing the following: Recognizing that a book has a cover and identifying the cover and title of a book Holding a book right side up Differentiating between an illustration and printed text Recognizing that print is read left-to-right and top-to-bottom	Recognize and begin writing own name, demonstrating that letters are grouped to form words Pretend to read by pointing with a finger while reciting text Look at books appropriately, turning one page at a time, left to right over text, going from top to bottom, front to back of book Recognize familiar logos, such as McDonald's or Wal-Mart Recognize book by cover
PK-LL-R4 Use emerging reading skills to make meaning from print	6. Relate pictures to characters 9. Answer simple questions about a story read aloud	Use illustrations to predict printed text, such as saying "And the wolf blew down the pig's house" Make predictions about print content by using prior knowledge, pictures, text heard, and story structure skills
*PK-LL-R – Pre-Kindergarten – Language and Literacy Development – Reading		

LANGUAGE AND LITERACY DEVELOPMENT

Writing

STANDARD: Engage in activities that promote the acquisition of emergent writing skills

Louisiana K-4 Content Standards: ELA-1-E5; ELA-2-E1, E2, E6; & ELA-3-E1 **ECERS-R Items:** 16 & 19 **Head Start Performance Standards:** 1304.21(a)(4)(iii) & (a)(4)(iv) 1304.21(c)(1)(ii)

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
PK-LL-W1 Experiment with a variety of writing tools, materials, and surfaces	15. Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept	<p>Draw or write using pencils, crayons, chalk, markers, rubber stamps, and computers</p> <p>Draw or write using materials, such as brushes and water, feathers, roll-on bottles, shaving cream, and zip-lock bags filled with hair gel or paint</p> <p>Draw or write on paper, cardboard, chalkboard, dry erase boards, wood, and concrete</p>
PK-LL-W2 Use forms of shapes and letter-like symbols to convey ideas	<p>15. Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept</p> <p>17. Write informal notes, lists, and letters using scribble writing and/or pictures</p> <p>19. Scribble write or draw a picture of a life experience or response to a text read aloud</p> <p>20. Demonstrate consistent top-to-bottom formation for letters or letter-like forms</p>	<p>Use scribble writing and letter-like forms, especially those letters in their own name</p> <p>Begin to represent ideas and experiences through drawing and early stages of writing, such as “l ms u”</p> <p>Attempt to connect the sounds in words with their written letter forms</p>

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<p>PK-LL-W3 Participate in a variety of writing activities focused on meaningful words and print in the environment</p>	<p>15. Use scribble writing, letter-like forms, dictation, or drawing to represent a word or concept</p> <p>16. Orally generate words, ideas, and lists for group writing activities</p> <p>17. Write informal notes, lists, and letters using scribble writing and/or pictures</p> <p>18. Participate in group-shared writing activities that include rhyming and descriptive words</p>	<p>Use a variety of writing utensils and props to encourage writing in different centers, such as</p> <ul style="list-style-type: none"> Journals, sign-in sheets, name cards, cards with words and pictures in the writing center Counter checks, grocery store advertisements with paper to make grocery list in the dramatic play center Materials to make books, cards, or write messages in the art center Paper, tape, dowels, and play dough to make signs or enhance structures in the block center Paper or blank books to record observations of animals or results of experiments in the science center
<p>PK-LL-W4 Demonstrate an interest in using writing for a purpose</p>	<p>17. Write informal notes, lists, and letters using scribble writing and/or pictures</p> <p>18. Participate in group-shared writing activities that include rhyming and descriptive words</p> <p>19. Scribble write or draw a picture of a life experience or response to a text read aloud</p>	<ul style="list-style-type: none"> Pretend to write a prescription while playing clinic Scribble writes next to picture Tell teacher, "Write it down so everyone can read it." Ask teacher, "How do I write Happy Birthday?" Write own name on a drawing for a friend Make deliberate letter choices during writing attempts Draw a representation of a school bus with a flat and explains picture. Make a book from the paper and write the school bus story using scribbles, letter-like symbols or letters to retell the school bus incident. Create a recipe for a favorite snack Compose notes/invitations to family/friends
<p>*PK-LL-W – Pre-Kindergarten – Language and Literacy Development - Writing</p>		

SOCIAL AND EMOTIONAL DEVELOPMENT

RATIONALE

This domain supports the social and emotional development of children. The standards in this domain promote self-regulation, positive self-identity, self-reliance, respect for others, and interpersonal relationships. These skills are essential because the foundations of social competence developed during the first five years of life are linked to emotional well-being and affect later ability and functionality to adapt in school and form successful relationships. Strong social and emotional development programming significantly raises test scores and lowers levels of distress, disruptive behavior, and future substance abuse.² Prekindergarten children need proper guidance to develop the ability to negotiate issues that occur, to take turns, to lead and follow, and to be a friend. They also need to learn how to manage and express their feelings in a socially acceptable manner.

