An Educator's Guide to Understanding THE FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS: BIRTH TO KINDERGARTEN













The Florida Department of Education Office of Early Learning developed An Educator's Guide to Understanding the Florida Early Learning Developmental Standards: Birth to Kindergarten and An Educator's Guide to Understanding the Florida Early Learning Developmental Standards: 4 Years Old to Kindergarten to provide educators support in implementing the Standards, adopted by the Florida State Board of Education, consistent with the requirements of Section 1002.82 and F.S. Section 1002.67, F.S.

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|| | Introduction

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PURPOSE

The first five years of life is a period of rapid development for young children. Beginning at birth, young infants are able to form relationships with adults, develop trust and explore the world. With adequate *nutrition*, an appropriate *environment*, and nurturing by responsive adults, young children become actively engaged in *exploration* and in learning about their environments. Each child's special *temperament* and family context mean that, while development will follow a somewhat predictable sequence, the child's development will be unique.

Working with young children requires knowledge of early childhood growth and development, as well as a recognition of *diversity* (e.g., racial, ethnic, cultural, economic, language, familial and social background differences). Although families and communities are most influential, high-quality early learning *environments* are associated with improved cognitive, social and language *skills*. With a sound understanding of what children should know and be able to do, educators can individualize the curriculum and create learning *environments* that ultimately move children toward kindergarten ready to learn.

The Florida Early Learning and Developmental Standards–Birth to Kindergarten (2017) is a comprehensive document containing ageappropriate information and reflections about how young children explore, create and think. The Standards are grounded in Florida's conviction that children's early experiences are directly related to later success in school, in the workforce and in life.

The information in this document is for families, caregivers and educators so that their interactions with young children in the home, and in School Readiness, Voluntary Prekindergarten (VPK) and other early care and education programs can build upon children's **emerging** talents and strengths in appropriate and enriching ways.

Florida's Early Learning and Developmental Standards—Birth to Kindergarten (2017) are based on principles that incorporate our collective knowledge about child development and best practices.

THESE PRINCIPLES INCLUDE:

- The first five years is a period of rapid growth and development.

Development begins prenatally and continues throughout life. During the first three years of development, a child's brain connections become increasingly complex, and interference with those connections could have long-term effects on development. Children's increasing physical prowess facilitates learning across all domains. Forming and maintaining productive and nurturing relationships with other people supports the development of cognitive and language skills.

- Nurturing and responsive relationships are the foundation of health, growth and development.

Young children depend on the unconditional love, support and guidance of those adults who care for them in order to maximize new learning opportunities. The most important relationship in a young child's life is the one between that child and the child's parents. Other significant adults must work in partnership with families for a seamless and supportive environment. Creating *intentional* opportunities for connection can enhance the child's cooperation and willingness to explore.

- Consistency and continuity of experiences promotes development.

Young children thrive when there are common threads across the settings in which they develop. Their confidence in trying new **skills** and finding unique information is more likely to occur when they can more accurately predict their environments, and have a sense of trust in the adults who care for them.



- Developmental milestones occur in a somewhat predictable order, but each child develops at a unique pace.

Development occurs in all eight domains, but not necessarily at the same pace. Growth in one domain can affect growth in other domains. Many factors shape development, including genetics, individual **temperament**, cultural background and the **environment** in which the child lives.

- Children learn in many ways and in multiple settings.

Learning occurs in all parts of the child's world – at home, in early childhood settings and in communities. Young children learn from their daily **routines** and from both planned and unplanned activities. They learn from adults and from other children. This learning is enhanced when adults actively guide and expand young children's play through **exploration**, encouragement, imitation and repetition. Limited overt direction from adults may be necessary as well.

Adults can provide intentional and appropriate experiences that enhance children's learning.

Significant adults in a child's life can support and enrich development by ensuring that basic health and safety needs are met. Providing a supportive and joyous **environment** can encourage a young child to love **exploration** and **problem-solving**, and to try new **skills** and take risks. The quality and **quantity** of a child's early experiences can impact that child's later success in school, in the workforce and in life.

BACKGROUND

In 2007, the Florida Office of Early Learning created a steering committee to provide guidance for a comprehensive set of standards that would provide a developmentallyappropriate educational path for Florida's children from birth through kindergarten entry. In 2010-2011, the Florida Office of Early Learning and the Department of Education's Office of Early Learning worked collaboratively to develop one set of standards for Florida's 4-year-olds participating in either the School Readiness or Voluntary Prekindergarten (VPK) Education Program.

In 2017, the Department of Education's Office of Early Learning convened a panel of national and state experts to review Florida's current early learning standards to propose revisions. The goal was to propose, based on current research, highquality standards that are rich, interactive and lead to better preparation. The revised Florida Early Learning and Developmental Standards-Birth to Kindergarten (2017), were adopted for use in the School Readiness Program. A subset of these standards, Florida Early Learning and Developmental Standards-4 Years Old to Kindergarten, were adopted for use in the Voluntary Prekindergarten Education Program. These Standards, both adopted by the State Board of Education were promulgated into rules by the Office of Early Learning in December 2017 (6M-4.700, FAC and 6M-8.602).

An Educator's Guide to Understanding the Florida Early Learning and Developmental Standards: Birth to Kindergarten is a resource for educators that contains information supporting Standards implementation. An Educator's Guide to Understanding the Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten, a subset of the birth to kindergarten guide, is available for educators who only serve children in the VPK Education Program.

These Standards will continue providing guidance for early learning programs as they support young children's growth and development.

HOW TO USE THE STANDARDS

The Florida Early Learning and Developmental Standards–Birth to Kindergarten (2017) are based on what we know about children, including what they should know and be able to do along a continuum of development. The Standards are organized into eight domains, or areas of development: **Physical Development**; Approaches to Learning; **Social and Emotional Development**; Language and **Literacy**; Mathematical Thinking; Scientific **Inquiry**; Social Studies and Creative Expression Through the Arts.

The **domains**, or areas of development, are a useful way to look at the developmental progression of children's related **skills** and abilities. They are identified with a capital Roman **numeral** (e.g., I, II, III). Each domain is further divided into **components**, **sub-components** (where applicable), **standards** and, where appropriate, **benchmarks**. Components are the organizing concepts of each domain and represent the major topics to be addressed within each age range. They are identified in the color of the domain with a capital letter (e.g., A, B, C).

Standards are expectations of what children on a developmental trajectory (progression) should know and be able to do by the end of each age range; they are identified by a **numeral** (e.g., 1, 2, 3). A description of each standard is also provided.

Benchmarks are more precise than standards and are set to reflect the level of skill and knowledge a child should demonstrate at the end of the experience for each age range (e.g., a, b, c). The purpose of these benchmarks is to establish goals for children that maximize their chances for success.

Examples provided to clarify standards and benchmarks do not represent an inclusive list of all possible examples. Standards and benchmarks can assist educators in **planning** instruction and discussing expectations and growth with a child's family. Examples are provided for each standard and benchmark of what children may do (standard examples), what educators may do (instructional strategies or environmental considerations) and what families may do (tips for families to support learning and development at home). **Glossary terms** that appear in **bold italic** are defined at the end of each domain. The glossary found at the end of the book includes definitions of all glossary terms found throughout the entire document.

It is important to remember that, although individual development proceeds through a predictable sequence of *milestones*, there are wide variations in the pace at which children achieve *milestones*. The lack of behaviors that correspond to a specific example should not be viewed with great significance; rather, educators should consider the full range of developmental behaviors. Significant delays or interruptions in the sequence of *milestones* are signals for further assessment and evaluation, keeping in mind that children with special needs may reflect the achievement of the standards in ways that are unique to their strengths and challenges.

To make the Standards useful for families, caregivers, and educators, suggestions for integrating the Standards into daily interactions with young children can be found in the **Environmental Considerations** section for each domain.

THE STANDARDS CAN BE USED IN MULTIPLE WAYS BY A VARIETY OF AUDIENCES, INCLUDING:

- The Standards can help adults understand what children may be able to do, and what to expect as they develop. While the Standards are not designed to be a screening or an assessment tool, they can serve to help adults understand the typical order of development during the early years.
- The Standards can be a useful tool for enriching the learning experiences of young children with special needs. Children with special needs may develop less or more rapidly, or even out of sequence in the various domains. Understanding and **planning** for children with special needs can help not only children with special needs, but all who participate in early care and education programs.
- The Standards can guide families, caregivers and educators as they plan intentional and appropriate experiences for young children, based on an understanding of each child's developmental accomplishments and anticipated next steps.
- The Standards create a common language for families, caregivers and educators. A hallmark of sound, early experiences is that the adults who care about young children work together toward a seamless and enriching early experience. Having a shared language for communication increases the probability that these adult partnerships will be successful.

