

Georgia Early Learning and Development Standards

Resource Guide

for 3- and 4-year-olds



Georgia Department of Early Care and Learning

decal.ga.gov



GELDS

Georgia Early Learning and Development Standards

gelds.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.

Lesson plan templates for Georgia Pre-K teachers are located at www.decal.ga.gov



	Indicators for Age: 24-36 months	Indicators for Age: 36-48 months	Indicators for Age: 48-60 months
 <p>Child A</p>	<p>PDM6.2a Coordinates the use of hands and fingers.</p>	<p>PDM6.3a Refines grasp to manipulate tools and objects.</p>	<p>PDM6.4a Performs fine motor tasks that require small-muscle strength and control.</p>
<p>Child A is on target for his/her age. Teaching Child A how to use homemade tweezers to pick up small pompons and marshmallows is an appropriate PDM6.3a activity that will get him/her ready to move on to PDM6.4a.</p>			
 <p>Child B</p>	<p>PDM6.2a Coordinates the use of hands and fingers.</p>	<p>PDM6.3a Refines grasp to manipulate tools and objects.</p>	<p>PDM6.4a Performs fine motor tasks that require small-muscle strength and control.</p>
<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>Child C</p>	<p>PDM6.2a Coordinates the use of hands and fingers.</p>	<p>PDM6.3a Refines grasp to manipulate tools and objects.</p>	<p>PDM6.4a Performs fine motor tasks that require small-muscle strength and control.</p>
<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

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
<p>EXPLORATION & PLAY</p> <p>1. Have children use homemade tweezers (straws bent in half) to put cotton balls and pompons into plastic cups. 2. Sort the pompons by color.</p> <p>GELDS: PDM6.3a, CD-MA4.3b</p> <p>Have children create their own sensory bin using a shoe box. Have them explain and describe the things they choose to include.</p> <p>GELDS: PDM4.3a, CLL4.3a, APL1.3b</p> <p>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.</p> <p>GELDS: PDM6.3a, CD-MA6.3a</p> <p>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.</p> <p>GELDS: CD-CR2.3a, CD-SC1.3a</p> <p>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.</p> <p>GELDS: SED2.3b, CLL4.3c, CD-CP1.3b</p>	<p>MEALS & SNACKS</p> <p>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.</p> <p>GELDS: APL2.3a, PDM4.3a</p>	<p>OUTDOORS</p> <p>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.</p> <p>GELDS: PDM4.3a, SED5.3b</p>
		<p>STORY TIME (list book titles)</p> <p>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>.</p> <p>GELDS: CLL5.3c, CLL1.3a, PDM4.3a</p>
		<p>MUSIC & MOVEMENT</p> <p>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.</p> <p>GELDS: PDM4.3a, CD-CR1.3a, CD-CR3.3a</p>

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.

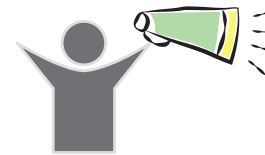
Children with special needs have been considered in the development of these standards. Learning activities should be individualized, allowing children to begin working on a skill at their current level and challenging them to move forward.

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

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

48–60 months

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

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

quick guide

supporting every child

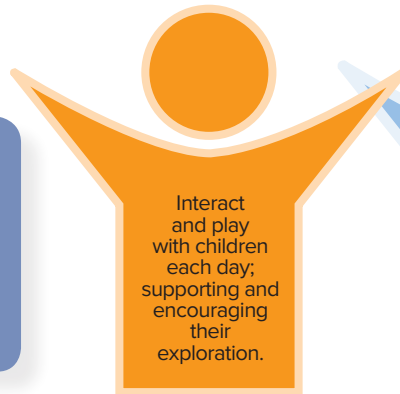


Improving learning outcomes for each and every child.

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.