GUIDING PRACTICES

Effective prekindergarten programs:

- Offer opportunities for appropriate social and emotional development in a safe and supportive climate that minimizes stress and conflict.
- Introduce concepts and model techniques that promote positive identity and social interactions.
- Provide consistency and predictability in daily routines, environment, and staff.
- Integrate social and emotional development into all curriculum areas.

STRATEGIES TO SUPPORT AN INCLUSIVE LEARNING ENVIRONMENT*

- Create an environment that encourages participation based upon interest, ability, language, and culture.
- Plan opportunities for social interactions with all peers.
- Prepare children for transitions that occur within the daily routine.
- Model and reinforce respect for individual differences.

***To facilitate the inclusion of all children, including those with varying abilities, IEPs, and/or English Language Learners, some sample accommodations are embedded within the examples provided for the indicators. Please see Appendix 1 and Appendix 2 for further information and suggested modifications and/or accommodations.**

² Harvard University: Center on the Developing Child. (2004). Young Children Develop in an Environment of Relationships: Working Paper #1. National Scientific Council on the Developing Child: <http://www.developingchild.net>.

SOCIAL AND EMOTIONAL DEVELOPMENT

Self-Regulation

STANDARD: Develop self-regulation by increasing one's ability to control actions, thinking processes, and emotions

Head Start Performance Standards: 1304.21(a)(3); (c)(1)(iv); & (c)(1)(vi) *ECERS-R* Items: 29, 31, & 33 Kindergarten Health Standards: 1-E-2; 4-E-1; 4-E-2
Kindergarten P.E. Standards: 5-P-1 & 5-P-2

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
<p>NOTE: PreK Indicators do not apply to this Standard</p>	<p>1. Follow rules and routines and adapt to changes in rules and routines</p>	<p>Follow simple rules, such as walking in the hallway, keeping hands and feet to oneself, and speaking nicely to others Separate easily from parents/caregivers upon arrival and departure Manage daily routines appropriately (e.g., participate in snack time, nap or other routine activities) without much delay or protest Manage daily transitions by moving from one activity to another without much delay or protest Can change routine and adapt when daily activities are interrupted unexpectedly</p>
	<p>2. Express feelings, needs, and wants in a manner that is age appropriate to the situation</p>	<p>Identify common emotions (such as happy, sad, mad) using any form of communication, such as verbal communication, gestures, motions, signs, communication devices, or various languages Use words or other modes of communication to express anger, instead of a negative physical behavior, such as hitting, biting, etc. Communicate with appropriate body language and facial expressions (e.g., smile or raise hand upon completion of a task)</p>
	<p>3. Demonstrate control over impulsive behaviors in various settings</p>	<p>Pay attention as required by a task Wait for turn to touch class pet Follow the teacher's instructions not to touch a knife during a cooking activity</p>

SOCIAL AND EMOTIONAL DEVELOPMENT

Self-Identity

STANDARD: Develop positive self-identity by valuing oneself and feeling a sense of belonging

Head Start Performance Standards: 1304.21(a)(3); (c)(1)(iv); & (c)(1)(vi) **Kindergarten Health Standards:** 1-E-2 & 2-E-1 **Kindergarten P.E. Standards:** 7-P-1; 7-P-2; & 7-P-3

INDICATOR	GRADE-LEVEL EXPECTATIONS	EXAMPLES
<p>NOTE: PreK Indicators do not apply to this Standard</p>	<p>1. Recognize oneself as having unique characteristics and preferences</p>	<p>Share personal information, such as name, gender, eye color Communicate awareness and acceptance of individual differences between children by commenting, “Michael uses a hearing aid, but I don’t” or “Tommy says things differently than I do” Indicate favorite books, foods, or songs</p>
	<p>2. Recognize and express feelings</p>	<p>Create drawings, stories, and songs to illustrate emotions (e.g., If you’re sad and you know it...) Talk about or act in ways to express emotions without harming self, others, or property (e.g., dancing or exercising until out of breath, relaxing in a cozy area) Stand up for own rights (e.g. “I don’t like it when you take my ball” if toy is taken away or “I am supposed to be the leader today” if another child pushes to the front of the line) Participate in discussions of a character from a story</p>
	<p>3. Discuss his/her own family</p>	<p>Identify members of his/her family and their roles in the family Tell stories, draw pictures, or verbally describe family practices, such as “My family eats rice with every meal” Tell the class that his/her family uses the word “casa” instead of “house” Talk about family experiences, such as weekend activities or trips</p>

INDICATOR	GRADE-LEVEL EXPECTATIONS	EXAMPLES
	4. Demonstrate confidence in range of abilities and express pride in accomplishments	Say, "Watch me! I can do it by myself!" Ask a friend or adult to look at what he/she has painted Use home language to label objects in the classroom for peers
	5. Attempt new experiences	Move away from adults to play alone or with peers, checking back as needed Investigate new materials without teacher prompting Initiate play with a new classmate Try a new outdoor game

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SOCIAL AND EMOTIONAL DEVELOPMENT

Self-Reliance

STANDARD: Develop self-reliance by demonstrating independence and self-help skills

Head Start Performance Standards: 1304.21(a)(3); (c)(1)(iv); & (c)(1)(vi) **Kindergarten Health Standards:** 1-E-3 **Kindergarten P.E. Standards:** 5-P-2; & 5-P-4

INDICATOR	GRADE-LEVEL EXPECTATIONS	EXAMPLES
NOTE: PreK Indicators do not apply to this Standard	1. Develop independence during activities, routines, and play	Self select a center to play in using words, picture cues, home language, sign, gestures Upon arrival, place items in cubbies, wash hands independently, and dry hands Put on a jacket without help
	2. Choose activities and use materials appropriately, purposefully, respectfully, and safely	Choose puzzle, use puzzle, and put puzzle back on shelf Choose a center, play in that center, clean up and move to another center Put tapes/CDs in player to listen to music Use markers, crayons, scissors, and paint only on paper or other appropriate materials
	3. Show increasing competence in a wide range of self-care activities	Brush his/her own teeth Indicate to an adult when he/she has to go to the bathroom When cold, get his/her own coat and put it on independently
	4. Seek guidance from peers and adults when needed	Ask an adult before touching something that might not be safe Seek assistance when having trouble putting on shoes Seek assistance when dealing with a difficult conflict

SOCIAL AND EMOTIONAL DEVELOPMENT

Respect for Others

STANDARD: Develop a respect for and understanding of others

Head Start Performance Standards: 1304.21(a)(3); (c)(1)(iv); & (c)(1)(vi) **ECERS-R:** 28 **Kindergarten P.E. Standards:** 6-P-1; 6-P-2; & 6-P-3

INDICATOR	GRADE-LEVEL EXPECTATIONS	EXAMPLES
<p>NOTE: PreK Indicators do not apply to this Standard</p>	<p>1. Recognize and respect the feelings, needs, and rights of others</p>	<p>Laugh or smile when others are happy Indicate that another child is sad because her parent/caregiver left Bring a truck book to someone who loves trucks Be respectful of another's personal space and belongings Be respectful of others' cultures, languages, customs, appearances, and needs</p>
	<p>2. Demonstrate growing understanding of how one's actions affect others</p>	<p>With encouragement from an adult, give a pat, friendly word, or toy to a peer to whom he/she has caused distress Begin to recognize the feelings reflected by others' facial expressions Invite another child to play when other children have rejected that child</p>
	<p>3. Demonstrate awareness of and respect for uniqueness of others</p>	<p>Show interest in how people in different cultures live Participate in various cultural activities (e.g. stories, cooking, songs) Interact appropriately with others different from oneself Accept peers with different abilities</p>

SOCIAL AND EMOTIONAL DEVELOPMENT

Interpersonal Skills

STANDARD: Develop interpersonal skills that foster positive relationships

Head Start Performance Standards: 1304.21(a)(3); (c)(1)(iv); & (c)(1)(vi) **ECERS-R:** 31, 32, & 33 **Kindergarten P.E. Standards:** 5-P-2; 5-P-3; 5-P-4; & 6-P-2

INDICATOR	GRADE-LEVEL EXPECTATION	EXAMPLES
NOTE: PreK Indicators do not apply to this Standard	1. Play cooperatively with peers for a sustained time	<ul style="list-style-type: none"> Take turns Successfully enter a group Participate successfully in group activities Work with others to complete a task, such as building a block tower
	2. Build conflict resolution skills	<ul style="list-style-type: none"> Move from physical to verbal responses in conflicts with other children Engage another child in a conversation about a toy he/she wants Trade one toy for another Seek assistance from the teacher for help when dealing with others who are less able to resolve a conflict
	3. Develop and maintain positive relationships with peers and adults	<ul style="list-style-type: none"> Tells someone, "Mary is my friend" Share a book with a friend Give teacher a hug or a smile Separate from parents to greet teacher Demonstrate happiness when reunited with parents at the end of the day

APPENDIX 1

Strategies to Support Children who are English Language Learners in Program Activities

English Language Learners (ELL) are those children who speak a language other than English at home. Teachers can support the ELL students in their classes by providing a language-rich environment, by supporting the social/emotional development of the students, and by having an understanding of the cultures of the ELL students. The ELL student who is learning a new language will progress through four developmental stages:

Stage 1: Home Language

The children will use their home language in the beginning because that is the only language they know. If there are several children in the class with the same home language, then they may continue to use it among themselves. Home language is important, because research has shown that if ELL children continue to build on their home language while learning a new language, the development of both languages is greatly enhanced.

Stage 2: Non-verbal

Many ELL children will go through a “silent” period, in which they will listen and observe more than they speak. These children will often use gestures to communicate with adults and the other children. The children may also need more time when answering questions, in order to process the meaning of the question and formulate an answer.