SUB-COMPONENT

DOMAIN

I. PHYSICAL DEVELOPMENT

COMPONENT

8 MONTHS - 18 MONTHS

Older infants continue to make rapid and predictable advances in their growth and development. They are preoccupied with controlling their movements and finding new ways to move around in their environments.

STANDARD 1.

Engages in physical activities with increasing balance, coordination, endurance, and intensity

Educators may...

climbing

older infants.

- Give older infants room

to move so that they may

practice crawling, walking, and

- Offer simple toys that provide

opportunities for such *skills*

as grasping, pushing, pulling,

Make sure unsafe areas and

items are not accessible to

stacking and dumping.

BENCHMARK a.

Uses movement and senses to explore and learn

Children may...

- Sit on a chair without support.
- Crawl on hands and knees.
- Walk without help.
- See and point to things that attract their attention.
- Grasp small items with a thumb and forefinger.
- Build a tower of two to four *cubes*.

Families may...

- Give older infants opportunities for outdoor play in clean and safe areas.
- Play games that increase hand-eye coordination, such as "Pat-a-Cake."
- Allow their children to help turn the pages of a board book while reading.



USING THE STANDARDS WITH DIVERSE LEARNERS

It is well understood that children learn at different rates and have varying abilities and interests, and that children's learning is significantly influenced by the experiences they bring to the educational **environment**. When **diverse** learners (e.g., children with special needs and children whose native language is other than English) are in the early childhood classroom, the variations in learning rates and abilities increase. Each child must be viewed as a unique person with an individual **pattern** and timing for growth, raised in a cultural context that may impact the acquisition of certain **skills** and competencies. Adults who recognize and appreciate differences in children readily adapt instruction. Adaptations are crucial if all children in the setting are to have the opportunity to participate fully and make developmental progress.

RESPONDING TO LINGUISTIC AND CULTURAL DIVERSITY

Children whose native language is other than English are still learning their native language. It is important to foster acquisition of their native language along with English. The goal is to provide language- and *literacy*-rich *environment*s that foster their mastery of the Standards while they begin to acquire English. There will be times when they are learning English that these children may appear not to be proficient in either language. This is a developmental stage that should be expected.

With appropriate supports, most children whose native language is other than English will be able to become proficient in both English and their native language. The National Association for the Education of Young Children (NAEYC), in its position statement, "Responding to Linguistic and Cultural **Diversity**— Recommendations for Effective Early Childhood Education," stresses how important it is that early childhood educators:

- Recognize that all children are cognitively, linguistically, and emotionally connected to the language and *culture* of their home.
- Acknowledge that children can demonstrate their knowledge and capabilities in many ways.
- Understand that, without comprehensible input, second-language learning can be difficult.





Some general strategies that can be used in the early childhood classroom to support children whose native language is other than English are listed below. Some of these are similar to those used in helping younger children develop their language *skills*:

- Recognize that the child's native language serves as a foundation for knowledge acquisition.
- Start with what the child knows—involve families by asking them to provide a few important words in the language used in their home.
- Use children's current strengths and *skills* as the starting point for new experiences and instruction.
- Build on what they know to expand and extend their language *skills*.
- Provide instruction in a manner that children can understand, consistent with their proficiency level in English.
- Interact in meaningful ways and use language related to the immediate early learning situation.
- Establish a consistent set of *routines* for children and provide cues for what they should do when.
- Support communication by using words along with gestures or actions. Use repetition.
- Recognize that children may communicate.

nonverbally (through gestures) before they begin producing words and phrases in English.

- Help children listen purposefully to Englishspeaking educators and children to gather information about their new language.
- Help children experiment with the sounds and *intonation* of the English language.
- Help children increase their listening **vocabulary** and begin to develop a speaking **vocabulary** of object names and common phrases in English.
- Include children in group activities.
- Help children feel secure and competent so they will be more likely to interact and communicate with children and adults.
- Recognize that the more opportunities children have to participate, the more their language and communication *skills* will develop.

It is important to note that although some **phonological awareness skills** appear to transfer between languages (e.g., **skills** in a first language help the child develop and demonstrate the same **skills** in a second language), some basic proficiency in English may be prerequisite to the development of **phonological awareness** in English for those learning English as a second language.

RESPONDING TO CHILDREN WITH SPECIAL NEEDS

Children with special needs may need accommodations or modifications of expectations or experiences to meet their individual needs so that they will be successful in attaining the standards. High–quality settings use inclusive practices to improve the quality of services, instruction, and supports to all young children and their families. Best practices applied to areas such as the **environment**, the family, collaboration between educators and the child's specialized care team, interaction with the child and his/her peers, instruction, child screening and child assessment and the child's transition, greatly enhance the quality of services educators provide. Please refer to the *Best Practices in Early Childhood Education (BPIECE)* for more information. The following are suggestions for educators when planning on enhancing their inclusive practices:

ENVIRONMENT:

- Arrange learning environments to support all children's needs for all *daily transitions* and increase active participation.
- Identify barriers to participation and develop *adaptations* to support children's needs.
- Provide predictable routines in daily/weekly schedule but remain flexible to meet the needs of individual children.
- Design a flexible *learning environment* to promote interactive activities and to support the learning of all children.
- Use adaptations, which are most similar to what other same-age children are using while meeting individual needs.
- Change adaptations as needed.
- Change *environment* according to children's *sensory needs*.
- Ensure all planned *supports* (scheduling, materials, and visual supports) are available and used across daily activities and environments.

FAMILY:

- Design effective two-way communication with families to share successful supports and revise plans as needed.
- Engage families in conversations about child's strengths and needs.
- Support and encourage family participation and decision-making while providing complete and unbiased information.
- Present child progress, reports and information in understandable language.
- Promptly problem solve with families and administration, as concerns are identified, to develop strategies that address current priorities.
- Identify and use families' current strengths, needs, resources and priorities as the foundation for developing strategies and plans for the child.
- Identify multiple resources and services to provide information to parents to support and strengthen their knowledge and *skills*.
- Share and demonstrate how to implement effective strategies in everyday family activities.

COLLABORATION:

- Identify all members of a *specialized care team* and actively engage with members to review and modify plan.
- Communicate environmental changes in plans/ supports to all team members.
- Use suggestions developed by specialized care team in the early learning setting.
- Invite *service providers* into the classroom for therapy sessions.
- Seek further knowledge of topics discussed by the specialized care team to enhance problem-solving.

INTERACTION:

- Foster a sense of classroom community by promoting acceptance, safety and membership.
- Use information about children's interests and behaviors to guide and inform meaningful interaction with other children.
- Promote, sustain and extend positive social interactions between peers.
- Promote positive self-expression.
- Facilitate collaborative problem-solving among peers.

TRANSITION:

- Exchange information about strategies to support the child's successful adjustment with programs/ classrooms a child is transitioning to/from.
- Provide activities and resources for parents to learn about or visit the next program.
- Provide children with opportunities to develop and practice *skills* they need to be successful in the next program/classroom.

INSTRUCTION:

- Use a variety of instructional strategies to support participation and engagement of all children.
- Provide children with multiple ways of demonstrating knowledge and *skills*.
- Build and plan individual learning objectives into classroom concepts and reinforce them throughout the day.
- Provide individual adaptations to support children's engagement and participation in all daily activities.
- Adapt communication with individual children.
- Model appropriate language and alternate forms of communication as needed.
- Clearly display and use visual supports to clarify environmental expectations.
- Use specific feedback to increase child engagement, play and *skills*.

SCREENING AND ASSESSMENT:

- Use a variety of methods to gather assessment information from multiple sources to determine child's strengths and needs in all areas of development.
- Communicate results of assessment with families/ caregivers.
- Continuously observe and document the child's progress to begin working on next learning goal.

ENVIRONMENTAL CONSIDERATIONS

Designing environments that help children make progress in their learning and development as described in the Florida Early Learning and Developmental Standards–Birth to Kindergarten (2017) requires knowledge, *planning*, *reflection*, and modification of the *environment* to meet children's needs. Optimal early learning environments evolve as children's interests and needs are discovered and nourished. While there are many different ways to design a *developmentally-appropriate environment*, there are key elements that should be included in each design. These elements include, but are not limited to, ample spaces and props for play, implementation of a schedule that assures a balance of activities and choices and opportunities for educator observation and intentionality.