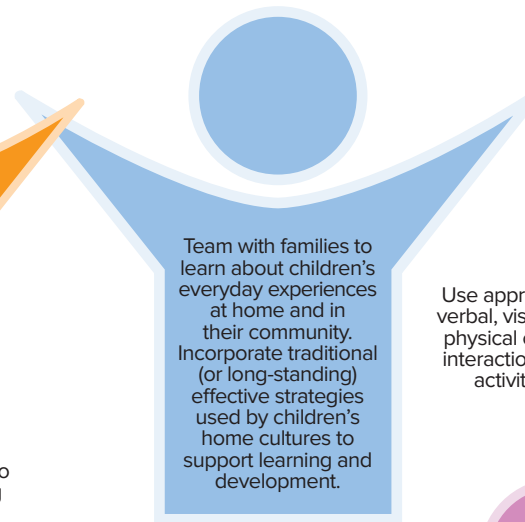
Some children may need adaptations to ensure full access and participation and to demonstrate their knowledge and skills. Adaptations facilitate children's independent participation in everyday classroom curriculum activities and routines and are based on the child's individual needs. The strategies on this page help ensure that every child receives learning opportunities and experiences that support his/her unique needs. When planning adaptations, teachers might consider changes to the: 1) classroom environment, 2) activities, 3) materials, or 4) instructions. Adaptation suggestions that apply to these four areas are presented for each domain on the facing page.

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 are available at www.decal.ga.gov.



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.



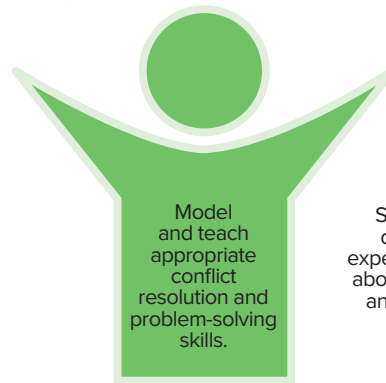
Team with families to learn about children's everyday experiences at home and in their community. Incorporate traditional (or long-standing) effective strategies used by children's home cultures to support learning and development.



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

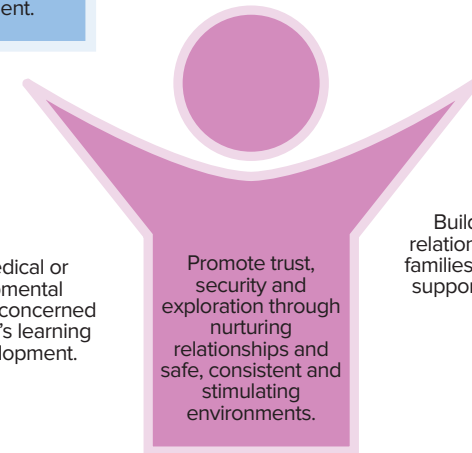
Strive for an environment that respects all people and is free of bias.

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.



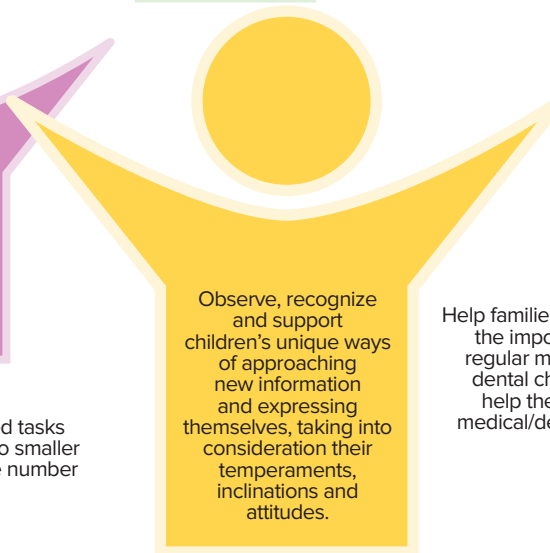
Promote trust, security and exploration through nurturing relationships and safe, consistent and stimulating environments.

Build strong relationships with families in order to support children.



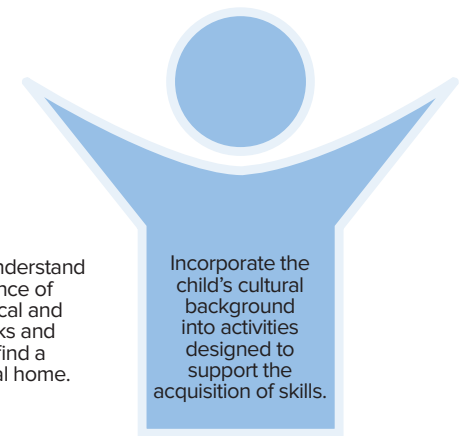
Help children learn to accept, understand and manage their emotions.

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)

environment

- Make seating, materials and activities accessible for all children.
- Create frequent alterations in classroom activities to increase interest.

activity

- Consider whether you need to adjust the length of time allowed for activities or the types of responses required of the children.

materials

- Provide hand-eye coordination materials (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.

assistance

- Collaborate with professionals with training in physical development (e.g., developmental pediatrician, nurse, physical therapist, occupational therapist, etc.)



social and emotional development (SED)

- 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).

- Allow children to hold a stuffed animal or carry a fidget toy during large group time if needed.
- Model strategies to help children enter a group (e.g., "Can I be the little sister?")

- Create class-made books that demonstrate and teach class rules.
- Provide visual cues to help students understand activities.

- Instructions may be modified by using pictures as well as words or by 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.

- Provide physical guidance/support in interacting with children who may be shy or withdrawn.
- Provide opportunities for children to play cooperatively in pairs and in small groups to foster friendships.



approaches to play and learning (APL)

- Assure that materials in indoor and outdoor environments are easily accessible (e.g., height, size, location).
- Use specialized equipment to increase access to activities and play areas.

- 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.

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

- Use appropriate verbal, visual and physical cues in interactions and activities to meet the needs of individual children.
- Use peer models or helpers to model and/or repeat instructions as needed.

- If children do not actively participate in imitation, consider demonstrating the skill, encouraging the child to "help" you, physically guiding the child if necessary and/or reinforcing the child's efforts.



communication language and literacy (CLL)

- Make a name card for each child that includes his/her photo for help in recognizing their name in print.
- Writing on a slanted surface such as an easel or on paper taped to a wall helps many children.

- For children who do not acquire speech easily or are difficult to understand, signs, symbols and pictures may be helpful.
- Use pretend and dramatic play to give children opportunities to rehearse speech, communicate with each other, and practice social skills.

- Teach children a few basic words in sign language and use with familiar songs and phrases.
- Use rubber pencil grips that fit over pencils to help with gripping.
- Use adapted keyboards or voice recognition software.

- Use vocabulary and phrases in the child's native language when introducing new ideas and concepts.
- Modify instructions or activities when children lose interest.

- 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.



cognitive development and general knowledge (CD)

- When setting up your room, make seating, materials and activities accessible.
- 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.

- Make up songs and use rhythms when counting objects.
- Allow children to freely create their own artwork, focusing on the creative process rather than the finished product.

- Make materials accessible. For example, add or build up handles and knobs. Add textural cues such as sandpaper for children with vision challenges.

- Provide a visual representation of steps needed to complete a task.
- Use picture boards, sign language, a computer or other electronic device to help children express themselves.

- 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 tasks.

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ages

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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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physical development and motor skills (PDM)

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



social and emotional development (SED)



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.**

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”

Strand: **SELF-REGULATION**

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

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”



approaches to play and learning (APL)

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



communication, language and literacy (CLL)

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 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



cognitive development and general knowledge (CD)

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 animal.

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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physical development and motor skills (PDM)

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 Alikei

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



social and emotional development (SED)

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



approaches to play and learning (APL)

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



communication, language and literacy (CLL)

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.



cognitive development and general knowledge (CD)

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 Alik
- 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.

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



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

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 KINDERGARTEN **ELACCK**

ELACCKRL – Reading Literacy
ELACCKRI – Reading Informational
ELACCKRF – Reading Foundational
ELACCKW – Writing
ELACCKSL – Speaking and Listening
ELACCKL – Language

MATH 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.

ELACCKR10 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.

ELACCKR14 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.



NOTE: Only GELDS indicators that align with CCGPS are included on these pages.

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.



NOTE: Only GELDS indicators that align with CCGPS are included on these pages.

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. 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, for updates.

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