Stage 3: Emerging

The children will begin to use one or two word responses to questions and will also begin to use expressions such as “What’s happening?” or “Wanna play?” This is important because it helps the ELL children become more socially interactive with other children.

Stage 4: Productive

Young ELL children will begin to engage in English conversation and use more spontaneous and productive sentences when speaking. There will still be pronunciation errors or an accent when saying certain sounds. They will also have errors in vocabulary, but this is developmental and is common with all young learners of English.

The following strategies, though not an exhaustive list, are recommended practices for helping teachers meet the needs of ELL children, as well as their families:

What teachers can do for the children:	What teachers can do for the families:
<ul style="list-style-type: none"> Provide a warm, welcoming learning environment Learn some phrases in the child’s home language that you can use when greeting the child or during daily activities Encourage children to play and interact with one another Provide environmental print in English and the home language Model language by labeling your actions and the child’s actions Use visual cues or gestures when demonstrating a new skill or concept and repeat instructions more than once Connect new concepts with familiar experiences Provide books and songs within the classroom in the child’s home language At storytime, choose repetitive books or books with simpler language Establish and maintain daily routines and schedules Organize small group activities exclusively for your ELL children Provide props in dramatic play that represent the child’s culture Provide an English-speaking buddy or partner for the ELL child Provide a quiet space in the classroom where the children can use manipulatives, puzzles, or playdough 	<ul style="list-style-type: none"> Understand the importance of the role you play and the impression you make on the family Show interest in the child’s family and culture Gain information and knowledge about the child’s community and culture Have an open door policy Use informal notes and phone calls to communicate with the family (you may need to use an interpreter) Post information on a bulletin board for parents in or near the classroom and include a display of children’s artwork or photos Develop family-friendly newsletters with pictures and photos Invite the families to the classroom to share their culture with the children Organize family and community meetings and gatherings to learn more about cultural values and beliefs Consider home visits Encourage families to continue the use of the native language at home Consider the dietary, cultural and religious practices associated with the culture of the family when planning events

APPENDIX 2

Strategies for Including Children with Special Needs in Program Activities

There are many ways of adapting or modifying activities for children with special needs, including those with disabilities and those whose home language is other than English. It is important that every staff member consider the uniqueness of each child and that all children have different approaches, preferences and skill levels. The following strategies, though not an exhaustive list, are recommended practices for helping teachers meet the diverse needs of each of their students:

Cognitive Delays or Learning Challenges	Hearing Impairments	Orthopedic, Motor or other Health Challenges
<p>Reduce distractions (background noise, clutter, etc.); provide access to areas that are quiet and offer relief from pressures of the environment</p> <p>Give clear instructions, repeat and demonstrate when necessary; combine verbal, visual cues</p> <p>Use concrete materials/experiences; use modeling and demonstrations</p> <p>Break down difficult tasks into smaller parts; make suggestions that give cues or choices for next steps in an activity</p> <p>Establish routines without being rigid; post picture and word sequences of schedules and routines</p> <p>Plan for and limit the number of transitions</p> <p>Allow time for meaningful repetition and practice</p> <p>Provide encouragement and frequent feedback</p> <p>Model appropriate use of materials, tools and activities in classroom</p>	<p>Get children's attention and use visual cues</p> <p>Face children when possible, and use clear voice and facial expressions</p> <p>Use objects or pictures to demonstrate what is being talked about</p> <p>Provide many opportunities for communication with adults and peers</p> <p>Give feedback to be sure messages are understood</p> <p>Limit background noise and other auditory distractions</p> <p>Use other forms of communication, such as gestures, printed words, objects when needed</p> <p>Learn about adaptive aids or communication systems children use; learn basic signs to communicate and to model appropriate behaviors</p> <p>Sing along with tapes, CDs, etc. to encourage children to lip read</p>	<p>Adapt/modify materials, equipment, toys, etc. by stabilizing/enlarging them, adding handles or grips; use adapted battery or electric operated toys/materials</p> <p>Ensure that environment accommodates wheelchairs, body boards, etc.; monitor pathways/floor space to promote accessibility and movement</p> <p>Keep classroom uncluttered; ensure easy access to shelves, cubbies, sinks, etc.</p> <p>Learn about adaptive equipment; seek inexpensive solutions if adaptive equipment is not available (e.g., support child's feet, by using a telephone book as a footrest, tray on walker to move toys)</p> <p>Provide additional time for children to get to materials/activities</p> <p>Use non-locomotor movement activities, such as moving arms, even when feet are in place</p>
Communication Challenges	Visual Impairments	Challenging Behaviors/Emotional Disturbances
<p>Plan many experiences/opportunities that motivate children to give and receive messages with adults and peers</p> <p>Verbalize what children tell you with their actions; ask open-ended questions</p> <p>Add new information slowly and clearly; give only one verbal direction at a time</p> <p>Provide language experiences with repetitive sounds, phrases, sentences, rhymes, chants, etc.</p> <p>Staff should be familiar with any AAC (augmentative and alternative communication systems) used by children</p> <p>Repeat and expand on children's thinking; introduce concepts and add new information slowly and clearly</p> <p>Support children's communication in other areas, such as writing or drawing</p>	<p>Evaluate the environment, including the lighting, to ensure that pathways are unobstructed, furnishings are consistently located and materials are positioned so children can see them clearly</p> <p>Describe and label demonstrations, objects or events that children cannot readily see</p> <p>Give clear and specific directions, using children's names; provide additional directional language when possible (<i>near, forward, next to, etc.</i>)</p> <p>Use pictures/books that are bold and uncluttered; try to use high-contrast colors (black and yellow or black and orange)</p> <p>Use auditory or tactile cues; plan activities to help children strengthen all of their senses</p> <p>Use large, clear, tactile labels to identify materials, activities, etc.</p>	<p>Provide a warm, inviting, and supportive classroom atmosphere; have appropriate expectations of children's behaviors</p> <p>Establish consistent routines and transitions; limit waiting or unoccupied time between activities</p> <p>Limit classroom rules; establish clear consequences for violations and follow through on them; use positive guidance techniques</p> <p>Anticipate problems and have action plans in place to avoid them; develop signals for when particular behaviors should stop or when a child needs help</p> <p>Model and role-play appropriate social behaviors and coping strategies; label feelings behind children's actions and help children to label the feelings themselves</p> <p>Provide soft lighting, cozy spaces and calming activities (e.g. water play, soothing music)</p>

PRE-K STANDARDS AT-A-GLANCE

APPROACHES TO LEARNING

REASONING AND PROBLEM-SOLVING

GLE 1	Demonstrate an intrinsic motivation to learn by displaying interest in real world experiences
GLE 2	Demonstrate the ability to think systematically and use reasoning skills
GLE 3	Use a variety of strategies to investigate possible solutions when problem-solving
GLE 4	Approach tasks and experiences with flexibility, imagination, and inventiveness to create new ideas outside of his/her own experience
GLE 5	Discuss ideas and experiences with others, utilizing any form of communication
GLE 6	Reflect on investigations and their results by making observations and possibly forming new ideas

INITIATIVE, ENGAGEMENT, AND PERSISTENCE

GLE 1	Show curiosity and interest in learning new things and trying new experiences
GLE 2	Demonstrate initiative and independence in selecting and carrying out activities
GLE 3	Maintain attention in child-initiated and teacher-initiated activities for short periods of time, despite distractions and interruptions
GLE 4	Demonstrate an increasing ability to plan and work towards completion of tasks and activities, even when faced with frustration because the task or activity is difficult

CURIOSITY AND EAGERNESS TO LEARN

GLE 1	Make choices about play activities, materials, and playmates/companions
GLE 2	Engage in unfamiliar activities during play
GLE 3	Use prior knowledge and experiences to learn new skills during play
GLE 4	Use manipulatives and other hands-on materials to learn concepts and skills related to core content areas
GLE 5	Describe play experiences using English or another language or another mode of communication

COGNITIVE DEVELOPMENT – MATHEMATICAL

NUMBER AND NUMBER RELATIONS

PK-CM-N1	Compare numbers of objects
PK-CM-N2	Perform one-to-one correspondence
PK-CM-N3	Count by rote
PK-CM-N4	Begin to count objects
PK-CM-N5	Begin to recognize numerals
PK-CM-N6	Begin to demonstrate estimation skills

MEASUREMENT

PK-CM-M1	Experience, compare, and use language relating to time
PK-CM-M2	Anticipate, remember, and describe sequences of events
PK-CM-M3	Use mathematical language to describe experiences involving measurement
PK-CM-M4	Measure objects in the physical world using non-standard units of measurement

GEOMETRY

PK-CM-G1	Recognize, name, describe, compare, and create basic shapes
PK-CM-G2	Identify shapes to describe physical world
PK-CM-G3	Describe and interpret spatial sense: positions, directions, distances, and order

DATA ANALYSIS

PK-CM-D1	Sort and classify materials by one or more characteristics
PK-CM-D2	Collect and organize data about themselves, their surroundings, and meaningful experiences
PK-CM-D3	Interpret simple representations in data

PATTERNS AND RELATIONSHIPS	
PK-CM-P1	Recognize patterns in the physical world
PK-CM-P2	Describe, copy, extend, create patterns and make predictions about patterns
PK-CM-P3	Seriate objects
COGNITIVE DEVELOPMENT – SCIENCE	
INQUIRY	
PK-CS-I1	Use prior knowledge and experiences to hypothesize, predict, generate questions, and draw conclusions about organisms and events in the environment
PK-CS-I2	Conduct simple scientific experiments
PK-CS-I3	Make observations using senses
PK-CS-I4	Employ equipment and tools to gather data and extend sensory observations
PK-CS-I5	Collect, interpret, communicate data and findings from observation and experiments in oral and written format
PK-CS-I6	Use appropriate scientific vocabulary related to topics
PHYSICAL SCIENCE	
PK-CS-P1	Begin investigating states of matter: solids, liquids, and gases
PK-CS-P2	Describe objects by their physical properties
PK-CS-P3	Explore the physical world using five senses
PK-CS-P4	Explore simple machines, magnets, and sources of energy
LIFE SCIENCE	
PK-CS-L1	Explore, observe, and describe a variety of living things
PK-CS-L2	Explore, observe, describe, and participate in a variety of non-living things
PK-CS-L3	Explore, observe, describe, and participate in a variety of activities related to preserving their environment
PK-CS-L4	Begin to develop an awareness and understanding of plant and animal life cycles and how the life cycles vary for different reasons

EARTH SCIENCE	
PK-CS-ES1	Investigate, compare, and contrast seasonal changes in their immediate environment
PK-CS-ES2	Discover through observation that weather can change from day to day
PK-CS-ES3	Use vocabulary to describe major features of the earth and sky
COGNITIVE DEVELOPMENT – SOCIAL STUDIES	
GEOGRAPHY	
PK-CSS-G1	Include representations of roads, bodies of water, and buildings in their play
PK-CSS-G2	Use words to indicate directionality, position, and size
PK-CSS-G3	Develop awareness of the world around them
CIVICS	
PK-CSS-C1	Recognize community workers and increase awareness of their jobs
PK-CSS-C2	Identify his/her role as a member of family/class
ECONOMICS	
PK-CSS-E1	Demonstrate an awareness of money being used to purchase items
HISTORY	
PK-CSS-H1	Use words to describe time (yesterday, today, tomorrow)
CREATIVE ARTS DEVELOPMENT	
MUSIC	
GLE 1	Respond to variations in music – pitch, volume, tempo, beat, rhythm, or patterns
GLE 2	Express thoughts and feelings in response to a variety of diverse types of music
GLE 3	Make music

MOVEMENT	
GLE 1	Observe or participate in various forms of movement
GLE 2	Show creativity through movement
VISUAL ART	
GLE 1	Observe and/or describe various forms of art
GLE 2	Create individual and/or group art
DRAMATIC ART	
GLE 1	Experience and respond to a variety of dramatic performances (puppetry, story-telling, dance, plays, pantomime, theater)
GLE 2	Role play or use puppets to express feelings, dramatize stories, mimic social behaviors observed in adults, re-enact real-life roles and experiences
GLE 3	Participate in activities using symbolic materials and gestures to represent real objects and situations
HEALTH AND PHYSICAL DEVELOPMENT	
HEALTH AND HYGIENE	
GLE 1	Demonstrate an awareness of healthy practices
GLE 2	Exhibit good hygiene habits and self-help skills
ENVIRONMENTAL HAZARDS	
GLE 1	Identify potentially harmful objects, substances, behaviors, and/or situations
GLE 2	Be aware of and follow universal safety rules
GROSS MOTOR	
GLE 1	Develop coordination, balance and spatial awareness
GLE 2	Coordinate movements to perform tasks and try new skills indoors and/or outdoors

FINE MOTOR	
GLE 1	Strengthen and control small muscles in hands
GLE 2	Exhibit manual coordination
GLE 3	Participate in eye-hand coordination activities and develop spatial awareness
LANGUAGE AND LITERACY DEVELOPMENT	
LISTENING	
PK-LL-L1	Listen with understanding to directions and conversations
PK-LL-L2	Follow directions that involve two- or three-step sequence of actions
PK-LL-L3	Hear and discriminate the sounds of language in the environment to develop beginning phonological awareness
PK-LL-L4	Demonstrate understanding of new vocabulary introduced in conversations, activities, stories or books
PK-LL-L5	Engage in activities that offer the opportunity to develop skills associated with technology by viewing, comprehending, and using non-textual information
SPEAKING	
PK-LL-S1	Develop and expand expressive language skills
PK-LL-S2	Use new vocabulary in spontaneous speech
PK-LL-S3	Ask and answer relevant questions and share experiences individually and in groups
READING	
PK-LL-R1	Actively engage in reading experiences
PK-LL-R2	Retell information from a story
PK-LL-R3	Demonstrate an understanding of print concepts and beginning alphabetic knowledge
PK-LL-R4	Use emerging reading skills to make meaning from print

WRITING	
PK-LL-W1	Experiment with a variety of writing tools, materials, and surfaces
PK-LL-W2	Use forms of shapes and letter-like symbols to convey ideas
PK-LL-W3	Participate in a variety of writing activities focused on meaningful words and print in the environment
PK-LL-W4	Demonstrate an interest in using writing for a purpose
SOCIAL AND EMOTIONAL DEVELOPMENT	
SELF-REGULATION	
GLE 1	Follow rules and routines and adapt to changes in rules and routines
GLE 2	Express feelings, needs, and wants in a manner that is age appropriate to the situation
GLE 3	Demonstrate control over impulsive behaviors in various settings
SELF-IDENTITY	
GLE 1	Recognize oneself as having unique characteristics and preferences
GLE 2	Recognize and express feelings
GLE 3	Discuss his/her own family
GLE 4	Demonstrate confidence in range of abilities and express pride in accomplishments
GLE 5	Attempt new experiences
SELF-RELIANCE	
GLE 1	Develop independence during activities, routines, and play
GLE 2	Choose activities and use materials appropriately, purposefully, respectfully, and safely
GLE 3	Show increasing competence in a wide range of self-care activities
GLE 4	Seek guidance from peers and adults when needed

RESPECT FOR OTHERS	
GLE 1	Recognize and respect the feelings, needs, and rights of others
GLE 2	Demonstrate growing understanding of how one's actions affect others
GLE 3	Demonstrate awareness of and respect for uniqueness of others
INTERPERSONAL SKILLS	
GLE 1	Play cooperatively with peers for a sustained time
GLE 2	Build conflict resolution skills
GLE 3	Develop and maintain positive relationships with peers and adults

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GLOSSARY OF TERMS

Accommodations – Changes in the curricular material and experiences to accommodate a child’s particular needs. Adaptations are not intended to alter the difficulty of the skill or area of development addressed. Such adaptations may enable children with disabilities to have experiences similar to those of their peers.

Child-initiated Activity – Children are able to select their own centers, activities, materials, and companions, and are able to manage their own play independently. There is adult interaction in response to the children’s developmental needs, as well as to introduce and reinforce concepts. This is also known as **free play**. (Note: When children are assigned to centers by staff or the staff selects the activities, materials, etc., for the children, this **is not** considered a child-initiated or free play activity.)

Concrete Hands-on Learning Experiences – Learning experiences that emphasize choice, free exploration, interaction, and authenticity within a relevant and meaningful context. Such experiences emphasize the development of children’s thinking, reasoning, decision-making and problem-solving abilities. Curriculum areas and skills are integrated in the context of the learning activities and experiences, as opposed to being taught in isolation.

Content Standards – Describes the broad outcomes that children should achieve through a high-quality preschool experience. Each Content Practice Standard is aligned with the Louisiana K-4 Content Standards and other relevant state and national standards.

Developmental Profile – Specifies what most preschool children should be able to know and be able to do by the end of their preschool experiences.

Developmentally Appropriate Practice – Quality care and education of young children based on:

- 1) Knowledge of how children develop and learn. This includes information about ages and stages of development, as well as what materials, activities and interactions are important for each.
- 2) Knowledge of the individual child, including disabilities, and
- 3) Knowledge about the social, cultural and familial cultural context in which children are growing up.

Domain – Describe the aspect of development for each standard. Content Areas are specified for each Domain.

ECERS-R – *Early Childhood Environment Rating Scale – Revised*. A reliable and valid research based program quality assessment instrument. This scale is designed for use in classrooms serving children 2 ½ to 5 years of age. It is used to evaluate classroom environment, as well as programmatic and interpersonal features that directly affect children and adults in the early childhood setting. The seven sub-scales of the *ECERS-R* include: *Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interactions, Program Structure, and Parents and Staff*.

Emerging Skills – Skills or abilities, which are not shown as being mastered, but are present in a modified or limited form. Attention to emerging skills allows teachers to assess the developmental process and progress of students. Additionally, a focus on emerging skills is important in the planning of the environment and activities to facilitate development of skills.

Examples – Tips on how to structure the curriculum and environment to assist a child’s optimal performance.

Free Play – See *Child-Initiated Activity*.

Grade-level Expectation – specifies what most preschool children should be able to know and be able to do by the end of their preschool experience.

Head Start Performance Standards – These standards used in Head Start Programs are based on sound child development principles about how children grow and learn. The varied experiences provided by the program support the continuum of children’s growth and development in all domains.

Grapheme – This is the smallest part of *written* language that represents a phoneme in the spelling of a word.

Indicators – Define a Standard more specifically so that it can be measured. Each indicator is coded by Domain or Content Area and Strand. For example, PK-CM-N1 means **Pre-Kindergarten – Cognitive Math – Number 1.**

Interest Center – An area in the classroom used during free play/child-initiated activities. In each area, the materials are organized by type and are stored so that they are accessible to the children,

shelves have picture/word labels, and the area is appropriately furnished. Interest centers can also be established outdoors.

Louisiana Literacy Profile – The Louisiana Literacy Profile provides teachers of children in grades K-3 with the means of observing and recording progress in a continuum of growth that is based on literacy behaviors. It informs instruction and promotes development of literacy behaviors.

Manipulatives – Materials that allow children to explore, experiment, and interact by using their hands or by mechanical means. These learning materials promote dexterity and eye-hand coordination, while promoting problem-solving and higher levels of critical thinking. Such items include, but are not limited to, beads and laces, puzzles, small blocks, playdough, lacing cards, and items that can be snapped, zipped or hooked together, to name a few.

Modifications – Limiting, restricting, or altering materials, the environment or experiences without fundamentally changing the outcome or use of such. Modifications may enable children who are experiencing difficulty with a particular skill or an area of development to successfully achieve competence in these areas. Examples of modifications include offering a variety of levels of puzzles, such as interlocking and pegged puzzles.

Multisensory Experiences – Experiences that allow children to respond to physical stimuli relating to more than one of the five senses. Included in these types of experiences would be cooking activities where the senses of sight, smell, taste, touch and hearing would all be involved.

NAEYC – stands for National Association for the Education of Young Children. This national organization provides policy and research information on the growth and development of children from birth to age 8.

Non-standard Units of Measurement – Methods of measurement that do not include traditional means, such as rulers, scales, clocks, etc. Non-standard units of measurement allow children to explore and thus understand the concept of measurement without being tied to exact numerical data. Items such as pieces of string, rows of blocks or pencils may serve as non-standard units to measure length; balances may help promote understanding of varying weights, and picture-graphs of daily routines allow children to understand the concept of time and passage of time.

Non-textual Information – Information expressed through the use of pictures, symbols or icons. Such information may be used by children to process information and to create mental images symbolic of real-world situations, without the use of written text.

Onset – This is a part of spoken language that is smaller than a syllable, but larger than a phoneme. It is the initial consonant sound of a syllable (The onset of *bag* is *b-*; of *swim*, *sw-*).

Open-ended Questioning – Questioning that promotes a child’s development, as opposed to mere information gathering. This method of questioning is used to motivate children to learn, inquire about and discover their world. Open-ended questioning prompts students to think about their responses and requires a more in-depth level of critical thinking in order to respond. These questions help the student to recognize a problem, analyze contributing factors and consider a choice of optimal solutions. Open-ended questions are characterized by the words – “What if?”, “How?” , “What would happen if?”, “Why do you think?”, “Is there another way?”, etc.

Phoneme – This is the smallest part of *spoken* language that makes a difference in the meaning of words.

Phonemic Awareness - This term refers to the ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken words. A child who possesses phonemic awareness can segment sounds in words and blend strings of isolated sounds together to form recognizable words.

Phonological Awareness - This is a broad term that includes phonemic awareness. In addition to phonemes, phonological awareness activities can involve work with rhymes, words, syllables, and other onsets and rimes.

Play-based Environment - An interactive learning environment in which play is the medium through which children learn and make sense of their world. It provides a forum for children to learn to deal with the world on a symbolic level – the foundation for all subsequent intellectual development. In a play-based environment, children have the opportunity to gain a variety of social, emotional and physical skills. This type of environment is in contrast to the environment where learning is compartmentalized into the traditional content areas and children have little opportunity to actively explore, experiment and interact.

Print Concepts – Materials, activities, and props, etc. that prompt the ongoing process of becoming literate; that is, learning to read and write. Print concepts include exposure to textual information through books, stories, field trips, notes, labels, signs, chants, etc., and should be part of the emergent-literacy environment of all preschool classrooms.

Props – Materials used throughout the classroom to extend learning in any one of the interest areas or centers. Props added to an interest

center are generally placed in the area in addition to standards items. Examples of props include: puppets that correlate with stories in the Library Center or phone books and recipe cards in the Dramatic Play Center. Such props allow children to engage in activities in which they can interact with other children, share and take turns, role-play and exercise their imaginations. Additionally, props added to interest centers help children accept responsibility for clean-up, break barriers for sex/culture stereotyping, and deal with age/stage personal relations.

Rime – The part of a syllable that contains the vowel and all that follows it (the rime of *bag* is *-ag*; of *swim*, *-im*).

Self-help Tasks or Skills – These skills or tasks comprise a large portion of a young child’s daily living tasks and are important in all areas of development. These skills include toileting, serving and eating meals and snacks, cleaning up their environment and grooming and dressing.

Spatial Sense or Spatial Awareness – The sense of orienting to one’s environment. A child has sense of awareness in terms of directionality, as well as, his/her relationship to self, the environment, and others in that environment.

Standard -- The broad outcomes that children should achieve through a high quality preschool experience.

Strand – defines each content area or domain more specifically.

Substantial Portion of the Day – Free play/child-initiated activities are available to the children at least one third or 35% of the instructional day. For example: During a 6 hour instructional day, these activities are available at least 2 hours of the instructional day.

Syllable – A part of a word that contains a vowel or, in spoken language, a vowel sound.

Teacher-directed Activity – The activities and/or materials are chosen for the children by the teacher to engage in educational interaction with small groups and individual children, as well as with the whole group. (Examples: read a story, cooking activity, or science activity.)

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