PHYSICAL DEVELOPMENT

Children learn through their play, and spaces and props for play are an important part of the early learning *environment*. Studies show the relationship between, play, *dramatic play* and all domains of development, including foundational and complex cognitive skills. Children engaged in "playing house" consider roles and relationships and use *self-regulation*. They practice their language skills and learn about friendships. As children design roadways and buildings in the block area, they compare sizes and shapes, show self-direction, and problem solve when they run into difficulties. Play affords children many choices and therefore fosters their approaches to learning *skills*. They show eagerness and curiosity; persistence, creativity, and inventiveness; and *planning* and *reflection* as they make play choices.

Play does not always happen automatically. Some children spend a lot of time inside and alone and little time playing with peers. Television and video games are often their playmates. Early childhood educators need to support play development by designing daily schedules that provide ample time for play. Short free-play times are not sufficient; often it takes children 15 minutes simply to get ready to play. Play also needs to afford children opportunities for choices. Activities that are exclusively educator-directed offer fewer chances for children to practice their developing skills and for educators to observe and scaffold learning. A well-planned **environment** provides children with many ideas and choices to support play development. Recognizing and supporting play does not mean that all play is "free," and that the role of the educator is simply to ensure safety. Educators have very important responsibilities during play. By carefully **observing** children during dramatic play, educators gather important information about learning styles, skill levels and individual needs and abilities. **Observing** play becomes the basis for making decisions about hands-on learning experiences, interest centers and materials. Careful observation and *reflection* enables educators to add intentionality to their curriculum *planning*. Having watched a child struggle with fastening the doll clothes during play, an educator can intentionally direct that child to *center* activities later that promote *hand-eye coordination*.

Work sheets, drills, or simply allowing children to play without educator *planning* and *reflection* will not facilitate optimal progress for children.

SOCIAL ENVIRONMENT

The social **environment**, or climate, refers to the prevailing mood, attitudes, values and tone that educators and children experience in the classroom. An effective learning **environment** should convey safety, respect, kindness and support. Providing a positive climate helps preschoolers feel secure, and encourages learning, play and **exploration**. A positive climate reflects the emotional connection between the educator and children as well as among the children themselves.

An **environment** that fosters connection and positive interaction is essential to the development of social and emotional competence. Proficiency in these areas is critical to a child's successful transition to kindergarten, early school success and overall well-being. In fact, children's social and emotional functioning in the classroom is increasingly recognized as an indicator of school readiness.

Educators may create a positive classroom climate by:

- Developing an affectionate and supportive relationship with each child.
- Fostering the development of warm and caring relationships among children.
- Demonstrating respect for the children by providing eye-contact and using a pleasant, calm voice.
- Providing an *environment* of inclusivity, where every child is valued and all cultures, ethnicities, languages, religions and special needs are embraced.
- Demonstrating positive affect through smiling, laughing, body language and enthusiasm.
- Encouraging peer assistance by modeling cooperation and collaboration.
- Communicating frequently with families.

- Engaging in frequent social conversations with children.
- Conveying positive expectations.
- Providing verbal and physical attention.
- Modeling and fostering *empathy*.
- Listening to children and encouraging them to listen to others.
- Using polite and respectful language.
- Planning and implementing relationshipbuilding activities that encourage positive interactions.
- Greeting each child by name when they arrive in the classroom.
- Following the children's lead and interests during play.
- Assisting children to identify, understand and manage their emotions.

By providing a positive climate in their early childhood classroom, educators are acknowledging the importance of cultivating the social and emotional competencies of young children. Nurturing and supportive interactions and relationships are powerful learning "tools"!

Achievement of the Florida Early Learning and Developmental Standards–Birth to Kindergarten (2017) will be supported in early learning environments where educators have thoughtfully considered room arrangement, carefully planned a schedule that incorporates ample time for child-directed play and educator-directed activities, provided children with choices and included opportunities for observation and *reflection* that guide the educator's lesson *planning*. Classrooms with these elements provide the foundation for children to thrive and afford them the best opportunity to be ready for success in kindergarten.

CONCEPTS ACROSS THE STANDARDS

The Florida Early Learning and Developmental Standards–Birth to Kindergarten (2017) feature four concepts that that are encountered frequently throughout the standard domains:

- Plav
- Cause and Effect
- Patterns
- Communication

These concepts across the standards provide opportunities for children to learn and apply skills and vocabulary in different contexts that build familiarity and grow in complexity across the age ranges, birth to kindergarten. Play is a child's work. Play is important for children's development as children learn social and motor *skills* and cognitive thinking. There are many benefits to play. Children gain knowledge through their play. They learn to think, remember and solve problems. Children increase their problem-solving abilities through games and puzzles. They strengthen their language skills by modeling other children and adults. Books, games and toys that show pictures and matching words add to a child's vocabulary. Children gain an understanding of size, shape and texture through play. Play allows children to be creative while developing their own imaginations. Play with other children helps children learn how to be part of a group, discover their own interests and leads to more physical movement.

Patterns exist everywhere—in regularly occurring shapes or structures and in repeating events and relationships. Patterns help children make sense of the world by breaking and sorting information into meaningful "chunks," allowing children to create new understandings. Patterns can be found in nature as children explore shapes, *characteristics* and sort objects found on a nature walk. Children can observe patterns in seasons and in the sky through the shapes and movement of the clouds, sun, moon and stars. Children encounter patterns in language through speech and rhymes. Children can make sound patterns with musical instruments or experience patterns when participating in chants and songs and movement activities. Patterns help children learn to make *predictions* to understand what comes next in early numeracy through numbers, shapes and images that repeat in a logical way. Children will notice similarities and differences of patterns in their environment leading to ideas for how they might be classified or help in solving a problem.

Children learn **cause-and-effect** at a very young age. They cry to get attention. They drop something and it breaks. They bang a pot and it makes noise. Through their own observations, children begin to make a connection between actions and reactions. Understanding causeand-effect helps children predict and explain events in new contexts. Building with blocks, mixing paint at the art *center*, experimenting with items that sink or float in water, listening to books with cause-and-effect elements such as If You Give a Mouse a Cookie by Laura Numeroff and experiencing fatigue after running outside during play are all examples of young children building an understanding of cause-andeffect. Children also learn cause-and-effect through positive and negative consequences from behavior in individual settings and when interacting with peers.

Young children depend on language and communication to make their wants and needs known, solve problems, ask questions and play with others. Reading books and telling stories are important ways to support young children's communication and language *skills*. Children have opportunities to practice communication skills in many interest areas in their learning environment. Books, magazines, maps or other printed materials should be available in every interest area (e.g., providing maps, books or magazines in the block area for children to use while building or constructing or in the dramatic play area for children to engage in imaginative play). Educators expose children to new **vocabulary**, books based on children's interests and cultures, labeled classroom spaces and objects and many writing and drawing experiences." Children communicate and interact with adults and peers during unstructured play, participation in simple scientific *inquiry* experiments, painting and creating art, singing and moving to *music* and asking and answering guestions about their exploration and discoveries in their environment.



The understanding that concepts of play, patterns, cause-and-effect and communication are encountered throughout the Florida Early Learning and Developmental Standards–Birth to Kindergarten (2017) will support educators in providing meaningful learning experiences for children. For example, an activity with children playing together and building a tower out of multi-colored blocks involves play, patterns (building and using colors), cause-and-effect (blocks fall down when there is not a strong foundation or someone bumps the blocks) and communication as children plan and talk about how they will design or rebuild their tower. Young children learn through the concepts across the standards by engaging in activities that are real and meaningful to them — activities that encourage the development of **skills**, knowledge and ways of thinking and learning.



	I. PH	YSICAL DEVEL	OPMENT DOM	AIN					
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)				
	A. HEALTH AND WELLBEING								
		a. Active P	hysical Play						
1. Eng	ages in physical activ	vities with increasing	balance, coordinatio	on, endurance and in	tensity				
Benchmark a: Demonstrates beginning signs of balance, control and coordination	Benchmark a: Uses movement and senses to explore and learn	Benchmark a: Engages in brief instances of physical play (e.g., pushes wheeled toy for short distance, puts toys in wagon and pulls wagon around the room)	Benchmark a: Engages in active physical play for short periods of time	Benchmark a: Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time)	Benchmark a: Seeks to engage in physical activities or active play routinely with increased intensity and duration				
		b. Sa	afety						
			reasingly demonstr /hen participating i	ates knowledge of n daily activities					
Not typically observed	Not typically observed	Benchmark a: Follows adult's guidance about basic safety practices (e.g., use walking feet, pet gently, hold familiar adult's hand when crossing street)	Benchmark a: Demonstrates difference between safe and unsafe play behaviors (e.g., chairs are for sitting, keeps inappropriate items out of nose/mouth)	Benchmark a: Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt, seeks adult assistance to use step stool)	Benchmark a: Consistently follows basic safety rules independently across different situations Benchmark b: Identifies consequences of not following safety rules				
		c. Personal C	are Routines						
	1. Responds to ar	nd initiates care rou	itines that support	personal hygiene					
Not typically observed	Benchmark a: Responds and cooperates in ways that demonstrate awareness of a hygiene routine (e.g., grabs for washcloth as adult washes child's face)	Benchmark a: Actively participates in simple steps of hygiene routines with adultv	Benchmark a: Carries out some steps of own personal hygiene routines with specific adult guidance or demonstration	Benchmark a: Carries out familiar hygiene routines with occasional reminders of how to do them	Benchmark a: Initiates and completes familiar hygiene routines independently				

Florida's Early Learning and Developmental Standards

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	I. PH	YSICAL DEVEL	OPMENT DOM	AIN	
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)
		A. HEALTH AN	D WELLBEING		
			nd Nutrition		
	1. Responds to feed increasing	ing or feeds self with g interest in eating h	n increasing efficienc abits and making foc	y and demonstrates od choices	
Benchmark a: Shows interest in the process of being fed (e.g., holds bottle, uses lips to take food off the spoon, attempts to grab or reaches for spoon while being fed)	Benchmark a: Feeds self some finger food items (feeds self small pieces of food from tray)	Benchmark a: Periodically feeds self some foods using developmentally- appropriate basic utensils, sometimes needing help	Benchmark a: Feeds self a wide variety of foods using developmentally- appropriate basic utensils	Benchmark a: Serves self or others by scooping or pouring from containers	Benchmark a: Assists adults in preparing simple foods to serve to self or others
	Benchmark b: Shows interest in new foods that are offered	Benchmark b: Shows willingness to try new foods when offered on multiple occasions	Benchmark b: Expresses preferences about foods, specifically likes or dislikes	Benchmark b: Begins to recognize nutritious food choices and healthy eating habits	Benchmark b: Recognizes nutritious food choices and healthy eating habits
	Benchmark c: Shows preference for food choices	Benchmark c: Sometimes makes choices about which foods to eat when offered several choices	Benchmark c: Communicates to adults when hungry, thirsty or has had enough to eat		
	Benchmark d: Explores food with fingers	Benchmark d: Distinguishes between food and non-food items			

	I. PHYSICAL DEVELOPMENT DOMAIN							
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)			
		B. MOTOR D	VELOPMENT					
		a. Gross Motor	Development					
	1. Demonstrates use o	f large muscles for mo	ovement, position, stre	ength and coordinatio	n			
Benchmark a: Explores new body positions and movements (e.g., rolling over, sitting, crawling, hitting/ kicking at objects)	Benchmark a: Moves from crawling to walking, learns new muscle coordination for each new skill, and how to manage changing ground surfaces	Benchmark a: Begins to gain control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping	Benchmark a: Gains control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping	Benchmark a: Begins to balance, such as on one leg or a beam, for short periods	Benchmark a: Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another			
				Benchmark b: Begins to perform some skills, such as jumping for height and hopping	Benchmark b: Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running			
				Benchmark c: Engages in physical activity that requires strength and stamina for brief periods	Benchmark c: Engages in more complex movements (e.g., riding a tricycle with ease)			
					Benchmark d: Engages in physical activities of increasing levels of intensity for sustained periods of time			
	2. Demons	trates use of large mu	scles to move in the e	nvironment				
Benchmark a: Uses each new posture (e.g., raising head, rolling onto back, sitting) to learn new ways to explore the environment (e.g., sits up to be able to reach for or hold objects)	Benchmark a: Uses body position, balance and especially movement to explore and examine materials, activities and spaces (e.g., uses furniture to pull self up)	Benchmark a: Uses complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play	Benchmark a: Uses a variety of increasingly complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play	Benchmark a: Begins to combine and coordinate two or more motor movements (e.g., runs with long strides showing arm and leg opposition, uses wheelchair to move in classroom)	Benchmark a: Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)			

	I. PHYSICAL DEVELOPMENT DOMAIN						
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)		
		B. MOTOR DE	VELOPMENT				
	b.	Gross Motor Perce	ption (Sensorimot	or)			
1. Us	es perceptual informa	ation to guide motions	and interactions with	n objects and other pe	eople		
Benchmark a: Exhibits body awareness and starts to move intentionally	Benchmark a: Begins to act and move with intention and purpose	Benchmark a: Acts and moves with intention and purpose	Benchmark a: Develops independence through coordinated and purposeful movements and activities	Benchmark a: Begins to act and move with purpose and recognizes differences in direction, distance and location	Benchmark a: Acts and moves with purpose and independently recognizes differences in direction, distance and location		
	Benchmark b: Begins to discover how the body fits and moves through space	Benchmark b: Begins to demonstrate awareness of own body in space	Benchmark b: Demonstrates awareness of own body in space	Benchmark b: Demonstrates awareness of own body in relation to others	Benchmark b: Demonstrates spatial awareness through play activities		
		Benchmark c: Begins to coordinate perceptual information and motor actions to participate and play in daily routines (e.g., singing songs with hand motions or rolling ball)	Benchmark c: Coordinates perceptual information and motor actions to participate in play and activities (e.g., singing songs with hand motions or rolling/ catching ball)				

	I. PHYSICAL DEVELOPMENT DOMAIN							
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)			
		B. MOTOR DE	VELOPMENT					
		c. Fine Motor	Development					
	1. Demonstrate when	s increasing precision, using hand muscles f	strength, coordinatio for play and functiona	n and efficiency I tasks				
Benchmark a: Begins to use hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)	Benchmark a: Uses hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)	Benchmark a: Gains control of hands and fingers	Benchmark a: Coordinates the use of hands and fingers	Benchmark a: Uses various drawing and art tools with developing coordination	Benchmark a: Shows hand control using various drawing and art tools with increasing coordination			
2. Increasin	gly coordinates hand	and eye movements t	o perform a variety of	actions with increasir	ng precision			
Benchmark a: Displays beginning signs of strength, control and Hand-eye coordination	Benchmark a: Coordinates the use of arms, hands, fingers to accomplish tasks	Benchmark a: Uses hand-eye coordination when participating in routines, play and activities (e.g., painting at an easel, putting objects into shape sorter, putting blocks into defined space, tearing paper)	Benchmark a: Coordinates the use of arms, hands, fingers to accomplish tasks with hand- eye coordination when participating in routines, play and activities (e.g., painting at an easel, placing simple pieces of puzzle, folding paper)	Benchmark a: Uses hand-eye coordination to manipulate objects and materials (e.g., completing large- piece puzzles or threading beads with large holes, begins to use scissors)	Benchmark a: Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)			
				Benchmark b: Uses hand-eye coordination in handling books (e.g., turning pages, pointing to a picture or looking for favorite page)	Benchmark b: Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting			
					Benchmark c: Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/ unbuckles, zips, snap laces shoes, fastens tabs)			

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Physical Development | 5





During their first five years, young children undergo more rapid and dramatic changes in their **physical development** than at any other time in their lives. Changes in body proportion, coordination and strength occur, as does increasingly complex brain development. Children develop remarkable physical, motor and **sensory** capabilities that enhance **exploration** and mastery of the **environment**.

Physical development impacts other developmental areas. Research and experience suggest that planned physical activities and exposure to a wide array of experiences are keys to the **physical development** of young children. Increased body control enables young children to become active partners in managing their own **health**, safety and physical fitness. Because many health-related behaviors (e.g., eating preferences, exercise patterns) develop in childhood, it is vital that the adults who care for young children consciously promote **physical development**.

There are two components to young children's *physical development*:

HEALTH AND WELLBEING includes active physical play, safety, personal care *routines* and feeding and *nutrition*.

MOTOR DEVELOPMENT refers to the use, refinement and coordination of the body's large and small muscles. Throughout their early years, children demonstrate increasingly complex capacities that enable them to create their own learning experiences. As they master new and more complicated tasks, children's self-confidence increases. Parents, caregivers and educators can provide safe and supportive **exploration**, excitement about new accomplishments and respect for individual differences. While this domain represents general expectations for physical **health** and motor development, each child will reach the individual learning goals at his or her own pace and in his or her own way.

I. PHYSICAL DEVELOPMENT ENVIRONMENTAL CONSIDERATIONS





BIRTH - 8 MONTHS

- Have a variety of simple and safe toys, materials, and household items available for young infants to explore.
 Rattles, large cloth dolls and pots and pans may be useful.
 Be sure to disinfect all toys and materials after every use.
- Make sure younger infants have opportunities for floor time to strengthen back and neck muscles and outside play each day. Keep your outside spaces clean and safe.
- Involve children with special needs.

8 - 18 MONTHS

- Make sure older infants have access to toys and materials that are safe and appropriate. Keep materials and toys for older children on higher shelves and in closets so they are out of reach. If the *environment* includes staircases, safely and securely block them off when not in use.
- Make sure older children will have opportunities for outdoor play each day and that the *environment* includes shady areas. Identify enough outdoor and indoor safe space for older infants to practice crawling, walking and climbing *skills*. Provide multiple simple toys that provide opportunities for grasping, pushing, pulling, stacking and dumping.
- Involve children with special needs.



18 - 24 MONTHS

- Encourage exploration by making sure indoor and outdoor areas that young children use for active play are large enough and have a variety of surfaces.
- Provide safe, resilient, surfacing materials that meet safety guidelines, such as mulch or rubber, underneath play structures.
- Make sure young toddlers have opportunities for outdoor play each day.
- Provide child-sized equipment and clean space so young toddlers can practice self-care skills such as brushing teeth and feeding themselves.
- Swallowing skills are still being developed, so be vigilant about keeping food and other materials that could lead to choking away from young toddlers.
- Place age-appropriate materials and toys at your young toddler's eye level to support the development of young toddlers' self-help skills.
- Involve children with special needs.

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2 - 3 YEARS

- Make sure 2-year olds have opportunities to play outdoors every day.
- Have sand and water tables present, open and safely maintained.
- Have props available that encourage pouring, filling, hiding and finding.
- Provide multiple opportunities to use *fine motor skills*. Activities could include drawing, painting, block building and stringing pop beads.
- Involve children with special needs.

3 - 4 YEARS

- Provide indoor and outdoor space and opportunities to practice hopping, jumping and galloping.
- Supply materials, such as puzzles, pegboards, blocks, scissors and paper to support hand-eye coordination and emerging building skills.
- Support self-care skills and foster independence with equipment such as low sinks, step stools and chairs.
- Closely supervise when children are making collages with materials, such as beads or buttons, where swallowing and choking are a possibility.
- Involve children with special needs.



4 - YEARS KINDERGARTEN

- Include a variety of materials and equipment to promote movement, balance and coordination.
- Post *health* and safety procedures (e.g., proper hand washing, first aid and safety).
- Include a variety of books, reading and writing materials, and other learning props that promote focusing and tracking with the eyes.
- Include props in *dramatic play* and books on *oral health*, as well as toothbrushes for children to brush their teeth after breakfast, snack or lunch.
- Include *health* props for the *dramatic play* area, books about *health* issues and procedures, and materials and equipment to promote good *health routines*.
- Involve children with special needs.





I. PHYSICAL DEVELOPMENT

BIRTH - 8 MONTHS

As young infants grow, they increasingly gain control of their bodies. While movements may be reflexive and seemingly random, actions become more purposeful and precise in a consistent *pattern*, which follows a consistent yet unique time-frame for each child.

STANDARD 1.

Engages in physical activities with increasing balance, coordination, endurance and intensity

BENCHMARK a.

Demonstrates beginning signs of balance, control and coordination

Children may...

- Show reflexes such as blinking and drawing arms and legs inward.
- Begin sitting with support.
- Reach out and hold bottle while being held and fed by caregiver.
- Reach for and grasp adult's fingers.
- Transfer objects from hand to hand.

Educators may...

- Provide safe environments with accessible developmentally-appropriate toys.
- Provide time to play each day, both indoors and outdoors.
- Give infants opportunities to have tummy time each day.
- Place infants on their back to sleep.

Families may...

- Give infants opportunities for outdoor play in clean and safe areas.
- Hold their child and make eye contact when feeding with a bottle.
- Speak often to their children.



I. PHYSICAL DEVELOPMENT

8 MONTHS - 18 MONTHS

Older infants continue to make rapid and predictable advances in their growth and development. They are preoccupied with controlling their movements and finding new ways to move around in their environments.

STANDARD 1.

Engages in physical activities with increasing balance, coordination, endurance and intensity

BENCHMARK a.

Uses movement and senses to explore and learn

Children may...

- Sit on a chair without support.
- Crawl on hands and knees.
- Walk without help.
- See and point to things that attract their attention.
- Grasp small items with a thumb and forefinger.
- Build a tower of two to four cubes.

Educators may...

- Give older infants room to move so that they may practice crawling, walking, and climbing.
- Offer simple toys that provide opportunities for such *skills* as grasping, pushing, pulling, stacking and dumping.
- Make sure unsafe areas and items are not accessible to older infants.

Families may...

- Give older infants opportunities for outdoor play in clean and safe areas.
- Play games that increase handeye coordination, such as "Pat-a-Cake."
- Allow their children to help turn the pages of a board book while reading.



PHYSICAL DEVELOPMENT

18 MONTHS – 24 MONTHS

As young toddlers become more mobile, they continue developing their independence through coordinated, purposeful movement. As their **hand-eye coordination** improves, they enjoy activities that include smaller arm and hand movements, such as using crayons and markers.

STANDARD 1.

Engages in physical activities with increasing balance, coordination endurance and intensity

BENCHMARK a.

Engages in brief instances of physical play (e.g., pushes wheeled toy a short distance, puts toys in wagon and pulls wagon around the room)

Children may...

Educators may...

- Walk to a destination without assistance.
- Run, although they may have trouble stopping and turning.
- Stand on tiptoes to reach for something out of their grasp.
- Push and pull large objects.
- String large beads onto a piece of yarn.
- Place developmentallyappropriate toys at the young toddler's eye level to encourage independence during play and clean-up.
- Use finger plays with young toddlers to encourage imitation of hand motions.
- Give young toddlers opportunities to use a variety of materials to scribble, such as markers, chalk, water colors and finger paints.

Families may...

- Give young toddlers opportunities for outdoor play in clean and safe areas.
- Play games such as sorting shapes, dumping out toys and picking up toys.

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2 YEARS – 3 YEARS (24 months - 36 months)

Two-year-olds are able to use their bodies and senses in multiple and complex ways to understand and interact with their **environment**. They continue **developing** their independence through coordinated, purposeful activities.

STANDARD 1.

Engages in physical activities with increasing balance, coordination, endurance and intensity

BENCHMARK a.

Engages in active physical play for short periods of time

Children may...

- Jump in place and off low objects.

independently, using alternating

- String beads onto a piece of yarn.

- Pull apart large pop-it beads and try pushing them together again.

- Stop and turn while running.

feet without using the rail.

- Ride a tricycle using pedals.

- Walk up and down stairs

Educators may...

- Have child-sized play equipment for toddlers to practice *gross motor skills* such as climbing and jumping.
- Use *sensory* tables with water and sand.
- Provide ample safe space for older toddlers to move and practice their new physical *skills*.
- Implement movement activities that include marching, turning around, stretching, and jumping.

- Play catch with a soft ball, kick the ball and practice balancing.
- Give children many opportunities to practice new *skills* to help increase their confidence.

3 YEARS – 4 YEARS (36 months - 48 months)

Three-year-olds continue developing balance and control of their large muscles, which supports improvement in coordination and agility.

STANDARD 1.

Engages in physical activities with increasing balance, coordination, endurance, and intensity

BENCHMARK a.

Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time)

Children may...

- Hop forward on one foot without losing balance.
- Throw a ball overhand, with some accuracy, toward a friend standing a few feet away.
- Use two hands to catch a large ball thrown from a few feet away.
- Pedal a tricycle with alternating feet.

Educators may...

- Provide a variety of toys and equipment for children to practice gross motor skills, such as balls, tricycles, items to push and pull, etc.
- Play games that encourage agility and coordination such as an obstacle course.

Families may...

- Provide indoor and outdoor space and opportunities to practice new *skills*, such as hopping, jumping and galloping.
- Give children opportunities to try new activities that challenge their abilities.





Physical Development | 15

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

As 4-year-olds develop increasing control of their muscles, they are able to master more difficult physical activities. As they practice, they become more confident in their abilities.

STANDARD 1.

Engages in physical activities with increasing balance, coordination, endurance and intensity

BENCHMARK a.

Seeks to engage in physical activities or active play routinely with increased intensity and duration

Children may...

- Jump, gallop and skip.
- Throw, catch and kick a ball.
- Run, stop quickly and run around obstacles.
- Climb ladders on play equipment with alternating feet and increasing confidence.

Educators may...

- Provide daily structured physical activities such as obstacle course, dancing to *music* or class walk.
- Provide daily unstructured times for physical activities (e.g., freeplay time), including with outdoor play with playground equipment.
- Plan teacher-directed movement activities and games such as Follow the Leader or Duck, Duck, Goose.

Families may...

- Take children to outdoor play areas to practice *gross motor skills* such as jumping, running and balancing.
- Make up silly games that include using *skills* such as skipping, hopping and navigating obstacles.

16 | Physical Development

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18 - 24 MONTHS

Young toddlers use their new physical *skills* to explore the world, but do not yet have the ability to recognize or stop risky behavior completely on their own. They are just beginning to remember safety rules that are repeated and demonstrated on a daily basis.

STANDARD 1.

Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities

BENCHMARK a.

Follows adult's guidance about basic safety practices (e.g., use walking feet, pat gently, hold familiar adult's hand when crossing street)

Children may...

Educators may...

- Accept adult guidance, support and protection when encountering unsafe situations.
- Seeks assistance from trusted adult when in unfamiliar situation.
- Provide child-sized equipment and clean space so young children can practice *skills* leading to independence.
- Calmly remind children of safety rules before and during play and *routines.*
- Acknowledge children when they follow safety rules –"you are using walking feet so you don't fall down."

- Remind children of safety rules, especially when visiting an unfamiliar place.
- Keep their toddlers under close supervision at all times.

2 - 3 YEARS (24 - 36 months)

Two-year-olds take pleasure at independently following *routines*. They are determined to use their new *skills* to venture out into the world, even if they do not have the *skills* and knowledge necessary to accomplish the task.

STANDARD 1.

Shows awareness of safety and increasingly demonstrates knowledge of safe choices and riskassessment when participating in daily activities

BENCHMARK a.

Demonstrates difference between safe and unsafe behaviors (e.g., chairs are for sitting, keeping inappropriate items out of nose/mouth)

Children may...

Educators may...

- Hold adult's hand when crossing street.
- Follow classroom *routines* with minimal prompting.
- Notice when safety rules are not being followed.
- Consistently review *routines* with children and offer assistance as necessary.
- Give child opportunities to try new things, offer assistance as needed.
- Create picture reminders of safety behaviors.

- Allow children to participate in safety and *self-care* activities, allowing independence but remaining nearby to offer assistance if needed.
- Provide safe play areas with ageappropriate materials.





3 - 4 YEARS (36 months - 48 months)

Three-year-olds are still learning basic rules for **health** and safety. They may still need reminders when taking part in **routines**. Simple safety rules and established **routines** help children this age succeed in making safe choices.

STANDARD 1.

Shows awareness of safety and increasingly demonstrates knowledge of safe choices and riskassessment when participating in daily activities

BENCHMARK a.

Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt, seeks adult assistance to use step stool)

Children may...

Educators may...

- Use helmets when riding tricycles or wheeled toys.
- Wait for the child ahead of them to get off slide before going down.
- Participate in and follow the *routines* of emergency drills, such as fire drills with adult assistance.
- Inform an adult when they see dangerous behaviors such as someone throwing objects.

- Schedule outdoor play and exploring experiences into your routine each day.
- Establish and use consistent *routines*.
- Sing songs and read books to reinforce safety rules.
- Add visuals to the classroom so children understand *routines* and expectations.

- Give children an opportunity to try things themselves before offering assistance.
- Discuss safety practices for their homes and areas frequently visited. Brainstorm reasons for the safety rules.
- Offer and follow consistent *routines*.

I. PHYSICAL DEVELOPMENT A. HEALTH AND WELLBEING b. SAFETY

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds develop wellness behaviors and **skills** by observing those modeled by adults in their lives. They are beginning to understand more about how to keep themselves safe through repetition and demonstration of safety rules, stories and experiences.

STANDARD 1.

Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities

BENCHMARK a.

Consistently follows basic safety rules independently across different situations

Children may...

Educators may...

- Recognize unsafe items (e.g., a spray bottle of bleach solution on the table) and tell an adult.
- Tell an adult when they see another child doing something dangerous, such as throwing rocks or sand.
- Use safe behaviors (e.g., walking in the classroom rather than running) with teacher guidance.
- Develop, discuss and regularly review *health* and safety rules (e.g., carrying scissors with points down, walking in classroom).
- Involve children in determining classroom safety rules.
- Conduct regular fire and emergency drills.
- Provide books on *health* and safety topics, written safety procedures and maps and *health* and safety play materials for the *dramatic play* and writing centers.

- Discuss safety rules for their home.
- Point out safety rules being followed in public and private places.

BENCHMARK b.

Identifies consequences of not following safety rules

Children may...

- Use words to explain consequences to adults and peers.
- Assist in creating appropriate rules and consequences for the classroom and home (e.g., must clean-up after **self**, walking feet in the classroom).

Educators may...

- Involve children in creating rules and consequences.
- Explain alternative choices to 4year-olds.
- Set clear and concise expectations for behavior and classroom **routines**.
- Give children opportunities to make choices throughout the day.

- Read books about others following and breaking rules including consequences such as *Where the Wild Things Are.*
- Keep predictable *routines* in the home.



8 - 18 MONTHS

Older infants continue to depend on their parents, caregivers and educators for meeting their physical needs. With coaching and support, older infants can begin taking very small steps toward participating in their own physical *health* care.

STANDARD 1.

Responds to and initiates care *routines* that support personal hygiene

BENCHMARK a.

Responds and cooperates in ways that demonstrate awareness of a hygiene routine (e.g., grabs for washcloth as adult washes child's face)

Children may...

Educators may...

- Demonstrate increased participation in *self-care*.
- Participate in basic *health* and safety *routines*, receiving care that leads to good hygiene and overall clean appearance.
- Cooperate during a diaper change by lifting their bottom.
- Cooperate with daily cleaning of gums and teeth.
- Relax during bathing **routines** and grab for the washcloth.

- Respond positively and promptly when child indicates need (e.g., food, diaper change, blanket).
- Model basic personal care *routines*.
- Talk with child about what you are doing when bathing, diapering, dressing and cleaning.
- Encourage children to do as much for themselves as they want to. Young toddlers love to participate, learn new *skills* and feel like they are helping.
- Approach personal care *routines* as opportunities for warm, cooperative interactions and communication.

- Talk with child when bathing, diapering, dressing and cleaning.
- Make bath time enjoyable (e.g., provide safe bath toys, sing songs, tell stories).
- Encourage children to do as much for themselves as they to.
 Young toddlers love to participate, learn new *skills* and feel like they are helping.

18 - 24 MONTHS

Young toddlers begin finding comfort in the *health* and safety *routines* their parents, caregivers and educators establish. They want to begin managing their own *self-care routines*.

STANDARD 1.

Responds to and initiates routines that support personal hygiene

BENCHMARK a.

Actively participates in simple steps of hygiene routines with adult

Children may...

- Actively participate in everyday healthy *routines* such as washing hands.
- Unzip zippers.
- Participate in bathing *routines* such as using the washcloth to clean some body parts themselves.
- Brush their teeth with help.

Educators may...

- Talk with child about *health* rules (e.g., cover mouth when coughing; throw away soiled tissues in wastebasket).
- Provide opportunities for child to participate daily in personal care (e.g., choose clothes to wear, get dressed).

- Help and support toddlers by establishing healthy *self-care* activities like hand washing and brushing teeth.
- Respond promptly to toddlers' awareness of being wet or soiled.
- Notice toddlers' attempts to zip, unzip or button, and praise them for trying. Give help when needed.





2 - 3 YEARS (24 - 36 months)

Two-year-olds are developing the ability to cope independently, interdependently, and responsibly with a growing number of daily living *skills*. They are gaining understanding of their world by following specific *routines* for dressing, feeding, toileting and bathing. They frequently express firm opinions about exactly how they want *self-care routines* to be done.

STANDARD 1.

Responds to and initiates care routines that support personal hygiene

BENCHMARK a.

Carries out some steps of own personal hygiene *routines* with specific adult guidance or demonstration

Children may...

Educators may...

- Insist on washing and drying their own hands.
- Help with toileting by pulling their pants down and up.
- Brush their teeth with help.
- Use personal care objects correctly and regularly, sometimes with assistance (e.g., drinks from open cup, brushes hair, brushes teeth).
- Talk with child about *health* rules (e.g., cover mouth when coughing; throw away soiled tissues in wastebasket).
- Have tissues available at toddler's level to help encourage development of **self-help** skill of blowing and wiping nose.

- Give the child opportunities to do daily living *skills* by *self*, such as dressing and undressing, helping with brushing teeth, washing and bathing and wiping nose.
- Support child's interest in toileting. Teach toileting *skills*.





3 - 4 YEARS (36 - 48 months)

Three-year-olds are becoming increasingly able to perform personal care practices such as hand-washing and eating. Children this age are eager to do things by themselves, but still need adult supervision, encouragement and support. For instance, 3-year-olds need reminders about hand-washing before they eat, after they come in from outside and after messy play.

STANDARD 1.

Responds to and initiates care *routines* that support personal hygiene

BENCHMARK a.

Carries out familiar hygiene routines with occasional reminders of how to do them

Children may...

Educators may...

- Use a tissue to wipe their nose and then throw the used tissue in the trash.
- Tell a friend how to use a toothbrush.
- Perform tooth brushing procedure with supervision.
- Dress and undress **self** managing buttons or zippers.
- Decide, with few prompts, when to carry out *self-help* tasks (e.g., to wash hands when dirty and before meals).
- Participate in helping others with personal care *routines*.

- Offer plenty of guidance and opportunities for child to take care of *self* (e.g., put on own coat, clean-up after spills and messy projects).
- Provide opportunities for child to select personal hygiene items for *self* and others (e.g., select own toothbrush, washcloth).
- Make a place for child's personal grooming items.
- Provide child with enough time to take care of personal hygiene.

- Offer plenty of guidance and opportunities for child to take care of **self** (e.g., put on own coat, clean-up after spills and messy projects).
- Provide opportunities for child to select personal hygiene items for *self* and others (e.g., select own toothbrush, washcloth).
- Make a place for child's personal grooming items.
- Provide child with enough time to take care of personal hygiene.



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds are increasingly independent in their *self-care*. They like to dress themselves, go to the bathroom on their own, and are able to follow rules for *health routines* (e.g., washing their hands after using the toilet). Even with their growing abilities and independence, 4-year-olds still need consistent modeling and may need reminders about *self-care routines*.

STANDARD 1.

Responds to and initiates care *routines* that support personal hygiene

BENCHMARK a.

Initiates and completes familiar hygiene routines independently

Children may...

Educators may...

- Follow the classroom's procedures for toileting and hand-washing.
- Put on shoes and clothes with minimal assistance, including learning to zip, button and buckle.
- Cover the mouth when coughing and use a tissue to blow the nose.
- Decide, with a few prompts from adults, when to carry out **self-help** tasks such as washing hands.
- With some adult help, wash and dry hands before eating and after toileting.

- Cover mouth when coughing.

- Provide opportunities for child to select personal hygiene items for **self** and others (e.g., select own toothbrush, washcloth).
- Make a place for child's personal grooming items.
- Provide child with enough time to take care of personal hygiene.
- Post picture reminders with short phrases for **self-care** tasks.

- Encourage their child to identify signs of a cold or flu (e.g., chills, running nose and coughing), and whom to tell.
- Support their child in brushing teeth at least twice daily.
- Have their child practice effective hand-washing.
- Read stories and talk about good health habits (e.g., going to bed on time helps children be ready to learn at school).

BIRTH - 8 MONTHS

Newborns and young infants depend on their parents, caregivers, and educators to meet basic needs. While **self-help skills** emerge slowly, even young infants can participate in their own feeding **routines**.

STANDARD 1.

Responds to feeding or feeds *self* with increasing efficiency and demonstrates increasing interest in eating habits and making food choices

BENCHMARK a.

Shows interest in the process of being fed (e.g., holds bottle, uses lips to take food off the spoon, attempts to grab or reaches for spoon while being fed)

Children may...

Educators may...

- Reach out and hold their bottle while being held and fed by an adult.
- Follow the spoon with their eyes as they are being fed.
- Respond positively and promptly when child indicates need for food.
- Acknowledge the child's excitement about eating when getting into a feeding position.
- Make eye contact during daily feeding *routines*.
- Establish good communication with parents for successful feeding in general, including when to introduce solid foods.
- Establish a routine for mealtimes that includes cleaning hands and choosing a bib.

Families may...

- Feed children patiently and encourage them to try new tastes.
- Work on establishing a routine for sleeping, feeding and playtime.

Florida's Early Learning and Developmental Standards

8 - 18 MONTHS

While older infants remain dependent on adults to meet their basic needs, they are developing more body control and are increasingly able to take part in their feeding *routines*.

STANDARD 1.

Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices

BENCHMARK a.

Feeds self some finger food items (small pieces of food from tray)

Children may...

- Feed themselves finger foods such as soft cooked foods or bits of cereal.
- Begin eating table food.
- Point to food when wanting more.
- Show interest in and try new foods.

Educators may...

- Place simple foods such as cereal or crackers on tray in front of child. This will give the child practice using fingers to pick up food and get it to their mouth.
- Provide opportunities for older children to select safe foods and feed themselves.
- Plan feeding times and practices around the individual cultural and feeding needs of child.

Families may...

- Offer a variety of familiar and new healthy food choices for the opportunity to taste different foods.
- Make *nutritious* choices appealing.

BENCHMARK b.

Shows interest in new foods that are offered

Children may...

in view.

- Hit high chair tray with

- Use a sign for "more."

is presented.

excitement when yogurt cup is

- Smile or laugh when favorite food

Educators may...

- Follow child's cues for when child is full or hungry.
- Provide child with *nutritious* foods and snacks, including foods from various cultures.

Families may...

- Serve new foods with favorite foods to increase acceptance.
- Keep plenty of fruit, vegetables and healthy beverages on hand.

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BENCHMARK c.

Shows preference for food choices

Children may...

- Consume a variety of *nutritious* foods from all food groups.
- Try new foods when offered.
- Ask for more food when still hungry.
- Make noises or point to indicate desire for more food.

BENCHMARK d.

Explores food with fingers

Children may...

- Attempt to feed self.
- Begin to feed *self* (e.g., hold bottle, use fingers, imitate others).
- Use spoon and cup, but may spill.

Educators may...

- Provide opportunities for older child to select safe foods and feed *self*.
- Follow child's cues for when child is full or hungry.
- Provide child with *nutritious* foods and snacks, including foods from various cultures.

Families may...

- Serve new foods with favorite foods to increase acceptance.
- Keep plenty of fruit, vegetables, and healthy beverages on hand.

Educators may...

- Encourage child's wish to eat independently.
- Have children learn about food by using their senses: touch, smell, taste, sight, hearing.
- Expect a young child to be curious about food and needs extra time to experiment during mealtime.
- Provide opportunities for child to select safe foods and to feed **self**.

Families may...

- Eat with a spoon, with some help.
- Provide time for children to investigate their food on the tray.

18 - 24 MONTHS

Young toddlers are developing more *fine motor skills* and a stronger sense of independence. They can feed themselves more skilfully, but still need close adult supervision for assistance and safety.

STANDARD 1.

Responds to feeding or feeds *self* with increasing efficiency and demonstrates increasing interest in eating habits and making food choices

BENCHMARK a.

Periodically feeds *self* some foods using developmentally-appropriate basic utensils, sometimes needing help

Children may...

- Be able to feed themselves.

- Insist on feeding themselves

- Drink from a cup with help.

- Try to use a fork to eat.

without adult help.

Educators may...

- Provide opportunities for toddlers to progress in feeding from hands to spoon to fork.
 - Provide toddler-sized utensils that encourage self-feeding.
 - Provide pouring pitchers and cups to establish self-serving.
 - Provide foods that toddlers can easily scoop or stab.

Families may...

- Allow child to hold a spoon during spoon feeding.
- Practice during playtime. Host a tea party and pretend to feed dolls and teddy bears.
- Allow children to feed themselves.

BENCHMARK b.

Shows willingness to try new foods when offered on multiple occasions

Children may...

- Use words to express choice of food.
- Begin to recognize and eat a variety of *nutritious* foods.
- Educators may...
- Provide plenty of healthy food options, including foods from various cultures.
- Encourage child's interest in and exploration of foods, both real and pretend.
- Serve meals family style, respecting ethnic and cultural **diversity**, valuing family input, while allowing the child to serve his/her own food.
- Talk with child about how food and water help us to be healthy.

Families may...

- Model an interest in new foods.
- Halt snacking at least one-two hours before meals to help get children to taste new foods (longer for older children).
- Allow half an hour for family meals. This allows plenty of time to eat, try new foods and develop good eating habits.
- Enjoy meals together. When everyone eats together, children are less likely to eat the wrong foods or snack too much.



BENCHMARK c.

Sometimes makes choices about which foods to eat when offered several options

Children may...

- Use actions and words to communicate his thoughts and feelings. This includes child showing or "telling" you what the child wants and does not want, and when hungry or full.
- Feed self many different foods.

Educators may...

- Offer three to four healthy choices during mealtimes.
- Offer two to three healthy snacks a day.
- Make meals a time for connecting with children.
- Point to and say the names of foods or objects on the table.

Families may...

- Make meals a time for connecting with children.
- Point to and say the names of foods or objects on the table.
- Offer several healthy choices at each meal of foods your child likes.

BENCHMARK d.

Distinguishes between food and nonfood items

Children may...

- Begin recognizing and eating a variety of *nutritious* foods.
- Distinguish between food and nonfood items.
- Participate in preparing *nutritious* snacks.

Educators may...

- Provide healthy play food in the *dramatic play* area. Make play food out of Playdough.
- Encourage children to try fruits and vegetables at each meal.
- Serve meals that include foods with a variety of textures, shapes, temperatures, sizes, and colors.
- Read books about food and eating.

- Read picture books about food and eating.
- Pretend to eat and drink with children when they begin imitative pretend play.
- Encourage toddlers' independence in feeding while staying nearby to offer help if needed.



I. PHYSICAL DEVELOPMENT A. HEALTH AND WELLBEING d. FEEDING AND NUTRITION

2 - 3 YEARS (24 - 36 months)

Two-year-olds have established food preferences and firm opinions about the mealtime routines. They can feed themselves mostly without help, but still need supervision and guidance. Two-year-olds may also express interest in helping to prepare meals.

STANDARD 1.

Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choice

BENCHMARK a.

Feeds self a wide variety of foods using developmentally appropriate basic utensils

Children may...

Educators may...

- Begin using a fork.
- Feed self with a spoon, without help.
- Drink from an open cup without spilling.
- Provide opportunities for toddlers to progress in feeding from hands to spoon to fork.
- Provide toddler-sized utensils that encourage self-feeding.
- Provide small pouring pitchers and small cups to establish selfserving.

- Model good manners by using utensils properly with the appropriate amount of food.
- Provide opportunities for child to practice *skills* such as setting the table where possible.



BENCHMARK b.

Expresses preferences about food, specifically likes or dislikes

Children may...

Educators may...

- Recognize and eat a variety of *nutritious* foods.
- Use words to express choice of food.
- Refuse to eat foods that they previously enjoyed.
- Serve meals family style, respecting ethnic and cultural *diversity*, valuing family input, while allowing the child to serve his/her own food.
- Expect that a young child is curious about food and needs extra time to experiment during mealtime.
- Sit children together at the table for eating to provide a more social experience. Allow time for interaction during a relaxed mealtime.
- Respect individual eating needs.
- Sit with the child to extend conversations and to model appropriate eating behaviors and table manners.

Families may...

- Involve child in meal preparation by helping wash vegetables, pour, stir, etc.
- Eat together at the table and try to make mealtime social and fun.
 Avoid distractions like cell phones, toys, books, TV or other screens during mealtimes.
- Offer a variety of healthy foods for meals and snacks. Give the child the opportunity to make choices where appropriate.

BENCHMARK c.

Communicates to adults when hungry, thirsty or has had enough to eat

Children may...

Educators may...

- Recognize thirst and ask for drink.
- Use words to express food choices.
- Acknowledge a child's hunger and fullness cues.
- Respect a child's food preferences.
- Sit children together at the table for eating to provide a more social experience. Allow time for interaction during a relaxed mealtime.
- Respect individual eating needs.
- Sit with the child to extend conversations and to model appropriate eating behaviors and table manners.

Families may...

 Let children stop eating when they feel they have had enough. Many parents grew up under the "clean-plate rule," but that approach does not help children listen to their own bodies when they feel full. When children notice and respond to feelings of fullness, they are less likely to overeat.



Florida's Early Learning and Developmental Standards

3 - 4 YEARS (36 - 48 months)

Three-year-olds are now fully independent eaters, but still need supervision. They are learning to socialize during meals and enjoy discussing the foods they eat (e.g., "Milk will make me strong.").

STANDARD 1.

Responds to feeding or feeds *self* with increasing efficiency and demonstrates increasing interest in eating habits and making food choices

BENCHMARK a.

Serves *self* or others by scooping or pouring from containers

Children may...

Educators may...

- Pour and scoop during play at the sand and water table or during meal times.
- Pass food at the table and take appropriate-sized portions, or other culturally-specific family serving style.
- Use serving utensils that make it easier to serve the right size portions of food. Utensils should be easy to handle. Tongs, smaller serving spoons and scoops work well.
- Use plastic squeeze bottles.
 Children can squeeze jellies, mustard, mayonnaise, ketchup, and other spreadable ingredients onto their foods.
- Discuss with children the proper way to serve food themselves, taking proper amounts and a variety of food, what to do in case of spills, cleaning up after the meal, table manners and etiquette.
- Provide water and sand play props for pouring and scooping, supporting development of children's *hand-eye coordination*, which is transferred to mealtime.

Families may...

- Allow children to serve themselves, taking small amounts at first and telling them they may get more if they are still hungry.
- Consider children's development, as they will need practice, encouragement and guidance before they are able to serve and pass serving bowls. Use spills, which are expected, as teachable moments by remaining calm, which will help children remain calm, and guide and allow children to assist in the cleaning process.



BENCHMARK b.

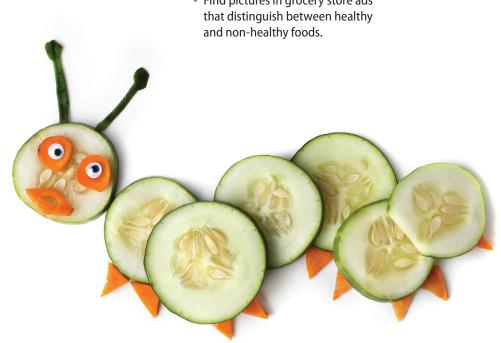
Begins to recognize *nutritious* food choices and healthy eating habits

Children may...

Educators may...

- Distinguish healthy food choices from less-healthy food choices.
- Begin to help prepare nutritious snacks.
- Respect and value cultural eating differences. Introduce children to foods from different cultures. Encourage children and families to share stories about their various cultures.
- Read books about healthy food choices.
- Find pictures in grocery store ads and non-healthy foods.

- Make mealtimes pleasant, showing enthusiasm for healthy foods.
- Include some well-liked foods in every meal, choosing healthy foods that are familiar to children.



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Good *nutrition* is essential to physical wellness, and 4 year-old children are beginning to understand the importance of eating healthy foods. With guidance and modeling from adults, young children can identify and will choose healthy and *nutritious* foods.

STANDARD 1.

Responds to feeding or feeds *self* with increasing efficiency and demonstrates increasing interest in eating habits and making food choices.

BENCHMARK a.

Assists adults in preparing simple foods to serve to self or others

Children may...

Educators may...

- Identify healthy snacks.
- Participate in the preparation and sampling of *nutritious* foods.
- Name many different healthy foods and talk with classmates about healthy and unhealthy snack and lunch items.
- Plan and provide opportunities for children to help prepare or sample healthy and *nutritious* foods.
- Plant a garden involving the children with *planning*, planting, watering and harvesting.
- Locate children's recipe books to choose a snack to make.

Families may...

- Involve children in choosing or helping to prepare meals (e.g., tear lettuce for the salad, scrub potatoes to clean them and cut soft foods such as olives or strawberries with a butter knife or dull plastic knife).
- Take children to the grocery store and let them choose produce when shopping for groceries.
- Allow children to pour or scoop ingredients into measuring tools.

BENCHMARK b.

Recognizes *nutritious* food choices and healthy eating habits

Children may...

- Identify healthy snacks.
- Name many different healthy foods.
- Talk with classmates about healthy and unhealthy snack and lunch items.

Educators may...

- Provide healthy food choices.
- Use small group activities to explore how certain foods clean our teeth (apples) or make our teeth sticky/dirty (marshmallows).
- Invite families to bring in healthy foods for a class picnic, parties, or packed lunches.
- Involve children in creating charts, collages and bulletin boards of healthy foods.

Families may...

- Keep healthy food at hand.
 Children will eat what is readily available.
- Praise healthy choices.

PHYSICAL DEVELOPMENT





BIRTH - 8 MONTHS

Gross motor development focuses on arm, body and leg movements. