



Georgia Early  
Learning and  
Development Standards

# Resource Guide



Georgia Department of Early Care and Learning

[decal.ga.gov](http://decal.ga.gov)



# introduction



**Say GELDS**  
with a soft G sound, like the  
words genius, Georgia and  
giraffe (not a hard G sound like  
the words guitar and gold).



GELDS is an acronym that stands for Georgia Early Learning and Development Standards. The logo, featuring figures with outstretched arms in a rainbow of colors, was designed to illustrate growth and diversity.

The GELDS are the product of an alignment study and revision project that began in 2010. The project stemmed from the need for higher-quality standards for children birth to age five. The GELDS take the place of the Georgia Early Learning Standards (GELS) for birth through age three and the Pre-K Content Standards. These research-based standards are intended to be used to guide teachers, parents and all practitioners in the intentional integration of skills and concepts children need to make progress in all learning areas.

## What should children from birth to age five know and be able to do?

The GELDS address this question. The standards are written as a continuum of skills, behaviors and concepts that children develop throughout this time of life. They are divided into age groups for convenience and are not intended to be used for assessment purposes or as a curriculum. They are a set of appropriate, attainable standards for Georgia's youngest learners and are designed to be flexible enough to support children's individual rates of development, approaches to learning and cultural context. The GELDS are aligned with the Head Start Child Outcomes Framework, the Work Sampling System Assessment and the Georgia Performance Standards for K-12.

## The GELDS have several purposes:

1. To guide teachers who work with children from birth to five in providing quality learning experiences.
2. To guide parents in supporting their children's growth, development and learning potential.
3. To lay the groundwork for applying the standards in pre-service training, professional development, curriculum planning and child outcome documentation.
4. To create a "Universal Language" for all stakeholders to use regarding the learning and development of children. Stakeholders would include parents, teachers, pediatricians, early interventionists, policy-makers, etc.
5. To raise public awareness about the significance of the early years as the foundation for school success and lifelong learning and the importance of the teacher's role in the process.
6. To support the early identification and referral of children with special learning needs.

## Use GELDS to guide you in teaching children according to their individual needs and interests.

The GELDS standards and indicators are arranged in five age groupings but they are not rigid expectations—we know that children learn and develop at different rates. By being familiar with the full range of GELDS skills and concepts, not just those for the age you teach, you can individualize learning activities. The goal is to introduce skills and concepts at each child's current level, then move each child forward.

Below is a typical classroom example: Child A, Child B and Child C have the same birthday and are in the same three-year-old classroom. However, they are developmentally different. See how GELDS help define each child's current level and next learning step.

Activity ideas in this book will help you teach the skills and concepts of specific strands and standards.



## Use GELDS to help write lesson plans.

The GELDS tell you what skills and concepts you need to teach. Lesson planning helps you decide on and prepare class activities that will lead to mastery of each GELDS.

Below is how a lesson plan using GELDS looks like for a class of three-year-olds following a "Five Senses" theme. To create your own:

1. Determine which skills and concepts you need to cover based on your children's needs and interests.
2. Plan activities for the week and code each activity with the GELDS indicator it addresses.
3. Remember to plan for all parts of the day including outdoor time, meals and transitions.
4. List adaptations for children with special learning and developmental needs.

THEME: The Five Senses	AGE GROUP: 3-year-olds	CLASS: Ms. Anne's Daffodils
<b>EXPLORATION &amp; PLAY</b> 1. Have children use homemade tweezers (straws bent in half) to put cotton balls and pompoms into plastic cups. 2. Sort the pompoms by color. GELDS: <b>PDM6.3a, CD-MA4.3b</b> Have children create their own sensory bin using a shoe box. Have them explain and describe the things they choose to include. GELDS: <b>PDM4.3a, CLL4.3a, APL1.3b</b> Add birdseed to play dough and have children create shapes using cookie cutters. Prompt them to describe the shapes they create as well as the textures. GELDS: <b>PDM6.3a, CD-MA6.3a</b> Spread fingerprint on trays. Add sand to some trays and cornstarch to others. Leave some trays with only paint on them. Invite children to fingerprint and change trays to experience different textures. Discuss differences. GELDS: <b>CD-CR2.3a, CD-SC1.3a</b> Show pictures of children expressing different emotions. Have children brainstorm why the child might be showing this emotion. Example: If the child is crying, maybe he/she lost a pet. Have children share a time when they felt some of the same emotions. GELDS: <b>SED2.3b, CLL4.3c, CD-CP1.3b</b>	<b>MEALS &amp; SNACKS</b> 1. Have children taste bananas and oranges then describe the textures, tastes and smells. Encourage them to use new vocabulary. 2. Encourage children to try new snacks and foods and tell why they do or don't like them. GELDS: <b>APL2.3a, PDM4.3a</b>	<b>OUTDOORS</b> 1. After reading <i>Listening Walk</i> , take the children outside on their own listening walk. Have children close their eyes and describe sounds. 2. Create a chart story of their listening walk. 3. Bring a large parachute outside. Place balls in the center. Ask children to team up to "pop" balls off the parachute. GELDS: <b>PDM4.3a, SED5.3b</b>
	<b>STORY TIME (list book titles)</b> 1. Read <i>Polar Bear, Polar Bear, What Do You Hear?</i> After reading, have children close their eyes while you (teacher) make a variety of sounds. Have children guess the sounds. 2. Read <i>Listening Walk</i> . GELDS: <b>CLL5.3c, CLL1.3a, PDM4.3a</b>	
	<b>MUSIC &amp; MOVEMENT</b> 1. Have children close their eyes. Allow one to move to a corner of the room and use a musical instrument. Ask the children with closed eyes to point in the direction of the sound. 2. Play music with different speeds and have children move to the music while holding textured scarves/fabric. Explain how they listen to the speed of the song. GELDS: <b>PDM4.3a, CD-CR1.3a, CD-CR3.3a</b>	

	Indicators for Age: 24-36 months	Indicators for Age: 36-48 months	Indicators for Age: 48-60 months
<p><b>Child A</b></p>	<b>PDM6.2a</b> Coordinates the use of hands and fingers.	<b>PDM6.3a</b> Refines grasp to manipulate tools and objects.	<b>PDM6.4a</b> Performs fine motor tasks that require small-muscle strength and control.
<p>Child A is on target for his/her age. Teaching Child A how to use play tweezers to pick up small pompoms and marshmallows is an appropriate PDM6.3a activity that will get him/her ready to move on to PDM6.4a.</p>			
<p><b>Child B</b></p>	<b>PDM6.2a</b> Coordinates the use of hands and fingers.	<b>PDM6.3a</b> Refines grasp to manipulate tools and objects.	<b>PDM6.4a</b> Performs fine motor tasks that require small-muscle strength and control.
<p>Child B is just beginning to use hands and fingers with coordination and needs some help getting to PDM6.3a. Putting beads on a pipe cleaner or creating shapes with play dough will help Child B move to the next level. If given a fine motor sewing activity like Child C, Child B could lose interest or become frustrated.</p>			
<p><b>Child C</b></p>	<b>PDM6.2a</b> Coordinates the use of hands and fingers.	<b>PDM6.3a</b> Refines grasp to manipulate tools and objects.	<b>PDM6.4a</b> Performs fine motor tasks that require small-muscle strength and control.
<p>Child C has mastered PDM6.2a and PDM6.3a and is ready for the next learning challenge: PDM6.4a. More complex fine motor activities like lacing and sewing will move Child C forward.</p>			

**Interested children are eager learners.** Use their favorite toys and topics to help you teach. Examples:

- Child B loves dinosaurs. Adding dinosaur-related books to the classroom library and/or book center will help him/her become more excited about literacy-related activities.
- Child C talks about wanting to be an astronaut. Encouraging him/her to build a spaceship out of cardboard boxes will help stretch his/her imagination and promote creativity.

# how to use GELDS

# guiding principles

The Georgia Early Learning and Development Standards (GELDS) serve as a guide to help teachers and parents offer meaningful learning experiences to children from birth to age five. The following generally accepted principles are the foundation for the early learning and development of our youngest children.

## 1. Effective early education programs recognize the significance of the parental role and invite their participation.

Throughout a child's educational career, from preschool through high school, many teachers will be involved. Parents, though, remain constant and make the key decisions for the child. They are the child's first, most important and most consistent teacher.

Parental involvement in children's education has a significant impact on school achievement. When parents are involved in the educational program, children get the message that learning is important and that the educational setting is a good place to be. When parents and teachers work together it is valuable for both.

Parents can share about their child's likes and dislikes, their family routines and other information that helps teachers make learning experiences more meaningful. Families of children with special needs have an especially valuable role in showing the teacher how best to work with their child. Teachers can share with parents about their child's accomplishments and how they get along socially. Children benefit significantly when parents and teachers work together.

## 2. Each child develops at an individual rate and has personal approaches to learning.

Children are served best when their individuality is valued. The skills and behaviors presented in the GELDS are arranged by age level to help teachers and parents organize their understanding of the skills.

They are to be used to inform teachers and parents about what behaviors one might expect of young children as they develop. The standards do not represent rigid expectations or requirements for what skills every child should master at a certain age. Instead, they should be used as a guide with the understanding that children develop at different rates. Teachers and parents must become familiar with the full range of skills and behaviors included in the GELDS. Then they can encourage children to work toward the standards most suitable to their particular developmental stage and rate.

Children with special needs have been considered in the development of these standards. Learning activities should be individualized, allowing children to begin working on a skill at their current level and challenging them to move forward.

Individualized activities should also take into consideration children's varied interests and learning approaches.

## 3. Young children learn through developmentally appropriate play and social interaction.

When children are "just playing," they develop the foundations for reading, writing and mathematics as they explore and experiment with objects and materials. They also develop the foundations for science and social studies by "playing with" materials and interacting with people around them.

Social development, particularly, occurs when children interact in play. Children learn about relationships, both cognitive and social, by playing cooperatively and by working through disagreements together.



**\*Note:** Throughout this book, the term "teacher" refers to adults who work directly with children in group settings. This includes classroom teachers and teaching assistants, paraprofessionals, caregivers, family childcare providers, home-based teachers, and others who have direct contact with children in groups on a regular basis.

**\*\*Note:** The term "parent" refers to adults, most commonly family members, who are the primary caregivers of children in their home. This includes mothers, fathers, grandparents, foster parents, stepparents, aunts, uncles, nannies, babysitters and others who care for the child in the home on a regular basis.



**4. Young children learn best when all aspects of development (physical, emotional and social; approaches to learning, language and literacy; and cognitive) are treated as interconnected.**

Children are growing in all developmental areas at the same time. Development in one area influences the development in other areas. Language skills help the child relate socially to others. Likewise, social skills help the child develop cognitive and language skills. Physical skills provide experiences that stimulate cognitive, language and social development. Further, the individual strategies children use to approach learning impact all areas of development. In the young child these developmental areas are closely interrelated and teachers must plan learning experiences that foster the connections among them.

**5. Early learning experiences must support each child’s family, community and culture.**

The powerful influence of culture on early development is undeniable. A family’s cultural heritage establishes their values, beliefs, expectations and child-rearing practices. Cultural practices help determine feeding and sleeping patterns, rules for discipline and the roles played by adults and children. As communities in Georgia become increasingly diverse, teachers and families are challenged to learn

about and become comfortable with each other. Teachers must be sensitive to cultural differences in child-rearing and willing to talk openly with parents about mutual expectations. The goal of communication between the family and teacher should be to support the continuity of care from home to center.

In the educational setting, sensitivity and acceptance of each child’s cultural background improve the quality of learning experiences and chances for success. Books and songs can celebrate different languages. Children whose home language is other than English can teach words to their classmates while their classmates are helping them learn English.

Learning materials should reflect a diversity of cultures and include children with disabilities. Children with disabilities must be welcomed into classrooms with children their own age where they can teach the other children about their special abilities. The classroom or home care setting must be a place where children feel safe, comfortable and accepted so they can learn and develop to their greatest potential.

Additionally, teachers must recognize how their own cultural heritage, native language and family history influence their point of view. In order to support and teach children from families and cultures different from their own, teachers must be interested in learning about the families and willing to consider new perspectives.

**6. Early childhood teachers play a powerful role in the education of young learners and deserve dignity and respect from the community at large.**

Children often spend more time in a day with their teachers than their parents. As a result, early childhood teachers play a powerful and significant role in a child’s life. Children learn how to learn from their teachers. They learn how to behave toward adults and how adults behave toward children from their teachers. They go to their teachers for comfort when they’re hurt and for reassurance when they’re scared. They want their teachers to be proud when they succeed and to help them try again when they don’t. Teachers can influence whether a child has an “I can” or an “I can’t” attitude. Many successful adults remember a teacher who saw something special about them. For all these reasons and more, early childhood teachers deserve to be treated with dignity and respect by the community at large.

**7. Quality early learning experiences for children are guided by research-based knowledge and practice.**

The Georgia Early Learning and Development Standards were developed using a wide variety of research-based sources. Scholars have studied how young children learn and develop for many years. Numerous research projects have looked at the different aspects

of child development and what practices support positive growth. Research tells us, for example, that children learn by actively exploring their environment. Learning activities that provide opportunities for children to move around and use their senses would be consistent with this research-based knowledge. On the other hand, activities that require youngsters to sit still and listen, rather than actively participate, would be inconsistent with it. Quality early learning experiences should be based on the findings of this research. Teachers and parents should look for educational programs and curricula that show how they use research-based knowledge to guide their work.



# understanding GELDS



These are the five **LEARNING DOMAINS**. Notice that each has a two- or three-letter acronym. You'll see these acronyms in all GELDS materials.

**PHYSICAL DEVELOPMENT AND MOTOR SKILLS**  
PDM

**SOCIAL AND EMOTIONAL DEVELOPMENT**  
SED

**APPROACHES TO PLAY AND LEARNING**  
APL

**COMMUNICATION, LANGUAGE AND LITERACY**  
CLL

**COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE**  
CD



NOTE: The CD domain is divided into these sub-domains: Math, Social Studies, Science, Creative Development and Cognitive Processes

You will see codes such as **PDM6.3b** (below) in all GELDS materials. Once you understand the codes, you'll see how helpful it is to incorporate GELDS into your routines and lesson plans.

**PDM**

**domain** (PDM is the physical development and motor skills domain)

**DOMAINS** are the five areas of learning. These large, over-arching categories are color-coded.



Each Domain contains **STRANDS**, groupings of similar standards.

Each Strand contains **STANDARDS**.



The CD domain is divided into five sub-domains

**6.**

**standard**

**STANDARDS** are general statements of knowledge within a Strand. A Strand can have one or more Standards.

**3**

**age**

**AGE** groups are as follows:  
0 = 0-12 months  
1 = 12-24 months  
2 = 24-36 months  
3 = 36-48 months  
4 = 48-60 months

**b**

**indicator**

**INDICATORS** are statements that describe a specific, measurable and observable skill children exhibit as they develop. There can be multiple Indicators per age as noted by the letters a, b, c, d, e and f.

GELDS decoded

# indicator examples

STRAND: **MOTOR SKILLS**

STRAND example

STANDARD: **PDM6 – The child will demonstrate fine motor skills.**

STANDARD example

0–12 months

## PDM6.0b

Coordinates motions using hands and eyes.

Infants' visual skills continue developing during this stage. Initially they will learn to coordinate their head and eyes to move up and down together. Soon afterward, they will watch their own hand and eventually be able to find an object visually, then purposefully reach for it.

### EXAMPLES

- stacks rings
- stacks blocks
- turns page in a board book
- rolls a ball
- brings hands together

12–24 months

## PDM6.1b

Demonstrates hand-eye coordination and participates in a variety of activities to enhance coordination.

One-year-olds are developing eye-hand coordination skills. This means that they are developing the ability of the eyes to guide the hands in movements. They need lots of practice with this skill and a variety of items to pick up, push, press and pull.

### EXAMPLES

- makes marks on paper with crayons or markers, progresses to scribbling
- stacks rings and blocks
- turns pages in a book
- rolls a ball and catches it
- transfers object from one hand to another
- uses spoon to feed self
- puts block in cup

24–36 months

## PDM6.2b

Performs simple fine motor skills.

During this stage of development, a child's balance and trunk stability leads to greater control of hand muscles. Twos will be able to draw horizontal and vertical lines, and eventually circles. They typically use both hands to open and close scissors. By the time they are three they should be able to snip paper with the scissors and cut a piece of paper into two pieces.

### EXAMPLES

- works with play dough
- opens jars or caps
- rotates knobs
- strings large beads
- unbuttons large buttons

36–48 months

## PDM6.3b

Uses hand-eye coordination to manipulate smaller objects with increasing control.

Three-year-olds continue to develop control in fine motor tasks such as cutting and drawing. They are able to move the scissors in a forward direction and cut along a straight line. They can hold a marker or crayon with a steady grip and make controlled marks on paper.

### EXAMPLES

- moves scissors forward and cuts on line
- places beads in container
- uses tongs to grasp objects
- turn knobs to open doors
- attempts to cut paper with child-safe scissors

An **INDICATOR** is a statement that describes a specific, measurable, observable skill children exhibit as they develop.

Each indicator is followed by a **RATIONALE** which explains the indicator statement in more detail.

Each rationale is followed by **EXAMPLES** of learning in action that help build a specific indicator skill in children.

The activity ideas help you teach the skills and concepts of the strand and standard on the page they appear on

**ACTIVITY IDEAS** are provided throughout this book



**DOMAIN: PDM**  
PHYSICAL DEVELOPMENT AND MOTOR SKILLS

**STRAND 1**  
HEALTH AND WELL-BEING

**STANDARD: PDM1**  
The child will practice healthy and safe habits.

**STANDARD: PDM2**  
The child will participate in activities related to nutrition.

**STRAND 2**  
USE OF SENSES

**STANDARD: PDM3**  
The child will demonstrate an awareness of the body in space and child's relationship to objects in space.

**STANDARD: PDM4**  
The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.

**STRAND 3**  
MOTOR SKILLS

**STANDARD: PDM5**  
The child will demonstrate gross motor skills.

**STANDARD: PDM6**  
The child will demonstrate fine motor skills.

**DOMAIN: SED**  
SOCIAL AND EMOTIONAL DEVELOPMENT

**STRAND 1**  
DEVELOPING A SENSE OF SELF

**STANDARD: SED1**  
The child will develop self-awareness.

**STANDARD: SED2**  
The child will engage in self-expression.

**STRAND 2**  
SELF-REGULATION

**STANDARD: SED3**  
The child will begin to demonstrate self-control.

**STRAND 3**  
DEVELOPING A SENSE OF SELF WITH OTHERS

**STANDARD: SED4**  
The child will develop relationships and social skills with adults.

**STANDARD: SED5**  
The child will develop relationships and social skills with peers.

**DOMAIN: APL**  
APPROACHES TO PLAY AND LEARNING

**STRAND 1**  
INITIATIVE AND EXPLORATION

**STANDARD: APL1**  
The child will demonstrate initiative and self-direction.

**STANDARD: APL2**  
The child will demonstrate interest and curiosity.

**STRAND 2**  
ATTENTIVENESS AND PERSISTENCE

**STANDARD: APL3**  
The child will sustain attention to a specific activity and demonstrate persistence.

**STRAND 3**  
PLAY

**STANDARD: APL4**  
The child will engage in a progression of imaginative play.

**STANDARD: APL5**  
The child will demonstrate a cooperative and flexible approach to play and learning.

**DOMAIN: CLL**  
COMMUNICATION, LANGUAGE AND LITERACY

**STRAND 1**  
RECEPTIVE LANGUAGE

**STANDARD: CLL1**  
The child will listen to conversations and demonstrate comprehension.

**STANDARD: CLL2**  
The child will acquire vocabulary introduced in conversations, activities, stories or books.

**STRAND 2**  
EXPRESSIVE LANGUAGE

**STANDARD: CLL3**  
The child will use nonverbal communication for a variety of purposes.

**STANDARD: CLL4**  
The child will use increasingly complex spoken language.

**STRAND 3**  
EARLY READING

**STANDARD: CLL5**  
The child will acquire meaning from a variety of materials read to him/her.

**STANDARD: CLL6**  
The child will develop early phonological awareness (awareness of the units of sound).

**STANDARD: CLL7**  
The child will demonstrate increasing knowledge of the alphabet.

**STANDARD: CLL8**  
The child will demonstrate awareness of print concepts.

**STRAND 4**  
EARLY WRITING

**STANDARD: CLL9**  
The child will use writing for a variety of purposes.

**DOMAIN: CD** COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

SUB-DOMAIN:  
MATH

**STRAND 1**  
NUMBER AND QUANTITY

**STANDARD: CD-MA1**  
The child will organize, represent, and build knowledge of number and quantity.

**STANDARD: CD-MA2**  
The child will manipulate, compare, describe relationships, and solve problems using number and quantity.

**STRAND 2**  
MEASUREMENT AND COMPARISON

**STANDARD: CD-MA3**  
The child will explore and communicate about distance, weight, length, height and time.

**STANDARD: CD-MA4**  
The child will sort, seriate, classify and create patterns.

**STRAND 3**  
GEOMETRY AND SPATIAL THINKING

**STANDARD: CD-MA5**  
The child will explore, recognize and describe spatial relationships between objects.

**STANDARD: CD-MA6**  
The child will explore, recognize and describe shapes and shape concepts.

**STRAND 4**  
MATHEMATICAL REASONING

**STANDARD: CD-MA7**  
The child will use mathematical problem solving, reasoning, estimation and communication.

SUB-DOMAIN:  
SOCIAL STUDIES

**STRAND 1**  
FAMILY

**STANDARD: CD-SS1**  
The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.

SUB-DOMAIN:  
SOCIAL STUDIES

**STRAND 2**  
PEOPLE AND COMMUNITY

**STANDARD: CD-SS2**  
The child will demonstrate an understanding of his/her community and an emerging awareness of other's culture and ethnicity.

**STANDARD: CD-SS3**  
The child will demonstrate an awareness of geography in his/her community.

**STANDARD: CD-SS4**  
The child will demonstrate awareness of economics in his/her community.

**STRAND 3**  
HISTORY AND EVENTS

**STANDARD: CD-SS5**  
The child will understand the passage of time and how events are related.

SUB-DOMAIN:  
SCIENCE

**STRAND 1**  
SCIENTIFIC SKILLS AND METHODS

**STANDARD: CD-SC1**  
The child will demonstrate scientific inquiry skills.

**STRAND 2**  
EARTH AND SPACE

**STANDARD: CD-SC2**  
The child will demonstrate knowledge related to the dynamic properties of earth and sky.

**STRAND 3**  
LIVING THINGS

**STANDARD: CD-SC3**  
The child will demonstrate knowledge related to living things and their environments.

**STRAND 4**  
PHYSICAL SCIENCE

**STANDARD: CD-SC4**  
The child will demonstrate knowledge related to physical science.

SUB-DOMAIN:  
SCIENCE

**STRAND 5**  
INTERACTION WITH ENVIRONMENT

**STANDARD: CD-SC5**  
The child will demonstrate an awareness of and the need to protect his/her environment.

SUB-DOMAIN:  
CREATIVE DEVELOPMENT

**STRAND 1**  
CREATIVE MOVEMENT AND DANCE

**STANDARD: CD-CR1**  
The child will participate in dance to express creativity.

**STRAND 2**  
VISUAL ARTS

**STANDARD: CD-CR2**  
The child will create and explore visual art forms to develop artistic expression.

**STRAND 3**  
MUSIC

**STANDARD: CD-CR3**  
The child will use his/her voice, instruments and objects to express creativity.

**STRAND 4**  
DRAMA

**STANDARD: CD-CR4**  
The child will use dramatic play to express creativity.

SUB-DOMAIN:  
COGNITIVE PROCESSES

**STRAND 1**  
THINKING SKILLS

**STANDARD: CD-CP1**  
The child will demonstrate awareness of cause and effect.

**STANDARD: CD-CP2**  
The child will use prior knowledge to build new knowledge.

**STRAND 2**  
PROBLEM SOLVING

**STANDARD: CD-CP3**  
The child will demonstrate problem-solving skills.

# GELDS

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# supporting every child



## Improving learning outcomes for each and every child.

Children are born with an amazing ability and desire to learn. Each child is an individual and brings a unique set of knowledge, skills and challenges to the classroom. Teachers of very young children have the important job of creating an environment that provides content and activities that meet the varied individual learning needs of each and every child. The GELDS are designed as a framework for providing information on what each child, including children with unique learning needs and those with disabilities, should know and be able to do.

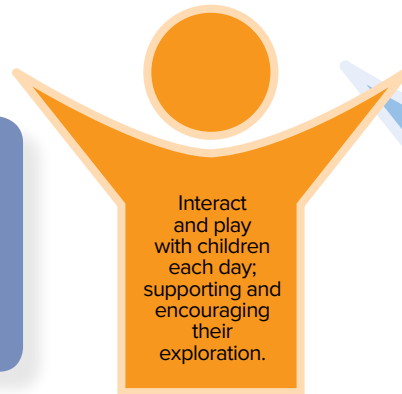
The strategies at right help ensure that every child receives learning opportunities and experiences that support his/her unique needs. In the pages of this book, additional strategies are suggested that support early childhood development by domain.

Some children may need adaptations to ensure full access and participation and to demonstrate their knowledge and skills. Adaptations facilitate children's independent participation in everyday classroom curriculum activities and routines and are based on the child's individual needs. When planning adaptations, teachers might consider changes to the: 1) classroom environment, 2) activities, 3) materials, or 4) instructions. Throughout the pages of this book, adaptations in these four key areas are suggested by domain.

Teachers in the habit of continually observing and assessing using the GELDS as a guide will find that planning adaptations becomes an everyday practice. The adaptation strategies in this book are merely a sample of supports that may be needed. Additional resources on adapting the curriculum, environment and activities are available at [www.gelds.decal.ga.gov](http://www.gelds.decal.ga.gov)

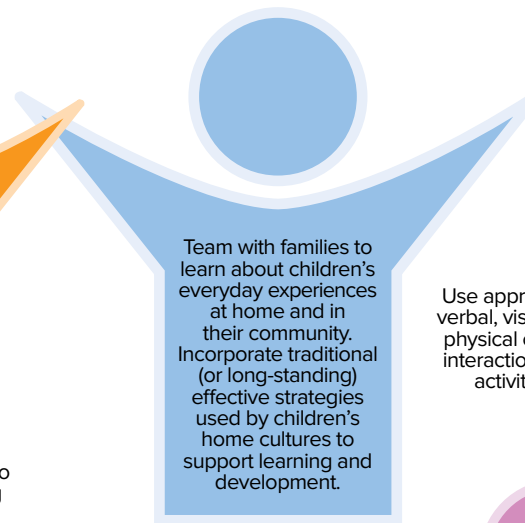
### Adaptation suggestions in this book:

PDM p.21 SED p.30 APL p.38 CLL p.50 CD p.59, 64, 69, 72, 76

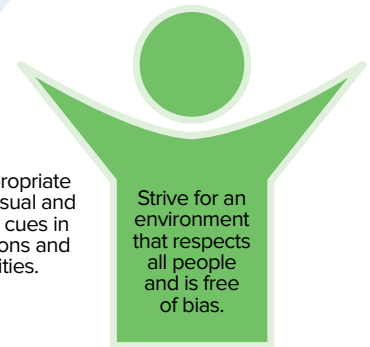


Interact and play with children each day; supporting and encouraging their exploration.

Ensure that children are provided with caregivers who interact in consistent, caring ways, as much as possible.

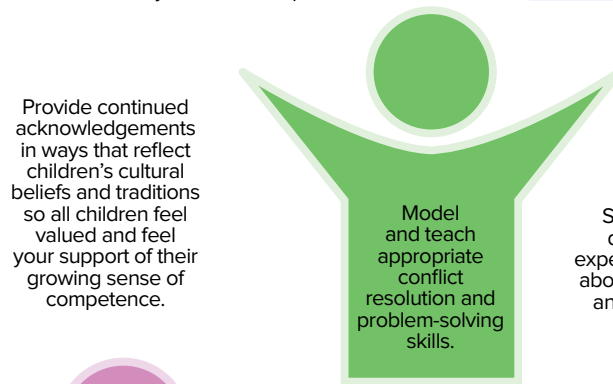


Team with families to learn about children's everyday experiences at home and in their community. Incorporate traditional (or long-standing) effective strategies used by children's home cultures to support learning and development.



Use appropriate verbal, visual and physical cues in interactions and activities.

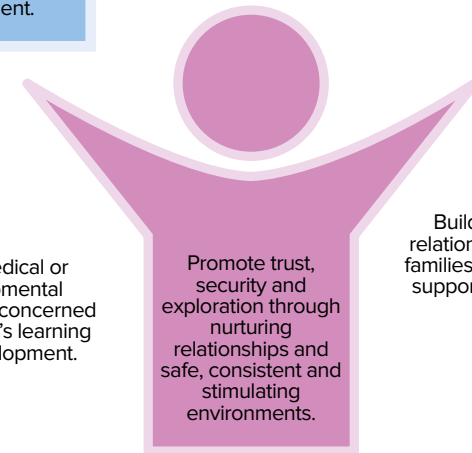
Strive for an environment that respects all people and is free of bias.



Provide continued acknowledgements in ways that reflect children's cultural beliefs and traditions so all children feel valued and feel your support of their growing sense of competence.

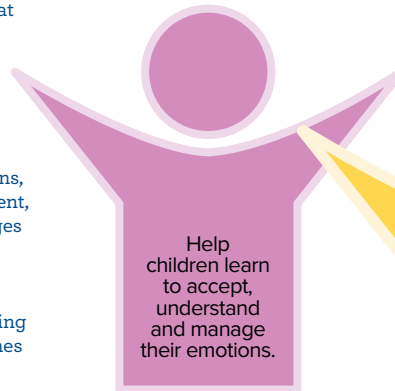
Model and teach appropriate conflict resolution and problem-solving skills.

Seek medical or developmental expertise if concerned about child's learning and development.



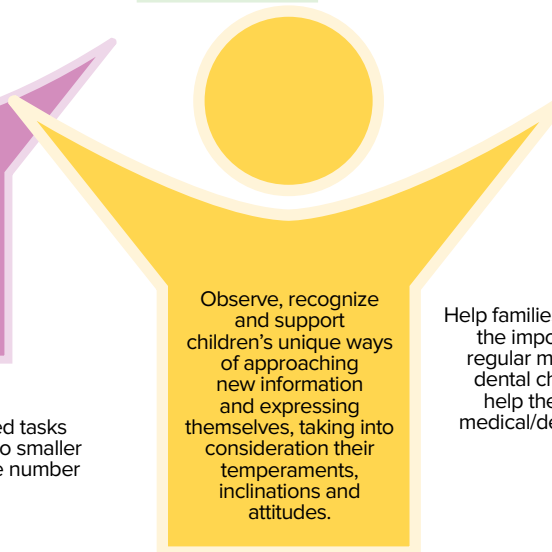
Promote trust, security and exploration through nurturing relationships and safe, consistent and stimulating environments.

Build strong relationships with families in order to support children.



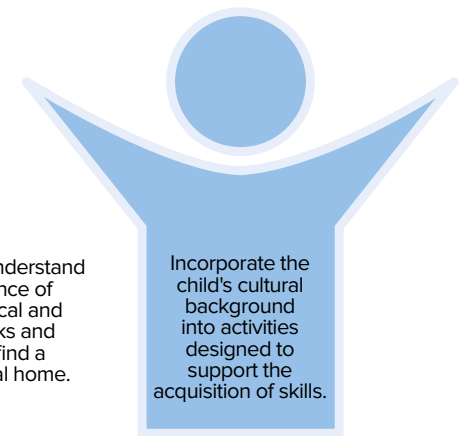
Help children learn to accept, understand and manage their emotions.

Simplify complicated tasks by breaking them into smaller parts or reducing the number of steps.



Observe, recognize and support children's unique ways of approaching new information and expressing themselves, taking into consideration their temperaments, inclinations and attitudes.

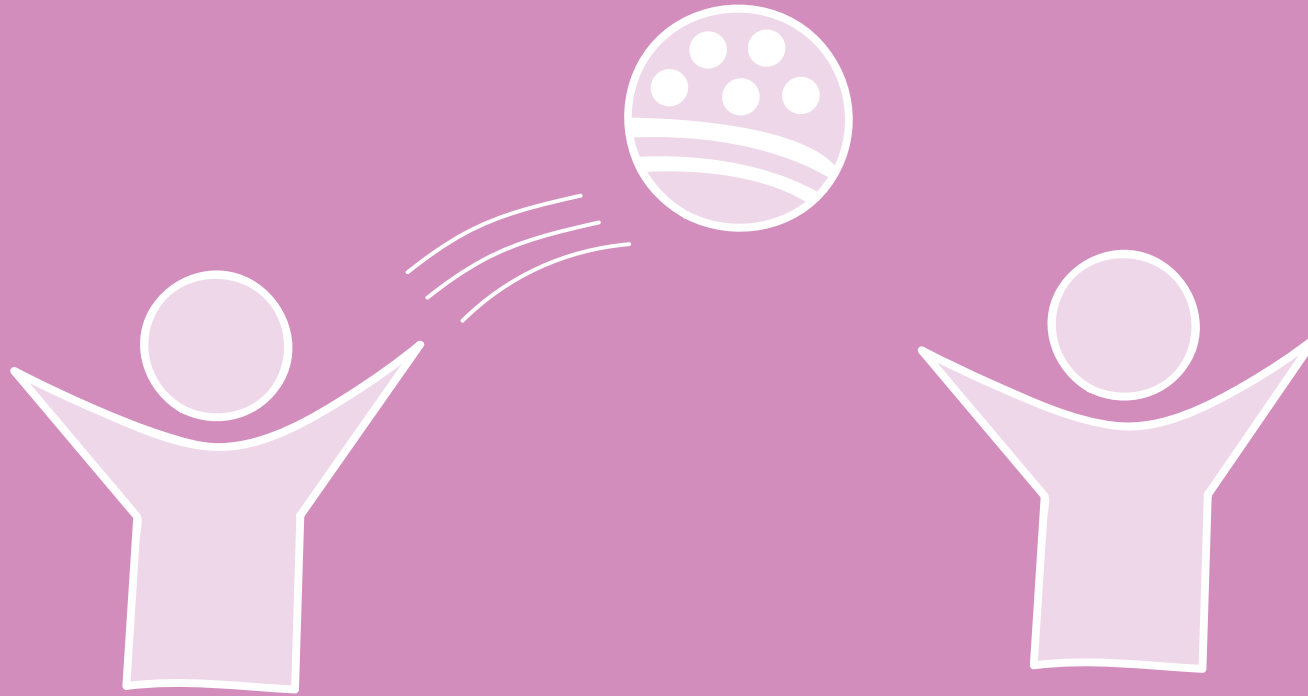
Help families understand the importance of regular medical and dental checks and help them find a medical/dental home.



Incorporate the child's cultural background into activities designed to support the acquisition of skills.

Individualize experiences, activities, interactions and instruction to meet the needs of each child.





# physical development and motor skills PDM

# physical development and motor skills PDM

Physical Development and Motor Skills pertain to the way children move their bodies using large muscles like arms and legs to crawl, walk, run and dance. It also includes small muscle development that helps children feed themselves, scribble with crayons, paint and eventually write. Physical development is rapid in the first few years of life. Children quickly gain control over their movements. This typically follows a natural sequence. Babies creep and crawl before they stand, walk and run. They swipe at objects first and then reach and grab. They grasp objects placed in their hands before they pick them up for themselves. Each new skill builds a child's physical competence and ability to do things independently. This domain also includes ways children learn to take care of their physical needs and develop skills relating to health, nutrition and safety.




 sleep **smile**  
explore food  
**reach** mimic  
faces **crawl**

 **walk** explore  
try new foods  
**sleep well**  
ride on toys

 run **jump**  
**chase** climb  
play catch  
**say "No"**

 pretend **repeat**  
**rules** use senses  
wash hands **dress**  
**independently**

 work puzzles  
**lace** move with  
purpose **play ball**  
know 911

0–12 months

12–24 months

24–36 months

36–48 months

48–60 months

# physical development and motor skills

## Strand: **HEALTH & WELL-BEING**

Standard: **PDM1 – The child will practice healthy and safe habits.**

Age-Appropriate Indicators:

<u>0–12 months</u>	<u>12–24 months</u>	<u>24–36 months</u>	<u>36–48 months</u>	<u>48–60 months</u>
<p><b>PDM1.0a</b> Sleeps well and shows alertness during waking periods.</p>	<p><b>PDM1.1a</b> Sleeps well and wakes rested.</p>	<p><b>PDM1.2a</b> Sleeps well, waking rested and ready for daily activities.</p>	<p><b>PDM1.3a</b> Stays awake except during nap time.</p>	<p><b>PDM1.4a</b> Stays awake and alert except during voluntary nap time.</p>
<p><b>PDM1.0b</b> Initiates active play and engages in some physical activity.</p>	<p><b>PDM1.1b</b> Actively participates in physical activity for three to five minutes at a time.</p>	<p><b>PDM1.2b</b> Actively participates in games, outdoor play and other forms of physical activity for sustained periods of time.</p>	<p><b>PDM1.3b</b> Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time.</p>	<p><b>PDM1.4b</b> Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time that increase strength, endurance and flexibility.</p>
<p><b>PDM1.0c</b> Responds to verbal or physical signal of danger.</p>	<p><b>PDM1.1c</b> Identifies and tries to avoid dangers with assistance.</p>	<p><b>PDM1.2c</b> Pays attention to simple safety instructions and avoids dangers with assistance.</p>	<p><b>PDM1.3c</b> Independently shows awareness of dangerous situations and responds with some knowledge of safety instructions.</p>	<p><b>PDM1.4c</b> Consistently follows basic safety rules and anticipates consequences of not following safety rules.</p>
<p><b>PDM1.0d</b> Reacts to simple directions to support safety.</p>	<p><b>PDM1.1d</b> Communicates beginning understanding of dangerous situations.</p>	<p><b>PDM1.2d</b> Verbalizes simple safety rules.</p>	<p><b>PDM1.3d</b> Communicates to peers and adults when dangerous situations are observed.</p>	<p><b>PDM1.4d</b> Communicates the importance of safety rules.</p>
<p><b>PDM1.0e</b> Shows beginning awareness of personal health and self-care needs.</p>	<p><b>PDM1.1e</b> Makes adult aware of health and self-care needs and seeks assistance.</p>	<p><b>PDM1.2e</b> Attends to personal health routines and self-care needs with some assistance from an adult.</p>	<p><b>PDM1.3e</b> Attends to personal health routines and self-care needs independently.</p>	<p><b>PDM1.4e</b> Identifies the importance of and participates in activities related to health and self-care needs.</p>
				<p><b>PDM1.4f</b> Can name people who keep them safe and healthy.</p>

# physical development and motor skills

## Strand: **HEALTH & WELL-BEING**

Standard: **PDM2 – The child will participate in activities related to nutrition.**

Age-Appropriate Indicators:

### 0–12 months

#### **PDM2.0a**

Explores food with fingers.

### 12–24 months

#### **PDM2.1a**

Distinguishes between food and non-food items.

### 24–36 months

#### **PDM2.2a**

Prepares nutritious snacks with adult assistance.

### 36–48 months

#### **PDM2.3a**

Helps prepare nutritious snacks.

### 48–60 months

#### **PDM2.4a**

Helps prepare nutritious snacks and meals.

#### **PDM2.0b**

Shows preference for food choices.

#### **PDM2.1b**

Shows interest in and tries new foods.

#### **PDM2.2b**

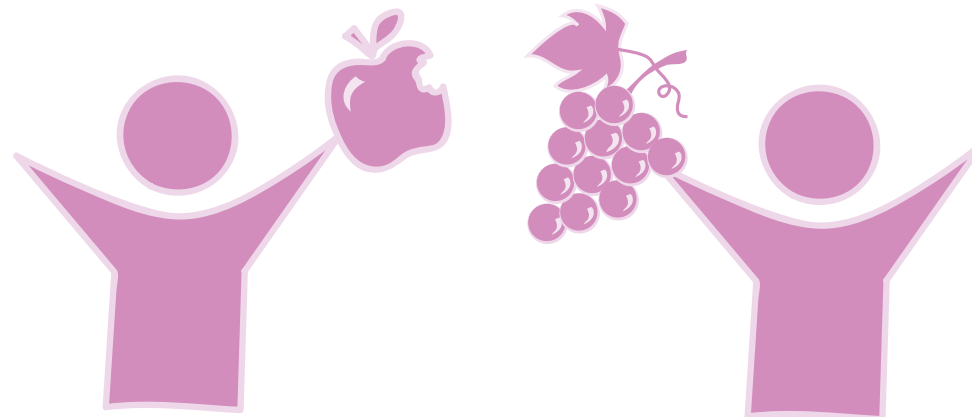
Eats a variety of nutritious foods and recognizes healthy foods.

#### **PDM2.3b**

Distinguishes healthy food choices from less-healthy food choices.

#### **PDM2.4b**

Sorts foods into food groups and communicates the benefits of healthy foods.





# physical development and motor skills

## Strand: **USE OF SENSES**

Standard: **PDM3** – The child will demonstrate an awareness of the body in space and child’s relationship to objects in space.

Age-Appropriate Indicators:

<u>0–12 months</u>	<u>12–24 months</u>	<u>24–36 months</u>	<u>36–48 months</u>	<u>48–60 months</u>
<p><b>PDM3.0a</b> Moves body through space.</p>	<p><b>PDM3.1a</b> Acts and moves with intention and purpose with some adult assistance.</p>	<p><b>PDM3.2a</b> Acts and moves with intention and purpose.</p>	<p><b>PDM3.3a</b> Acts and moves with purpose and recognizes differences in direction, distance and location with some adult assistance.</p>	<p><b>PDM3.4a</b> Acts and moves with purpose and independently recognizes differences in direction, distance and location.</p>
<p><b>PDM3.0b</b> Exhibits body awareness and starts to move intentionally.</p>	<p><b>PDM3.1b</b> Uses trial and error to discover how the body fits and moves through space.</p>	<p><b>PDM3.2b</b> Demonstrates awareness of his/her own body in space.</p>	<p><b>PDM3.3b</b> Demonstrates awareness of his/her own body in relation to others.</p>	<p><b>PDM3.4b</b> Demonstrates spatial awareness through play activities.</p>



# physical development and motor skills

## Strand: **USE OF SENSES**

Standard: **PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.**

Age-Appropriate Indicators:

### 0–12 months

#### **PDM4.0a**

Responds to what he/she sees, hears, touches, tastes and smells.

### 12–24 months

#### **PDM4.1a**

Engages in some sensory experiences.

### 24–36 months

#### **PDM4.2a**

Participates in a variety of sensory experiences and differentiates between the senses.

### 36–48 months

#### **PDM4.3a**

Uses senses purposefully to learn about objects.

### 48–60 months

#### **PDM4.4a**

Discriminates between and identifies a variety of sights, smells, sounds, textures and tastes.

#### **PDM4.0b**

Manipulates objects to see what will happen.

#### **PDM4.1b**

Tries a new action with a familiar object.

#### **PDM4.2b**

Tests objects to determine their purpose.

#### **PDM4.3b**

Takes things apart and attempts to put them back together.

#### **PDM4.4b**

Takes things apart and invents new structures using the parts.

#### **Activity Idea:**

While outdoors, collect natural things that your children find interesting (and that are safe!) such as pinecones, bird feathers, leaves and flowers. Let them look at, touch and smell them as you talk about each one.



# physical development and motor skills

## Strand: **MOTOR SKILLS**

Standard: **PDM5 – The child will demonstrate gross motor skills.**

Age-Appropriate Indicators:

### 0–12 months

#### **PDM5.0a**

Develops control of head and back, progressing to arms and legs.

#### **PDM5.0b**

Develops emerging coordination and balance, often with support.

### 12–24 months

#### **PDM5.1a**

Gains control and coordination of body movements.

#### **PDM5.1b**

Develops emerging coordination and balance.

### 24–36 months

#### **PDM5.2a**

Develops gross motor control for a range of physical activities.

#### **PDM5.2b**

Develops coordination and balance.

### 36–48 months

#### **PDM5.3a**

Coordinates movements to perform a task.

#### **PDM5.3b**

Demonstrates coordination and balance.

### 48–60 months

#### **PDM5.4a**

Coordinates movements to perform more complex tasks.

#### **PDM5.4b**

Demonstrates coordination and balance in a variety of activities.



# physical development and motor skills

## Strand: **MOTOR SKILLS**

Standard: **PDM6 – The child will demonstrate fine motor skills.**

Age-Appropriate Indicators:

### 0–12 months

#### **PDM6.0a**

Develops grasp reflex.

### 12–24 months

#### **PDM6.1a**

Gains control of hands and fingers.

### 24–36 months

#### **PDM6.2a**

Coordinates the use of hands and fingers.

### 36–48 months

#### **PDM6.3a**

Refines grasp to manipulate tools and objects.

### 48–60 months

#### **PDM6.4a**

Performs fine motor tasks that require small-muscle strength and control.

#### **PDM6.0b**

Coordinates motions using hands and eyes.

#### **PDM6.1b**

Demonstrates hand-eye coordination and participates in a variety of activities to enhance coordination.

#### **PDM6.2b**

Performs simple fine motor skills.

#### **PDM6.3b**

Uses hand-eye coordination to manipulate smaller objects with increasing control.

#### **PDM6.4b**

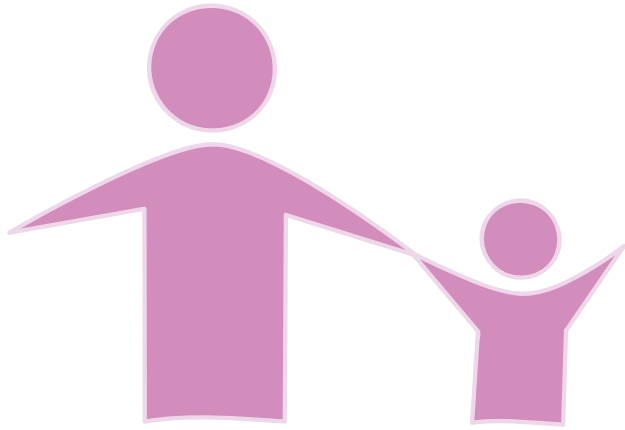
Uses hand-eye coordination to manipulate small objects with ease.

#### **PDM6.4c**

Able to perform more complex fine motor tasks with accuracy 50% of the time.







# adaptations

The following adaptations will help support the physical and motor development of children who have a variety of disabilities. The adaptations may also be helpful for other children in the program.

## ENVIRONMENT

- Make seating, materials and activities accessible for all children. When planning, consider:
  - Room setup
  - Positioning of all children in the room
- Create frequent alterations in the classroom materials and activities to increase visual interest.
- Assure that materials in indoor and outdoor environments are easily accessible (e.g., height, size, location).

## ACTIVITY

- Consider whether you need to adjust the following:
  - Length of time allowed for the activity
  - The types of responses required of the children
- Provide hand-eye coordination activities (e.g., puzzles, sorting games, lacing cards).
- Pair visual and auditory materials to facilitate learning.

## MATERIALS

- Make sure you have a variety of hand-eye coordination materials available (e.g., puzzles, sorting games, lacing cards.)
- Modify materials so children can participate as independently as possible.

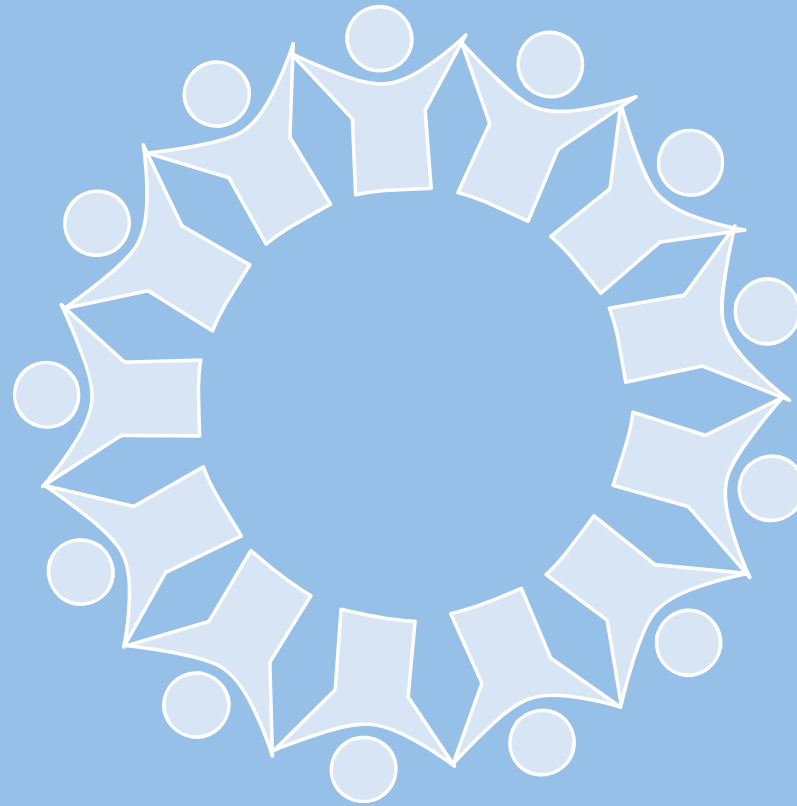
## INSTRUCTIONS

- Use verbal, visual and physical cues to help children know what to do.
- Use vocabulary and phrases in the child's native language when introducing new ideas and concepts.
- Instructions may be modified by:
  - Using pictures as well as words
  - Giving instructions one step at a time rather than all at once
- Use peer models or helpers to model and/or repeat instructions as needed.

## ASSISTANCE

- Collaborate with professionals with training in physical development (e.g., developmental pediatrician, nurse, physical therapist, occupational therapist, etc.). Therapists supporting the child can help identify both high-tech and low-tech adaptations to assist with positioning or other challenges to participation.
- Encourage children to work in pairs, either with individual responses or with a single response for the pair.
- Provide physical guidance/support for children having difficulty with motor tasks.





# social and emotional development SED

# social and emotional development SED

Social and Emotional Development focuses on the ways children learn about themselves and how to get along with other people. Newborn babies do not have an awareness of being an individual person. As they grow, they develop a sense of “me” that is separate from the adults who care for them. At the same time, they develop relationships with these important adults. Through play, youngsters learn how to relate to other children and they gain confidence in their own abilities. As children mature emotionally and socially, they gain self-control. Their emotional and social development is further enhanced when they engage in creative displays of self-expression.



observe **show affection**  
respond to name  
**self-soothe**



**know name**  
accept change  
**make simple choices** interact



**say I, me, mine**  
show affection  
**ask for help**  
regulate impulses



take on challenges  
**repeat rules**  
express emotions  
**show respect**



**help others**  
show independence  
**make friends**  
communicate ideas

0–12 months

12–24 months

24–36 months

36–48 months

48–60 months

# social and emotional development

## Strand: **DEVELOPING A SENSE OF SELF**

Standard: **SED1 – The child will develop self-awareness.**

Age-Appropriate Indicators:

<u>0–12 months</u>	<u>12–24 months</u>	<u>24–36 months</u>	<u>36–48 months</u>	<u>48–60 months</u>
<p><b>SED1.0a</b> Responds to image of self.</p>	<p><b>SED1.1a</b> Identifies image of self.</p>	<p><b>SED1.2a</b> Uses gestures and actions to reference self when interacting with others.</p>	<p><b>SED1.3a</b> Recognizes self as a unique individual.</p>	<p><b>SED1.4a</b> Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.</p>
<p><b>SED1.0b</b> Responds to his/her name.</p>	<p><b>SED1.1b</b> Says his/her name.</p>	<p><b>SED1.2b</b> Uses pronouns such as I, me and mine.</p>	<p><b>SED1.3b</b> Demonstrates knowledge of personal information.</p>	<p><b>SED1.4b</b> Identifies personal characteristics, preferences, thoughts and feelings.</p>
<p><b>SED1.0c</b> Shows awareness of his/her own abilities/preferences.</p>	<p><b>SED1.1c</b> Shows knowledge of his/her own abilities/preferences.</p>	<p><b>SED1.2c</b> Shows sense of satisfaction in his/her own abilities/preferences.</p>	<p><b>SED1.3c</b> Shows sense of satisfaction in his/her own abilities, preferences and accomplishments.</p>	<p><b>SED1.4c</b> Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks.</p>
		<p><b>SED1.2d</b> Shows emerging independence by occasionally resisting adult control.</p>	<p><b>SED1.3d</b> Shows emerging sense of independence in his/her own choices.</p>	<p><b>SED1.4d</b> Shows independence in his/her own choices.</p>



# social and emotional development

## Strand: **DEVELOPING A SENSE OF SELF**

Standard: **SED2 – The child will engage in self-expression.**

Age-Appropriate Indicators:

### 0–12 months

#### **SED2.0a**

Makes sounds, facial expressions or body movements to express needs and feelings of comfort or discomfort.

#### **SED2.0b**

Uses sounds, facial expressions or body movements to express simple emotions of contentment or discontent.

### 12–24 months

#### **SED2.1a**

Uses sounds, facial expressions or gestures to express needs and preferences.

#### **SED2.1b**

Displays a range of basic emotions such as happiness, sadness and fear.

### 24–36 months

#### **SED2.2a**

Uses verbal expressions and gestures to communicate needs, opinions, ideas and preferences.

#### **SED2.2b**

Uses verbal and nonverbal expressions to demonstrate basic emotions such as anger, happiness and sadness.

### 36–48 months

#### **SED2.3a**

Uses a combination of words, phrases and actions to communicate needs, ideas, opinions and preferences.

#### **SED2.3b**

With adult guidance, uses verbal and nonverbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy and enthusiasm.

### 48–60 months

#### **SED2.4a**

Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.

#### **SED2.4b**

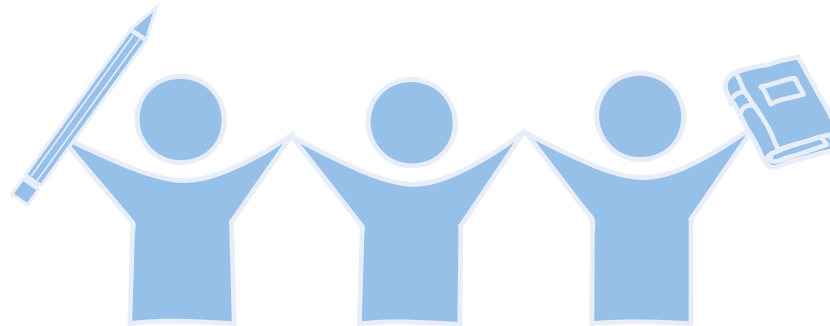
With adult guidance, uses verbal and nonverbal expressions to describe and explain a full range of emotions.

#### **SED2.4c**

Uses pretend-play to show emotions of self and others.

#### **SED2.4d**

With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each.





# social and emotional development

## Strand: **SELF-REGULATION**

Standard: **SED3 – The child will begin to demonstrate self-control.**

Age-Appropriate Indicators:

<u>0–12 months</u>	<u>12–24 months</u>	<u>24–36 months</u>	<u>36–48 months</u>	<u>48–60 months</u>
<p><b>SED3.0a</b> Depends on simple routines provided by adults.</p>	<p><b>SED3.1a</b> Follows simple routines in a group setting with adult support, such as eating, napping or playing.</p>	<p><b>SED3.2a</b> Displays understanding of engaging in routines, rules and appropriate social behavior.</p>	<p><b>SED3.3a</b> Remembers and follows simple group rules and displays appropriate social behavior.</p>	<p><b>SED3.4a</b> Independently follows rules and routines.</p>
<p><b>SED3.0b</b> Self-soothes when held, rocked or talked to by an adult.</p>	<p><b>SED3.1b</b> Self-soothes with minimal adult support.</p>	<p><b>SED3.2b</b> Self-soothes independently.</p>	<p><b>SED3.3b</b> Regulates own emotions and behaviors with adult support when needed.</p>	<p><b>SED3.4b</b> Regulates own emotions and behaviors, and seeks out adult support when needed.</p>
<p><b>SED3.0c</b> Responds to negative and positive reactions.</p>	<p><b>SED3.1c</b> Demonstrates the beginnings of impulse control with adult guidance.</p>	<p><b>SED3.2c</b> Regulates some impulses with adult guidance.</p>	<p><b>SED3.3c</b> Regulates impulses with adult guidance.</p>	<p><b>SED3.4c</b> Regulates a wide range of impulses.</p>
<p><b>SED3.0d</b> Develops an awareness of transitions and schedules/routines with adult prompts.</p>	<p><b>SED3.1d</b> Accepts transitions and changes to schedules/routines with adult support.</p>	<p><b>SED3.2d</b> Responds to transitions and changes to schedules/routines.</p>	<p><b>SED3.3d</b> Manages transitions and adapts to changes in schedules and routines with adult support.</p>	<p><b>SED3.4d</b> Manages transitions and adapts to changes in schedules and routines independently.</p>

# social and emotional development

## Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**

Standard: **SED4** – The child will develop relationships and social skills with adults.

Age-Appropriate Indicators:

### 0–12 months

#### **SED4.0a**

Responds differently to familiar and unfamiliar adults.

#### **SED4.0b**

Develops trust and attachment toward significant adults.

#### **SED4.0c**

Imitates examples of affection with familiar adults.

### 12–24 months

#### **SED4.1a**

Engages in interactions with familiar adults and responds to unfamiliar adults cautiously.

#### **SED4.1b**

Shows feelings of security with familiar adults.

#### **SED4.1c**

Shows beginning signs of affection with familiar adults.

### 24–36 months

#### **SED4.2a**

Stays connected with familiar adults using gestures, glances and verbal interaction.

#### **SED4.2b**

Looks to familiar adults for reassurance when trying new tasks.

#### **SED4.2c**

Shows nonverbal affection to familiar adults.

#### **SED4.2d**

Occasionally seeks out adult for help.

### 36–48 months

#### **SED4.3a**

Shows signs of security and trust when separated from familiar adults.

#### **SED4.3b**

Uses a familiar adult's facial expression to decide how to respond.

#### **SED4.3c**

Shows affection to familiar adults by using words and actions.

#### **SED4.3d**

Seeks out adult for help.

### 48–60 months

#### **SED4.4a**

Transitions well into new, unfamiliar settings.

#### **SED4.4b**

Uses a familiar adult's suggestions to decide how to respond to a specific situation.

#### **SED4.4c**

Shows affection to familiar adults by using more complex words and actions.

#### **SED4.4d**

Seeks out adults as a resource for help and assistance.



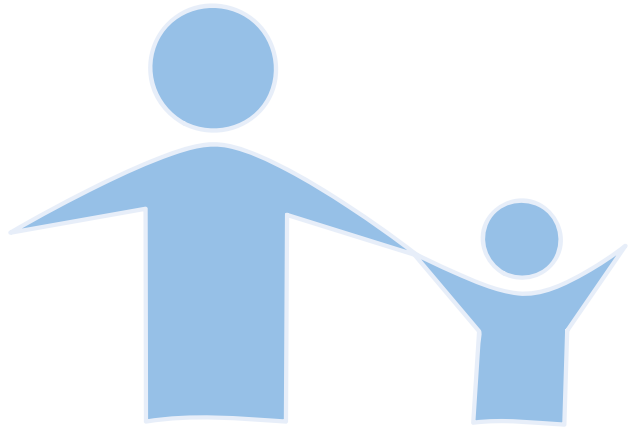
# social and emotional development

## Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**

Standard: **SED5 – The child will develop relationships and social skills with peers.**

Age-Appropriate Indicators:

<u>0–12 months</u>	<u>12–24 months</u>	<u>24–36 months</u>	<u>36–48 months</u>	<u>48–60 months</u>
<p><b>SED5.0a</b> Demonstrates interest/ excitement when other children enter the room.</p>	<p><b>SED5.1a</b> Begins to relate to and show enjoyment in interactions with other children.</p>	<p><b>SED5.2a</b> At times, shows a preference to play with a familiar child.</p>	<p><b>SED5.3a</b> Initiates play with one or two other children.</p>	<p><b>SED5.4a</b> Develops and maintains friendships with other children.</p>
<p><b>SED5.0b</b> Engages in solitary play around other children.</p>	<p><b>SED5.1b</b> Engages in mostly solitary play with some parallel play.</p>	<p><b>SED5.2b</b> Plays alongside other children for short periods. Observes and imitates other children.</p>	<p><b>SED5.3b</b> Engages in mutual/cooperative play.</p>	<p><b>SED5.4b</b> Plays cooperatively with a few peers for a sustained period of time.</p>
<p><b>SED5.0c</b> Shows awareness of possible conflicts by crying, turning away or showing distress.</p>	<p><b>SED5.1c</b> Engages in conflicts with peers regarding possession of items.</p>	<p><b>SED5.2c</b> Occasionally, resolves peer conflicts with adult support.</p>	<p><b>SED5.3c</b> Seeks adult support to resolve some peer conflicts.</p>	<p><b>SED5.4c</b> Attempts to resolve peer conflicts using appropriate strategies.</p>
<p><b>SED5.0d</b> Observes peers who are experiencing a need or discomfort.</p>	<p><b>SED5.1d</b> Shows awareness of feelings displayed by peers.</p>	<p><b>SED5.2d</b> Recognizes and names the feelings of peers with adult support.</p>	<p><b>SED5.3d</b> Recognizes and names the feelings of peers.</p>	<p><b>SED5.4d</b> Shows emerging empathy and understanding of peers by attempting to comfort and help.</p>
		<p><b>SED5.2e</b> Shows awareness of peers' personal space and belongings.</p>	<p><b>SED5.3e</b> Shows emerging respect for peers' personal space and belongings.</p>	<p><b>SED5.4e</b> Shows respect for peers' personal space and belongings.</p>



# adaptations

The following adaptations will help support the social and emotional development of children who have a variety of disabilities. The adaptations may also be helpful for other children in the program.

## ENVIRONMENT

- Provide choices so children have more control over their environment.
- Provide environmental cues that make it easy for children to understand expectations and be successful in classroom routines (picture schedules, picture rule cards, individual picture schedules).
- Use predictable and consistent schedules, routines and activities and prepare children when changes are necessary.
- Assume responsibility for establishing positive relationships with every child.
- Provide children with a sense of personal security and trust.

## ACTIVITY

- Teach and model specific appropriate social skills and behaviors.
- Carefully observe social interactions and provide opportunities that will promote positive interactions.
- Allow children to hold a stuffed animal or carry a fidget toy during large group time if needed.

- Comment on appropriate behavior, linking the behavior to classroom rules and expectations:
  - Help children initiate play with other children in positive ways
  - Model strategies to help children enter a group (e.g., “Can I be the little sister?”)
  - Give children suggestions on how to join play activities with another child or group of children, such as sharing toys and play ideas, offering to help and giving compliments

## MATERIALS

- Modify materials so children can participate as independently as possible.
- Provide visual cues to help children understand the activity.
- Provide visual cues to help remind children of the classroom rules and expectations.
- Create class-made books that demonstrate and teach class rules.

## INSTRUCTIONS

- Use verbal, visual and physical cues to help children know what to do.
- Use vocabulary and phrases in the child’s native language when introducing new ideas and concepts.
- Instructions may be modified by:
  - Using pictures as well as words
  - Giving instructions one step at a time rather than all at once
- Use peer models or helpers to model and/or repeat instructions as needed.

## ASSISTANCE

- Meet children’s needs in a timely manner.
- Provide opportunities for children to play cooperatively in pairs and in small groups to foster friendships.
- Support children to initiate and persist.
- Carefully select group members based on the goals of the group so that peers are available to model social and emotional skills.
- Provide physical guidance/support in interacting with children who may be shy or withdrawn.



# approaches to play and learning APL

# approaches to play and learning APL

Approaches to Play and Learning address how children go about learning new skills and concepts rather than what skills and concepts they learn. Children approach play and learning in a variety of ways. They are curious about their world and show this by “getting into things”—putting their hands in their food, putting toys in their mouths, stacking things up just to knock them down, climbing on furniture, or quietly sitting and examining a leaf. They want to do things over and over like listening to the same story every night before bed, singing the same song many times in a row, or trying repeatedly to put a shape into a puzzle until it finally fits. They also find creative ways to solve problems like standing on a box to reach a toy, holding a block next to their ear and pretending it’s a telephone, or using a stick to dig in the dirt when there are no shovels to be found. To reach their learning potential, children need adults to support them in being curious, persistent and creative learners.



**explore**  
repeat **point**  
**imitate**  
show delight



select toys **focus**  
engage **play**  
**alone** persist  
experiment



**invent** explore  
engage **pretend**  
**offer help**  
repeat successes



**plan** choose  
follow through  
**persist** role play  
join groups



take initiative  
**set goals**  
show resilience  
**cooperate**

0–12 months

12–24 months

24–36 months

36–48 months

48–60 months



# approaches to play and learning

## Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL1 – The child will demonstrate initiative and self-direction.**

Age-Appropriate Indicators:

### 0–12 months

#### **APL1.0a**

Exhibits interest in people and things in his/her surroundings.

#### **APL1.0b**

Occasionally demonstrates desire to complete simple tasks by self.

#### **APL1.0c**

Selects an item of interest by pointing and/or reaching for object.

### 12–24 months

#### **APL1.1a**

Uses available senses to learn and explore his/her environment.

#### **APL1.1b**

Demonstrates desire to complete more complex tasks by self.

#### **APL1.1c**

Selects book or toy from several options.

### 24–36 months

#### **APL1.2a**

Tries inventive or new ways of using materials or completing tasks.

#### **APL1.2b**

Verbally expresses desire to complete tasks by self.

#### **APL1.2c**

Independently selects materials and utilizes those materials.

### 36–48 months

#### **APL1.3a**

Initiates new tasks by himself/herself.

#### **APL1.3b**

Makes choices and completes some independent activities.

#### **APL1.3c**

Makes plans and follows through on intentions.

### 48–60 months

#### **APL1.4a**

Takes initiative to learn new concepts and try new experiences. Initiates and completes new tasks by himself/herself.

#### **APL1.4b**

Selects and carries out activities without adult prompting.

#### **APL1.4c**

Sets goals and develops and follows through on plans.

# approaches to play and learning

## Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL2 – The child will demonstrate interest and curiosity.**

Age-Appropriate Indicators:

### 0–12 months

#### **APL2.0a**

Shows eagerness and delight in self, others and surroundings.

#### **APL2.0b**

Shows curiosity/interest in his/her surroundings.

### 12–24 months

#### **APL2.1a**

Shows interest in what others are doing.

#### **APL2.1b**

Begins to show curiosity/interest in new objects, experiences and people.

### 24–36 months

#### **APL2.2a**

Seeks information from others.

#### **APL2.2b**

Asks questions about familiar objects, people and experiences.

#### **APL2.2c**

Explores and manipulates familiar objects in the environment.

### 36–48 months

#### **APL2.3a**

Demonstrates an increased willingness to participate in both familiar and new experiences.

#### **APL2.3b**

Asks questions about unfamiliar objects, people and experiences.

#### **APL2.3c**

Explores and manipulates both familiar and unfamiliar objects in the environment.

### 48–60 months

#### **APL2.4a**

Demonstrates eagerness to learn about and discuss new topics, ideas and tasks.

#### **APL2.4b**

Asks questions and seeks new information. With assistance, looks for new information and wants to know more.

#### **APL2.4c**

Increasingly seeks out and explores unfamiliar objects in the environment.



# approaches to play and learning

## Strand: **ATTENTIVENESS AND PERSISTENCE**

Standard: **APL3 – The child will sustain attention to a specific activity and demonstrate persistence.**

Age-Appropriate Indicators:

<u>0–12 months</u>	<u>12–24 months</u>	<u>24–36 months</u>	<u>36–48 months</u>	<u>48–60 months</u>
<p><b>APL3.0a</b> Examines a toy, rattle or face for a brief period of time.</p>	<p><b>APL3.1a</b> Engages and persists with an activity, toy or object.</p>	<p><b>APL3.2a</b> Engages in teacher-directed activity for short periods of time.</p>	<p><b>APL3.3a</b> Engages in an activity for sustained periods of time to achieve a goal.</p>	<p><b>APL3.4a</b> Engages in independent activities and continues tasks over a period of time.</p>
<p><b>APL3.0b</b> Explores a person or object for a minimum of one to three minutes.</p>	<p><b>APL3.1b</b> Demonstrates focus on a specific task or activity.</p>	<p><b>APL3.2b</b> Demonstrates focus on a teacher-directed activity for a short period of time.</p>	<p><b>APL3.3b</b> Wants to complete activities and do them well.</p>	<p><b>APL3.4b</b> Practices to improve skills that have been accomplished.</p>
<p><b>APL3.0c</b> Continues to express distress when needs are not met.</p>	<p><b>APL3.1c</b> Tries a variety of approaches to getting what he/she wants.</p>	<p><b>APL3.2c</b> Shows persistence in activities of interest despite interruptions.</p>	<p><b>APL3.3c</b> Begins to work cooperatively with others to achieve a goal or accomplish a task.</p>	<p><b>APL3.4c</b> Works cooperatively with others to successfully achieve a goal or accomplish a task.</p>
<p><b>APL3.0d</b> Repeats actions to make something happen again.</p>	<p><b>APL3.1d</b> Repeats interesting actions over and over to gain skills and confidence.</p>	<p><b>APL3.2d</b> Repeats successful actions and experiences.</p>	<p><b>APL3.3d</b> Keeps working on activity even after setbacks.</p>	<p><b>APL3.4d</b> Persists in trying to complete a task after previous attempts have failed.</p>

# approaches to play and learning

## Strand: **PLAY**

Standard: **APL4** – The child will engage in a progression of imaginative play.

Age-Appropriate Indicators:

### 0–12 months

#### **APL4.0a**

Manipulates objects and imitates actions observed.

### 12–24 months

#### **APL4.1a**

Uses objects for a real or imagined purpose.

### 24–36 months

#### **APL4.2a**

Substitutes one object for another in pretend play or pretends with objects that may or may not be present.

### 36–48 months

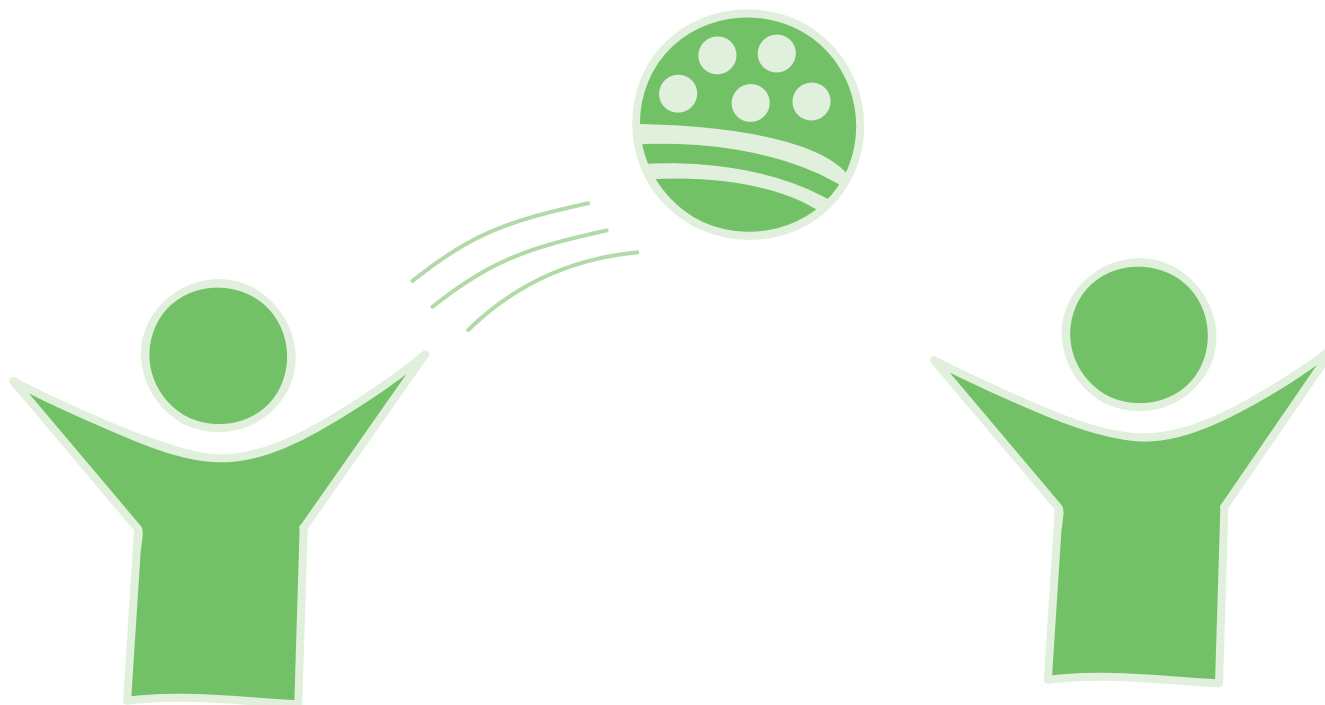
#### **APL4.3a**

Uses imagination to create a variety of ideas, role-plays and fantasy situations.

### 48–60 months

#### **APL4.4a**

Engages in elaborate and sustained imagined play, and can distinguish between real life and fantasy.



# approaches to play and learning

## Strand: **PLAY**

Standard: **APL5** – The child will demonstrate a cooperative and flexible approach to play and learning.

Age-Appropriate Indicators:

### 0–12 months

#### **APL5.0a**

Engages in solitary play around other children.

### 12–24 months

#### **APL5.1a**

Plays independently with some interaction with other children.

### 24–36 months

#### **APL5.2a**

Participates in play and learning activities with a small group of children for short periods of time.

#### **APL5.2b**

Helps and shares in a social setting with adult guidance.

#### **APL5.2c**

Shows creativity, inventiveness and flexibility in his/her approach to play with adult guidance.

### 36–48 months

#### **APL5.3a**

Occasionally joins in cooperative play and learning in a group setting.

#### **APL5.3b**

Plans, initiates and completes cooperative activities with adult guidance.

#### **APL5.3c**

Finds a creative, inventive way of doing a familiar task or solving a problem with adult guidance.

#### **APL5.3d**

Demonstrates emerging flexibility in his/her approach to play and learning.

### 48–60 months

#### **APL5.4a**

Willingly joins in sustained cooperative play and learning with others to complete a task.

#### **APL5.4b**

Demonstrates flexibility in taking on various roles in a group setting.

#### **APL5.4c**

Demonstrates inventiveness, imagination and creativity to solve a problem.

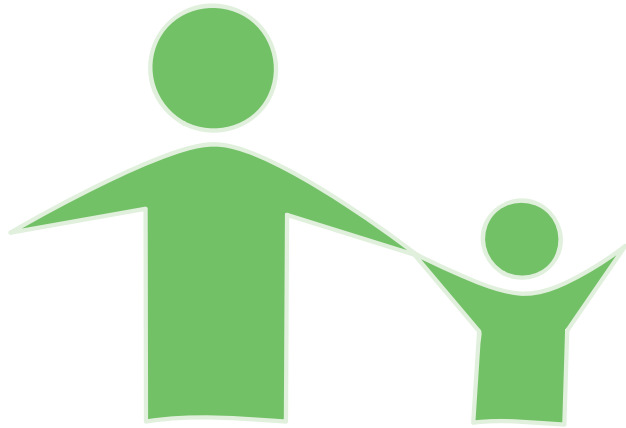
#### **APL5.4d**

Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or adult.

#### **APL5.4e**

Recovers quickly from setbacks and differences in opinion in a group setting.





# adaptations

The following adaptations will help support the approaches to play and learning development of children who have a variety of disabilities. The adaptations may also be helpful for other children in the program.

## **ENVIRONMENT**

- Use specialized equipment to increase access to activities and play areas.
- Make seating, materials and activities accessible for all children:
  - Room setup
  - Adaptive equipment
  - Positioning of all children in the room
- Create frequent alterations in the classroom materials and activities to increase visual interest.
- Assure that materials in indoor and outdoor environments are easily accessible (e.g., height, size, location).

## **ACTIVITY**

- Observe the children, join in their play and provide ideas or model to facilitate more complex play.
- Focus on children's strengths, preferences, interests and emerging skills to encourage engagement.
- Teach and model more complex play.

## **MATERIALS**

- Modify materials so children can participate as independently as possible.
- Provide visual cues to help children understand the activity and expectations.
- Provide visual cues to help remind children of the classroom rules and expectations.

## **INSTRUCTIONS**

- Use appropriate verbal, visual and physical cues in interactions and activities to meet the needs of individual children.
- Use vocabulary and phrases in the child's native language when introducing new ideas and concepts.
- Instructions may be modified by:
  - Using pictures as well as words
  - Giving instructions one step at a time rather than all at once
- Use peer models or helpers to model and/or repeat instructions as needed.

## **ASSISTANCE**

- Provide opportunities for interaction with typically developing peers.
- Assist children in selecting activities and materials and becoming actively engaged.
- If children do not actively participate in imitation consider:
  - Demonstrating the skill
  - Encouraging the child to "help" you
  - Physically guiding the child, if necessary
  - Allowing much practice time
  - Reinforcing the child's efforts
- Provide physical guidance/support for children having difficulty with play tasks.





# communication, language and literacy CLL

# communication, language and literacy CLL

Communication, Language and Literacy development involves the way children learn to communicate with sounds, words and gestures, and eventually, the way they learn to read and write. This involves both verbal and nonverbal behaviors. Babbling, talking, listening, using sign language, using gestures, singing songs, repeating rhymes, listening to stories, looking at books, scribbling and drawing are some of the ways children learn language and early literacy skills. Children develop language and literacy through interactions with adults and other children, engagement with materials and instructional experiences. To provide the foundation for later reading, children should be exposed to activities that will develop the ability to listen for comprehension and to discriminate sounds in language. Children develop an awareness of print and books through a variety of activities and interactions. For infants and toddlers, just being exposed to print in their environment is an important first step in the development of early literacy. They begin writing using pictures, symbols and letters. Later reading success is directly correlated to the interaction of children with books through listening and responding to books read aloud and engaging in activities related to the stories.



respond  
**listen**  
gesture  
cry **imitate**

0–12 months



**use 1-2 word phrases** follow  
sing **scribble**  
listen

12–24 months



**ask for books**  
use words  
**recognize letters**

24–36 months



follow directions  
**retell stories**  
converse **start writing**

36–48 months



**discuss** listen & follow **draw**  
recognize letters  
**write**

48–60 months

# communication, language and literacy

## Strand: **RECEPTIVE LANGUAGE**

Standard: **CLL1 – The child will listen to conversations and demonstrate comprehension.**

Age-Appropriate Indicators:

### 0–12 months

#### **CLL1.0a**

Reacts to environmental sounds and verbal communication.

#### **CLL1.0b**

Responds to simple directions.

#### **CLL1.0c**

Responds to repeated words and phrases.

### 12–24 months

#### **CLL1.1a**

Responds to language during conversations, songs, stories or other experiences.

#### **CLL1.1b**

Listens to and follows simple directions.

#### **CLL1.1c**

Responds to adult questions with answers.

### 24–36 months

#### **CLL1.2a**

Listens and responds to brief conversations and group discussions.

#### **CLL1.2b**

Listens to and follows one-step directions.

#### **CLL1.2c**

Responds to questions with appropriate answers.

### 36–48 months

#### **CLL1.3a**

Listens and responds to conversations and group discussions.

#### **CLL1.3b**

Listens to and follows multi-step directions with support.

#### **CLL1.3c**

Responds to more complex questions with appropriate answers.

### 48–60 months

#### **CLL1.4a**

Listens and responds on topic to conversations and group discussions for an extended period.

#### **CLL1.4b**

Listens to and follows multi-step directions.

#### **CLL1.4c**

Extends/expands thoughts or ideas expressed.

# communication, language and literacy

## Strand: **RECEPTIVE LANGUAGE**

Standard: **CLL2** – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.

Age-Appropriate Indicators:

### 0–12 months

#### **CLL2.0a**

Responds to the names of familiar people and objects.

### 12–24 months

#### **CLL2.1a**

Demonstrates understanding of simple words through his/her actions.

### 24–36 months

#### **CLL2.2a**

Demonstrates understanding of words through actions and/or conversations.

### 36–48 months

#### **CLL2.3a**

Demonstrates understanding of vocabulary through everyday conversations.

### 48–60 months

#### **CLL2.4a**

Demonstrates understanding of more complex vocabulary through everyday conversations.

#### **CLL2.0b**

Responds to talking, singing or reading.

#### **CLL2.1b**

Listens to simple stories.

#### **CLL2.2b**

Listens and understands familiar vocabulary from activities, stories and books.

#### **CLL2.3b**

Listens and understands new vocabulary from activities, stories and books.

#### **CLL2.4b**

Connects new vocabulary from activities, stories and books with prior experiences and conversations.



# communication, language and literacy

## Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL3 – The child will use nonverbal communication for a variety of purposes.**

Age-Appropriate Indicators:

### 0–12 months

#### **CLL3.0a**

Communicates needs and wants through nonverbal gestures and facial expressions.

#### **CLL3.0b**

Communicates feelings through facial expressions.

### 12–24 months

#### **CLL3.1a**

Communicates needs and wants through nonverbal gestures and actions.

#### **CLL3.1b**

Uses some nonverbal gestures and actions used by others to express feelings.

### 24–36 months

#### **CLL3.2a**

Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication.

#### **CLL3.2b**

Gains awareness of how to communicate feelings using nonverbal gestures and actions.

### 36–48 months

#### **CLL3.3a**

Uses gestures and actions to enhance verbal communication of needs and wants.

#### **CLL3.3b**

Communicates feelings using nonverbal gestures and actions.

### 48–60 months

#### **CLL3.4a**

Uses more complex gestures and actions to enhance verbal communication of needs and wants.

#### **CLL3.4b**

Communicates feelings using appropriate nonverbal gestures, body language and actions.



# communication, language and literacy

## Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL4 – The child will use increasingly complex spoken language.**

Age-Appropriate Indicators:

### 0–12 months

#### **CLL4.0a**

Engages in back-and-forth vocal play with adult.

#### **CLL4.0b**

Uses crying and other vocal signals to communicate.

### 12–24 months

#### **CLL4.1a**

Experiments with spontaneous vocal play.

#### **CLL4.1b**

Uses one- to two-word phrases to communicate.

### 24–36 months

#### **CLL4.2a**

Strings sounds and/or words together with voice inflections.

#### **CLL4.2b**

Uses three- to four-word phrases and includes describing words.

#### **CLL4.2c**

Describes experiences.

#### **CLL4.2d**

Demonstrates an expanding vocabulary.

### 36–48 months

#### **CLL4.3a**

Speaks clearly enough to be understood.

#### **CLL4.3b**

Demonstrates use of expanded sentences and sentence structures.

#### **CLL4.3c**

Describes activities and experiences using details.

#### **CLL4.3d**

Uses expanded vocabulary in a variety of situations.

### 48–60 months

#### **CLL4.4a**

Uses spoken language that can be understood with ease.

#### **CLL4.4b**

Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.

#### **CLL4.4c**

Describes activities, experiences and stories with more detail.

#### **CLL4.4d**

Uses new and expanded vocabulary in a variety of situations.



# communication, language and literacy

## Strand: **EARLY READING**

Standard: **CLL5** – The child will acquire meaning from a variety of materials read to him/her.

Age-Appropriate Indicators:

### 0–12 months

#### **CLL5.0a**

Shows interest in shared reading experiences and looking at books.

### 12–24 months

#### **CLL5.1a**

With prompting and support, makes sounds that relate to pictures in books.

#### **CLL5.1b**

Shows preference for familiar stories.

#### **CLL5.1c**

With prompting and support, responds to simple questions about a story.

### 24–36 months

#### **CLL5.2a**

Uses words to describe or name pictures when reading.

#### **CLL5.2b**

Shows preference for familiar stories and can repeat phrases.

#### **CLL5.2c**

Answers simple questions about a story.

### 36–48 months

#### **CLL5.3a**

Prior to reading, uses pictures to predict story content.

#### **CLL5.3b**

With prompting and support, retells a simple story using pictures.

#### **CLL5.3c**

Answers questions about a story.

### 48–60 months

#### **CLL5.4a**

Prior to reading, uses prior knowledge, story title and pictures to make predictions about story content.

#### **CLL5.4b**

Retells familiar stories.

#### **CLL5.4c**

Discusses books or stories read aloud and can identify characters and setting in a story.

#### **CLL5.4d**

Makes real-world connections between stories and real-life experiences.

#### **CLL5.4e**

Develops an alternate ending for a story.

# communication, language and literacy

## Strand: **EARLY READING**

Standard: **CLL6** – The child will develop early phonological awareness (awareness of the units of sound).

Age-Appropriate Indicators:

### 0–12 months

#### **CLL6.0a**

Listens to simple nursery rhymes, songs and chants.

### 12–24 months

#### **CLL6.1a**

Listens to and participates in familiar nursery rhymes, songs and chants.

#### **CLL6.1b**

Participates in rhyming activities.

### 24–36 months

#### **CLL6.2a**

Listens to and imitates sounds in familiar nursery rhymes, songs and chants.

#### **CLL6.2b**

Experiments with rhyming words.

### 36–48 months

#### **CLL6.3a**

Listens and matches rhythm, volume and pitch of rhymes, songs and chants.

#### **CLL6.3b**

Identifies and produces rhyming words with adult guidance.

#### **CLL6.3d**

Segments sentences into individual words with adult guidance.

#### **CLL6.3e**

Segments words into syllables with adult guidance.

### 48–60 months

#### **CLL6.4a**

Listens and differentiates between sounds that are the same and different.

#### **CLL6.4b**

Identifies and produces rhyming words.

#### **CLL6.4c**

Isolates the initial (beginning) sounds in words with adult guidance.

#### **CLL6.4d**

Segments sentences into individual words.

#### **CLL6.4e**

Segments words into syllables.

#### **CLL6.4f**

Manipulates and blends sounds (phonemes) with adult guidance.

#### **Activity Idea:**

Collect sets of objects that rhyme with each other such as a pair of socks, a few rocks, a toy fox and a small box. Collect other items that do not rhyme with these items such as a truck, a ball and a crayon. Gather a few children together. Keep one of the rhyming objects and let the children each choose one of the others that rhyme.



# communication, language and literacy

## Strand: **EARLY READING**

Standard: **CLL7** – The child will demonstrate increasing knowledge of the alphabet.

Age-Appropriate Indicators:

0–12 months

12–24 months

24–36 months

36–48 months

48–60 months

### **CLL7.2a**

Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.

### **CLL7.3a**

With prompting and support, can identify some alphabet letter names.

### **CLL7.4a**

With prompting and support, recognizes and names some upper/lowercase letters of the alphabet.



# communication, language and literacy

## Strand: **EARLY READING**

Standard: **CLL8** – The child will demonstrate awareness of print concepts.

Age-Appropriate Indicators:

### 0–12 months

#### **CLL8.0a**

Shows interest in books by reaching for books and explores books through touch.

#### **CLL8.0b**

Imitates adults by pointing to pictures.

### 12–24 months

#### **CLL8.1a**

Asks to have books read to him/her.

#### **CLL8.1b**

Touches or identifies pictures when prompted.

#### **CLL8.1c**

With assistance, holds book upright and helps turn pages one at a time.

#### **CLL8.1d**

With adult guidance, recognizes some familiar logos in the environment.

### 24–36 months

#### **CLL8.2a**

Recognizes and self-selects familiar books to mimic independent reading.

#### **CLL8.2b**

With prompting and support, discriminates words from pictures.

#### **CLL8.2c**

Holds book with two hands and turns the pages.

#### **CLL8.2d**

With adult guidance, recognizes some environmental print.

### 36–48 months

#### **CLL8.3a**

Shares self-selected familiar books and engages in pretend reading with others.

#### **CLL8.3b**

Discriminates words from pictures independently.

#### **CLL8.3c**

Independently holds a book right side up and turns pages from right to left.

#### **CLL8.3d**

Recognizes environmental print.

#### **CLL8.3e**

With adult guidance, points to the title of familiar books or stories and where to begin reading a story.

### 48–60 months

#### **CLL8.4a**

Demonstrates interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.

#### **CLL8.4b**

Understands that letters form words. Understands that words are separated by spaces in print.

#### **CLL8.4c**

With prompting and support, tracks words from left to right, top to bottom and page to page.

#### **CLL8.4d**

Recognizes and reads environmental print.

#### **CLL8.4e**

Identifies the front, back, top and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.

# communication, language and literacy

## Strand: **EARLY WRITING**

Standard: **CLL9** – The child will use writing for a variety of purposes.

Age-Appropriate Indicators:

### 0–12 months

**CLL9.0a**

Makes some random marks.

**CLL9.0b**

Holds simple writing tools with adult help and supervision.

### 12–24 months

**CLL9.1a**

Makes random marks and scribbles.

**CLL9.1b**

Uses simple tools to mark on paper.

### 24–36 months

**CLL9.2a**

Makes more controlled scribbling.

**CLL9.2b**

Experiments with a variety of writing tools, materials and surfaces.

**CLL9.2c**

Occasionally draws and scribbles with a purpose.

### 36–48 months

**CLL9.3a**

Creates letter-like symbols. May use invented spelling to label drawings.

**CLL9.3b**

Uses writing tools with adult guidance.

**CLL9.3c**

Shows emerging awareness that writing can be used for a variety of purposes.

### 48–60 months

**CLL9.4a**

Draws pictures and copies letters and/or numbers to communicate.

**CLL9.4b**

Uses writing tools.

**CLL9.4c**

Uses writing for a variety of purposes.

**CLL9.4d**

Writes some letters of the alphabet.

**Activity Idea:**

Tape butcher paper on a small table such as the kind used for snack time. Use a black marker to outline a “place mat” in front of each chair and put jumbo nontoxic crayons on the table. Invite children to make random marks and/or scribbles to indicate which foods they like. Leave the place mats on the table during snack time and talk about the marks the children made.





# adaptations

The following adaptations will help support the communication, language and literacy development of children who have a variety of disabilities. The adaptations may also be helpful for other children in the program.

## ENVIRONMENT

- Children may communicate with words, signs, gestures or body movements. The use of pictures and print can provide communication support for children with different needs, while supporting emerging literacy for all children.
- Children need many opportunities daily to express themselves creatively and participate in activities that prepare them for literacy.
- Make a name card for each child that includes his/her photo to help them recognize and identify their name in print.
- Writing on a slanted surface helps many children. A large binder on a table can create a slanted surface. Easels and writing paper taped on a wall, or any vertical surface, are good tools.

## ACTIVITY

- Provide good models of communicating, including sign language, visual supports and gestures.
- Some children do not acquire speech easily and others are difficult to understand. For these children, signs, symbols and pictures may be helpful. Teachers should not assume if a child cannot talk they cannot learn. For some children, literacy can provide support for communication.
- Use a preferred toy, activity or person to encourage communication and/or participation.

- Pretend-play and dramatic play gives children many opportunities to rehearse speech, communicate with each other, and practice social skills. Dramatic play also allows the teacher to learn a great deal about the language abilities of the child.

## MATERIALS

- Teach children a few basic words in sign language and use with familiar songs and phrases.
- Use many concrete, hands-on visual materials when helping children learn new words.
- When using visual supports, choose pictures, signs and symbols that occur naturally and frequently in the child's environment, i.e., McDonald's®, Walmart®, Coke®; name cards; take-out menus; catalogs.
- Language and motor skills development play a critical role in the development of literacy and the readiness to read. Include books with texture, Braille or popup pictures, audio books and simple concepts and repeated, rhyming text.
- Provide children multiple opportunities to use print in various and meaningful ways.
- Use a variety of writing tools when needed.  
Writing tool examples for older children:
  - Oversized pencils/crayons/markers or sizes that meet the child's needs

- Rubber pencil grips that fit over pencils or other adaptations to the writing utensil
- Adapted keyboards or voice recognition software

- Use different textures of paper to draw on, including sandpaper and very heavy paper.
- Provide opportunities for children to explore writing in a variety of materials, such as sand, corn meal, shaving cream and paint.

## INSTRUCTIONS

- Use appropriate verbal, visual and physical cues in interactions and activities to meet the needs of individual children.
- Use vocabulary and phrases in the child's native language when introducing new ideas and concepts.
- Modify instruction or activity when children lose interest.

## ASSISTANCE

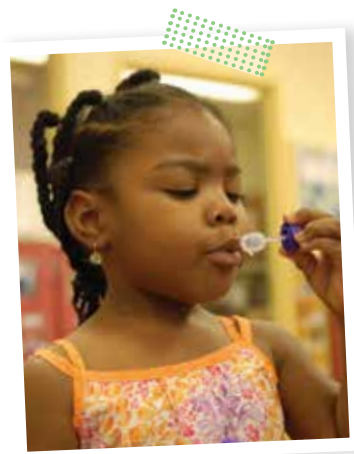
- Use peers to provide specific language models.
- Encourage and welcome support personnel (e.g., speech therapists) to work in the classroom modeling instructional strategies and problem solving for the teachers.
- Encourage children to work in pairs, either with individual responses or with a single response for the pair.
- Provide physical guidance/support for children having difficulty with communication tasks.




# cognitive development and general knowledge CD

# cognitive development and general knowledge CD

Cognitive Development addresses how children use their minds to explore the world around them. They should be encouraged to explore, investigate, observe and record changes in the environment. Activities such as noting the changes in weather, caring for plants and animals, and exploring simple machines encourage the further development of scientific thinking. Mathematical concepts and language challenge children to think about ideas related to patterns, shapes, numbers and space. Social Studies encourage the development of meaningful knowledge about the people, jobs, landmarks and cultures of their surrounding community. They become aware of the similarities and differences among people and how each person is an important member of the community. As children learn about responsibility in the classroom community, they begin building skills needed for being a productive member of society. The creative arts, including art, music and drama, provide opportunities for the application of individual ideas, feelings and expression. By experimenting with sounds, colors, forms, motion and words, children communicate in ways that are distinctly their own and that reflect their learning style. Cognitive Processes encourage higher order thinking and problem solving. Children need to learn to think for themselves, make connections and use reasoning skills to solve problems.





**explore shape and size**  
observe **touch**  
respond to music



recognize size, shape and weight  
**name numbers**  
manipulate items



**recite numbers**  
complete jobs  
**dance** recognize patterns



**measure**  
sort and order  
**predict** explore technology



**compare**  
create art **sort and classify**  
think strategically

0–12 months

12–24 months

24–36 months

36–48 months

48–60 months



# cognitive development and general knowledge: **math**

## Strand: **NUMBER AND QUANTITY**

Standard: **CD-MA1** – The child will organize, represent and build knowledge of number and quantity.

Age-Appropriate Indicators:

### 0–12 months

#### **CD-MA1.0a**

Observes simple songs or finger-plays that involve numbers and quantity.

#### **CD-MA1.0b**

Observes printed numerals on pictures, books or objects.

#### **CD-MA1.0c**

Uses words and/or gestures to request “more” in reference to food or play.

### 12–24 months

#### **CD-MA1.1a**

Imitates rote counting using numbers.

#### **CD-MA1.1b**

Participates in simple songs that involve number and quantity.

#### **CD-MA1.1c**

Attaches meaning to names for numbers with adult support.

#### **CD-MA1.1d**

Shows awareness of early concepts related to amount.

### 24–36 months

#### **CD-MA1.2a**

Recites numbers up to five in sequence.

#### **CD-MA1.2b**

Recognizes some numerals in the everyday environment.

#### **CD-MA1.2c**

Begins to understand that numbers of objects can be symbolized by printed numerals.

#### **CD-MA1.2d**

Uses simple vocabulary to describe concepts related to amount.

### 36–48 months

#### **CD-MA1.3a**

Recites numbers up to 10 in sequence.

#### **CD-MA1.3b**

Recognizes numerals and quantities in the everyday environment.

#### **CD-MA1.3c**

Matches numerals to sets of objects with the same number, 0–5.

#### **CD-MA1.3d**

Identifies quantity and comparisons of quantity.

#### **CD-MA1.3e**

Quickly recognizes and names how many items are in a set of up to three items.

### 48–60 months

#### **CD-MA1.4a**

Recites numbers up to 20 in sequence.

#### **CD-MA1.4b**

Recognizes numerals and uses counting as part of play and as a means for determining quantity.

#### **CD-MA1.4c**

Matches numerals to sets of objects with the same number, 0–10.

#### **CD-MA1.4d**

Describes sets as having more, less, same as/equal.

#### **CD-MA1.4e**

Quickly recognizes and names how many items are in a set of up to four items.

#### **CD-MA1.4f**

Tells numbers that come before and after a given number up to 10.

# cognitive development and general knowledge: **math**

## Strand: **NUMBER AND QUANTITY**

Standard: **CD-MA2** – The child will manipulate, compare, describe relationships and solve problems using number and quantity.

Age-Appropriate Indicators:

### 0–12 months

#### **CD-MA2.0a**

Participates in simple counting of objects when led by an adult.

### 12–24 months

#### **CD-MA2.1a**

Counts groups of one and two objects with adult guidance.

#### **CD-MA2.1b**

Applies number and counting to daily routine with adult guidance.

### 24–36 months

#### **CD-MA2.2a**

Matches two equal sets using one-to-one correspondence with adult guidance.

#### **CD-MA2.2b**

Counts one, two and sometimes three objects using one-to-one correspondence with adult guidance.

#### **CD-MA2.2c**

Applies number and counting to daily routine.

#### **CD-MA2.2d**

Participates in creating simple, real and pictorial graphs.

### 36–48 months

#### **CD-MA2.3a**

Matches two equal sets using one-to-one correspondence independently.

#### **CD-MA2.3b**

Counts up to five objects using one-to-one correspondence with adult guidance.

#### **CD-MA2.3c**

Recognizes that objects or sets can be combined or separated.

#### **CD-MA2.3d**

Participates in creating and using real and pictorial graphs or other simple representations of data.

### 48–60 months

#### **CD-MA2.4a**

Matches two equal sets using one-to-one correspondence and understands they are the same.

#### **CD-MA2.4b**

Counts at least 10 objects using one-to-one correspondence.

#### **CD-MA2.4c**

Practices combining, separating and naming quantities.

#### **CD-MA2.4d**

Describes data from classroom graphs using numerical math language.

#### **CD-MA2.4e**

With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).



# cognitive development and general knowledge: **math**

## Strand: **MEASUREMENT AND COMPARISON**

Standard: **CD-MA3** – The child will explore and communicate about distance, weight, length, height and time.

Age-Appropriate Indicators:

### 0–12 months

#### **CD-MA3.0a**

Plays with toys and objects with different sizes and shapes.

#### **CD-MA3.0b**

Shows awareness of consistent daily routines.

### 12–24 months

#### **CD-MA3.1a**

Uses size words appropriately.

#### **CD-MA3.1b**

Explores and identifies objects that are big or small, heavy or light, and tall or short, with assistance.

#### **CD-MA3.1c**

Explores measuring tools.

#### **CD-MA3.1d**

Begins to predict daily routines.

### 24–36 months

#### **CD-MA3.2a**

Develops vocabulary for length, weight and height.

#### **CD-MA3.2b**

Makes simple comparisons between two objects.

#### **CD-MA3.2c**

Uses measurement tools in play activities.

#### **CD-MA3.2d**

Identifies daily routines and changes in routine.

### 36–48 months

#### **CD-MA3.3a**

Labels objects using size words.

#### **CD-MA3.3b**

Compares two or more objects using a single attribute, such as length, weight and size. Matches items of similar sizes.

#### **CD-MA3.3c**

Uses a variety of standard and non-standard tools to measure object attributes with assistance.

#### **CD-MA3.3d**

Predicts upcoming events from prior knowledge.

### 48–60 months

#### **CD-MA3.4a**

Uses mathematical terms to describe experiences involving measurement.

#### **CD-MA3.4b**

Compares objects using two or more attributes, such as length, weight and size.

#### **CD-MA3.4c**

Uses a variety of techniques and standard and non-standard tools to measure and compare length, volume (capacity) and weight.

#### **CD-MA3.4d**

Associates and describes the passage of time with actual events.

#### **Activity Idea:**

Help children look through “Touch and Feel” shape books. Talk about the “big” and “little” circles, squares and triangles and how each one feels when touched.



# cognitive development and general knowledge: **math**

## Strand: **MEASUREMENT AND COMPARISON**

Standard: **CD-MA4** – The child will sort, seriate, classify and create patterns.

Age-Appropriate Indicators:

### 0–12 months

#### **CD-MA4.0a**

Explores objects with different characteristics.

### 12–24 months

#### **CD-MA4.1a**

Orders several objects on the basis of one characteristic through trial-and-error.

### 24–36 months

#### **CD-MA4.2a**

Orders a few objects by characteristic with adult guidance.

### 36–48 months

#### **CD-MA4.3a**

Independently orders objects using one characteristic.

### 48–60 months

#### **CD-MA4.4a**

Independently orders objects using one characteristic and describes the criteria used.

#### **CD-MA4.0b**

Begins to imitate simple sounds and movements.

#### **CD-MA4.1b**

Differentiates between two objects with different characteristics with adult guidance.

#### **CD-MA4.2b**

Matches objects with similar attributes or characteristics.

#### **CD-MA4.3b**

Sorts objects by one attribute, such as color, shape or size.

#### **CD-MA4.4b**

Sorts and classifies objects using one or more attributes or relationships.

#### **CD-MA4.1c**

Copies patterns using sounds or physical movements with adult prompting and guidance.

#### **CD-MA4.2c**

Recognizes simple patterns in the environment.

#### **CD-MA4.3c**

Identifies and duplicates simple, repeating patterns.

#### **CD-MA4.4c**

Creates and extends simple, repeating patterns.

# cognitive development and general knowledge: **math**

## Strand: **GEOMETRY AND SPATIAL THINKING**

Standard: **CD-MA5** – The child will explore, recognize and describe spatial relationships between objects.

Age-Appropriate Indicators:

### 0–12 months

#### **CD-MA5.0a**

Explores relationships between objects through play.

### 12–24 months

#### **CD-MA5.1a**

When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under.

### 24–36 months

#### **CD-MA5.2a**

Practices using directionality and appropriate vocabulary.

### 36–48 months

#### **CD-MA5.3a**

Follows simple directions which demonstrates an understanding of directionality, order and position of objects.

### 48–60 months

#### **CD-MA5.4a**

Uses appropriate directional language to indicate where things are in their environment: positions, distances, order.

#### **CD-MA5.0b**

Explores simple objects to make them fit.

#### **CD-MA5.1b**

With prompting and guidance, begins to slide, rotate and flip objects to make them fit.

#### **CD-MA5.2b**

With some adult guidance, demonstrates increasing ability to slide, rotate and flip objects to make them fit.

#### **CD-MA5.3b**

Begins using more deliberate manipulation to fit objects together.

#### **CD-MA5.4b**

Uses deliberate manipulation and describes process for fitting objects together.

#### **Activity Idea:**

Read book such as *Where's Spot?* and other *Spot* books by Eric Hill to teach position words such as "inside," "behind" and "under." Read the question, "Where's Spot?" and say, "Let's look for him!" Ask the child questions like "Is he under the rug?"



# cognitive development and general knowledge: **math**

## Strand: **GEOMETRY AND SPATIAL THINKING**

Standard: **CD-MA6** – The child will explore, recognize and describe shapes and shape concepts.

Age-Appropriate Indicators:

### 0–12 months

#### **CD-MA6.0a**

Explores objects with different shapes.

### 12–24 months

#### **CD-MA6.1a**

Recognizes basic shapes and matches two identical shapes.

### 24–36 months

#### **CD-MA6.2a**

Recognizes and names two-dimensional shapes with adult guidance.

### 36–48 months

#### **CD-MA6.3a**

Recognizes basic, two-dimensional shapes in the environment independently.

### 48–60 months

#### **CD-MA6.4a**

Recognizes and names common two-dimensional and three-dimensional shapes, their parts and attributes.

#### **CD-MA6.4b**

Combines simple shapes to form new shapes.



# cognitive development and general knowledge: **math**

## Strand: **MATHEMATICAL REASONING**

Standard: **CD-MA7** – The child will use mathematical problem solving, reasoning, estimation and communication.

Age-Appropriate Indicators:

### 0–12 months

### 12–24 months

### 24–36 months

### 36–48 months

### 48–60 months

#### **CD-MA7.2a**

When given two objects, makes a guess about a characteristic.

#### **CD-MA7.3a**

Practices estimating using mathematical terms and numbers with adult guidance.

#### **CD-MA7.4a**

Estimates using mathematical terms and understands how to check the estimate.

#### **CD-MA7.3b**

Shows interest in solving mathematical problems.

#### **CD-MA7.4b**

Uses simple strategies to solve mathematical problems and communicates how he/she solved it.

#### **CD-MA7.3c**

Uses emerging reasoning skills to determine a solution to a mathematical problem.

#### **CD-MA7.4c**

Uses reasoning skills to determine the solution to a mathematical problem and communicates why.



## adaptations

The following adaptations will help support the math skills of children who have a variety of disabilities. The adaptations may also be helpful for other children in the program.

#### **ENVIRONMENT**

- Make seating, materials and activities accessible for all children:
  - Room setup
  - Positioning of all children in the room
- Create frequent alterations in the classroom materials and activities to increase visual interest.
- Assure that materials in indoor and outdoor environments are easily accessible (e.g., height, size, location).

#### **ACTIVITY**

- Make up songs and use rhythms when counting objects.
- Provide blocks of different shapes and sizes covered with various textures to help children discriminate between shapes.
- Use familiar items to make shapes.

- Compare sizes of familiar objects in the environment.
- Consider whether you need to adjust the following:
  - Length of time allowed for the activity
  - The types of responses required of the children
- Pair visual and auditory materials to facilitate learning.

#### **MATERIALS**

- Teach using concrete and abstract representations. Some children may need to use concrete representations longer.
- Provide accessible materials. Add or build up handles, knobs. Add textural cues such as sandpaper for children with vision challenges.
- Use objects the children are already interested in to encourage them to play, then prompt or model counting, measuring, weighing, sorting, etc.

#### **INSTRUCTIONS**

- Break activities down into individual steps, giving concrete, clear directions and prompts.
- Provide instructions using both auditory and visual cues.
- Provide a visual representation of the steps to complete a task.

#### **ASSISTANCE**

- Use verbal and physical prompts to help the child classify, count or measure objects.
- Use peers to provide models.
- Encourage children to work in pairs, either with individual responses or with a single response for the pair.
- Provide physical guidance/support for children having difficulty with math tasks.

# cognitive development and general knowledge: **social studies**

## Strand: **FAMILY**

Standard: **CD-SS1** – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.

Age-Appropriate Indicators:

### 0–12 months

#### **CD-SS1.0a**

Uses sounds, facial expressions or body movements when recognizing family members.

### 12–24 months

#### **CD-SS1.1a**

Uses simple words to show recognition of immediate family members.

### 24–36 months

#### **CD-SS1.2a**

Uses words to identify his/her family members. Knows own first and last name.

### 36–48 months

#### **CD-SS1.3a**

Identifies self in relationship to his/her family unit.

### 48–60 months

#### **CD-SS1.4a**

Describes his/her family structure and family roles.

#### **CD-SS1.1b**

Begins to gesture and ask simple questions regarding differences and/or similarities between self and others.

#### **CD-SS1.2b**

Uses simple phrases to demonstrate an emerging awareness of differences and/or similarities between self and others.

#### **CD-SS1.3b**

Identifies similarities and differences between self and others.

#### **CD-SS1.4b**

Describes similarities and differences between self and others.





# cognitive development and general knowledge: **social studies**

## Strand: **PEOPLE AND COMMUNITY**

Standard: **CD-SS2** – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicity.

Age-Appropriate Indicators:

### 0–12 months

#### **CD-SS2.0a**

Begins to understand acceptable and unacceptable behavior.

### 12–24 months

#### **CD-SS2.1a**

Demonstrates understanding of simple rules.

### 24–36 months

#### **CD-SS2.2a**

Recognizes and follows simple rules of the classroom community.

### 36–48 months

#### **CD-SS2.3a**

Remembers rules of the classroom community and displays appropriate social behavior.

### 48–60 months

#### **CD-SS2.4a**

Identifies and follows rules of the classroom community and displays competence in engaging in appropriate social behavior.

#### **CD-SS2.1b**

Observes cultural celebrations.

#### **CD-SS2.2b**

Identifies traditions and cultural celebrations of his/her own family.

#### **CD-SS2.3b**

Explains traditions and cultural celebrations of his/her own family.

#### **CD-SS2.4b**

Explains diverse customs and cultural celebrations within the home, classroom and community.

#### **CD-SS2.3c**

Asks simple questions about others' cultures.

#### **CD-SS2.4c**

Recognizes similarities and differences between own culture and that of others.

#### **Activity Idea:**

Become acquainted with each child's family and culture. Ask families to bring in photos of their cultural celebrations and post them around the room.



# cognitive development and general knowledge: **social studies**

## Strand: **PEOPLE AND COMMUNITY**

Standard: **CD-SS3** – The child will demonstrate an awareness of the geography in his/her community.

Age-Appropriate Indicators:

### 0–12 months

#### **CD-SS3.0a**

Recognizes personal objects.

#### **CD-SS3.0b**

Shows familiarity with aspects of classroom and home environment.

### 12–24 months

#### **CD-SS3.1a**

Recognizes people and objects have an appropriate location.

#### **CD-SS3.1b**

Recognizes aspects of his/her classroom and home environment.

### 24–36 months

#### **CD-SS3.2a**

Places people and objects in the appropriate place with assistance.

#### **CD-SS3.2b**

Recognizes aspects of his/her community.

### 36–48 months

#### **CD-SS3.3a**

Identifies locations of people and objects.

#### **CD-SS3.3b**

Identifies and describes some aspects of his/her community.

### 48–60 months

#### **CD-SS3.4a**

Creates simple representations of home, school and community.

#### **CD-SS3.4b**

Identifies and describes aspects of his/her community.



# cognitive development and general knowledge: **social studies**

## Strand: **PEOPLE AND COMMUNITY**

Standard: **CD-SS4** – The child will demonstrate an awareness of economics in his/her community.

Age-Appropriate Indicators:

<u>0–12 months</u>	<u>12–24 months</u>	<u>24–36 months</u>	<u>36–48 months</u>	<u>48–60 months</u>
<p><b>CD-SS4.0a</b> Assists with simple tasks.</p>	<p><b>CD-SS4.1a</b> Completes a task with assistance.</p>	<p><b>CD-SS4.2a</b> Completes jobs to contribute to his/her community with adult guidance.</p>	<p><b>CD-SS4.3a</b> Completes jobs to contribute to his/her community.</p>	<p><b>CD-SS4.4a</b> Completes jobs to contribute to his/her community and communicates why it is important.</p>
<p><b>CD-SS4.0b</b> Observes key community occupations.</p>	<p><b>CD-SS4.1b</b> Recognizes that familiar people perform different occupations.</p>	<p><b>CD-SS4.2b</b> Recognizes occupations.</p>	<p><b>CD-SS4.3b</b> Recognizes a variety of occupations and work associated with him/her.</p>	<p><b>CD-SS4.4b</b> Describes the roles and responsibilities of a variety of occupations.</p>
<p><b>CD-SS4.0c</b> Understands concept of “more.”</p>	<p><b>CD-SS4.1c</b> Understands concept of trading with peers to exchange goods/toys.</p>	<p><b>CD-SS4.2c</b> Recognizes relationship between supply and demand.</p>	<p><b>CD-SS4.3c</b> Recognizes that people work to earn a living.</p>	<p><b>CD-SS4.4c</b> Describes how people interact economically and the exchange of goods and services.</p>
			<p><b>CD-SS4.3d</b> Explores the uses of technology.</p>	<p><b>CD-SS4.4d</b> Explores the uses of technology and understands its role in the environment.</p>

# cognitive development and general knowledge: **social studies**

## Strand: **HISTORY AND EVENTS**

Standard: **CD-SS5 – The child will understand the passage of time and how events are related.**

Age-Appropriate Indicators:

### 0–12 months

#### **CD-SS5.0a**

Responds to changes in routine or schedule.

### 12–24 months

#### **CD-SS5.1a**

Adapts to changes in routine and/or schedule and anticipates events.

### 24–36 months

#### **CD-SS5.2a**

Recognizes sequence of events.

### 36–48 months

#### **CD-SS5.3a**

Recognizes and describes sequence of events.

### 48–60 months

#### **CD-SS5.4a**

Recognizes and describes sequence of events with accuracy.

#### **CD-SS5.4b**

Differentiates between past, present and future.



## adaptations

The following adaptations will help support the social studies knowledge of children who have a variety of disabilities. The adaptations may also be helpful for other children in the program.

#### **ENVIRONMENT**

- Make seating, materials and activities accessible for all children:
  - Room setup
  - Positioning of all children in the room
- Create frequent alterations in the classroom materials and activities to increase visual interest.
- Assure that materials in indoor and outdoor environments are easily accessible (e.g., height, size, location).
- When taking walks or field trips, plan ahead for any obstacles that may prevent any child from participating, such as stairs, grass to cross or busy streets.

#### **ACTIVITY**

- Consider whether you need to adjust the following:
  - Length of time allowed for the activity
  - The types of responses required of the children
- Pair visual and auditory materials to facilitate learning.

#### **MATERIALS**

- Modify materials so children can participate as independently as possible.
- Provide visual cues to help children understand the activity and expectations.
- Provide visual cues to help remind children of the classroom rules and expectations.

#### **INSTRUCTIONS**

- Provide assistive devices for children who need them to dictate stories or share information about their experiences or families. For example, a picture board, sign language, computer or other electronic device may help children express themselves.
- Use verbal, visual and physical cues to help children know what to do.
- Use vocabulary and phrases in the child's native language when introducing new ideas and concepts.

- Instructions may be modified by:
  - Using pictures as well as words
  - Giving instructions one step at a time rather than all at once
- Use peer models or helpers to model and/or repeat instructions as needed.

#### **ASSISTANCE**

- Pair children with a peer to complete jobs, such as watering plants or feeding the classroom pet.
- Encourage children to work in pairs, either with individual responses or with a single response for the pair.
- Provide physical guidance/support for children having difficulty with social skills tasks.

# cognitive development and general knowledge: **science**

## Strand: **SCIENTIFIC SKILLS AND METHODS**

Standard: **CD-SC1 – The child will demonstrate scientific inquiry skills.**

Age-Appropriate Indicators:

<u>0–12 months</u>	<u>12–24 months</u>	<u>24–36 months</u>	<u>36–48 months</u>	<u>48–60 months</u>
<p><b>CD-SC1.0a</b> Observes and explores objects using all senses.</p>	<p><b>CD-SC1.1a</b> Observes and explores the nature of sensory materials.</p>	<p><b>CD-SC1.2a</b> Uses senses to observe and experience objects and environment with adult guidance.</p>	<p><b>CD-SC1.3a</b> Uses senses to observe and experience objects and environment.</p>	<p><b>CD-SC1.4a</b> Uses senses to observe, classify and learn about objects and environment.</p>
<p><b>CD-SC1.0b</b> Attempts to use objects as tools.</p>	<p><b>CD-SC1.1b</b> Uses simple tools to explore.</p>	<p><b>CD-SC1.2b</b> Uses simple tools as props through play.</p>	<p><b>CD-SC1.3b</b> Uses simple tools to experiment and observe.</p>	<p><b>CD-SC1.4b</b> Uses simple tools correctly to experiment, observe and increase understanding.</p>
<p><b>CD-SC1.0c</b> Responds to what he/she sees, hears, tastes and smells.</p>	<p><b>CD-SC1.1c</b> Uses sounds and simple words to describe things in the environment.</p>	<p><b>CD-SC1.2c</b> Observes and discusses objects and events in the environment.</p>	<p><b>CD-SC1.3c</b> Records observations through drawings or dictations with adult guidance.</p>	<p><b>CD-SC1.4c</b> Records observations through dictating to an adult and drawing pictures or using other forms of writing.</p>
			<p><b>CD-SC1.3d</b> Participates in simple experiments and discusses scientific properties.</p>	<p><b>CD-SC1.4d</b> Experiments, compares and formulates hypotheses related to scientific properties.</p>

# cognitive development and general knowledge: science

## Strand: **EARTH AND SPACE**

Standard: **CD-SC2** – The child will demonstrate knowledge related to the dynamic properties of earth and sky.

Age-Appropriate Indicators:

<u>0–12 months</u>	<u>12–24 months</u>	<u>24–36 months</u>	<u>36–48 months</u>	<u>48–60 months</u>
<b>CD-SC2.0a</b> Touches water with adult support and supervision.	<b>CD-SC2.1a</b> Engages in structured play using water.	<b>CD-SC2.2a</b> Explores and investigates the properties of water.	<b>CD-SC2.3a</b> Investigates and asks questions about the properties of water using adult- and child-directed activities.	<b>CD-SC2.4a</b> Describes properties of water, including changes to the states of water.
<b>CD-SC2.0b</b> Touches sand and mud with adult support and supervision.	<b>CD-SC2.1b</b> Engages in structured play using sand, soil and mud.	<b>CD-SC2.2b</b> Asks questions about the properties of sand, soil and mud.	<b>CD-SC2.3b</b> Investigates properties of rocks, sand, soil and mud using adult- and child-directed activities.	<b>CD-SC2.4b</b> Explores and begins to describe properties of rocks, sand, soil and mud.
<b>CD-SC2.0c</b> Observes the sun, clouds and transition from day to night with adult support.	<b>CD-SC2.1c</b> Identifies the objects in the sky and uses basic vocabulary to describe day and night.	<b>CD-SC2.2c</b> Describes the objects in the sky during daytime and nighttime by drawing and/or naming.	<b>CD-SC2.3c</b> Asks questions/shows curiosity about objects in the sky and describes appropriate daytime and nighttime activities.	<b>CD-SC2.4c</b> Makes simple observations of the characteristics, movement and seasonal changes of sun, moon, stars and clouds. Compares the daytime/nighttime cycle.
<b>CD-SC2.0d</b> Observes different types of weather.	<b>CD-SC2.1d</b> Uses emerging vocabulary to describe basic weather.	<b>CD-SC2.2d</b> Observes and discusses weather.	<b>CD-SC2.3d</b> Observes and discusses changes in weather from day to day.	<b>CD-SC2.4d</b> Uses appropriate vocabulary to discuss climate and changes in weather.

# cognitive development and general knowledge: **science**

## Strand: **LIVING THINGS**

Standard: **CD-SC3** – The child will demonstrate knowledge of living things and their environments.

Age-Appropriate Indicators:

### 0–12 months

#### **CD-SC3.0a**

Shows curiosity about people, plants and animals.

#### **CD-SC3.0b**

Discovers body parts.

### 12–24 months

#### **CD-SC3.1a**

Interacts with plants and animals.

#### **CD-SC3.1b**

Explores characteristics of living things.

#### **CD-SC3.1c**

Names basic body parts.

### 24–36 months

#### **CD-SC3.2a**

Investigates plants and animals, and how they grow and change.

#### **CD-SC3.2b**

Explores a variety of living and non-living objects.

#### **CD-SC3.2c**

Identifies more complex body parts.

### 36–48 months

#### **CD-SC3.3a**

Observes and explores a variety of plants and animals, and their environments and life cycles.

#### **CD-SC3.3b**

Identifies the physical properties of some living and non-living things.

#### **CD-SC3.3c**

Identifies and describes the functions of a few body parts.

### 48–60 months

#### **CD-SC3.4a**

Observes, explores and describes a variety of plants and animals. Describes their basic needs and life cycles.

#### **CD-SC3.4b**

Discriminates between living and non-living things.

#### **CD-SC3.4c**

Identifies and describes the functions of many body parts.

### Activity Idea:

Sit with a large doll in your lap. As children join you, point to the eyes, ears, nose, mouth and hair. Name the features as you point and encourage the children to name them with you.



# cognitive development and general knowledge: **science**

## Strand: **PHYSICAL SCIENCE**

Standard: **CD-SC4** – The child will demonstrate knowledge related to physical science.

Age-Appropriate Indicators:

### 0–12 months

#### **CD-SC4.0a**

Demonstrates ability to move objects.

#### **CD-SC4.0b**

Touches objects to gain knowledge about them.

### 12–24 months

#### **CD-SC4.1a**

Demonstrates ability to push and pull objects.

#### **CD-SC4.1b**

Observes objects that move at different speeds.

#### **CD-SC4.1c**

Shows interest and curiosity about objects in his/her immediate environment. Explores solids and liquids.

#### **CD-SC4.1d**

Plays with and explores different toys and objects.

### 24–36 months

#### **CD-SC4.2a**

Explores motions to play with toys with adult support.

#### **CD-SC4.2b**

Uses basic words for speed of motion.

#### **CD-SC4.2c**

Begins to use words to describe physical properties and states of matter of objects.

#### **CD-SC4.2d**

Uses complex motions to play with toys that are simple machines.

### 36–48 months

#### **CD-SC4.3a**

Independently investigates objects and toys that require positioning and movement.

#### **CD-SC4.3b**

Investigates different types or speeds of motion.

#### **CD-SC4.3c**

Explores and identifies physical properties and states of matter of common classroom objects.

#### **CD-SC4.3d**

Uses classroom objects that function as simple machines.

### 48–60 months

#### **CD-SC4.4a**

Explores and describes position and movement of objects and toys.

#### **CD-SC4.4b**

Investigates and describes different types or speeds of motion.

#### **CD-SC4.4c**

Describes materials by their physical properties and states of matter.

#### **CD-SC4.4d**

Uses classroom objects to function as simple machines to enhance child-directed play.



# cognitive development and general knowledge: **science**

## Strand: **INTERACTION WITH ENVIRONMENT**

Standard: **CD-SC5 – The child will demonstrate an awareness of and the need to protect his/her environment.**

Age-Appropriate Indicators:

### 0–12 months

#### **CD-SC5.0a**

Identifies familiar people and objects in his/her environment.

### 12–24 months

#### **CD-SC5.1a**

Identifies familiar people and living things in his/her environment.

### 24–36 months

#### **CD-SC5.2a**

With assistance he/she participates in activities to protect the environment.

### 36–48 months

#### **CD-SC5.3a**

Participates in efforts to protect the environment.

### 48–60 months

#### **CD-SC5.4a**

Understands that people have an impact on the environment and participates in efforts to protect the environment.



## adaptations

The following adaptations will help support the science knowledge of children who have a variety of disabilities. The adaptations may also be helpful for other children in the program.

#### **ENVIRONMENT**

- Make seating, materials and activities accessible for all children:
  - Room setup
  - Positioning of all children in the room
- Create frequent alterations in the classroom materials and activities to increase visual interest.
- Assure that materials in indoor and outdoor environments are easily accessible (e.g., height, size, location).
- Consider moving the sand and water tables to the floor if it will provide better access for children with physical disabilities.
- Provide activities in a variety of settings. Allow children to work with materials such as the sensory table and art supplies both indoors and outdoors.

#### **ACTIVITY**

- Supervise children when they handle living things.
- Consider whether you need to adjust the following:
  - Length of time allowed for the activity
  - The types of responses required of the children
- Pair visual and auditory materials to facilitate learning.

#### **MATERIALS**

- Add handles to tools to make them easier to grip and use.
- Give children sensory materials in jars, bottles or plastic bags to allow them to explore the materials without touching them if that is their preference.
- Use equipment such as a modified keyboard or mouse to make the computer accessible to all children.

#### **INSTRUCTIONS**

- Use visual cues and body language to convey meaning.
- Break activities down into small steps and give clear directions.
- Help children participate in activities by asking them to complete one step at a time or any parts they can complete.
- Provide picture directions for children to follow.

#### **ASSISTANCE**

- Use peers to provide models.
- Encourage children to work in pairs, either with individual responses or with a single response for the pair.
- Provide physical guidance/support for children having difficulty with science tasks.

# cognitive development and general knowledge: **creative development**

## Strand: **CREATIVE MOVEMENT AND DANCE**

Standard: **CD-CR1 – The child will participate in dance to express creativity.**

Age-Appropriate Indicators:

0–12 months

### **CD-CR1.0a**

Responds to music.

12–24 months

### **CD-CR1.1a**

Moves body to music.

24–36 months

### **CD-CR1.2a**

Dances to and becomes engaged in music and movement.

36–48 months

### **CD-CR1.3a**

Repeats choreographed movements and begins to express creativity in movements.

48–60 months

### **CD-CR1.4a**

Uses dance to express thoughts, feelings and energy. Uses dance as an outlet for creativity.



# cognitive development and general knowledge: **creative development**

## Strand: **VISUAL ARTS**

Standard: **CD-CR2 – The child will create and explore visual art forms to develop artistic expression.**

Age-Appropriate Indicators:

<u>0–12 months</u>	<u>12–24 months</u>	<u>24–36 months</u>	<u>36–48 months</u>	<u>48–60 months</u>
<p><b>CD-CR2.0a</b> Explores simple art materials.</p>	<p><b>CD-CR2.1a</b> Expresses self creatively with simple art materials.</p>	<p><b>CD-CR2.2a</b> Experiments with a variety of materials to express individual creativity.</p>	<p><b>CD-CR2.3a</b> Uses a variety of tools and art media to express individual creativity.</p>	<p><b>CD-CR2.4a</b> Uses materials to create original work for self-expression and to express individual creativity.</p>
<p><b>CD-CR2.0b</b> Attends to bright or contrasting colors.</p>	<p><b>CD-CR2.1b</b> Looks at pictures, photographs and mirror images.</p>	<p><b>CD-CR2.2b</b> Describes what he/she sees when looking at pictures, photos and art work.</p>	<p><b>CD-CR2.3b</b> Observes and discusses visual art forms.</p>	<p><b>CD-CR2.4b</b> Observes and discusses visual art forms and compares their similarities and differences.</p>
<p><b>CD-CR2.0c</b> Shows preference for particular visual stimuli.</p>	<p><b>CD-CR2.1c</b> Communicates what he/she likes about a picture.</p>	<p><b>CD-CR2.2c</b> Communicates preference for one piece of art over another and tells why.</p>	<p><b>CD-CR2.3c</b> Shares ideas about personal creative work.</p>	<p><b>CD-CR2.4c</b> Shows appreciation for different types of art and the creative work of others.</p>

# cognitive development and general knowledge: **creative development**

## Strand: **MUSIC**

Standard: **CD-CR3 – The child will use his/her voice, instruments and objects to express creativity.**

Age-Appropriate Indicators:

### 0–12 months

#### **CD-CR3.0a**

Experiments with vocalization and sounds.

### 12–24 months

#### **CD-CR3.1a**

Imitates sounds using his/her voice or objects.

### 24–36 months

#### **CD-CR3.2a**

Experiments with vocalization, sounds and musical instruments.

### 36–48 months

#### **CD-CR3.3a**

Participates in classroom activities with musical instruments and singing to express creativity.

### 48–60 months

#### **CD-CR3.4a**

Uses familiar rhymes, songs or chants and musical instruments to express creativity.



## adaptations

The following adaptations will help support the creative development of children who have a variety of disabilities. The adaptations may also be helpful for other children in the program.

### **ENVIRONMENT**

- Set up an art area so children can access materials independently.
- Have a place where children may store unfinished artwork to continue at a later time.
- Make seating, materials and activities accessible for all children:
  - Room setup
  - Positioning of all children in the room
- Create frequent alterations in the classroom materials and activities to increase visual interest.
- Assure that materials in indoor and outdoor environments are easily accessible (e.g., height, size, location).

### **ACTIVITY**

- Encourage children to talk about what they like about the pictures.

- Allow children to freely create their own artwork, focusing on the creative process rather than the finished product.
- Talk with children individually about what they would like to create, the materials they will use, and how they will carry out their plans. Encourage them to spend time developing their artwork.
- Consider whether you need to adjust the following:
  - Length of time allowed for the activity
  - The types of responses required of the children

### **MATERIALS**

- Provide a variety of art materials, such as paints, modeling materials, crayons, markers, chalk and pencils.
- Make a variety of washable paints available inside and outside. Put out brushes in a variety of shapes and sizes for children to experiment with.

- Provide many different items for stamping or painting, including household items and items from nature such as leaves and sticks, and other shapes and textures.

### **INSTRUCTIONS**

- Provide assistive devices for children who need them to share information about their creative experiences. For example, a picture board, sign language, computer or other electronic device may help children express themselves.
- Use verbal, visual and physical cues to help children know what to do.
- Use vocabulary and phrases in the child's native language when introducing new ideas and concepts.
- Instructions may be modified by:
  - Using pictures as well as words
  - Giving instructions one step at a time rather than all at once

# cognitive development and general knowledge: **creative development**

## Strand: **DRAMA**

Standard: **CD-CR4 – The child will use dramatic play to express creativity.**

Age-Appropriate Indicators:

<u>0–12 months</u>	<u>12–24 months</u>	<u>24–36 months</u>	<u>36–48 months</u>	<u>48–60 months</u>
<p><b>CD-CR4.0a</b> Shows interest in rhymes, finger plays and stories with props.</p>	<p><b>CD-CR4.1a</b> Listens to rhymes, finger-plays and stories with props.</p>	<p><b>CD-CR4.2a</b> Listens and shows interest when an adult tells a story with props.</p>	<p><b>CD-CR4.3a</b> Participates in dramatic play presentations with adult guidance.</p>	<p><b>CD-CR4.4a</b> Participates in dramatic play presentations.</p>
<p><b>CD-CR4.0b</b> Participates in finger-plays.</p>	<p><b>CD-CR4.1b</b> When prompted, pretends to take on the characteristics of a character or animal as part of a group.</p>	<p><b>CD-CR4.2b</b> Spontaneously pretends to take on the characteristics of a person, character or animal.</p>	<p><b>CD-CR4.3b</b> Re-creates a familiar story using action and objects (props) individually or cooperatively.</p>	<p><b>CD-CR4.4b</b> Uses dialogue, actions, objects and imagination to tell a creative story.</p>
<p><b>CD-CR4.0c</b> Responds to volume in tones and inflection.</p>	<p><b>CD-CR4.1c</b> Experiments with voice inflection.</p>	<p><b>CD-CR4.2c</b> Imitates and repeats voice inflections to entertain others.</p>	<p><b>CD-CR4.3c</b> Creates various voice inflections and facial expressions in play.</p>	<p><b>CD-CR4.4c</b> Represents a character by using voice inflections and facial expressions.</p>
	<p><b>CD-CR4.1d</b> Role plays real behaviors during play.</p>	<p><b>CD-CR4.2d</b> Explores new situations through dramatic play.</p>	<p><b>CD-CR4.3d</b> Identifies real and make-believe situations through dramatic play.</p>	<p><b>CD-CR4.4d</b> Participates in dramatic play to express thoughts, feelings and creativity.</p>

# cognitive development and general knowledge: **cognitive processes**

## Strand: **THINKING SKILLS**

Standard: **CD-CP1 – The child will demonstrate awareness of cause and effect.**

Age-Appropriate Indicators:

### 0–12 months

#### **CD-CP1.0a**

Acts on an object to make a pleasing sight, sound or motion.

### 12–24 months

#### **CD-CP1.1a**

Repeats actions many times to cause desired effect.

#### **CD-CP1.1b**

Asks simple questions.

### 24–36 months

#### **CD-CP1.2a**

Explores the effects that simple actions may have on objects.

#### **CD-CP1.2b**

Asks simple questions to try to understand.

### 36–48 months

#### **CD-CP1.3a**

Intentionally carries out an action with an understanding of the effect it will cause.

#### **CD-CP1.3b**

Expresses beginning understanding of reasoning skills.

### 48–60 months

#### **CD-CP1.4a**

Recognizes cause-and-effect relationships.

#### **CD-CP1.4b**

Explains why simple events occur using reasoning skills.

#### **CD-CP1.4c**

Draws conclusions based on facts and evidence.



# cognitive development and general knowledge: **cognitive processes**

## Strand: **THINKING SKILLS**

Standard: **CD-CP2** – The child will use prior knowledge to build new knowledge.

Age-Appropriate Indicators:

### 0–12 months

#### **CD-CP2.0a**

Experiments with objects.

#### **CD-CP2.0b**

Imitates sounds and movements.

### 12–24 months

#### **CD-CP2.1a**

Uses objects as intended.

#### **CD-CP2.1b**

Imitates simple actions, gestures, sounds and words.

#### **CD-CP2.1c**

Realizes that people or objects still exist even when out of view.

### 24–36 months

#### **CD-CP2.2a**

Makes connections between objects and ideas.

#### **CD-CP2.2b**

Demonstrates imitation skills, including imitation of peers.

#### **CD-CP2.2c**

Understands that familiar objects and people do not change when child is separated from them.

#### **CD-CP2.2d**

With adult prompting, uses clues to make predictions.

#### **CD-CP2.2e**

Discusses why things occur.

### 36–48 months

#### **CD-CP2.3a**

Uses objects as intended in new activities.

#### **CD-CP2.3b**

Uses observation and imitation to acquire knowledge.

#### **CD-CP2.3c**

Identifies familiar objects and people in new situations.

#### **CD-CP2.3d**

Uses clues and sequence of events to infer and predict what will happen next.

#### **CD-CP2.3e**

Discusses how new learning related to concrete objects is based on prior knowledge.

### 48–60 months

#### **CD-CP2.4a**

Explains how to use objects in new situations.

#### **CD-CP2.4b**

Uses observation and imitation to transfer knowledge to new experiences.

#### **CD-CP2.4c**

Uses information gained about familiar objects and people and can apply to a new situation.

#### **CD-CP2.4d**

Makes, checks and verifies predictions.

#### **CD-CP2.4e**

Explains how an activity is built on or uses past knowledge.

### Activity Idea:

Using chairs from tables in the classroom, help children turn them into a train or car. They will see that the chairs can be used to create something completely new and different.



# cognitive development and general knowledge: **cognitive processes**

## Strand: **PROBLEM SOLVING**

Standard: **CD-CP3 – The child will demonstrate problem-solving skills.**

Age-Appropriate Indicators:

### 0–12 months

#### **CD-CP3.0a**

Interacts with a toy or object to understand it.

### 12–24 months

#### **CD-CP3.1a**

Interacts with a toy or object to solve a problem.

#### **CD-CP3.1b**

Solves a simple problem successfully with adult assistance.

### 24–36 months

#### **CD-CP3.2a**

Experiments with familiar objects to solve problems.

#### **CD-CP3.2b**

Tries several methods to solve a problem before asking for assistance.

### 36–48 months

#### **CD-CP3.3a**

Demonstrates multiple uses for objects to solve problems.

#### **CD-CP3.3b**

Tests different possibilities to determine the best solution to a problem.

### 48–60 months

#### **CD-CP3.4a**

Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.

#### **CD-CP3.4b**

Uses both familiar and new strategies to solve a problem.

#### **CD-CP3.4c**

With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem.



## adaptations

The following adaptations will help support the cognitive development of children who have a variety of disabilities. The adaptations may also be helpful for other children in the program.

### **ENVIRONMENT**

- Adapt the environment to promote participation, engagement and learning using a variety of textures.
- Make seating, materials and activities accessible for all children:
  - Room setup
  - Positioning of all children in the room
- Create frequent alterations in the classroom materials and activities to increase visual interest.
- Assure that materials in indoor and outdoor environments are easily accessible (e.g., height, size, location).

### **ACTIVITY**

- Use shorter but more frequent activities and routines.
- Encourage hands-on and sensory experiences (e.g., touching, holding, exploring, tasting, smelling, manipulating).

- Consider whether you need to adjust the following:
  - Length of time allowed for the activity
  - The types of responses required of the children

### **MATERIALS**

- Provide activities and materials that appeal to the interests and abilities of the entire range of children in a class.
- Use specialized equipment to increase access to activities and play areas.
- Modify materials so children can participate as independently as possible.

### **INSTRUCTIONS**

- Simplify a complicated task by breaking it into smaller parts or reducing the number of steps.
- Use verbal, visual and physical cues to help children know what to do.

- Use vocabulary and phrases in the child's native language when introducing new ideas and concepts.
- Instructions may be modified by:
  - Using pictures as well as words
  - Giving instructions one step at a time rather than all at once
- Use peer models or helpers to model and/or repeat instructions as needed.

### **ASSISTANCE**

- Provide physical guidance/support in using materials when needed.
- Pair children with a peer to complete jobs, such as watering plants or feeding the classroom pet.
- Encourage children to work in pairs, either with individual responses or with a single response for the pair.
- Provide physical guidance/support for children having difficulty with cognitive process tasks.



ages 0–12 months



## ages 0–12 months

sleep **smile** explore food **mimic faces** reach **crawl** point  
observe **show affection** self-soothe **respond to name**  
explore **imitate** listen **observe** touch **gesture** show delight



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# 0-12 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM1 – The child will practice healthy and safe habits.**

## PDM1.0a

Sleeps well and shows alertness during waking periods.

Infants will look around, notice and respond to things in their environment after sleeping soundly. When they are in quiet alert states and not fussy, they will physically engage with teachers by grasping, rolling and, later, crawling toward people and objects.

### EXAMPLES

- looks and reaches for objects such as a mobile
- looks at mirror and smiles
- reaches for teacher
- turns toward sound of teacher's voice

## PDM1.0b

Initiates active play and engages in some physical activity.

Infants want to interact with others and often initiate active play by waving arms or cooing to get attention.

### EXAMPLES

- reaches for rattle teacher holds and wants to shake it
- pushes jingly ball to teacher
- plays games such as Pat-a-Cake and Peek-a-Boo
- mimics teacher's facial expressions

## PDM1.0c

Responds to verbal or physical signal of danger.

Infants notice distress from both parents and teachers. While learning to cope with stress themselves, they also look to teachers for reactions and security when they are unsure of situations.

### EXAMPLES

- cries and fusses when distressed
- clings to parent and/or teacher
- resists new environment and people
- crawls away from unfamiliar people and situations
- seeks comfort and security in preferred object

## PDM1.0d

Reacts to simple directions to support safety.

Infants respond to teachers when given directions.

### EXAMPLES

- responds to teacher's cues including tone of voice, facial expressions or warnings of danger
- listens, looks, stops and turns toward teacher when teacher says, "Come back"

## PDM1.0e

Shows beginning awareness of personal health and self-care needs.

Infants show a basic understanding of self-care needs.

### EXAMPLES

- helps wash hands
- lifts legs or bottom when diaper is changed
- cries when wet
- tugs or pulls at diaper or soiled clothing

# 0–12 months

domain PDM: physical development and motor skills

## Strand: **HEALTH & WELL-BEING**

Standard: **PDM2 – The child will participate in activities related to nutrition.**

### **PDM2.0a**

Explores food with fingers.

Infants will explore food using their hands and fingers. Teachers should encourage this type of play as it allows infants to discover new textures and tastes.

#### **EXAMPLES**

- feels texture differences between Cheerios and banana pieces
- plays with noodles
- squeezes mashed potatoes

### **PDM2.0b**

Shows preference for food choices.

Beginning at four to six months, teachers will introduce solid foods to infants. It quickly becomes apparent what foods babies like and dislike.

#### **EXAMPLES**

- hits highchair tray with excitement when yogurt cup is in view
- shakes head “no” and closes mouth
- uses sign for “more”
- smiles or laughs when favorite food is presented
- reaches for another child’s food
- turns head away from bottle when full

## Strand: **USE OF SENSES**

Standard: **PDM3 – The child will demonstrate an awareness of the body in space and child’s relationship to objects in space.**

### **PDM3.0a**

Moves body through space.

Infants are beginning to gain control of their body movements. They move from waving arms and legs to creeping to crawling.

#### **EXAMPLES**

- lifts head
- moves hand to grab toy
- tracks toy if passed in front of line of vision
- rolls over
- pulls to stand
- turns toward sound and touch

### **PDM3.0b**

Exhibits body awareness and starts to move intentionally.

Infants are just discovering their bodies and begin to move with a purpose.

#### **EXAMPLES**

- sees object and makes attempt to reach in that direction
- scoots over to a favorite toy and picks it up
- crawls under highchair to get toy or food
- begins using items in the classroom to pull up on and may even try standing independently

#### **Activity Idea:**

Create tunnels using cardboard boxes for the children to crawl through.



# 0-12 months

domain PDM: physical development and motor skills

## Strand: **USE OF SENSES**

Standard: **PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.**

### **PDM4.0a**

Responds to what he/she sees, hears, touches, tastes and smells.

Young infants respond to faces and are able to track a moving object. They can discriminate between voices and respond well to a sing-song voice. They may prefer the taste of sweeter foods such as applesauce. They explore touch through different textures and toys.

**EXAMPLES**

- looks at a mobile with high contrasting colors
- smiles at teacher singing nursery rhymes
- tastes a variety of foods
- explores books with different textures such as *Pat the Bunny*
- squeezes mashed potatoes
- splashes water on highchair tray

### **PDM4.0b**

Manipulates objects to see what will happen.

Infants gain knowledge about actions when they manipulate objects or toys. A milestone occurs when infants realize that just because they cannot see an object does not mean it does not exist.

**EXAMPLES**

- plays Peek-a-Boo
- pushes objects
- plays with busy box or toys that have a reaction to an action
- looks for a toy hidden under a blanket

## Strand: **MOTOR SKILLS**

Standard: **PDM5 – The child will demonstrate gross motor skills.**

### **PDM5.0a**

Develops control of head and back, progressing to arms and legs.

One of the major tasks in gross motor development is locomotion, the ability to move from one place to another. The first gross motor skill infants usually learn is to lift their heads and shoulders. This is followed by sitting, creeping and crawling. As they are able to support more weight, they move from standing to cruising (walking while holding on to furniture or other objects) to walking.

**EXAMPLES**

- pulls up
- lifts head during “tummy time”
- sits with support, holds head steady
- rolls over
- pulls to sit
- stands holding on
- pulls to stand

### **PDM5.0b**

Develops emerging coordination and balance, often with support.

Infants are beginning to learn balance and support as they learn to roll over, sit up and eventually balance enough to stand.

**EXAMPLES**

- rolls over to reach a toy
- sits in Bumbo seat and balances upper half of body

# 0–12 months

domain PDM: physical development and motor skills

Strand: **MOTOR SKILLS**

Standard: **PDM6 – The child will demonstrate fine motor skills.**

## PDM6.0a

Develops grasp reflex.

Infants will gain more control over their arms and progress from reaching with both hands to reaching with one hand. Voluntary movement emerges and the infants become capable of grasping and holding objects. Around four months, they will only be able to squeeze objects and hold them in a closed fist. By about six months, infants will begin to pick up small items such as raisins and, by 12 months, they will pinch and hold small objects between their thumbs and index fingers as adults do. Infants will transfer objects from one hand to the other and be able to release objects from their grasp voluntarily.

### EXAMPLES

- shakes rattle
- grasps small toys
- releases objects
- picks up food with fingers
- uses thumb-finger grasp

## PDM6.0b

Coordinates motions using hands and eyes.

Infants' visual skills continue developing during this stage. Initially they will learn to coordinate their heads and eyes to move up and down together. Soon afterward, they will watch their own hands and eventually be able to find an object visually, then purposefully reach for it.

### EXAMPLES

- stacks rings
- stacks blocks
- turns page in a board book
- rolls a ball
- brings hands together

## teachers' helpers

### BOOKS

*My Food (Getting to Know My World)*

by Heidi Johansen

*Colors*

by Emily Bolam

*Bath Time (Touch and Feel)*

by DK Publishing

*Baby's First Outdoors Books*

by Usborne

Touch and feel board books

### SONGS

“Clap Your Hands”

This is the way we clap our hands,  
Clap our hands, clap our hands.  
This is the way we clap our hands,  
so early in the morning.

“Roll, Little One, Roll”

Roll, roll, little one, roll  
From your tummy to your back  
Roll, roll, little one, roll  
When you go over, you must come back



### MATERIALS

Balls of many textures and sizes

Inclined plane

Nesting objects

Tunnel

Rocking boat

Sensory area

Grasping toys (rattles, rings and squeeze toys)

Rails and/or bars for pulling up



# 0-12 months

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF**

Standard: **SED1 – The child will develop self-awareness.**

## SED1.0a

Responds to image of self.

Infants begin to respond nonverbally and with vocalizations to acknowledge that they see an image of themselves. This forms the foundation for self-awareness.

### EXAMPLES

- sees self in the mirror on the wall, smiles, looks at own image with curiosity and reaches with hand to touch the image
- sees a reflection of self in a mirror squeals, smiles and pats the mirror with hands
- sees own reflection in toys with mirrors and reaches with hand to touch image
- sees own reflection in mirror on wall and moves closer to investigate
- seeks out mirrors or reflective surfaces to see own reflection

## SED1.0b

Responds to his/her name.

Through interactions with teachers and hearing name repeated, an infant begins to recognize when his/her name is called.

### EXAMPLES

- looks in teacher's direction and waves arms with excitement after teacher states his/her name
- turns head toward teacher when she hears own name
- moves toward teacher when hears own name
- claps and smiles when name is sung in a song
- calms crying upon hearing name from familiar adult

## SED1.0c

Aware of his/her own abilities/preferences.

With adult guidance, infants are exposed to new and different experiences. Through these experiences, infants start to develop awareness of their own abilities and preferences.

### EXAMPLES

- cries and pushes the spoon away when the teacher attempts to feed
- reaches for his bottle, pulling it away from the teacher, to hold it himself
- pushes adult hand away when trying to help infant manipulate toy
- moves away from unwanted activities
- looks away from unwanted stimulation

Strand: **DEVELOPING A SENSE OF SELF**

Standard: **SED2 – The child will engage in self-expression.**

## SED2.0a

Makes sounds, facial expressions or body movements to express needs and feelings of comfort or discomfort.

Learning how to communicate their needs is the basis for infants' healthy attachment and sense of self. Infants' sense of self is strengthened when their needs are consistently met by a responsive teacher.

### EXAMPLES

- cries when he has a wet diaper
- pounds the highchair tray as she watches her teacher prepare lunch
- smiles when playing Peek-a-Boo with teacher
- cries when uncomfortable in current position
- cries when needs teacher attention

## SED2.0b

Uses sounds, facial expressions or body movements to express simple emotions of contentment or discontent.

Infants use sounds, facial expressions and body movements to communicate simple emotions. Adults pay close attention to nonverbal and verbal cues to tell what the baby is feeling.

### EXAMPLES

- spits out the applesauce when her teacher tries to feed her because she does not like it
- squeals, smiles and waves his arms with excitement when his mommy walks in the room
- pushes bottle away when full or in need of burping
- cries when under-stimulated, then smiles and coos when appropriate stimulation is provided

# 0–12 months

domain SED: social and emotional development

Strand: **SELF-REGULATION**

Standard: **SED3** – The child will begin to demonstrate self-control.

## SED3.0a

Depends on simple routines provided by adults.

Infants rely on predictable actions. A responsive teacher uses established schedules and routines to consistently meet an infant's needs.

### EXAMPLES

- hears teacher as she picks him/her up and says, "It's time to eat; you must be hungry"
- has diaper changed to prepare for nap time
- has feeding plan updated in meeting with teacher and mom
- hears quiet music at nap times
- eats when hungry, not on strict schedule that can't be altered to meet child's changing needs

## SED3.0b

Self-soothes when held, rocked or talked to by teacher.

Coping skills are the foundation for learning self-control. Infants need to cope when they have to wait to get their needs met or when they do not get what they want. When teachers try different strategies to soothe an infant, it teaches the infants how to soothe themselves.

### EXAMPLES

- sucks thumb while being rocked to sleep by teacher who rocks and sings her to sleep
- lays in the crib, preparing for nap as teacher gently rubs stomach
- stops crying upon waking in crib after hearing teacher sing to another child
- cries on floor during tummy time, teacher sits next to child and begins to rub back and talk to child, who then engages with toys on the floor

## SED3.0c

Responds to negative and positive reactions.

With the help of teachers, infants become aware of social expectations and disapproval, and how this relates to their impulses.

### EXAMPLES

- throws cereal on the floor; teacher tells him/her to stop and he/she stops
- looks at teacher as she shakes her head in disapproval when she pulls his/her hair
- squeals, smiles and claps in response to teacher's excitement when child takes first step
- cries when teacher says, "Ouch!" after child accidentally scratches teacher's face
- maintains eye contact with positive reactions from teacher
- crawls toward open door, teacher says, "Stop," and child continues

## SED3.0d

Develops an awareness of transitions and schedule/routines with adult prompts.

Adult prompts and routines help infants begin to understand their world and help them cope when there are changes.

### EXAMPLES

- waves arms and smiles when teacher signs "eat" and points to highchair
- calms down in preparation for nap when the teacher starts nap time routine of reading a story and rocking
- crawls to diaper changing area when teacher says, "In just a minute, we are going to change your diaper"
- moves arms and legs excitedly when bib is put on and he/she can see her bottle
- smiles and looks at door or moves toward door when teacher says, "It's time to go outside"





# 0-12 months

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**

Standard: **SED4 – The child will develop relationships and social skills with adults.**

## SED4.0a

Responds differently to familiar and unfamiliar adults.

Infants begin to notice differences in people. Separation anxiety and stranger anxiety are healthy signs that infants are forming strong attachments to others.

### EXAMPLES

- pulls hand away when new teacher reaches to touch him/her
- cries when daddy hands him over to the teacher
- smiles and reaches out for familiar adults
- keeps distance and observes when unfamiliar adults enter; backs away when unfamiliar adult approaches too quickly

## SED4.0b

Develops trust and attachment toward significant adults.

Forming positive strong attachments to responsive teachers is the foundation for developing healthy relationships in the future.

### EXAMPLES

- smiles and laughs when teacher plays Peek-a-Boo
- reaches out to teacher to be held
- cries when attached adult leaves sight
- follows attached adult with eyes and body
- explores new areas and materials when familiar adult is present

## SED4.0c

Imitates examples of affection with familiar adults.

When teachers model affectionate expressions, it helps infants form the basis for reciprocal relationships and communication.

### EXAMPLES

- smiles in response to a teacher's smile
- hugs in response to a teacher's hug
- snuggles close to mommy when she picks her up
- pats dad's back as he hugs him/her at pick-up time
- pats crying peer on back



# 0–12 months

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**

Standard: **SED5 – The child will develop relationships and social skills with peers.**

## SED5.0a

Demonstrates interest/ excitement when other children enter the room.

Infants start to show an awareness of other children by demonstrating interest and excitement.

### EXAMPLES

- crawls toward other children when they come into the room
- smiles at a familiar child when she waves hello
- coos and moves arms and legs with excitement when familiar child comes into room
- looks at children as they enter the classroom
- stops paying attention to task at hand to watch child enter room

## SED5.0b

Engages in solitary play around other children.

Infants play and learn by using their senses and making new discoveries. Infants do not initiate play with other children, but rather explore with the help of supportive adults.

### EXAMPLES

- puts the balls in the box, dumps them out and rolls them across the floor
- bangs two plastic cups together and smiles as he/she hears the noise they make
- looks at mobile hanging overhead while lying on floor next to other infants
- shakes and mouths rattles
- plays with toys while sitting up

## SED5.0c

Shows awareness of possible conflicts by crying, turning away or showing distress.

Infants have an awareness of situations that are perceived as tense or stressful. They react to these situations by showing signs of distress themselves.

### EXAMPLES

- observes a new teacher picking up another infant and begins to cry as well
- cries when the class starts to evacuate for a fire drill
- cries when another child invades his/her space or is too rough
- startles when older infants make loud noises or approach too fast
- looks away when overstimulated by another child or bored with interaction

## SED5.0d

Observes peers who are experiencing a need or discomfort.

Forming a foundation for empathy skills starts with observing others and their emotional reactions.

### EXAMPLES

- turns head toward another baby who is crying
- observes teacher tending to the needs of another infant whose diaper needs to be changed

## teachers' helpers

### BOOKS

*Baby Cakes* by Karma Wilson

*Hands Are Not for Hitting*  
by Martine Agassi

*Guess How Much I Love You*  
by Sam McBratney

### SONG



#### “Good Morning to You”

Good morning to you,  
Good morning to you,  
Good morning to (child's name),  
Good morning to you.

Upbeat music that gives children the opportunity to get the wiggles out

### MATERIALS

Puppets, dolls and stuffed animals

Unbreakable mirrors

Dress-up clothes and props

### TEACHING AIDS

Feeling faces or posters

Photos of children and families

Art/creative materials

# 0-12 months

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL1 – The child will demonstrate initiative and self-direction.**

**APL1.0a**  
Exhibits interest in people and things in his/her surroundings.

Infants begin to show awareness of people and objects in their environments. Through their interest in people and objects around them, they begin to build the foundation for initiative and self-direction.

**EXAMPLES**

- turns head when she hears music playing
- smiles when teacher reaches to pick him up
- puts a soft rattle in her mouth and makes sounds
- turns head toward mom when he hears her voice

**APL1.0b**  
Occasionally demonstrates desire to complete simple tasks by self.

Infants learn through modeling and repetition. By observing responsive teachers, they begin to develop the desire to attempt simple tasks on their own. As their motor skills develop, they can be observed trying these tasks on their own.

**EXAMPLES**

- picks up small pieces of cereal from tray and eats them
- holds own bottle when drinking milk
- picks up block with both hands
- hits drum with one hand while teacher holds it
- picks up rattle and shakes it a few times

**APL1.0c**  
Selects an item of interest by pointing and/or reaching for object.

As motor skills mature, infants are able to indicate their wants by pointing to or reaching for books, toys or other objects in their learning environments.

**EXAMPLES**

- reaches for soft book that teacher has read to her
- notices a rattle and reaches to grasp and shake it
- hears his teacher return and reaches to be picked up and held
- points to foods when she sees others eating
- gestures toward bubbles when teacher blows them

Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL2 – The child will demonstrate interest and curiosity.**

**APL2.0a**  
Shows eagerness and delight in self, others and surroundings.

Infants are naturally curious about their teachers as well as items in their learning environments. Working with responsive adults, infants learn to interact with others, self-soothe and notice what is around them.

**EXAMPLES**

- reaches for soft ball as teacher places it within reach
- squeals with delight as teacher blows bubbles
- smiles when he sees his mom enter classroom
- kicks her feet when teacher feeds her
- smiles and points to self in mirror

**APL2.0b**  
Shows curiosity/interest in his/her surroundings.

Infants have an innate sense of curiosity. Adults can support them by creating a safe learning environment they can readily explore. When adults use encouraging language such as “Look, I see you,” rather than “No,” they help to advance this intrinsic need to explore and learn.

**EXAMPLES**

- turns head toward teacher when she hears him sing a lullaby
- grasps small toy within reach and attempts to put it in mouth
- watches bubbles as teacher says, “See the bubbles?”
- rolls over to reach squeaky ball in teacher’s hand
- turns to look as classroom door opens

# 0–12 months

domain APL: approaches to play and learning

Strand: **ATTENTIVENESS AND PERSISTENCE**

Standard: **APL3 – The child will sustain attention to a specific activity and demonstrate persistence.**

## APL3.0a

Examines a toy, rattle or face for a brief period of time.

Infants learn about their world through sensory experiences. They are able to focus on an object or person for a short period of time.

### EXAMPLES

- looks at teacher's face and turns away
- holds a rattle close to her face to examine it
- looks at peers' faces and turns away
- sits and holds a "crinkle" book in hands to hear the sound
- holds a squeaky block in hands for a short time

## APL3.0b

Explores a person or object for a minimum of 1–3 minutes.

Infants begin to develop attentiveness by exploring the face of a teacher or object held close to them.

### EXAMPLES

- looks at rattle closely and attempts to shake it
- reaches to touch his teacher's face while being held
- looks at teacher while playing Peek-a-Boo
- holds and examines Peek-a-Boo block
- reaches for, touches and holds soft doll

## APL3.0c

Continues to express distress when needs are not met.

Infants have a need to feel comfortable and safe. When these needs are not met by their teacher, they exhibit distress by crying, whining or kicking.

### EXAMPLES

- cries when her teacher picks up a peer who is nearby before he/she is picked up and fed
- begins kicking and whining when noticing a familiar teacher leaving the classroom

## APL3.0d

Repeats actions to make something happen again.

Infants learn through their five senses. They observe and imitate actions of teachers. Infants learn to repeat these actions in an attempt to make sense of their world.

### EXAMPLES

- attempts to pop bubbles that float nearby after observing teacher popping bubbles
- attempts to feed himself/herself cereal from bowl
- attempts to make "raspberry" sounds after watching teacher make them
- attempts to make clicking sound with tongue
- holds hands over eyes in an attempt to surprise teacher (Peek-a-Boo)

# 0-12 months

domain APL: approaches to play and learning

## Strand: **PLAY**

Standard: **APL4** – The child will engage in a progression of imaginative play.

### APL4.0a

Manipulates objects and imitates actions observed.

Infants learn by observing familiar tasks repeated. As they learn to gain control of their motor skills, infants can be observed manipulating objects and imitating actions of those around them.

#### EXAMPLES

- brings hands to face as teacher plays Peek-a-Boo
- shakes a rattle after observing teacher shaking one
- makes “raspberry” sounds in response to those made by teacher
- reaches for soft book and attempts to turn pages after observing teacher read a book
- attempts to push large car across rug after observing teacher push one

## Strand: **PLAY**

Standard: **APL5** – The child will demonstrate a cooperative and flexible approach to play and learning.

### APL5.0a

Engages in solitary play around other children.

Infants explore toys and objects with limited interaction with other children.

#### EXAMPLES

- picks up a plastic cup and taps it on the table
- looks around while holding a soft doll
- crawls to book shelf to pick out soft book
- shakes the rattle to examine the sound

## teachers' helpers

### BOOKS

*Doggies; Opposites; Bell Button Book; Moo, Baa, La La La* by Sandra Boynton  
*My Puppy; My Busy Book; Fuzzy Bee Friends* by Soft Books  
*Baby Signs* by Joy Allen  
*Growing Tree: My First Baby Games*  
 Publisher: Harper  
*Booky* by Engelbreit

### SONG

“This is the Way”

This is the way we put on our pants,  
 Put on our pants, put on our pants.  
 This is the way we put on our pants  
 so early in the morning.  
 (You can change out pants for other  
 items, i.e., diaper, shirt, socks, etc.)



### MATERIALS

Sealed plastic bottles filled with items such as colored water, beads, gel or shredded paper  
 Peek-a-Boo board using a file folder and large picture of an animal or person  
 Small, age-appropriate cause-and-effect toys  
 Unbreakable mirror or wall mirror



# 0–12 months

domain CLL: communication, language and literacy

## Strand: **RECEPTIVE LANGUAGE**

Standard: **CLL1** – The child will listen to conversations and demonstrate comprehension.

### **CLL1.0a**

Reacts to environmental sounds and verbal communication.

Infants are able to understand more words and gestures than they are able to produce. Infants learn about speech by hearing sounds and seeing a teacher's mouth move. Looking at a person who is talking is key to language development.

#### **EXAMPLES**

- cries at a sudden loud noise
- turns to/smiles at sound of familiar voice
- coos while interacting with teacher
- wiggles to music
- makes brief eye contact with others
- turns when hears name
- follows sound of voices
- watches adult's mouth when talking

### **CLL1.0b**

Responds to simple directions.

Older infants understand more words and are able to respond to teachers' simple questions. One-on-one activities give babies the opportunity to imitate simple actions.

#### **EXAMPLES**

- turns when name is called
- puts arms up when asked if he/she wants "up"
- shakes head when told "No"
- gestures or points when asked a question: "Where is the doggie?"
- uses the sign for "more" when asked during snack
- opens mouth when teacher says, "Open wide!"
- puts clothes pin in a box after teacher drops clothes pin in box, looks at baby and says, "Your turn; you put it in the box"

### **CLL1.0c**

Responds to repeated words and phrases.

Infants feel secure in the care of familiar adults with familiar routines. Repetitive language occurs throughout each day during greetings, stories, diapering, songs and departure. Infants become accustomed to hearing the language and are able to repeat common sounds or phrases.

#### **EXAMPLES**

- imitates familiar sounds
- recognizes and reacts to familiar songs
- plays Peek-a-Boo
- waves "bye-bye"
- says, "Bye-bye" when departing

## Strand: **RECEPTIVE LANGUAGE**

Standard: **CLL2** – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.

### **CLL2.0a**

Responds to the names of familiar people and objects.

Infants begin to associate words with people and objects at about six months. Reinforcing words/objects that they know by talking and asking questions helps infants gain confidence in their ability to communicate.

#### **EXAMPLES**

- turns when her name is called
- gets excited at the sight of his own reflection
- points when asked where a familiar adult is: "Where's mommy?"

### **CLL2.0b**

Responds to talking, singing or reading.

Infants learn to communicate from an environment rich in language. Infants enjoy hearing and seeing language in many forms—talking, songs and reading.

#### **EXAMPLES**

- laughs in anticipation at familiar games such as Pat-a-Cake
- follows along with a familiar book such as *Pat the Bunny*

# 0-12 months

domain CLL: communication, language and literacy

## Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL3 – The child will use nonverbal communication for a variety of purposes.**

### CLL3.0a

Communicates needs and wants through nonverbal gestures and facial expressions.

From the very beginning, infants are able to communicate with the world around them. They can understand more words and gestures than they are able to produce. Nonverbal gestures and facial expressions are infants' earliest tools to let parents know that they are hungry, wet or uncomfortable.

#### EXAMPLES

- kicks legs in excitement when bottle is being prepared
- turns head to reject food
- arches back on changing table
- raises arms to signal wanting to be picked up
- laughs to show enjoyment of play
- cries when hungry, wet or uncomfortable

### CLL3.0b

Communicates feelings through facial expressions.

Infants use an array of facial expressions. They are an immediate signal of feelings that the baby is communicating. A teacher in tune with the wants and needs of an infant will be able to pick up on subtle cues of an infant's expressions.

#### EXAMPLES

- smiles when hears familiar voices
- looks surprised/scared when hearing a loud, unfamiliar noise
- frowns when uncomfortable
- sticks lips out when unhappy
- giggles when excited

## Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL4 – The child will use increasingly complex spoken language.**

### CLL4.0a

Engages in back-and-forth vocal play with adult.

Infants are beginning to express themselves and communicate. "Playing" conversation by cooing and babbling helps an infant learn the back-and-forth exchange of language.

#### EXAMPLES

- coos when talking to a familiar adult
- repeats sounds such as "da-da-da" and "ma-ma-ma"
- laughs or giggles at a funny face or sound

### CLL4.0b

Uses crying and other vocal signals to communicate.

Before learning words in their first year, infants rely on crying and other non-word sounds to express emotions.

#### EXAMPLES

- cries when primary teacher leaves
- uses different cries to indicate hungry versus tired
- makes sound when pointing at object to indicate "get that for me"
- squeals with delight when teacher turns on music

# 0–12 months

domain CLL: communication, language and literacy

## Strand: **EARLY READING**

Standard: **CLL5** – The child will acquire meaning from a variety of materials read to him/her.

### **CLL5.0a**

Shows interest in shared reading experiences and looking at books.

Learning to read begins at birth. At the earliest ages, shared experiences with books can set a solid foundation for the love and appreciation of making meaning through text.

#### **EXAMPLES**

- brings book to teacher to be read
- turns book page while in teacher's lap
- takes book to read to a peer
- sits attentively with book
- responds with facial expressions or physical expression

## Strand: **EARLY READING**

Standard: **CLL6** – The child will develop early phonological awareness (awareness of the units of sound).

### **CLL6.0a**

Listens to simple nursery rhymes, songs and chants.

An environment rich in language that focuses on teaching infants a wide range of sounds helps a baby become phonologically aware. By the end of the first year, cooing and babbling have evolved into more discernible syllables and, eventually, understandable words.

#### **EXAMPLES**

- takes turns in playing “conversation” with a teacher
- imitates some sounds
- repeats a familiar teacher's name or “Mama”
- participates in musical chants
- listens to songs about nursery rhymes
- listens to nursery rhymes such as “Itsy Bitsy Spider”

## Strand: **EARLY READING**

Standard: **CLL8** – The child will demonstrate awareness of print concepts.

### **CLL8.0a**

Shows interest in books by reaching for books and explores books through touch.

An environment rich in print materials allows infants to explore written language as they would objects such as balls, dolls or blocks. Teachers who share an enjoyment of books through reading model an appreciation for spoken and written words.

#### **EXAMPLES**

- selects book from small baskets or containers of books around the room in various areas
- picks a book he/she likes
- crawls to teacher holding board book

### **CLL8.0b**

Imitates adults by pointing to pictures.

When infants see teachers in their environment using books and print, they will gain a shared appreciation and imitate book behaviors. Pointing at pictures while reading a book with an infant will foster joint attention around pictures, language and print.

#### **EXAMPLES**

- points to pictures in books as they read
- points to cat in a book when teacher says, “Cat”

#### **Activity Idea:**

Make homemade books with different themes, like animals, faces and/or vehicles. Look through magazines and catalogs to find large, appealing photos, glue them onto 5"x8" pieces of cardboard, punch holes in the left sides, and tie together with ribbons.





# 0–12 months

domain CLL: communication, language and literacy

Strand: **EARLY WRITING**

Standard: **CLL9 – The child will use writing for a variety of purposes.**

## CLL9.0a

Makes some random marks.

An environment rich in print, where children can observe adults writing is important in laying a foundation for emergent writing. At about 10–11 months old, infants may be ready to grasp a large crayon or marker and begin to make marks on paper.

### EXAMPLES

- makes a few dots on paper with a fat crayon
- makes scribbles on paper

## CLL9.0b

Holds simple writing tools with adult help and supervision.

Exposure to grasping toys or other experiences that strengthen the muscles in hands and fingers are essential prerequisites to grasping a writing instrument and creating marks on a page. At about 10-11 months old, infants may be ready to grasp a large crayon or marker and begin to make marks on paper.

### EXAMPLES

- makes a few dots on paper with a fat crayon
- makes scribbles on paper

## teachers' helpers

### BOOKS

*Waddle, Waddle, Quack, Quack, Quack*  
by Barbara Anne Skalak

*Rhyming Dust Bunnies* by Jan Thomas

*Baby Talk* by Dawn Sirett

*Belly Button Book* by Sandra Boynton

*I Love You Through and Through*  
by Bernadette Rossetti-Shustak

### SONG

“Bouncing We Will Go”

A bouncing we will go

A bouncing we will go

High ho the derry-o

A bouncing we will go

Variations:

A rocking we will go, etc.

A hugging we will go, etc.



### MATERIALS

*All About Me* photo book

Picture cards

Hand puppets

Pretend phones

Story tapes or CDs

Discovery boxes

Laminated photos

Environmental print

(labeling shelves, toys, items, etc.)



# 0–12 months

domain CD: cognitive development and general knowledge: **math**

## Strand: **NUMBER AND QUANTITY**

Standard: **CD-MA1** – The child will organize, represent and build knowledge of number and quantity.

### CD-MA1.0a

Observes simple songs or finger-plays that involve numbers and quantity.

Infants should hear counting songs and finger-plays daily as well as listen to simple counting books read aloud.

#### EXAMPLES

- listens as teacher sings “Five Little Monkeys”
- looks at counting book *Ten Little Caterpillars*

### CD-MA1.0b

Is exposed to printed numerals on pictures, books or objects.

Infants are introduced to a variety of materials that highlight number, counting and quantity. Exposing infants to counting books helps build the foundation for understanding numbers.

#### EXAMPLES

- looks at counting books such as *1, 2, 3 to the Zoo* by Eric Carle
- plays with soft foam numbers

### CD-MA1.0c

Uses words and/or gestures to request “more” in reference to food or play.

Infants quickly learn the concept of “more,” particularly when it comes to foods they like or a specific toy they want to play with.

#### EXAMPLES

- eats Cheerios in highchair, says, “mo”
- uses sign for “more”
- responds (nods head or gestures) to teacher’s question, “Do you want more?”

## Strand: **NUMBER AND QUANTITY**

Standard: **CD-MA2** – The child will manipulate, compare, describe relationships and solve problems using number and quantity.

### CD-MA2.0a

Participates in simple counting of objects when led by an adult.

Infants can observe the counting process led by the teacher. They can begin to anticipate the predictability of counting and may begin to verbalize by the age of one.

#### EXAMPLES

- sings along to counting songs such as “One, Two, Buckle My Shoe”
- says, “1, 2” when adult puts shoes on feet
- points to each eye and counts “1, 2”

# 0–12 months

domain CD: cognitive development and general knowledge: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **CD-MA3** – The child will explore and communicate about distance, weight, length, height and time.

## CD-MA3.0a

Plays with toys and objects of different sizes and shapes.

Infants learn about size and shape through exploration of objects of different sizes and shapes.

### EXAMPLES

- places stacking rings in order by size
- uses stacking cups to place one inside the other
- plays with different size balls, blocks, etc.
- sees and touches colorful shapes on a quilt

## CD-MA3.0b

Shows awareness of consistent daily routines.

Infants find comfort in having a predictable routine each day. They are able to anticipate events and often get fussy or upset when things are not predictable.

### EXAMPLES

- soothed by routine of “after lunch, comes nap,” puts herself to sleep for nap time
- communicates when hungry and is soothed when teacher provides comfort and states, “It’s almost time to eat”
- watches the door for parent as other parents start picking up children

Strand: **MEASUREMENT AND COMPARISON**

Standard: **CD-MA4** – The child will sort, seriate, classify and create patterns.

## CD-MA4.0a

Explores objects with different characteristics.

Infants are learning the physical characteristics of an object such as shape, texture and color. As they explore objects, infants learn how objects are related, how one nesting cup fits inside another nesting cup or that blocks can be stacked on top of each other. These observations help infants build mathematical knowledge.

### EXAMPLES

- places car inside box
- plays with different textured balls
- explores different colored blocks

## CD-MA4.0b

Begins to imitate simple sounds and movements.

Infants can imitate sounds and movements at a very early age, which is the beginning of understanding patterns. They will imitate sounds or gestures made by adults saying “Ma-ma-ma” or waving “bye-bye.”

### EXAMPLES

- imitates adult saying “Ba-ba-ba”
- imitates sounds as teacher sings “Row, Row, Row Your Boat” or other songs that have phrases repeated
- imitates teacher during finger-plays
- imitates teacher clapping to Pat-a-Cake

# 0–12 months

domain CD: cognitive development and general knowledge: **math**

## Strand: **GEOMETRY AND SPATIAL THINKING**

Standard: **CD-MA5** – The child will explore, recognize and describe spatial relationships between objects.

### CD-MA5.0a

Explores relationships between objects through play.

Infants naturally grab and touch objects within their reach. They observe and learn about relationships between objects through exploration, reaching out or kicking at them. As they become more mobile, they navigate through spaces, crawl across the floor or pull up next to the chair.

#### EXAMPLES

- explores soft shape blocks in a variety of colors
- manipulates pop beads
- rolls balls
- bangs spoon on highchair to make noise
- crawls around or under the table

### CD-MA5.0b

Explores simple objects to make them fit.

Infants learn to recognize objects by their shapes and not what position the objects are in. A stuffed bear is a stuffed bear whether it is lying down or standing up. Using a simple one-piece puzzle gives children the opportunity to begin exploring spatial concepts.

#### EXAMPLES

- fits shapes into a shape sorter with teacher assistance
- fits puzzle piece into a fitted base
- pulls rings off ring stacker

### CD-MA6.0a

Explores objects with different shapes.

Infants have an inborn ability to understand shapes. They can recognize the difference between a circle and a square. They should explore the feel and texture of shapes to learn about them.

#### EXAMPLES

- places simple shapes in shape sorter
- smiles at teacher as she hands infant different shapes and talks about them: “Oh, you put the square on top”
- looks at colorful shapes hanging in the classroom and listens to teacher describe them
- looks at shape board books
- holds soft shape blocks

## Strand: **GEOMETRY AND SPATIAL THINKING**

Standard: **CD-MA6** – The child will explore, recognize and describe shapes and shape concepts.

## teachers' helpers

### BOOKS

*Doggies Go Berserk* and *Hippos Go Berserk*  
by Sandra Boynton

*Rainbow Fish Counting* by Marcus Pfister

*Touch and Feel Shapes* by DK Publishing

### SONG

#### “Ten Little Fingers” (poem)

I have ten little fingers.  
They all belong to me.  
I can make them do things.  
Would you like to see?  
I can close them up tight.  
I can open them wide.  
I can press them together.  
I can make them all hide!  
I can hold them up high.  
I can hold them down low.  
I can fold them together.  
And hold them just so!



### MATERIALS

Single knob puzzles

Texture shapes

Large soft, washable blocks

Materials easily set in motion

# 0–12 months

domain CD: cognitive development and general knowledge: **social studies**

## Strand: **FAMILY**

Standard: **CD-SS1** – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.

### CD-SS1.0a

Uses sounds, facial expressions or body movements when recognizing family members.

Very young children form early bonds with their families. They display obvious physical signs of recognition—smiling, reaching out—when interacting with familiar relatives or teachers.

#### EXAMPLES

- smiles at family member when being picked up from crib
- turns head to follow parent's movement
- smiles and turns head at the sound of a familiar voice
- reaches for a family member (father, mother, grandparent, teacher, etc.)
- moves toward family member (crawls, walks, etc.)

## Strand: **PEOPLE AND COMMUNITY**

Standard: **CD-SS2** – The child will demonstrate an understanding of his/her community and an emerging awareness of others' cultures and ethnicities.

### CD-SS2.0a

Begins to understand acceptable and unacceptable behavior.

Infants cue into adults' facial expressions and body language to understand when a behavior is acceptable.

#### EXAMPLES

- looks at teacher when pulling on her glasses
- puts hand up and says, "Hot" when looking at microwave or crock pot
- watches adult's facial expression/body language when placing hand near electrical outlets



# 0–12 months

domain CD: cognitive development and general knowledge: **social studies**

## Strand: **PEOPLE AND COMMUNITY**

Standard: **CD-SS3 – The child will demonstrate awareness of the geography in his/her community.**

## Strand: **PEOPLE AND COMMUNITY**

Standard: **CD-SS4 – The child will demonstrate an awareness of economics in his/her community.**

### **CD-SS3.0a**

Recognizes personal objects.

Infants at a very young age recognize and show preferences for personal objects such as a favorite blanket.

#### **EXAMPLES**

- reaches for her “blankie” when presented with several blankets
- reaches for his pacifier or bottle
- cuddles favorite stuffed animal

### **CD-SS3.0b**

Shows familiarity with aspects of classroom and home environment.

Infants are constantly taking in information about their environments and quickly become accustomed to familiar furnishings, sounds and lighting. As they become mobile, they explore and learn where their favorite toys are located in their homes and classrooms.

#### **EXAMPLES**

- lunges body toward carpet where toys are waiting
- crawls to window to look outside
- reaches for books or toys on shelves or in baskets

### **CD-SS4.0a**

Assists with simple tasks.

As infants grow and develop, they are beginning to assist teachers with simple tasks.

#### **EXAMPLES**

- holds bottle for feeding
- feeds self cereal or banana
- holds up arms for adult to take off shirt

### **CD-SS4.0b**

Observes key community occupations.

Infants process information through all of their senses. As they are exposed to images, language and experiences related to community occupations, these concepts become part of their prior knowledge. There may not be deep meaning yet, but this background provides a foundation to anchor later understanding.

#### **EXAMPLES**

- looks at pictures as teacher reads a book about community helpers
- plays with dolls and other toys depicting a variety of occupations
- listens to songs, rhymes or finger-plays with lyrics describing types of jobs (“Five Little Monkeys,” “I’ve Been Working on the Railroad,” “Pat-A-Cake”)

### **CD-SS4.0c**

Understands concept of “more.”

As infants develop, they learn language and concepts from interactions with adults. For example, a teacher might comment: “Do you want more?” as they offer additional food. Older infants can learn words or gestures that communicate this desire.

#### **EXAMPLES**

- asks for “More” cookies
- uses hand gestures to indicate wanting more food
- holds up cup and says, “Gone, gone”

# 0-12 months

domain CD: cognitive development and general knowledge: **social studies**

## Strand: **HISTORY AND EVENTS**

Standard: **CD-SS5** – The child will understand the passage of time and how events are related.

### CD-SS5.0a

Responds to changes in routine or schedule.

Infants respond to any changes in their routines or schedules with physical signs. They may smile or laugh at a new experience or become fussy and cry if their nap time is delayed.

#### EXAMPLES

- cries if lunch is late
- moves to show enjoyment as new music is played in the classroom
- becomes irritable if there is a disruption to nap time

## teachers' helpers



### BOOKS

*I Love You Stinky Face*

by Lisa McCourt

*Come Along Daisy*

by Jane Simmons

*Carry Me* by Rosemary Wells

*Bunny Cakes* by Rosemary Wells

### SONGS

“Car Ride”

This is the way the car goes.

(Bouncing on teacher’s lap)

Bumpity, bumpity, bump.

This is the way the car goes.

Bumpity, bumpity, bump,

Oh, oh, there’s a hole in the road.

Bumpity, bumpity, BUMP!

(Child falls between teacher’s knees.)

### MATERIALS

Age-appropriate dolls representing various ethnicities, ages and occupations

Small, age-appropriate toy trucks, cars, boats and airplanes

Family photos

Pots and pans

Toy telephones

Large plastic or soft animals

Child-safe mirrors

Age-appropriate toy foods from variety of cultures

Photos from around the world

Multi-cultural musical instruments

Multi-cultural music CDs



# 0–12 months

domain CD: cognitive development and general knowledge: **science**

Strand: **SCIENTIFIC SKILLS AND METHODS**

Standard: **CD-SC1 – The child will demonstrate scientific inquiry skills.**

## CD-SC1.0a

Observes and explores objects using all senses.

Infants use their senses to learn about their environment. They handle objects in many different ways, twisting or turning them to see what happens.

### EXAMPLES

- mouths a ball or other plastic toy
- kicks colorful objects dangling from a “floor gym” toy
- kicks ball
- shakes rattle
- grasps object such as a board book and uses senses to explore (puts in mouth, shakes, bangs)

## CD-SC1.0b

Attempts to use objects as tools.

As infants develop motor control, they explore simple toys and how they work.

### EXAMPLES

- uses a plastic spoon to repeatedly strike the highchair tray and make sounds
- uses plastic bowl as a toy by placing on head or turning it upside down

## CD-SC1.0c

Responds to what he/she sees, hears, tastes and smells.

Infants process information by the sights, sounds, smells and feel of the world around them. Although it may take a while to understand what the information means, infants respond to familiar faces, voices and sensations of everyday life.

### EXAMPLES

- mouths objects to learn about textures
- manipulates toys with hands and feet to explore concepts of size and shape
- responds to high-pitched, sing-song voices
- reaches for a colorful mobile over his changing table
- shows excitement when he sees a familiar face





# 0–12 months

domain CD: cognitive development and general knowledge: **science**

## Strand: **EARTH AND SPACE**

Standard: **CD-SC2** – The child will demonstrate knowledge related to the dynamic properties of earth and sky.

### CD-SC2.0a

Touches water with adult support and supervision.

Infants can explore with all their senses as they splash and play in small amounts of water.

#### EXAMPLES

- splashes with hands when placed near a cookie sheet with a small amount of water on it
- squeezes water from a sponge repeatedly and soaks up more from a tray or shallow bowl
- shows pleasure or displeasure when experiencing hand washing

### CD-SC2.0b

Touches sand and mud with adult support and supervision.

With hazard-free materials and teacher supervision, older infants can learn about the properties of soil through multi-sensory activities. Be mindful of infants trying to taste or swallow soil or sand.

#### EXAMPLES

- sits in a small sandbox, pats sand with hands and wiggles bare toes through sand
- squeezes clean soil with fingers and responds to the change when teacher adds a little water to create mud
- gazes intently as sand is poured through a sieve or funnel
- holds out fingers to touch falling sand
- laughs or coos while touching sand

### CD-SC2.0c

Observes the sun, clouds and transition from day to night with adult support.

Infants are exposed daily to the differences in day and night, but come to be conscious of these differences slowly as they grow and develop. They experience the slower pace, darkness and onset of sleep at night and the increased activity level and light of day. Teachers can point out and name objects in the environment to draw attention to them: "It's a sunny day today. The air feels warm on your face." (Avoid asking a child to look directly into the sun.)

#### EXAMPLES

- looks at clouds and sky as teacher points and talks while sitting in a teacher's lap outside
- listens and looks as teacher reads simple picture book about day and night
- listens to and sings songs and rhymes about day and night ("Twinkle, Twinkle Little Star," "Good Morning to You," "Dingle Dangle Scarecrow")

### CD-SC2.0d

Observes different types of weather.

Infants notice different types of weather in their environment. Adults can discuss weather and relate it to how infants dress every day.

#### EXAMPLES

- listens to mom: "Today is very cold. Let's put on a jacket"
- listens to dad: "Today it is raining. We will need to use an umbrella"
- looks out the window and hears adult say, "It is a beautiful day. The sun is shining"
- points to sun and says, "Hot"

# 0–12 months

domain CD: cognitive development and general knowledge: **science**

## Strand: **LIVING THINGS**

Standard: **CD-SC3** – The child will demonstrate knowledge related to living things and their environments.

### **CD-SC3.0a**

Shows curiosity about people, plants and animals.

Infants are curious about things in their environment. They will notice animals and respond to them differently than people. They use their hands and mouths to touch, feel and learn, so close supervision is necessary.

#### **EXAMPLES**

- looks at fish in class aquarium when pointed out by teacher
- feels and rubs leaves as teacher supervises
- reaches for a plant hanging in the classroom
- reacts to people entering classroom

### **CD-SC3.0b**

Discovers body parts.

Infants slowly become more and more self-aware as they grow and develop. They sometimes see their own body parts as separate from themselves, almost like toys or other objects. Teachers support this new self-awareness by talking with babies as they are fascinated with their own bodies.

#### **EXAMPLES**

- giggles and looks at toes while teacher recites “This Little Piggy”
- looks at and mouths balled fist
- shows interest in other people by grasping ears, noses, hair or by trying to put teacher’s fingers in his/her mouth
- when placed on the floor by a mirror, gazes at reflection and reaches toward the mirror

## Strand: **PHYSICAL SCIENCE**

Standard: **CD-SC4** – The child will demonstrate knowledge related to physical science.

### **CD-SC4.0a**

Demonstrates ability to move objects.

Infants are beginning to learn that they have some control over their limbs and begin to move them to affect objects in their environment.

#### **EXAMPLES**

- shakes a rattle
- grabs a soft ball and wiggles hand to see it move
- kicks toys hanging from a floor gym
- passes an object from hand to hand

### **CD-SC4.0b**

Touches objects to gain knowledge about them.

Infants process information by the feel of items in the world around them. They may reach for or crawl toward items they want to explore.

#### **EXAMPLES**

- fingers blankets and soft toys to feel the texture
- rubs teacher’s hands or face while being fed or rocked
- splashes in small puddles of water added to a highchair tray
- grasps a rattle from a nearby container and uses senses to explore it

# 0-12 months

domain CD: cognitive development and general knowledge: **science**

Strand: **INTERACTION WITH THE ENVIRONMENT**

Standard: **CD-SC5 – The child will demonstrate an awareness of and the need to protect his/her environment.**

## CD-SC5.0a

Identifies familiar people and objects in his/her environment.

Infants can identify parents, grandparents and teachers at a very early age. An infant's environment is what is most familiar to him/her, and that is usually his/her home and school.

### EXAMPLES

- identifies teacher by reaching out to be held
- turns in the direction of a familiar voice (mother, father, teacher) as a sign of recognition
- says, "Nana" when grandmother picks up at school

## teachers' helpers

### BOOKS

*Ten Little Fingers and Ten Little Toes*  
by Mem Fox

*The Eensy-Weensy Spider*  
by Mary Ann Hoberman

*My Little Animals Board Book*  
by Deni Brown

*Big Fat Hen* by Keith Baker

*Put Me in the Zoo* by Robert Lopshire

*Baby Animals* by Garth Williams

### SONG

"Roly Poly Caterpillar"

Roly poly caterpillar (circle arms)  
Into a corner crept.  
Spun around himself a blanket  
(spin around)  
Then for a long time slept  
(rest head on hands)  
Roly poly caterpillar (circle arms)  
Wakening by and by (stretch)  
Found himself with beautiful  
wings (arms out)  
Changed to a butterfly  
Flutter and fly (wave arms)

### MATERIALS

New clean sponges  
(discard after initial use)  
Soft toy animals  
Smooth plastic balls  
Rattles  
Toys with bells inside  
Water and starch  
Living things such as plants, aquariums  
Books that represent nature realistically  
Toys that represent science realistically  
Bubbles  
Water mat  
Sensory board/box



# 0–12 months

domain CD: cognitive development and general knowledge: **creative development**

Strand: **CREATIVE MOVEMENT AND DANCE**

Standard: **CD-CR1** – The child will participate in dance to express creativity.

Strand: **VISUAL ARTS**

Standard: **CD-CR2** – The child will create and explore visual art forms to develop artistic expression.

## CD-CR1.0a

Responds to music.

An infant is born ready to listen, even though his listening ability is not fully developed. Children as young as two months old give fixed attention to musical sounds from the human voice or an instrument.

### EXAMPLES

- turns head when music is played
- waves hands and kicks feet when a toy tambourine is played nearby
- smiles as he/she makes new babbling sounds when music is played
- coos when being sung to
- rocks/shakes body to music

### Activity Idea:

Play a variety of music, such as *Kids in Motion* by Greg and Steve, and watch the children move! Clap to the beat and encourage all to join in.



## CD-CR2.0a

Explores simple art materials.

Infants will swipe at objects, then quickly learn to reach and grab. Exploring basic art materials encourages development of fine motor muscles and helps build new skills.

### EXAMPLES

- smiles when face is touched with a soft paintbrush
- holds large crayon in hand and marks on paper with help

## CD-CR2.0b

Attends to bright or contrasting colors.

The sense of sight develops over the first six to eight months of life, at which point a baby will see things as well as you do. Infants can see color from birth but have difficulty distinguishing similar tones (such as red and orange), so they show a preference for bright primary colors or contrasting black and white.

### EXAMPLES

- reaches for brightly colored displays
- looks intently at pages in a black-and-white board book
- reaches for a brightly colored rattle or stuffed toy

## CD-CR2.0c

Shows preference for particular visual stimuli.

An infant's vision is almost fully developed in its clarity and depth perception by about eight months. An infant shows a clear preference for bold colors and contrasting shapes, as well as familiar faces.

### EXAMPLES

- turns head to look at the bright toy hanging over the changing table
- crawls toward a favorite stuffed bear and reaches for it
- shakes colorful measuring spoons and laughs when they move and make noise

# 0-12 months

domain CD: cognitive development and general knowledge: **creative development**

Strand: **MUSIC**

Standard: **CD-CR3 – The child will use his/her voice, instruments and objects to express creativity.**

## CD-CR3.0a

Experiments with vocalization and sounds.

One of the first sounds most infants hear is the human voice and they can distinguish that sound from other sounds. At six months, interest in sounds is so intense, they want to participate with coos and babbles to interact with others.

### EXAMPLES

- coos when she hears caregiver's voice
- tries to copy simple sounds "La, la, la, ba, ba, ba"
- squeals with happiness when she sees mommy

## teachers' helpers

### SONG

#### "Criss-Cross"

Criss-cross, applesauce.  
(Cross mark on tummy/  
tap on shoulders)

Spiders crawling up your tummy  
(Fingers crawl up body)

Rain falling down.  
(Slide fingers down body)

Now you've got the shivers!  
(Tickle all over)



### MATERIALS

Jello-colored ice cubes for painting

Jumbo crayons

Large sheets of poster paper

Nontoxic, washable paint

Cloth dolls (three skin tones)

Stuffed animals

Plastic dolls

Plastic phones



# 0–12 months

domain CD: cognitive development and general knowledge: **cognitive processes**

Strand: **DRAMA**

Standard: **CD-CR4 – The child will use dramatic play to express creativity.**

## CD-CR4.0a

Shows interest in rhymes, finger-plays and stories with props.

Infants will show interest in short stories and finger-plays when a teacher moves their hands and feet and get them involved.

### EXAMPLES

- watches as you move their hands when singing “The Itsy Bitsy Spider”
- responds with interest and smile while playing Peek-a-Boo
- listens to short rhymes and stories when teacher points to pictures

## CD-CR4.0b

Participates in finger-plays.

Infants learn through sensory experiences and movement. Finger-plays, such as Pat-a-Cake or The Itsy Bitsy Spider encourage their participation as they interact with adults.

### EXAMPLES

- smiles when teacher takes her hands and pats them together while singing “Pat-a-Cake”
- shows excitement and wiggles feet as teacher tickles toes and sings “This Little Piggy Went to Market”

## CD-CR4.0c

Responds to volume in tones and inflection.

Infants are listening to your voice to learn how to make sounds. Using a sing-song voice helps teachers connect with infants and helps them develop language skills. Model different sounds for them, looking at them closely, using both a loud and soft voice.

### EXAMPLES

- turns head when she hears her mother’s voice
- smiles when hearing name spoken in a soft voice
- startles when hearing a loud cry

## teachers’ helpers

### BOOKS

*Spot the Dot* by David Carter

*Rain, Rain Go Away* by Caroline Jane Church

*Oh David: A Diaper David Book*

by David Shannon

Feel and learn books

### SONG

“If All the Raindrops”



If all the raindrops  
were lemon drops and gum drops  
oh what a rain that would be.  
I’d stand outside with my mouth open wide  
uh uh uh uh uh uh uh uh uh uh  
If all the raindrops  
were lemon drops and gum drops  
oh what a rain that would be

Variation:

If all the snowflakes  
were candy bars and milk shakes.

### MATERIALS

A variety of interesting, open-ended materials

Purposeful, intentional interactions with teachers

Rattles, shakers, toys with buttons to press, mobiles to kick

# 0-12 months

domain CD: cognitive development and general knowledge: **cognitive processes**

## Strand: **THINKING SKILLS**

Standard: **CD-CP1 – The child will demonstrate awareness of cause and effect.**

### CD-CP1.0a

Acts on an object to make a pleasing sight, sound or motion.

As infants gain control of head and body, they begin to discover ways to interact with the world around them. They may kick at a mobile to make it move or bang two blocks together to hear the loud sound. They become increasingly aware of their own abilities, shaking a rattle and smiling at the noise.

#### EXAMPLES

- kicks feet to make ankle bells chime
- shakes a bell to hear the sound
- bangs two objects together
- pushes down on a piano key to hear the sound
- pushes appropriate button to make toy light up

## Strand: **THINKING SKILLS**

Standard: **CD-CP2 – The child will use prior knowledge to build new knowledge.**

### CD-CP2.0a

Experiments with objects.

Infants are naturally curious. They are eager to explore objects with all their senses. This helps them build a base of knowledge about the world and how it works.

#### EXAMPLES

- mouths and sucks on toy
- strokes texture ball
- waves homemade shaker
- looks at a book to see the pictures
- explores how to eat new foods

### CD-CP2.0b

Imitates sounds and movements.

Infants readily imitate sounds and movements. They repeat words such as “bye-bye” and motions such as waving. They are learning language as well as becoming adept in social situations.

#### EXAMPLES

- copies teacher as she rocks or bounces to the beat of music
- claps hands following teacher’s lead
- copies mommy as she waves “bye-bye”
- repeats words after teacher: “Eat” or “Bye-bye”

## Strand: **PROBLEM SOLVING**

Standard: **CD-CP3 – The child will demonstrate problem-solving skills.**

### CD-CP3.0a

Interacts with a toy or object to understand it.

Infants use all their senses to interact and play in different ways. They may hold a toy key ring, look at it, mouth it and shake it to hear the sound. The combination of all these actions gives them an understanding of the object.

#### EXAMPLES

- shakes a soft, jingly toy, pats it and puts it in his/her mouth
- stacks the stacking rings
- squishes soft food through fingers before eating it
- touches the variety of textures in a “feel and learn” book





ages 12–24 months



## ages 12–24 months

walk **explore** ride on toys **sleep well** try new foods **select toys**  
respond to music **know name** accept change **focus** interact  
**listen** sing **persist** experiment **scribble** make simple choices  
**follow** engage **name numbers** recognize size **play alone**



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# 12-24 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM1 – The child will practice healthy and safe habits.**

## PDM1.1a

Sleeps well, waking rested and ready for daily activities.

One-year-olds have established a regular sleep schedule and generally wake up ready to engage in activities. They still need a consistent schedule, with one or two daily naps.

### EXAMPLES

- interacts with noisy box or toys
- gets up from cot and walks toward teacher
- vocalizes when first awakening

## PDM1.1b

Actively participates in physical activity for three to five minutes at a time.

One-year-olds are interested in exploring and interacting with their world to learn new things. Their short attention spans keep them moving from one thing to another.

### EXAMPLES

- throws beanbags in a basket
- pushes toy grocery cart
- crawls on climbers or slides
- uses riding toys with or without pedals
- uses age-appropriate playground equipment

## PDM1.1c

Identifies and tries to avoid dangers with assistance.

One-year-olds are beginning to be able to identify dangerous situations such as an electrical outlet or staircase. They might look to a teacher when approaching an area they have been warned about.

### EXAMPLES

- looks at dangerous area where child could fall, points and shakes head
- seeks teacher for assistance when faced with danger
- reaches for teacher's hand
- participates in periodic safety drills

## PDM1.1d

Communicates beginning understanding of dangerous situations.

One-year-olds notice things in the environment that are not safe. After being taught and reminded consistently, they begin to repeat actions and words that signify danger.

### EXAMPLES

- points to a pretend coffee pot and says, "Hot"
- shakes head and looks at teacher when close to danger, such as an outlet
- recognizes the difference between familiar adults and strangers
- listens as teacher explains how to use materials appropriately
- says, "Boo boo" when she sees a band-aid

## PDM1.1e

Makes adult aware of health and self-care needs and seeks assistance.

One-year-olds might begin to notice and care when their hands are dirty or they need personal assistance from a teacher. They begin to respond to a teacher's cues or routines that encourage personal hygiene and cleanliness.

### EXAMPLES

- shows teacher he/she has paint on her hands
- points to diaper and says, "Poopy"
- sometimes will tell teacher when they have to go potty
- communicates basic needs and wants: "Me sleepy"

# 12–24 months

domain PDM: physical development and motor skills

## Strand: **HEALTH & WELL-BEING**

Standard: **PDM2 – The child will participate in activities related to nutrition.**

### **PDM2.1a**

Distinguishes between food and non-food items.

One-year-olds explore and learn by putting things in their mouths. With trial-and-error and reminders, they can begin to distinguish what items can be eaten and what items are “not food.”

#### **EXAMPLES**

- touches apple stem, but does not put in mouth
- spits out items that are not food
- mouths items to determine if they're food or not
- begins to use multiple senses to determine if an item is food

### **PDM2.1b**

Shows interest in and tries new foods.

More teeth mean that one-year-olds can try more foods. They are also beginning to feed themselves. Offering a variety of familiar and new healthy choices gives a one-year-old the opportunity to taste different foods.

#### **EXAMPLES**

- chooses from cheese, melon or peas on tray
- wants to try what the teacher and other children are eating
- tries new foods when offered
- points out and names items on plate

## Strand: **USE OF SENSES**

Standard: **PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.**

### **PDM3.1a**

Acts and moves with intention and purpose with some adult assistance.

One-year-olds are growing stronger and are able to coordinate more body movements as they become more mobile. They are able to see objects they want and control their heads, hands and bodies to move in a general direction with assistance.

#### **EXAMPLES**

- sees toy and crawls or walks in general direction to pick up
- puts shape toys in a box
- picks up item from floor
- kicks ball forward

### **PDM3.1b**

Uses trial-and-error to discover how the body fits and moves through space.

One-year-olds enjoy the discovery of their bodies and how they move. They will attempt to crawl in tight spaces and climb on and through objects as they learn what their bodies can do.

#### **EXAMPLES**

- crawls in and out of large box
- crawls through small tunnel
- climbs up large foam wedge
- crawls under table
- backs down steps

#### **Activity Idea:**

Set out a box or laundry basket to make a “car.” Show children how to take their favorite animals/toys for a “ride” by pushing the box around.



# 12-24 months

domain PDM: physical development and motor skills

## Strand: **USE OF SENSES**

Standard: **PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.**

### **PDM4.1a**

Engages in some sensory experiences.

One-year-olds are eager to explore with their senses. They love to touch and squeeze toys, sing along to favorite songs and discover new smells and tastes.

#### **EXAMPLES**

- squeezes, molds and forms play dough
- dances and sings to favorite music
- catches bubbles
- finger paints
- engages in sand and water play
- uses feely boxes

### **PDM4.1b**

Tries a new action with a familiar object.

One-year-olds begin to experiment with objects and try out different ways to manipulate them.

#### **EXAMPLES**

- uses block as a telephone
- uses a towel for a blanket
- treats stuffed animal as a baby
- offers teacher pretend food

## Strand: **MOTOR SKILLS**

Standard: **PDM5 – The child will demonstrate gross motor skills.**

### **PDM5.1a**

Gains control and coordination of body movements.

One-year-olds are usually very active and develop a variety of gross motor skills. They can run fairly well and negotiate stairs by holding on to a banister with one hand and putting both feet on each step before going on to the next one. Most can climb and begin to kick and throw a ball.

#### **EXAMPLES**

- throws or kicks balls
- climbs on climbers
- rides simple riding toys
- stands alone
- stoops and recovers
- walks
- walks backwards
- runs
- walks up steps

### **PDM5.1b**

Develops emerging coordination and balance.

As one-year-olds learn to walk, they are gaining more coordination. They can now use their arms and legs to help keep themselves balanced.

#### **EXAMPLES**

- plays follow the leader
- dances, moving arms and legs to the music without falling

# 12–24 months

domain PDM: physical development and motor skills

Strand: **MOTOR SKILLS**

Standard: **PDM6 – The child will demonstrate fine motor skills.**

## PDM6.1a

Gains control of hands and fingers.

One-year-olds are beginning to develop some fine motor control. They work very hard to position their hands to grab a toy; eventually they are able to use one hand and then their fingers to grab smaller objects. A child's sitting balance will improve to the point that they no longer need to use their arms for support. The child will often alternate hands for activities. The child will begin to move fingers independently of other fingers. This may be evident in the ability to poke bubbles or point at objects. When coloring with crayons, the child will use whole-arm movements to color and will hold the crayon in a closed fist with his/her thumb pointing up.

### EXAMPLES

- pops bubbles
- uses jumbo crayons for drawing and marking paper
- turns page of book with assistance
- dumps sand into containers

## PDM6.1b

Demonstrates hand-eye coordination and participates in a variety of activities to enhance coordination.

One-year-olds are developing eye-hand coordination skills. This means that they are developing the ability of the eyes to guide the hands in movements. They need lots of practice with this skill and a variety of items to pick up, push, press and pull.

### EXAMPLES

- makes marks on paper with crayons or markers, progresses to scribbling
- stacks rings and blocks
- turns pages in a book
- rolls a ball and catches it
- transfers object from one hand to another
- uses spoon to feed self
- puts block in cup

## teachers' helpers

### BOOKS

*Pat the Bunny* by Dorothy Kunhardt

*Charlie Chick* by Nick Denchfield

*Out to Play* by Easy-Open

*Time for Bed* by Mem Fox

Touch and feel board books

### SONG

“Roll, Roll”

(Tune: “Row, Row, Row Your Boat”)

Roll, roll, roll the ball

Back and forth we go.

Merrily, merrily, merrily, merrily

Back and forth we go.



### MATERIALS

Balls of many textures and sizes

Inclined plane

Pull and push toys

Nesting objects

Tunnel

Rocking boat

Sensory area

Grasping toys (rattles, rings and squeeze toys)

Rails and/or bars for pulling up

Child-safe mirrors



# 12-24 months

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF**

Standard: **SED1 – The child will develop self-awareness.**

## SED1.1a

Identifies image of self.

A one-year-old has the awareness that the image she sees is herself and not another child.

### EXAMPLES

- looks at image in the mirror, points to the image of herself with a smile when teacher asks, "Where is Jasmine?"
- responds by smiling and pointing to the picture when teacher points to the image of her in a picture and says, "There's Emily"
- responds by dancing, squealing or saying name when teacher points to his image in a picture and says, "Who is this?"
- identifies her own space marked by photograph of self
- responds appropriately when asked, "Is this you?" when another child's photo is shown

## SED1.1b

Says his/her name.

Through interactions with teachers and hearing his name repeated, a one-year-old begins to recognize when his name is called.

### EXAMPLES

- looks in teacher's direction and waves his arms with excitement after teacher states his name
- turns head toward teacher when she hears own name
- moves toward teacher when he hears own name
- claps and smiles when her name is sung in a song
- calms crying upon hearing name from familiar adult

## SED1.1c

Shows knowledge of his/her own abilities/preferences.

With the support of adults, one-year-olds need to explore their environment and see options in order to identify their abilities and to form preferences.

### EXAMPLES

- chooses to build a tower with foam blocks instead of drawing a picture with crayons
- chooses to use crayons instead of finger paints in the art area
- shows preference for one teacher over another by walking over to her and sitting on her lap during storytime
- shows preference for foods at meal or snack time; pushes away unwanted foods, requests more of wanted foods
- removes unwanted clothing

Strand: **DEVELOPING A SENSE OF SELF**

Standard: **SED2 – The child will engage in self-expression.**

## SED2.1a

Uses sounds, facial expressions or gestures to express needs and preferences.

One-year-olds use sounds, facial expressions or gestures to communicate. This need builds on the foundation for healthy self-expression.

### EXAMPLES

- reaches arms up to the teacher and says "up" because he wants to be held
- points to her milk cup and says "more"
- reaches for the book that was just read, makes vocalizations to express that he wants to hold it
- grimaces and whines when another toddler pulls on her shirt
- smiles and reaches for preferred option when given two choices

## SED2.1b

Displays a range of basic emotions such as happiness, sadness and fear.

One-year-olds experience a healthy range of emotions and express these emotions to others using nonverbal and verbal communication.

### EXAMPLES

- cries and looks sad when her daddy leaves after dropping her off at school
- laughs and smiles when he watches his teacher pretend to be a chicken
- takes the block from another child and responds "no, no" to express her anger
- cries and seeks a familiar adult when a stranger walks in the room
- squeals and bounces at sight of favorite toy or activity

# 12–24 months

domain SED: social and emotional development

Strand: **SELF-REGULATION**

Standard: **SED3 – The child will begin to demonstrate self-control.**

## SED3.1a

Follows simple routines in a group setting with adult support, such as eating, napping or playing.

Routines in a one-year-old classroom help establish expectations and reinforce appropriate behaviors. Teachers establish simple routines, teach the routines and help guide toddlers as they practice mastering them.

### EXAMPLES

- throws napkin away in the garbage can after teacher reminder
- walks to diaper changing station after cue from teacher
- lays down on mat after washing hands from lunch after reminder from teacher
- puts toy back on shelf with adult instructions

## SED3.1b

Self-soothes with minimal adult support.

As one-year-olds grow, they develop healthy ways to self-soothe and cope in an effective way. They practice self-control and start to learn how to follow.

### EXAMPLES

- cries after a toileting accident; the teacher reassures that “accidents happen” and, after getting cleaned up, the child lies down on his/her cot and sucks thumb
- falls down on playground and hurts knee, cries out for mommy and begins to rock himself/herself back-and-forth
- cries after separating from mom, takes favorite stuffed animal from teacher and sits in the cozy corner snuggling animal to calm down
- seeks out a trusted adult during times of stress to calm down

## SED3.1c

Demonstrates the beginnings of impulse control with adult guidance.

With teacher’s guidance and support, one-year-olds start to gain knowledge of social expectations and rules to improve impulse control.

### EXAMPLES

- starts to bite another child but stops when teacher intervenes
- pushes child out of the way to crawl through tunnel, teacher stops child and says, “Wait for your turn” and child waits
- reaches for another child’s food, teacher intervenes by asking if child wants more food, child signs “More”

## SED3.1d

Accepts transitions and changes to schedules/routines with adult support.

Teachers must provide one-year-olds comfort and reassurance to help prevent undue stress during changes and transitions. Learning to adjust to change and transition helps children respond in a more positive and flexible way.

### EXAMPLES

- listens to teacher as she sings the “cleanup” song and helps carry blocks to the shelf
- finds own jacket when teacher says, “Outside” in preparation for taking the class outside
- lays down on mat when teacher turns on the nap music and turns off the lights
- walks to sink to wash hands when teacher says, “It’s time to get ready for lunch”





# 12-24 months

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**

Standard: **SED4 – The child will develop relationships and social skills with adults.**

## SED4.1a

Engages in interactions with familiar adults and responds to unfamiliar adults cautiously.

One-year-olds are becoming more adventurous due to their need to explore, but still need a safe and secure base to return to when they experience something new. They are slow to warm up to unfamiliar adults.

### EXAMPLES

- looks at new teacher then crawls toward his/her familiar teacher
- stares at unfamiliar adult with caution as he/she looks back at mommy to make sure she is nearby
- seeks affection from known adults
- begins to seek interaction with unknown adults with encouragement
- seeks approval from familiar adults before interaction with unknown adults or new objects

## SED4.1b

Shows feelings of security with familiar adults.

Forming trusting relationships with responsive teachers helps one-year-olds know that their needs will be met, and they feel loved and cared for.

### EXAMPLES

- stops crying and calms down when the teacher comforts her as mommy leaves the classroom
- hugs teacher's leg when startled by a loud noise
- points to diaper when in need of diaper change
- wakes during nap, looks for familiar teacher and returns to sleep
- takes risks when familiar adult is nearby

## SED4.1c

Shows beginning signs of affection with familiar adults.

With the support and guidance of teachers, one-year-olds start gaining awareness of caring feelings. The affectionate feelings of others reinforce healthy relationships.

### EXAMPLES

- runs to hug the teacher hello when she enters the classroom in the morning
- kisses mommy good-bye in the morning
- hugs or reassures familiar adults who are hurt or distressed
- reaches for familiar adult in times of distress for hugs and physical comfort
- initiates sitting on teacher's lap during activities (reading a book, playing with a toy)



# 12–24 months

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**

Standard: **SED5 – The child will develop relationships and social skills with peers.**

## SED5.1a

Begins to relate to and show enjoyment in interactions with other children.

One-year-olds are becoming more interested in other children and increasing their awareness of themselves and others.

### EXAMPLES

- explores plastic rings and taps them together with another toddler
- seeks out another child on the rug and watches the other child play with a shape sorter before walking away to block area
- attempts to play with the same toy a peer is playing with
- dances with peer when music is playing

## SED5.1b

Engages in mostly solitary play with some parallel play.

One-year-olds still prefer to play and explore separate from other children. Since they are more mobile and curious, however, they will occasionally engage in play alongside another child. Their play still lacks cooperation and collaboration.

### EXAMPLES

- sits in the library area by himself/herself looking at pictures in a book
- moves the peg puzzle he/she is playing with to the other end of the table when another child comes over
- plays with baby dolls, cuddling, swaddling, feeding, not paying attention to anyone else
- dumps and fills container full of pop beads alone
- sits and rolls car next to another child rolling cars

## SED5.1c

Engages in conflicts with peers regarding possession of items.

One-year-olds still lack self-control and are self-focused. They are rarely patient and lack the ability to share or put other children's needs before their own.

### EXAMPLES

- grabs a toy that another child is playing with
- pushes another child trying to play with the same train
- defends self by hitting or biting when another child tries to take his/her toy
- shouts "Mine" or cries when another child has an object perceived to be his/hers

## SED5.1d

Shows awareness of feelings displayed by peers.

Beginning to understand how someone else feels builds compassion and caring behaviors toward others. One-year-olds are aware when others are sad or happy.

### EXAMPLES

- attempts to comfort another child by patting her on the back
- hugs his teacher when he notices the teacher is hurt

## teachers' helpers

### BOOKS

*Big Al* by Andrew Clements  
*Guess How Much I Love You*  
by Sam McBratney  
*"I Have A Problem," Said The Bear* by Heinz Janischney

Homemade book about feelings



### SONG

"I Am Special"  
(Tune: "Frère Jaques")

I am special!  
I am special!  
Look at me, you will see.  
Someone very special,  
Someone very special,  
Yes it's me!  
Yes it's me!

### MATERIALS

Puppets, dolls and stuffed animals  
Child-safe mirrors  
Art/creative materials

### TEACHING AIDS

Feeling faces or posters  
Visual cues or signs to help guide transitions and routines

# 12-24 months

domain APL: approaches to play and learning

Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL1 – The child will demonstrate initiative and self-direction.**

## APL1.1a

Uses available senses to learn and explore their environment.

One-year-olds begin to move independently and explore their environment. Exploration through the five senses – hearing, taste, touch, sight and smell – helps toddlers learn about their world. These experiences are enhanced by adults creating meaningful activities for toddlers to safely explore their environment.

### EXAMPLES

- explores toys in water with teacher
- attempts to blow bubbles while her teacher holds bubble wand
- eats crunchy chips and soft string cheese
- makes loud noises through a funnel and laughs with excitement
- rings a bell repeatedly
- claps hands and imitates animal sounds while singing “Old MacDonald Had a Farm”
- takes turns squishing class-made play dough in a plastic bag

## APL1.1b

Demonstrates desire to complete more complex tasks by self.

One-year-olds become more mobile during this stage of development. They begin walking and are able to explore their learning environment on their own. Toddlers can reach and grab objects and toys and can use these items in more novel and complex ways. They use gestures and limited verbal communication to make their needs known.

### EXAMPLES

- plays with sponge and cups in shallow pan of water
- points to animal she doesn't recognize in a book and asks the teacher, “What dat?”
- dumps toys out of a container, places some back in and dumps them out again
- attempts to blow bubbles using a bubble wand

## APL1.1c

Selects book or toy from several options.

One-year-olds begin to show initiative and self-direction by selecting preferred books and toys in the classroom.

### EXAMPLES

- notices faces on each page of the book, selects book and attempts to turn pages
- sees the colorful shaker she enjoys playing with in the musical instrument box and picks it up to shake it
- selects a book from book bin and sits to pretend to read book
- chooses jumbo building blocks

Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL2 – The child will demonstrate interest and curiosity.**

## APL2.1a

Shows interest in what others are doing.

One-year-olds are developing a strong physical foundation for learning. They are becoming more mobile and seek out others in their learning environment. Toddlers observe and express a desire to interact with others.

### EXAMPLES

- crawls to teacher, sings songs and claps with peers
- looks at teacher as she reads a book to the class
- toddles over to the block area and sits near a peer as they manipulate the soft blocks
- walks over to circle time to participate as teacher does finger-play
- rocks to the music playing during music and movement

## APL2.1b

Begins to show curiosity/ interest in new objects, experiences and people.

One-year-olds begin to show interest and curiosity, seeking out new experiences. They are now better able to manage their reactions to their environment. They have an increased ability to self-regulate, be more alert and attend to personal interests for longer periods of time.

### EXAMPLES

- crawls over to ball that changes colors and makes sounds
- reaches for teacher when she brings new toy into the class
- toddles over to peer who is rolling a ball and reaches for ball
- crawls over to teacher as book is being read
- pushes over soft block tower

# 12–24 months

domain APL: approaches to play and learning

Strand: **ATTENTIVENESS AND PERSISTENCE**

Standard: **APL3 – The child will sustain attention to a specific activity and demonstrate persistence.**

## APL3.1a

Engages and persists with an activity, toy or object.

One-year-olds are gaining more control of their motor skills. They are able to separate hand movements, rotate their trunks and move their legs. These new skills allow them to persist with activities for longer periods of time.

### EXAMPLES

- presses buttons repeatedly or hits a lever on a pop-up toy
- holds a small object while walking in the classroom
- pushes walking toy across the room or as far as she can walk with it
- rolls ball back and forth with peer or teacher
- attempts to grasp and pop buttons

## APL3.1b

Demonstrates focus on a specific task or activity.

One-year-olds demonstrate attentiveness and persistence by focusing on a specific task or activity that interests them.

### EXAMPLES

- places blocks in a toy truck and dumps them out repeatedly
- sits at table and attempts to place one puzzle piece in the puzzle
- builds and demolishes block towers repeatedly
- sits and participates in puff painting project
- shows persistence in attempting to undress a doll in dramatic play

## APL3.1c

Tries a variety of approaches to getting what he/she wants.

One-year-olds continue to learn about their world through their five senses. They can be observed to reach for, grab or pull items they desire to have. They also use nonverbal communication and vocalizations to express their needs.

### EXAMPLES

- walks around the classroom holding a soft book for teacher to read
- rubs the ball with the bumpy texture while playing on the floor, wanting friends to join
- reaches for her sippy cup, saying “Uh, uh” when it’s meal time
- attempts to reach from several spots for ball that rolled underneath a table
- points to CD player when waiting to hear music and begins to wiggle and dance

## APL3.1d

Repeats interesting actions over and over to gain skills and confidence.

One-year-olds are building on skills gained as infants. They are gaining an understanding of cause-and-effect and using this knowledge to engage with and repeat simple actions. They show a sense of satisfaction when they are able to repeat the actions again and again.

### EXAMPLES

- places blocks in activity box, dumps them out and repeats the activity
- “drives” a toy truck in the classroom, filling it with blocks and dumping them out
- continues to use hand bells during music and movement
- completes large knob puzzle and then does it again and again



# 12-24 months

domain APL: approaches to play and learning

Strand: **PLAY**

Standard: **APL4** – The child will engage in a progression of imaginative play.

## APL4.1a

Uses objects for a real or imagined purpose.

One-year-olds are continuing to develop interest in using objects in their environments. They use these objects to imitate routines in their environments.

### EXAMPLES

- places a block to her ear and pretends to use it as a telephone
- uses a toy spoon to pretend to feed the baby doll
- moves a block around the rug making motor sounds, pretending to drive a car
- places doll in stroller and walks around classroom
- places pot on head from dramatic play and pretends it's a hat

Strand: **PLAY**

Standard: **APL5** – The child will demonstrate a cooperative and flexible approach to play and learning.

## APL5.1a

Plays independently with some interaction with other children.

One-year-olds continue to explore their learning environments. They begin to use toys in purposeful ways. At times they may interact with peers, but most play is solitary or with an adult.

### EXAMPLES

- plays the keys on a toy piano next to another child playing the drums
- moves a “push toy” around the room as children are in various centers
- turns the pages of a book in the cozy center while other children are present
- sits at table for finger print painting with other children
- plays with dinosaurs when another child comes over
- builds block tower next to peer building block tower

## teachers' helpers

### SONG

#### “I’m Bringing Home a Baby Bumblebee”

I’m bringing home a baby bumblebee  
 Won’t my mommy be so proud of me.  
 (cup bumblebee in hands)  
 Oh, I’m bringing home a baby bumble bee  
 Ouch! It stung me!

I’m squishing up the baby bumble bee.  
 (Press and rub your hands together)  
 Won’t my mommy be so proud of me!  
 I’m squishing up the baby bumble bee  
 Ooooo! He’s all over me!

I’m wiping off the baby bumble bee.  
 (Wipe your hands off on the sides of your legs)  
 Won’t my mommy be so proud of me!  
 I’m wiping off the baby bumble bee.  
 LOOK! He’s all gone!



### BOOKS

#### *I Can, Can You?*

(special needs) by Marjorie Pitzer

#### *Who’s Peeking?*

by Charles Reasoner

#### *Peek-A-Boo Who?*

by Taback Simms

#### *Busy Little Mouse*

by Eugenie Fernandes

#### *Surprise in the Kitchen*

by Mary Lee

#### *Imagine* by Alison Lester

### MATERIALS

Sealed plastic bottles filled with items such as colored water beads, gel or shredded paper

Graduated boxes to stack or cover with textured paper or cloth

Small, age-appropriate cause-and-effect toys

# 12–24 months

domain CLL: communication, language and literacy

## Strand: **RECEPTIVE LANGUAGE**

Standard: **CLL1 – The child will listen to conversations and demonstrate comprehension.**

### **CLL1.1a**

Responds to language during conversations, songs, stories or other experiences.

One-year-olds are listening and watching their environments to make meaning from what they see and hear. They learn language when participating in songs or when being read books by observing how adults and peers around them interact. Wants and needs become more clear to teachers as one-year-olds learn to say words.

#### **EXAMPLES**

- identifies familiar people, objects, animals and places by pointing
- responds to song or finger-play such as “Itsy Bitsy Spider”
- says, “No!” to a request
- leads adults to objects or activities
- communicates wants and needs through gesture and movement
- listens intently to a story while sitting in a teacher’s lap
- listens to finger-plays and rhymes
- participates in a music activity

### **CLL1.1b**

Listens to and follows simple directions.

The relationship between teacher and toddler evolves as one-year-olds begin to understand the exchange of language, including directions and requests. Children at this age are able to comprehend and perform simple tasks when asked.

#### **EXAMPLES**

- stops climbing when asked not to climb on table
- gets the ball
- stands up
- cleans up toys with help
- gets blanket for nap time
- moves to carpet for music time
- moves to table for meals and snack time

### **CLL1.1c**

Responds to adult questions with answers.

One-year-olds can listen to questions adults ask and provide simple answers to show they have understanding of what has been asked.

#### **EXAMPLES**

- shakes head “no” when asked to go with teacher
- crawls to get a book when asked to read
- responds, “Mooo” when asked, “What does a cow say?”

### **CLL2.1a**

Demonstrates understanding of simple words through his/her actions.

One-year-olds can understand many more words than they can produce. They are learning language from interactions with teachers, peers and familiar adults.

#### **EXAMPLES**

- identifies familiar people, animals or objects in pictures by pointing
- responds to songs and finger-plays

### **CLL2.1b**

Listens to simple stories.

Exposing a young child to books and stories at any age is critical to language development. One-year-olds enjoy hearing new and familiar stories while cuddling and reinforcing bonds with their teachers.

#### **EXAMPLES**

- brings and reads board book with teacher
- crawls to a teacher who is reading a story to another child

# 12-24 months

domain CLL: communication, language and literacy

## Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL3 – The child will use nonverbal communication for a variety of purposes.**

### CLL3.1a

Communicates needs and wants through nonverbal gestures and actions.

One-year-olds can understand many more words than they can produce. At this age, nonverbal gestures, actions and body language aid in communication.

#### EXAMPLES

- shakes head “no” when asked about a nap
- makes the sign for “more” at snack time
- brings a book to a teacher to read
- pulls bib off when done eating
- waves to say hello and goodbye
- retrieves blanket or sleep toy and says, “Mine”

### CLL3.1b

Uses some nonverbal gestures and actions used by others to express feelings.

One-year-olds learn language and how to express themselves by listening and watching others in their environment. As they watch and listen to what others do and say, they absorb this information and begin to imitate it.

#### EXAMPLES

- puts head down on table when discouraged
- waves hand when teacher says, “Bye-bye”
- puts finger to mouth to indicate “Shhh”
- imitates clapping
- blows a kiss to say goodbye

## Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL4 – The child will use increasingly complex spoken language.**

### CLL4.1a

Experiments with spontaneous vocal play.

Becoming more aware of vocalizations and the meaning of words is fun for a one-year-old. Sounds begin to take form and fall into patterns as the young child experiments with creating sounds and altering inflections.

#### EXAMPLES

- makes voice louder when trying to get a teacher’s attention
- imitates one- and two-word utterances
- babbles strings of word-like sounds and inflections
- says “Uh oh” when he drops something

### CLL4.1b

Uses one- to two-word phrases to communicate.

During this year, one-year-olds are moving from using non-word sounds to language. Words begin to emerge as they learn to communicate.

#### EXAMPLES

- asks for familiar food such as cheese or milk
- asks to get “out” of a chair or crib
- says, “Mama”
- exclaims “Uh-oh” when she drops spoon on the floor
- says “More” for another cookie

# 12–24 months

domain CLL: communication, language and literacy

## Strand: **EARLY READING**

Standard: **CLL5 – The child will acquire meaning from a variety of materials read to him/her.**

### **CLL5.1a**

With prompting and support, makes sounds that relate to pictures in books.

During their second year, children’s language expands as they are immersed in a speaking world. Teachers can sit and read to one-year-olds, pointing to pictures and encouraging children to make sounds.

#### **EXAMPLES**

- makes animal sounds while reading a farm book
- says simple sounds or words like “hush” in *Goodnight Moon*
- Laughs out loud during storytelling time
- makes an “ooh” sound in response to touching the soft texture of the sheep after reading *Touch and Feel Baby Animals* book
- squeals when reaches a favorite part of the story

### **CLL5.1b**

Shows preference for familiar stories.

One-year-olds feel safe and confident when they are aware of and can predict routines. This is true for books and stories, as well. Young children will choose to have teachers read familiar stories again and again.

#### **EXAMPLES**

- says, “Again!” to a teacher upon finishing a book
- knows repeating phrase such as “Goodnight” in a familiar book
- selects own book for independent or group reading
- joins a group when hearing or seeing a familiar story being told
- sings words from familiar books or stories

### **CLL5.1c**

With prompting and support, responds to simple questions about a story.

Teachers can ask simple questions about books and stories to one-year-olds. With support, they can respond. This encourages language development.

#### **EXAMPLES**

- points to the white dog in *Brown Bear Brown Bear* when asked
- responds when asked, “Can you find the moon in the picture?”
- points to pictures in book in response to questions
- responds by pointing to body parts after reading book about senses
- selects favorite food after reading a story about food

## Strand: **EARLY READING**

Standard: **CLL6 – The child will develop early phonological awareness (awareness of the units of sound).**

### **CLL6.1a**

Listens to and participates in familiar nursery rhymes, songs and chants.

One-year-olds become very engaged in singing songs and saying finger-plays that use rhyming words. Clapping “Pat-a-Cake” while waiting for lunch or saying “Itsy Bitsy Spider” during a diaper change allows young toddlers to hear the rhythm and rhyme of words which begins to build the foundation necessary for phonological awareness.

#### **EXAMPLES**

- plays games such as *Pat-a-Cake* and *Peek-a-Boo*
- sings “The Wheels on the Bus” and “I’m Bring Home a Baby Bumblebee”
- sings along to nursery rhymes
- sings with teacher during finger-play books

### **CLL6.1b**

Participates in rhyming activities.

One-year-olds love to hear and play with language. They can participate in simple rhyming activities, which helps build the foundation necessary for phonological awareness.

#### **EXAMPLES**

- sings “Twinkle, Twinkle, Little Star”
- sings “I’m Bringing Home a Baby Bumblebee”
- plays games such as *Pat-a-Cake*
- sings familiar chants and rhymes
- listens to teacher read nursery rhymes



# 12-24 months

domain CLL: communication, language and literacy

## Strand: **EARLY READING**

Standard: **CLL8 – The child will demonstrate awareness of print concepts.**

### CLL8.1a

Asks to have books read to him/her.

One-year-olds show increasing interest in books and being read to. Teachers can support this interest by being readily available for reading and asking children if they would like to hear a book.

#### EXAMPLES

- **points to book on shelf and makes noise indicating he/she wants to be read to**
- **chooses book from basket and backs up to sit in teacher's lap, indicating desire to read book**

### CLL8.1b

Touches or identifies pictures when prompted.

The shared experience between teacher and child of reading a book is an opportunity for many different learning experiences. In addition to fostering emotional bonds, teachers can introduce countless words while reading. Given ample opportunities to practice, one-year-olds will begin to identify pictures in books after a prompt from a teacher.

#### EXAMPLES

- **points to the dog in *Brown Bear, Brown Bear***
- **points to the eyes of an animal in a book**
- **points to classmates in book when looking at class-made books**

### CLL8.1c

With assistance, holds book upright and helps turn pages one at a time.

Correctly handling a book takes practice. Beginning in the first years of life, observing how teachers hold and handle books, then having the opportunity to handle books themselves allows one-year-olds to figure out how to "read" print materials.

#### EXAMPLES

- **sits with teacher and helps turn pages during read-aloud time**
- **sits on floor with developmentally appropriate books placed right side up (board or fabric book with thick, easy-to-handle pages) and turns pages**

### CLL8.1d

With adult guidance, recognizes some familiar logos in the environment.

One-year-olds are able to recognize images long before they can decode print. Pictures, colors and context are clues that they use to figure out how to communicate their wants and needs. An environment rich with all types of images and print gives them ample opportunity to practice "reading."

#### EXAMPLES

- **uses picture cards to identify foods or materials**
- **points to images or familiar print in books**

#### Activity Idea:

Make a homemade flip book of some popular logos that your children may be exposed to. Have them point to the logos as you read the book to them.



# 12–24 months

domain CLL: communication, language and literacy

Strand: **EARLY WRITING**

Standard: **CLL9 – The child will use writing for a variety of purposes.**

## CLL9.1a

Makes random marks and scribbles.

One-year-olds will begin to display a range of emergent writing behaviors. At first the marks on the page will be quite random, resembling dots, squiggles or lines. Eventually, these random marks begin to be more refined, controlled and purposeful. At this age, they are not ready to form letters.

### EXAMPLES

- scribbles on a small chalkboard with chalk
- scribbles on paper using crayons or markers
- scribbles on another child's backs
- writes in air using finger
- writes/draws on a scribble pad that lifts and erases (write and wipe board)

## CLL9.1b

Uses simple tools to mark on paper.

One-year-olds are able to grasp a simple tool such as a fat marker or crayon to make marks on paper. They observe adults or other children in the environment using writing tools and want to try, too. With guidance they can use simple writing tools.

### EXAMPLES

- makes random marks on paper with a marker
- holds the crayon with her thumb and fingers as she scribbles

## teachers' helpers

### BOOKS

*I Love My ABC's* by Mary Lee  
*Spark – A Bedtime Rhyming Picture Book* by Mark Smith  
*Crazy Town Upside Down: An Alphabet Book* by Vanessa Rouse  
*Moo, Baa, La La La!* by Sandra Boynton

### SONG

#### “Skidamarink”

Skidamarink a dink, a-dink,  
Skidamarink a-doo!  
I love you! (twice)  
I love you in the morning  
and in the afternoon.  
I love you in the evening  
and underneath the moon!  
Oh, skidamarink a dink, a-dink,  
Skidamarink a-doo!  
I love you!



### MATERIALS

Names on display  
Jumbo magnetic letters  
Dolls  
Stuffed animals  
Hand puppets  
Pretend phones  
Picture blocks  
Felt board stories  
Environmental print  
(labeling shelves, toys, items, etc.)



# 12–24 months

domain CD: cognitive development and general knowledge: **math**

## Strand: **NUMBER AND QUANTITY**

Standard: **CD-MA1** – The child will organize, represent and build knowledge of number and quantity.

### CD-MA1.1a

Imitates rote counting using numbers.

Rote counting means saying the numbers in sequence from memory. One-year-olds will hear the teacher counting, then mimic the teacher's actions, repeating some numbers in sequence.

#### EXAMPLES

- echoes teacher as she sings "One, Two, Buckle My Shoe"
- says some number words

### CD-MA1.1b

Participates in simple songs that involve number and quantity.

Songs help to build familiarity with numbers and quantity for one-year-olds.

#### EXAMPLES

- chants and motions to "Five Little Ducks Went Out to Play"
- sings and dances to songs involving number and quantity

### CD-MA1.1c

Attaches meaning to names for numbers with adult support.

One-year-olds begin to understand the names of numbers when used in everyday routines.

#### EXAMPLES

- counts "1, 2, 3" to get ready to sing a song
- holds up one finger when asked, "How old are you?"
- plays with soft foam numbers

### CD-MA1.1d

Shows awareness of early concepts related to amount.

One-year-olds are able to communicate ideas of amount in the context of everyday activities. They will request more food or tell you when they have finished by saying "All gone."

#### EXAMPLES

- uses sign language to communicate "more" and "all gone"
- says "All gone" when bowl of Cheerios is empty
- asks for "more" chicken nuggets at lunch

# 12–24 months

domain CD: cognitive development and general knowledge: **math**

## Strand: **NUMBER AND QUANTITY**

Standard: **CD-MA2** – The child will manipulate, compare, describe relationships and solve problems using number and quantity.

### CD-MA2.1a

Counts groups of one and two objects with adult guidance.

One-year-olds are just beginning to understand the concept of counting. Teachers can model counting as they pass out food, count toes during diapering or help children put on “two” shoes. One-year-olds may learn to count one or two objects with assistance.

#### EXAMPLES

- pulls socks on feet and counts “1, 2”
- points, touches and counts two eyes
- counts blocks during play: “One, two”
- responds when teacher says, “Give me two mittens”

### CD-MA2.1b

Applies number and counting to daily routine with adult guidance.

Learning to count requires lots of practice and repetition and should focus on being fun and playful. One-year-olds begin to mimic the counting sequence in daily activities led by the teacher.

#### EXAMPLES

- participates in saying “1, 2, 3, go” with teacher before activities
- participates in clapping and counting games with caregiver
- counts with teacher as plates and napkins are handed out for snack
- says, “All gone” when finished with juice

## Strand: **MEASUREMENT AND COMPARISON**

Standard: **CD-MA3** – The child will explore and communicate about distance, weight, length, height and time.

### CD-MA3.1a

Uses size words appropriately.

One-year-olds begin to repeat words they hear spoken by their adult models. They apply the terms “big,” “small,” “little” to objects in their surroundings.

#### EXAMPLES

- looks at block tower and says, “This is really big”
- points to the mama bear instead of the baby bear when asked, “Which one is bigger?”

### CD-MA3.1b

Explores and identifies objects that are big or small, heavy or light, and tall or short, with assistance.

One-year-olds learn about objects through exploration and modeling. Teachers should describe objects using comparative language: “This bear is sooooo big and this bear is veerry small.”

#### EXAMPLES

- lifts arms up high and says, “So big”
- empties container of objects and says, “All gone”
- looks at teacher for help when trying to move heavy tricycle onto bike path
- says “Heavy” when picking up basket of blocks

# 12–24 months

domain CD: cognitive development and general knowledge: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **CD-MA4 – The child will sort, seriate, classify and create patterns.**

## CD-MA3.1c

Explores measuring tools.

One-year-olds are curious about their environment. Having tools related to measuring for easy access allows children to explore these objects.

### EXAMPLES

- explores a variety of measuring cups in water
- uses measuring spoons in sand

## CD-MA3.1d

Begins to predict daily routines.

One-year-olds desire a predictable routine each day. They are beginning to be able to anticipate the daily routine of the school day. “First we eat breakfast, then we play with toys, then we go outside.”

### EXAMPLES

- washes hands, then sits at table for lunch
- gets blanket from cubby and lays on cot for rest time
- gets coat when it is time to go outside

## CD-MA4.1a

Orders several objects on the basis of one characteristic through trial-and-error.

One-year-olds learn best through trial and error. They touch, taste, see, hear and smell different objects to learn about them. With teacher guidance, they can experiment with putting objects in order. Toys such as stacking rings or nesting cups help to build this concept of order.

### EXAMPLES

- places rings in order as he stacks them
- picks up block that is “big” and block that is “small” when asked
- pours water from one cup to another
- places nesting cups inside one another

## CD-MA4.1b

Differentiates between two objects with different characteristics with adult guidance.

One-year-olds are beginning to be able to discriminate between objects and notice similarities and differences, although they cannot necessarily communicate this. They can recognize objects and give them to their teacher to identify which ones are the same.

### EXAMPLES

- helps clean up and put “like” toys together with adult guidance
- hands teacher pop bead when she asks for another one that “looks like this one”

## CD-MA4.1c

Copies patterns using sounds or physical movements, with adult prompting and guidance.

With one-year-olds, we can begin building knowledge of patterns with everyday experiences. With adult modeling and guidance, one-year-olds can copy simple patterns involving movement and rhythm.

### EXAMPLES

- sings “Wheels on the Bus” and repeats motions associated with song
- joins classmates in a clap, tap, clap, tap pattern

# 12–24 months

domain CD: cognitive development and general knowledge: **math**

## Strand: **GEOMETRY AND SPATIAL THINKING**

Standard: **CD-MA5** – The child will explore, recognize and describe spatial relationships between objects.

### CD-MA5.1a

When modeled by an adult, attempts to move objects in different directions, such as up, down, around or under.

One-year-olds learn about objects through manipulation and exploration. When presented with a new toy, one-year-olds will often try to figure out how to make it move but may need assistance from adults. They enjoy push toys and figuring out how to make them move in specific directions.

#### EXAMPLES

- plays with busy box, turning and pushing knobs
- sings “Teddy Bear, Teddy Bear, Turn Around”
- pushes popper push toy
- pulls a string toy around a table

### CD-MA5.1b

With prompting and guidance, begins to slide, rotate and flip objects to make them fit.

As one-year-olds manipulate objects, they are developing hand-eye coordination, which helps them learn how to slide, rotate or flip an object so it will fit properly. In the beginning, this is done mostly through trial and error. You may notice some children trying to force the object to fit. With adult guidance and modeling, toddlers begin to develop spatial awareness.

#### EXAMPLES

- manipulates two-piece picture cards to put together familiar objects
- plays with simple knobbed puzzles
- connects pop beads
- manipulates nesting toys
- fits shapes into a simple shape sorter

## Strand: **GEOMETRY AND SPATIAL THINKING**

Standard: **CD-MA6** – The child will explore, recognize and describe shapes and shape concepts.

### CD-MA6.1a

Recognizes basic shapes and matches two identical shapes.

Children learn about shapes to build the foundation for skills that will help them with reading, writing and math. Through active play and exploration, one-year-olds can begin to recognize basic shapes, such as circle, square, rectangle and triangle. Recognizing shapes means that they should not be expected to name or identify the shape, but when the teacher provides the name, such as “Which is a circle?” the child can point to it.

#### EXAMPLES

- picks up square block when teachers ask for the square one
- throws, pushes and squeezes various shapes
- uses simple shape sorters
- looks at star on plate and says, “Star”

## teachers’ helpers

### BOOKS

- Counting Kisses* by Karen Katz  
*One Big Building* by Michael Dahl  
*My Little Counting Book* by Roger Priddy  
*Barney’s Book of Shapes* by Mark Bernthal  
*Whose Back is Bumpy?* by Kate Davis  
*Counting* by Chuck Murphy  
*Shapes* by Chuck Murphy

### SONG

“Two Little Hands”  
(Tune: “Twinkle, Twinkle Little Star”)

Two little hands go clap, clap, clap  
Two little feet go tap, tap, tap  
Two little hands go thump, thump, thump  
(thump the ground)  
Two little feet go jump, jump, jump  
One little body turns around.  
One little child sits quietly down.

### MATERIALS

- Single knob puzzles
- Nesting cups
- Stacking cones
- Chubby pegboards
- Shape discovery boxes



# 12-24 months

domain CD: cognitive development and general knowledge: **social studies**

## Strand: **FAMILY**

Standard: **CD-SS1** – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.

### CD-SS1.1a

Uses simple words to show recognition of immediate family members.

As language skills develop, children show their recognition of family by learning and using simple word labels for family members.

#### EXAMPLES

- says “Mama” or “Dada” when parent arrives to pick him/her up
- points to a picture of her brother Drew and says, “Du”

### CD-SS1.1b

Begins to gesture and ask simple questions regarding differences and/or similarities between self and others.

As children develop, they begin to compare the people in their surroundings. One-year-olds notice and attempt to point out differences, especially physical ones, in their own ways.

#### EXAMPLES

- points to another child with hair of a different length or texture than own; may try to touch it
- touches a child’s bare foot and says, “Shoes?”
- points to unfamiliar people and says, “Who ‘dat?”

## Strand: **PEOPLE AND COMMUNITY**

Standard: **CD-SS2** – The child will demonstrate an understanding of his/her community and an emerging awareness of others’ cultures and ethnicities.

### CD-SS2.1a

Demonstrates understanding of simple rules.

One-year-olds are beginning to understand very simple rules although they may not follow them. They learn best if teachers use simple words and state what they want them to do.

#### EXAMPLES

- responds appropriately when teacher states, “We keep our feet on the floor”
- looks to teacher and says, “No” when climbing on table
- tells friend “Mine” when he attempts to grab toy
- often complies with simple rules when reminded, such as sitting in the chair, walking in the classroom or not placing unsafe objects in mouth

### CD-SS2.1b

Observes cultural celebrations.

One-year-olds are aware of cultural events and celebrations, such as birthdays, and can participate on a simple level.

#### EXAMPLES

- smiles and claps hands during birthday song
- watches fireworks or other holiday light displays
- tears paper off gift or removes gift from bag

# 12–24 months

domain CD: cognitive development and general knowledge: **social studies**

## Strand: **PEOPLE AND COMMUNITY**

Standard: **CD-SS3 – The child will demonstrate awareness of the geography in his/her community.**

### **CD-SS3.1a**

Recognizes people and objects have an appropriate location.

One-year-olds begin to understand certain objects belong in specific locations. They recognize familiar people and show preferences for teachers.

#### **EXAMPLES**

- **points to her own cubby**
- **recognizes personal bag in the classroom**
- **recognizes shelves and bins where toys are kept in the classroom**
- **says “Mine” when he sees his favorite stuffed animal**
- **goes to her mat during nap time**
- **recognizes full-time teachers versus a substitute**

### **CD-SS3.1b**

Recognizes aspects of his/her classroom and home environment.

As children grow, they experience more of their communities. They visit the grocery store or the park and many come to school. As they see different places, they develop a sense of the world around them. One-year-olds are beginning to recognize familiar things in their communities. They can point out specific features such as Grandma’s house or a popular fast food restaurant.

#### **EXAMPLES**

- **walks in front of parent to independently go to his classroom**
- **points out a picture of his/her own house and says, “Home!”**
- **needs little or no guidance to find his/her way when given directions to clean up or go to a specific area of the classroom**

## Strand: **PEOPLE AND COMMUNITY**

Standard: **CD-SS4 – The child will demonstrate an awareness of economics in his/her community.**

### **CD-SS4.1a**

Completes a task with assistance.

One-year-olds are learning the routines of the classroom. They are eager to complete tasks independently although they often need help.

#### **EXAMPLES**

- **washes hands with assistance**
- **puts on shoes or socks with assistance**
- **throws away plate and napkin after snack with assistance**

### **CD-SS4.1b**

Recognizes that familiar people perform different occupations.

One-year-olds can begin to connect familiar people to the jobs they perform. They may show interest in “work” items such as a computer or a tool belt, or in clothing worn by different workers.

#### **EXAMPLES**

- **states, “Breakfast!” or “Eat” when food service worker brings cart in the classroom containing breakfast, snack or lunch**
- **says “Teacher” or “Ms. Janet” when he/she sees classroom teacher**
- **pretends to cook using pots and pans**
- **uses toy hammer to pound wooden pegs**

### **CD-SS4.1c**

Understands concept of trading with peers to exchange goods/toys.

One-year-olds can begin to understand the concept of trading with peers, although it is very difficult. They do not understand ownership; they believe that everything belongs to them. The closest they can get to it is through turn-taking—my turn, your turn. This should occur in a managed situation, closely monitored by the teacher.

#### **EXAMPLES**

- **begins to share toys**
- **allows another child to take a toy without crying or becoming upset**
- **waits for turn to go down slide**



# 12–24 months

domain CD: cognitive development and general knowledge: **social studies**

## Strand: **HISTORY AND EVENTS**

Standard: **CD-SS5** – The child will understand the passage of time and how events are related.

### CD-SS5.1a

Adapts to changes in routine and/or schedule and anticipates events.

One-year-olds are able to adapt to changes in routine more readily than infants. They can delay nap for a few minutes to enjoy a new song or eat lunch outside instead of in the classroom. They have confidence in their teachers and rely on them to help them manage these changes.

#### EXAMPLES

- **cope**s with changes to routines (not irritable, not crying, smiles, laughs)

## teachers' helpers

### BOOKS

*Love You Forever*

by Robert Munsch

*All the World*

by Liz Garton Scanlon

*When Mama Comes Home Tonight*

by Eileen Spinelli



### SONG

“Merry-Go-Round”

Merry-go-round. Merry-go-round,  
(side to side rocking on teacher’s lap)

We go riding all around.

First we’re up, then we’re down.

(knees up, knees down)

We go riding all around.

(side to side rocking)

Hold on tight and don’t fall down!

(child falls between teacher’s knees)



### MATERIALS

Age-appropriate dolls representing various ethnicities, ages and occupations

Small, age-appropriate toy trucks, cars, boats and airplanes

Family photos

Dress-up clothes

Cooking and eating equipment

Child-size house furniture

Plastic animals

Child-safe mirrors

Age-appropriate pretend foods from variety of cultures

Photos from around the world

Multi-cultural musical instruments

Multi-cultural music CDs

Doll accessories

Hats and props representing different occupations

# 12–24 months

domain CD: cognitive development and general knowledge: **science**

Strand: **SCIENTIFIC SKILLS AND METHODS**

Standard: **CD-SC1 – The child will demonstrate scientific inquiry skills.**

## CD-SC1.1a

Observes and explores the nature of sensory materials.

One-year-olds begin to realize that toys and objects can have multiple uses. They begin to try different ways to manipulate objects.

### EXAMPLES

- drops Cheerios on floor for teacher to pick up
- takes off shoes and bangs soles together to create sounds
- climbs on blocks to extend reach
- places items in a box and shakes
- pushes wheeled toy up a ramp
- tries to sit on a push toy to move it along or use as a chair

## CD-SC1.1b

Uses simple tools to explore.

Imitating adults doing common tasks is a way that one-year-olds begin to use tools.

### EXAMPLES

- pushes or pulls toys
- plays with shape sorter to twist, turn and push the block into the matching hole
- uses spoon to feed self
- places objects into box and then dumps contents

## CD-SC1.1c

Uses sounds and simple words to describe things in the environment.

One-year-olds are beginning to vocalize and use words, so they can begin to describe their observations to teachers using simple words and sounds.

### EXAMPLES

- points to a dog and says, “Doggie?”
- tastes spaghetti and says, “Hot”
- sees any large vehicle with wheels and says, “Tuck”
- says “Yucky” or “Ooo!” when touching something sticky or slimy, such as finger paints or play dough
- says “Moo” when asked “What does the cow say?”

Strand: **EARTH AND SPACE**

Standard: **CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.**

## CD-SC2.1a

Engages in structured play using water.

One-year-olds continue to be curious and love to explore water with teacher-designed activities.

### EXAMPLES

- pours water into a sieve and watches it flow out
- pushes boats to the bottom of the water table and watches them bob up repeatedly
- dips cup into water and pours back into tub

## CD-SC2.1b

Engages in structured play using sand, soil and mud.

Teachers can guide one-year-olds through activities to direct their learning about these natural substances. Use hazard-free materials and supervise carefully to avoid choking hazards.

### EXAMPLES

- packs sand into a pail using hands or spoons as teacher models
- presses wet sand into simple sand toy molds to create shapes
- follows teacher example to “paint” with mud on paper or playground sidewalk
- gathers and forms sand into piles

# 12–24 months

domain CD: cognitive development and general knowledge: **science**

## Strand: **LIVING THINGS**

Standard: **CD-SC3** – The child will demonstrate knowledge related to living things and their environments.

### CD-SC2.1c

Identifies the objects in the sky and uses basic vocabulary to describe day and night.

With repeated exposure by teachers, one-year-olds connect vocabulary words to the objects they represent. Children may not be able to say the words themselves, but can point out the objects when prompted.

#### EXAMPLES

- looks at the sky and says, “There!” when asked, “Where are the clouds?”
- looks at a book with teacher and points to the sun when asked, “Show me the sun. Do you see the sun on this page?”
- says “Seep!” (sleep) or “Night night!” when the lights are dimmed for nap time
- points to picture book showing a night sky and says, “Dak” (dark)

### CD-SC2.1d

Uses emerging vocabulary to describe basic weather.

One-year-olds notice changes in temperature and precipitation, as these are multisensory experiences. They use very simple weather words when supported by teachers.

#### EXAMPLES

- says “Wain!” when a rain shower starts while playing outside
- holds out hands and says, “Cold!”
- while playing outside notices the sun and says, “Hot!”

### CD-SC3.1a

Interacts with plants and animals.

Living things in the classroom or in the director’s office provide one-year-olds the opportunity to interact with non-poisonous plants and class pets such as fish, hermit crabs or hamsters.

#### EXAMPLES

- observes fish swimming in a tank and notices color
- touches trees and grass on the playground
- stands at the window and points to birds at the bird feeder

### CD-SC3.1b

Explores characteristics of living things.

One-year-olds enjoy hands-on play and learning. With teacher supervision, one-year-olds can feel the textures of leaves and tree bark, smell flowers, watch the class pet move about in its environment, and observe the way their own bodies move and function.

#### EXAMPLES

- notices a butterfly land and points at it
- imitates behavior of family pet, making a barking sound when viewing a picture of a dog
- listens and responds as teacher reads books about plants and animals

### CD-SC3.1c

Names basic body parts.

One-year-olds use body vocabulary learned from teachers and parents. They love mimicking touching body parts and repeating their names (face, arms, legs, knees or mouth).

#### EXAMPLES

- touches nose when teacher asks, “Where is Amy’s nose?”
- uses baby doll to point to different body parts
- points to teacher’s face, ears or mouth when asked
- sings songs and joins activities requiring her to wave good-bye or touch body parts (such as “Pat your head”)

# 12–24 months

domain CD: cognitive development and general knowledge: **science**

Strand: **PHYSICAL SCIENCE**

Standard: **CD-SC4** – The child will demonstrate knowledge related to physical science.

## CD-SC4.1a

Demonstrates ability to push and pull objects.

One-year-olds respond to their natural curiosity as motivation to move objects around them. They can pull a small wagon or push buttons on a music box.

### EXAMPLES

- pushes over a teacher-created block tower and wants her to rebuild it
- pulls toys with handles (small wagons, toy shopping carts)
- uses wheeled toys to hold on to as he/she pushes and walks behind them
- intentionally rolls a ball

## CD-SC4.1b

Observes objects that move at different speeds.

One-year-olds begin to use basic vocabulary to describe moving objects in the environment, such as toys, games, objects and natural items.

### EXAMPLES

- says “Go fast” when running on playground
- feels quick and slow rhythms as teacher bounces her on lap and sings, “This is the way the pony goes—trot, trot, trot”
- observes mobile moving from a breeze
- watches fish swim or snails move

## CD-SC4.1c

Shows interest and curiosity about objects in his/her immediate environment. Explores solids and liquids.

One-year-olds develop more curiosity and seek out toys and objects they find interesting. They enjoy teacher-structured activities that include solids and liquids, such as sensory table and simple cooking activities.

### EXAMPLES

- crawls toward soft toys grouped together on the carpet
- touches and explores simple musical instruments
- drinks liquids from bottle or cup; begins to try some simple solid food such as Cheerios
- plays with solid objects such as soft toys and board books
- experiences liquids by splashing hands in small amounts of water on highchair tray

## CD-SC4.1d

Plays with and explores different toys and objects.

One-year-olds are more aware of objects in the environment and seek out toys and objects to satisfy their curiosity about how they function.

### EXAMPLES

- squeezes soft toys that squeak or tweet
- looks in an unbreakable mirror to see her reflection
- uses plastic mallet attached to xylophone to strike the instrument and create sound
- finds objects around the room to use in the water tray



# 12-24 months

domain CD: cognitive development and general knowledge: **science**

Strand: **INTERACTION WITH THE ENVIRONMENT**

Standard: **CD-SC5 – The child will demonstrate an awareness of and the need to protect his/her environment.**

## CD-SC5.1a

Identifies familiar people and living things in his/her environment.

One-year-olds can identify familiar people and living things around them. Quality classrooms add pictures, songs and real-life items to help children learn about animals and plants. It enhances learning when young toddlers interact with this rich classroom environment.

### EXAMPLES

- points to tree outside window of classroom and says, "Tree outside"
- says "Kitty" while looking at a picture of a cat
- shows parent the new plant when they arrive for pick-up

## teachers' helpers

### BOOKS

*Flashy Fantastic Rain Forest Frogs*

by Dorothy Hinshaw Patent

*First the Egg* by Laura Seeger

*Dear Zoo: A Lift-the-Flap Book*

by Rod Campbell

*Wait Till the Moon is Full*

by Margaret Wise Brown

*Buster Explores the Sea*

by Robert Stanek

### SONG

"Little Squirrel, Little Squirrel"

Little squirrel, little squirrel

Wag your bushy tail.

Little squirrel, little squirrel

Wag your bushy tail.

Hold a nut between your toes,

Wrinkle up your funny nose.

Little squirrel, little squirrel

Wag your bushy tail.



### MATERIALS

Plastic fruits and vegetables

Bubbles

Pull toys

Balls

Wind-up music boxes

Sand box

Living things such as plants, aquariums

Books that represent nature realistically

Toys that represent science realistically

Water table/boxes/play

Paintbrushes and water

Sensory board/mat



# 12–24 months

domain CD: cognitive development and general knowledge: **creative development**

Strand: **CREATIVE MOVEMENT AND DANCE**

Standard: **CD-CR1 – The child will participate in dance to express creativity.**

Strand: **VISUAL ARTS**

Standard: **CD-CR2 – The child will create and explore visual art forms to develop artistic expression.**

## CD-CR1.1a

Moves body to music.

One-year-olds are in constant motion and are in the process of discovering all the things their bodies can do. They are learning to walk, bend, stretch, sway, stamp, clap, shake and wiggle parts of their bodies. Provide lots of music experiences so children can practice these newly discovered accomplishments.

### EXAMPLES

- stands with feet apart and sways to music
- dances around the room moving arms and legs when music is played
- rocks/shakes body to music
- claps when teacher sings
- follows simple movements to songs

## CD-CR2.1a

Expresses self creatively with simple art materials.

As one-year-olds grow and gain new skills they can experiment in many ways with art materials under careful supervision. Provide materials that allow them to explore and discover.

### EXAMPLES

- scribbles with large crayons and markers
- paints on paper with finger paints
- uses sidewalk chalk to make marks during outside play
- tears pictures out of magazines
- sticks a variety of materials to contact paper
- uses paintbrushes and containers of water to “paint” outside areas like sidewalks and fences

## CD-CR2.1b

Looks at pictures, photographs and mirror images.

One-year-olds are self-centered. They are interested in looking at themselves and making new discoveries. They respond to pictures and photos of family and familiar things with interest and curiosity.

### EXAMPLES

- looks at books with simple, colorful pictures
- smiles when she sees herself in a mirror
- points to pictures of mommy and daddy in a photo
- points to her picture in class photo

## CD-CR2.1c

Communicates what he/she likes about a picture.

One-year-olds respond to pictures with sounds and actions, patting, pointing or making sounds or saying words.

### EXAMPLES

- pats a picture of a cat that looks like his pet
- smiles and points at a picture of mommy and daddy and says, “Dada”
- looks at a farm book and makes animal sounds with enthusiasm

# 12-24 months

domain CD: cognitive development and general knowledge: **creative development**

Strand: **MUSIC**

Standard: **CD-CR3 – The child will use his/her voice, instruments and objects to express creativity.**

## CD-CR3.1a

Imitates sounds using his/her voice or objects.

One-year-olds can imitate familiar sounds and actions. They babble strings of word-like sounds as they interact with others. They can imitate animal sounds and will confidently tell you that a cow goes “Mooo” or that a doggy goes “Wuff wuff.”

### EXAMPLES

- copies caregiver making animal sounds
- taps on highchair with spoon
- makes a fire engine sound when he hears one pass by



# 12–24 months

domain CD: cognitive development and general knowledge: **creative development**

Strand: **DRAMA**

Standard: **CD-CR4 – The child will use dramatic play to express creativity.**

## teachers' helpers

### CD-CR4.1a

Listens to rhymes, finger-plays and stories with props.

One-year-olds listen to short stories with bright pictures about familiar topics. They may turn the pages of a book or point to favorite pictures.

#### EXAMPLES

- listens to short stories with bright pictures
- sits in teacher's lap and listens to stories with familiar characters

### CD-CR4.1b

When prompted, pretends to take on the characteristics of a character or animal as part of a group.

One-year-olds can respond to finger-plays, songs and chants with appropriate sounds and movement. They can copy animal sounds in "Old MacDonald Had a Farm" and pretend to "Row Your Boat."

#### EXAMPLES

- sings "Old MacDonald Had a Farm" and makes sounds and movements of farm animals
- sings "Teddy Bear, Teddy Bear, Turn Around" and does the motions
- jumps like a frog and hops like a rabbit with the group

### CD-CR4.1c

Experiments with voice inflection.

One-year-olds are experimenting with their voices as they are learning to speak and communicate. They may make high-pitched sounds or low growls and raise their voices at the end of a sentence to ask a question. They are listening to teachers as they model good communication techniques.

#### EXAMPLES

- points to a stuffed toy and says, "Kitty?" raising voice
- uses a soft voice and says, "Night night"
- hears a siren and copies the sound

### CD-CR4.1d

Role plays real behaviors during play.

One-year-olds are observant. They watch and mimic familiar behaviors in their play such as holding a baby doll or talking on the phone.

#### EXAMPLES

- rocks a baby doll and puts it in the baby bed
- stirs a spoon in a toy pot
- pushes a toy grocery cart
- pretends to drink out of an empty cup



### SONG

#### "Bouncing We Will Go"

A-bouncing we will go,  
A-bouncing we will go,  
High ho the derry-o,  
A-bouncing we will go.

Variations:

A rocking we will go, etc.  
A hugging we will go, etc.

### MATERIALS

Play dough

Jumbo crayons

Large sheets of poster paper

Nontoxic, washable paint

Dress-up clothing





# 12–24 months

domain CD: cognitive development and general knowledge: **cognitive processes**

## Strand: **THINKING SKILLS**

Standard: **CD-CP1 – The child will demonstrate awareness of cause and effect.**

## Strand: **THINKING SKILLS**

Standard: **CD-CP2 – The child will use prior knowledge to build new knowledge.**

### CD-CP1.1a

Repeats actions many times to cause desired effect.

As one-year-olds continue to explore cause and effect, they will repeat actions over and over. They may drop items for teachers to retrieve or turn the handle on a toy to watch an object pop up. This repetition helps them learn that they can act on objects and consistently get the same results.

#### EXAMPLES

- pushes buttons to play song on player
- opens and closes top on container
- pushes spoon off table for someone to pick up
- stacks blocks to build a tower

### CD-CP1.1b

Asks simple questions.

One-year-olds ask simple questions: “What dat?” –while pointing to objects and people. They may say, “Kitty gone?” when they don’t see their cat or “Out?” to ask to go outside. They are developing the thought processes necessary to ask “why” questions as well as the vocal control to use a rising inflection at the end of a phrase to indicate a question.

#### EXAMPLES

- points to door and says, “Go?”
- stands by highchair and says, “Eat?”
- points to object and says, “Mine?”
- picks up book and says, “Read?”
- sees a visitor and says, “Mommy?”

### CD-CP2.1a

Uses objects as intended.

One-year-olds continue to build knowledge about their world. They begin to use objects for specific purposes—drinking from a cup or brushing their hair with a brush. They love to have their own “special items” for these purposes.

#### EXAMPLES

- lies down on mat at nap time
- makes marks with large crayon
- places baby doll in bed
- picks up a cell phone and puts it to his/her ear
- throws a ball toward a net

### CD-CP2.1b

Imitates simple actions, gestures, sounds and words.

One-year-olds are growing in their abilities to imitate. They can repeat simple finger-plays, such as “Itsy Bitsy Spider,” along with hand motions and they can respond to requests to repeat words and phrases: “Can you say ‘thank you’?”

#### EXAMPLES

- joins in with simple songs and finger-plays such as “Head and Shoulders, Knees and Toes”
- says name of person or toy when asked to “Say \_\_\_”
- follows after another child as he/she walks or crawls
- reaches for finger foods after watching another child eat independently
- repeats animal sounds during “Old MacDonald”

### CD-CP2.1c

Realizes that people or objects still exist even when out of view.

One-year-olds have developed the concept of object permanence—that objects exist even though you cannot see them. They will lift a blanket to find the toy bear underneath or ask about Daddy when he leaves the room.

#### EXAMPLES

- plays games such as Peek-a-Boo or Where’s Baby?
- looks for toy they have dropped behind highchair
- plays hide and seek
- says, “Be back?” when teacher leaves the room
- asks for mommy when she leaves the room

# 12–24 months

domain CD: cognitive development and general knowledge: **cognitive processes**

## Strand: **PROBLEM SOLVING**

Standard: **CD-CP3 – The child will demonstrate problem-solving skills.**

### CD-CP3.1a

Interacts with a toy or object to solve a problem.

As one-year-olds gain more control of movements and demonstrate beginning balance and control, they can interact with objects to solve problems. For example, they can get a stool to reach a toy or use a stick in the sandbox when there are no shovels.

#### EXAMPLES

- puts pacifier into round hole in shape sorter
- pushes a button on a toy to make it play music or sounds
- switches hand when having trouble picking up a toy
- puts food on the spoon with his hand and then puts the spoon in his mouth

### CD-CP3.1b

Solves a simple problem successfully with adult assistance.

One-year-olds are increasing in their problem-solving abilities. They ask for adult help with gestures or sounds. For example, they may look toward their teacher and say “Uh, uh” when they can’t get the music box to work. They will watch carefully and try to imitate the actions needed to solve the problem.

#### EXAMPLES

- turns pages in a book with adult help
- holds spoon and attempts to feed self
- washes hands with teacher’s help following the correct procedure

## teachers’ helpers

### BOOKS

*Don’t Put Your Finger in the Jelly, Nelly*

by Nick Sharratt

*The Gingerbread Man*

by Jim Aylesworth

*Bark, George* by Jules Feiffer

### SONG

“Rags”

(Tune: “The Mockingbird Song”)

I have a dog and his name is Rags.

When he eats too much his tummy drags. (Hold stomach)

His ears flip flop.  
(Wave hands over head)

And his tail wig-wags.  
(Wave hands behind back)

And when he walks.  
(Place hands on hips)

He zigs and zags.  
(Move hips from side to side)



### MATERIALS

A variety of interesting, open-ended materials

Shape sorters, 1–3 piece puzzles, toy phones, pianos, pop-up toys

Disinfected plastic containers of different shapes and sizes with a variety of lids

Cause-and-effect toys (i.e., toys that light up or play music when you press a button)

Cardboard tubes to demonstrate object permanence

Games like Peek-a-Boo and Hide and Seek



ages 24–36 months



## ages 24–36 months

**run** jump **play catch** chase **say no** chase **say I, me, mine**  
know name **offer help** make simple choices **interact** invent  
explore **pretend** ask for books **repeat successes** engage  
**use words** recognize letters **complete jobs** accept change



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# 24–36 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM1 – The child will practice healthy and safe habits.**

## PDM1.2a

Sleeps well, waking rested and ready for daily activities.

Two-year-olds are generally sleeping through the night, usually about 12 hours. They engage actively in the daily schedule.

### EXAMPLES

- runs and jumps
- follows daily routine with minimal teacher assistance
- places items in cubby
- takes off coat and hat
- participates in getting ready for nap and putting personal items away after nap

## PDM1.2b

Actively participates in games, outdoor play and other forms of physical activity for sustained periods of time.

Two-year-olds are active and busy, and can stay with an outdoor activity for longer periods of time.

### EXAMPLES

- shovels sand in a bucket in a sand box
- chases after bubbles
- climbs on playground equipment
- plays catch with large playground ball

## PDM1.2c

Pays attention to simple safety instructions and avoids dangers with assistance.

Two-year-olds can begin to listen and pay attention to simple safety rules. They can understand what it means to get hurt. They still need assistance and supervision because they enjoy independence, exploring and testing.

### EXAMPLES

- recognizes rules, sometimes follows them
- participates in periodic safety drills
- knows to hold teacher's hand when around cars or busses

## PDM1.2d

Verbalizes simple safety rules.

At two, some children are just beginning to say more than two words together. "No," however, is a powerful word most children understand and are able to say at an early age. They will say "no" when aware of a dangerous area or situation.

### EXAMPLES

- says, "Walk inside"
- says, "Slide on bottom"
- tells teacher when there is a danger
- says "Stranger" when she sees an unfamiliar person
- says "Help" in a dangerous situation

## PDM1.2e

Attends to personal health routines and self-care needs with some assistance from an adult.

Two-year-olds are becoming more independent. They are able to help dress themselves and begin potty training.

### EXAMPLES

- washes hands at sink using stool
- pulls up pants after toilet use or diaper change
- communicates when he does not feel well
- wipes nose with a tissue with assistance
- consistently tells teacher when she has to potty

# 24–36 months

domain PDM: physical development and motor skills

## Strand: **HEALTH & WELL-BEING**

Standard: **PDM2 – The child will participate in activities related to nutrition.**

### **PDM2.2a**

Prepares nutritious snacks with adult assistance.

Two-year-olds have developed food preferences. Offering only healthy and nutritious snacks encourages them to prefer such foods. Giving older toddlers the opportunity to help prepare snacks gives them a feeling of independence. They are more likely to try foods that they have helped prepare.

#### **EXAMPLES**

- scoops fruit from a bowl with spoon
- tastes banana bread after helping mix the batter
- uses rolling pin to roll out dough
- stirs bowl of ingredients
- uses measuring cups or spoons

### **PDM2.2b**

Eats a variety of nutritious foods and recognizes healthy foods.

Two-year-olds will eat what is available to them. Having only nutritious options and telling children that certain foods are good for their bodies helps them to develop healthy eating habits.

#### **EXAMPLES**

- knows that certain foods, such as cookies, are “sometimes foods” or treats
- eats vegetables or fruits with dip
- points to healthy foods in a board book
- asks for seconds of vegetables
- tries new seasonal foods such as pumpkin

#### **Activity Idea:**

Gather several medium-sized balls. Invite pairs of children to sit feet-to-feet with their legs spread apart. Give a ball to each pair and demonstrate how to roll the ball back and forth. When they have the distance mastered, have them move further and further apart.



## Strand: **USE OF SENSES**

Standard: **PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.**

### **PDM3.2a**

Acts and moves with intention and purpose.

Two-year-olds are able to coordinate even more body movements as they become more mobile. They are able to independently coordinate their bodies to move in a specific direction.

#### **EXAMPLES**

- sees blanket across room and is able to go get it
- bounces or moves body to music
- avoids objects in his way
- picks up item from floor

### **PDM3.2b**

Demonstrates awareness of his/her own body in space.

Spatial concepts are learned through movement and exploration. This helps two-year-olds learn how their bodies move. Setting up exploratory activities that allow them to jump, climb and reach will help them figure out what their bodies can do.

#### **EXAMPLES**

- drops toy behind shelf and is able to retrieve it
- climbs on step ladder to wash hands in sink
- kicks large ball
- smiles while being pushed in swing

# 24–36 months

domain PDM: physical development and motor skills

## Strand: **USE OF SENSES**

Standard: **PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.**

### **PDM4.2a**

Participates in a variety of sensory experiences and differentiates between the senses.

Two-year-olds are able to participate in a variety of activities to explore their senses. They learn best by actively exploring an object. Encourage toddlers to explore a banana by looking at it first, then smelling it, tasting it and experiencing the texture by mashing it up.

#### **EXAMPLES**

- explores “goop”
- explores scented play dough
- participates in simple cooking activities such as making cinnamon Cheerios
- engages in sand and water play
- uses feely boxes

### **PDM4.2b**

Tests objects to determine their purpose.

Two-year-olds use their senses to go beyond exploring objects to using them as tools. For example, they might use a shoe box as a garage for toy cars. They also explore the world in more complex and creative ways.

#### **EXAMPLES**

- sees if a car can roll down a ramp
- tests objects in water table to see whether they sink or float
- paints with various objects such as sponges, cotton balls or toy cars
- uses magnifying glasses

## Strand: **MOTOR SKILLS**

Standard: **PDM5 – The child will demonstrate gross motor skills.**

### **PDM5.2a**

Develops gross motor control for a range of physical activities.

Two-year-olds stop “toddling,” or using the awkward, wide-legged robot-like stance that is the hallmark of new walkers. As they develop a smoother gait, they also develop the ability to run, jump and hop. Children of this age can participate in throwing and catching games with larger balls.

#### **EXAMPLES**

- pushes self using feet on riding toy
- climbs and jumps off a low play structure
- hops on one or two feet
- walks down stairs holding on to a rail
- jumps with both feet off the ground

### **PDM5.2b**

Develops coordination and balance.

Balance and coordination skills are developed over time as two-year-olds move and play. These skills are necessary for more complex physical activities such as jumping, kicking and throwing.

#### **EXAMPLES**

- plays **Simon Says** and **Red Light, Green Light**
- pops bubbles with feet
- pounds objects with intent and precision

# 24–36 months

domain PDM: physical development and motor skills

Strand: **MOTOR SKILLS**

Standard: **PDM6 – The child will demonstrate fine motor skills.**

## PDM6.2a

Coordinates the use of hands and fingers.

Two-year-olds are becoming more coordinated. They are not only using their hands to grab objects, but are able to recognize that their fingers are an extension of their palms which can curl around objects to help secure an item. Switching hands to draw continues at this age. As muscles strengthen during this year, two-year-olds will be able to make more intentional marks on paper using a variety of writing tools.

### EXAMPLES

- puts together knob puzzles
- plays on a toy piano
- turns pages of book independently

## PDM6.2b

Performs simple fine motor skills.

During this stage of development, a child's balance and trunk stability lead to greater control of hand muscles. Two-year-olds will be able to draw horizontal and vertical lines, and eventually circles. They typically use both hands to open and close scissors. By the time they are three, they should be able to snip paper with the scissors and cut a piece of paper into two pieces.

### EXAMPLES

- works with play dough
- opens jars or caps
- rotates knobs
- strings large beads
- unbuttons large buttons

## teachers' helpers

### BOOKS

*Eating the Alphabet–Fruits and Vegetables from A to Z* by Lois Ehlert  
*Bebe Goes Shopping*  
by Susan Middleton Elya  
*Whose Feet?* by Jeanette Rowe  
*Here Are My Hands* by Bill Martin, Jr.

### SONG

#### “Did You Ever See a Lassie?”

Did you ever see a lassie,  
a lassie, a lassie?  
Did you ever see a  
lassie go this way and that?  
Go this way and that way,  
Go this way and that way?  
Did you ever see a lassie  
Go this way and that?



### MATERIALS

Balls of many textures and sizes  
Foot-propelled vehicles  
Pull and push toys  
Tricycles  
Outdoor mats/blankets  
Bean bags with bucket  
Sensory tables  
Child-safe mirrors





# 24–36 months

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF**

Standard: **SED1 – The child will develop self-awareness.**



## SED1.2a

Uses gestures and actions to reference self when interacting with others.

Two-year-olds learn that they are separate from others. They learn ways to communicate their new independence nonverbally.

### EXAMPLES

- takes the juice box from teacher's hand and points to self to indicate the juice is his/hers
- stands up and smiles when the teacher asks, "Where is Avery?" during the "Good Morning" song
- waves hands in the air when teacher asks, "Whose jacket is this?"
- nods in agreement when asked, "Is this yours?"
- points to object, then to self to show ownership

## SED1.2b

Uses pronouns such as I, me and mine.

Two-year-olds like to communicate about individual wants, needs and desires to strengthen sense of self.

### EXAMPLES

- says, "Me do it" when seeing teacher pour milk into cup
- says, "No, mine" and takes the bear away from another child
- says, "I want it!" to express a desire
- says "Mine" when asked, "Whose jacket is this?"
- says, "Me!" when teacher asks, "Who wants to have a turn tumbling?"

## SED1.2c

Shows sense of satisfaction in his/her own abilities/ preferences.

Two-year-olds need ample opportunity to initiate and direct their own activities to feel competent and to strengthen their sense of self. Teachers can provide a safe and comfortable learning environment filled with praise, support and reinforcement.

### EXAMPLES

- uses the bathroom independently and exclaims, "I went potty!"
- smiles after putting on his own shirt
- draws a picture of a cow and proudly gives it to the teacher to display
- exclaims, "I did it!" after accomplishing a task such as a puzzle or building a tower with blocks
- takes adult to show own art work displayed on the wall and smiles

## SED1.2d

Shows emerging independence by occasionally resisting adult control.

Two-year-olds often test adult limits and rules as a way to enhance their independence and sense of self. Adults should provide positive guidance while helping children feel competent and independent.

### EXAMPLES

- protests when told to clean up the blocks
- cries and pouts when told he/she cannot go down the slide backwards
- says, "Me do it" when the teacher shows how to clean his/her face after snack
- does not acknowledge teacher request (continues to read book after teacher asks child to use the bathroom)
- says, "I do it myself" when teacher attempts to help child put on coat or gloves despite challenges with task

# 24–36 months

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF**

Standard: **SED2 – The child will engage in self-expression.**

Strand: **SELF-REGULATION**

Standard: **SED3 – The child will begin to demonstrate self-control.**

## SED2.2a

Uses verbal expressions and gestures to communicate needs, opinions, ideas and preferences.

Two-year-olds build expressive language skills by using gestures to support communication and by putting needs, wants and preferences into words.

### EXAMPLES

- says, “Me sit here” while pointing to a chair at snack time
- responds, “No Brady! Mine” when a child tries to take the toy he/she is playing with
- shakes head and says, “No like” when offered food options
- brings book to teacher and says “Sit” or “Read”
- says “Potty” or “Need to go potty” when wet or beginning to feel sensation of needing to go

## SED2.2b

Uses verbal and nonverbal expressions to demonstrate basic emotions such as anger, happiness and sadness.

Two-year-olds begin to learn how to express more complex emotions in healthy and appropriate ways, with adult support and modeling.

### EXAMPLES

- tells teacher, “My turn to play with baby” instead of snatching the baby doll away out of anger
- stomps feet and pushes the puzzle away, saying, “Bad puzzle” because he/she does not understand how to complete the puzzle
- lies on the floor kicking and cries, “Mommy, Mommy!” when mom leaves the classroom
- greets familiar adults with smiles and hugs and says, “I love you!”
- moves away from object that scares him and says, “I don’t like it”

## SED3.2a

Displays understanding of engaging in routines, rules and appropriate social behavior.

With teacher support, two-year-olds are gaining awareness of the importance of routines and rules. They are gaining insight into socially appropriate behavior.

### EXAMPLES

- begins to put blocks back on shelf (with teacher assistance) after hearing the clean-up song
- washes hands with soap and water after trying to use the potty with teacher prompt
- asks friend for toy after attempting to snatch toy away when teacher prompts child to ask instead of snatching
- stops running and begins walking when teacher asks, “What kind of feet do we use inside?”
- whispers to mirror teacher’s volume of voice

## SED3.2b

Self-soothes independently.

As social and emotional demands increase, important tasks for two-year-olds to learn are greater self-control and ways to soothe themselves. They still need continued adult support and guidance.

### EXAMPLES

- misses mommy at nap time, grabs bear from his cubby and lies down for nap
- gets blanket from cubby when upset
- becomes angry after taking a toy away from another child and being required to return it, then seeks a calm, cozy place to soothe self

## SED3.2c

Regulates some impulses with adult guidance.

With teacher’s guidance and support, two-year-olds become more aware of their behavior and potential consequences.

### EXAMPLES

- sits down in chair after teacher shakes her head “no” and signals for child to climb down
- stops splashing water during hand washing after reminder from teacher that he/she will have to clean up any spilled
- stops running in the classroom after teacher says, “Walking feet inside”
- starts to bite child sitting too close at circle time; teacher reminds child biting hurts
- jumps off chair; teacher reminds child to keep feet on the floor and directs child to open space in the classroom

# 24–36 months

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**

Standard: **SED4 – The child will develop relationships and social skills with adults.**

## SED3.2d

Responds to transitions and changes to schedules/routines.

Teachers can provide support and guidance as two-year-olds learn to expect and anticipate changes and transitions. This will help children respond in a more positive and flexible way.

### EXAMPLES

- says, “Bye bye” and waves to the teacher while leaving at the end of the day
- moves from one classroom activity to the next with verbal and visual reminders
- walks toward door and holds shoulder of child in front when teacher says, “Let’s make a choo-choo train to walk outside. Choo! Choo!”
- begins to clean up toys in center when teacher plays the clean-up song
- says, “Music!” and walks to the carpet for music time when the music teacher walks into the room

## SED4.2a

Stays connected with familiar adults using gestures, glances and verbal interaction.

Two-year-olds need reassurance from trusting adults that they are safe, secure and free to learn and explore.

### EXAMPLES

- waves to the teacher while climbing up the slide on the playground and says, “Look at me”
- wants to explore his new classroom, but wants his daddy close by; pulls on daddy’s arm to accompany him to the block area
- shares accomplishments with familiar adults: “Watch me!”
- goes back and forth between independent activity and physical contact with familiar adult (leaves block tower to hug teacher, returns immediately to blocks)
- glances up to ensure familiar adult is available and that she is still safe

## SED4.2b

Looks to familiar adults for reassurance when trying new tasks.

Two-year-olds are developing confidence to explore, initiate and persist when trying new activities. They have the reassurance of knowing that there are trusted adults present to offer support and guidance.

### EXAMPLES

- glances at teacher before engaging in activity brought in by a visitor
- grabs adult’s hand when entering new activity
- tries to stack nesting blocks, looks to teacher for help
- pauses before climbing ladder to slide, looks to teacher before continuing

## SED4.2c

Shows nonverbal affection to familiar adults.

Two-year-olds still lack the words to express their complex feelings. They find healthy ways to express caring feelings nonverbally through gestures and signs.

### EXAMPLES

- initiates holding the teacher’s hand as they walk down the hall for lunch
- greets teacher with a high-five when returning from lunch
- initiates a hug with teacher as he leaves the classroom
- hugs teacher from behind when teacher is sitting on the floor
- brings artwork to teacher to show affection

## SED4.2d

Occasionally seeks out adult for help.

Two-year-olds are becoming more independent and will continue to explore their environment. When needed, they will seek help from an adult when tasks are too difficult even though they really want to do it on their own. Adults can use this opportunity to teach new skills and to guide behavior.

### EXAMPLES

- attempts to go potty by herself, but cannot get her pants down; after many attempts, asks teacher for help
- attempts to clean up a spill independently, but seeks adult to help complete task
- begins solving puzzle, but gets stuck, hits puzzle piece on table to indicate need for help
- points to ball out of reach and says, “Want ball”

# 24–36 months

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**

Standard: **SED5 – The child will develop relationships and social skills with peers.**

## SED5.2a

At times, shows a preference to play with a familiar child.

Two-year-olds begin to show preferences for familiar children based on their thoughts, feelings and opinions.

### EXAMPLES

- selects a seat next to a preferred child at snack time
- seeks favorite child when entering classroom
- follows familiar peer to engage in play
- chooses activity based on another child's choice

## SED5.2b

Plays alongside other children for short periods. Observes and imitates other children.

Two-year-olds are becoming more eager playmates. They learn by observing and imitating their peers.

### EXAMPLES

- sits in a circle with a group singing "Itsy Bitsy Spider" led by the teacher
- sits at a table with two others playing with tubs of water, cups, funnels and sponges
- jumps and giggles after watching a peer jump and giggle to music
- watches peer draw a circle and attempts to imitate
- repeats answer to question given by peers when teacher asks, "What's your favorite animal?" and several children respond "Dog"

## SED5.2c

Occasionally resolves peer conflicts with adult support.

Two-year-olds are able to solve some problems with adult assistance – to model, explain and reinforce healthy conflict-resolution strategies.

### EXAMPLES

- waits turn with help of an adult
- plays with farm animals after teacher intervenes and gives each child five animals from the bucket
- engages with new, similar toy after redirection from teacher
- engages in alternate activity reluctantly after urging from teacher
- looks for alternative object to play with

## SED5.2d

Recognizes and names the feelings of peers with adult support.

Adults can help make emotions more concrete and easier to understand by labeling the feelings of others and by giving children suggestions on how to respond.

### EXAMPLES

- walks away after teacher says, "Mark looks angry, maybe it's best if you leave him alone until he feels better"
- listens as teacher says, "Look at Ethan's face. He is crying and looks sad. I don't think he likes it when you poke him"

## SED5.2e

Shows awareness of peers' personal space and belongings.

With adult guidance, two-year-olds start to be aware of other people's boundaries. This is essential for forming peer relationships. Having an awareness of what belongings are theirs and what belongings are not theirs also reinforces healthy social skills.

### EXAMPLES

- picks up stuffed giraffe and says, "Mike's giraffe" when another child drops it as he walks to his cot for nap time
- says "Move" to another child as they gather around the teacher's fishbowl in excitement

# teachers' helpers

## BOOKS

*Guess How Much I Love You*

by Sam McBratney

*I Can Share* by Karen Katz

*“I Have A Problem,” Said the Bear*

by Heinz Janischney

*Llama Llama Misses Mama*

by Anna Dewdney

*No Biting*

by Karen Katz

*The Red Woollen Blanket*

by Bob Graham



## SONG

“Wiggles”

I wiggle my fingers.

I wiggle my toes.

I wiggle my shoulders.

I wiggle my nose.

Now no more wiggles are left in me.

So I will be still as still can be.



## MATERIALS

Puppets, dolls and stuffed animals

Child-safe mirrors

Art/creative materials

Beanbags and target

Dress-up clothes and props

Doll accessories

Bubbles

Toy phones

Multi-cultural books and CDs

Toy food

## TEACHING AIDS

Feeling faces or posters

Visual cues or signs to help guide transitions and routines

Visual display of classroom rules

Items to create a “safe place” or “calm corner”

Items to create a “calm kit”

Social stories

Photos of children and families

Display of children’s art work



# 24–36 months

domain APL: approaches to play and learning

## Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL1 – The child will demonstrate initiative and self-direction.**

### **APL1.2a**

Tries inventive or new ways of using materials or completing tasks.

As two-year-olds grow, they actively explore their learning environment. Two-year-olds are learning that materials can be used in new ways. They use inventive approaches to problem solving.

#### **EXAMPLES**

- opens new box of connecting cubes and investigates how they fit together and come apart
- tries to pull up flap to find the dog inside the pop-up toy; when that doesn't work, turns the dial and claps with excitement when dog pops up
- plays with sponge and pours water from cup in dishpan of water
- discovers there are no shovels in the sandbox, so finds a stick to dig with instead

### **APL1.2b**

Verbally expresses desire to complete tasks by self.

Two-year-olds use verbal communication to make their needs known to both adults and peers. They may say, "No, me do it," as they attempt to zip their jacket or hang up a book bag. This desire for independence is evident in all learning domains.

#### **EXAMPLES**

- says, "Give me," reaching for the spoon to eat his cereal
- says, "Me do it," taking a simple puzzle on his/her own
- says "Mine" while reaching to get a blanket at nap time
- says, "Me do that," reaching to put a straw in the cup

### **APL1.2c**

Independently selects materials and utilizes those materials.

Two-year-olds are now able to move more freely in their learning environment. This facilitates independence, self-direction and initiative.

#### **EXAMPLES**

- selects a book to look at that was recently read by teacher
- selects a favorite instrument to play during music and movement
- selects a puzzle during a small group activity
- chooses colors for finger painting
- chooses a crayon to color on paper

### **APL2.2a**

Seeks information from others.

Two-year-olds will seek out familiar adults. Adults can expand their interests by adding new elements that catch and sustain their attention. They will bring items they can easily carry to the adult or direct the adult's attention toward what interests them, using words or short sentences.

#### **EXAMPLES**

- selects a familiar book, hands to teacher, saying, "Book, please"
- takes teacher by the hand, walks across the playground and points to nest in tree, saying, "What's that?"
- brings puzzle to teacher, saying, "Help me do it"
- takes gear manipulative to teacher to find out how to crank
- asks, "What's that?" when new materials are introduced

### **APL2.2b**

Asks questions about familiar objects, people and experiences.

Two-year-olds in this age group are expanding their knowledge. Children ask a variety of questions as they try to gain a better understanding of people, objects and experiences that shape their world.

#### **EXAMPLES**

- asks, "What does that do?" pointing to the fire alarm on the wall
- asks, "Where is Miss Terry?" while looking for familiar teacher who is absent
- asks, "Why they swim like that?" while looking at fish in a tank
- asks, "Where's my cup?" during meal time
- asks, "Is it music time?"

# 24–36 months

domain APL: approaches to play and learning

## Strand: **ATTENTIVENESS AND PERSISTENCE**

Standard: **APL3 – The child will sustain attention to a specific activity and demonstrate persistence.**

### **APL2.2c**

Explores and manipulates familiar objects in the environment.

Two-year-olds are more mobile and verbal. They begin exploring their learning environment using familiar objects and materials on their own.

#### **EXAMPLES**

- explores materials in housekeeping area, pretends to stir food in a pot
- picks up a doll and feeds it using a baby bottle
- drives toy truck across the rug making engine sounds with his/her voice
- builds tall block towers and knocks down
- uses crayons and markers to create a picture

### **APL3.2a**

Engages in teacher-directed activity for short periods of time.

Two-year-olds begin to take part in teacher-directed activities for brief periods. As they grow, their attention span improves, making it easier for them to participate in these activities.

#### **EXAMPLES**

- listens to simple stories, especially when accompanied by movement
- plays musical instrument while walking with teacher and peers
- completes puzzle during small group
- dances when teacher turns on music
- plays Follow the Leader in small group

### **APL3.2b**

Demonstrates focus on a teacher-directed activity for a short period of time.

Two-year-olds are able to participate in teacher-directed activities for short periods of time. When the teacher uses a variety of physical actions and songs, they are more likely to stick with the activity.

#### **EXAMPLES**

- sings a good morning song in large group, claps as the teacher says his/her name
- follows directions modeled by teacher while listening to a music and movement song
- plays an instrument while marching around in a circle
- races cars across carpet, pausing when others walk through
- washes hands while singing a song

### **APL3.2c**

Shows persistence in activities of interest despite interruptions.

Two-year-olds are developing the ability to maintain attention in tasks that interest them. When peers or adults interrupt them, they are able to regain their attention.

#### **EXAMPLES**

- continues dancing to the music and clapping hands even though another child stops participating and walks to another activity
- attempts to put a simple puzzle together even though a child invites him/her to play in dramatic play
- continues to stack blocks after they are knocked down
- continues to re-string large beads after they fall on floor

### **APL3.2d**

Repeats successful actions and experiences.

Two-year-olds enjoy doing familiar activities. Learning environments, which provide meaningful opportunities to practice skills, help them feel successful.

#### **EXAMPLES**

- plays in the housekeeping area with props used for cooking and cleaning
- sits near the bookcase reading a familiar book and uses the hand gestures the teacher used while reading the story
- tosses a ball into a basket during indoor and outdoor play
- plays in block area, building ramps to race cars and trucks
- puts jacket on when prompted for outdoor play

# 24–36 months

domain APL: approaches to play and learning

## Strand: **PLAY**

Standard: **APL4** – The child will engage in a progression of imaginative play.

## Strand: **PLAY**

Standard: **APL5** – The child will demonstrate a cooperative and flexible approach to play and learning.

### **APL4.2a**

Substitutes one object for another in pretend play or pretends with objects that may or may not be present.

Two-year-olds understand that objects can be used to represent other items. They use these items to engage in simple play activities. At times, they may pretend play when these objects are not present.

#### **EXAMPLES**

- holds a block to his ear as he pretends to call on the phone
- hits a stick on a pot and pretends to play a drum
- moves hand across the rug making a motor sound pretending to have a car
- uses a leaf as a magical wand during outdoor play
- pretends to give car to imaginary dog

### **APL5.2a**

Participates in play and learning activities with a small group of children for short periods of time.

Two-year-olds are beginning to participate in small group activities when guided by a responsive adult; however, parallel play (side-by-side) is predominately seen with this age group.

#### **EXAMPLES**

- listens to story read by the teacher
- sings and dances during a short music and movement activity
- plays in the dramatic play area as the teacher pretends to eat food with the children
- races cars around transportation rug with another child
- pretends to read a book to friends

### **APL5.2b**

Helps and shares in a social setting with adult guidance.

Two-year-olds can work with a responsive adult to develop their social skills. They want to help peers and are encouraged to take turns and share materials when guided by their teacher.

#### **EXAMPLES**

- takes turns during music and movement, playing various instruments
- practices stringing large beads and shares them with others in the group when encouraged by the teacher
- shares duties of pretend cooking task during dramatic play with teacher encouragement
- sings various songs during circle time in large group
- takes turns waiting in line to wash hands before and after all meals

### **APL5.2c**

Shows creativity, inventiveness and flexibility in his/her approach to play with adult guidance.

Guided by their teacher, two-year-olds are beginning to create and carry out simple roles during play. The teacher makes suggestions to facilitate the interaction among the children.

#### **EXAMPLES**

- acts out buying groceries at the pretend store when teacher suggests, “You can put the groceries in your cart, then pay for them”
- helps by carrying different items such as napkins, paper cups and bowls to the table following the direction of the teacher
- pretends to drive a car in block area when teacher asks, “Do you want to go on a trip?”
- creates silly dances when teacher turns on music

## teachers’ helpers

### **BOOKS**

*Good Night Moon*

by M.W. Brown

*Pat the Bunny*

by Dorothy Kunhardt

*Peek- A-Who?* by Nina Laden

*Let’s Hop and Skip!*

My Turn book by Bulloch & James

*Sun, Snow, and Rainbow!*

My Turn book by Diane James

*Whistle for Willie*

by Ezra Jack Keats

### **SONG**

“Butterfly”

Butterfly, butterfly  
Why do you flutter by?  
Butterfly, butterfly  
Where do you fly?

### **MATERIALS**

Play dough (could be homemade)

Simple tools like plastic or wood utensils, rollers and containers

Simple puzzles

Dress-up clothes



# 24–36 months

domain CLL: communication, language and literacy

## Strand: **RECEPTIVE LANGUAGE**

Standard: **CLL1 – The child will listen to conversations and demonstrate comprehension.**

### CLL1.2a

Listens and responds to brief conversations and group discussions.

Two-year-olds are beginning to listen and participate in conversations and group activities. For short periods of time (1–2 minutes), they can listen to books being read or play simple games. Actively observing and imitating words from the environment adds to their rapidly increasing vocabulary and communication skills.

#### EXAMPLES

- follows oral directions when teacher says, “Line up for recess” or “Wash your hands”
- listens and responds to adults talking
- repeats overheard words
- imitates gestures
- participates in finger-plays and rhymes
- participates in musical activities
- participates in simple games (Ring Around the Rosie, Simon Says)

### CLL1.2b

Listens to and follows one-step directions.

Two-year-olds gain vocabulary and physical mobility at a rapid pace. With support, they are able to comprehend a simple, specific request and respond accordingly.

#### EXAMPLES

- throws plate in trash can after being asked to do so
- gets jacket from hook and lines up to go outside
- washes hands
- picks out a book to read before nap when asked
- throws away litter on the playground when instructed to do so

### CLL1.2c

Responds to questions with appropriate answers.

Two-year-olds gain vocabulary at a rapid pace. With support and practice, they are able to comprehend questions and respond accordingly using words and/or actions. “Appropriate” answers are those that answer the question being asked.

#### EXAMPLES

- answers question like “What is your name?” or “How old are you?”
- points to or shows a teacher the location of the water table

## Strand: **RECEPTIVE LANGUAGE**

Standard: **CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.**

### CLL2.2a

Demonstrates understanding of words through actions and/or conversations.

Two-year-olds gain vocabulary and physical mobility at a rapid pace. With support, they are able to comprehend and respond accordingly.

#### EXAMPLES

- follows along and responds appropriately to group activity: “Freeze”
- jumps, dances, runs, tiptoes and/or gallops during songs or games
- says “I jump” or “I run”

### CLL2.2b

Listens and understands familiar vocabulary from activities, stories and books.

Two-year-olds gain vocabulary at a rapid pace. One rich source of new vocabulary is listening to books being read by familiar adults. As young children hear stories, they hear new words and are able to use them in daily activities.

#### EXAMPLES

- says “Goldfish” when pointing to class pet
- saying, “Rooster goes cock-doodle-doo” after reading *Old MacDonald Had a Farm*

# 24–36 months

domain CLL: communication, language and literacy

Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL3 – The child will use nonverbal communication for a variety of purposes.**

## CLL3.2a

Communicates needs and wants through nonverbal gestures and actions, in addition to verbal communication.

Two-year-olds are increasing their ability to communicate their needs and wants. In this year, they will add language to gestures, actions and body language.

### EXAMPLES

- looks to a familiar adult for reassurance when trying something new
- points to cabinet where food is stored when hungry
- saying, “Stop!” when pushed by another child
- says “Help” when needed
- stomps foot to communicate refusals or wants
- physically guides adult to communicate needs or wants
- does the potty dance to demonstrate need for restroom
- retrieves blanket or sleep toy and saying, “Night, night”

## CLL3.2b

Gains awareness of how to communicate feelings using nonverbal gestures and actions.

Two-year-olds are increasing their ability to communicate pleasure and discontent. Teachers assist toddlers’ successful communication by modeling gestures for them to imitate.

### EXAMPLES

- opens mouth and widens eyes to show surprise or anticipation
- puts hands over ears in anticipation of loud noise
- gives high-five to show accomplishments
- jumps up and down to show excitement



# 24–36 months

domain CLL: communication, language and literacy

Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL4 – The child will use increasingly complex spoken language.**

## CLL4.2a

Strings sounds and/or words together with voice inflections.

Two-year-olds' communication strategies continue to expand. Expressive language begins to be more easily understood. The child merges sounds into conventional words and phrases with voice inflection.

### EXAMPLES

- raises voice at end of a question
- makes voice sound like a grown-up when talking to a stuffed animal
- talks into pretend phone
- uses 2–3 word utterances

## CLL4.2b

Uses three-to-four word phrases and includes describing words.

As conceptual understandings deepen during the third year of life, communication strategies begin to advance. A two-year-old will develop an awareness of attributes and acquire a wider variety of ways to describe what they want to communicate.

### EXAMPLES

- describes things by saying, "Yucky food"
- says, "I want the bug one" when looking at stickers
- describes blanket as "soft"

## CLL4.2c

Describes experiences.

As conceptual understandings deepen, communication strategies begin to advance. Two-year-olds will develop ways to communicate their ideas.

### EXAMPLES

- calls out, "Look Mommy, I'm skipping!"
- describes "birthday cake" she made in sandbox
- tells about going to Nana's house

## CLL4.2d

Demonstrates an expanding vocabulary.

As experiences broaden, two-year-olds develop more ways to communicate ideas and express needs. The children try words they have been exposed to and experiment with ways to use those words.

### EXAMPLES

- grabs a smock and says, "I paint at easel"
- says "Flamingo" when reading *Brown Bear, Brown Bear*
- places and identifies animals on felt board and states they live on the farm

### Activity Idea:

Give each child a small apple that is washed and ready to eat. Describe it using words like red, round, shiny, hard, etc. Let them take a bite and describe the taste. If they say it's "good" or "sweet" ask them to come up with other words, like "yummy," "crunchy," "tasty," etc. to expand vocabulary.



# 24–36 months

domain CLL: communication, language and literacy

## Strand: **EARLY READING**

Standard: **CLL5 – The child will acquire meaning from a variety of materials read to him/her.**

### CLL5.2a

Uses words to describe or name pictures when reading.

As two-year-olds begin to talk, reading a book with a teacher is an ideal time to practice words. The teacher can point to pictures and ask simple questions to name or describe an object.

#### EXAMPLES

- points to and says “Eye” in an illustration
- identifies symbols on a weather chart
- points to and says “Dog” in an illustration
- points to the flannelboard bear and says “Bear” after reading *Brown Bear, Brown Bear*
- says “Grass” and makes swishy sounds when sees picture card for *Going on a Bear Hunt*

### CLL5.2b

Shows preference for familiar stories and can repeat phrases.

Two-year-olds will begin to be able to retell favorite stories that they have heard many times. With guidance from a teacher and props such as simple pictures, they can recount the main components of a story.

#### EXAMPLES

- places a picture of the big fat caterpillar after the egg on the leaf and the food pictures when retelling *The Very Hungry Caterpillar*
- says “Choo choo” when seeing a train book
- sings phrases from familiar books and stories
- identifies concepts from magnet board picture related to a story
- saying, “No David” when a snack is spilled

### CLL5.2c

Answers simple questions about a story.

Teachers can ask questions about books and stories in ways that prepare two-year-olds for later school experiences. Back-and-forth questions and answers during a story encourage language development and engagement in the story.

#### EXAMPLES

- answers questions about characters in a book such as: “Where did the kitty go?”
- responds to puppet acting out the story
- matches correct picture during story
- shows appropriate facial expressions when asked to mirror the character in the story
- finds the red leaf in *Leaves are Falling One by One* on each page

## Strand: **EARLY READING**

Standard: **CLL6 – The child will develop early phonological awareness (awareness of the units of sound).**

### CLL6.2a

Listens to and imitates sounds in familiar nursery rhymes, songs and chants.

Opportunities to hear and figure out the sounds of language can happen in a variety of ways. As two-year-olds acquire a better command of the ability to communicate, they will mimic language patterns – tone, pitch, cadence and words – they hear in their environment.

#### EXAMPLES

- whispers with teacher during rhymes
- plays “teacher” and uses similar speech patterns
- changes tone during role-play with puppets
- follows chant “Boom Chicka Boom”

### CLL6.2b

Experiments with rhyming words.

As two-year-olds become more confident in their ability to communicate, the joy in using language increases. Word play with “words” that are nonsensical is a good way to experiment with language and build the rhyming component of phonological awareness.

#### EXAMPLES

- makes a silly rhyme with own name (Michael-Bichael)
- makes up silly or nonsense rhyming words with food names; says, “Peas, please”

# 24–36 months

domain CLL: communication, language and literacy

## Strand: **EARLY READING**

Standard: **CLL7 – The child will demonstrate increasing knowledge of the alphabet.**

## Strand: **EARLY READING**

Standard: **CLL8 – The child will demonstrate awareness of print concepts.**

### **CLL7.2a**

Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.

A print-rich environment helps young children make the connection that objects or ideas can be represented by symbols and letters. By consistently reading books, signs and any other words in the immediate environment, teachers can help young children understand that letters are read to communicate meaning.

#### **EXAMPLES**

- sings alphabet songs
- recognizes own name in classroom-made picture books
- uses picture and name cards to identify classmates
- recognizes some environmental print (Walmart, McDonald's, Wendy's, Chuck E Cheese)
- reads class book of familiar environmental print

### **CLL8.2a**

Recognizes and self-selects familiar books to mimic independent reading.

Two-year-olds who have been read to and who play in a print-rich environment will choose favorite books and "read" them without a teacher's presence. Imitating book behaviors—sitting, holding and page-turning—is part of the process of learning to read.

#### **EXAMPLES**

- chooses same books from baskets, pointing to pictures and saying familiar words
- begins to hold book correctly side up and turn pages from left to right

### **CLL8.2b**

With prompting and support, discriminates words from pictures.

Two-year-olds make meaning from all symbols in the environment. By this age, they can begin to understand the significance of print versus pictures.

#### **EXAMPLES**

- recognizes the difference in words and pictures when asked
- sorts cards by pictures and words with teacher help

### **CLL8.2c**

Holds book with two hands and turns the pages.

Two-year-olds are becoming more independent in handling books. They hold books and turn pages easily. Books with small, thick pages support the development of this skill.

#### **EXAMPLES**

- holds appropriately sized book in two hands and turns pages from right to left as he looks at pictures
- gets board book from basket and flips pages

### **CLL8.2d**

With adult guidance, recognizes some environmental print.

The first letters that two-year-olds are interested in are the letters to their own name. Teachers should guide this interest in letters by pointing out letters in the environment.

#### **EXAMPLES**

- uses magazines and other print materials to find letters
- uses classroom books to identify letter in first name
- points to letters in the environment
- uses magnifying glass to find letters in classroom
- looks at names on children's cubbies and identifies her own name

# 24–36 months

domain CLL: communication, language and literacy

Strand: **EARLY WRITING**

Standard: **CLL9 – The child will use writing for a variety of purposes.**

## CLL9.2a

Makes more controlled scribbling.

Two-year-olds have begun to experiment with crayons, paint and markers as they learn about writing. Random marks begin to look like shapes that will later become letters and numbers. For young emergent writers, drawing is writing. They are beginning to show that they understand that putting things on paper is a way of communicating.

### EXAMPLES

- scribbles with a crayon or marker and some of the scribbles look like lines or circles
- draws circular shapes and lines and says to his teacher, “See my car”
- makes several short wavy lines on the notepad in the dramatic play area to take orders
- uses finger to “write” in shaving cream or finger paints
- writes in air using finger

## CLL9.2b

Experiments with a variety of writing tools, materials and surfaces.

Two-year-olds are ready to experiment with a wider variety of simple tools. In addition to crayons and markers, they can use paint, shaving cream and chalk to explore writing.

### EXAMPLES

- imitates older sister doing homework; scribbles a few marks on paper with a big pencil
- puts his finger in shaving cream and makes dots on the sink while watching his father shave
- uses paintbrushes to make marks on paper

## CLL9.2c

Occasionally, draws and scribbles with a purpose.

The marks two-year-olds put on a page are an indication of the beginning connections that are forming between oral language and print. While drawings may range from very simple to more complex, children at this age often use one-word “labels” to describe what their drawing says or means.

### EXAMPLES

- draws a round, red form and describes it as “apple”
- labels drawing with several randomly placed letter-like shapes. She says, “My words say farm”

## teachers’ helpers

### BOOKS

*Guess How Much I Love You*

by Sam McBratney and Anita Jeram

*The Monster at the End of This Book*

by Jon Stone



### SONG

“Three Little Ducks”



Three little ducks that I once knew  
Fat one, skinny one, tall one too  
But the one little duck with a feather on her back  
She led the others with a quack, quack, quack.  
Down to the river they would go  
Wibble, wobble, wibble, wobble, to and fro  
But the one little duck with a feather on her back  
She led the others with a quack, quack, quack.  
Back from the river they would come  
Wibble, wobble, wibble, wobble. Ho, ho hum  
But the one little duck with a feather on her back  
She led the others with a quack, quack, quack

### MATERIALS

Musical instruments of various sounds

Names/faces on display

Jumbo magnetic letters

Plastic animals

Feltboard stories

# 24–36 months

domain CD: cognitive development and general knowledge: **math**

## Strand: **NUMBER AND QUANTITY**

Standard: **CD-MA1 – The child will organize, represent and build knowledge of number and quantity.**

### CD-MA1.2a

Recites numbers up to five in sequence.

Two-year-olds can typically remember and say the numbers in order up to five.

#### EXAMPLES

- recites simple counting songs with numbers up to five
- says, “I can count 1, 2, 3, 4, 5”
- repeats after teacher, “1, 2, 3 look at me”

### CD-MA1.2b

Recognizes some numerals in the everyday environment.

Two-year-olds notice numerals in their everyday environment. They begin to recognize that a symbol is a numeral. Often the number “2” is meaningful as they can tell you how old they are.

#### EXAMPLES

- points to familiar numerals posted in the classroom
- looks at counting books and talks about numerals she noticed
- holds up two fingers to show how old he is
- saying, “I have two eyes”

### CD-MA1.2c

Begins to understand that numbers of objects can be symbolized by printed numerals.

Two-year-olds are grasping the concept that number symbols have meaning and can be associated with a number of objects.

#### EXAMPLES

- holds up two fingers and says, “I’m two!”
- looks at the numeral 2 on a poster and says, “That says two”
- reads books with simple pictures and numerals

### CD-MA1.2d

Uses simple vocabulary to describe concepts related to amount.

Two-year-olds are able to demonstrate understanding of words related to amount. They ask for “more” of their favorite foods. They want “all” of the dolls.

#### EXAMPLES

- asks for “more” graham crackers at snack
- saying, “Want more” milk, water, snack, etc.
- says classmate has “all” of the toys and someone else has “none”

# 24–36 months

domain CD: cognitive development and general knowledge: **math**

## Strand: **NUMBER AND QUANTITY**

Standard: **CD-MA2** – The child will manipulate, compare, describe relationships and solve problems using number and quantity.

### CD-MA2.2a

Matches two equal sets using one-to-one correspondence with adult guidance.

With adult modeling and support, two-year-olds can place objects into two equal sets using one-to-one correspondence.

#### EXAMPLES

- lays three baby dolls on ground and covers each one with blanket
- places one car on each block
- puts one plate at each chair at table

### CD-MA2.2b

Counts one, two and sometimes three objects using one-to-one correspondence with adult guidance.

One-to-one correspondence means understanding that each object in a set gets only one count. Understanding this concept begins with matching an object to an object: matching one blanket to one baby doll. Assigning one number to each object is more difficult: saying the numbers “1–2–3” when touching each of the three baby dolls. Two-year-olds can help to count one, two and sometimes three objects.

#### EXAMPLES

- places one plastic egg in each space of egg carton
- points to each cookie and counts “1, 2”
- places one truck inside each garage and counts “1, 2, 3”
- places hat on head and says, “One hat”
- puts one marker lid on end of each finger

### CD-MA2.2c

Applies number and counting to daily routine.

Learning to count requires lots of practice and repetition. Two-year-olds actively take on the role of counting in daily classroom routines.

#### EXAMPLES

- tells teacher, “Ready, 1, 2, 3, go!”
- saying, “I have two crayons” while removing them from the box
- says, “We have two teachers and I am two years old”
- counts plates when passed out for snack
- counts steps going up to slide or on outdoor equipment

### CD-MA2.2d

Participates in creating simple, real and pictorial graphs.

Graphing provides an opportunity for children to represent and communicate mathematical relationships. With two-year-olds, teachers can facilitate the creation and display of simple graphs using pictures.

#### EXAMPLES

- responds to teacher encouragement to place picture of herself on graph to show favorite activity on playground
- places a block under picture of snack he/she likes best

#### Activity Idea:

Create a weekly class graph of the weather. Each day put a sun, cloud or rain image on the graph. At the end of the week (or month) have children discuss the weather patterns: more rain, less rain etc.





# 24–36 months

domain CD: cognitive development and general knowledge: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **CD-MA3** – The child will explore and communicate about distance, weight, length, height and time.

## CD-MA3.2a

Develops vocabulary for length, weight and height.

Two-year-olds are beginning to develop vocabulary that relates to length, weight and height although they confuse the terminology. They use words such as big, small, long or short.

### EXAMPLES

- will ask a friend for help carrying a heavy item
- stands next to classmate and says, “You are short, I am tall”
- looks at friend and says, “Your hair is so long”

## CD-MA3.2b

Makes simple comparisons between two objects.

Two-year-olds, through exploration, can begin to make comparisons between two objects.

### EXAMPLES

- says, “This block is big and this one is small”
- notices that pants are wet and shirt is dry
- puts all red blocks together and all blue ones together
- says, “My hair is longer than your hair”

## CD-MA3.2c

Uses measurement tools in play activities.

Two-year-olds begin to explore using measurement tools and vocabulary during play time. They may pretend to weigh themselves or to measure how long the table is.

### EXAMPLES

- fills different-sized containers at sensory table
- fills pots and pans with dramatic play food to see how much will fit
- “measures” with large measuring tapes

## CD-MA3.2d

Identifies daily routines and changes in routine.

Two-year-olds still need a constant daily routine. They can now make simple predictions about the daily schedule and anticipate transitions in the school day. Changes in routine, such as a fire drill, can be very upsetting. Using simple picture schedules of the main events in the day is a helpful tool for two-year-olds to know what is coming up next.

### EXAMPLES

- lines up at classroom door after snack to go outside
- says, “It’s time to eat” after washing hands for lunch
- picks a book for the teacher to read before rest time



# 24–36 months

domain CD: cognitive development and general knowledge: **math**

## Strand: **MEASUREMENT AND COMPARISON**

Standard: **CD-MA4** – The child will sort, seriate, classify and create patterns.

### CD-MA4.2a

Orders a few objects by characteristic with adult guidance.

After they have had a lot of experience making comparisons, two-year-olds can begin to put a few objects in order with help. Teachers can model language and how to put objects in order to introduce the concept.

#### EXAMPLES

- puts baby bear, mama bear and papa bear in order by size
- picks up two blocks and says which one is heavier
- orders play dough snakes by length

### CD-MA4.2b

Matches objects with similar attributes or characteristics.

Teaching young children how to match is an important part of developing early math skills. Matching helps two-year-olds identify and describe relationships between objects and is a necessary step in learning to sort.

#### EXAMPLES

- places red bears in a red bowl and blue bears in a blue bowl
- matches attribute buttons by color or shape
- matches cards with simple pictures or shapes
- matches socks

### CD-MA4.2c

Recognizes simple patterns in the environment.

Patterns teach children how things work together and allow them to predict what comes next. These skills, in turn, can help children become problem solvers. Exposing two-year-olds to patterns helps them begin to recognize them in their environment.

#### EXAMPLES

- copies a pattern using cereal —Cheerios, Froot Loops, Cheerios, Froot Loops, Cheerios, Froot Loops—when teacher asks, “What comes next?”
- copies a pattern with sound using musical instruments (shake, shake, pause, shake, shake, pause)
- sings “Head, Shoulders, Knees and Toes” with accompanying movements

## Strand: **GEOMETRY AND SPATIAL THINKING**

Standard: **CD-MA5** – The child will explore, recognize and describe spatial relationships between objects.

### CD-MA5.2a

Practices using directionality and appropriate vocabulary.

Directionality is what helps children understand the space around them. It helps them understand where things are in the environment and where their bodies are in relationship to other things. Two-year-olds are learning this concept and some of the vocabulary associated with directionality: “My blankie is inside the cubby” or “The books go on top of that shelf.”

#### EXAMPLES

- says “Up” on the playground as she points to an airplane
- follows direction from teacher: “Put your napkin in the trash”
- places doll in the bed and under the blanket
- tosses ball up

### CD-MA5.2b

With some adult guidance, demonstrates increasing ability to slide, rotate and flip objects to make them fit.

Two-year-olds begin to gain some independence when fitting objects such as simple puzzles together. With practice, the children learn to place an object or a piece of a puzzle correctly where it fits. Once this concept has been developed, they are able to complete a simple puzzle with minimal teacher assistance.

#### EXAMPLES

- completes a wooden puzzle with the teacher modeling where the piece might fit
- works on large, simple floor puzzle, flipping and rotating pieces to see if they will fit
- crawls into a box to see how he fits
- connects Duplos

# 24–36 months

domain CD: cognitive development and general knowledge: **math**

## Strand: **GEOMETRY AND SPATIAL THINKING**

Standard: **CD-MA6** – The child will explore, recognize and describe shapes and shape concepts.

### CD-MA6.2a

Recognizes and names two-dimensional shapes with adult guidance.

As children develop, they begin to identify simple shapes they see in the environment with teacher guidance. Reinforcing shape names through games and play builds the foundation for shape knowledge.

#### EXAMPLES

- looks at shape book, points and names different shapes
- puts together shape puzzle
- manipulates flannelboard shape pieces
- plays with shape cookie cutters and play dough

#### Activity Idea:

With masking tape, make a large circle, square and triangle on the floor (or draw on the sidewalk with chalk). Describe the features of each shape. Put on music and have children follow you around each shape. If the music is fast, run around. If the music is slow, tiptoe. You can also jump in and out of each shape or move creatively.



## Strand: **MATHEMATICAL REASONING**

Standard: **CD-MA7** – The child will use mathematical problem solving, reasoning, estimation and communication.

### CD-MA7.2a

When given two objects, makes a guess about a characteristic.

Introducing the concept of estimation to two-year-olds involves helping them look at objects and make comparisons. This helps develop vocabulary as they look at different attributes of objects and gets them to think about objects or toys in different ways.

#### EXAMPLES

- explores two rocks and determines which one is heavier
- touches two blankets and decides which one is softer
- tastes foods at lunch and identifies which ones are cold and warm
- identifies loud and soft sounds

## teachers' helpers

### BOOKS

*Richard Scarry's Best Counting Book Ever*  
by Richard Scarry

*Elmo's Big Lift and Look Book* by Anna Ross

*Do You See Shapes?* by Scholastic

*Cookie Bakes up Shapes* by David Prebenna

### SONG

#### "Five Little Ducks"



Five little ducks went out to play  
Over the hills and far away  
Mother duck called quack, quack, quack  
Four little ducks came waddling back  
Four little ducks...  
Three little ducks...  
Two little ducks...  
One little duck...  
Sad mother duck...  
And all of the five little ducks came back

### MATERIALS

Duplos

Matching games

Simple puzzles

Small age-appropriate toy vehicles

Lightweight wood or plastic blocks of all shapes, colors and sizes

# 24–36 months

domain CD: cognitive development and general knowledge: **social studies**

## Strand: **FAMILY**

Standard: **CD-SS1** – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.

### **CD-SS1.2a**

Uses words to identify his/her family members. Knows own first and last name.

In addition to the personal labels a two-year-old uses for family members (Mommy, Nana), children learn general terms for family members (mother, grandmother). They also recognize and can repeat their own names.

#### **EXAMPLES**

- gives accurate responses when prompted: “What is your name? What is your last name?”
- identifies family pictures using gestures and names
- uses personal labels to call family members by name (Mommy, Nana)

### **CD-SS1.2b**

Uses simple phrases to demonstrate an emerging awareness of differences and/or similarities between self and others.

Two-year-olds use more specific language to note how others are the same as or different than themselves.

#### **EXAMPLES**

- notices another child’s eyeglasses and saying, “Jeffrey’s glasses”
- says, “Ardis has brown skin just like me”
- says “Katie’s chair” when pointing to a friend in a wheelchair

## Strand: **PEOPLE AND COMMUNITY**

Standard: **CD-SS2** – The child will demonstrate an understanding of his/her community and an emerging awareness of others’ cultures and ethnicities.

### **CD-SS2.2a**

Recognizes and follows simple rules of the classroom community.

Two-year-olds are becoming more aware of the rules expected of them in a classroom but still may not follow them consistently. Teachers should have no more than two to three rules and use concrete terms, such as “Walking feet” versus abstract terms such as “Be nice.”

#### **EXAMPLES**

- tells friend, “Slide on your bottom”
- walks down the hall and states the rule: “Use walking feet”
- tells friends not to stack blocks higher than the waist
- reminds friend to take turns with toys
- asks friends to use kind words

### **CD-SS2.2b**

Identifies traditions and cultural celebrations of his/her own family.

Two-year-olds have a more personal view of traditions and celebrations. They are becoming aware of what their families do during family gatherings and events. They will say things like “We go to Grandma’s to have a birthday.”

#### **EXAMPLES**

- points to family photos of celebrations and saying, “Sissy’s day”
- tells classmates, “We go to our church. All the people stand up and sing”
- participates in classroom activities related to celebrations/holidays

# 24–36 months

domain CD: cognitive development and general knowledge: **social studies**

## Strand: **PEOPLE AND COMMUNITY**

Standard: **CD-SS3 – The child will demonstrate awareness of the geography in his/her community.**

### CD-SS3.2a

Places people and objects in the appropriate place with assistance.

As two-year-olds develop, they not only recognize that objects or people have a specific location, they are also beginning to be able to place them in the appropriate place with teacher assistance.

#### EXAMPLES

- places personal objects in own cubby with assistance if needed
- locates personal bag in the classroom with assistance
- during clean-up time, puts away some toys with assistance
- places doll furniture in doll house appropriately (the bed goes in the bedroom, etc.) with assistance

### CD-SS3.2b

Recognizes aspects of his/her community.

Two-year-olds are able to recognize places in the community where they have experiences. They may point to a picture of the school and say, “This our school.” Or they may see a logo on a box of donuts and say, “We go there after school.”

#### EXAMPLES

- says, “There are a lot of mountains where I live”
- says, “My house has swings”
- says, “My school is so big!”
- says, “This is my classroom” while walking toward the room
- says, “I want to go outside and swing”

## Strand: **PEOPLE AND COMMUNITY**

Standard: **CD-SS4 – The child will demonstrate an awareness of economics in his/her community.**

### CD-SS4.2a

Completes jobs to contribute to his/her community with adult guidance.

Two-year-olds have a better understanding of the classroom and are able to participate in daily jobs that contribute to the community of the classroom.

#### EXAMPLES

- helps to hold doors for friends going outside
- assists teacher setting up snack
- cleans paintbrushes in sink with assistance
- helps put toys away in the appropriate location
- assists teacher in caring for plants and/or class pets

### CD-SS4.2b

Recognizes occupations.

Two-year-olds are beginning to recognize that people have different occupations. They commonly identify different community workers by the uniform that is worn or the equipment that is used.

#### EXAMPLES

- recognizes hat in dramatic play belongs to fireman
- pretends to give friend a shot
- pretends to be a teacher using the pointer at calendar time
- distinguishes between roles such as classroom teacher, food service worker and director/principal through role play

### CD-SS4.2c

Recognizes relationship between supply and demand.

Supply and demand is one of the most basic concepts when teaching social studies. *Supply* is how much you have of something, for example, graham crackers. *Demand* is how many people want the graham crackers. Two-year-olds struggle with this concept as they have difficulty understanding that everything does not belong to them personally.

#### EXAMPLES

- helps count out crackers for snack and talks about how many you have
- comments that “There’s more mac and cheese. We can have seconds”
- says, “All the crackers are gone. There are no more crackers for us to eat”
- takes turns riding tricycles because there are only three for 12 children to ride

# 24–36 months

domain CD: cognitive development and general knowledge: **social studies**

## Strand: **HISTORY AND EVENTS**

Standard: **CD-SS5 – The child will understand the passage of time and how events are related.**

### CD-SS5.2a

Recognizes sequence of events.

Two-year-olds become used to a regular schedule and can anticipate what comes next. They understand more about the “order” of their day (“after music time”) than specific times (“in the morning”). They know that they go outside before story time and that nap time happens after lunch.

#### EXAMPLES

- says, “I’m going home after lunch”
- gets blanket for nap time without prompting
- goes to table at snack time without prompting
- lines up at recess with prompting
- says, “After lunch we are going outside”

## teachers’ helpers

### BOOKS

*Our Granny* by Margaret Wild

*Two Homes* by Clarie Masurel

*Three Friends/Tres Amigos:*

*A Counting Book*

by Tona Wilson and Maria Brusca

*Whoever You Are* by Mem Fox

*What Grandmas/Grandpas Do Best*

by Laura Numeroff Joffe

*Lucky Pennies and Hot Chocolate*

by Carol Shields

*Books about traditions*

*Books about cultures*

*Books about occupations*

### SONG

“I Can”

I can stand up very tall  
Then make myself very small  
I can be quiet, as quiet as can be  
But here I am, just being me!

### MATERIALS

Age-appropriate dolls representing various ethnicities, ages and occupations

Small, age-appropriate toy trucks, cars, boats and airplanes

Hats/props representing different occupations

Family photos

Paper money and coins

Play phones, cell phones, cameras or any other types of technology

Dress-up clothes

Cooking and eating equipment

Child-size house furniture

Plastic animals

Child-safe mirrors



# 24–36 months

domain CD: cognitive development and general knowledge: **science**

Strand: **SCIENTIFIC SKILLS AND METHODS**

Standard: **CD-SC1 – The child will demonstrate scientific inquiry skills.**

## CD-SC1.2a

Uses senses to observe and experience objects and environment with adult guidance.

Two-year-olds become more independent and begin to experiment with new toys or objects to find out what they do.

### EXAMPLES

- shakes stuffed animal like a rattle to hear a noise
- squeezes and tastes a new finger food
- experiments with stacking blocks and other items
- explores turning pages of a book

## CD-SC1.2b

Uses simple tools as props through play.

Two-year-olds often add objects to their play to support their imaginations.

### EXAMPLES

- stirs imaginary batter with a plastic spoon
- uses an egg beater to whip up bubbles in the water table
- pumps water out of a liquid soap container
- uses block as a phone

## CD-SC1.2c

Observes and discusses objects and events in the environment.

Adult conversation is a large part of how two-year-olds learn about the environment. They learn language and new vocabulary as they explore and discuss objects related to science.

### EXAMPLES

- answers simple teacher questions about science-related objects such as pets and plants
- participates in a class discussion about heavy and light objects
- shows and tells a parent about science-related toys in the classroom
- when outside, notices that it is beginning to rain and says, “Rain is wet”
- notices pet fish and uses words to describe it (shiny, swimming)

## CD-SC2.2a

Explores and investigates the properties of water.

Two-year-olds begin to investigate and try new strategies with familiar materials. Keep a variety of toys near the water table for exploration.

### EXAMPLES

- soaks different types of materials with water—sponges, cloths, yarns, etc.
- explores water at the water table using an assortment of containers of various shapes and sizes—funnels, plastic tubing, turkey basters
- lets water run through fingers and comments on the way it feels: “This is wet!”

## CD-SC2.2b

Asks questions about the properties of sand, soil and mud.

When teachers model questioning, two-year-olds begin to use new vocabulary and verbal skills to inquire about these substances.

### EXAMPLES

- points to mud on tray or ground and asks, “Dirty?”
- runs to outdoor sandbox and asks, “Shoes off?”
- shows teacher that sand sticks to hands and shoes

# 24–36 months

domain CD: cognitive development and general knowledge: **science**

## Strand: **LIVING THINGS**

Standard: **CD-SC3 – The child will demonstrate knowledge related to living things and their environments.**

### **CD-SC2.2c**

Describes the objects in the sky during daytime and nighttime by drawing and/or naming.

Two-year-olds see and think about objects in the sky at home as well as in a structured care setting. They draw from these experiences and can start to discuss them with teachers.

#### **EXAMPLES**

- tells teacher about seeing the sunrise on the way to school: “The sun was really big and red!”
- saying, “Sun!” when teacher points at a picture of the sun and asks what it is
- sees picture of stars and starts to sing “Twinkle, Twinkle, Little Star”

### **CD-SC2.2d**

Observes and discusses weather.

A child’s location in the state of Georgia is a factor in the types of weather she observes. Two-year-olds learn about weather through what they see and feel. Concepts of “sunny” and “rainy” can be learned with teacher support.

#### **EXAMPLES**

- looks at a picture book about weather and describes the weather shown using simple words and phrases
- points to window and says words describing current conditions
- notices leaves blowing and saying, “It’s windy”

### **CD-SC3.2a**

Investigates plants and animals, and how they grow and change.

Two-year-olds will indulge their natural curiosity about plants and animals when teachers supply appropriate support materials such as real examples, books, posters and related manipulatives.

#### **EXAMPLES**

- squats on the ground to watch an inchworm move around in the soil
- smells, touches and takes apart flowers brought in by the teacher
- observes a worm farm
- completes knob puzzle matching baby to parent animals

### **CD-SC3.2b**

Explores a variety of living and non-living objects.

Two-year-olds begin to observe similarities and differences of living and non-living items with teacher support. They love to discover and manipulate a variety of classroom materials such as toys, natural objects, plants and animals.

#### **EXAMPLES**

- touches and manipulates natural and man-made objects (rocks, leaves, plastic toys, dolls, craft feathers)
- participates in nature walks and collects objects with teacher’s support
- participates in discussion about items collected: “That feather is soft!”
- shows interest in items collected for the nature table

### **CD-SC3.2c**

Identifies more complex body parts.

As two-year-olds develop, they are able to identify more parts of their bodies such as elbows, neck and back.

#### **EXAMPLES**

- sings song “Head, Shoulders, Knees and Toes” and points to body parts
- points to matching body part after teacher points to a body part in a book
- takes apart and puts back together body puzzle pieces
- when teachers asks “What is this?” and points to the body part (head, nose, toes, mouth, eyes, ears), the child identifies body parts by name



# 24–36 months

domain CD: cognitive development and general knowledge: **science**

Strand: **PHYSICAL SCIENCE**

Standard: **CD-SC4 – The child will demonstrate knowledge related to physical science.**

## CD-SC4.2a

Explores motions to play with toys with adult support.

When teachers demonstrate how a new toy works, two-year-olds are quick to try it for themselves. They are increasing in motor strength and dexterity, which gives them the ability to play with a wide range of toys.

### EXAMPLES

- presses buttons on toddler toy to see lights or create sounds
- grabs string of pull-toys and pulls behind her as she walks

## CD-SC4.2b

Uses basic words for speed of motion.

Two-year-olds are gaining control of large muscles and can move at different rates of speed. They realize that they can act on objects to make them move fast or slow.

### EXAMPLES

- sits on floor with teacher and rolls ball back and forth at different speeds
- listens to teacher reading *Hare and Tortoise* and when teacher asks, “Does the turtle move fast or slow?” he or she says, “Sloooooow”
- pushes toy cars down ramps and around room saying, “Zoom!”

## CD-SC4.2c

Begins to use words to describe physical properties and states of matter of objects.

Two-year-olds use their expanding vocabulary to tell others about objects in their environment. Teachers can introduce vocabulary words like “liquid” and “solid.” Through discovery and observation, children can connect their exploration to the words.

### EXAMPLES

- points to picture of stove and says, “Hot!”
- pulls at clothing and says, “Too tight!”
- uses color words, sometimes incorrectly, to describe a picture or object
- pours, stirs and stacks ice cubes outside to watch them melt. Points to ice cubes and says, “Hard!” Splashes melting water and says, “Wet!”

## CD-SC4.2d

Uses complex motions to play with toys that are simple machines.

The term “simple machines” refers to a group of basic implements that are the foundation of every other tool. They include wheel/ axle, wedge, pulley, screw, lever and inclined plane. With teacher modeling and support, two-year-olds begin to explore these tools and how they work.

### EXAMPLES

- rolls toy cars over picture of streets on carpet or floor mat
- twists plastic screws in and out of holes in toy workbench
- grabs short string of pull toys to change toy’s position
- uses pedal to move riding toy

# 24–36 months

domain CD: cognitive development and general knowledge: **science**

Strand: **INTERACTION WITH THE ENVIRONMENT**

Standard: **CD-SC5 – The child will demonstrate an awareness of and the need to protect his/her environment.**

## CD-SC5.2a

With assistance, he/she participates in activities to protect the environment.

Two-year-olds can begin to develop a sense of respect and caring for the natural environment. With prompting and support, they can learn concrete ways to protect the environment.

### EXAMPLES

- waters plants in classroom with assistance
- feeds class pet with assistance
- throws napkin in trash can after snack with assistance
- begins to show signs of caring for materials and not being wasteful, such as turning off water when finished washing hands or using one paper towel instead of several

## teachers' helpers

### BOOKS

*My Big Machine Book* by Funfax  
*The Very Busy Spider* by Eric Carle  
*I Know A Rhino* by Charles Fugo  
*Dig, Dig, Digging* by Margaret Mayo  
*That's Not My Truck* by Fiona Watt  
*Wait Till the Moon Is Full*  
by Margaret Wise Brown  
*Digger Man* by Andrea Zimmerman

### SONG

“A Peanut Sat on a Railroad Track”

A peanut sat on a railroad track  
Its heart was all a-flutter  
Engine Nine came down the track  
Toot! Toot! Peanut butter!

- \*Apple > applesauce
- \*Banana > banana split
- \*Orange > orange juice

### MATERIALS

Large (fat) chalk, crayons and water-based markers  
Plastic fruits and vegetables  
Plastic toy hammers and screwdrivers  
Sand sifters and plastic scoops  
Sand table  
Pull and push toys  
Living things such as plants, aquariums  
Books that represent nature realistically  
Toys that represent science realistically  
Bubbles  
Water table/boxes/play



# 24–36 months

domain CD: cognitive development and general knowledge: **creative development**

## Strand: **CREATIVE MOVEMENT AND DANCE**

Standard: **CD-CR1 – The child will participate in dance to express creativity.**

### CD-CR1.2a

Dances to and becomes engaged in music and movement.

Two-year-olds are gaining more control and strength as they move and explore. They can verbally express what they like and how they feel. Use music and movement experiences in your daily schedule and during transitions, to comfort a child or to celebrate a success.

#### EXAMPLES

- dances and jumps when music is playing
- holds classmates' hands and sways to the music
- laughs and smiles when dancing to music
- follows movements to songs
- claps when teacher sings
- moves to the tempo of the music

## Strand: **VISUAL ARTS**

Standard: **CD-CR2 – The child will create and explore visual art forms to develop artistic expression.**

### CD-CR2.2a

Experiments with a variety of materials to express individual creativity.

Two-year-olds are gaining more motor control and are able to explore art materials with interest and confidence. Model how to use a variety of materials and show them how much fun creating art can be.

#### EXAMPLES

- finger paints a picture
- draws circular shapes with crayons and says, "See my flower?"
- makes long and short strokes with colored pencils and says, "This is grass"
- paints with chubby brushes at an easel
- squishes and pats modeling dough
- uses paintbrushes and containers of water to "paint" outside areas like sidewalks and fences

### CD-CR2.2b

Describes what he/she sees when looking at pictures, photos and art work.

Language development is key during a child's second year of life. Two-year-olds describe what they see in a picture: "That's Daddy." Model vocabulary with vivid descriptions of pictures and artwork. "Look at the curvy, yellow lines you drew."

#### EXAMPLES

- points to family members in a photo and names them
- names simple objects in books
- draws with crayons and says, "I made a red dog"
- while looking at a book, points to a car and says, "That car is going fast"

### CD-CR2.2c

Communicates preferences for one piece of art over another and tells why.

Two-year-olds begin to show preferences for favorite pictures. They might point to a picture and describe it with a few words.

#### EXAMPLES

- looks at a picture and says, "Pretty pink"
- points to photos of animals and says, "I like kitties"



# 24–36 months

domain CD: cognitive development and general knowledge: **creative development**

## Strand: **MUSIC**

Standard: **CD-CR3 – The child will use his/her voice, instruments and objects to express creativity.**

### **CD-CR3.2a**

Experiments with vocalization, sounds and musical instruments.

Two-year-olds are beginning to express themselves freely through singing. They enjoy experimenting with their voices and the sounds they can make with simple instruments.

#### **EXAMPLES**

- sings and claps during group time
- shakes a tambourine and pats it on her head and knee
- makes loud dinosaur sounds with class while a story is read

## Strand: **DRAMA**

Standard: **CD-CR4 – The child will use dramatic play to express creativity.**

### **CD-CR4.2a**

Listens and shows interest when an adult tells a story with props.

Two-year-olds will show interest in a story when familiar props are used, because they are “hands on.” Stuffed animals and dolls or small toys such as balls engage them in a story.

#### **EXAMPLES**

- laughs at a story told with a funny puppet
- pays attention to a story about Clifford when a stuffed dog is used

### **CD-CR4.2b**

Spontaneously pretends to take on the characteristics of a person, character or animal.

Two-year-olds enjoy moving and interacting with others. They may jump like a kangaroo or stomp around like a dinosaur as they sing a group song.

#### **EXAMPLES**

- growls like a monster when talking about scary things
- flaps arms and says, “Whee!” when singing about a bird
- sings “Old MacDonald Had a Farm” and makes sounds and movements of farm animals
- makes monster sounds and chases friends on playground

### **CD-CR4.2c**

Imitates and repeats voice inflections to entertain others.

As two-year-olds are developing listening and speaking skills, they can imitate what they hear others do. They can copy adults as they change the pitch and volume of their voice.

#### **EXAMPLES**

- repeats a line from a children’s movie such as “Who let the dogs out?” and everyone laughs
- sings a line from a song like her teacher
- imitates Elmo using a microphone to entertain friends

### **CD-CR4.2d**

Explores new situations through dramatic play.

As two-year-olds grow and develop, they can move and interact with toys and props in a dramatic play area. They put on dress-up clothes or use props such as a toy stethoscope.

#### **EXAMPLES**

- acts out a trip to the market and puts boxes and play food in a toy cart
- pretends to be a dog and crawls around barking
- pretends to read a book to a group of stuffed animals
- hands empty cup to multiple people to pretend to drink

# 24–36 months

domain CD: cognitive development and general knowledge: **creative development**

## Strand: **THINKING SKILLS**

Standard: **CD-CP1 – The child will demonstrate awareness of cause and effect.**

### CD-CP1.2a

Explores the effects that simple actions may have on objects.

Two-year-olds enjoy exploring the effects that their actions have on objects. They will experiment with a ball, bouncing and rolling it in a variety of ways, or spread paint on paper with a large brush, moving it back and forth. They are learning that different actions can have different effects.

#### EXAMPLES

- turns the handle on a pop-up toy
- pushes a toy car down a ramp
- uses color paddles to see how objects change color
- pours sand through a funnel
- marks with crayons to see changes on paper

### CD-CP1.2b

Asks simple questions to try to understand.

Two-year-olds will begin to ask simple “why” questions, usually based on requests from parents or teachers. If they hear “Time to go inside,” they may respond with “Why?” They are trying to understand the reasons behind actions.

#### EXAMPLES

- asks, “Mommy go?” when teacher says, “Let’s take off your muddy shoes”
- asks, “Now?” when teacher says, “Time to go outside”
- asks, “What next?” after activity
- asks, “What’s that?” when loud noise is heard

## teachers’ helpers

### SONG

#### “Going on a Bear Hunt”



Let’s go on a bear hunt.  
 All right, let’s go. (Tap hands on thighs like walking)  
 Oh look, I see a wheat field.  
 Can’t go around it,  
 Can’t go under it,  
 Let’s go through it,  
 All right, let’s go.  
 Swish, swish, swish. (Rub hands together like swishing through the wheat)  
 Oh look, I see a tree.  
 Can’t go over it,  
 Can’t go under it,  
 Let’s go up it,  
 All right, let’s go. (Pretend to climb tree.  
 When top is reached, place hand on forehead and look around.  
 Climb down)  
 Oh, look, I see a swamp.  
 Can’t go around it,

Can’t go under it,  
 Let’s swim through it,  
 All right let’s go. (Pretend to swim)  
 Oh look, I see a bridge  
 Can’t go around it,  
 Can’t go under it,  
 Let’s cross over it,  
 All right, let’s go. (Make clicking sound with tongue and stamp feet)  
 Oh look, I see a cave.  
 Can’t go around it,  
 Can’t go under it,  
 Let’s go in it.  
 All right, let’s go. (Cup hands and make hollow sound when clapping together)  
 Oh look, I see something.  
 I think—it’s a bear.  
 (Say this with suspense in voice)  
 IT IS A BEAR!  
 Let’s go! (Repeat everything backward and fast—wipe brow and make a big sigh of relief)  
 WHEW WE MADE IT!

### MATERIALS

Play dough  
 Dress-up clothing  
 Crayons  
 Nontoxic markers and finger paint  
 Sidewalk chalk  
 Chubby paintbrushes



# 24–36 months

domain CD: cognitive development and general knowledge: **cognitive processes**

## Strand: **THINKING SKILLS**

Standard: **CD-CP2 – The child will use prior knowledge to build new knowledge.**

### CD-CP2.2a

Makes connections between objects and ideas.

Two-year-olds can connect familiar objects to ideas. They can use an object for multiple purposes. For example, they can use a cup to drink from or fill it with sand. They understand that goggles are used to protect your eyes or that a broom is used for sweeping.

#### EXAMPLES

- holds spoon and says, “I want ice cream”
- throws bean bags into a bucket
- hears music and starts dancing
- pulls out a pan in dramatic play and puts it on the stove
- pulls out crayons and says, “Draw”

### CD-CP2.2b

Demonstrates imitation skills, including imitation of peers.

Two-year-olds’ abilities to imitate sounds and actions are increasing. They can follow along with simple activity records and eagerly copy the actions of their teachers or friends in games such as Follow the Leader.

#### EXAMPLES

- follows teacher’s motions as activity song is played
- sings songs following lead of teacher
- attempts to use the restroom after seeing a peer use the restroom
- plays with a particular toy after watching friend playing with the toy
- copies teacher when playing with play dough
- falls down in “Ring Around the Rosie” like friend did

### CD-CP2.2c

Understands that familiar objects and people do not change when child is separated from them.

Two-year-olds can understand that being away from an object or person does not cause it to change. For example, “Mommy is still Mommy when she returns from work to pick me up.” They realize that their favorite toy is still in the classroom when they come in every morning.

#### EXAMPLES

- looks for favorite teacher when entering the classroom
- smiles when finding favorite stuffed toy in the toy box and says, “Mine”
- talks about playing with his dog when he gets home
- points to family photo and recognizes family members
- says, “Play Later” when cleaning up toys before nap

### CD-CP2.2d

With adult prompting, uses clues to make predictions.

Two-year-olds can make simple predictions following clues given by an adult.

#### EXAMPLES

- predicts **pegs will tip over when stacked too high**
- points to ball when teacher says, “I see something red that will bounce”
- locates where a piece fits in a puzzle based on hints given by teacher

### CD-CP2.2e

Discusses why things occur.

Two-year-olds may be able to talk about why things happen. They can decide that a girl in a picture is wearing a coat “because it is cold.” They need simple, concrete examples and lots of modeling from their teacher to make the connection between the event and the cause.

#### EXAMPLES

- sees a friend fall down, and says, “She has a booboo—band aid”
- hears a crying baby and says, “Baby wants a bottle”
- says, “They were hungry” after seeing teacher feed the fish, and the fish eating the food
- talks with teacher about what will happen to the plant after providing it with water and sunshine
- points to puddle and says, “Rain”

# 24–36 months

domain CD: cognitive development and general knowledge: **cognitive processes**

Strand: **PROBLEM SOLVING**

Standard: **CD-CP3 – The child will demonstrate problem-solving skills.**

## CD-CP3.2a

Experiments with familiar objects to solve problems.

Having lots of open-ended and hands-on materials encourages two-year-olds to experiment with different solutions to problems. They will turn a puzzle piece in different directions to see if it will fit or try alternate ways to position it. This exploration gives them many different strategies for solving problems.

### EXAMPLES

- uses a wooden spoon from the sandbox to push a toy out from underneath the slide
- uses hands or fingers for eating when having trouble with fork or spoon
- uses a teddy bear when baby dolls are not available

## CD-CP3.2b

Tries several methods to solve a problem before asking for assistance.

Two-year-olds are becoming more independent at solving problems. They will try several things on their own before asking for assistance. They may reply, “Me do it” when asked if they need help.

### EXAMPLES

- turns puzzle pieces several different ways to fit them into the puzzle
- tries several buckets before finding one that they can use to pour sand through a funnel
- pulls out multiple crayons in order to find a purple one

## teachers’ helpers

### BOOKS

*Splash, Splash* by Jeff Sheppard

*Gossie* by Olivier Dunrea

*If You Give series* by Laura Numeroff

*Wiggle, March!* By Kaaren Pixton

### SONG

“Humpty Dumpty”

Humpty Dumpty sat on a wall

Humpty Dumpty had a great fall

All the King’s horses,

And all the King’s men

Couldn’t put Humpty

Together again



### MATERIALS

A variety of interesting, open-ended materials

Purposeful, intentional interactions with teachers

Scoops, cups, turkey basters for water play, blocks to stack, simple puzzles

Cause-and-effect toys

Open-ended materials (i.e., cardboard box, cardboard tubes)

Games like Hide and Seek







ages 36–48 months



## ages 36–48 months

**pretend** wash hands **use senses** repeat rules **choose** converse  
take on challenges **follow through** dress independently  
**retell stories** follow directions **start writing** persist **plan**  
role play **measure** sort and order **predict** explore technology



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# 36–48 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM1 – The child will practice healthy and safe habits.**

## PDM1.3a

Stays awake except during nap time.

Three-year-olds are actively engaged in their daily routines with a good night's sleep and, often, an afternoon nap.

### EXAMPLES

- plays Simon Says
- rides tricycles
- listens to stories
- independently prepares for nap time

## PDM1.3b

Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time.

Most three-year-olds are social and active. They want to be involved in focused play indoors and outdoors for long periods of time.

### EXAMPLES

- plays “family” with friends in home living center
- plays with friends outside, running and hiding
- participates in learning center activities
- engages in intentional play such as cooking a Thanksgiving dinner

## PDM1.3c

Independently shows awareness of dangerous situations and responds with some knowledge of safety instructions.

Three-year-olds are beginning to communicate rules of the classroom to others. This is evident when they repeat safety instructions to a classmate or react to dangerous situations in dramatic play.

### EXAMPLES

- tells another child: “Don’t stand up, slide on your bottom”
- uses a pretend phone to call for help
- expresses knowledge of periodic safety drills
- shows awareness of safety personnel such as fire fighters or police officers
- shows awareness of 911 procedure
- recognizes the poison symbol
- identifies common safety signs

## PDM1.3d

Communicates to peers and adults when dangerous situations are observed.

Three-year-olds will tell the teacher when they notice safety rules are not being followed. As part of a community, they have learned from their teacher that safety rules keep themselves and friends safe.

### EXAMPLES

- tells teacher about a child standing in a chair
- may ask teacher for helmet when riding a tricycle
- begins to discuss ways to regulate behaviors to follow classroom rules
- tells teacher when there is a danger

## PDM1.3e

Attends to personal health routines and self-care needs independently.

Three-year-olds are becoming independent with most self-care needs such as toileting, dressing themselves and washing hands. They still need reminders and support to perform personal hygiene tasks correctly.

### EXAMPLES

- able to potty, dress independently and wash hands
- brushes teeth
- makes personal health care decisions such as washing hands at appropriate times, with minimal prompts
- expresses need to rest by saying, “I’m tired”
- identifies some personal hygiene items

# 36–48 months

domain PDM: physical development and motor skills

## Strand: **HEALTH & WELL-BEING**

Standard: **PDM2 – The child will participate in activities related to nutrition.**

### **PDM2.3a**

Helps prepare nutritious snacks.

Three-year-olds are eager to help with food preparation. Exposing children at this age to many healthy choices for snack time encourages them to prefer nutritious food.

#### **EXAMPLES**

- passes out cheese and crackers
- serves fruit salad to self
- reads picture recipe to prepare snack
- assists in harvesting and preparation of foods from garden
- spreads peanut butter or cream cheese on apple

### **PDM2.3b**

Distinguishes healthy food choices from less-healthy food choices.

Books and discussions about food help three-year-olds to make healthy food choices. Giving children the opportunity to prepare and eat nutritious foods together also promotes an understanding of healthy eating habits.

#### **EXAMPLES**

- talks about the different colors of food
- sorts picture cards of foods into “always” and “sometimes” categories
- makes picture collage distinguishing between healthy and non-healthy foods
- reads picture books about healthy foods

#### **Activity Idea:**

Cut out pictures of various food items in magazines and catalogs. Explain that some foods are “go” foods (healthy) and some foods are “no” or “whoa” foods (un-healthy). Hold up pictures and have children guess if they are “go” or “no” and discuss why or why not.



## Strand: **USE OF SENSES**

Standard: **PDM3 – The child will demonstrate an awareness of the body in space and child’s relationship to objects in space.**

### **PDM3.3a**

Acts and moves with purpose and recognizes differences in direction, distance and location with some adult assistance.

Three-year-olds coordinate body movements with a purpose. They are able to change direction and are beginning to understand the differences in distances and locations of objects.

#### **EXAMPLES**

- able to coordinate body movements to song
- throws ball to hit target
- moves across the room without touching anyone or anything

### **PDM3.3b**

Demonstrates awareness of his/ her own body in relation to others.

Three-year-olds understand that their bodies occupy space. They can use simple positional words to describe where they are in relation to people and objects. Spatial concepts are gained by their involvement in concrete experiences and interactions.

#### **EXAMPLES**

- uses words such as “near” and “far”
- says, “I’m standing next to Abby”
- talks about going “under the parachute”
- understands putting leg in and out during “Hokey Pokey”

# 36–48 months

domain PDM: physical development and motor skills

## Strand: **USE OF SENSES**

Standard: **PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.**

### **PDM4.3a**

Uses senses purposefully to learn about objects.

Sensory experiences are basic to children's learning about objects. Three-year-olds want to become actively involved in learning through touching and handling items. Many science and math concepts are taught through sensory experiences.

#### **EXAMPLES**

- experiments with differently sized containers in sand table
- talks about what will happen if we add water to dirt
- identifies familiar smells from smelly jars (cinnamon, orange)
- matches sounds in small sealed film tubes (rice, small rocks, buttons) to determine which ones are the same
- identifies environmental sounds while taking a nature walk or playing a listening game

### **PDM4.3b**

Takes things apart and attempts to put them back together.

Three-year-olds are becoming more independent and use their senses to figure out how objects work. They love to be able to take objects apart and try to put them back together. Providing simple activities lets them do this in an appropriate way.

#### **EXAMPLES**

- screws and unscrews lids
- uses a toy screwdriver and screws at a tool bench
- turns electronic toys off and on using switches
- explores with magnets

## Strand: **MOTOR SKILLS**

Standard: **PDM5 – The child will demonstrate gross motor skills.**

### **PDM5.3a**

Coordinates movements to perform a task.

Three-year-olds can climb up stairs using a method of bringing both feet together on each step before proceeding to the next step. Young children, however, may still need some “back-up” assistance to prevent falls in case they become unsteady at this new skill. Three-year-olds can jump and hop higher as their leg muscles grow stronger. Many can even hop on one foot for short periods of time.

#### **EXAMPLES**

- hops and stands on one foot for up to five seconds
- goes upstairs and downstairs without support
- kicks ball forward
- moves forward and backward with agility
- throws ball overhand
- catches large ball with both hands
- climbs up ladder of slide

### **PDM5.3b**

Demonstrates coordination and balance.

Three-year-olds are able to move in a variety of ways that require coordination and balance. They can run, jump or walk to get from one place to another. Some are beginning to learn to skip or to ride a tricycle.

#### **EXAMPLES**

- marches to an activity record
- acts like a duck to line up to go outside; uses arm motions and walks with a waddle
- learns to pedal a tricycle

# 36–48 months

domain PDM: physical development and motor skills

Strand: **MOTOR SKILLS**

Standard: **PDM6 – The child will demonstrate fine motor skills.**

## PDM6.3a

Refines grasp to manipulate tools and objects.

Three-year-olds will have a strong preference for a lead/dominant hand, but switching continues. When drawing, the lead hand will be holding the crayon while the assist hand is stabilizing the paper. The child will progress from being able to copy lines and circles to imitating crosses (+) and tracing over triangles and diamonds. The child will attempt to color within the lines, but with limited success.

### EXAMPLES

- uses variety of drawing tools
- plays with manipulatives during table time

## PDM6.3b

Uses hand-eye coordination to manipulate smaller objects with increasing control.

Three-year-olds continue to develop control in fine motor tasks such as cutting and drawing. They are able to move the scissors in a forward direction and cut along a straight line. They can hold a marker or crayon with a steady grip and make controlled marks on paper.

### EXAMPLES

- moves scissors forward and cuts on line
- places beads in container
- uses tongs to grasp objects
- turns knobs to open doors
- attempts to cut paper with child-safe scissors

## teachers' helpers

### BOOKS

*Go Go Grapes* by April Pulley Sayre  
*Rah Rah Radishes* by April Pulley Sayre  
*I Eat Vegetables* by Anna Tofts  
*To Market, To Market* by Anne Miranda  
*Play It Safe* by Mercer Mayer  
*When I Grow Up* by Mercer Mayer  
*Apples* by Ann Burckhardt  
*Corn* by Ann Burckhardt  
*The Fruit Group* by Helen Frost  
*The Grain Group* by Helen Frost

### SONG

“Hokey Pokey”

Put your hands in  
Put your hands out  
Put your hands in  
And shake them all about.  
You do the Hokey Pokey and you turn yourself around,  
And that’s what it’s all about  
(Continue with other body parts)



### MATERIALS

Variety of balls  
Hoops  
Parachutes  
Wagons  
Tricycles  
Helmets  
Pipe cleaners  
Beads  
Straws (that can be folded and used as tweezers)  
Water droppers  
Empty appliance boxes  
Cones for obstacle course  
Catching games/gloves



# 36–48 months

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF**

Standard: **SED1 – The child will develop self-awareness.**



## SED1.3a

Recognizes self as a unique individual.

A three-year-old is excited about the realization that she is distinct and has her own unique wants, needs, likes, dislikes, thoughts and feelings.

### EXAMPLES

- states, “I don’t like apples but Abby does”
- states, “This is my favorite” when choosing a farm puzzle to play with
- states, “I want to be first in line” when lining up to go outside
- states, “I don’t drink milk, I drink water” to express preferences
- states, “I’m sad, I miss my mommy”

## SED1.3b

Demonstrates knowledge of personal information.

Three-year-olds are more independent and start to define themselves in more concrete terms as part of their self-identity.

### EXAMPLES

- responds, “I have a brother in my family” after teacher talks about the concept of family in class
- says, “I will be four on my birthday”
- says, “I am a girl and you are a boy”
- says, “I have red hair and you have brown hair”
- responds, “I live in an apartment” after hearing a book about different types of houses
- places name on class graph indicating she is a girl

## SED1.3c

Shows sense of satisfaction in his/her own abilities, preferences and accomplishments.

Three-year-olds show pride in what they can do. Teachers should provide a balance of independent and supervised experiences to help empower children’s decision-making and problem-solving skills.

### EXAMPLES

- builds a zoo with blocks and plastic animals and proudly tells teacher, “I made a zoo!”
- washes hands after using the bathroom, responds, “Yes, I did, all by myself” when teacher asks if she washed her hands
- tells teacher without prompting, “I turned the water off with the paper towel”
- brings teacher to center to show accomplishment (building tower, artwork, completed puzzle)
- shows familiar adults work done earlier in the day

## SED1.3d

Shows emerging sense of independence in his/her own choices.

Three-year-olds are able to make many choices on their own. Adults can provide positive guidance and reinforce the importance of making good choices as the child becomes more independent.

### EXAMPLES

- chooses to sit next to his friend when teacher says, “You can either sit next to me or sit next to Sammy”
- chooses to get her teacher for help instead of hitting her peer when her tower is deliberately knocked over
- chooses art materials for artwork
- chooses to go to a different center from friends (friends go to dramatic play, child goes to sensory table)
- asks adult for help with an out-of-reach toy

# 36–48 months

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF**

Standard: **SED2 – The child will engage in self-expression.**

Strand: **SELF-REGULATION**

Standard: **SED3 – The child will begin to demonstrate self-control.**

## SED2.3a

Uses a combination of words, phrases and actions to communicate needs, ideas, opinions and preferences.

Three-year-olds use a combination of verbal and nonverbal communication skills. They are building vocabulary skills to express individual ideas.

### EXAMPLES

- shakes head and responds, “I want to swing” when teacher asks the child if he wants a turn going down the slide
- hugs teacher and says, “I missed you”
- points to costume and says, “I want to be a princess”
- points to runny nose and says, “I need a tissue” or holds pants out and says, “Can you help me with my pants?”
- touches stomach and says, “I’m hungry”

## SED2.3b

With adult guidance, uses verbal and nonverbal expressions to demonstrate a larger range of emotions, such as frustration, jealousy and enthusiasm.

Three-year-olds are able to process and communicate complex emotions in healthy and appropriate ways. Teachers can help by modeling appropriate responses and labeling the child’s feelings. “You look frustrated. That puzzle is hard to put together, isn’t it?”

### EXAMPLES

- shouts, “Ugh! I can’t do it. Will you please help me with this puzzle?”
- explains after being asked why he is crying, “I wanted to play with Sammy in blocks, but he won’t play with me”
- says, “I’m so excited, my Grandma is coming today!”
- pouts and says, “You didn’t want to listen to me when I wanted to talk to you”

## SED3.3a

Remembers and follows simple group rules and displays appropriate social behavior.

Three-year-olds can follow simple classroom rules such as “Walk slowly in the hall.” Teachers provide support and guidance as three-year-olds learn social norms and what behavior is appropriate in various social situations.

### EXAMPLES

- tells teacher that another child is not sharing the markers
- places her hands on her lap and waits to eat until everyone is served at lunch
- says, “Thank you” when teacher passes out snack
- keeps hands to self when close to others
- stops coloring on table and puts the marker down when teacher approaches

## SED3.3b

Regulates own emotions and behaviors with adult support when needed.

Learning to regulate emotions requires self-control and healthy coping skills. Teachers can help guide children by providing healthy outlets for emotions and provide emotional support as needed.

### EXAMPLES

- shouts into the Mad Jar to get all of his mad feelings out
- throws small beanbags into basket to get out frustration
- looks through family album when sad that mom is not at school after prompt from teacher
- stomps foot and says, “I don’t like it!” when another child takes a toy she wanted off the shelf
- tears paper in anger box when upset that friends don’t want to play

## SED3.3c

Regulates impulses with adult guidance.

With teacher support and guidance, three-year-olds start to recognize impulses and utilize strategies to control them.

### EXAMPLES

- stomps away to get the teacher when a friend snatches his truck
- lowers voice after yelling out of anger that another child took her baby doll and teacher asks, “What kind of voice is used inside?”
- talks rudely to another child who is in the way. Teacher offers suggestion to ask kindly for the other child to move. Child then says, “Micah, can you please move away?”
- raises arm to throw toy, but stops when teacher moves into child’s line of sight



# 36-48 months

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**

Standard: **SED4 – The child will develop relationships and social skills with adults.**

## SED3.3d

Manages transitions and adapts to changes in schedules and routines with adult support.

Three-year-olds are learning how to manage changes in schedules. Teacher comfort and reassurance will help prevent undue stress during changes and transitions.

### EXAMPLES

- gives ball to his friend who has been waiting for a turn, after initial protest
- cleans up and goes to the snack table after only a few reminders
- uses bathroom after reminder from teacher that it is time to go
- cleans up for special visitor with prompt from teacher: "We have a special visitor coming today! Let's clean up so we are ready for the fire fighter"
- prepares for nap after prompt from teacher by putting mat in place and getting blanket

## SED4.3a

Shows signs of security and trust when separated from familiar adults.

Loving relationships with familiar adults serve as the foundation for three-year-olds to confidently explore and initiate new experiences independently.

### EXAMPLES

- interacts easily with other adults who work at the school
- talks to a parent volunteer about the new stuffed animal she brought to school
- talks with unfamiliar adults about experiences with familiar adults (tells substitute about family activities over the weekend)

## SED4.3b

Uses a familiar adult's facial expression to decide how to respond.

Learning to respond appropriately to social cues and seeking the approval of familiar adults are the foundation for making good choices. Three-year-olds are learning to use the facial expressions of trusted adults to help them decide how to act.

### EXAMPLES

- picks coat off the floor when she sees the teacher's disapproving look
- feels more at ease when he sees his mom and dad smile as they talk with his new teacher
- continues building tall block tower after seeing approving facial expression from teacher
- looks at teacher's facial expression before taking an item from another child's cubby

## SED4.3c

Shows affection to familiar adults by using words and actions.

Three-year-olds are gaining insight into their own thoughts and feelings. They are learning the appropriate words and actions to express themselves.

### EXAMPLES

- says, "I missed you" as she gives her mommy a kiss hello
- tells his teacher, "I like your dress; you look pretty"
- says, "I love you" while giving a hug and returns to playing
- holds on to familiar adult and says, "Don't go"

## SED4.3d

Seeks out adult for help.

Three-year-olds enjoy their independence but are willing to seek help from an adult when needed. Adults can use this opportunity to teach new skills and to guide behavior.

### EXAMPLES

- tries to put on a coat by himself, puts it on backward and asks teacher for help
- asks teacher to reach toy that is out-of-reach
- asks teacher to push swing
- takes container to teacher that he/she cannot open independently

# 36–48 months

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**

Standard: **SED5 – The child will develop relationships and social skills with peers.**

## SED5.3a

Initiates play with one or two other children.

Three-year-olds practice the social skills necessary to initiate play with other children.

### EXAMPLES

- says, “Let’s play animals. I am a tiger. What are you?”
- says, “I want to play too” to a group of children in dramatic play
- asks other students, “Do you want to play?”
- tells another child to sit in the wagon so she can pull him; assigns roles to others: “I’ll be the mommy, you be the baby”

## SED5.3b

Engages in mutual/cooperative play.

As three-year-olds become better problem solvers and better communicators, they seek out opportunities to play with other children and begin to cooperate more with peers.

### EXAMPLES

- says, “I want to go shopping too!” when she sees another child in the dramatic play area pushing the grocery cart
- pulls another child in a wagon
- engages in simple group games such as Ring Around the Rosie or Simon Says
- incorporates others into pretend scenarios such as house, superheroes or pet shop
- builds simple block structures together with other children

## SED5.3c

Seeks adult support to resolve some peer conflicts.

Adult assistance is still needed to support conflict resolution. Three-year-olds seek out the teacher’s help to resolve peer conflicts when necessary.

### EXAMPLES

- uses words suggested by the teacher to resolve a conflict: “I don’t like it when you hit me”
- asks the teacher for help when another student pushes him in line
- brings teacher to area where another student has taken his toy

## SED5.3d

Recognizes and names the feelings of peers.

Increased vocabulary helps three-year-olds learn the terms to accurately label feelings. Increased awareness and understanding of others enables them to build greater empathy skills.

### EXAMPLES

- states, “Emily’s sad” as she stands next to her friend and offers her a favorite toy to cheer her up
- states, “I’m getting angry” as he tries to finish a difficult puzzle

## SED5.3e

Shows emerging respect for peers’ personal space and belongings.

As three-year-olds become more aware of social norms and begin to desire friendships, they start to learn the importance of respecting other people’s personal space and belongings. Supportive adults can model and reinforce appropriate behavior.

### EXAMPLES

- sits on a letter on the carpet during circle time
- asks, “Can I see your alligator?” when a classmate brings in a favorite plastic alligator from home for show-and-tell

# teachers' helpers

## BOOKS

*On Monday When It Rained*

by Cherryl Kachenmeister

*Too Loud Lilly* by Sophia Laguna

*When I Am* by Gladys Rosa-Mendoza

*Pat Them Gently* by Melanie O'Brien

*Big Al* by Andrew Clements

*Spirit of Hope* by Bob Graham

*The Kissing Hand* by Audrey Penn

*Quiet LOUD* by Leslie Patricelli

Homemade book about feelings



## SONGS

**“When You’re Angry and You Know It”**

(Tune: “When You’re Happy and You Know It”)

Add new verses such as:

When you’re angry and you know it,  
stomp your feet

When you’re sad and you know it,  
get a hug

When you’re cranky and you know it,  
find your Teddy

**“Absent Child”**

(Tune: “Farmer in the Dell”)

We wish you well

We wish you well

\_\_\_\_\_ (insert child’s name)

Is not here today

We wish him/her well



## MATERIALS

Puppets, dolls and stuffed animals

Child-safe mirrors

Beanbags and tossing target

## TEACHING AIDS

Feeling faces or posters

Visual cues or signs to help guide transitions and routines

Classroom rules display

Items to create a “safe place” or “calm corner”

Items to create a “calm kit”



# 36–48 months

domain APL: approaches to play and learning

## Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL1 – The child will demonstrate initiative and self-direction.**

### **APL1.3a**

Initiates new tasks by himself/herself.

Three-year-olds choose activities and materials and perform independently. They can be encouraged to make simple choices on their own. They begin to learn new skills through repetition and hands-on learning. They execute new tasks in creative ways.

#### **EXAMPLES**

- selects a familiar book and “reads” the story to a stuffed animal
- hangs up jacket and book bag after seeing others do it
- selects a new puzzle and attempts to put it together without assistance
- places disposable items in the trash can after eating snack
- makes choices about activities he/she wants to engage in during free play

### **APL1.3b**

Makes choices and completes some independent activities.

With adult support, three-year-olds begin to make simple choices. These activities foster their growth toward independence.

#### **EXAMPLES**

- selects item when given a choice of two different types of puzzles
- makes a choice to play at the sand and water table rather than in the block area
- selects book that an adult has read many times rather than a new book that is offered
- shows a desire to play with new items added to the housekeeping center

### **APL1.3c**

Makes plans and follows through on intentions.

Three-year-olds begin to take more risks trying new activities or tasks. Supportive teachers encourage them by noticing and commenting on their efforts. This support helps young children begin to shape their own learning.

#### **EXAMPLES**

- selects large stacking blocks and builds a zoo
- selects new clothing items found in housekeeping and pretends to be teacher
- uses items in dramatic play center to have a tea party
- chooses to go on bug hunt

## Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL2 – The child will demonstrate interest and curiosity.**

### **APL2.3a**

Demonstrates an increased willingness to participate in both familiar and new experiences.

Three-year-olds enjoy learning new things. They stick with the activity longer if the activity is familiar. They are naturally curious and want to explore and talk about things that interest them in their learning environment.

#### **EXAMPLES**

- selects, with several other children, a book about dinosaurs and asks teacher to read and discuss the book with them
- brings in pictures of baby twin sisters; class wants to talk about the babies
- finds pinecones on playground, picks them up and asks teacher to talk about them
- tries new food during meal times
- participates in new silly dance

### **APL2.3b**

Asks questions about unfamiliar objects, people and experiences.

Three-year-olds continue to expand their knowledge. They show interest in new events and activities. They ask a variety of questions in an attempt to understand how things work. They inquire about people, places and new experiences.

#### **EXAMPLES**

- asks teacher, “Why are the leaves falling off the trees?” as she observes trees during autumn
- notices a chicken laying eggs during a field trip to a farm; asks, “How did the chicken do that?”
- asks teacher, “Who is that?” when visitor enters room
- asks, “What’s that? Is it yummy?” when seeing someone eating
- requests teacher to repeat or tell directions to a game

# 36–48 months

domain APL: approaches to play and learning

## Strand: **ATTENTIVENESS AND PERSISTENCE**

Standard: **APL3** – The child will sustain attention to a specific activity and demonstrate persistence.

### **APL2.3c**

Explores and manipulates both familiar and unfamiliar objects in the environment.

Three-year-olds are curious about their surroundings. They show initiative and self-direction by using both familiar and unfamiliar objects in their learning environment.

#### **EXAMPLES**

- invites a friend to play with Legos and build
- weighs the envelope on the scale in the pretend post office and places the letter in a toy mailbox
- makes a “tent” for the dolls by placing a blanket between two chairs
- uses play dough and play dough tools during free choice time
- pretends to call mom on play phone in dramatic play
- feels the texture of silly putty during a science experiment

### **APL3.3a**

Engages in an activity for sustained periods of time to achieve a goal.

Three-year-olds continue to engage in meaningful activities for short periods of time. They are able to work with classroom materials in order to achieve a goal.

#### **EXAMPLES**

- role-plays *The Three Little Pigs*
- dances to familiar songs during a short large-group activity
- pretends to go on a “bear hunt” using props including flashlights, backpacks and caps
- builds a block tower by using all the blocks
- outlines name using star stickers

### **APL3.3b**

Wants to complete activities and do them well.

Three-year-olds enjoy doing tasks independently. They demonstrate attentiveness and persistence by completing activities and doing them well.

#### **EXAMPLES**

- enjoys reading a picture book during center time
- smiles when she writes the first letter of her name
- rides a tricycle completely around the track without stopping
- asks teacher, “Do you think it’s pretty?” when showing off her artwork
- finishes a puzzle

### **APL3.3c**

Begins to work cooperatively with others to achieve a goal or accomplish a task.

Three-year-olds are beginning to work with peers in both structured and unstructured activities. They require adult guidance to help them work to achieve goals.

#### **EXAMPLES**

- completes a difficult, multi-part puzzle when encouraged by teacher
- works with peers to build a complex structure in the block area as the teacher offers suggestions to guide their learning
- begins to work with friends to put a difficult puzzle together
- begins to organize a chase game on the playground with friends
- begins cleaning a center after using materials

### **APL3.3d**

Keeps working on activity even after setbacks.

Three-year-olds are learning to sustain their attention in an activity by continuing to work on it even when difficulties are present.

#### **EXAMPLES**

- attempts to build a long highway using different types of blocks; when some blocks fall, the student tries a different way to balance them
- puts a multi-piece puzzle together although she uses trial-and-error to place most pieces of the puzzle
- rebuilds a tall tower after it has fallen over
- asks to refill a cup after a spill
- recreates an art project after it has been torn

# 36–48 months

## domain APL: approaches to play and learning

### Strand: **PLAY**

Standard: **APL4** – The child will engage in a progression of imaginative play.

#### **APL4.3a**

Uses imagination to create a variety of ideas, role-plays and fantasy situations.

Three-year-olds enjoy pretending. They use their innate ability to invent imaginary characters or role-play familiar scenes. They use clothing or other items to help these scenarios come to life. Often it is difficult for them to distinguish reality from fantasy.

#### **EXAMPLES**

- creates scenes from nursery rhymes using props
- dresses up as a prince or princess after reading *Cinderella* and re-enacts the story
- pretends to be a baby while other children care for her
- pretends to cook food for dolls to eat
- tells teacher a pretend story about family: “My daddy took me to the moon”

### Strand: **PLAY**

Standard: **APL5** – The child will demonstrate a cooperative and flexible approach to play and learning.

#### **APL5.3a**

Occasionally joins in cooperative play and learning in a group setting.

Three-year-olds are beginning to define their roles during play and join in playing with peers. They create scenarios that allow the activity to continue for longer periods of time, building on a common theme, especially if an adult provides guidance.

#### **EXAMPLES**

- creates a highway on the playground. The teacher encourages the children to include many children in the activity
- assists another child in putting a puzzle together
- asks another student to interact during sand play
- holds a handle of the parachute with other children during indoor/outdoor play

#### **APL5.3b**

Plans, initiates and completes cooperative activities with adult guidance.

Guided by their teacher, three-year-olds are learning to work cooperatively with their peers. When the teacher provides instructive and specific feedback, she can help children learn to plan, initiate and carry out activities.

#### **EXAMPLES**

- plans and creates a habitat for a new class pet with teacher support and guidance
- makes props to recreate a story read by teacher with guidance
- asks to play Doggy Doggy Where’s Your Bone? and assists teacher in setting up for game
- chooses a ball to use for playing Hot Potato during circle time
- plans cooking a meal for friends at circle time

#### **APL5.3c**

Finds a creative, inventive way of doing a familiar task or solving a problem with adult guidance.

Three-year-olds are learning to work with their teacher to solve problems. They are learning that there is more than one way to approach a task. With the support of a teacher, they are able to work through their frustrations.

#### **EXAMPLES**

- uses plastic people and Legos to create a village like the one they saw on a recent field trip
- uses paintbrushes in dramatic play to pretend to apply make-up
- uses mail carrier outfit as a substitute for a police officer uniform after teacher prompts, “We don’t have a police officer uniform. Is there another uniform you can use?”

#### **APL5.3d**

Demonstrates emerging flexibility in his/her approach to play and learning.

Three-year-olds are discovering how to play with others. They have preferences for play with certain toys and activities.

#### **EXAMPLES**

- plays with a certain group of peers again and again in the housekeeping area
- enjoys constructing buildings and roads in the block area with other children
- continues to construct a certain puzzle again and again during free play
- pretends to read to peers daily in library area

# teachers' helpers

## BOOKS

*Mom, What's That?*

by Atlas Jordan

*If Chocolate Were Purple*

by Jen Barton

*Leaf*

by Stephen Michael King



## SONG

“The More We Get Together”

The more we get together

Together, together

The more we get together

The happier we'll be.

For your friends are my friends

And my friends are your friends

The more we get together

The happier we'll be.



## MATERIALS

PVC pipes in various sizes

Paper towel tubes

Glarch made with starch and glue

Traffic cones

Hurdles made from PVC pipe

Rope

Large plastic spoons

Age-appropriate puzzles

Dress-up clothes

Costumes



# 36–48 months

domain CLL: communication, language and literacy

## Strand: **RECEPTIVE LANGUAGE**

Standard: **CLL1 – The child will listen to conversations and demonstrate comprehension.**

### **CLL1.3a**

Listens and responds to conversations and group discussions.

Three-year-olds participate in one-on-one conversations. The ability to listen and respond in a group setting is emerging. With practice, they can listen and respond in large group for a short period of time (3-5 minutes) when engaged with books, props or interesting games.

#### **EXAMPLES**

- listens and responds to questions or comments asked by a familiar adult
- listens and responds to a story read aloud
- listens and responds to peers talking during center time
- listens and responds in large-group song “The Beanbag Dance”
- repeats new words during fantasy play
- participates in a large-group flannelboard story
- listens to a story on audio and interacts with cues
- shares and listens to peer experiences

### **CLL1.3b**

Listens to and follows multi-step directions with support.

Three-year-olds are able to follow multi-step directions with support, modeling and reminders.

#### **EXAMPLES**

- follows instructions to go get rest mat and lay down
- follows along to movement instructions during a song
- plays a game imitating multiple movements
- cleans up from centers and moves to small group activity
- follows series of morning routines with prompts (greet teachers, puts away belongings, selects an activity)

### **CLL1.3c**

Responds to more complex questions with appropriate answers.

With support, three-year-olds are able to understand questions and requests. Their ability to communicate this comprehension increases over the course of the year with practice. They have increased listening skills and are able to answer questions appropriately.

#### **EXAMPLES**

- tells a teacher how to get to a favorite place such as the playground
- describes family members and relationships
- answers questions about the current weather
- answers questions about what he plans to do during center time





# 36–48 months

domain CLL: communication, language and literacy

## Strand: **RECEPTIVE LANGUAGE**

Standard: **CLL2** – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.

### CLL2.3a

Demonstrates understanding of vocabulary through everyday conversations.

Three-year-olds can understand most of what teachers say. In a language-rich environment, their vocabulary increases rapidly. Through conversations, they can understand and use new words.

#### EXAMPLES

- talks about farm animals without going to a farm
- uses words learned from a firefighter during dramatic play
- draws and names or describes their picture

### CLL2.3b

Listens and understands new vocabulary from activities, stories and books.

Three-year-olds can understand most of what teachers say. In a language-rich environment, their vocabulary increases rapidly. They learn new words through stories, books and activities and use them in context or dramatic play.

#### EXAMPLES

- talks about the ocean after reading *Fish is Fish*
- says, “I’m cooking fish” after fishing trip
- says, “I will put in the potato” after reading *Stone Soup*
- says, “The chick hatched” after field trip to a farm
- says, “The baby needs medicine” after recent visit to pediatrician

## Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL3** – The child will use nonverbal communication for a variety of purposes.

### CLL3.3a

Uses gestures and actions to enhance verbal communication of needs and wants.

The vocabulary of three-year-olds increases rapidly in a language-rich environment. Their confidence and ability to communicate is enhanced by the use of expressive gestures and actions with words.

#### EXAMPLES

- waves hand and says, “Come here” to signal to come over
- points at chair where he wants to sit for snack and says, “There”
- grabs hand to communicate needs: “Come on”
- pats chest and says, “Mine”

### CLL3.3b

Communicates feelings using nonverbal gestures and actions.

A three-year-old’s ability to communicate is enhanced by the use of expressive gestures and actions with words. As they become more aware of others’ emotions and their own feelings, the ability to express those feelings using gestures and actions is very important.

#### EXAMPLES

- shakes head and says, “No” in response to a question
- folds arms and sits by herself when frustrated
- turns away from a person and says, “Leave me alone”
- gives a thumbs-up

# 36–48 months

domain CLL: communication, language and literacy

Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL4 – The child will use increasingly complex spoken language.**

## CLL4.3a

Speaks clearly enough to be understood.

The language of a three-year-old should be easily understood. Sentences will become more complex as they are able to articulate ideas.

### EXAMPLES

- describes her birthday party
- describes his trip or vacation
- describes a block structure that he built
- sings familiar songs such as “Twinkle, Twinkle, Little Star”
- uses 4-5 word sentences
- participates in Show and Tell

## CLL4.3b

Demonstrates use of expanded sentences and sentence structures.

The language of three-year-olds is becoming more sophisticated with increased vocabulary and the ability to create more complex sentences.

### EXAMPLES

- explains the rules to a friend: “One person at a time on the slide”
- asks more complex questions using five or six words such as, “Where does the sun go at night?”

## CLL4.3c

Describes activities and experiences using details.

As three-year-olds become more in control of increasingly complex language, they become more confident in expressing their ideas. They are now able to describe activities they have participated in using descriptive details. Teachers should encourage this behavior by asking children questions to obtain more detailed descriptions.

### EXAMPLES

- responds to the story about a cat in large group by saying he has a new kitten
- asks a question during Show and Tell
- describes birthday party by saying, “There was a clown and a bunch of balloons”

## CLL4.3d

Uses expanded vocabulary in a variety of situations.

Three-year-olds are learning vocabulary and context of language with every experience and opportunity they are given. They will practice using new language in an encouraging environment.

### EXAMPLES

- recounts an event in the classroom that the teacher did not see
- gives a visitor a tour of the classroom
- tells parent about the fire drill at school
- describes how the eggs turned green when he added food coloring

# 36–48 months

domain CLL: communication, language and literacy

## Strand: **EARLY READING**

Standard: **CLL5** – The child will acquire meaning from a variety of materials read to him/her.

### CLL5.3a

Prior to reading, uses pictures to predict story content.

A well-illustrated children's book captures interest and maintains focus as a story is read. With guidance, three-year-olds can begin to determine what a story is about by looking at the pictures in a book.

#### EXAMPLES

- looks at a picture in a book and says, "They found the dog!"
- describes an illustrated face as "sad"
- guesses that the book is about a duck after seeing the book cover in *Have You Seen My Duckling?*
- predicts what happens next during the reading of *Harry the Dirty Dog*
- says, "Rain" when sees a picture of clouds in the book *Rain*

### CLL5.3b

With prompting and support, retells a simple story using pictures.

Retelling stories builds the skills of understanding story structure and reading comprehension. With guidance, a three-year-old can remember and retell what happens in the beginning, middle and end of a favorite story.

#### EXAMPLES

- uses animal picture cards to retell *Brown Bear, Brown Bear*
- places *Three Little Pigs* flannelboard pieces on board to tell story
- uses puppets to retell *Goldilocks and the Three Bears*
- draws picture while telling story

### CLL5.3c

Answers questions about a story.

Group discussions become possible at this age. Three-year-olds can listen to a book, then talk about simple aspects of the story with the teacher and fellow classmates. With practice, they might be able to identify more specific details of the story.

#### EXAMPLES

- responds to "feeling" questions about characters in the book. Teacher says, "The girl is crying; how do you think she feels?"
- talks about what he sees in a picture: "There's a cow and a boy"
- names the characters of the story
- tells the setting of the story
- answers questions about what happens to the character in the story



# 36–48 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL6 – The child will develop early phonological awareness (awareness of the units of sound).**

## CLL6.3a

Listens and matches rhythm, volume and pitch of rhymes, songs and chants.

Helping a three-year-old match rhythm, volume and pitch builds the listening skills that are the foundation for developing phonological awareness. Teachers can sing and chant rhymes, finger-plays and songs to develop this skill.

### EXAMPLES

- finishes rhyming lines in books read aloud
- participates in rhyming activities with peers
- experiments with silly and nonsense words that rhyme
- listens while teacher plays a musical instrument, then closes eyes and listens again and answers whether the new sound is the same or different

## CLL6.3b

Identifies and produces rhyming words with adult guidance.

Three-year-olds enjoy group activities and transitions—the rituals of school life. These are often facilitated by songs and chants. They are opportunities to reinforce routines and to strengthen phonological awareness.

### EXAMPLES

- sings “Willaby, Wallaby, Woo”
- finishes rhyming lines in books read aloud
- participates in rhyming activities with peers
- experiments with silly and nonsense words that rhyme
- makes up silly rhyming words with food names (peas/ please)

## CLL6.3d

Segments sentences into individual words with adult guidance.

Three-year-olds are beginning to understand that spoken sentences are made up of different words. They need to understand this before they learn that these words can be broken down into syllables and sounds. Writing sentences and cutting them up into separate words is a concrete visual for children to understand this very important step in phonological awareness.

### EXAMPLES

- cuts sentence strip into separate words
- writes individual words on index cards
- uses manipulatives (wood block, tiles) to help count the words in a sentence
- uses pointer to point to each word in the sentence

## CLL6.3e

Segments words into syllables with adult guidance.

Three-year-olds begin to hear syllables in words with teacher support. Teachers can introduce this concept in a fun way by playing word games and singing songs that stress individual syllables. Starting with the child’s name is always a meaningful way to introduce this concept.

### EXAMPLES

- copies teacher when she stresses and claps syllables in children’s names, then counts them in rhythm, says, “SHER-RY, one-two!”
- stomps feet to number of syllables

## CLL7.3a

With prompting and support, can identify some alphabet letter names.

Playing and being read to in a print-rich environment provides three-year-olds opportunity to learn individual letters. They will become interested in letters and decoding meaning as they see teachers read books and other words in the immediate environment.

### EXAMPLES

- sings the alphabet song while following along looking at the letters
- identifies some letters in her name
- knows some letters in popular words such as “McDonald’s®”
- points to words and says, “That’s a P”
- recognizes words in repetitive books
- matches picture and letter cards

Strand: **EARLY READING**

Standard: **CLL7 – The child will demonstrate increasing knowledge of the alphabet.**

# 36–48 months

domain CLL: communication, language and literacy

## Strand: **EARLY READING**

Standard: **CLL8** – The child will demonstrate awareness of print concepts.

### CLL8.3a

Shares self-selected familiar books and engages in pretend reading with others.

Three-year-olds will choose favorite books and “read” them to each other. They may point to pictures and text as they read. They will tell parts of the story, using the pictures as cues.

#### EXAMPLES

- selects the listening center to read books or sings along to a story
- selects book and reads to other children pretending to be the teacher
- uses feltboard pieces to retell a story
- participates in DEAR time

### CLL8.3b

Discriminates words from pictures independently.

Three-year-olds that have been read to often will know that teachers read words. When looking at a book, young children will imitate behaviors such as pointing at words while “reading” and can distinguish between pictures and print.

#### EXAMPLES

- sorts cards by pictures and words independently
- identifies their picture versus their own name

### CLL8.3c

Independently holds a book right side up and turns pages from right to left.

Three-year-olds are quite confident in their handling of books. They can hold books upright and turn pages independently.

#### EXAMPLES

- chooses a book from the bookshelf and independently orients the book properly
- turns the pages as they look at pictures or pretend to read

### CLL8.3d

Recognizes environmental print.

A print-rich environment gives three-year-olds the opportunity to recognize letters and text everywhere. Class books, menus and labels in the home languages of children and children’s names all help children build connections. “My name is Christine. It starts with the letter C and so does Chick-fil-A® and Carter.”

#### EXAMPLES

- follows rebus recipe card
- points to and says words in the environment (furniture, exit, stop, number chart, word wall)
- cuts out familiar words from magazines
- collects letters for treasure hunt
- points to sign on the turtle bowl and says, “Just one pinch”

### CLL8.3e

With adult guidance, points to the title of familiar books or stories and where to begin reading a story.

Three-year-olds will begin to exhibit book-handling skills, as long as they have been read to consistently. Teachers can reinforce certain skills by exaggerating reading behaviors and highlighting parts of the book such as the title, the author and parts (beginning, end) of the book.

#### EXAMPLES

- asks the title of book
- points to first page when asked, “Where do we begin reading the book?”

# 36–48 months

domain CLL: communication, language and literacy

Strand: **EARLY WRITING**

Standard: **CLL9 – The child will use writing for a variety of purposes.**

## CLL9.3a

Creates letter-like symbols.  
May use invented spelling to label drawings.

Three-year-olds are actively engaged in learning that symbols and pictures represent real things and letters are symbols that can be used to represent words, thoughts and ideas. Some preschoolers will begin to make letter-like shapes and symbols, and are able to tell you what it “says.”

### EXAMPLES

- covers a paper with large swirls of paint; tells the teacher, “This is my house” and asks the teacher to write “My House” on the painting
- asks teacher to write “Happy Birthday” on the picture she drew for her parent
- asks teacher to write his name at the top of his painting
- draws picture and writes some “words”
- writes name with shaving cream on table

## CLL9.3b

Uses writing tools with adult guidance.

Three-year-olds have begun to experiment with crayons, paint, markers and other materials as they learn about writing. They are also learning how various tools can be used differently and serve different purposes.

### EXAMPLES

- dips a cotton swab in paint and makes a picture with dots, curvy lines and zigzags
- makes strokes in the sand with a stick
- makes a shape with play dough and says it looks like a “C for Cleo”

## CLL9.3c

Shows emerging awareness that writing can be used for a variety of purposes.

Three-year-olds are beginning to understand that writing can communicate different things. A print-rich classroom in addition to teachers that model writing for a purpose shows them many different ways text is used.

### EXAMPLES

- understands that the morning message communicates information
- makes squiggly lines on paper and teacher takes dictation
- writes three letter-like forms and says, “This is my name”
- writes letter forms on paper
- when asking other students what they want for lunch, “writes” what the other students say
- makes a card for sick peer or teacher (has some letter forms/pictures)

## teachers’ helpers

### BOOKS

*Splat the Cat Back to School* by Rob Scotton

*Sweet Dreams, Little Pup* by Mary Lee

*Waddle, Waddle, Quack, Quack, Quack*

by Barbara Anne Skalak

*Rhyming Dust Bunnies* by Jan Thomas

*Madeline* by Ludwig Bemelmans

### SONG

“Miss Polly”

Miss Polly had a dolly who was sick, sick sick  
So she called up the doctor to come quick, quick, quick  
The doctor came with his bag and his hat  
And he knocked on the door with a rat-tat-tat!  
He looked at the dolly and he shook his head  
And he said, “Miss Polly, put her straight to bed!”  
He reached in his bag for a pill, pill, pill  
“I’ll be back in the morning with my bill, bill, bill!”

### MATERIALS

PVC pipe phones for developing listening skills

Rhyming cards

Names/faces on display

Letter stamps

Storytime puppets

Environmental logos



# 36–48 months

domain CD: cognitive development and general knowledge: **math**

## Strand: **NUMBER AND QUANTITY**

Standard: **CD-MA1 – The child will organize, represent and build knowledge of number and quantity.**

### CD-MA1.3a

Recites numbers up to 10 in sequence.

Three-year-olds are able to extend their counting skills and say numbers in order up to 10.

#### EXAMPLES

- recites counting rhymes with numbers up to 10
- says, "I can count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10"

### CD-MA1.3b

Recognizes numerals and quantities in the everyday environment.

Three-year-olds begin to recognize some numerals, particularly those that are meaningful to them. They are also beginning to grasp the concept of quantity of familiar items.

#### EXAMPLES

- participates in reading and reciting numerals in books
- states number of crackers left on the plate at snack time
- notices numerals in the environment, "Look! There's a number 3."

### CD-MA1.3c

Matches numerals to sets of objects with the same number, 0–5.

Three-year-olds can begin to make connections to print material in their environment. Engage children in activities that match numerals with a set of objects being counted.

#### EXAMPLES

- draws three items on paper with the numeral 3
- plays Bingo using printed numerals
- places items on a card with corresponding numeral and picture of three shells or three dots

### CD-MA1.3d

Identifies quantity and comparisons of quantity.

Three-year-olds are beginning to understand comparative language. Most three-year-olds cannot yet count rationally, so teachers may need to assist the child in counting, then ask if there are more of one object than the other.

#### EXAMPLES

- says how many are left in a set without counting the set: "I have two buttons left, so you have more in your pile"
- compares quantities by saying, "I have more crayons than you do"
- notices that there are more cars than trucks in the block area
- says, "You have a baby doll and I have a baby doll. We both have a baby doll!"
- says, "My jacket has more buttons than your jacket"

### CD-MA1.3e

Quickly recognizes and names how many items are in a set of up to three items.

Three-year-olds can look at a set of objects up to three and determine how many there are by looking at them and not using one-to-one correspondence (subitizing). They are able to recognize larger quantities when arranged in a spatial pattern such as a die or domino.

#### EXAMPLES

- looks at three pinecones on a tray and says, "There are three pinecones"
- rolls a number cube and says, "Two" without counting the dots
- looks at small set of objects and names the number associated. Says, "I have three baby dolls" or "I have two crayons"

# 36–48 months

domain CD: cognitive development and general knowledge: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **CD-MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.**

## CD-MA2.3a

Matches two equal sets using one-to-one correspondence independently.

Three-year-olds can place objects into two equal sets using one-to-one correspondence.

### EXAMPLES

- lines up a row of red bugs and a row of blue bugs
- matches two rows of animals
- clicks a Lego person on top of each Lego block

## CD-MA2.3b

Counts up to five objects using one-to-one correspondence with adult guidance.

One-to-one correspondence means understanding that each object in a set gets only one count. Children learn this concept by touching each item and saying the corresponding number aloud. Three-year-olds need much repetition and practice using one-to-one and some will learn to count up to five objects in a set.

### EXAMPLES

- puts one marker lid on end of each finger
- places one frog on top of each lily pad
- places one snack, napkin and milk at each chair for snack with assistance
- demonstrates one-to-one correspondence by lining up counting bears, touching and counting each one

## CD-MA2.3c

Recognizes that objects or sets can be combined or separated.

Three-year-olds are beginning to realize that sets of objects can be combined. They can understand simple math stories involving combinations. “There were two friends on the playground and then two more came. Now there are four friends.”

### EXAMPLES

- makes a set of three pink crayons and then a set of two purple ones; says, “I have five crayons in all”
- counts other children in the class, then tells how many of them are boys and how many are girls
- gives a friend two trucks in the block center and says, “He has two and I have two”

## CD-MA2.3d

Participates in creating and using real and pictorial graphs or other simple representations of data.

Graphing provides an opportunity for children to represent and communicate mathematical relationships, such as more/less. Three-year-olds can help create simple graphs with concrete objects or pictures. They are able to answer questions comparing data, such as “What kind of pizza do most people like?”

### EXAMPLES

- places crayons in different-colored buckets to determine what color children like the most
- places pictures of favorite toy on center of graph and can say which has more or less





# 36–48 months

domain CD: cognitive development and general knowledge: **math**

Strand: **MEASUREMENT AND COMPARISON**

Standard: **CD-MA3** – The child will explore and communicate about distance, weight, length, height and time.

## CD-MA3.3a

Labels objects using size words.

Three-year-olds are able to apply size words such as big, small, short and tall to label objects in their environment. They often confuse terms as they are expanding their vocabulary. They might say, “I weigh 42 inches.”

### EXAMPLES

- observes leaves in the science center and says that one leaf is bigger than the other
- stands in line next to a friend and says, “I am taller than you”
- sorts buttons by size (big, little) and says, “These are the big buttons”
- builds towers in block center and says, “This tower is taller”

## CD-MA3.3b

Compares two or more objects using a single attribute, such as length, weight and size. Matches items of similar sizes.

Three-year-olds typically compare objects using one attribute, such as length, weight or size. They are learning the concepts of big/small, heavy/light, tall/short. They can also match items that are the same size. For example, they can place all the little bears in one basket and all the big bears in another.

### EXAMPLES

- tells friend, “I weigh 36 pounds. That’s more than you”
- tells friend in line, “I’m taller than you”
- tells friend at art easel, “Look how long my lines are; they are way longer than yours”
- groups triangles by size (big, little, small, smaller, smallest)

## CD-MA3.3c

Uses a variety of standard and non-standard tools to measure object attributes with assistance.

Three-year-olds learn about measurement through experimenting with non-standard tools such as blocks, Unifix cubes or paper clips. They begin to make informal observations about measurement, commenting on length, weight and height: “I am making a looong chain.”

### EXAMPLES

- uses measuring cups and spoons in sensory table to estimate how many spoons of water will fill a cup
- uses linking rings to measure the length of a friend’s arm
- uses a ruler or a measuring tape to measure length (may not indicate correct number)
- uses a balance or scale to measure weight. Says, “I’m seeing what is heavier”

## CD-MA3.3d

Predicts upcoming events from prior knowledge.

Time is a very abstract concept for young children. Three-year-olds are beginning to predict when events occur based on a daily routine. They may still become upset if things happen outside of the normal routine. They may also use time vocabulary incorrectly: “My birthday is tomorrow,” which actually means in three months. Give children advance notice when changes will occur, such as “Tomorrow the fire truck is visiting our school.”

### EXAMPLES

- looks at picture schedule and says, “We go to the library after rest time today”
- uses sand timer to explore passage of time, says, “When the sand is all gone, it’s time to clean up”
- rolls cars down ramps in block area to see which one is the fastest
- cleans up center materials then sits on rug for storytime

# 36–48 months

domain CD: cognitive development and general knowledge: **math**

## Strand: **MEASUREMENT AND COMPARISON**

Standard: **CD-MA4** – The child will sort, seriate, classify and create patterns.

### CD-MA4.3a

Independently orders objects using one characteristic.

After three-year-olds have had a lot of experience making comparisons, they are able to put objects in order using one characteristic or attribute such as tallest to shortest or lightest to darkest.

#### EXAMPLES

- orders 3-4 paint strips from lightest green to darkest green
- orders cups, blocks, balls by size
- stands in line and orders three children by height

### CD-MA4.3b

Sorts objects by one attribute, such as color, shape or size.

Sorting is a beginning math skill that introduces the concept of placing like items into sets according to attributes – shape, color or size, for example. Sorting is a pre-algebra skill that helps children understand how to group numbers and sets later on. Three-year-olds can sort objects into groups when the objects differ by only one attribute.

#### EXAMPLES

- sorts silverware by type
- sorts attribute buttons by color
- sorts pattern blocks by shape
- sorts shapes by size

### CD-MA4.3c

Identifies and duplicates simple, repeating patterns.

A pattern is a set of objects in which all the members are related by a specific rule. Patterns teach children how things work together and allow them to predict what comes next. Three-year-olds are able to identify patterns that they see in the environment. They can also begin to copy a simple ABAB pattern when modeled by an adult. These skills, in turn, can help children become problem solvers.

#### EXAMPLES

- follows teacher as she claps simple patterns
- predicts what comes next when connecting Unifix cubes (red, white, red, white, red, white)
- notices stripes on friend's shirt, saying, "You have a pattern"

## Strand: **GEOMETRY AND SPATIAL THINKING**

Standard: **CD-MA5** – The child will explore, recognize and describe spatial relationships between objects.

### CD-MA5.3a

Follows simple directions which demonstrates an understanding of directionality, order and position of objects.

Three-year-olds have had a lot of experiences with directional awareness. Practicing these concepts with their physical bodies is a good way to learn the concepts of top, bottom, in front of or behind. Remember, if you demonstrate and name a right/left movement, you will need to mirror their movements to make sure they move in the correct direction.

#### EXAMPLES

- hops over a box, and stands beside a box in response to teacher direction
- dances and sings the "Hokey Pokey"
- throws beanbags "inside" and "next to" the hula hoop
- places animals in the block area following simple directions: "Put the bear next to the trucks"
- climbs over and under an obstacle course

### CD-MA5.3b

Begins using more deliberate manipulation to fit objects together.

Three-year-olds can fit together objects with increasing difficulty. Those who have been exposed to puzzles and have developed the concept of manipulating an object to make it fit correctly in its place are ready for puzzles that are more complex. Modeling how to determine if a piece of a puzzle or blocks will fit teaches children how to problem solve and reduces frustration.

#### EXAMPLES

- completes 10-piece floor puzzle of fire truck
- uses pattern blocks and copies design of flower on table
- fits caps on markers
- drags puzzle pieces to correct space on computer screen using a mouse

# 36–48 months

domain CD: cognitive development and general knowledge: **math**

## Strand: **GEOMETRY AND SPATIAL THINKING**

Standard: **CD-MA6** – The child will explore, recognize and describe shapes and shape concepts.

### CD-MA6.3a

Independently recognizes basic two-dimensional shapes in the environment.

Recognizing shapes such as circles and triangles builds on the skills that will help three-year-olds recognize numbers and letters. When young children begin to read, they often learn to recognize words by their “shape.” As children develop, they compare shapes and understand how they are used. Shape knowledge helps them understand other signs and symbols.

#### EXAMPLES

- goes on shape hunt in classroom and identifies different shapes
- plays Shape Bingo and recognizes shapes on mat when teacher calls out each name
- plays Shape Lotto with assistance
- fishes for shapes
- makes shapes on a geo board
- identifies shape after music stops when playing Musical Shapes

## teachers’ helpers

### BOOKS

*Counting Crocodiles*

by Judy Sierra

*Pizza Counting*

by Christina Dobson

*Shapes, Shapes, Shapes*

by Tana Hoban

### MATERIALS

Shape Bingo (matching)

Floor puzzles

Counting bears

Unifix cubes

Sorting materials (large plastic buttons, large nuts, large bolts, large plastic tokens or chips)

Jumbo pegs/pegboard

Tabletop colored blocks



## Strand: **MATHEMATICAL REASONING**

Standard: **CD-MA7** – The child will use mathematical problem solving, reasoning, estimation and communication.

### CD-MA7.3a

Practices estimating using mathematical terms and numbers with adult guidance.

Adults can support three-year-olds’ knowledge of estimation by introducing the concept at this age. Three-year-olds have not developed rational counting so estimation requires “guessing” how many objects might be in a container or how many steps until we get to the door. Use small, manageable numbers—under ten—to make this concept more understandable.

#### EXAMPLES

- guesses how many steps it will take to get to the end of masking tape placed on the floor
- uses cups in sensory tub full of water to guess how many small cups are needed to fill the bowl
- guesses how many circle stickers it will take to line up from the bottom of the paper to the top

### CD-MA7.3b

Shows interest in solving mathematical problems.

Three-year-olds are very curious and like to ask questions about mathematical problems that occur in their everyday environment. “Is it almost time to go home?” “Is my birthday party next week?” With guidance in a classroom environment that supports asking questions, preschoolers can begin to solve simple mathematical problems in concrete ways and offer basic explanations for their solutions.

#### EXAMPLES

- places milk at each chair for snack and tells teacher, “We need one more”
- looks at daily picture schedule and says, “We get to eat lunch after we go outside”
- gathers enough paintbrushes for paint pots
- breaks the last cracker in half to share with classmate
- divides play dough equally among classmates at art table

### CD-MA7.3c

Uses emerging reasoning skills to determine a solution to a mathematical problem.

Helping children learn to solve problems and demonstrate how they came up with an answer are fundamental to learning mathematics. Three-year-olds are just beginning to explain answers during math activities. Ask “How do you know?” This takes practice as this is a new concept for most children.

#### EXAMPLES

- places puzzle piece where it belongs and is able to tell teacher why it went there
- copies ABAB pattern and tells teacher the next one is white because it goes red, white, red, white
- responds to questions about why they grouped objects together. Says, “These are all the same color”
- explains that the mother cow goes in the larger stall and the calf goes in the smaller stall
- explains why she chose the bigger shovel to fill bucket

# 36–48 months

domain CD: cognitive development and general knowledge: **social studies**

## Strand: **FAMILY**

Standard: **CD-SS1** – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.

### CD-SS1.3a

Identifies self in relationship to his/her family unit.

Children at three years old begin to see the ways they are connected to others in their home and family. They are beginning to understand the concept of siblings and extended family, such as aunts, uncles, cousins and grandparents.

#### EXAMPLES

- when a new sibling is born, says, “I am big sister!”
- says, “I live with daddy and Abuela” (grandmother)
- draws picture of family showing herself and all members of the family (mommy, daddy, sister, brother, grandmother, etc.)
- tells the members of his own family unit

### CD-SS1.3b

Identifies similarities and differences between self and others.

Three-year-olds can not only recognize individual characteristics, but also name what is the same and what is different between themselves and others when asked.

#### EXAMPLES

- recognizes similarities between self and multicultural dolls/books/materials representing differing ethnicities, cultures, ages, abilities and genders
- participates in art activities to celebrate each child’s differences, such as handprints, and says, “Your eyes are brown like mine”

## Strand: **PEOPLE AND COMMUNITY**

Standard: **CD-SS2** – The child will demonstrate an understanding of his/her community and an emerging awareness of others’ cultures and ethnicity.

### CD-SS2.3a

Remembers rules of the classroom community and displays appropriate social behavior.

Three-year-olds are more verbal and can communicate better with others. They are able to remember the rules of the classroom and will tell you when someone is not following them. Tattling often occurs at this age, which shows the child has an understanding of the rules and notices when someone is not following them.

#### EXAMPLES

- tells teacher, “Maya took the purse from me and I was still using it”
- tells friend, “There’s no more room here. You have to wait” when painting at the easel
- says, “Stop!” to classmates who are not following rules
- frequently plays cooperatively with peers (dramatic play, blocks, recess)
- takes turns in large group

### CD-SS2.3b

Explains traditions and cultural celebrations of his/her own family.

Three-year-olds understand and can explain their own family traditions and celebrations. They can convey details such as clothes that are worn or special foods that are eaten.

#### EXAMPLES

- describes family celebrations (birthdays, family gatherings, holidays) in simple terms: “We all eat turkey and then we watch football”
- describes family ceremonies
- describes family vacations
- dictates information from a personal drawing related to holidays and traditions

### CD-SS2.3c

Asks simple questions about others’ cultures.

Three-year-olds are aware of ethnic and cultural differences. They notice similarities and differences in physical appearance as well as in things such as dress or hairstyle. They ask questions to help them understand and process these differences.

#### EXAMPLES

- inquires about foods, clothing or music that a classmate from another culture brings to school
- asks, “Why do you eat with chopsticks?”
- asks, “Why does she wear a scarf on her head?”
- after a discussion about holiday traditions, asks a friend, “Do you have a Christmas tree?”
- asks, “Why does he speak another language?”

# 36–48 months

domain CD: cognitive development and general knowledge: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **CD-SS3** – The child will demonstrate awareness of the geography in his/her community.

## CD-SS3.3a

Identifies locations of people and objects.

Three-year-olds are beginning to understand the concept of location, which begins the foundation for geographic thinking. They can identify and describe location using simple positional words such as “The books go on the bookshelf.”

### EXAMPLES

- can tell adult where her classroom is located in a building
- says, “Jeffrey lives on my street”
- places blocks on shelf during clean-up, matching them to shapes on the shelf
- places manipulatives in labeled containers

## CD-SS3.3b

Identifies and describes some aspects of his/her community.

By three, children begin to notice details in their community such as roads, buildings, trees, gardens or bodies of water. They ask questions about new things they see: “Why is that bulldozer there?” They rely on seeing certain things in their routines, such as “We just passed the big dog house.”

### EXAMPLES

- passes Kroger and says, “That’s where we buy food”
- sees a lake and says, “That’s where my uncle fishes”
- looks out window and says, “The flowers are blooming”
- talks about things seen on the way to and from school

### Activity Idea:

Read the book *Where Can It Be?* by Ann Jonas. Then hide some objects around the room for children to find. Give them clues like “It’s where we keep the blocks!”



# 36–48 months

domain CD: cognitive development and general knowledge: **social studies**

## Strand: **PEOPLE AND COMMUNITY**

Standard: **CD-SS4** – The child will demonstrate an awareness of economics in his/her community.

### **CD-SS4.3a**

Completes jobs to contribute to his/her community.

Three-year-olds look forward to daily jobs in the classroom. They have a beginning understanding of community and how they can contribute. They are interested in being helpful to both the teacher and their friends.

#### **EXAMPLES**

- feeds class pet
- straightens books on library shelf
- acts as line leader
- helps classmates to clean an area of the room where he didn't play
- helps to place rest mats out for nap time
- shows consideration for the environment by picking up trash from the playground or cleaning a mess in the classroom

### **CD-SS4.3b**

Recognizes a variety of occupations and work associated with him/her.

Three-year-olds recognize many different occupations. They often use dramatic play to act out a variety of roles. They are able to talk about the different tools or equipment associated with a variety of occupations.

#### **EXAMPLES**

- puts stethoscope in doctor kit and says, "I'm the doctor"
- talks about fire safety after a field trip to the local firehouse
- cares for pets in dramatic play after discussion of veterinarian
- pretends to be the mailman and delivers mail from the writing area
- role plays the policeman during center time

### **CD-SS4.3c**

Recognizes that people work to earn a living.

Three-year-olds are beginning to understand that money is used to purchase goods. They hear mommy or daddy talking about leaving for work each day and begin to correlate that working gives us money to buy food, toys, etc.

#### **EXAMPLES**

- uses pretend money to buy groceries in dramatic play
- dresses for "work" in dramatic play

### **CD-SS4.3d**

Explores the uses of technology.

Three-year-olds are exposed daily to a variety of technology, both at home and at school. They model the ways they have seen their teachers and parents use technology to complete tasks or provide entertainment.

#### **EXAMPLES**

- uses cell phone in dramatic play to "talk" to a friend or pretend to play a video game
- says to a friend, "Don't wash those in the sink, just put them in the dishwasher"
- participates in the listening center using a book on compact disc
- asks to help parent sign in or out using the center's computer system

# 36–48 months

domain CD: cognitive development and general knowledge: **social studies**

## Strand: **HISTORY AND EVENTS**

Standard: **CD-SS5** – The child will understand the passage of time and how events are related.

### CD-SS5.3a

Recognizes and describes sequence of events.

Three-year-olds are able to recall the past and make simple predictions about future events, based on their experiences. They are beginning to acquire the vocabulary of time and begin to use words to describe when things happen. These words will reflect past, present and future but may not be accurate representations of units of time. For example, a child may say, “Yesterday we went to Disney World” (meaning last summer).

#### EXAMPLES

- states, “My Mama is coming to get me in a little while”
- says, “It’s my birthday today”
- accurately answers questions such as “What did you do during free play today?”

## teachers’ helpers

### BOOKS

*Career Day* by Anne Rockwell

*Children Around the World*  
by Donata Montanart

*The Berenstain Bears: Happy Halloween!* by Stan and Jan Berenstain

*The Berenstain Bears: Trouble with Money* by Stan and Jan Berenstain

*All Kinds of Children* by Norma Simon

*Families* by Ann Morris

*ABC for You and Me*  
by Margaret Girnis

*My Family* by Debbie Bailey

*Books about traditions*

*Books about cultures*

*Books about occupations*

### SONG

“Routine and Procedure Song”  
(Tune: “Happy Birthday”)

Hang your coat up today  
Hang it up right away  
Put your coat in your cubby  
So you can go play



### MATERIALS

Family photos

Magazine photos

Pictures of holiday/cultural celebrations

Pictures of different occupations

Play phones, cell phones, cameras, or any other types of technology

Play money and coins

Play cash register

Miscellaneous paper – receipts, order forms, etc.

Menus

Maps

Costumes and props for role playing different occupations



# 36–48 months

domain CD: cognitive development and general knowledge: **science**

Strand: **SCIENTIFIC SKILLS AND METHODS**

Standard: **CD-SC1 – The child will demonstrate scientific inquiry skills.**

## CD-SC1.3a

Uses senses to observe and experience objects and environment.

Three-year-olds enjoy exploring many different sensory materials. They have both the vocabulary and the experience to communicate their preferences to teachers.

### EXAMPLES

- tastes a lemon, squeezes eyes shut and says, “Sour! Yuck!”
- runs her fingers through the sand in the sensory table over and over again, saying, “I like it!”
- wiggles, dances and smiles when a new activity song is played
- demonstrates like or dislike while exploring play dough. Says, “It feels squishy!” and smiles

## CD-SC1.3b

Uses simple tools to experiment and observe.

Three-year-olds begin to recognize appropriate purposes for simple tools and how to use them.

### EXAMPLES

- uses an eye dropper to drop food coloring in glasses of water
- sifts a variety of materials through a sieve to see what will go through and what will not
- uses a magnetic wand to pick up juice can lids, then uses the wand to touch plastic lids
- uses magnifying glass to observe natural objects such as rocks, shells or their own hand

## CD-SC1.3c

Records observations through drawings or dictations with adult guidance.

As fine motor skills develop, three-year-olds start to document their discoveries. They draw simple pictures or dictate ideas to an adult. Most children are excited to explain if you ask them to tell you about their drawing.

### EXAMPLES

- draws a daily or weekly picture showing how her seed planted in a clear cup has developed
- describes how the class pet moves in its cage while teacher records his words
- observes grasshopper on playground, returns to classroom and draws a picture of what he saw
- after collecting objects during a nature walk, student participates in circle time discussion, describing and later drawing found objects
- during a class observation of butterflies, children discuss what they see while teacher records their comments

## CD-SC1.3d

Participates in simple experiments and discusses scientific properties.

Three-year-olds begin to participate in simple scientific investigations, using all their senses to observe. Their expanding vocabulary helps them describe what they observe.

### EXAMPLES

- describes objects in a “feely box”
- taste tests a variety of foods and describes observation
- compares objects that sink and float
- chooses the “fast car” while playing with ramps
- describes the difference between wet sand and dry sand



# 36–48 months

domain CD: cognitive development and general knowledge: **science**

Strand: **EARTH AND SPACE**

Standard: **CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.**

## CD-SC2.3a

Investigates and asks questions about the properties of water using adult- and child-directed activities.

Three-year-olds begin to recognize properties of water and its importance to all living things. They enjoy exploring how water moves and interacts with other materials, and how water can change its shape and form.

### EXAMPLES

- dips paintbrushes into water and “paints” sidewalks in playground or outside building walls
- uses small buckets of water and sponges to play “car wash” with tricycles on playground
- explores water drops using pipettes and trays. Responds to teacher questions, such as “How can you make a big drop?” or “What happens when you move the drops close together?”

## CD-SC2.3b

Investigates properties of rocks, soil, sand and mud using adult- and child-directed activities.

Teachers may structure small group activities to help three-year-olds learn about specific properties and add similar materials to the sensory table for child-directed exploration during center time.

### EXAMPLES

- touches a collection of rocks and tells whether they are smooth or rough
- notes the differences between wet and dry sand on the playground after the rain
- adds water to soil during small group and helps create a word list to compare and describe dry soil (before) and mud (after)
- uses tools such as shovels, pails and rakes to investigate soil, sand and mud
- after a heavy rainstorm, children notice changes outside (mulch is washed from under slide or from areas around downspouts; gulleys have been formed by moving water)

## CD-SC2.3c

Asks questions/shows curiosity about objects in the sky and describes appropriate daytime and nighttime activities.

Three-year-olds are curious and begin to add to their learning by questioning adults around them. They can tell you what kinds of things happen “in the daytime” and what things “we do at night.”

### EXAMPLES

- asks, “Where is the sun? It’s gone!” on a cloudy day
- sees clouds moving on a windy day and says, “Look! The clouds are running!”
- points at the moon in a sunny sky and asks why it is there during the day
- sorts simple pictures of daytime and nighttime activities—places a picture of a sleeping child with a picture of the night sky and a picture of getting dressed with a picture of a sunny day
- looks at the sky and says, “That cloud looks like an elephant! There’s the feet and the trunk”

## CD-SC2.3d

Observes and discusses changes in weather from day to day.

Three-year-olds can participate in large group discussions about weather—what they observed on the way to school and how it compares to weather on previous days.

### EXAMPLES

- participates in daily weather chart discussions; notices different symbols used to represent different weather conditions
- responds to weather-related questions, such as “Why are we wearing coats today” or “Why do we need sunscreen today?”

### Activity Idea:

Get individual dish pans or tubs and fill with soil, sand and/or rocks. Bury some objects/toys in each container and have children find the “treasure.” Afterward, discuss some properties of the sand, soil and rock mixture.



# 36–48 months

domain CD: cognitive development and general knowledge: **science**

## Strand: **LIVING THINGS**

Standard: **CD-SC3** – The child will demonstrate knowledge related to living things and their environments.

### CD-SC3.3a

Observes and explores a variety of plants and animals as well as their environments and life cycles.

As three-year-olds continue to develop, their observations take on more detail. They enjoy exploring a variety of materials and are beginning to be able to help take care of a class pet or plant.

#### EXAMPLES

- observes a bug found on the playground and with teacher help, finds out what the insect eats
- goes on a nature walk to collect a variety of leaves
- helps care for class plant and/or pet
- observes stages as caterpillars change into butterflies during class project
- uses picture cards to match baby animals to parent animals.

### CD-SC3.3b

Identifies the physical properties of some living and non-living things.

As teachers assist in their discoveries, three-year-olds make comparisons between living and non-living objects. They often answer questions about how things are made or the origin of items such as “The egg comes from the bird!” or “I have a truck like that, I got it at the store.”

#### EXAMPLES

- uses magnifying glasses/hand lenses to look closely at roly-polies and describes how they look and move
- discusses differences between a toy bird in the classroom and a bird outside
- answers appropriately when asked what plants and animals need to live (food, air, sunshine, etc.)

### CD-SC3.3c

Identifies and describes the functions of a few body parts.

Three-year-olds are beginning to connect body parts with the functions they perform, such as how we use our feet to walk and our hands to wave. They are able to participate in simple music and movement activities that direct them to move various body parts in different ways.

#### EXAMPLES

- plays Simon Says to identify and describe functions of body parts. Responds to “Simon says, wiggle your fingers” or “Simon says, nod your head”
- sings and participates in the “Hokey Pokey”

## Strand: **PHYSICAL SCIENCE**

Standard: **CD-SC4** – The child will demonstrate knowledge related to physical science.

### CD-SC4.3a

Independently investigates objects and toys that require positioning and movement.

Three-year-olds are more coordinated and are comfortable exploring new toys independently. They can change the position of toys to make them work or try new ways of moving them.

#### EXAMPLES

- closes lid on jack-in-the-box and turns handle to watch it pop up
- pushes and pulls toys such as buses and cars to activate sounds and lights

### CD-SC4.3b

Investigates different types or speeds of motion.

When teachers supply appropriate materials, three-year-olds enjoy exploring the types and speeds of motion of various objects. They are learning new vocabulary to describe different ways of moving.

#### EXAMPLES

- uses riding toys on playground during outdoor play
- uses a small ramp made of blocks to compare speed of objects moving down the ramp (toy cars, balls, different shapes of blocks) with teacher support

# 36–48 months

domain CD: cognitive development and general knowledge: **science**

Strand: **INTERACTION WITH THE ENVIRONMENT**

Standard: **CD-SC5** – The child will demonstrate an awareness of and the need to protect his/her environment.

## CD-SC4.3c

Explores and identifies physical properties and states of matter of common classroom objects.

With teacher support and a variety of simple science objects, three-year-olds enjoy adding to their basic knowledge about physical properties.

### EXAMPLES

- plays with sponges in the water table, squeezing and soaking to watch what happens
- uses magnet wand and a variety of magnetic and non-magnetic objects to see which “stick” (small cans, paper, plastic toys or large buttons)
- creates liquid goop with water and cornstarch
- notices how her breath clouds on a cold day
- participates in experiment with powdered drink mix and notes the differences as it dissolves in water

## CD-SC4.3d

Uses classroom objects that function as simple machines.

Three-year-olds are beginning to understand simple machines such as levers, pulleys and wheels and axles, and how they work.

### EXAMPLES

- uses plastic hoe to pretend to garden during outdoor play
- rolls out play dough with rolling pin
- uses blocks to make inclined planes (ramps) to make cars go “fast”
- slides down the slide on the playground
- uses screwdriver with toys that are created to intentionally be assembled and disassembled

## CD-SC5.3a

Participates in efforts to protect the environment.

Three-year-olds can independently take steps to protect and care for the environment. They can learn to pick up trash in their classrooms and to recycle used paper for other purposes.

### EXAMPLES

- doesn’t litter or create unnecessary trash in the classroom or outside
- places trash in the appropriate container
- begins to understand the use of recycling bins
- notices trash outside and picks up
- helps to plant and care for flowers

## teachers’ helpers

### BOOKS

*It Looked Like Spilt Milk* by Charles G. Shaw  
*My Life With the Wave* by Catherine Cowan  
*Let’s Look at Excavators!* by Matthew Price  
*Sunshine’s Night Out* by Carly Strickland  
*Let’s Look at a Bulldozer* by Matthew Price  
*Sometimes I Like to Curl Up In a Ball* by Vicki Churchill

### SONG

“Thunderstorm”

Boom, bang, boom, bang! (clap hands)  
 Rumpety, lumpety, bump! (stomp feet)  
 Zoom, zam, zoom, zam! (swish hands together)  
 Rustles and bustles (pat thighs)  
 And swishes and zings (pat thighs)  
 What wonderful noises  
 A thunderstorm brings



### MATERIALS

Shells	Turkey basters
Rocks	Strainers
Live plants (nonpoisonous)	Magnifying glasses
Ice/water	Magnets
Tongs	Recycle bins

# 36–48 months

domain CD: cognitive development and general knowledge: **creative development**

## Strand: **CREATIVE MOVEMENT AND DANCE**

Standard: **CD-CR1** –  
The child will participate in dance to express creativity.

### **CD-CR1.3a**

Repeats choreographed movements and begins to express creativity in movements.

As children mature, they participate in creative movement with freedom and expression. Three-year-olds can copy the movements of the teacher by clapping or marching to a song.

#### **EXAMPLES**

- moves like an elephant swaying its trunk or jumps and screeches like a monkey
- gallops or marches in time to the music
- engages in hand motions to a song
- participates in musical games

## Strand: **VISUAL ARTS**

Standard: **CD-CR2** – The child will create and explore visual art forms to develop artistic expression.

### **CD-CR2.3a**

Uses a variety of tools and art media to express individual creativity.

Three-year-olds are developing more fine motor control and can begin to cut and draw, and manipulate art materials with purpose. They can verbally express their ideas and enjoy the creative process.

#### **EXAMPLES**

- uses a variety of materials to create a self-portrait
- uses Q-tips or straws to paint a picture
- uses chalk on the blackboard, on paper or on the sidewalk
- dips objects into paint and presses on paper to create a picture
- adds objects or materials to modeling dough
- uses play dough to represent simple objects

### **CD-CR2.3b**

Observes and discusses visual art forms.

As language is continuing to develop for three-year-olds, they can see similarities and differences in their artwork and in pictures. Give them descriptive words to use as they build their vocabularies: “Look, the paint is dripping.”

#### **EXAMPLES**

- makes a play dough snake like his friend is making
- looks at paintings and says, “Mine is yellow and blue but hers is red”
- makes comments about collages: “I used pompoms and he used stickers”

### **CD-CR2.3c**

Shares ideas about personal creative work.

Three-year-olds can look at their work and the work of others and describe similarities and differences.

#### **EXAMPLES**

- works with play dough and says, “I can roll and make a snake”
- uses finger paints and says, “I can mix the colors”
- draws with crayons and says, “I made a big dog with lots of legs”
- says, “My tree has green leaves and yours has red leaves”

## Strand: **MUSIC**

Standard: **CD-CR3** –  
The child will use his/her voice, instruments and objects to express creativity.

### **CD-CR3.3a**

Participates in classroom activities with musical instruments and singing to express creativity.

Three-year-olds develop their musical memory through musical activity. They enjoy singing and using rhythm instruments in group settings.

#### **EXAMPLES**

- sings and plays the bells during music time
- taps rhythm sticks on the floor as the music is playing
- stands up and sings when his color is called

# 36–48 months

domain CD: cognitive development and general knowledge: **creative development**

Strand: **DRAMA**

Standard: **CD-CR4 – The child will use dramatic play to express creativity.**

## CD-CR4.3a

Participates in dramatic play presentations with adult guidance.

Three-year-olds are all about movement! They enjoy watching a teacher act out a story with props or puppets and can join in with help from the teacher.

### EXAMPLES

- acts out *The Three Bears* with different voices with help
- watches teacher tell story with puppets
- talks to friend using puppet

## CD-CR4.3b

Re-creates a familiar story using action and objects (props) individually or cooperatively.

As three-year-olds' language skills grow, they become involved in active story-telling experiences. Given simple props, they can act out stories such as *The Three Little Pigs*.

### EXAMPLES

- uses plastic bears to tell the story of *The Three Bears*
- uses blocks and small toys to tell the story *The Napping House*
- uses paper plates, cups and birthday hats to act out a story
- uses flannelboard pieces, puppets to retell a story

## CD-CR4.3c

Creates various voice inflections and facial expressions in play.

Three-year-olds experiment with their voices and physical expressions during play. They might use a low voice for Papa Bear and a high voice for Baby Bear. They will watch your expressions and mimic them as you read to them or speak in interesting ways.

### EXAMPLES

- mimics teacher's voice and says, "No more monkeys jumpin' on the bed!"
- raises eyebrows and says, "Oooooo! went the wind" during finger-play "Five Little Pumpkins"
- imitates Papa Bear's gruff voice and says, "Somebody's been eating my porridge"

## CD-CR4.3d

Identifies real and make-believe situations through dramatic play.

Three-year-olds' developing speech and growing awareness enables them to act out more complex themes. They may pretend to visit the grocery store or act out *The Three Little Pigs*.

### EXAMPLES

- dresses up with a friend and they set the table for a tea party
- uses a toy phone to order a pizza
- uses boxes to make a castle to play princess and dragon
- pretends to pour something in cup and hands to someone to drink

# 36–48 months

domain CD: cognitive development and general knowledge: **cognitive processes**

## Strand: **THINKING SKILLS**

Standard: **CD-CP1 – The child will demonstrate awareness of cause and effect.**

### CD-CP1.3a

Intentionally carries out an action with an understanding of the effect it will cause.

Three-year-olds are quite confident in their ability to act on objects. They will squeeze a sponge onto the table and watch the drips, or stack a block tower just so they can knock it down. They are gaining an understanding that certain actions and the resulting effects are within their control.

#### EXAMPLES

- blows bubbles in milk with a straw
- rolls a ball to knock down a toy bowling pin
- turns the water on and off

### CD-CP1.3b

Expresses beginning understanding of reasoning skills.

Three-year-olds show an increased understanding as to “why” events occur. They can respond to simple questions concerning cause-and-effect, although their reasoning may be faulty. “Why is the kitty meowing?” “Cause she wants her mommy.”

#### EXAMPLES

- asks “why” questions involving simple actions in the classroom. “Why did the music stop?” (we turned off the CD player)
- asks “How” when presented with a new toy
- turns to teacher when lights go out in the classroom
- hugs a friend when they are crying
- says, “Too tall” when building a block tower

## teachers’ helpers

### SONG

#### “Fishing”



Have you ever gone fishing  
on a bright and sunny day  
(Reel fishing rod and cast)  
When all the little fish are swimming  
in and out the bay  
(Hands together to swim like fish)  
With their hands in their pockets  
(Show hands, place in front pockets)  
And their pockets in their pants  
(Place hands on front pockets  
and slap back pockets)  
All the fishes do the hoochy  
koochy dance  
(Twist arms/hands back and forth)

### MATERIALS

Paper, crayons, markers, play dough,  
finger paint, sidewalk chalk  
3D items (such as cotton balls, buttons,  
sequins and wiggly eyes), brushes,  
feathers, toilet paper rolls,  
artificial flowers  
Props for acting out  
Child-safe mirrors



# 36–48 months

domain CD: cognitive development and general knowledge: **cognitive processes**

## Strand: **THINKING SKILLS**

Standard: **CD-CP2 – The child will use prior knowledge to build new knowledge.**

### CD-CP2.3a

Uses objects as intended in new activities.

Three-year-olds understand that objects can be used in a variety of settings. They know that a broom can be used both outside and inside. They understand that chalk can be used on a chalkboard or on the sidewalk.

#### EXAMPLES

- uses a spoon to dig in the sand box
- uses a plastic knife to cut play dough
- uses rhythm sticks as drumsticks
- uses his hand to paint

### CD-CP2.3b

Uses observation and imitation to acquire knowledge.

Three-year-olds are growing in their observation and imitation skills. They learn by watching carefully and copying the actions of others. For example, they listen to the teacher say, “Time to go inside” and they copy other children as they run to line up.

#### EXAMPLES

- sings “Tooty Ta” with teacher and copies motions
- cares for class pet/plant after observing the teacher
- imitates parents in dramatic play, such as pretending to charge on a credit card
- watches other children go sit down on the carpet for circle time and follows
- imitates reading a story, pointing left to right like the teacher

### CD-CP2.3c

Identifies familiar objects and people in new situations.

Three-year-olds can remember objects and familiar people even in unfamiliar surroundings. They may eagerly call out “hello” to their teachers when they spot them in the grocery store or recognize their favorite toy on the shelf in the toy store.

#### EXAMPLES

- recognizes friend from another classroom on the playground
- uses notebook and crayons to draw picture on the ride home, just as he has done in the classroom
- acts out familiar settings (grocery store, dentist office, birthday party) in dramatic play
- recognizes volunteer as another child’s parent
- recognizes real and found materials by their actual name (toilet paper rolls in art)

### CD-CP2.3d

Uses clues and sequence of events to infer and predict what will happen next.

Three-year-olds can use clues to predict what will happen next. They can respond to questions from a teacher: “Look at the picture. The little boy has an umbrella. What do you think will happen? Why?”

#### EXAMPLES

- responds to teacher’s questions about *The Little Red Hen*
- asks, “When is lunch?” then is able to name the class routine and figure out that it is after music and movement
- discusses with a teacher how he would feel if his toy was taken
- responds to the clean-up song by saying, “After we clean we can go outside”
- after smelling lunch cooking, turns to friend and says, “It’s almost lunchtime”

### CD-CP2.3e

Discusses how new learning related to concrete objects is based on prior knowledge.

Three-year-olds are beginning to verbalize how new learning is related to something they already know. They may recognize characters from stories—“That’s Pigeon! He was in the other book we read!” Or they can explain how they used the new art materials: “That’s like chalk. We have that on the playground.”

#### EXAMPLES

- says, “That’s a red balloon. I have a new red dress”
- puts doll in a toy bed and says, “My baby [sister] goes night-night in her crib”
- says, “My mommy cooks these” while making a necklace using noodles,
- says, “I can hammer the nail like my dad”
- asks, “Where is his mommy?” when looking at a picture of a puppy



# 36–48 months

domain CD: cognitive development and general knowledge: **cognitive processes**

## Strand: **PROBLEM SOLVING**

Standard: **CD-CP3 – The child will demonstrate problem-solving skills.**

### CD-CP3.3a

Demonstrates multiple uses for objects to solve problems.

Three-year-olds begin to show inventiveness and flexibility as they try to solve problems. They substitute one object for another, such as using a wooden spoon as a drumstick or wrapping a towel around their shoulders to make a superhero cape. This early representational thinking is an important developmental step.

#### EXAMPLES

- uses wooden pegs as candles on a play dough cake
- uses two small Legos when a larger one isn't available
- pretends that a wooden block is a pager or cellphone
- uses rhythm stick as a microphone
- uses blanket as a cape

### CD-CP3.3b

Tests different possibilities to determine the best solution to a problem.

Three-year-olds are able to ask questions to help them solve problems. They may explore several different possibilities before deciding on a solution. For example, a group of children using water on the playground fill up a bucket, but realize it is too heavy to carry. They eventually decide to fill cups with water to get to the other area of the playground.

#### EXAMPLES

- turns scissors multiple ways in order to successfully cut the paper
- pulls multiple books off the shelf, asking the teacher to read before deciding which to read first
- says multiple friends' names before deciding on one friend to help

## teachers' helpers

### BOOKS

*If You Give* series by Laura Numeroff

*Jump Frog Jump* by Robert Kalan

*Father's Rubber Shoes* by Yumi He

*The House that Jack Built*

by Rodney Peppé

### SONG

#### “Red Balloon”



Oh, once I had a red balloon  
(Pretend to take balloon out of pocket)

And then I blew it up.  
(Pretend to blow balloon up)

'Til it became all big and round

And grew and grew and grew.  
(Make arms into bigger and bigger circle)

I bounced it up into the air  
(Pretend to bounce ball)

And never let it drop.

Then I bounced it on the ground

Until it suddenly went POP!  
(Clap hands loudly on pop)

### MATERIALS

Variety of ramps and wheeled toys

Props to role play – family jobs, jobs in community, sequence cards

Problem-solving games like I Spy

Small plants to show how watering makes them grow (cause/effect)

Open-ended materials (i.e., cardboard box, cardboard tubes)

Dramatic play setting and props (i.e., create a “train station” or an “airplane cockpit”)

Set up simple experiments (i.e., predict which objects will float in water)





ages 48–60 months



## ages 48–60 months

**work puzzles** play ball **make friends** help others **compare**  
sing **transition easily** move with purpose **write** show resilience  
**discuss** communicate ideas **resolve conflicts** show independence  
sort and classify **play with peers** set goals **listen and follow**



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# 48–60 months

domain PDM: physical development and motor skills

Strand: **HEALTH & WELL-BEING**

Standard: **PDM1 – The child will practice healthy and safe habits.**

## PDM1.4a

Stays awake and alert except during voluntary nap time.

Four-year-olds are able to participate in their daily routine with purpose and energy after a good night's sleep.

### EXAMPLES

- participates in outdoor activities with energy and enthusiasm (kicks balls toward goal, bounces basketballs)
- listens to teacher read and responds
- engages in center time activities with purpose and intention (works puzzles, builds with blocks)

## PDM1.4b

Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time that increase strength, endurance and flexibility.

Four-year-olds are energetic and enjoy activities that involve movement. They enjoy active games, and like to talk about their “big muscles” and brag about their accomplishments.

### EXAMPLES

- shoots basketball into a hoop and tries to dribble
- participates in a music and movement song with active movements

## PDM1.4c

Consistently follows basic safety rules and anticipates consequences of not following safety rules.

Four-year-olds are beginning to understand safety rules and that there are consequences when rules are not followed. As members of a community, they know that rules keep them and their classmates safe.

### EXAMPLES

- knows to call 911 in an emergency
- discusses safety rules for playground and understands someone can get hurt if they are not followed
- tells another child, “only 3 children in the loft”
- demonstrates knowledge of periodic safety drills
- avoids the poison symbol
- follows common safety signs; comments, “That sign means STOP” or “That says EXIT”

## PDM1.4d

Communicates the importance of safety rules.

Four-year-olds are learning about community helpers and their roles. Through books, visitors and role-playing activities, they can identify who will help them be safe.

### EXAMPLES

- identifies firefighter and says, “You call him when there is a fire”
- knows that police can help if they are in danger or lost
- role plays calling 911 to report emergency
- teaches new child the classroom’s safety rules
- independently asks for or gets a helmet for riding a tricycle
- articulates the difference between safe touch and unsafe situations

## PDM1.4e

Identifies the importance of and participates in activities related to health and self-care needs.

Four-year-olds are not only independent in much of self-care but also understand the need to be clean and healthy. Books and role play can promote discussions of why health and self-care are important.

### EXAMPLES

- brushes teeth, understands they must brush every day and every night, and visits the dentist
- eats independently
- cleans up
- makes personal health care decisions such as washing hands at appropriate times, without prompts
- chooses to rest when tired

# 48–60 months

domain PDM: physical development and motor skills

## Strand: **HEALTH & WELL-BEING**

Standard: **PDM1 – The child will practice healthy and safe habits.**  
(continued)

### **PDM1.4f**

Can name people who keep them safe and healthy.

Four-year-olds are learning about community helpers and can understand what jobs people do to help keep them healthy.

#### **EXAMPLES**

- says, “I went to the doctor and I had to get a shot so I don’t get sick”
- says, “The dentist looks at your teeth”
- acts out role of health care provider such as a nurse in dramatic play
- identifies on-site staff member who helps keep them healthy, says, “Miss Catherine cooks us healthy food”

#### **Activity Idea:**

Add a variety of occupation costumes and props to the dramatic play area. Encourage children to dress up and role play the different occupations.



## Strand: **HEALTH & WELL-BEING**

Standard: **PDM2 – The child will participate in activities related to nutrition.**

### **PDM2.4a**

Helps prepare nutritious snacks and meals.

Four-year-olds can help prepare healthy snacks and meals at home or at school. They will enjoy eating nutritious food and be able to learn many things about what foods are healthy, where food comes from and how to prepare it.

#### **EXAMPLES**

- passes out snack as snack helper
- prepares recipes as part of a thematic unit or based on a book such as *Stone Soup*
- reads picture recipe to prepare snack
- identifies nutritious foods on a local restaurant menu or in a grocery store ad
- comments about helping to cook at home, says, “I help my daddy cook spaghetti”

### **PDM2.4b**

Sorts foods into food groups and communicates the benefits of healthy foods.

Talking and learning about food provides opportunities to discuss many aspects of good nutrition. Four-year-olds can talk about different food groups, where certain food comes from and how it affects their bodies.

#### **EXAMPLES**

- sorts plastic foods in dramatic play into food groups (fruit, vegetable, etc.)
- makes a rainbow plate with lots of food in different colors
- participates in field trip to local farm or market
- states the benefits of eating healthy foods: “Broccoli will make me strong”

# 48–60 months

domain PDM: physical development and motor skills

## Strand: **USE OF SENSES**

Standard: **PDM3 – The child will demonstrate an awareness of the body in space and child’s relationship to objects in space.**

### **PDM3.4a**

Acts and moves with purpose and independently recognizes differences in direction, distance and location.

Four-year-olds understand movement concepts, such as having control of their body, how the body moves and that their body can move independently or in coordination with other objects or people.

#### **EXAMPLES**

- moves to song following multiple directions
- uses props while singing
- navigates simple obstacle course
- dances with scarves
- moves to a steady beat

### **PDM3.4b**

Demonstrates spatial awareness through play activities.

Four-year-olds are beginning to have an understanding of how their body relates to the space around it. Some children often seem clumsy as they are experimenting with these new skills, which include pouring milk or lining up.

#### **EXAMPLES**

- able to locate objects in room using a map
- builds with blocks and determines if objects are too close together or too far apart when making a building
- throws ball at a target, judging distance and speed
- plays outdoor directional games such as Red Light, Green Light and Mother May I?
- pours liquid into containers during water play

## Strand: **USE OF SENSES**

Standard: **PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.**

### **PDM4.4a**

Discriminates between and identifies a variety of sights, smells, sounds, textures and tastes.

Four-year-olds are able to use their senses and distinguish between objects that are the same and different. They can use appropriate vocabulary to discuss a variety of sights, sounds, smells, textures and tastes.

#### **EXAMPLES**

- identifies familiar smells from smelly jars (cinnamon, orange)
- matches sounds in small film tubes (rice, small rocks, buttons) to determine which ones are the same

### **PDM4.4b**

Takes things apart and invents new structures using the parts.

Four-year-olds use their senses to explore the environment. They are adept at taking things apart

#### **EXAMPLES**

- uses magnetic animals—puts them together to make a new type of animal and is able to tell you about it
- uses Legos to make a spaceship
- uses nuts and bolts, locks and keys
- makes bracelet out of pipe cleaners and straws

# 48–60 months

domain PDM: physical development and motor skills

## Strand: **MOTOR SKILLS**

Standard: **PDM5 – The child will demonstrate gross motor skills.**

### **PDM5.4a**

Coordinates movements to perform more complex tasks.

Four-year-olds can go up and down the stairs alone like an adult, taking one step at a time. Their running continues to smooth out and increase in speed. Children of this age can also skip and add spin to their throws. They also have more control when riding their tricycles or bicycles, and can ride them faster.

#### **EXAMPLES**

- rides a tricycle
- propels a wheelchair in desired direction or location
- walks on tip toes
- hops up and down on one foot
- skips using alternating feet
- walks up stairs using alternating feet

### **PDM5.4b**

Demonstrates coordination and balance in a variety of activities.

Four-year-olds are now able to use their gross motor skills in a variety of coordinated movements. They have more control of balance and can use a variety of play equipment such as tricycles or bats and balls.

#### **EXAMPLES**

- uses small trampolines and balance beams
- jumps rope
- hits ball with bat off a tee
- rides scooter or tricycle
- plays hopscotch and Mother, May I?
- manipulates objects while standing in place or moving

## Strand: **MOTOR SKILLS**

Standard: **PDM6 – The child will demonstrate fine motor skills.**

### **PDM6.4a**

Performs fine motor tasks that require small-muscle strength and control.

During this stage, hand use is characterized by refined wrist and finger movement with decreased elbow and shoulder movement. Hand dominance is typically established between four and six years. Four-year-olds can hold a crayon with three fingers to copy crosses, diagonal lines and squares using a tripod pencil grasp. When cutting, the child will make smaller, more precise cuts and be able to cut out a square. The scissors should be pointing away from the child's body and are held in a thumbs-up position.

#### **EXAMPLES**

- tears a piece of tape off a roll of tape
- uses paper punch or stapler

### **PDM6.4b**

Uses hand-eye coordination to manipulate small objects with ease.

Four-year-olds are developing the muscles in their hands, which allow them to cut, button and hold a pencil with ease and control. They can cut simple shapes with scissors and are beginning to write letters. They can string small beads and pick up objects with tweezers. They are learning to zip, button and tie.

#### **EXAMPLES**

- uses writing tools
- strings beads or puts pegs in board
- ties shoelaces in a knot
- buttons, zips, buckles and laces
- cuts paper with scissors
- puts 5-piece puzzle together
- makes lines and shapes with crayons

### **PDM6.4c**

Able to perform more complex fine motor tasks with accuracy 50% of the time.

Four-year-olds are gaining more control of the muscles in the hand and are able to perform complex tasks such as stringing small beads, cutting on a line or writing numbers and letters.

#### **EXAMPLES**

- cuts out simple shapes, staying on the lines
- uses eyedropper to transfer water from one container to another
- uses tweezers to pick up small beads
- draws basic shapes such as circle and square
- strings smaller beads

# teachers' helpers

## BOOKS

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

*From Head to Toe* by Eric Carle

*Here Are My Hands* by Bill Martin, Jr. and John Archambault

*I Eat Fruit* by Hannah Tofts

*I Eat Vegetables* by Hannah Tofts

*I Went Walking* by Sue Williams

*My Five Senses* by Alike

*My Trip to the Hospital* by Mercer Mayer

*Play It Safe* by Mercer Mayer

*Safety on the Playground* by Lucia Raatma

*The Meat and Protein Group* by Helen Frost

*The Sick Day* by Patricia MacLachlan & Jane Dyer

*Those Mean Nasty Dirty Downright Disgusting*

*But Invisible Germs* by Judith Anne Rice

*When I Grow Up* by Mercer Mayer



## SONG

### “Hokey Pokey”

Put your hands in

Put your hands out

Put your hands in and shake them all about

You do the Hokey Pokey and you turn yourself around

And that's what it's all about

(continue with other body parts)



## MATERIALS

Variety of balls

Hoops

Parachutes

Wagons

Tricycles

Scooters

Plastic bats

Catching games and gloves

Cones for obstacle course

Blanket/tablecloth/flat sheet (in place of parachute)

Bowling pins made from empty oatmeal containers

Empty appliance boxes

Frisbees

Kites and string

Old tires for climbing through, hopping in, etc.  
(be sure to drill drain holes)

Squirt bottles

Wicker baskets (to balance and carry on heads)

Helmets

Pipe cleaners

Beads

Straws (that can be folded and used as tweezers)

Water droppers



# 48–60 months

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF**

Standard: **SED1 – The child will develop self-awareness.**

## SED1.4a

Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.

A four-year-old is eager to learn about himself in the context of his environment. Knowledge of various cultures, groups and demographics help him answer the question “Who am I?” and “What makes me unique?”

### EXAMPLES

- learns about things native to South America in a book during circle time—food, language and traditions, and compares her way of life to those that are native to South America
- makes an “All About Me” poster at the beginning of the year
- learns about other cultures and groups through visitors and field trips
- distinguishes physical differences between self and others (boy, girl, hair/eye/skin color, size)
- copies mannerisms of adults he identifies with (clothing, word choices, actions, etc.)

## SED1.4b

Identifies personal characteristics, preferences, thoughts and feelings.

As part of their developing self-concept, four-year-olds gain self-awareness. They are able to identify preferences and how these preferences are the same or different from those of other people.

### EXAMPLES

- discusses who likes carrots and who doesn’t at lunch
- participates in making a chart that graphs who likes to swim and who doesn’t
- chooses what activity he wants to participate in on the playground
- chooses what activity she wants to participate in during center time
- discusses favorite colors or foods with peers

## SED1.4c

Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks.

Four-year-olds need a secure sense of self and self-confidence in order to take on new challenges and to be open to new learning experiences.

### EXAMPLES

- exclaims to the teacher, “Look at me! Look at what I can do!”
- tries to complete a more difficult puzzle for the first time during free play
- volunteers to answer first during a science experiment
- assists peers in learning new skills after mastering the skill themselves
- uses basic skills taught previously to solve problems
- tears paper when notices paper cannot be cut by scissors

## SED1.4d

Shows independence in his/her own choices.

Four-year-olds are becoming more self-sufficient. They should be given the opportunity to make more independent choices within a framework of teacher support.

### EXAMPLES

- chooses to follow the rules and waits in line with his class to get some water at the water fountain
- puts the dresses away in the dramatic play area when teacher announces it is time to clean up
- chooses to work with blocks during center time
- addresses personal care needs (wiping nose, washing hands, using bathroom) during center time without prompting or having to ask permission
- helps others without being asked (cleans a center where he/she didn’t play at clean-up time)



# 48–60 months

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF**

Standard: **SED2 – The child will engage in self-expression.**

## SED2.4a

Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.

Four-year-olds can carry on meaningful conversations with peers and adults. They use more advanced expressive language skills to communicate complex ideas.

### EXAMPLES

- talks with friend about the details of their trip to the beach, including what they did and who they vacationed with
- shows class his turtle for Show and Tell, describes what his turtle likes to eat and explains what he does at home to care for his pet
- states basic needs: “I need a tissue,” “I need to go potty,” or “Can you help me with my pants?”
- talks with teacher about opinion of book read in class
- talks with peers about preferences (food likes/dislikes, favorite colors)

## SED2.4b

With adult guidance, uses verbal and nonverbal expressions to describe and explain a full range of emotions.

Four-year-olds are building on a social emotional foundation to gain understanding of a full range of complex emotions. With teacher support and guidance, children continue to learn self-control and vocabulary. They gain the insight needed to put feelings into words.

### EXAMPLES

- explains to his teacher that he feels disappointed that the field trip was cancelled
- tells a friend, “I’m mad at you, Sarah, because you don’t want to do what I want to do”
- says, “I’m frustrated that I can’t put this puzzle together”
- says, “I’m so happy you’re here” to a friend or teacher they have missed
- says, “It’s not fair, she has the purple bear and I wanted it!”

## SED2.4c

Uses pretend-play to show emotions of self and others.

Four-year-olds are learning how to accurately interpret and communicate the emotions of themselves and others. Pretend-play is a healthy outlet for this expression of emotions.

### EXAMPLES

- says, “I am the mean pirate and I have come to steal your treasure.” The other child responds, “Oh no, Mr. Pirate. You don’t scare me”
- pretends to cry as she holds her toy cat and says, “The mommy kitty is sad because she can’t find her baby”
- says, “Why are you crying? Are you sad your mama left?” when another child is pretending to cry
- pretends to put baby doll to sleep saying, “My baby is crying, she’s tired”
- says, “Don’t be afraid, it won’t hurt” when pretending to be a doctor or nurse giving a shot

## SED2.4d

With adult guidance, distinguishes between positive and negative emotions, and the conditions that evoke each.

Four-year-olds are starting to accurately interpret negative and positive emotions. They are gaining an understanding of the relationship and impact between the environment, other people, behavior and emotions.

### EXAMPLES

- comforts another child who misses her mommy
- draws a picture for his friend because he knows it will make him happy
- shows remorse after pushing a peer in line; with teacher support, the child apologizes to the other child for pushing him
- asks peers and adults, “What’s wrong?” then tries to help comfort or cheer them up
- engages with children who appear to be lonely or sad to help improve their mood

### Activity Idea:

Find pictures of adults and children showing different emotions. Hold up pictures and have children describe the emotions. Use the pictures as a way to communicate about positive and negative emotions.



# 48–60 months

domain SED: social and emotional development

Strand: **SELF-REGULATION**

Standard: **SED3** – The child will begin to demonstrate self-control.



## SED3.4a

Independently follows rules and routines.

Four-year-olds are thinking more independently. With teacher support and guidance they are learning self-reliance and self-control. They can follow simple rules and routines without prompting.

### EXAMPLES

- remembers to walk down the hallway instead of run with the help of a visual reminder
- places his folder in the basket when he arrives in the morning without being prompted
- independently gets book and sits on rug after snack time
- washes hands after using the bathroom without a reminder
- puts toys away without prompting before moving on to another activity

## SED3.4b

Regulates own emotions and behaviors, and seeks out adult support when needed.

Four-year-olds are generally able to control their emotions and act in appropriate ways. Teachers should be responsive to children when they seek support in regulating their emotions. They should model and reinforce healthy ways to manage emotions.

### EXAMPLES

- feels sad and misses her mommy when she is traveling for work; tells her teacher how she is feeling and asks for a hug to help make her feel better
- draws picture to give his dad when he is picked up
- goes to Safe Place when feelings are hurt and looks at the photo album of her family to help her feel better
- talks to peer to solve disagreement over toys, seeking teacher assistance if needed
- calms down and adjusts behaviors after a simple prompt from teacher

## SED3.4c

Regulates a wide range of impulses.

Successful four-year-olds learn how to control their impulses and to think before they act. With the help of teachers, they integrate their awareness of the routines, rules and social expectations to better control their impulses.

### EXAMPLES

- resists the impulse to push peers out of the way to be first in line because she knows that is not a good choice
- chooses not to throw sand on his friend to be silly because he remembers the consequences from last time he threw sand—his friend got hurt
- chooses to ask teacher for help instead of hitting during a disagreement with peer
- reminds peers of classroom rules and seeks teacher help when needed for reinforcement. “Don’t throw the blocks. Ms. Edisa said we have to be kind.”

## SED3.4d

Manages transitions and adapts to changes in schedules and routines independently.

With teacher support and guidance, four-year-olds can learn that different situations call for different behaviors. Acquiring flexibility to cope with change is an important life skill. Teachers should communicate changes in the daily schedule to aid in smoother transitions for the children.

### EXAMPLES

- transitions from home to school using a routine to ease anxiety, such as a wave from the window or blowing a kiss good-bye
- greets visitors in the classroom, then continues working
- moves from free play to cleanup with ease and purposefulness after teacher prompts the class
- begins to clean-up and prepare for lunch when the teacher says, “It’s time to get ready for lunch” without giving specific instructions

# 48–60 months

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**

Standard: **SED4 – The child will develop relationships and social skills with adults.**

## SED4.4a

Transitions well into new, unfamiliar settings.

Four-year-olds need confidence to experience new settings and to interact with new people. This helps them be socially, emotionally and academically successful.

### EXAMPLES

- expresses curiosity about a new adult in the classroom by asking him who he is and why he is there
- follows directions from a parent volunteer on a field trip
- follows classroom routine and other children's behavior when new to the classroom
- asks questions about people and places that are not familiar
- explores new settings with caution and curiosity
- goes to library to check out book

## SED4.4b

Uses a familiar adult's suggestions to decide how to respond to a specific situation.

Being open to adult support, modeling and guidance helps children become better problem-solvers and make better choices. Four-year-olds are willing to follow adult suggestions for appropriate behavior.

### EXAMPLES

- asks for the teacher's help when another child is not taking turns on the computer
- uses the words suggested by the teacher when trying to resolve a conflict with a peer
- recalls prior discussions with teacher when encountering conflict with peers: "Ms. Jonnie said we should take turns with the drum"
- asks a direct question seeking permission: "Can I feed the guinea pig today?"

## SED4.4c

Shows affection to familiar adults by using more complex words and actions.

With the help of adults, four-year-olds are gaining insight into their own thoughts and feelings. They are practicing expressing those thoughts and feelings in a way that reflects their thinking skills.

### EXAMPLES

- draws a picture for her mommy and daddy, talks about how much she loves her family and describes some fun things they do together
- makes a birthday card for his teacher and says, "I have to draw a heart on it so she knows I love her"
- shows appreciation: "Thank you for being my teacher" or "Thank you for helping me"
- says, "Where were you?" or "What did you do?"

## SED4.4d

Seeks out adults as a resource for help and assistance.

Four-year-olds are getting better at assessing their own abilities. They can better determine whether they need assistance or help in a situation based on their knowledge and capabilities.

### EXAMPLES

- has a difficult time trying to cut out a star with scissors; asks teacher for help
- asks teacher to help support body on monkey bars
- informs teacher when not feeling well and asks for mommy or to go home
- asks teacher to help sound out words when reading a new book
- asks teacher to write her name on paper first so she can practice writing

# 48–60 months

domain SED: social and emotional development

Strand: **DEVELOPING A SENSE OF SELF WITH OTHERS**

Standard: **SED5 – The child will develop relationships and social skills with peers.**

## SED5.4a

Develops and maintains friendships with other children.

Children at four years old start to explore relationships based on common interests and personality. They are learning to create and sustain friendships.

### EXAMPLES

- starts to use the term “best friend” to describe a relationship
- shows preference for certain peers when inviting friends to a birthday party
- gives cards and artwork to special friends

## SED5.4b

Plays cooperatively with a few peers for a sustained period of time.

With adult guidance, four-year-olds start to interact with peers in a more cooperative and collaborative way to complete a task or to meet a shared goal.

### EXAMPLES

- works with another child to build a house out of Legos
- works with a small group to build a bridge out of blocks
- explores science materials with a friend, works together to solve a problem that occurred in their science experiment
- plays simple board games together
- engages in group games such as races or basketball

## SED5.4c

Attempts to resolve peer conflicts using appropriate strategies.

Four-year-olds are able to recognize when there is a conflict. In a supportive learning environment they practice resolving the conflict independently before asking for help. This increases their confidence when managing similar conflicts in the future.

### EXAMPLES

- gives alternatives to friends: “I’m playing with these; you can play with those”
- ignores another student who called her a bad name
- asks the teacher to set the timer so he can have his turn on the computer
- says, “Can I play with that when you are done?” or “You can have it when I’m done”
- apologizes or explains accidents: “I’m sorry,” “I tripped” or “I didn’t mean to hit you”

## SED5.4d

Shows emerging empathy and understanding of peers by attempting to comfort and help.

Four-year-olds are starting to recognize and label feelings of others and are able to express sympathy or remorse through words or actions.

### EXAMPLES

- shows concern and wants to help a classmate who falls on the playground
- helps a classmate pick up counting bears that spilled from a container

## SED5.4e

Shows respect for peers’ personal space and belongings.

With adult guidance, four-year-olds more consistently show respect for personal boundaries as a result of their growing empathy and social awareness.

### EXAMPLES

- picks up a picture and puts it in her classmate’s cubby when she sees that it fell on the floor
- sits in square on large group rug, points to square next to her and says, “That square is where Julia likes to sit”

# teachers' helpers

## BOOKS

*Too Loud Lilly* by Sophia Laguna

*When I Am* by Gladys Rosa-Mendoza

*Rainbow Fish* by Marcus Pfister

*Pat Them Gently* by Melanie O'Brien

*Glad Monster Sad Monster*

by Ed Emberley and Anne Miranda

*Guess How Much I Love You*

by Sam McBratney

*"I Have A Problem," Said The Bear*

by Heinz Janischney

*Llama Llama Misses Mama*

by Anna Dewdney



## SONGS

**"When You're Angry And You Know It"**

(Tune: "When You're Happy and You Know It")

Add new verses such as:

When you're angry and you know it,  
stomp your feet

When you're sad and you know it, get a hug

When you're cranky and you know it,  
find your Teddy

**"Greeting/Departure Song"**

(Tune: "Twinkle Twinkle Little Star")

Twinkle, twinkle little star

What a good, kind friend you are

When I greet you I say, "Hi!"

And I look you in the eye

We treat each other with respect

And when we part, I hug your neck



## MATERIALS

Puppets, dolls and stuffed animals

Child-safe mirrors

Beanbags and target

## TEACHING AIDS

Feeling faces or posters

Visual cues or signs to help guide transitions  
and routines

Display classroom rules

Items to create a "safe place" or "calm corner"

Items to create a "calm kit"

Social stories



# 48–60 months

domain APL: approaches to play and learning

## Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL1** – The child will demonstrate initiative and self-direction.

### **APL1.4a**

Takes initiative to learn new concepts and try new experiences. Initiates and completes new tasks by himself/herself.

Four-year-olds want to try new experiences and complete tasks on their own. They continue to need the support of responsive adults. This newfound independence is evidenced in all learning domains.

#### **EXAMPLES**

- selects new activities during free play or center time
- makes patterns using colored feathers and sticks
- completes classroom chores without being asked
- selects topic of interest like looking at books about space rather than selecting activities because classmates have chosen them
- takes the initiative to create and complete a project without adult assistance

### **APL1.4b**

Selects and carries out activities without adult prompting.

Four-year-olds are learning important skills about decision-making. They are able to select toys as well as many activities on their own and complete them independently. They take pride in their accomplishments.

#### **EXAMPLES**

- uses headphones and puts them back in storage independently
- selects scissors and cuts out pattern without adult assistance
- selects books to read independently and returns them to shelf when finished
- creates a structure using manipulatives as he works with a peer

### **APL1.4c**

Sets goals and develops and follows through on plans.

Four-year-olds are more confident and successful when trying new activities and tasks on their own. Providing opportunities throughout the day for children to direct their learning fosters a sense of empowerment and the belief that they are capable and competent.

#### **EXAMPLES**

- locates materials to use to make a puppet including a paper bag, googly eyes and glue
- discusses with other children the city they want to build in the block area before beginning the task
- assigns jobs for each other to play before role playing, such as cook or server in a “restaurant” setting
- collects materials to examine under a magnifying glass
- organizes an outdoor game to play with friends

## Strand: **INITIATIVE AND EXPLORATION**

Standard: **APL2** – The child will demonstrate interest and curiosity.

### **APL2.4a**

Demonstrates eagerness to learn about and discuss new topics, ideas and tasks.

Four-year-olds are naturally curious and want to ask many questions. They are able to express their ideas in sentences and talk about different topics that interest them. They are learning to relate their personal experiences to topics and ideas in their learning environment.

#### **EXAMPLES**

- raises hand to talk about recent trip to the circus after teacher reads a book about a trip to the circus
- asks many questions about being an astronaut after a visitor talks to the children about his career
- grows vegetables in a small garden, asks questions about the type of vegetables and when they will eat them
- tells family or friends about an activity she did at school

### **APL2.4b**

Asks questions and seeks new information. With assistance, looks for new information and wants to know more.

Four-year-olds are inquisitive. They ask many questions to make sense of the world around them. When an adult answers their questions, they often ask more questions or ask for additional information.

#### **EXAMPLES**

- notices a mommy cow feeding her calf in a nonfiction book and asks, “What is she doing?” After his teacher answers his question, he asks, “Why does she do that?”
- responds to teacher’s suggestion to add a large round container to the block area with “Why?” Teacher replies, “So the large trucks can have a tunnel!”
- asks, “What do ladybugs eat?” when reading a book about insects
- asks, “How many days until the class party?” during morning message

# 48–60 months

domain APL: approaches to play and learning

## Strand: **ATTENTIVENESS AND PERSISTENCE**

Standard: **APL3** – The child will sustain attention to a specific activity and demonstrate persistence.

### APL2.4c

Increasingly seeks out and explores unfamiliar objects in the environment.

Four-year-olds are developing increased independence and self-direction. They enjoy using new objects and materials during their school day.

#### EXAMPLES

- pretends to operate a lemonade stand using new props and materials, such as play money, cups and a pitcher
- uses newly introduced round mailing tubes to create tunnels for the small cars to drive through
- adds a large cup to the sand table for the toy people to use as a diving board at the beach
- chooses to visit the science area to explore new weight manipulatives
- chooses to explore new materials in the sand table

### APL3.4a

Engages in independent activities and continues tasks over a period of time.

Four-year-olds enjoy completing activities on their own. They are becoming more self-directed. These skills are evident during center time as well as outside play. They enjoy working with peers and often engage in high-quality learning activities that extend for longer periods of time.

#### EXAMPLES

- creates and carries out a play scenario of a pirate rescuing a princess
- recreates recent trip to a local farm
- experiments with items in the sensory tub, trying different ways to move water from one container to another
- creates a book and works on it daily

### APL3.4b

Practices to improve skills that have been accomplished.

Four-year-olds learn best when they have multiple opportunities to review and improve skills that they have learned. They feel a sense of satisfaction and accomplishment in this improvement and often comment on their abilities: "I can count to 50 now!" or "Watch me hop on just one foot."

#### EXAMPLES

- reads a book his teacher has read many times in class
- ties her friend's shoelaces when they become untied
- walks all the way across the balance beam on the playground
- writes letters in name
- races with friends to zip jacket faster
- copies letters on a dry erase board

### APL3.4c

Works cooperatively with others to successfully achieve a goal or accomplish a task.

Four-year-olds continue to show interest in activities and materials they have selected. They are able to explore and stay engaged with these tasks for longer periods of time and are able to work together with classmates on more complex projects.

#### EXAMPLES

- works with several other children to create a "city" in the block area using a variety of found materials
- helps to paint a large mural for a hall display; shares space and materials with other children
- works with classmates to raise and lower a parachute according to a series of directions given by the teacher
- works with friends to put a difficult puzzle together
- organizes a chase game on the playground with friends

### APL3.4d

Persists in trying to complete a task after previous attempts have failed.

Four-year-olds are learning to use different strategies to complete activities. They continue to work at a task even when they have not been successful in prior attempts. They may still require adult support to guide them through completion of these activities. They are beginning to learn through trial-and-error.

#### EXAMPLES

- attempts to copy letters from environmental print, tries again and again to copy the letters on an envelope
- uses the Lego box cover to build the structure on the cover; attempts to complete the task several times before he is successful
- builds a tall tower in the block area attempting several times to balance a long block on top; persists at the task until the block is balanced

# 48–60 months

## domain APL: approaches to play and learning

### Strand: **PLAY**

Standard: **APL4 – The child will engage in a progression of imaginative play.**

#### **APL4.4a**

Engages in elaborate and sustained imagined play, and can distinguish between real life and fantasy.

Imaginative play becomes more complex as four-year-olds recreate roles from daily life, stories read or acted out in class. They involve multiple peers and adults in these roles. They are learning to understand the difference between fiction (or acting) and nonfiction (reality).

#### **EXAMPLES**

- invites the teacher to be the student while playing pretend school
- uses dolls in dramatic play to act out *Rumpelstiltskin*
- states, “Pretend I am the Princess” while playing in dramatic play
- tells another child that dragons are not real

### Strand: **PLAY**

Standard: **APL5 – The child will demonstrate a cooperative and flexible approach to play and learning.**

#### **APL5.4a**

Willingly joins in sustained cooperative play and learning with others to complete a task.

Four-year-olds enjoy playing in cooperative play activities with peers. They are naturally motivated to play, and the structure and rules emerge from the children.

#### **EXAMPLES**

- creates a fire station with props during center time, decides on the location of the “fire,” who needs to be rescued and who will be the firefighters
- asks to join a large group of children who are working together on a large floor puzzle
- shares turning pages of a big book in listening center
- assists in cleaning an area of the room as a member of a group

#### **APL5.4b**

Demonstrates flexibility in taking on various roles in a group setting.

Four-year-olds are able to assume various roles during play, such as a leader or a follower. They assign roles to each other and map out the subsequent activities. As the play scenario evolves, roles of the children may change as well.

#### **EXAMPLES**

- talks with others and decides who will play “school.” The roles are played by different children
- takes turns being the police officer or firefighter during role play in the block area
- pretends to be a fire chief and tells the other firefighters what to do
- tells friend, “Help me dress the babies, we have to get them ready for school”

#### **APL5.4c**

Demonstrates inventiveness, imagination and creativity to solve a problem.

Four-year-olds are developing problem-solving skills. They use this knowledge to come up with new ways of approaching activities throughout the day.

#### **EXAMPLES**

- decides to bring items from housekeeping to the playground to pretend to have a barbecue
- uses a variety of buttons, boxes and tops to create new shapes while playing with play dough
- discusses who will be next to explore the sand table when several children are waiting



# 48–60 months

domain APL: approaches to play and learning

## teachers' helpers

### APL5.4d

Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or adult.

Four-year-olds can consider a variety of possible solutions to a problem. They exhibit flexibility if an alternate approach is suggested by a peer or adult.

#### EXAMPLES

- considers using different materials to make a collage after hearing a suggestion from teacher
- decides to try a new riding toy on the playground after getting a recommendation from a friend
- chooses a book to look at that a friend said was their favorite
- when monkey bars are occupied, follows teacher suggestion to play on jungle gym
- tries food after seeing others eat it
- staples pieces of paper together after gluing has failed

### APL5.4e

Recovers quickly from setbacks and differences in opinion in a group setting.

Four-year-olds can usually work out feelings and deal with different opinions and ideas. This happens more easily when they are deeply involved in the learning process.

#### EXAMPLES

- takes a block from a peer, quickly notices that his friend is upset and returns the block
- explains what it's like to have a new baby brother to friends playing in housekeeping: "They cry all the time!"
- remarks, "Well, I'm still gonna use the blue paint" after a friend comments, "Cows can't be blue"
- raises hand to answer a question after he answered incorrectly earlier

### BOOKS

*Big Words for Little People*

by Jamie Lee Curtis

*Toot and Puddle, You Are My Sunshine*

by Holly Hobbie

*The Jazz Fly* series by Gollub

### SONG

"Can You Do What I Do?"

Can you do what I do, I do, I do?  
Can you do what I do, just like me?  
I can swim like a fish, like a fish,  
like a fish  
I can swim like a fish, just watch me.  
Other verses:  
Dig in the sand  
Rock like a boat



### MATERIALS

PVC pipes various sizes

Playground sand

Sandbox with buried "treasure"

Small dishpans

Various-sized cardboard boxes

Styrofoam

Glarch made with starch and glue

Traffic cones

Age-appropriate puzzles

Dress-up clothes

Costumes



# 48–60 months

domain CLL: communication, language and literacy

## Strand: **RECEPTIVE LANGUAGE**

Standard: **CLL1 – The child will listen to conversations and demonstrate comprehension.**

### **CLL1.4a**

Listens and responds on topic to conversations and group discussions for an extended period.

Four-year-olds continue to hone the skills of one-on-one conversation. In a group setting, they are gaining self-control, listening with understanding and responding to topic. They participate for an extended period of time (5–10 minutes) when engaged with books, props or interesting games.

#### **EXAMPLES**

- listens to teacher in morning meeting and understands that a special visitor is coming
- responds to “Bear Hunt” in a large group, claps hands and stomps feet
- takes turns listening and responding during group time
- visits the listening center to listen to a story
- listens to story and responds to questions about the story

### **CLL1.4b**

Listens to and follows multi-step directions.

Following multi-step directions at this age is important for future school success. Four-year-olds are beginning to perform this skill with ease because they can remember and follow directions.

#### **EXAMPLES**

- follows along to movement instructions during a song
- remembers to tell parent a message from the teacher
- remembers the steps for hand washing
- follows a series of morning routines with minimal prompts (greet teachers, put away belongings, selects an activity)
- plays a game with multiple steps
- follows a multi-step routine in leaving classroom for meals, recess, dismissal

### **CLL1.4c**

Extends/expands thoughts or ideas expressed.

Four-year-olds are able to understand more complex questions and requests. Their ability to communicate this comprehension increases over the course of the year as they use more sophisticated vocabulary and grammar. They have increased listening skills and are able to answer questions appropriately and extend the thought or idea while remaining on topic.

#### **EXAMPLES**

- expands conversation about birthday parties by describing her own experience
- participates in a conversation about how to make vegetable soup
- participates in a discussion about book storylines (prediction) and characters (perspectives)



# 48–60 months

domain CLL: communication, language and literacy

## Strand: **RECEPTIVE LANGUAGE**

Standard: **CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.**

### CLL2.4a

Demonstrates understanding of more complex vocabulary through everyday conversations.

Vocabulary refers to the number of words that a child understands and is critical in the development of language. Children's vocabulary is increased by the amount parents talk to their children at home. Four-year-olds hear and know many words; this allows them to learn more complex vocabulary as they have a larger knowledge base to relate it. Teachers' use of more complicated vocabulary in everyday conversation is important to teach children new words to speak as well as to understand.

#### EXAMPLES

- uses new vocabulary related to the centers (dentist, grocery store, restaurant)
- names pictures in a book prior to it being read
- uses unique words to describe why certain object floats or sinks
- understands positional words (in front of, behind, over, under, beside, between)

### CLL2.4b

Connects new vocabulary from activities, stories and books with prior experiences and conversations.

Four-year-olds are able to make connections between classroom activities and events in their lives. They use new vocabulary relative to events and experiences. They hear a story about a farm and are able to relate it to a visit to their cousin's farm.

#### EXAMPLES

- builds houses out of sticks, hay and bricks on the playground, like *The Three Little Pigs*
- talks about riding in a boat after reading *Where the Wild Things Are*
- relates their own birthday party experience to a Dr. Seuss birthday celebration
- talks about eating pancakes at home when reading *Pancakes, Pancakes*

## Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL3 – The child will use nonverbal communication for a variety of purposes.**

### CLL3.4a

Uses more complex gestures and actions to enhance verbal communication of needs and wants.

Nonverbal communication is the process of conveying meaning without using words. Research shows that the majority of our communication is nonverbal. Four-year-olds continue to acquire communication tools that they can use in more complex ways. They are continuing to learn more advanced ways that nonverbal gestures and body language can be used as a means to enhance and support verbal communication.

#### EXAMPLES

- uses thumbs-up gesture to indicate she wants to go outside with a friend
- uses sign language for some words, such as bathroom
- high-fives friend when he gets to the bottom of the slide
- crosses arms to make a refusal
- puts hand out to stop an action by others

### CLL3.4b

Communicates feelings using appropriate nonverbal gestures, body language and actions.

Four-year-olds are continuing to expand their ability to communicate pleasure, discontent and other feelings. They are very independent in their ability to initiate these actions. Their reactions are becoming more appropriately matched to the situation.

#### EXAMPLES

- rubs tummy excitedly when he sees pizza for lunch
- covers eyes to indicate a surprise
- shrugs shoulders to indicate "I don't know"
- pouts and says, "Leave me alone" when unhappy
- claps and says, "Yay"

# 48–60 months

domain CLL: communication, language and literacy

Strand: **EXPRESSIVE LANGUAGE**

Standard: **CLL4 – The child will use increasingly complex spoken language.**

## CLL4.4a

Uses spoken language that can be understood with ease.

The complexity of a four-year-old's language increases rapidly. While it is still common to make articulation errors, they can convey meaning without the use of gestures.

### EXAMPLES

- speaks clearly enough to be understood by someone other than the teacher
- relays a message with accuracy
- shares a story in class about a trip to the beach
- uses simple, complete sentences
- plays the game Telephone, where a message is passed from person to person
- repeats a short nursery rhyme
- participates in Show and Tell

## CLL4.4b

Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.

By four years of age, children are fascinated with language and their power to communicate their thoughts, ideas and opinions. Vocabulary is expanding rapidly and they are developing an understanding of conversational rules as they refine their social use of language.

### EXAMPLES

- asks relevant questions when friend is sharing during Show and Tell
- engages in conversation during center time related to the activity
- takes turns talking and adding information
- describes in detail what will happen when she mixes cornstarch with water

## CLL4.4c

Describes activities, experiences and stories with more detail.

As four-year-olds become more in control of increasingly complex language, they are more confident in expressing their ideas. They will often come to school on Monday ready to share details of an activity they participated in over the weekend. They enjoy telling stories in more detail both real and imaginary. Teachers should encourage this behavior by creating times during the day when children are able to share experiences.

### EXAMPLES

- listens to classmates in a large group discussion about a story and contributes thoughts or ideas about the book
- tells a classmate, "My daddy took me to the park and we played on a big red slide"

## CLL4.4d

Uses new and expanded vocabulary in a variety of situations.

The classroom is full of opportunities for young children to use language in a variety of ways. Four-year-olds are adept at communicating wants, needs, ideas and feelings. They will use new vocabulary and complex language in many different situations.

### EXAMPLES

- describes a family event that relates to a book
- explains why an object floated or sank
- predicts what they think will happen
- retells a story using time sequence vocabulary
- plays I Spy using position words to give clues
- engages in a puppet show and uses inflection

# 48–60 months

domain CLL: communication, language and literacy

## Strand: **EARLY READING**

Standard: **CLL5** – The child will acquire meaning from a variety of materials read to him/her.

### CLL5.4a

Prior to reading, uses prior knowledge, story title and pictures to make predictions about story content.

Providing opportunities to make predictions aids in the development of critical thinking skills. With guidance and practice, a four-year-old can discuss what she thinks will happen in a book by knowing the title and looking at the pictures.

#### EXAMPLES

- participates in a “picture walk” discussion before reading the book
- looks at cover picture and makes predictions about characters and/or plot
- listens to story title and predicts details about story
- uses prior knowledge of *Little Quack* to predict what happens in *Little Quack’s Bedtime*
- acts out what will happen at the end of the story to the character in *Jeremy Draws a Monster*

### CLL5.4b

Retells familiar stories.

Understanding the order of a story and the ability to retell that story are important skills for a four-year-old. As they begin to understand the concept of “story” they can look at pictures and make up a story, act out a story in dramatic play or retell a story with a flannelboard.

#### EXAMPLES

- summarizes the main parts of a story just read by the teacher
- dramatizes *Caps for Sale* using props
- places flannel pieces of *The Very Hungry Caterpillar* in order on board
- uses book to tell a story to a peer
- acts out *Going on a Bear Hunt* on playground

### CLL5.4c

Discusses books or stories read aloud and can identify characters and setting in a story.

Four-year-olds are able to discuss a story with a group. With prompting from the teacher, they can talk about the author and illustrator, identify characters, setting and other specific details. Discussions about characters and stories present wonderful opportunities to explore emotions and discuss what the characters are feeling and thinking.

#### EXAMPLES

- retells nursery rhymes with alternate endings
- identifies George as the main character in *Curious George*
- responds “at school” when asked, “Where does this story take place?”
- describes the characters in the story
- draws a picture about the book and dictates the events
- describes who Pout-Pout Fish meets on his journey

### CLL5.4d

Makes real-world connections between stories and real-life experiences.

Discussions about stories in the classroom provide opportunities to make connections with a child’s life experiences. With guidance, four-year-olds will begin to relate events or situations to their own lives.

#### EXAMPLES

- talks about a dream after reading *Where the Wild Things Are*
- relates to feeling sad or angry after reading *Alexander and the Terrible, Horrible, No Good, Very Bad Day*
- chooses story based on experiences such as reading a story about spring after enjoying a nature walk
- reads a story about a new baby because a student’s mom is having a baby at home
- reads stories that relate to cultural or physical differences of children in the classroom

### CLL5.4e

Develops an alternate ending for a story.

Storytime discussions can explore many aspects of a narrative. Teachers can ask “what if” questions and encourage four-year-olds to create different endings to a familiar story. These opportunities to practice thinking about alternate versions of a story encourage creative and critical thinking.

#### EXAMPLES

- lists more things for the moose to do in *If You Give a Moose a Muffin*
- draws alternate ending to “Itsy, Bitsy Spider”
- adds actual student names to the end of *Brown Bear, Brown Bear*
- creates new ending to *Peter, Peter, Pumpkin Eater*
- responds to “What if?” questions

# 48–60 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL6 – The child will develop early phonological awareness (awareness of the units of sound).**

## CLL6.4a

Listens and differentiates between sounds that are the same and different.

Phonological awareness is the ability to hear the sounds in spoken language. Listening is the foundation for this very important skill. Listening involves attending and distinguishing between sounds. This includes hearing a sound and determining the location it is coming from; recognizing sounds that are the same and different, such as a bell and a horn; being able to recall sound patterns such as “I say a boom, chicka, boom;” and identifying the order sounds were heard.

### EXAMPLES

- matches rhyming pictures such as “cat” and “bat”
- tells teacher several words that rhyme with “dog”
- changes first letter of name to make a rhyming word
- distinguishes non-rhyming words, says, “Bear and chair rhyme, but bear and dog do not”

## CLL6.4b

Identifies and produces rhyming words.

Four-year-olds can recognize and produce rhyming words. They can identify words that don’t rhyme as well as come up with rhymes for a given word. Rhyming “nonsense words” is a further indicator that four-year-olds understand this important language skill. As four-year-olds are able to remember and repeat rhymes, poems, songs and finger-plays independently, they are practicing and thinking about the sounds that are incorporated into the language.

### EXAMPLES

- acts out and retells favorite nursery rhymes
- leads the class in “Days of the Week” song when it is their “job”
- recites familiar rhymes and chants
- responds with several rhyming words when prompted with a particular word, such as “cat”
- listens to teacher say a word and says a word that rhymes

## CLL6.4c

Isolates the initial (beginning) sounds in words with adult guidance.

The easiest sound in a word for four-year-olds to hear separately is the beginning sound. Teachers can start with words that have meaning and are familiar to children, such as their first names. As they become proficient with their own names, their interest moves to those of their friends and other familiar words.

### EXAMPLES

- matches picture cards with same beginning sound
- says, “Top and tire both sound the same. They have a ‘t’ sound”
- gives silly names to themselves and peers that begin with the same beginning sound
- calls out beginning sound of their name to line up or go to centers
- says, “Mmm” when asked what milk begins with

## CLL6.4d

Segments sentences into individual words.

Four-year-olds should understand that spoken sentences are made up of different words. They need to understand this before they learn that these words can be broken down into syllables and sounds. Writing sentences and cutting them up into separate words is a concrete visual for children to understand this very important step in phonological awareness.

### EXAMPLES

- cuts sentence strip into separate words
- writes individual words on index cards
- uses manipulatives (wood block, tiles) to help count the words in a sentence
- uses pointer to point to each word in the sentence

## CLL6.4e

Segments words into syllables.

Four-year-olds begin to hear syllables in words and are able to segment words into syllables. Activities such as clapping or tapping can be used to help children count the number of syllables in different words. Introduce this concept using words with one syllable, then gradually use words with more syllables. Have them break down their names into syllables. Explain how knowing about syllables can help them with their reading and writing skills.

### EXAMPLES

- claps syllables in names or on word cards to line up
- copies teacher when she stresses and claps syllables in children’s names, then counts them in rhythm: “SHER-RY, one-two! DE-ME-TRI-US, one-two-three-four!”
- jumps for each syllable in the words

# 48–60 months

domain CLL: communication, language and literacy

Strand: **EARLY READING**

Standard: **CLL7 – The child will demonstrate increasing knowledge of the alphabet.**

## teachers' helpers

### CLL6.4f

Manipulates and blends sounds (phonemes) with adult guidance.

As four-year-olds begin to blend sounds, teachers may want to work with dividing one-syllable words into onset and rime. The onset is the initial consonant and the rime is the rest of the word; e.g., b-at, c-ot or d-og. Ask children how many sounds they can hear in certain words by reading aloud a sentence or rhyme slowly. Blending individual phonemes should start with words that have two sounds (consonant/vowel, vowel/consonant) then continue to consonant/vowel/consonant words.

#### EXAMPLES

- points to correct picture when teacher says, “h-at”
- puts a cube in his container for each sound in “p-e-n”

### CLL7.4a

With prompting and support, recognizes and names some upper/lowercase letters of the alphabet.

As four-year-olds grasp the concept of letter symbols and names, they will begin to decipher differences between the shapes of letters. Starting with the letters that are most significant (those that are in their own name or in the immediate environment), they will be able to name some upper/lowercase letters.

#### EXAMPLES

- identifies upper/lowercase letters in her own name
- uses magnetic letters or letter cards
- plays matching game using uppercase and lowercase letters
- recognizes words in repetitive books
- points to milk cartons and asks teacher, “Tell me the joke on the back of the milk carton”
- plays letter/picture bingo, identifies letters

### SONG



#### “Miss Mary Mack, Mack, Mack”

Miss Mary Mack, Mack, Mack  
 All dressed in black, black, black  
 With silver buttons, buttons, buttons  
 All down her back, back, back.  
 She asked her mother, mother, mother  
 for fifty cents, cents, cents  
 To see the elephants, elephants, elephants  
 Jump the fence, fence, fence  
 They jumped so high, high, high  
 they reached the sky, sky, sky  
 And didn't come back, back, back  
 Till the 4th of July, ly, ly!  
 July can't walk, walk, walk  
 July can't talk, talk, talk  
 July can't eat, eat, eat  
 With a knife and fork, fork, fork  
 She asked her mother, mother, mother  
 For 5 cents more, more, more  
 To see the elephants, elephants, elephants  
 Jump over the door, door, door  
 They jumped so low, low, low  
 They stubbed their toe, toe, toe  
 And that was the end, end, end  
 Of the elephant show, show, show!

### BOOKS

*The Icky Bug Alphabet Book*  
 by Jerry Pallotta, Neil Pallotta  
 and Ralph Masiello  
*My Aunt Came Back*  
 by Pat Cummings  
*Alphabet Adventure*  
 by Audrey Wood and Bruce Wood  
*Chicka Chicka Boom Boom*  
 by Bill Martin, Jr., John Archambault  
 and Lois Ehlert  
*Alphabet Under Construction*  
 by Denise Fleming

### MATERIALS

Duplos labeled with  
 different letter fonts  
 Names/faces on display  
 Cookie sheet grid with  
 magnetic letter tiles  
 Rhyming games  
 Sandpaper tracing letters  
 Environmental logos  
 Restaurant menus  
 ABC puzzles  
 Grocery list paper  
 Envelopes  
 Stamps  
 Stickers



# 48–60 months

domain CLL: communication, language and literacy

## Strand: **EARLY READING**

Standard: **CLL8 – The child will demonstrate awareness of print concepts.**

### **CLL8.4a**

Demonstrates interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.

Four-year-olds become interested in a variety of reading materials. They learn that books tell stories as well as provide information about specific topics. Interest in nonfiction books increases, showing their curiosity about the real world.

#### **EXAMPLES**

- chooses nonfiction book to read
- visits various centers to read books
- brings book to teacher and asks, “Can you read me this butterfly book?”
- makes a connection between a book they have read to other books; book about *The Very Hungry Caterpillar* to a science book about butterflies

### **CLL8.4b**

Understands that letters form words. Understands that words are separated by spaces in print.

As young children understand that print is a symbolic system, they will begin to comprehend more specific aspects of decoding. Teachers reading large print books (in a group setting) and modeling behaviors of reading, such as pointing to individual words as they read, help children understand that groups of letters make words and that words are separated by spaces.

#### **EXAMPLES**

- points to individual words in morning message
- sorts letter cards and word cards
- uses letter tiles to make words using word cards
- points to individual words in a story/chart story

### **CLL8.4c**

With prompting and support, tracks words from left to right, top to bottom and page to page.

Four-year-olds can hold books correctly and follow pages left to right. They point to text and move from the top to the bottom of the page. They can respond correctly when asked to “Show me where to start reading.”

#### **EXAMPLES**

- identifies the front of a book
- points to words in books using a left-to-right progression with pointer or finger
- uses left-to-right pattern to read (teacher and children have their own copy of book)

### **CLL8.4d**

Recognizes and reads environmental print.

Four-year-olds can read and they are very excited about it! By this age, children are able to independently recognize and read many logos and environmental print—menus, food boxes, name cards, class charts.

#### **EXAMPLES**

- plays a matching game with popular logos (Target®, Taco Bell®, Apple®)
- recognizes words in a story or message (smartboard, online stories)
- uses tablet apps that allow children to track and make the connection between oral language and text
- points to words in story as teacher and children read together
- uses computer programs that read stories (children can point to words as they are highlighted on the screen)

### **CLL8.4e**

Identifies the front, back, top and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.

Four-year-olds have acquired many concepts about print. They handle books correctly and know many key parts of a book or story. Teachers can reinforce certain skills by exaggerating reading behaviors and highlighting parts of the book, such as the title, the author and sections (beginning, end) of the book.

#### **EXAMPLES**

- answers when asked the title, author and illustrator of book
- shows teacher where to begin reading a book
- says, “The author wrote the story” or “Jan Brett is the author of this book”
- states “An illustrator draws the pictures”



# 48–60 months

domain CLL: communication, language and literacy

## Strand: **EARLY WRITING**

Standard: **CLL9** – The child will use writing for a variety of purposes.

### CLL9.4a

Draws pictures and copies letters and/or numbers to communicate.

Four-year-olds develop a new awareness and fascination with print. As they observe teachers making lists and putting names on artwork, they often want to write for themselves. Using the print they observe in their environment as a model, children will often copy letters and/or numbers.

#### EXAMPLES

- copies letters from signs and labels
- copies the words “pumpkin seeds” from a label seen in the science center
- Draws a family picture. Asks teacher to write family members’ names on a paper then copies the names on his/her picture
- asks teacher to write her name on a paper, then copies it at the top of her drawing
- draws a spring picture and uses word cards to label objects on picture
- writes “grocery list” in the dramatic play area

### CLL9.4b

Uses writing tools.

A four-year-old classroom is full of materials that encourage four-year-olds to express ideas and communicate. At this age, they understand that certain tools are used for specific tasks such as writing. Given guidance, reminders and good examples, they will know the appropriate way to use crayons, pencils and markers.

#### EXAMPLES

- uses writing tool on paper provided by teacher
- uses markers/crayons/colored pencils to write
- uses paintbrushes/finger paints/chalk to write
- uses paintbrush in sand to write
- uses play dough to form letters/numbers

### CLL9.4c

Uses writing for a variety of purposes.

Through continued immersion in a print-rich environment, four-year-olds begin to understand there are different reasons for writing. Through dramatic play, children are able to make lists, create signs or write letters.

#### EXAMPLES

- asks his teacher for help creating signs for the dramatic play area, such as “Hospital” or “Stay Out”
- draws lines and squiggles across a page and asks her mom to “Mail this letter to my friend Aisha”
- makes a grocery list by writing lines across a note pad
- pretends to use a telephone book in the dramatic play area to find the phone number of a friend, then writes some numerals on a note pad
- dictates a story about his picture and asks the teacher to write it down
- writes pen pal letter on her own after teacher models

### CLL9.4d

Writes some letters of the alphabet.

As letter awareness and fine motor control increases, four-year-olds become increasingly more interested in writing letters, especially those letters to which they are the most exposed.

#### EXAMPLES

- practices uppercase L’s in several places and positions on her drawing
- copies words from labels in the science center, creating a list
- uses manipulatives to make letters (blocks, pipe cleaners, magnetic forms, Q-tips, popsicle sticks, play dough)
- copies words from telephone book, magazines, food containers, menus

#### Activity Idea:

Give the entire class a letter. Split them in pairs or groups of three (depending on letter). Have them “draw” the letter using their bodies. For the letter Z, two children would lie parallel while the third child would lie diagonal in the middle.



# 48–60 months

domain CD: cognitive development and general knowledge: **math**

## Strand: **NUMBER AND QUANTITY**

Standard: **CD-MA1** – The child will organize, represent and build knowledge of number and quantity.

### CD-MA1.4a

Recites numbers up to 20 in sequence.

Four-year-olds can rote count up to 20, although they may often skip a number or say one out of order. The numbers 11–20 are not as intuitive to children since they don't follow a discernible pattern.

#### EXAMPLES

- playing hide and seek, counts aloud
- fills in the next number when a teacher says, “4, 5, 6...”

### CD-MA1.4b

Recognizes numerals and uses counting as part of play and as a means for determining quantity.

Four-year-olds can incorporate counting and numbers in their play. They will act out stories involving numbers and are able to use counting skills to figure out how many items they have.

#### EXAMPLES

- counts how many baby dolls there are to determine how many bottles are needed
- counts how many children are in a center at one time
- counts how many bugs are on the playground
- counts how many blocks they used to build a tower

### CD-MA1.4c

Matches numerals to sets of objects with the same number, 0–10.

Four-year-olds develop number knowledge beginning with 1–5 objects and move up to 10 as ready. They can recognize and identify numerals 0–10. They are beginning to understand that the last number counted represents the number of objects in that set and they can match a numeral to that set.

#### EXAMPLES

- places items into containers labeled with numerals (muffin tin with each space assigned a numeral, child places appropriate number of items in each space)
- looks at numeral on spinner and moves that number of spaces on gameboard

### CD-MA1.4d

Describes sets as having more, less, same as/equal.

Four-year-olds are exploring the meaning of sets that have more, less and equal amounts of objects. Teachers can encourage this behavior by asking questions about objects.

#### EXAMPLES

- says, “Everyone has three crackers, we all have the same”
- plays the on/off game and counts the three objects that landed on the mat and the six objects that landed off the mat; states, “Six is more”
- counts collections of frogs and lily pads and says, “We have less lily pads than frogs”
- looks at class graph and says, “Most people like cheese pizza”

### CD-MA1.4e

Quickly recognizes and names how many items are in a set of up to four items.

Four-year-olds can look at a set of objects up to four and determine how many there are by looking at them and not using one-to-one correspondence (subitizing). They are able to recognize larger quantities when arranged in a spatial pattern such as a die or domino.

#### EXAMPLES

- looks at plate and says, “We got four crackers today”
- rolls a die and says, “Five” without counting
- plays with dominos and recognizes number without counting dots

# 48–60 months

domain CD: cognitive development and general knowledge: **math**

Strand: **NUMBER AND QUANTITY**

Standard: **CD-MA1** – The child will organize, represent and build knowledge of number and quantity.

## CD-MA1.4f

Tells numbers that come before and after a given number up to 10.

During the second half of the year, some four-year-olds will be able to name a number that comes before or after another number. They may do this when playing games or when the teacher asks, “What number comes before 4?”

### EXAMPLES

- calls out the number that comes before a number on a number cube
- plays the “One More” game—roll a number cube, if you roll a four, you move your playing piece five on the playing board
- uses a set of playing cards and names the number that comes before the card that is flipped over
- says missing number when teacher counts “6, \_, 8”

## teachers’ helpers

### SONG

“Sally the Camel”



Sally the Camel has 5 humps  
 Sally the Camel has 5 humps  
 Sally the Camel has 5 humps  
 So ride Sally ride  
 Sally the Camel has 4 humps  
 Sally the Camel has 4 humps  
 Sally the Camel has 4 humps  
 So ride Sally ride  
 Sally the Camel has 3 humps  
 Sally the Camel has 3 humps  
 Sally the Camel has 3 humps  
 So ride Sally ride  
 Sally the Camel has 2 humps  
 Sally the Camel has 2 humps  
 Sally the Camel has 2 humps  
 So ride Sally ride  
 Sally the Camel has 1 hump  
 Sally the Camel has 1 hump  
 Sally the Camel has 1 hump  
 So ride Sally ride  
 Sally the Camel has no humps  
 Sally the Camel has no humps  
 Sally the Camel has no humps  
 ‘Cuz Sally is a horse!

### BOOKS

*Ten Black Dots* by Donald Crews  
*12 Ways to Get to 11* by Eve Merriam  
*Each Orange Had 8 Slices*  
 by Paul Giganti  
*The Shapes Game* by Paul Rogers  
*Round is a Mooncake: A Book of Shapes*  
 by Roseanne Thong

### MATERIALS

Shape Bingo  
 Counting bears  
 Unifix cubes  
 Pattern blocks  
 On/off games  
 Variety of puzzles with increasing difficulty  
 Real/found materials in a variety of colors and sizes for sorting/patterning (rocks, seashells, acorns, beads, seeds and bottle caps)  
 Rulers  
 Tape measures  
 Number cubes/dice  
 Scales  
 Timekeepers

# 48–60 months

domain CD: cognitive development and general knowledge: **math**

## Strand: **NUMBER AND QUANTITY**

Standard: **CD-MA2 – The child will manipulate, compare, describe relationships and solve problems using number and quantity.**

### CD-MA2.4a

Matches two equal sets using one-to-one correspondence and understands they are the same.

Four-year-olds can place objects into two equal sets using one-to-one correspondence. They have a true understanding of 1:1 when they can line up objects and tell you the sets are equal.

#### EXAMPLES

- pairs a spoon to a fork and places one set at each plate
- creates a row of blue bears, lines up a red bear for each one and says, “They are the same”

### CD-MA2.4b

Counts at least 10 objects using one-to-one correspondence.

One-to-one correspondence means understanding that each object in a set gets only one count. Children learn 1:1 by touching each item and saying the corresponding number aloud. With continued practice and repetition, four-year-olds learn to count up to 10 objects and understand that the last number named in the collection represents the last object as well as the total number of objects.

#### EXAMPLES

- points to each plastic frog and assigns the appropriate number to it
- lines up 10 rocks and counts them using 1:1

### CD-MA2.4c

Practices combining, separating and naming quantities.

Four-year-olds can manipulate sets of objects by combining them, separating them, then counting the objects in the sets to tell how many. They can participate in solving simple math problems using manipulatives. “There are four blocks on the rug and two blocks in the truck. How many blocks in all?”

#### EXAMPLES

- counts a group of bears and separates them into piles for friends, saying, “You have three, you have three and I have three”
- adds a friend’s two yellow beads to their own two yellow beads and says, “I have four beads”
- takes apart Lego tower and says, “I took two blocks off, now I have 5 in my tower”
- rolls two dice and says, “We have 3 dots on this one and 2 dots on that one, we have 5 dots”

### CD-MA2.4d

Describes data from classroom graphs using numerical math language.

Graphing provides an opportunity for children to represent and communicate mathematical relationships, such as more/less. It is important for teachers to create graphs regularly. After the data has been collected, four-year-olds can interpret the data to find out what it tells you. They will be able to say things such as “Five people like turtles and two people like snakes.”

#### EXAMPLES

- votes on three names to determine what to call the class pet
- determines using graph if “more” or “less” children think grass will grow in soil compared to a damp sponge
- votes on the type of pizza she likes the most

### CD-MA2.4e

With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).

The cardinality principle is an important aspect of children’s cognitive development. It is understanding that the last object counted represents the total number of objects in a set. This concept takes time to develop. Four-year-olds are often asked “cardinality” questions such as “How many cars are there?” Often, children will count the set of objects correctly, but when asked “How many objects are there in your set?” they will either recount the set or say an incorrect number. The child who understands cardinality is able to answer with the total number of objects. The child understands that the number does not just represent the last object counted, but represents the entire set.

#### EXAMPLE

- counts a set of eight cars and answers “eight” when asked how many cars are in the set

# 48–60 months

domain CD: cognitive development and general knowledge: **math**

## Strand: **MEASUREMENT AND COMPARISON**

Standard: **CD-MA3** – The child will explore and communicate about distance, weight, length, height and time.

### CD-MA3.4a

Uses mathematical terms to describe experiences involving measurement.

Four-year-olds are able to apply size words such as “big” and “small,” “short” and “tall” to label objects and experiences in their environment. They are now able to compare objects using terms such as “heavier” or “longest.” They still confuse terms as they are expanding their vocabulary, stating, “I am 45 pounds tall.”

#### EXAMPLES

- picks up two rocks and determines which one is heavier and which one is lighter
- looks at french fries at lunch, and notices which is longest and which is “really short”
- looks at three houses in the block center and says, “This one is the tallest”
- uses string to measure the perimeter of the class pumpkin
- uses Unifix cubes to measure the length of objects in the classroom

### CD-MA3.4b

Compares objects using two or more attributes, such as length, weight and size.

Four-year-olds can consider two or more attributes as they compare objects. They create more specific sets, saying things like “Here are the long, skinny ones and here are the short, fat ones.” They can base comparisons using language big/small, heavy/light, tall/short.

#### EXAMPLES

- groups objects and says, “These are all big heavy blocks and these are all little light blocks”
- groups children as girls with long pants, girls with short pants, boys with long pants and boys with short pants
- says, “The big rocks are heavier than the little rocks”
- says, “The thin line is longer than the thick line on my paper”

### CD-MA3.4c

Uses a variety of techniques and standard and non-standard tools to measure and compare length, volume (capacity) and weight.

Four-year-olds explore measurement using non-standard (paper clips, Unifix cubes) and standard (ruler, scale) tools. They make observations about measurement and comment on the length, weight and height of items.

#### EXAMPLES

- compares the length of two pretzels by holding them side by side
- determines a wet sponge is heavier than a dry sponge by using a balance or scale
- orders dolls from smallest to biggest and labels them “tiny, small, medium, big, giant”
- uses measuring cups to fill different containers and says, “This one holds more”

### CD-MA3.4d

Associates and describes the passage of time with actual events.

Time is a very abstract concept for young children. Four-year-olds are now able to use terms related to present, past and future. They understand the routine of the daily schedule and can determine when outside time is or when they will be picked up from school. They still get confused, so it is important to focus on the passage of time and the order of events, rather than “telling time.”

#### EXAMPLES

- gives friend soup in dramatic play and tells them, “It is very hot; don’t eat it for three hours,” then tells them it is fine after a few minutes
- looks at calendar and says, “This Friday is Valentine’s Day”
- participates in races on playground where stopwatch is used
- says, “My birthday is next week”
- says, “Yesterday when I was really small we went to the beach”

#### Activity Idea:

How big is my hug? Have children spread arms as if to give a big hug. Use yarn to measure hug from fingertip to fingertip. Cut the yarn and label with child’s name. Have children compare whose hug is longest, smallest, etc.



# 48–60 months

domain CD: cognitive development and general knowledge: **math**

## Strand: **MEASUREMENT AND COMPARISON**

Standard: **CD-MA4** – The child will sort, seriate, classify and create patterns.

### **CD-MA4.4a**

Independently orders objects using one characteristic and describes the criteria used.

After they have had a lot of experience making comparisons, four-year-olds are able to put objects in order using one characteristic or attribute such as tallest to shortest or lightest to darkest. Asking children to explain how they decided to put them in a particular order shows their understanding of the concept.

#### **EXAMPLES**

- **lines up cars on rug from slowest to fastest and says, “The blue car is the fastest and the red car is the slowest”**
- **paints stripes on paper and says, “Look, these are light and they get darker and darker”**
- **plays xylophone and says, “Listen! This one is quiet and then they get louder”**
- **orders colored pencils in art center by length and says, “The yellow one is the longest!”**

### **CD-MA4.4b**

Sorts and classifies objects using one or more attributes or relationships.

Sorting is a beginning math skill that introduces the concept of placing like items into sets according to attributes—shape, color or size, for example. Classification means being able to name the sets you have created—“These are all red, heart-shaped buttons.” Sorting and classifying objects not only teaches children about attributes and relationships, but also promotes thinking logically and applying rules. It provides a model for organizing things in the real world, such as putting toys away or sorting laundry for washing.

#### **EXAMPLES**

- **sorts vehicles**
- **sorts attribute buttons by color, then resorts them by shape or number of holes**
- **sorts animals by the sounds they make—loud or soft**
- **sorts animals and classifies: “These are scary. These are nice”**

### **CD-MA4.4c**

Creates and extends simple, repeating patterns.

The ability to recognize, compare and manipulate patterns is the basis for understanding much of mathematics. Patterns include the linear ABAB patterns that we generally think of first, as well as non-linear patterns such as growing patterns. Four-year-olds begin to understand patterns first by copying a teacher’s pattern, then extending it. The final step is creating patterns on their own.

#### **EXAMPLES**

- **reproduces simple patterns using counting bears**
- **independently creates patterns circle, square, circle, square**
- **points to pegs on a peg board and says it is a pattern**
- **creates pattern using fruit on skewer**

## Strand: **GEOMETRY AND SPATIAL THINKING**

Standard: **CD-MA5** – The child will explore, recognize and describe spatial relationships between objects.

### **CD-MA5.4a**

Uses appropriate directional language to indicate where things are in their environment: positions, distances, order.

Four-year-olds have a better understanding of the space around them. They are expanding their vocabulary of positional words (behind, in front of, next to, left, right, over, under). They can use this language appropriately in their play and interactions with others.

#### **EXAMPLES**

- **finds object hidden in the classroom following directions from teacher**
- **gives directions to locate an object that they have hidden in the classroom: “It’s next to the art shelf”**
- **follows directions to the song “Beanbag Boogie”**
- **states, “I want to sit next to Sally”**
- **lines up behind the line leader**

### **CD-MA5.4b**

Uses deliberate manipulation and describes process for fitting objects together.

Four-year-olds who have been exposed to puzzles or objects that fit together and have developed the concept of manipulating an object to make it fit correctly in its place are ready for more difficult puzzles or blocks. Children who have gained puzzle knowledge become very confident about which piece goes where and can tell you how they know. Children who lack experience or have more difficulty often get frustrated very easily. Modeling how you look at the puzzle pieces or objects to determine location is good practice.

#### **EXAMPLES**

- **says, “I am looking for the piece that has a big hook in it”**
- **notices that if a piece has two straight edges, it belongs in the corner**
- **turns puzzle piece in different directions to fit in puzzle**
- **folds paper to fit in an envelope**

# 48–60 months

domain CD: cognitive development and general knowledge: **math**

## Strand: **GEOMETRY AND SPATIAL THINKING**

Standard: **CD-MA6** – The child will explore, recognize and describe shapes and shape concepts.

### CD-MA6.4a

Recognizes and names common two-dimensional and three-dimensional shapes, their parts and attributes.

Shapes build the foundation for children to learn about geometry, physics and calculus. It is important for children to learn to both recognize and identify a variety of shapes, including 3-D shapes such as cube or sphere. They also need to be able to describe the attributes of shapes—that a square has four sides or that a triangle has three points.

#### EXAMPLES

- goes on shape hunt in classroom and finds a three-dimensional shape that matches the two-dimensional shape the teacher showed
- looks at globe in the room and states it is a circle because it is round and has no edges
- plays Shape Lotto
- identifies shape of object in feely box
- plays shape games on computer

### CD-MA6.4b

Combines simple shapes to form new shapes.

Looking at shapes and combining shapes to make new shapes builds spatial relationships. Pattern blocks are useful tools in teaching young children skills in combining and separating shapes.

#### EXAMPLES

- places two triangular pattern blocks together to make a square
- creates animal using tangram blocks
- uses flannelboard shape pieces to make new shapes
- puts together two triangle sandwich pieces to make square sandwich
- uses clay and play dough to create new shapes
- uses Tinker Toys to create new shapes
- folds and cuts paper to create new shapes

## Strand: **MATHEMATICAL REASONING**

Standard: **CD-MA7** – The child will use mathematical problem solving, reasoning, estimation and communication.

### CD-MA7.4a

Estimates using mathematical terms and understands how to check the estimate.

Four-year-olds are curious and will estimate how many objects are in a container. At age four, this is generally a “guess” as they do not have the prior knowledge to accurately estimate. They may not want to guess in fear of being “incorrect” in their answer. It is important to keep estimation fun; don’t focus on being accurate. If children can count rationally up to 10, be sure not to use more than 10 objects.

#### EXAMPLES

- looks at objects in small jars and “guesses” how many in total
- dumps contents from small jars and counts objects to see if their estimation was accurate
- uses balance scale to see which set of objects is heavier
- polls classmates to see which ice cream flavor children like the most/least

### CD-MA7.4b

Uses simple strategies to solve mathematical problems and communicates how he/she solved it.

Four-year-olds encounter real-life mathematical problems throughout the day: “How many cartons of milk do we need for snack?” “How many days until we go to the zoo?” “How can I fit these boxes together?” “What comes next in my pattern?” They can solve simple mathematical problems in concrete ways and tell an adult how they came up with a solution.

#### EXAMPLES

- asks a friend, “Are there more people in your house or in mine?”
- finds a way to keep building a house with blocks, even though the long rectangular blocks have been used
- asks a friend for a particular patterned block to complete a design
- figures out how many small cups it takes to fill the pitcher at the water table
- wonders aloud how they can manipulate their balls of play dough into a snake as long as the teacher’s

### CD-MA7.4c

Uses reasoning skills to determine the solution to a mathematical problem and communicates why.

Helping children learn to solve problems, to communicate using correct math terminology and demonstrate how they came to a conclusion are fundamental to learning mathematics. Encourage children to explain answers during math activities. This often involves the teacher questioning the child to determine how they got a specific answer: “Tell me how you knew to put the red cube next in your pattern.”

#### EXAMPLES

- sorts animals into two sets and communicates that “These animals live in a zoo and these animals live in the wild”
- describes block as a rectangle because it has two long sides and two short sides
- explains solutions to math story by saying, “There are only seven monkeys left. I put the three that the alligator ate over here. So there are seven in the tree. See, I counted them”



# 48–60 months

domain CD: cognitive development and general knowledge: **social studies**

## Strand: **FAMILY**

Standard: **CD-SS1** – The child will demonstrate an understanding of his/her family and an emerging awareness of his/her own culture and ethnicity.

### CD-SS1.4a

Describes his/her family structure and family roles.

Four-year-olds can describe the members in their own families. They are beginning to recognize the roles and responsibilities each family member has in the family unit.

#### EXAMPLES

- participates in dramatic play in “home” setting, demonstrating a variety of family roles
- discusses family photos
- talks about family members: “My uncle just bought a car”
- looks at photographs of classmates’ families. Asks, “Is that your Grandma?”
- reads stories about different family structures and compares to his own family
- describes roles of members in the family unit, such as: “My mommy works in the city,” “My daddy cooks dinner,” “My sister and brother go to big school” or “My grandmother stays with me when I am sick”

### CD-SS1.4b

Describes similarities and differences between self and others.

Four-year-olds have more highly developed observational skills and more words in their vocabulary. They can go into much more detail when describing similarities and differences about themselves and their peers.

#### EXAMPLES

- recognizes that all classmates have hair, but can describe different lengths, colors and textures
- when asked about differences between other children, says, “He is a boy and she is a girl. He is wearing long pants and she has on shorts”

## Strand: **PEOPLE AND COMMUNITY**

Standard: **CD-SS2** – The child will demonstrate an understanding of his/her community and an emerging awareness of others’ cultures and ethnicity.

### CD-SS2.4a

Identifies and follows rules of the classroom community and displays competence in engaging in appropriate social behavior.

At four, children are able to identify the rules of the classroom and know when others are not following them. They demonstrate their knowledge of rules and social behavior throughout the day in dramatic play, being responsible for their classroom jobs and following the routines of the class.

#### EXAMPLES

- helps teacher create class rules
- points out and explains rules to others
- has frequent appropriate social conversations with peers
- shares classroom materials
- displays appropriate behavior during meals
- takes turn in large group and doesn’t speak over teacher/classmates
- waits her turn to use the restroom

### CD-SS2.4b

Explains diverse customs and cultural celebrations within the home, classroom and community.

Four-year-old children have greater awareness of group similarities and differences. They enjoy learning about others’ customs and traditions, especially those that involve their classmates.

#### EXAMPLES

- learns about and participates in community events (parades, festivals, fairs, picnics)
- shares weekend experiences with class mascot: “We took Billy Bear to my aunt’s wedding”
- participates in classroom activities to encourage understanding of other cultures

### CD-SS2.4c

Recognizes similarities and differences between own culture and that of others.

Four-year-olds are very observant and easily recognize similarities and differences between themselves and others. Their thinking, however, is limited and they can easily develop stereotypes if adults don’t offer other examples.

#### EXAMPLES

- says, “Tomas speaks Spanish and so do his mom and dad”
- during a unit study on shoes, asks, “Why do some people not wear shoes in their house?”
- learns some words from other languages
- looks at the book *Everybody Eats Rice*, and says, “My mom cooks rice for me”



# 48–60 months

domain CD: cognitive development and general knowledge: **social studies**

Strand: **PEOPLE AND COMMUNITY**

Standard: **CD-SS3** – The child will demonstrate awareness of the geography in his/her community.

## CD-SS3.4a

Creates simple representations of home, school and community.

Four-year-olds have an understanding of location and are now able to create representations for familiar locations using maps or objects to represent their home or school.

### EXAMPLES

- builds a model of their home or school in the block center using blocks, toy people, automobiles and other manipulatives
- draws a map of home, school or other personal landmarks
- creates and identifies parts of a map and labels parts of the of the playground. Says, “Here is the slide and the tree and the sandbox”

## CD-SS3.4b

Identifies and describes aspects of his/her community.

Four-year-olds have a more keen sense of detail and may notice more specific aspects of their environment, such as signs, road construction or a new gas station. They notice changes in the classroom and point out things such as “Look, we have a new math table!”

### EXAMPLES

- comments on new bulletin board in the hallway
- identifies new materials placed in center areas throughout the classroom
- notices that dramatic play is now an airport
- tells about new businesses/ stores/restaurants in community



# 48–60 months

domain CD: cognitive development and general knowledge: **social studies**

## Strand: **PEOPLE AND COMMUNITY**

Standard: **CD-SS4** – The child will demonstrate an awareness of economics in his/her community.

### CD-SS4.4a

Completes jobs to contribute to his/her community and communicates why it is important.

Four-year-olds are aware of who is responsible for the different jobs in the classroom. They can state who the line leader is when it is time to go outside and who gets to look out the window to determine the weather for the day.

#### EXAMPLES

- says, “It’s Amy’s turn to be snack helper”
- comments, “You need to hold the book straight” to child holding book for large group reading
- helps the class transition to line up using wand
- assigns class jobs using the job chart

### CD-SS4.4b

Describes the roles and responsibilities of a variety of occupations.

Four-year-olds have a general understanding of a variety of occupations and are able to describe their duties and responsibilities. They love to dress up and role play different types of community workers and often talk about what each one of them does as they perform their jobs.

#### EXAMPLES

- says, “The pilot has to drive the plane. He has to be real careful not to crash”
- talks about the importance of brushing teeth after visit from dental hygienist
- says, “You be the mail carrier. You have to bring all the letters and give them to the people”

### CD-SS4.4c

Describes how people interact economically and the exchange of goods and services.

Four-year-olds are beginning to understand the use of trade to obtain goods and services. They know that when you go to a store, you give money in order to purchase a good/ product or you pay someone for a particular service.

#### EXAMPLES

- discusses use of currency or bartering to purchase things, both now and in days past in reference to stories read in class (*Caps For Sale, Stone Soup, etc.*)
- uses pretend money to purchase things in dramatic play and explains the purpose of the money
- uses real money to purchase items such as ice cream or milk, and explains purpose of money

### CD-SS4.4d

Explores the uses of technology and understands its role in the environment.

Most four-year-old children have experienced multiple types of technology in their home and school environments. Their natural curiosity leads them to question parents and teachers about what each device does and how it works. They enjoy pretending to use, and actually using, technology in relevant ways.

#### EXAMPLES

- asks teacher to record their puppet show and to “put it on YouTube!”
- picks up cell phone in dramatic play and pretends to take a picture
- during a cooking activity, suggests that the teacher use a microwave to “cook it faster”
- during a discussion on families, mentions that his family talks to a distant relative on FaceTime or Skype

#### Activity Idea:

Plan a small group on a topic (i.e., bears) and guide children to explore the internet for information. For example, have children look up pictures of all types of bears: polar, koala, brown, black, grizzly, panda, etc. Then have them draw a picture of their favorite bear. Have them discuss how the internet helped them search. You could also find a website with live camera views of bears at the zoo.



# 48–60 months

domain CD: cognitive development and general knowledge: **social studies**

Strand: **HISTORY AND EVENTS**

Standard: **CD-SS5 – The child will understand the passage of time and how events are related.**

## CD-SS5.4a

Recognizes and describes sequence of events with accuracy.

Four-year-olds are now able to recognize and describe events with some detail. They have an understanding of when things happen and can make statements like “We didn’t finish our story yesterday, so we will finish this morning” or “I’m going to Laura’s party this weekend.”

### EXAMPLES

- tells you that dinosaurs lived “a long, long time ago” and that now “they are extinct”
- comments that he wants to be a fireman when he grows up
- says, “I will learn to drive a car when I am big like my sister”

## CD-SS5.4b

Differentiates between past, present and future.

Four-year-olds can differentiate between past, present and future events. They can tell you certain things happened “a long time ago” or talk about what they did “when I was a baby.” They can anticipate future events and tell you that it’s “one more week until my birthday.” This understanding is more related to their personal lives and doesn’t necessarily include traditional historical events.

### EXAMPLES

- says, “I learned how to ride a bike this summer, so now I can”
- tells teacher, “We forgot to water the seeds yesterday. Does that mean they won’t grow?”
- after seeing a small group use play dough the day before, asks, “Is this our day to use play dough at small group?”
- asks, “We had a lot of fun reading *Brown Bear, Brown Bear*. Can we read it again?”

## teachers’ helpers

### BOOKS

- A Rainbow All Around Me*  
by Sandra Pinkney
- A Weed is a Flower* by Alike
- America: A Patriotic Primer*  
by Lynne V. Cheney & Robin Preiss Glasser
- Be Quite, Marina!* by Kristen Debear
- Career Day* by Anne Rockwell
- Children Around the World*  
by Donata Monanari
- I Pledge Allegiance*  
by Bill Martin Jr. and Michael Sampson
- No Mirrors in My Nana’s House*  
by Ysaye M. Barnwell
- One Is a Drummer* by Roseanne Thong
- Shades of Black* by Sandra L. Pinkney
- Special People, Special Ways*  
by Arlene Maguire

### SONG

“A Helper I Will Be”  
(Tune: “The Farmer in the Dell”)

A helper I will be. A helper I will be.  
I’ll pick up the toys and put them away  
A helper I will be.

(Note: This song can be personalized by substituting a child’s name for “I” and specific toys can be mentioned in place of “toys”)



### MATERIALS

- All About Me* photo book
- Picture cards
- Hand puppets
- Pretend phones
- Story tapes and CDs
- Discovery boxes
- Laminated photos
- Environmental print (labeling shelves, toys, items, etc.)



# 48–60 months

domain CD: cognitive development and general knowledge: **science**

Strand: **SCIENTIFIC SKILLS AND METHODS**

Standard: **CD-SC1 – The child will demonstrate scientific inquiry skills.**

## CD-SC1.4a

Uses senses to observe, classify and learn about objects and environment.

Four-year-olds can describe and compare many different sights, smells, sounds, textures and tastes. They can experience several different textures and talk about similarities and differences.

### EXAMPLES

- touches different pieces of cloth and mentions which is smooth and which is rough
- tastes a Granny Smith apple after trying a Red Delicious and says, “This one is sour! I like the sweet one better”
- responds appropriately when teacher asks him to play a rhythm instrument loudly at first, then softly
- recognizes and names familiar smells (lunch foods, scent containers, pine needles)

## CD-SC1.4b

Uses simple tools correctly to experiment, observe and increase understanding.

As four-year-olds continue to develop, they increase in their ability to use tools to help them explore and understand concepts. They understand the appropriate uses of many tools, that a magnifying glass makes things look bigger or that tweezers can be used to pick up small objects.

### EXAMPLES

- builds a ramp by placing one end of a board or long flat block on the floor and resting the other end on one or more stacked blocks
- experiments with tubes and funnels at the sand and water tables
- uses balance scale to compare weights of various objects

## CD-SC1.4c

Records observations through dictating to an adult and drawing pictures or using other forms of writing.

Four-year-olds can create mental representations of what they experience in investigating the everyday world. They share this information with teachers through writing, drawings and learned vocabulary.

### EXAMPLES

- uses journal to record drawings and write words that describe her findings after the weekly nature walk; teachers may provide word cards such as “leaves” and “trees” that can be copied into the journal
- makes leaf rubbings and labels his drawing with parts of the leaf such as stem, veins
- observes and describes weather as teacher writes observation on the morning message board
- during sink/float experiment, sorts items into categories; explains findings using words modeled by teachers such as heavy, light, sink, float

## CD-SC1.4d

Experiments, compares and formulates hypotheses related to scientific properties.

Four-year-olds can predict outcomes of simple experiments based on past experience, then test their theories by performing simple experiments.

### EXAMPLES

- predicts, describes and tests what will happen to the ice when it’s moved from the freezer to a tray in the classroom
- participates in a “write your name” graph asking whether grass seed will sprout when placed on wet newsprint, damp soil and/or a damp sponge; observes the experiment to investigate the outcome
- concludes that round objects roll down the ramp and flat objects slide down the ramp after placing different objects on a ramp
- predicts outcome of mixing red and blue paint

# 48–60 months

domain CD: cognitive development and general knowledge: **science**

Strand: **EARTH AND SPACE**

Standard: **CD-SC2 – The child will demonstrate knowledge related to the dynamic properties of earth and sky.**

## CD-SC2.4a

Describes properties of water, including changes to the states of water.

Four-year-olds begin to express what they have learned through experimentation. They can respond to teacher questions about their prior experiences. For example, they can describe water both as a solid and as a liquid.

### EXAMPLES

- stirs ice chips added to water table and says, “Look, it’s melting!”
- pours water from a cup into the water table when asked to demonstrate a waterfall
- helps complete a language experience chart asking for examples of frozen water (ice cubes, glaciers, snow, sleet, freezing rain, etc.) after teacher-directed lesson
- describes how water flows through a tube in the sensory table or on the playground

## CD-SC2.4b

Explores and begins to describe properties of rocks, soil, sand and mud.

Teachers use high-quality instructional materials and experiences such as books, field trips, guest speakers and hands-on materials to expose four-year-olds to earth changes. A variety of multi-sensory activities help children understand these abstract concepts more clearly.

### EXAMPLES

- looks at a collection of stones with magnifying glasses and identifies/sorts by texture, color or size
- adds water to dirt and describes
- points out where soil, mulch or sand have been moved on the playground by a rainstorm
- compares mud, clay, wet sand, dry sand
- states that the playground sand turned to mud after rainstorm
- notices changes in playground mulch over time

## CD-SC2.4c

Makes simple observations of the characteristics, movement, and seasonal changes of sun, moon, stars and clouds. Compares the daytime/nighttime cycle.

Four-year-olds are able to process information about objects in the sky even though they are far away. Through guided observation with simple models (teacher using flashlight and globe to show movements of the sun), older children can make sense of the way celestial objects behave.

### EXAMPLES

- participates in a take-home journal activity and draws phases of the moon over an extended period; adds comments to class discussion about the project
- notices when days get shorter in winter and longer in spring
- recreates the night sky showing stars and moon using art materials
- participates in discussions about nighttime precipitation (frost, dew) and in which season each type occurs
- begins to observe shadows at various times of the day

## CD-SC2.4d

Uses appropriate vocabulary to discuss climate and changes in weather.

Four-year-olds add time concepts to their weather comparisons by discussing the weather in the past, present and future. They can talk about “when it rained last week” or that it “snowed during our winter break.”

### EXAMPLES

- notes that the gray sky means it might rain
- recognizes that lightning and thunder occur during storms
- names the four seasons and discusses simple characteristics of each
- makes simple predictions about weather based on class weather chart observations
- observes and describes the weather during morning center time
- acts out weather experiences in dramatic play area

# 48–60 months

domain CD: cognitive development and general knowledge: **science**

## Strand: **LIVING THINGS**

Standard: **CD-SC3 – The child will demonstrate knowledge related to living things and their environments.**

### CD-SC3.4a

Observes, explores and describes a variety of plants and animals. Describes their basic needs and life cycles of living things.

Four-year-olds can use their rapidly developing vocabulary and experiences to discuss plants, animals and their needs. Large group discussions and targeted small group instruction can be used to answer children's specific questions.

#### EXAMPLES

- notices the soil for a plant is dry and waters the plant
- asks the teacher if the pet crab can be fed
- explains to a teacher that some pet dogs have to be groomed
- participates in creating and following through with a KWL chart and topic study on a particular plant or animal
- plants a seed and records growth stages by completing science journal
- observes the life cycle of a mealworm as it turns into a beetle
- discusses the needs of the class pet (food, water, shelter, space)

### CD-SC3.4b

Discriminates between living and non-living things.

Four-year-olds have developed the vocabulary needed to analyze objects and determine which are obviously living and which are not. They begin to make the discrimination between living things such as plants and trees and natural items that are not living such as rocks or shells.

#### EXAMPLES

- shows interest in items collected for the nature table
- compares and contrasts an artificial plant and a real plant
- participates in creating charts/lists of living and non-living things
- observes a living hermit crab in its shell and compares to an empty shell
- sorts picture cards into living and non-living

### CD-SC3.4c

Identifies and describes the functions of many body parts.

Four-year-olds are able to give more accurate descriptions of body parts and functions, such as how teeth are used to chew, and joints, like knees and elbows, bend so our bodies can walk and dance.

#### EXAMPLES

- guesses body parts based on teacher clues. Teacher says, "I'm thinking of a body part that always touches the ground. I put my shoe on it" or "I'm thinking of a body part that helps me chew my food"
- looks at x-rays in the science center and talks about how bones help to hold our bodies up and "make them strong"
- draws a self-portrait and discusses body parts

## Strand: **PHYSICAL SCIENCE**

Standard: **CD-SC4 – The child will demonstrate knowledge related to physical science.**

### CD-SC4.4a

Explores and describes position and movement of objects and toys.

Four-year-olds have developed enough vocabulary to explain how objects move and act. They will try many different ways of manipulating objects and can tell you how that changes their motion.

#### EXAMPLES

- describes required motions when asked how a particular toy works. Says, "You have to push it down and turn it on, so then it will work"
- helps a friend use riding toys on the playground by explaining and modeling required movements
- says, "Watch! I can make the car slide down the ramp"
- lifts objects with levers and pulleys

### CD-SC4.4b

Investigates and describes different types or speeds of motion.

Four-year-olds are developing a descriptive language vocabulary to support concepts about speed and motion. They begin to use comparative words such as "faster" or "slowest."

#### EXAMPLES

- uses appropriate motion-word vocabulary to participate in and describe animal movements while dramatizing a familiar story such as *Jump, Frog, Jump*
- plays *Mother May I?* or *Simon Says* using appropriate motion words and movements
- responds to directions on activity record to move body parts "very slowly"
- comments, "My car goes faster than Johnny's"

# 48–60 months

domain CD: cognitive development and general knowledge: **science**

Strand: **INTERACTION WITH THE ENVIRONMENT**

Standard: **CD-SC5** – The child will demonstrate an awareness of and the need to protect his/her environment.

## CD-SC4.4c

Describes materials by their physical properties and states of matter.

Four-year-olds have more advanced vocabulary and can participate in discussions about the properties of a variety of objects. Although four-year-old children may find it difficult to understand abstract properties of matter, they are able to group materials into states such as solids and liquids. Children can experiment with materials that show a variety of states of matter.

### EXAMPLES

- compares and discusses the strength of a variety of paper towels by observing whether he can hold the weight of objects when wet and dry
- sorts objects by physical characteristics (for flexibility, compare plastic straws, toothpicks, rubber bands, pencils and shoestrings)
- observes and describes changes as ice cubes melt
- answers questions about how substances feel and act. Teacher says, "Can you pour it? Can you pick it up?"

## CD-SC4.4d

Uses classroom objects to function as simple machines to enhance child-directed play.

Four-year-olds are able to think about how to use objects from the classroom for specific purposes. They use their knowledge of how simple machines work to come up with substitutes when the original object is not available.

### EXAMPLES

- asks for plastic cup to roll out dough when rolling pin is not available
- uses books and blocks to create a ramp
- uses shovel or spoon to move dirt

## CD-SC5.4a

Understands that people have an impact on the environment and participates in efforts to protect the environment.

Four-year-olds can understand and explain how to care for the environment. They can describe how to keep the environment clean and how they can help in this process. They are beginning to understand that people have an impact on the environment through activities such as recycling or picking up litter. They can participate in group projects such as a newspaper drive or recycling collection. They can state in their own words why this is important: "So trash won't be everywhere."

### EXAMPLES

- identifies items that can be recycled
- puts bird seed in birdfeeder on playground
- says, "People came to chop up our old tree so we can use it in our fireplace"
- seeks assistance to repair broken materials such as toys, books, dolls or containers

## teachers' helpers

### BOOKS

*The Human Body* by Dr. Marie Rose

*A House for Hermit Crab* by Eric Carle

*Bugs! Bugs! Bugs!* by Bob Barner

*In the Small, Small Pond* by Denise Fleming

*Is Your Mama a Llama?* by Deborah Guarino

### MATERIALS

Realistic plastic animals

Shells

Rocks

Live nonpoisonous plant(s)

Seeds

Ice/water

Tongs

Pipettes

Turkey basters

Strainers

Magnifying glasses

Magnets

Recycle bin

Plastic fruits and vegetables

Leaf collection





# 48–60 months

domain CD: cognitive development and general knowledge: **creative development**

Strand: **CREATIVE MOVEMENT AND DANCE**

Standard: **CD-CR1 – The child will participate in dance to express creativity.**

Strand: **VISUAL ARTS**

Standard: **CD-CR2 – The child will create and explore visual art forms to develop artistic expression.**

## CD-CR1.4a

Uses dance to express thoughts, feelings and energy.  
Uses dance as an outlet for creativity.

Creative movement allows children to respond to music freely. Four-year-olds are usually not self-conscious when participating in movement activities and can gain a sense of mastery if there are no expected outcomes. Children must develop a repertoire of movements before they can be told to “Move the way the music makes you feel,” so give them chances to walk, run, march, gallop, dance, clap, hop, jump and slide to music.

### EXAMPLES

- dances to classical music with expressive movements using scarves or ribbons
- joins in finger plays and musical games
- uses creative movement to express feelings and interpret music
- dances and moves to a variety of music

## CD-CR2.4a

Uses materials to create original work for self-expression and to express individual creativity

Four-year-olds can attend to a project enthusiastically for longer periods of time but are mostly interested in the artistic process with little desire to produce a product.

### EXAMPLES

- works on a mural with classmates or a backdrop for puppet shows with paint and markers
- paints a picture of family and home
- uses a variety of materials to create a self-portrait and talks about it
- cuts out shapes from a variety of materials to create a collage
- tapes/glues recyclables together to create a 3D creation

## CD-CR2.4b

Observes and discusses visual art forms and compares their similarities and differences.

Four-year-olds can pay careful attention to detail and notice small differences in paintings or collages. They are able to make observations and comparisons with their expanding vocabulary: “That sculpture is all gray but the painting is colorful.”

### EXAMPLES

- observes details in a friend’s painting and says, “He made a good car with round wheels”
- makes a sculpture out of natural items and says, “Mine is taller than yours”
- points to similar colors in two different paintings

## CD-CR2.4c

Shows appreciation for different types of art and the creative work of others.

With teacher guidance, four-year-olds can notice different attributes of art pieces and express thoughts and opinions. They can comment on details such as color or use of lines or shapes. Expose them to artwork by a variety of artists by using books and posters.

### EXAMPLES

- notices a friend’s drawing and says, “That’s a good house”
- When looking at an art book, says, “This sculpture is really big!”
- comments on painting by Kandinsky: “There’s lots of circles inside squares”
- watches a friend paint and remarks, “You are using lots of different blues”



# 48–60 months

domain CD: cognitive development and general knowledge: **creative development**

## Strand: **MUSIC**

Standard: **CD-CR3** –  
The child will use his/  
her voice, instruments  
and objects to express  
creativity.

### CD-CR3.4a

Uses familiar rhymes, songs or  
chants and musical instruments  
to express creativity.

Four-year-olds can express  
their imaginations through  
music and movement. They  
enjoy singing and using a wide  
variety of rhythm instruments.

#### EXAMPLES

- works with friends to act out *American Idol*, singing with a guitar and microphone
- taps rhythm sticks to beat of the music
- chooses instrument to play and march around

## Strand: **DRAMA**

Standard: **CD-CR4** – The child will use dramatic play to express creativity.

### CD-CR4.4a

Participates in dramatic  
play presentations.

Four-year-olds enjoy watching a  
teacher act out stories using  
props and puppets. With  
practice, they can participate in  
stories wearing simple  
costumes, headbands and  
props to retell stories.

#### EXAMPLES

- enjoys watching puppet show at the library
- wears animal headband and acts out *Frog and Toad*
- acts out *The Enormous Potato* with friends
- contributes ideas about which story to act out in dramatic play, *The Three Bears* or *The Three Little Pigs*; says, “I like to be the wolf!”

### CD-CR4.4b

Uses dialogue, actions,  
objects and imagination to  
tell a creative story.

Four-year-olds’ developing  
confidence and independence  
enables them to use their  
imaginations to create and  
interact in storytelling. They  
might use dialogue, physical  
movement and props to tell a  
story.

#### EXAMPLES

- uses capes on the playground to tell a story about superheroes
- builds a castle in the block area and uses small characters to tell a fairy tale
- sets up dolls and stuffed animals and tells them a story about going to school

### CD-CR4.4c

Represents a character  
by using voice inflections  
and facial expressions.

Most four-year-olds can listen  
intently to a story told with  
great expression. They will pick  
up voice inflections and  
expressions you have used and  
repeat them as they tell stories.  
They may recite whole phrases  
from familiar stories using the  
teacher’s inflections.

#### EXAMPLES

- uses a high voice for a princess and says, “I am going to the ball”
- pretends to be a pirate, uses a low scratchy voice and says, “Ahoy there!”
- makes a face like his teacher and repeats a phrase she uses, “Y’all line up now,” and points his finger

### CD-CR4.4d

Participates in dramatic  
play to express thoughts,  
feelings and creativity.

As four-year-olds gain  
confidence in interacting with  
others, they will act out familiar  
experiences with expression  
and imagination. They often  
make up stories involving  
monsters, superheroes and  
princesses.

#### EXAMPLES

- talks with a friend about how to build a campfire for pretend camp site
- shares with a friend where they will go on pretend train
- pretends to pour something in cup, hands it to a friend to drink and then says, “Hand me your cup, I need to wash the dishes”

# 48–60 months

domain CD: cognitive development and general knowledge: **cognitive processes**

## Strand: **THINKING SKILLS**

Standard: **CD-CP1** – The child will demonstrate awareness of cause and effect.

### CD-CP1.4a

Recognizes cause-and-effect relationships.

Four-year-olds can begin to recognize and comment on cause-and-effect relationships. They may observe that “the plant died because we forgot to water it,” or caution a friend “don’t stand so close or it will knock over my blocks.” They can begin to base their actions on an expected outcome: “I am walking carefully so I don’t spill my milk.”

#### EXAMPLES

- comments, “It is so hot that I don’t need a jacket”
- explains that “If you stack [blocks] this way, they will stay up”
- uses if/then statements: “If you say mean words, then your friend might cry”
- cleans up center in order to go outside quickly
- learns to pump her legs in order to make the swing move

### CD-CP1.4b

Explains why simple events occur using reasoning skills.

Four-year-olds can answer “why” questions in some detail. They often give long explanations about actions leading up to an event. For example, they might explain how they made a long chain to reach from one side of the table to the other. “First we hooked the blue ones together but they wasn’t long enough so then Amy said to use the red ones and we did and they reached.”

#### EXAMPLES

- explains that “I don’t need my jacket ’cause it’s hot outside”
- states reason for one car moving down a ramp faster than another
- says, “There’s a fire somewhere” when they hear a siren
- says, “My shirt is all wet because he splashed me”
- covers baby doll with blanket and says, “My baby is cold”

### CD-CP1.4c

Draws conclusions based on facts and evidence.

Not only can four-year-olds explain why events happen, they can draw conclusions from their observations. They are learning that cause and effect can be a basis for prediction.

#### EXAMPLES

- remarks, “I said it would work to use the tongs to get it out and it did”
- looks at attendance chart and says, “We won’t have to wait as long in the line today ’cause four people aren’t here”
- observes weather and says, “It’s rainy—we can’t go outside today”
- notices it’s a classmate’s birthday and says, “We are having cupcakes today”
- tells a friend, “It’s my turn now, because the timer went off”

## teachers’ helpers

### SONG



#### “Come Together Song”

Come on over and clap your hands  
Come on over and clap your hands  
Come on over and clap your hands  
Clap your hands together  
Come on over and jump up high  
Come on over and jump up high  
Come on over and jump up high  
Jump up high together  
Come on over and swing your arms  
Come on over and swing your arms  
Come on over and swing your arms  
Swing your arms together  
Come on over and turn around  
Come on over and turn around  
Come on over and turn around  
Turn around together  
Come on over and sit right down  
Come on over and sit right down  
Come on over and sit right down  
Sit your bottoms down  
Come on over and spin around  
Come on over and spin around  
Come on over and spin around  
Spin around together.

### MATERIALS

Paper, crayons, markers, play dough, finger paint, sidewalk chalk, craft sticks, egg cartons, paint, collage materials, scissors, glue, stamp pads, templates, stencils, clay

3D items (such as cotton balls, buttons, sequins, wiggly eyes), brushes, feathers, toilet paper rolls, artificial flowers

Props for acting out: mirrors, streamers, scarves, drums



# 48–60 months

domain CD: cognitive development and general knowledge: **cognitive processes**

## Strand: **THINKING SKILLS**

Standard: **CD-CP2 – The child will use prior knowledge to build new knowledge.**

### CD-CP2.4a

Explains how to use objects in new situations.

Four-year-olds can verbalize how to use familiar objects in new and different ways. They may say things like “We can use the block to be the phone” or “We can use crayons if we don’t have watercolors.”

#### EXAMPLES

- says, “Let’s pretend the blocks are our car”
- comments, “Get the blanket—it can be a cape”
- says, “We can use the teddy bear as a baby”
- tells a friend, “We can move the chairs together and make a train”
- tells the teacher, “We made this our castle” (pointing to the outdoor play structure)

### CD-CP2.4b

Uses observation and imitation to transfer knowledge to new experiences.

Four-year-olds can transfer what they know to new experiences. They learn that sand will pour from one container to another in a steady stream and they can pour small gravel in the same way. They know how to respond to the “listen” signal from their teacher and can respond to a similar signal from another adult in the classroom.

#### EXAMPLES

- continues to follow classroom rules when a substitute is present
- follows teacher’s directions on a class field trip, in a new setting
- recognizes a zoo animal from a story the teacher read prior to the trip to the zoo
- recognizes the McDonald’s® arches symbol
- imitates the use of multicultural utensils in dramatic play (chopsticks, pizza slicer)

### CD-CP2.4c

Uses information gained about familiar objects and people, and can apply to a new situation.

Four-year-olds can use what they know about objects and people to determine how to act in new situations. For example, they will use information about circle time in their classroom to help them know how to sit for story time at the library. They will eagerly use new writing materials or manipulatives in appropriate ways.

#### EXAMPLES

- acts appropriately at a class birthday party because of similar home experiences
- knows to hold a hand on a field trip before crossing the street
- understands how to use the computers in a computer lab as well as the classroom
- uses prior knowledge of turn taking or sportsmanship when playing a new game
- uses table manners in various dining settings

### CD-CP2.4d

Makes, checks and verifies predictions.

Four-year-olds can make predictions, then carry out actions to check their thinking. They can decide on the outcomes of simple science activities or predict what will happen next in a story.

#### EXAMPLES

- observes “sink and float” activity and says, “This will float because it’s plastic”
- tries kiwi because she likes fruit and kiwi is a fruit: “I think I will like it because I like fruit”
- predicts the weight of classroom items; uses balance scale to check prediction
- predicts what will happen when mixing paint colors together

### CD-CP2.4e

Explains how an activity is built on or uses past knowledge.

Four-year-olds can use their knowledge, of math sorting skills for example, to move to the next skill. They can often explain how what they are doing is connected to prior knowledge. “I need to water the plant now. Miss Amy says plants need water to grow.”

#### EXAMPLES

- says, “I am not afraid of dinosaurs. They are extinct. That means they are dead”
- says, “Look I made a pattern” while making a necklace
- says, “Flowers are blooming now, because it’s spring”
- says, “I can spell my name—j-o-h-n, John”
- tells teacher, “We eat apples at my house. We get them at the grocery store”

# 48–60 months

domain CD: cognitive development and general knowledge: **cognitive processes**

## Strand: **PROBLEM SOLVING**

Standard: **CD-CP3 – The child will demonstrate problem-solving skills.**

### CD-CP3.4a

Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.

Four-year-olds are able to verbalize their solutions to problems. Teachers can ask simple questions about how to use different materials to solve problems or create something to help them with this type of thinking.

#### EXAMPLES

- says, “We can use the chairs for a car”
- replies to question when teacher asks, “How could we use the cardboard pieces to help us pick up the trash on the floor?”
- responds to teacher when asked, “How could we clean this rice up off the floor?”
- responds to questions about how they could put Humpty Dumpty back together again (band-aids, glue)

### CD-CP3.4b

Uses both familiar and new strategies to solve a problem.

Four-year-olds can use their prior knowledge to help them solve problems. They are aware that they may need to try several strategies before coming to a solution. They are able to use familiar strategies and are willing to try new ones.

#### EXAMPLES

- tries several different tools to remove floating objects from the water table
- asks questions such as, “Will my book bag hold all of my stuff?”
- uses Legos when out of blocks
- uses tape to fix a tear in a page in a book
- uses a different marker when the one he is using runs out

### CD-CP3.4c

With adult guidance and questioning determines and evaluates solutions prior to attempting to solve a problem.

Four-year-olds can consider possible solutions to a problem and decide on the best choice. They can think about and discuss outcomes. Teachers can guide them in this process with careful questioning.

#### EXAMPLES

- responds with several different ideas when teacher says, “Think about it. What would happen if we tried to put all the trash into one trash can?”
- discusses how to clean water with soil mixed in: “We could use soap or a sponge,” before deciding to “use the strainer thing to get the dirt out”
- responds with multiple answers when teacher asks, “What could you say if you don’t want them to take that from you?”
- discusses what to do with the class pumpkin: “We could cut it open” or “We could eat it”
- discusses with a friend what they could build with the blocks (a castle, a house)

## teachers’ helpers

### BOOKS

*If You Give* series by Laura Numeroff  
*Jump Frog Jump* by Robert Kalan  
*Can I Keep Him?* by Steven Kellogg  
*The Crayon Box That Talked* by Shane Derolf  
*Waiting for Wings* by Lois Ehlert



### SONG

“The Noble Duke of York”  
(Tune: “The Farmer in the Dell”)



The Noble Duke of York,  
he had ten thousand men,  
he marched them up to the top of the hill,  
and marched them down again.  
And when you’re up you’re up  
and when you’re down you’re down  
but when you’re only halfway up  
you’re neither up nor down.

### MATERIALS

A variety of interesting, open-ended materials  
Variety of ramps and wheeled toys  
Props to role play—family jobs, jobs in community, sequence cards  
Problem-solving games like I Spy  
Small plants to show how watering makes them grow (cause/effect)

# correlations

# GELDS / work sampling system correlations

The GELDS align with many Work Sampling System (WSS) indicators. On the following pages, WSS indicators are blue. GELDS indicators are outlined in applicable GELDS domain colors.

## domain: personal and social development

Work Sampling Functional Component:

### **SELF-CONCEPT**

**A1 Demonstrates self-confidence.**

*A1 aligns with the following GELDS Performance Indicators:*

**SED1.4b**

Identifies personal characteristics, preferences, thoughts and feelings.

**SED1.4c**

Shows confidence in a range of abilities and the capacity to take on and accomplish new tasks.

**APL1.4c**

Sets goals and develops and follows through on plans.

**APL3.4b**

Practices skills that have been accomplished to improve.

**APL5.4b**

Demonstrates flexibility in taking on various roles in a group setting.

**A2 Shows some self-direction.**

*A2 aligns with the following GELDS Performance Indicators:*

**SED1.4d**

Shows independence in his/her own choices.

**APL1.4a**

Takes initiative to learn new concepts and try new experiences. Initiates and completes new tasks by himself/herself.

**APL1.4b**

Selects and carries out activities without adult prompting.

**APL1.4c**

Sets goals and develops and follows through on plans.

**APL5.4b**

Demonstrates flexibility in taking on various roles in a group setting.

Work Sampling Functional Component:

### **SELF-CONTROL**

**B1 Follows simple classroom rules and routines.**

*B1 aligns with the following GELDS Performance Indicators:*

**SED3.4a**

Independently follows rules and routines.

**SED3.4c**

Regulates a range of impulses.

**B2 Manages transitions.**

*B2 aligns with the following GELDS Performance Indicators:*

**SED3.4c**

Regulates a range of impulses.

**SED3.4d**

Manages transitions and adapts to changes in schedules.

**SED4.4a**

Transitions well into new, unfamiliar settings.



**NOTE:** Only GELDS indicators that align with WSS indicators are included on these pages.

Work Sampling Functional Component:

## APPROACHES TO LEARNING

**C1 Shows eagerness and curiosity as a learner.**

*C1 aligns with the following GELDS Performance Indicators:*

**APL2.4a**

Demonstrates eagerness to learn about and discuss new topics, ideas and tasks.

**APL2.4b**

Asks questions and seeks new information. With assistance, looks for new information and wants to know more.

**APL2.4c**

Increasingly seeks out and explores unfamiliar objects in the environment.

**C2 Attends to tasks and seeks help when encountering a problem.**

*C2 aligns with the following GELDS Performance Indicators:*

**SED3.4b**

Regulates own emotions and behaviors and seeks out adult support when needed.

**SED4.4b**

Uses a familiar adult's suggestions to decide how to respond to a specific situation.

**SED4.4d**

Seeks out adults as a resource for help and assistance.

**APL3.4a**

Engages in independent activities and continues tasks over a period of time.

**APL3.4d**

Persists in trying to complete a task after previous attempts have failed.

**C3 Approaches tasks with flexibility and inventiveness.**

*C3 aligns with the following GELDS Performance Indicators:*

**APL5.4c**

Demonstrates inventiveness, imagination and creativity to solve a problem.

**APL5.4d**

Considers a variety of possible solutions and exhibits flexibility if an alternate approach is suggested by a peer or adult.

**APL5.4e**

Recovers quickly from setbacks and differences in opinion in a group setting.

**CD-CP2.4a**

Explains how to use objects in new situations.

**D1 Interacts easily with one or more children.**

*D1 aligns with the following GELDS Performance Indicators:*

**SED2.4c**

Uses pretend play to show emotions of self and others.

**SED5.4a**

Develops and maintains friendships with other children.

**SED5.4b**

Plays cooperatively with a few peers for a sustained period of time.

**APL3.4c**

Works cooperatively with others to successfully achieve a goal or accomplish a task.

**CD-CR4.4d**

Participates in dramatic play to express thoughts, feelings and creativity.





## INTERACTION WITH OTHERS, CONT.

**D2 Interacts easily with familiar adults.**

*D2 aligns with the following GELDS Performance Indicators:*

**SED4.4b**

Uses a familiar adult's suggestions to decide how to respond to a specific situation.

**SED4.4c**

Shows affection to familiar adults by using more complex words and actions.

**SED4.4d**

Seeks out adults as a resource for help and assistance.

**D3 Participates in the group life of the class.**

*D3 aligns with the following GELDS Performance Indicators:*

**SED5.4b**

Plays cooperatively with a few peers for a sustained period of time.

**SED5.4e**

Shows respect for peers' personal space and belongings.

**APL5.4a**

Willingly joins in sustained cooperative play and learning with others to complete a task.

**D4 Identifies some feelings and responds to those of others.**

*D4 aligns with the following GELDS Performance Indicators:*

**SED2.4b**

With adult guidance, uses verbal and nonverbal expressions to describe and explain a full range of emotions.

**SED2.4d**

With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each.

**SED3.4c**

Regulates a range of impulses.

**SED5.4d**

Shows emerging empathy and understanding of peers by attempting to comfort and help.

**SED5.4e**

Shows respect for peers' personal space and belongings.

**CLL3.4a**

Uses more complex gestures and actions to enhance verbal communication of needs and wants.

**CLL3.4b**

Communicates feelings using appropriate nonverbal gestures, body language and actions.

**D5 Begins to use simple strategies to resolve conflict.**

*D5 aligns with the following GELDS Performance Indicators:*

**SED2.4a**

Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.

**SED5.4c**

Attempts to resolve peer conflicts using appropriate strategies.



## domain: language and literacy

## LISTENING

**A1 Gains meaning by listening.**

*A1 aligns with the following GELDS Performance Indicators:*

**CLL1.4a**

Listens and responds on topic to conversations and group discussions for an extended period.

**CLL1.4c**

Extends/expands thoughts or ideas expressed.

**CLL2.4a**

Demonstrates understanding of more complex vocabulary through everyday conversations.

**CLL2.4b**

Connects new vocabulary from activities, stories or books with prior experiences and conversations.

**CLL5.4a**

Prior to reading, uses prior knowledge, story title and pictures to make predictions about story content.

**A2 Follows two- or three-step directions.**

*A2 aligns with the following GELDS Performance Indicator:*

**CLL1.4b**

Listens to and follows multi-step directions.



Work Sampling Functional Component:

**SPEAKING**

**B1 Speaks clearly enough to be understood without contextual clues.**

*B1 aligns with the following GELDS Performance Indicators:*

**CLL2.4a**  
Demonstrates understanding of more complex vocabulary through everyday conversations.

**CLL4.4a**  
Uses spoken language that can be understood with ease.

**SED2.4a**  
Effectively uses words, sentences and actions to communicate needs, ideas, opinion and preferences.

**B2 Follows rules for conversation.**

*B2 aligns with the following GELDS Performance Indicators:*

**CLL2.4a**  
Demonstrates understanding of more complex vocabulary through everyday conversations.

**CLL4.4d**  
Uses new and expanded vocabulary in a variety of situations.

**B3 Uses expanded vocabulary and language for a variety of purposes.**

*B3 aligns with the following GELDS Performance Indicators:*

**CLL4.4b**  
Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.

**CLL4.4c**  
Describes activities, experiences and stories with more detail.

**CLL4.4d**  
Uses new and expanded vocabulary in a variety of situations.

Work Sampling Functional Component:  
**READING**

**C1 Begins to develop knowledge of letters.**

*C1 aligns with the following GELDS Performance Indicators:*

**CLL7.4a**  
With prompting and support, recognizes and names some upper/lowercase letters of the alphabet.

**CLL8.4b**  
Understands that letters are grouped to form words. Understands that words are separated by spaces in print.

**CLL8.4d**  
Recognizes and reads environmental print.

**C2 Demonstrates phonological awareness.**

*C2 aligns with the following GELDS Performance Indicators:*

**CLL6.4a**  
Listens and differentiates between sounds that are the same and different.

**CLL6.4b**  
Identifies and produces rhyming words.

**CLL6.4c**  
Isolates the initial (beginning) sounds in words with adult guidance.

**CLL6.4d**  
Segments sentences into individual words.

**CLL6.4e**  
Segments words into syllables.

**CLL6.4f**  
Manipulates and blends sounds (phonemes) with adult guidance.

**CLL8.4b**  
Understands that letters are grouped to form words. Understands that words are separated by spaces in print.

**C3 Shows appreciation and understanding of books and reading.**

*C3 aligns with the following GELDS Performance Indicators:*

**CLL8.4a**  
Demonstrates interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.

**CLL8.4c**  
With prompting and support, tracks words from left to right, top to bottom, and page to page.

**CLL8.4d**  
Recognizes and reads environmental print.

**CLL8.4e**  
Identifies the front, back, top and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.



*NOTE: Only GELDS indicators that align with WSS indicators are included on these pages*

Work Sampling Functional Component:  
**READING, CONT.**

**C4** Recounts some key ideas and details from text.

*C4 aligns with the following GELDS Performance Indicators:*

**CLL5.4b**  
Retells familiar stories.

**CLL5.4c**  
Discusses books or stories read aloud and can identify characters and setting in a story.

**CLL5.4d**  
Makes real-world connections between stories and real-life experiences.

**CLL5.4e**  
Develops an alternate ending for a story.

Work Sampling Functional Component:  
**WRITING**

**D1** Represents ideas and stories through pictures, dictation and play.

*D1 aligns with the following GELDS Performance Indicators:*

**CLL3.4a**  
Uses more complex gestures and actions to enhance verbal communication of needs and wants.

**CLL3.4b**  
Communicates feelings using appropriate nonverbal gestures, body language and actions.

**CLL9.4a**  
Draws pictures and copies letters and/or numbers to communicate.

**APL4.4a**  
Engages in elaborate and sustained imagined play and can distinguish between real life and fantasy.

**SED2.4c**  
Uses pretend play to show emotions of self and others.

**D2** Uses letter-like shapes, symbols, and letters to convey meaning.

*D2 aligns with the following GELDS Performance Indicators:*

**CLL8.4b**  
Understands that letters are grouped to form words. Understands that words are separated by spaces in print.

**CLL9.4a**  
Draws pictures and copies letters and/or numbers to communicate.

**CLL9.4b**  
Uses writing tools.

**CLL9.4d**  
Writes some letters of the alphabet.

**D3** Understands purposes for writing.

*D3 aligns with the following GELDS Performance Indicators:*

**CLL9.4a**  
Draws pictures and copies letters and/or numbers to communicate.

**CLL9.4c**  
Uses writing for a variety of purposes.

**domain:**  
**mathematical thinking**

Work Sampling Functional Component:  
**PROCESSES AND PRACTICES**

**A1** Begins to make sense of problems and uses simple strategies to solve them.

*A1 aligns with the following GELDS Performance Indicators:*

**CD-MA7.4b**  
Uses simple strategies to solve mathematical problems and communicates how he/she solved it.

**CD-MA7.4c**  
Uses reasoning skills to determine the solution to a mathematical problem and communicates why.

**CD-CP3.4a**  
Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.

**CD-CP3.4b**  
Uses both familiar and new strategies to solve a problem.

**CD-CP3.4c**  
With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem.



NOTE: Only GELDS indicators that align with WSS indicators are included on these pages.

Work Sampling Functional Component:

**NUMBER****A2 Reasons quantitatively and begins to use some tools.***A2 aligns with the following GELDS Performance Indicators:***CD-MA7.4c**

Uses reasoning skills to determine the solution to a mathematical problem and communicates why.

**CD-MA2.4c**

Practices combining, separating and naming quantities.

**CD-MA2.4d**

Describes data from classroom graphs using numerical math language.

**CD-MA1.4d**

Describes sets as having more, less, same as/equal.

**CD-CP3.4a**

Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.

**A3 Uses words and representations to describe mathematical ideas.***A3 aligns with the following GELDS Performance Indicators:***CD-MA2.4d**

Describes data from classroom graphs using numerical math language.

**CD-MA1.4b**

Recognizes numerals and uses counting as part of play and as a means for determining quantity.

**CD-MA1.4f**

Tells numbers that come before and after a given number up to 10.

**CD-MA2.4c**

Practices combining, separating, and naming quantities.

**CD-MA3.4a**

Uses mathematical terms to describe experiences involving measurement.

**CD-MA4.4b**

Sorts and classifies objects using one or more attributes or relationships.

**CD-MA5.4a**

Uses appropriate directional language to indicate where things are in his/her environment: positions, distances, order.

**CD-MA7.4a**

Estimates using mathematical terms and understands how to check the estimate.

**A4 Begins to recognize patterns and makes simple generalizations.***A4 aligns with the following GELDS Performance Indicators:***CD-MA4.4c**

Creates and extends simple, repeating patterns.

**CD-MA1.4c**

Matches numerals to sets of objects with the same number, 0–10.

**CD-MA2.4b**

Counts at least 10 objects using one-to-one correspondence.

**CD-MA2.4e**

With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).

**CD-MA4.4a**

Independently orders objects using one characteristic and describes the criteria.

**CD-MA4.4b**

Sorts and classifies objects using one or more attributes or relationships.

**CD-MA6.4a**

Recognizes and names common two-dimensional and three-dimensional shapes, their parts and attributes.

**B1 Counts with understanding.***B1 aligns with the following GELDS Performance Indicators:***CD-MA1.4a**

Recites numbers up to 20 in sequence.

**CD-MA1.4c**

Matches numerals to sets of objects with the same number, 0–10.

**CD-MA1.4f**

Tells numbers that come before and after a given number up to 10.

**CD-MA2.4b**

Counts at least 10 objects using one-to-one correspondence.

**CD-MA2.4e**

With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).

Work Sampling Functional Component:  
**NUMBER, CONT.**

**B2 Shows beginning understanding of number and quantity.**

*B2 aligns with the following GELDS Performance Indicators:*

**CD-MA1.4b**  
Creates and extends simple, repeating patterns.

**CD-MA1.4d**  
Describes sets as having more, less, same as/equal.

**CD-MA1.4e**  
Quickly recognizes and names how many items are in a set of up to four items.

**CD-MA2.4a**  
Matches two equal sets using one-to-one correspondence and understands they are the same.

Work Sampling Functional Component:  
**OPERATIONS AND ALGEBRAIC THINKING**

**C1 Understands and begins to apply addition and subtraction to problems.**

*C1 aligns with the following GELDS Performance Indicator:*

**CD-MA2.4c**  
Practices combining, separating and naming quantities.

Work Sampling Functional Component:  
**MEASUREMENT**

**D1 Orders, compares and describes objects according to a single attribute.**

*D1 aligns with the following GELDS Performance Indicators:*

**CD-MA3.4b**  
Compares objects using two or more attributes, such as length, weight and size.

**CD-MA4.4a**  
Independently orders objects using one characteristic and describes the criteria used.

**CD-MA4.4b**  
Sorts and classifies objects using one or more attributes or relationships.

**D2 Participates in measuring activities.**

*D2 aligns with the following GELDS Performance Indicators:*

**CD-MA3.4a**  
Uses mathematical terms to describe experiences involving measurement.

**CD-MA3.4c**  
Uses a variety of techniques and standard and nonstandard tools to measure and compare length, volume (capacity) and weight.

**CD-MA3.4d**  
Associates and describes the passage of time with actual events.

**CD-SS5.4a**  
Recognizes and describes sequence of events with accuracy.

Work Sampling Functional Component:  
**GEOMETRY**

**F1 Shows understanding of and uses several positional words.**

*F1 aligns with the following GELDS Performance Indicators:*

**CD-MA5.4a**  
Uses appropriate directional language to indicate where things are in their environment: positions, distances, order.

**F2 Begins to recognize and describe the attributes of shapes.**

*F2 aligns with the following GELDS Performance Indicators:*

**CD-MA6.4a**  
Recognizes and names common two-dimensional and three-dimensional shapes, their parts and attributes.

**F3 Composes and decomposes shapes.**

*F3 aligns with the following GELDS Performance Indicators:*

**CD-MA5.4b**  
Uses deliberate manipulation and describes process for fitting objects together.

**CD-MA6.4b**  
Combines simple shapes to form new shapes.



# domain: scientific thinking

Work Sampling Functional Component:

## INQUIRY SKILLS AND PRACTICES

**A1 Asks questions and begins to solve problems that arise during explorations.**

*A1 aligns with the following GELDS Performance Indicators:*

**CD-SC1.4a**

Uses senses to observe, classify and learn about objects and environment.

**CD-CP3.4a**

Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.

**CD-CP3.4b**

Uses both familiar and new strategies to solve a problem.

**CD-SC4.4b**

Investigates and describes different types or speeds of motion.

**CD-CP1.4b**

Explains why simple events occur using reasoning skills.

**CD-CP1.4c**

Draws conclusions based on facts and evidence.

**CD-CP2.4e**

Explains how an activity is built on or uses past knowledge.

**CD-CP3.4c**

With adult guidance and questioning, determines and evaluates solutions prior to attempting to solve a problem.

**A2 Uses senses and simple tools to explore solutions to problems.**

*A2 aligns with the following GELDS Performance Indicators:*

**CD-SC1.4a**

Uses senses to observe, classify and learn about objects and environment.

**CD-SC1.4b**

Uses simple tools correctly to experiment, observe and increase understanding.

**CD-CP3.4a**

Makes statements and appropriately answers questions about how objects/materials can be used to solve problems.

**CD-CP3.4b**

Uses both familiar and new strategies to solve a problem.

**PDM4.4a**

Discriminates between a variety of sights, smells, sounds, textures and tastes.

**A3 Makes meaning from explorations and generates ideas and solutions based on his/her own observations of the natural and human-made worlds.**

*A3 aligns with the following GELDS Performance Indicators:*

**CD-SC1.4d**

Experiments, compares and formulates hypotheses related to scientific properties.

**CD-CP1.4b**

Explains why simple events occur using reasoning skills.

**CD-CP1.4c**

Draws conclusions based on facts and evidence.

**CD-CP2.4b**

Uses observation and imitation to transfer knowledge to new experiences.

**CD-CP2.4c**

Uses information gained about familiar objects and people and can apply to a new situation.

**A4 Communicates experiences, observations and ideas with others through conversations, representations and/or behavior.**

*A4 aligns with the following GELDS Performance Indicators:*

**CD-SC1.4c**

Records observations through dictating to an adult and drawing pictures or using other forms of writing.

**CD-CP2.4d**

Makes, checks and verifies predictions.

Work Sampling Functional Component:

## PHYSICAL SCIENCE

**B1 Explores the properties of objects and materials and how they change.**

*B1 aligns with the following GELDS Performance Indicator:*

**CD-SC4.4c**

Describes materials by their physical properties and states of matter.

Work Sampling Functional Component:  
**PHYSICAL SCIENCE, CONT.**

**B2** Explores how objects and materials move in different circumstances.

*B2 aligns with the following GELDS Performance Indicators:*

**CD-SC4.4b**  
Investigates and describes different types or speeds of motion.

**CD-SC4.4a**  
Explores and describes position and movement of objects and toys.

**CD-SC4.4d**  
Uses classroom objects to function as simple machines to enhance child-directed play.

**B3** Explores and describes light and sound.

*B3 aligns with the following GELDS Performance Indicators:*

**CD-SC1.4a**  
Uses senses to observe, classify and learn about objects and environment.

**CD-SC4.4c**  
Describes materials by their physical properties and states of matter.

Work Sampling Functional Component:  
**LIFE SCIENCE**

**C1** Explores the characteristics of living things.

*C1 aligns with the following GELDS Performance Indicators:*

**CD-SC3.4a**  
Observes, explores and describes a variety of animals and plants. Describes their basic needs and life cycles of living things.

**CD-SC3.4b**  
Discriminates between living and nonliving things.

**CD-SC3.4c**  
Identifies and describes the function of many body parts.

**C2** Explores the needs of living things.

*C2 aligns with the following GELDS Performance Indicators:*

**CD-SC4.4a**  
Observes, explores and describes a variety of animals and plants. Describes their basic needs and life cycles of living things.

Work Sampling Functional Component:  
**EARTH SCIENCE**

**D1** Observes the sky and the natural and human-made objects in it.

*D1 aligns with the following GELDS Performance Indicators:*

**CD-SC2.4c**  
Makes simple observations of the characteristics, movement and seasonal changes of sun, moon, stars and clouds. Compares the daytime/nighttime cycle.

**D2** Explores rocks, water, soil and sand.

*D2 aligns with the following GELDS Performance Indicators:*

**CD-SC2.4a**  
Describes properties of water, including changes to the states of water.

**CD-SC2.4b**  
Explores and begins to describe properties of rocks, soil, sand and mud.

**D3** Observes weather and seasonal changes.

*D3 aligns with the following GELDS Performance Indicators:*

**CD-SC2.4d**  
Uses appropriate vocabulary to discuss climate and changes in weather.

**domain:**  
**social studies**

Work Sampling Functional Component:  
**PEOPLE, PAST AND PRESENT**

**A1** Identifies similarities and differences in personal and family characteristics.

*A1 aligns with the following GELDS Performance Indicators:*

**CD-SS1.4a**  
Describes his/her family structure and family roles.

**CD-SS1.4b**  
Describes similarities and differences between self and others.

**CD-SS2.4b**  
Explains diverse customs and cultural celebrations within the home, classroom and community.

**CD-SS2.4c**  
Recognizes similarities and differences between own culture and that of others.

**SED1.4a**  
Identifies self as a unique member of a specific group or demographic that fits into a larger world picture.

**A2** Demonstrates beginning awareness of community, city and state.

*A2 aligns with the following GELDS Performance Indicators:*

**CD-SS2.4b**  
Explains diverse customs and cultural celebrations within the home, classroom and community.

**CD-SS3.4b**  
Identifies and describes aspects of his/her community.

Work Sampling Functional Component:  
**HUMAN INTERDEPENDENCE**

**B1** Begins to understand family needs, roles and relationships.

*B1 aligns with the following GELDS Performance Indicator:*

**CD-SS1.4a**  
Describes his/her family structure and family roles.

**B2** Identifies some people's jobs and what is required to perform them.

*B2 aligns with the following GELDS Performance Indicators:*

**CD-SS4.4b**  
Describes the roles and responsibilities of a variety of occupations.

**CD-SS4.4c**  
Describes how people interact economically and the exchange of goods and services.

**PDM1.4f**  
Can name people who keep him/her safe and healthy.

**B3** Begins to be aware of how technology affects their life.

*B3 aligns with the following GELDS Performance Indicator*

**CD-SS4.4d**  
Explores the uses of technology and understands its role in the environment.

Work Sampling Functional Component:  
**CITIZENSHIP AND GOVERNMENT**

**C1** Demonstrates awareness of rules.

*C1 aligns with the following GELDS Performance Indicators:*

**CD-SS2.4a**  
Identifies and follows rules of the classroom community and displays competence in engaging in appropriate social behavior.

**CD-SS4.4a**  
Completes jobs to contribute to his/her community and communicates why it is important.

**C2** Shows awareness of what it means to be a leader.

*C2 aligns with the following GELDS Performance Indicators:*

**CD-SS2.4a**  
Identifies and follows rules of the classroom community and displays competence in engaging in appropriate social behavior.

**CD-SS4.4a**  
Completes jobs to contribute to his/her community and communicates why it is important.

Work Sampling Functional Component:  
**PEOPLE AND WHERE THEY LIVE**

**D1** Describes the location of things in the environment.

*D1 aligns with the following GELDS Performance Indicator:*

**CD-SS3.4a**  
Creates simple representations of home, school and community.

**D2** Shows awareness of the environment.

*D2 aligns with the following GELDS Performance Indicator:*

**APL2.4c**  
Increasingly seeks out and explores unfamiliar objects in the environment.

**CD-SS3.4b**  
Identifies and describes aspects of his/her community.

**CD-SC5.4a**  
Understands that people have an impact on the environment and participates in efforts to protect the environment.

**CD-SC1.4a**  
Uses senses to observe, classify and learn about objects and environment.



Work Sampling Functional Component:  
**PEOPLE AND WHERE THEY LIVE, CONT.**

**D3** Shows some awareness of the ways people affect their environments.

*D3 aligns with the following GELDS Performance Indicator:*

**CD-SC5.4a**  
Understands that people have an impact on the environment and participates in efforts to protect the environment.



## domain: the arts

Work Sampling Functional Component:  
**EXPRESSION AND REPRESENTATION**

**A1** Participates in group music experiences.

*A1 aligns with the following GELDS Performance Indicators:*

**CD-CR3.4a**  
Uses familiar rhymes, songs, or chants and musical instruments to express creativity.

**A2** Participates in creative movement, dance and drama.

*A2 aligns with the following GELDS Performance Indicators:*

**CD-CR1.4a**  
Uses dance to express thoughts, feelings and energy. Uses dance as an outlet for creativity.

**CD-CR4.4a**  
Participates in dramatic play presentations.

**CD-CR4.4b**  
Uses dialogue, actions, objects and imagination to tell a creative story.

**CD-CR4.4c**  
Represents a character by using voice inflections and facial expressions.

**CD-CR4.4d**  
Participates in dramatic play to express thoughts, feelings and creativity.

**A3** Uses a variety of art materials for tactile experience and exploration.

*A3 aligns with the following GELDS Performance Indicators:*

**CD-CR2.4a**  
Uses materials to create original work for self-expression and to express individual creativity.

Work Sampling Functional Component:  
**UNDERSTANDING AND APPRECIATION**

**B1** Responds to artistic creations or events.

*B1 aligns with the following GELDS Performance Indicators:*

**CD-CR2.4b**  
Observes and discusses visual art forms and compares their similarities and differences.

**CD-CR2.4c**  
Shows appreciation for different types of art and the creative work of others.

## domain: physical development, health and safety

Work Sampling Functional Component:  
**GROSS MOTOR DEVELOPMENT**

**A1** Moves with increased balance and control.

*A1 aligns with the following GELDS Performance Indicators:*

**PDM1.4b**  
Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time that increase strength, endurance and flexibility.

**PDM3.4a**  
Acts and moves with purpose and independently recognizes differences in direction, distance and location.

**PDM3.4b**  
Demonstrates spatial awareness through play activities.

**PDM5.4b**  
Demonstrates coordination and balance in a variety of activities.



Work Sampling Functional Component:  
**FINE MOTOR DEVELOPMENT**

Work Sampling Functional Component:  
**SELF-CARE, HEALTH AND SAFETY**

**A2 Coordinates combined movement patterns to perform simple tasks.**

*A2 aligns with the following GELDS Performance Indicators:*

**PDM1.4b**  
 Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time that increase strength, endurance and flexibility.

**PDM3.4a**  
 Acts and moves with purpose and independently recognizes differences in direction, distance and location.

**PDM3.4b**  
 Demonstrates spatial awareness through play activities.

**PDM5.4a**  
 Coordinates movements to perform more complex tasks.

**B1 Uses emerging strength and control to perform simple tasks.**

*B1 aligns with the following GELDS Performance Indicators:*

**PDM4.4b**  
 Takes things apart and invents new structures using the parts.

**PDM6.4a**  
 Performs fine motor tasks that require small-muscle strength and control.

**B2 Uses eye-hand coordination to perform tasks.**

*B2 aligns with the following GELDS Performance Indicators:*

**PDM4.4b**  
 Takes things apart and invents new structures using the parts.

**PDM6.4b**  
 Uses hand-eye coordination to manipulate small objects with ease.

**PDM6.4c**  
 Able to perform more complex fine motor tasks with accuracy 50% of the time.

**B3 Shows beginning control of writing, drawing and art tools.**

*B3 aligns with the following GELDS Performance Indicators:*

**PDM6.4a**  
 Performs fine motor tasks that require small-muscle strength and control.

**PDM6.4c**  
 Able to perform more complex fine motor tasks with accuracy 50% of the time.

**CLL9.4a**  
 Draws pictures and copies letters and/or numbers to communicate.

**CLL9.4b**  
 Uses writing tools.

**C1 Performs some self-care tasks independently.**

*C1 aligns with the following GELDS Performance Indicators:*

**PDM1.4e**  
 Identifies the importance of and participates in activities related to health and self-care needs.

**PDM2.4a**  
 Helps prepare nutritious snacks and meals.

**PDM2.4b**  
 Sorts foods into food groups and communicates the benefits of healthy foods.

**C2 Follows basic safety rules with reminders.**

*C2 aligns with the following GELDS Performance Indicators:*

**PDM1.4c**  
 Consistently follows basic safety rules and anticipates consequences of not following safety rules.

**PDM1.4d**  
 Communicates the importance of safety rules.



**NOTE:** Only GELDS indicators that align with WSS indicators are included on these pages

# GELDS / kindergarten correlations

The GELDS align with the core set of standards for Kindergarten (CCGPS)

The following pages include a breakdown of the GELDS indicators with the corresponding kindergarten standards. The areas of learning include English language arts, mathematics, science, music, health, social studies, theatre arts, physical education, visual arts, dance and modern language. Icons have been assigned to each subject to assist in quick recognition of how they align with the GELDS. Notice that the first letter of each kindergarten standard is used to create the abbreviation.



NOTE: Only GELDS indicators that align with CCGPS are included on these pages.

## Kindergarten subjects:

### ENGLISH LANGUAGE ARTS COMMON CORE KINDERGARTEN **ELACCK**

ELACCKRL – Reading Literacy  
ELACCKRI – Reading Informational  
ELACCKRF – Reading Foundational  
ELACCKW – Writing  
ELACCKSL – Speaking and Listening  
ELACCKL – Language

### MATH COMMON CORE KINDERGARTEN **MCCK**

MCCKCC – Counting and Cardinality  
MCCKG – Geometry  
MCCKMD – Measurement and Data  
MCCKNBT – Numbers and Operations in Base Ten  
MCCKOA – Operations and Algebraic Thinking

### SCIENCE KINDERGARTEN **SK**

SKCS – Characteristics of Science  
SKE – Earth Science  
SKP – Physical Science  
SKL – Life Science

### MUSIC KINDERGARTEN **MK**

MKGM – General Music

### HEALTH EDUCATION KINDERGARTEN **HEK**

### SOCIAL STUDIES KINDERGARTEN **SSK**

SSKH – Historical Understandings  
SSKG – Geographic Understandings  
SSKCG – Civic/Government Understandings  
SSKE – Economic Understandings

### THEATRE ARTS EDUCATION STANDARDS KINDERGARTEN **TAESK**

### PHYSICAL EDUCATION KINDERGARTEN **PEK**

### DANCE KINDERGARTEN **DK**

DKFD – Foundations  
DKCR – Creating  
DKRE – Response  
DKCO – Connections

### VISUAL ARTS KINDERGARTEN **VAK**

VAKMC – Meaning and Creative Thinking  
VAKCU – Contextual Understanding  
VAKPR – Production  
VAKAR – Assessment and Reflection  
VAKC – Connections

### MODERN LANGUAGE EDUCATION KINDERGARTEN **MLEK**




(No correlating GELDS indicators)

# GELDS domain PDM: physical development and motor skills

Standard: **PDM1 – The child will practice healthy and safe habits.**


## PDM1.4b

Actively participates in a variety of both structured and unstructured indoor and outdoor activities for sustained periods of time that increase strength, endurance and flexibility.

-  **PEK.3a** Participates regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills both inside and outside of physical education.
-  **PEK.4.1a** Participates in fitness and conditioning activities.
-  **PEK.6a** Participates in physical activities that provide personal enjoyment.




## PDM1.4c

Consistently follows basic safety rules and anticipates consequences of not following safety rules.

-  **PEK.5.1** Uses body, space and equipment safely.







## PDM1.4d

Communicates the importance of safety rules.

-  **HEK.1a** Names healthy behaviors.
-  **HEK.2a** Explains how family influences personal health practices.
-  **HEK.7b** Demonstrates healthy behaviors that prevent injuries.




## PDM1.4e

Identifies the importance of and participates in activities related to health and self-care needs.

-  **PEK.4.1b** Identifies physiological indicators that accompany moderate to vigorous physical activities.
-  **HEK.1a** Names healthy behaviors.
-  **HEK.1b** Identifies that physical health is one dimension of health and wellness.
-  **HEK.2a** Explains how family influences personal health practices.
-  **HEK.2b** Identifies what the school can do to support personal health practices.
-  **HEK.2c** States how the media influences behaviors.
-  **HEK.7a** Shows healthy behaviors that improve personal health and wellness.

## PDM1.4f


Can name people who keep them safe and healthy.

-  **HEK.3a** Discusses the role of trusted adults and health professionals as sources of health information.
-  **HEK.3b** Identifies school and community health helpers.
-  **HEK.5a** Discusses when and what assistance is needed for health-related situations.

Standard: **PDM2 – The child will participate in activities related to nutrition.**



## PDM2.4a

Helps prepare nutritious snacks and meals.

-  **HEK.7a** Shows healthy behaviors that improve personal health and wellness.

## PDM2.4b




Sorts foods into food groups and communicates the benefits of healthy foods.

-  **HEK.1a** Names healthy behaviors.
-  **HEK.2c** States how the media influences behaviors.

Standard: **PDM3 – The child will demonstrate an awareness of the body in space and child's relationship to objects in space.**




## PDM3.4a

Acts and moves with purpose and independently recognizes differences in direction, distance and location.

-  **PEK.1a** Demonstrates basic movement in general and personal space.
-  **PEK.2a** Identifies general and personal space.
-  **PEK.2e** Applies basic movement concepts of space.

## PDM3.4b


Demonstrates spatial awareness through play activities.

-  **PEK.1a** Demonstrates basic movement in general and personal space.
-  **PEK.2a** Identifies general and personal space.
-  **PEK.2e** Applies basic movement concepts of space.

Standard: **PDM4 – The child will use senses (sight, touch, hearing, smell and taste) to explore the environment and process information.**

## PDM4.4a

Discriminates between and identifies a variety of sights, smells, sounds, textures and tastes.

-  **SKP.1b** Uses senses to classify common materials, such as buttons or swatches of cloth, according to their physical attributes (color, shape, size, weight, texture, buoyancy, flexibility, etc.).

# GELDS domain PDM: physical development and motor skills


Standard: **PDM5 – The child will demonstrate gross motor skills.**

## PDM5.4a

Coordinates movements to perform more complex tasks.

 **PEK.1b** Demonstrates basic locomotor skills.

 **PEK.1c** Demonstrates basic non-locomotor skills.

 **PEK.2b** Identifies basic locomotor skills.

 **PEK.2c** Identifies basic non-locomotor skills.

## PDM5.4b

Demonstrates coordination and balance in a variety of activities.

 **PEK.1b** Demonstrates basic locomotor skills.

 **PEK.2b** Identifies basic locomotor skills.

Standard: **PDM6 – The child will demonstrate fine motor skills.**

## PDM6.4a

Performs fine motor tasks that require small-muscle strength and control.

 **PEK.1d** Demonstrates basic manipulative skills.

## PDM6.4b

Uses hand-eye coordination to manipulate small objects with ease.

 **PEK.1d** Demonstrates basic manipulative skills.

## PDM6.4c

Able to perform more complex fine motor tasks with accuracy 50% of the time.

 **PEK.1d** Demonstrates basic manipulative skills.



NOTE: Only GELDS indicators that align with CCGPS are included on these pages.

# GELDS domain SED: social and emotional development

Standard: **SED2 – The child will engage in self-expression.**

## SED2.4a

Effectively uses words, sentences and actions to communicate needs, ideas, opinions and preferences.

 **PEK.6b** Expresses feelings associated with success from physical activities.

## SED2.4b

With adult guidance, uses verbal and nonverbal expressions to describe and explain a full range of emotions.

 **HEK.4a** Discusses ways to express feelings in a healthy way.

## SED2.4c

Uses pretend-play to show emotions of self and others.

 **HEK.4a** Discusses ways to express feelings in a healthy way.

## SED2.4d

With adult guidance, distinguishes between positive and negative emotions, and the conditions that evoke each.

 **HEK.4a** Discusses ways to express feelings in a healthy way.

Standard: **SED3 – The child will begin to demonstrate self-control.**

## SED3.4a

Independently follows rules and routines.

 **PEK5.1** Follows classroom rules and shows self-control.

 **SSKCG1.a** Explains how rules are made and why.

 **SSKCG1.b** Explains why rules should be followed.

## SED3.4b

Regulates own emotions and behaviors, and seeks out adult support when needed.

 **HEK.4a** Discusses ways to express feelings in a healthy way.

# GELDS domain CLL: communication, language and literacy

Standard: **SED4 – The child will develop relationships and social skills with adults.**

**SED4.4d**  
Seeks out adults as a resource for help and assistance.

**ELACCKSL2** Asks and answers questions in order to seek help, get information or clarify something that is not understood.

Standard: **SED5 – The child will develop relationships and social skills with peers.**

**SED5.4b**  
Plays cooperatively with a few peers for a sustained period of time.

**PEK5.1d** Works with a partner or small group regardless of personal differences.

**SED5.4c**  
Attempts to resolve peer conflicts using appropriate strategies.

**PEK5.1d** Works with a partner or small group regardless of personal differences.

Standard: **CLL1 – The child will listen to conversations and demonstrate comprehension.**

**CLL1.4a**  
Listens and responds on topic to conversations and group discussions for an extended period.

**ELACCKRL10** Actively engages in group reading activities with purpose and understanding.  
**ELACCKSL1** Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  
**ELACCKSL1.a** Follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  
**ELACCKSL1.b** Continues a conversation through multiple exchanges.

**CLL1.4b**  
Listens to and follows multi-step directions.

**PEK5.1a** Follows classroom rules and shows self-control.

**CLL1.4c**  
Extends/expands thoughts or ideas expressed.

**ELACCKSL4** Describes familiar people, places, things and events, and with prompting and support, provides additional details.  
**ELACCKSL2** Confirms understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

Standard: **CLL2 – The child will acquire vocabulary introduced in conversations, activities, stories and/or books.**

**CLL2.4a**  
Demonstrates understanding of more complex vocabulary through everyday conversations.

**ELACCKRL4** Asks and answers questions about unknown words in a text.  
**ELACCKL6** Uses words and phrases acquired through conversations, reading and being read to, and responding to texts.  
**ELACCKL4** Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  
**ELACCKL4.a** Identifies new meanings for familiar words and applies them accurately (e.g., knowing duck as a bird and learning the verb to duck).

**CLL2.4b**  
Connects new vocabulary from activities, stories and books with prior experiences and conversations.

**ELACCKL5.b** Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).  
**ELACCKL5.c** Identifies real-life connections between words and their use (e.g., notes places at school that are colorful).  
**ELACCKL5.d** Distinguishes shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Standard: **CLL4 – The child will use increasingly complex spoken language.**

**CLL4.4a**  
Uses spoken language that can be understood with ease.

**ELACCKSL6** Speaks audible and expresses thoughts, feelings and ideas clearly.

# GELDS domain CLL: communication, language and literacy

Standard: **CLL4 – The child will use increasingly complex spoken language, cont.**

## CLL4.4b

Demonstrates use of expanded sentences and sentence structures to ask questions and/or respond verbally.

- ELACCKSL2 Asks and answers questions in order to seek help, get information or clarify something that is not understood.

## CLL4.4c

Describes activities, experiences and stories with more detail.

- ELACCKSL4 Describes familiar people, places, things and events, and with prompting and support, provides additional details.

## CLL4.4d

Uses new and expanded vocabulary in a variety of situations.

- ELACCKRL4 Asks and answers questions about unknown words in a text.
- ELACCKL6 Uses words and phrases acquired through conversations, reading and being read to, and responding to texts.
- ELACCKL4 Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Standard: **CLL5 – The child will acquire meaning from a variety of materials read to him/her.**

## CLL5.4b

Retells familiar stories.

- ELACCKRL2 With prompting and support, retells familiar stories, including key details.

## CLL5.4c

Discusses books or stories read aloud and can identify characters and setting in a story.

- ELACCKRL1 With prompting and support, asks and answers questions about key details in a text.
- EACCKRL3 With prompting and support, identifies characters, settings and major events in a story.

## CLL5.4d

Makes real-world connections between stories and real-life experiences.

- ELACCKRI3 With prompting and support, describes the connection between two individuals, events, ideas or pieces of information in a text.

Standard: **CLL6 – The child will develop early phonological awareness (awareness of the units of sound).**

## CLL6.4a

Listens and differentiates between sounds that are the same and different.

- ELACCKRF3a Demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant.
- ELACCKRF3b Associates the long and short sounds with the common spellings (graphemes) for the five major vowels.
- ELACCKRF3d Distinguishes between similarly spelled words by identifying the sounds of the letters that differ.

## CLL6.4b

Identifies and produces rhyming words.

- ELACCKRF2.a Recognizes and produces rhyming words.

## CLL6.4c

Isolates the initial (beginning) sounds in words with adult guidance.

- ELACCKRF2.d Isolates and pronounces the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/ or /x/.)

## CLL6.4d

Segments sentences into individual words.

- ELACCKRF3 Knows and applies grade-level phonics and word analysis skills in decoding words.
- ELACCKRF3.c Reads common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does).

## CLL6.4e

Segments words into syllables.

- ELACCKRF2.b Counts, pronounces, blends and segments syllables in spoken words.



# GELDS domain CLL: communication, language and literacy

Standard: **CLL6 – The child will develop early phonological awareness (awareness of the units of sound), cont.**

**CLL6.4f**  
Manipulates and blends sounds (phonemes) with adult guidance.

**ELACCKRF2.e** Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words.

Standard: **CLL7 – The child will demonstrate increasing knowledge of the alphabet.**

**CLL7.4a**  
With prompting and support, recognizes and names some upper/lowercase letters of the alphabet.

**ELACCKRF1.d** Recognizes and names all upper- and lowercase letters of the alphabet.

Standard: **CLL8 – The child will demonstrate awareness of print concepts.**

**CLL8.4a**  
Demonstrates interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.

**ELACCKRL5:** Recognizes common types of texts (e.g., storybooks, poems).

**CLL8.4b**  
Understands that letters form words. Understands that words are separated by spaces in print.

**ELACCKRF1.c** Understands that words are separated by spaces in print.

**CLL8.4c**  
With prompting and support, tracks words from left to right, top to bottom and page-by-page.

**ELACCKRF1.a** Follows words from left to right, top to bottom and page-by-page.

**CLL8.4d**  
Recognizes and reads environmental print.

**ELACCKRF1** Demonstrates understanding of the organization and basic features of print.

**CLL8.4e**  
Identifies the front, back, top and bottom of a book. Points to the title of familiar books or stories and where to begin reading a story.

**ELACCKRI5** Identifies the front cover, back cover and title page of a book.

**ELACCKRL6** With prompting and support, names the author and illustrator of a story and defines the role of each in telling the story.

Standard: **CLL9 – The child will use writing for a variety of purposes.**

**CLL9.4a**  
Draws pictures and copies letters and/or numbers to communicate.

**ELACCKSL5** Adds drawings or other visual displays to descriptions as desired to provide additional detail.

**CLL9.4c**  
Uses writing for a variety of purposes.

**ELACCKW1** Uses a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

**ELACCKW2** Uses a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

**ELACCKW3** Uses a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.

**CLL9.4d**  
Writes some letters of the alphabet.

**ELACCKL1.a** Prints many upper and lowercase letters.



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# GELDS domain CD-MA: cognitive development: math

Standard: **CD-MA1 – The child will organize, represent and build knowledge of number and quantity.**

## CD-MA1.4a

Recites numbers up to 20 in sequence.

+ **MCCK.CC2** Counts to 100 by ones and by tens.

## CD-MA1.4b

Recognizes numerals and uses counting as part of play and as a means for determining quantity.

+ **MCCK.CC5** Counts to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array or a circle, or as many as 10 things in a scattered configuration; when given a number from 1–20, counts out that many objects.

## CD-MA1.4c

Matches numerals to sets of objects with the same number, 0–10.

+ **MCCK.CC3** Writes numbers from 0–20. Represents a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

## CD-MA1.4d

Describes sets as having more, less or same as/equal.

+ **MCCK.CC6** Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group.

## CD-MA1.4e

Quickly recognizes and names how many items are in a set of up to four items.

+ **MCCK.CC5** Counts to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array or a circle, or as many as 10 things in a scattered configuration; when given a number from 1–20, counts out that many objects.

## CD-MA1.4f

Tells numbers that come before and after a given number up to 10.

+ **MCCK.CC4c** Understands that each successive number name refers to a quantity that is one larger.  
+ **MCCK.CC2** Counts forward beginning from a given number within the known sequence (instead of having to begin at 1).

Standard: **CD-MA2 – The child will manipulate, compare and describe relationships using number and quantity.**

## CD-MA2.4a

Matches two equal sets using one-to-one correspondence, and understands they are the same.

+ **MCCK.CC6** Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group.

## CD-MA2.4b

Counts at least 10 objects using one-to-one correspondence.

+ **MCCK.CC.4a** When counting objects, says the number names in the standard order, pairing each object with one and only one number and each number name with one and only one object.

## CD-MA2.4c

Practices combining, separating and naming quantities.

+ **MCCK.OA.1** Represents addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions or equations.

## CD-MA2.4e

With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).

+ **MCCK.CC.4b** Understands that the last number said tells the number of objects counted. The number of objects is the same regardless of their arrangement of the order in which they were counted.





# GELDS domain CD-MA: cognitive development: math

Standard: **CD-MA3 – The child will explore and communicate about distance, weight, length, height and time.**

## CD-MA3.4a

Uses mathematical terms to describe experiences involving measurement.

- + **MCCK.MD.1** Describes measurable attributes of objects, such as length or weight. Describes several measurable attributes of a single object.

## CD-MA3.4b

Compares objects using two or more attributes, such as length, weight and size.

- + **MCCK.MD.2** Directly compares two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describes the difference.

## CD-MA3.4c

Uses a variety of techniques and standard and non-standard tools to measure and compare length, volume (capacity) and weight.

- + **MCCK.MD.1** Describes measurable attributes of objects, such as length or weight. Describes several measurable attributes of a single object.
- + **MCCK.MD.2** Directly compares two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describes the difference.

## CD-MA3.4d

Associates and describes the passage of time with actual events.

- + **SSKH3** Uses words and phrases related to chronology and time to explain how things change.

Standard: **CD-MA4 – The child will sort, order, classify and create patterns.**

## CD-MA4.4b

Sorts and classifies objects using one or more attributes or relationships.

- + **MCCK.MD.3** Classifies objects into given categories; counts the numbers of objects in each category, and sorts the categories by count.

Standard: **CD-MA5 – The child will explore, recognize and describe spatial relationships between objects.**

## CD-MA5.4a

Uses appropriate directional language to indicate where things are in their environment: positions, distances, order.

- + **MCCK.G.1** Describes objects in the environment using names of shapes, and describes the relative position of these objects such as above, below, beside, in front of, behind and next to.

Standard: **CD-MA6 – The child will explore, recognize and describe shapes and shape concepts.**

## CD-MA6.4a

Recognizes and names common two-dimensional and three-dimensional shapes, their parts and attributes.

- + **MCCK.G.2** Correctly names shapes regardless of their orientations or overall size.
- + **MCCK.G.3** Identifies shapes as two-dimensional or three-dimensional.
- + **MCCK.G.4** Analyzes and compares two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes.

## CD-MA6.4b

Combines simple shapes to form new shapes.

- + **MCCK.G.5** Models shapes in the world by building shapes from components and drawing shapes.
- + **MCCK.G.6** Composes simple shapes to form larger shapes.

Standard: **CD-MA7 – The child will use mathematical problem solving, reasoning, estimation and communication.**

## CD-MA7.4a

Estimates using mathematical terms, and understands how to check the estimate.

- + **Standard for Mathematical Practice 5.** Uses appropriate tools strategically (including estimation).

## GELDS domain CD-MA: cognitive development: math

Standard: **CD-MA7** – The child will use mathematical problem solving, reasoning, estimation and communication, cont.

### CD-MA7.4b

Uses simple strategies to solve mathematical problems, and communicates how he/she solved it.

+ **Standard for Mathematical Practice 1.** Makes sense of problems and perseveres in solving them.

+ **Standard for Mathematical Practice 3.** Constructs viable arguments and critiques the reasoning of others.

+ **Standard for Mathematical Practice 7.** Looks for and makes use of structure.

### CD-MA7.4c

Uses reasoning skills to determine the solution to a mathematical problem and communicates why.

+ **Standard for Mathematical Practice 1.** Makes sense of problems and perseveres in solving them.

+ **Standard for Mathematical Practice 3.** Constructs viable arguments and critiques the reasoning of others.

## GELDS domain CD-SS: cognitive development: social studies

Standard: **CD-SS1** – The child will demonstrate an understanding of his/her community and an emerging awareness of his/her own culture and ethnicity.

### CD-SS1.4a

Describes his/her family structure and family roles.

 **SKL2.c** Recognizes the similarities between a parent and a baby.

### CD-SS1.4b

Describes similarities and differences between self and others.

 **SKL2.e** Recognizes that he/she is similar and different from other children.


Standard: **CD-SS2** – The child will demonstrate an understanding of his/her community and an emerging awareness of other's culture and ethnicity.

### CD-SS2.4a

Identifies and follows rules of the classroom community, and displays competence in engaging in appropriate social behavior.

 **SKL2.c** Recognizes the similarities between a parent and a baby.

 **PEK5.1a** Follows classroom rules and shows self-control.

 **PEK5.1b** Follows simple directions for basic games and activities.


 **SSKCG1** Demonstrates an understanding of good citizenship.


 **SSKCG1.a** Explains how rules are made and why.

 **SSKCG1.b** Explains why rules should be followed.

### CD-SS2.4b

Explains diverse customs and cultural celebrations within the home, classroom and community.

 **SSKH1** Identifies the purpose of national holidays, and describes the people or events celebrated.

 **SSKCG1** Describes American culture by explaining diverse community and family celebrations and customs.

### CD-SS2.4c


Recognizes similarities and differences between own culture and that of others.


 **SKL2.e** Recognizes that he/she is similar and different from others.


Standard: **CD-SS3** – The child will demonstrate an awareness of geography in his/her community.

### CD-SS3.4a

Creates simple representations of home, school and community.


 **SSKG1.a** Differentiates land and water features on simple maps and globes.

 **SSKG1.b** Explains that maps and globes show a view from above.

 **SSKG1.c** Explains that maps and globes show features in a smaller size.

### CD-SS3.4b

Identifies and describes aspects of his/her community.

 **SSKG1.a** Differentiates land and water features on simple maps and globes.

## GELDS domain CD-SS: cognitive development: social studies

Standard: **CD-SS4 – The child will demonstrate an awareness of economics in his/her community.**

### CD-SS4.4a

Completes jobs to contribute to his/her community, and communicates why it is important.

 **SSKCG1** Demonstrates an understanding of good citizenship.


### CD-SS4.4b


Describes the roles and responsibilities of a variety of occupations.


 **SSKE1** Describes the work that people do.

### CD-SS4.4c

Describes how people interact economically, and describes the exchange of goods and services.

 **SSKE2** Explains that people earn income by exchanging their human resources (physical and/or mental work) for wages and salaries.


 **SSKE3.a** Explains how money is used to purchase goods and services and distinguishes goods from services.

 **SSKE4** Explains that people must make choices because they cannot have everything they want.

Standard: **CD-SS5 – The child will understand the passage of time and how events are related.**


### CD-SS5.4a

Recognizes and describes sequence of events with accuracy.

 **SSKH3** Uses words and phrases related to chronology and time to explain how things change.

### CD-SS5.4b

Differentiates between past, present and future.


 **SSKH3** Uses words and phrases related to chronology and time to explain how things change.

## GELDS domain CD-SC: cognitive development: science

Standard: **CD-SC1 – The child will demonstrate scientific inquiry skills.**


### CD-SC1.4a


Uses senses to observe, classify and learn about objects and environment.

 **SKCS6** Understands the important features of the process of scientific inquiry.

### CD-SC1.4b

Uses simple tools correctly to experiment, observe and increase understanding.


 **SKCS3** Uses tools and instruments for observing, measuring and manipulating objects in scientific activities.

 **SKCS3a** Uses ordinary hand tools and instruments to construct, measure and look at objects.

### CD-SC1.4c


Records observations through dictating to an adult and drawing pictures or using other forms of writing.


 **SKCS5** Communicates scientific ideas and activities clearly.


 **SKCS5b** Begins to draw pictures that portray features of the thing being described.

### CD-SC1.4d

Experiments, compares and formulates hypotheses related to scientific properties.

 **SKCS1** Becomes aware of the importance of curiosity, honesty, openness and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

 **SKCS1a** Raises questions about the world around you and is willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out.

 **SKCS4** Uses the ideas of system, model, change and scale in exploring scientific and technological matters.

 **SKCS5** Communicates scientific ideas and activities clearly.



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# GELDS domain CD-SC: cognitive development: science

Standard: **CD-SC2 – The child will demonstrate knowledge related to dynamic properties of the earth and sky.**

## CD-SC2.4a

Describes properties of water, including changes to the states of water.


 **SKE2** Describes the physical attributes of rocks and soils.


 **SKE2c** Recognizes earth materials – soil, rocks, water, air, etc.

## CD-SC2.4b

Explores and begins to describe properties of rocks, soil, sand and mud.

 **SKE2** Describes the physical attributes of rocks and soils.


 **SKE2a** Uses senses to observe and group rocks by physical attributes such as large/small, heavy/light, smooth/rough, dark/light, etc.


 **SKE2b** Uses senses to observe soils by physical attributes such as smell, texture, color, particle/grain size.


 **SKE2c** Recognizes earth materials – soil, rocks, water, air, etc.

## CD-SC2.4c

Makes simple observations of the characteristics, movement and seasonal changes of sun, moon, stars and clouds. Compares the daytime/nighttime cycle.

 **SKE1** Describes time patterns (such as day to night) and objects (such as sun, moon, stars) in the day and night sky.

 **SKE1a** Describes the changes that occur in the sky during the day as day turns into night, and during the night as night turns into day.


 **SKE1b** Classifies objects according to those seen in the day sky and those seen in the night sky.


 **SKE1c** Recognizes that the sun applies heat and light to Earth.


Standard: **CD-SC3 – The child will demonstrate knowledge related to living things and their environments.**

## CD-SC3.4a


Observes, explores and describes a variety of plants and animals. Describes their basic needs and life cycles of living things.


 **SK1** Sorts living organisms and non-living materials into groups by observable physical attribute.

 **SKL1b** Groups animals according to their observable features such as appearance, size, motion, where it lives, etc.

 **SKL1c** Groups plants according to their observable features such as appearance, size, etc.


 **SKL2** Compares the similarities and differences in groups of organisms.


 **SKL2a** Explains the similarities and differences in animals (color, size, appearance, etc.).

 **SKL2b** Explains the similarities and differences in plants (color, size, appearance, etc.).

## CD-SC3.4b

Discriminates between living and non-living things.

 **SK1** Sorts living organisms and non-living materials into groups by observable physical attribute.


 **SKL1a** Recognizes the difference between living organisms and non-living organisms.

Standard: **CD-SC4 – The child will demonstrate knowledge related to physical science.**

## CD-SC4.4a

Explores and describes position and movement of objects and toys.


 **SKP2** Observes different types of motion.

 **SKP2b** Pushes, pulls and rolls common objects and describes their motions.

## CD-SC4.4b

Investigates and describes different types or speeds of motion.

 **SKP2** Observes different types of motion.

 **SKP2a** Sorts objects into categories according to their motion.






## GELDS domain CD-SC: cognitive development: science

Standard: **CD-SC4** – **The child will demonstrate knowledge related to physical science, cont.**

### CD-SC4.4c

Describes materials by their physical properties and states of matter.

-  **SKP1** Children will describe the objects in terms of the materials they are made of and their physical properties.
-  **SKP1a** Compares and sorts materials of different compositions.
-  **SKP1b** Uses senses to classify common materials, such as buttons or swatches of cloth, according to their physical attributes (color, shape, size, weight, texture, buoyancy, flexibility, etc.).

## GELDS domain CD-CR: cognitive development: creative

Standard: **CD-CR1** – **The child will participate in dance to express creativity.**

### CD-CR1.4a







Uses dance to express thoughts, feelings and energy. Uses dance as an outlet for creativity.

-  **DKFD.1** Identifies and demonstrates movement elements, skills and terminology in dance.
-  **DKFD.2** Understands and models dance etiquette as a classroom participant, performer and observer.
-  **DKFD.3** Understands and applies dance science to movement and dance technique.
-  **DKFD.4** Understands and applies music concepts to dance.
-  **DKCR.1** Demonstrates an understanding of creative and choreographic principles, processes and structures.
-  **DKCR.2** Demonstrates an understanding of dance as a way to create and communicate meaning.
-  **DKRE.1** Demonstrates critical and creative thinking in all aspects of dance.
-  **DKCO.1** Demonstrates and understands dance in various cultures and historical periods.
-  **DKCO.2** Recognizes connections between dance and wellness.
-  **DKCO.3** Explores dance as an art form through the use of media and technology.
-  **DKCO.4** Demonstrates and understands dance as it relates to other areas of knowledge.

Standard: **CD-CR2** – **The child will create, observe and analyze visual art forms to develop artistic expression.**





### CD-CR2.4a

Uses materials to create original work for self-expression and to express individual creativity.

-  **VAKMC.1** Engages in the creative process to generate and visualize ideas.
-  **VAKMC.3** Selects and uses subject matter, symbols and/or ideas to communicate meaning.
-  **VAKPR.1** Creates artworks based on personal experience and selected themes.
-  **VAKPR.2** Understands and applies media, techniques and processes of two-dimensional works of art (e.g., drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.
-  **VAKPR.3** Understands and applies media, techniques and processes of three-dimensional works of art (e.g., ceramics, sculpture, crafts and mixed-media) using tools and materials in a safe and appropriate manner to develop skills.
-  **VAKPR.4** Participates in appropriate exhibition(s) of artworks.



### CD-CR2.4b

Observes and discusses visual art forms and compares their similarities and differences.

-  **VAKCU.1** Identifies artists and offers ideas about what art is and who artists are.
-  **VAKCU.2** Views and discusses selected artworks.
-  **VAKC.1** Applies information from other disciplines to enhance the understanding and production of artworks.
-  **VAKC.2** Develops life skills through the study and production of art.

### CD-CR2.4c

Shows appreciation for different types of art and the creative work of others.

-  **VAKAR.1** Discusses his or her own artwork and the artwork of others.
-  **VAKAR.2** Utilizes a variety of approaches to understand and critique works of art.



# GELDS domain CD-CR: cognitive development: creative

Standard: **CD-CR3 – The child will use his/her voice, instruments and objects to musically express creativity.**

## CD-CR3.4a





Uses familiar rhymes, songs or chants, and musical instruments to express creativity.

-  **MKGM.1** Sings, alone and with others, a varied repertoire of music.
-  **MKGM.2** Performs on instruments, alone and with others, a varied repertoire of music.
-  **MKGM.3** Reads and notates music.
-  **MKGM.4** Improvises melodies, variations and accompaniments.
-  **MKGM.5** Composes and arranges music within specified guidelines.
-  **MKGM.6** Listens to, analyzes and describes music.
-  **MKGM.7** Evaluates music and music performances.
-  **MKGM.8** Understands relationships between music, the other arts and disciplines outside the arts.
-  **MKGM.9** Understands music in relation to history and culture.
-  **MKGM.10** Moves, alone and with others, to a varied repertoire of music.

Standard: **CD-CR4 – The child will use dramatic play to express creativity.**

## CD-CR4.4a

Participates in dramatic play presentations.

-  **TAESK.4** Designs and executes artistic and technical elements of theatre.
-  **TAESK.5** Directs by conceptualizing, organizing and conducting rehearsals for performance.
-  **TAESK.7** Integrates various art forms, other content areas and life experiences to create theatre.
-  **TAESK.11** Engages actively and appropriately as an audience member in theatre or other media experiences.


## CD-CR4.4b

Uses dialogue, actions, objects and imagination to tell a creative story.

-  **TAESK.2** Develops scripts through improvisation and other theatrical methods.

## CD-CR4.4c

Represents a character by using voice inflections and facial expressions.

-  **TAESK.3** Acts by developing, communicating and sustaining roles within a variety of situations and environments.

## CD-CR4.4d

Participates in dramatic play to express thoughts, feelings and creativity.

-  **TAESK.1** Analyzes and constructs meaning from theatrical experiences, dramatic literature and electronic media.
-  **TAESK.6** Researches cultural and historical information to support artistic choices.
-  **TAESK.8** Examines the roles of theatre as a reflection of past and present civilization.
-  **TAESK.9** Explores the relevance of theatre to careers.
-  **TAESK.10** Critiques various aspects of theatre and other media using appropriate supporting evidence.



NOTE: Only GELDS indicators that align with CCGPS are included on these pages.

# appendix

# GELDS background

Georgia has a long history as a leader in promoting early learning and development outcomes for children. Over the last decade, Georgia has worked to extend the standards down to birth and to align them to the K-12 system. The Pre-K Content Standards were implemented in 2002 followed by the Georgia Early Learning Standards (GELS) for birth to three in 2007. Both sets of standards were developed to improve child outcomes in early care and learning programs and to promote high-quality early education programming for all children. However, recent developments such as the implementation of new standards for K-12 and the revision of the Head Start Child Development and Early Learning Framework have called additional attention to the importance of high-quality standards for children's learning and development.

In 2010, Bright from the Start: Georgia Department of Early Care and Learning (DECAL) answered the call for higher quality standards with the help of funding from the American Recovery and Reinvestment Act (ARRA). DECAL started by commissioning a year-long analysis of the GELS and the Pre-K Content Standards alongside other pertinent documents, including the the Georgia Standards for Kindergarten through 3rd grade (CCGPS), the Head Start Child Development and Early Learning Framework and Work Sampling System. Drs. Sharon Lynn Kagan of Columbia University and Catherine Scott-Little of UNC-Greensboro conducted the analysis. Their goal was to provide empirical data that Georgia could use to revise and improve its early learning standards.

At the end of their analysis, Kagan and Scott-Little provided DECAL with recommendations on how to improve Georgia's early learning standards. DECAL formed the Georgia Standards Revision Committee in July 2011 to review the recommendations and begin the revision process. The committee was comprised of DECAL staff, Pre-K specialists, Georgia Department of Education specialists, Head Start representatives, Pre-K teachers, infant/toddler teachers, infant/toddler specialists, university professors and technical college instructors, among others. The committee's charge was to develop a set of appropriate and attainable learning goals for children from birth to age five. The group convened for three days under the leadership of both Kagan and Scott-Little and drafted a new set of standards, the Georgia Early Learning and Development Standards (GELDS).

2010

2011



## These questions guided the study leading to GELDS:

1. What content has been addressed in the Georgia Early Learning Standards (GELS) for infants and toddlers, the Pre-Kindergarten Content Standards and the Kindergarten through Third Grade Performance Standards?
2. To what extent are the GELS aligned across the age levels from birth through three years (vertical alignment)?
3. To what extent are the three-year-old GELS, the Pre-Kindergarten Content Standards and the Kindergarten Performance Standards aligned (vertical alignment)?
4. To what extent are Georgia's Pre-Kindergarten Content Standards aligned with the Work Sampling System assessment (horizontal alignment)?
5. To what extent are Georgia's Pre-Kindergarten Content Standards aligned with the Head Start Child Development and Early Learning Framework (horizontal alignment)?
6. To what extent are Georgia's Kindergarten through Third Grade Performance Standards aligned across the grade levels (vertical alignment)?





Georgia Department of Early Care and Learning

## About Bright from the Start: Georgia Department of Early Care and Learning

Bright from the Start: Georgia Department of Early Care and Learning (DECAL) was authorized in April 2004. It combined into one agency the Office of School Readiness, units from the Department of Human Resources and the Department of Education, and the Georgia Child Care Council. DECAL became responsible for child care and educational services for children from birth through school age throughout the state of Georgia.

DECAL oversees a wide range of programs focused primarily on children ages birth to school age and their families. These include:

- Administering Georgia's nationally recognized Pre-K Program
- Licensing and monitoring all center-based and home-based child care facilities (approximately 6,000)
- Overseeing the federal Child and Adult Care Food Program and the Summer Food Service Program
- Housing the Head Start State Collaboration Office
- Administering the federal Child Care and Development Fund and state matching funds to increase the affordability and quality of early care and education by providing subsidized child care and other quality initiatives, such as Quality Rated
- Funding All Georgia Kids to provide free information and referrals for families seeking quality early care and education
- Providing technical assistance and professional development to early childhood educators and programs through the child care resource and referral agencies
- Offering support to families and early care and education programs who care for children with special needs
- Collaborating with Head Start , Family Connection Partnership, the Department of Human Services, the Department of Public Health and Smart Start Georgia to blend federal, state and private dollars to enhance early care and education

2012

Once the draft was complete, the new document went back to Kagan and Scott-Little for further review. They conducted a series of three analyses on the revised GELDS. The first was a comprehensive analysis of the entire document, which yielded recommendations for edits to ensure that items were in their proper categories and order, were age-appropriate and comprehensively covered important aspects of children's early learning and development. The second analysis showed how balanced the revised standards for birth to 60 months were across the domains of early learning and development. The third and final analysis was an examination of the alignment of the GELDS for 48-60 months and the Georgia Standards for Kindergarten (CCGPS). Members of the Georgia Standards Revision Committee met periodically to discuss the feedback from these analyses and make edits when appropriate. This process resulted in a document that was ready for public review.

2013

The next important step was to find a way for the public to easily access and review the GELDS. DECAL developed a new website to serve as a portal for information and resources, [gelds.decals.ga.gov](http://gelds.decals.ga.gov). With the new website in place, the public review and feedback portion of the standards revision process took place during March and April of 2013. The public feedback was used to make final edits to the GELDS. By June 2013, the GELDS were completely finalized and ready to be used in all early learning and child care programs across Georgia.

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# frequently asked questions

## About Georgia Early Learning and Development Standards (GELDS)

### What are early learning standards?

Early learning standards are guidelines that identify what children from birth to age five should *know* and be able to *do*. By providing a clear framework, they help all stakeholders ensure that children meet learning and development milestones.

### Why do we need early learning standards?

They promote higher quality learning experiences for children from birth to age five. They support each child's individual rate of development, approach to learning, and cultural context. Early learning standards help parents and teachers understand the development progress of each child and they help support the early identification and referral of children with special needs. They help to set clear and realistic goals for success. Common early learning standards ensure that children are receiving a consistent, high-quality education across all programs in Georgia. Of course, standards are not the only thing needed to guarantee a child's learning and development, but they provide an accessible framework for teachers, parents and other stakeholders.

### What was Georgia's process for revising the state's early learning standards?

Georgia's process began in 2010 when the Georgia Department of Early Care and Learning (DECAL) commissioned an alignment study of their early learning standards, the Georgia standards for K-3 (CCGPS), The Head Start Framework and Work Sampling Online. Drs. Sharon Lynn Kagan of Columbia University and Catherine Scott-Little of UNC-G conducted a comprehensive analysis of these documents. Based on their recommendations, DECAL put together a team of stakeholders who drafted the new Georgia Early Learning and Development Standards (GELDS). A review of the draft standards was completed by Drs. Kagan and Scott-Little. After a series of three more analyses and corresponding revisions, DECAL posted the GELDS for public review and feedback in February 2013. The GELDS were finalized and ready for implementation in June 2013.

### Why was this revision important?

With the implementation of the CCGPS for K-12 in 2010 and the revision of the Head Start Framework, DECAL wanted to address the need for better alignment and the need for a more rigorous set of standards for birth to age five. The early learning standards that existed were good, but the goal was to make them better.

### Will the Georgia Early Learning and Development Standards (GELDS) take the place of the Georgia Early Learning Standards (GELS) for birth to age three and the Pre-K Content Standards?

Yes. The GELDS take the place of the Georgia Early Learning Standards (GELS) for birth to age three and the Pre-K Content Standards, creating one set of standards for children from birth to age five.



## Who was involved in writing the GELDS?

DECAL initiated the GELDS revision and alignment project; however, stakeholders from across the state were involved throughout the process. The work groups consisted of Pre-K teachers, Pre-K directors, Pre-K consultants, infant/toddler teachers, infant/toddler directors, infant/toddler specialists, DECAL staff, technical college instructors, ECE college professors, child care directors, early interventionists, inclusion specialists, ELL specialists, kindergarten teachers and principals.

## What does this work mean for children with disabilities and English Language Learners (ELL)?

Early learning standards that are common across all programs will provide greater opportunity to share experiences and best practices that can lead to an improved ability to serve children with disabilities and English language learners. The GELDS specifically address ELL with a standard and age-appropriate indicators under the Communication, Language and Literacy (CLL) domain. Also, DECAL is working closely with experts in the special education field to develop GELDS resources that specifically address the needs of children with disabilities.

## Who should use the GELDS?

One of the goals with this revision project was to create a universal language that all stakeholders would be able to use when discussing children's learning and development needs. The GELDS are not just for teachers. The GELDS are for parents, preschool teachers, infant and toddler teachers, directors, pediatricians, grandparents, principals, early interventionists, inclusion teachers, etc.

## What will the GELDS mean for children?

The GELDS will provide clear expectations for children. They will ensure consistent exposure to high-quality learning experiences through curriculum, instruction, assessment and teacher preparation, among other supports for student learning.

## Will the GELDS keep teachers from deciding what or how to teach?

Early learning standards do not tell teachers how to teach, but they do help teachers figure out the knowledge and skills children need. In that way, the GELDS serve as the first building block and will help teachers build the best lessons and environments for their classrooms. The GELDS are a clear set of shared goals and expectations for what will help children succeed. Teachers, directors, principals and others will decide how the standards are to be met. Teachers will continue to write lesson plans, assess learning and tailor instruction to the individual needs of the children in their classrooms. Each program will continue to make decisions about curriculum and how their programs are operated.



## Will there be training opportunities for the GELDS?

Yes, Bright From the Start is developing face-to-face and online training modules that will support the roll-out and implementation of the GELDS. Visit our website, [gelds.dec.ga.gov](http://gelds.dec.ga.gov), for updates.

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# Today's play shapes the future.



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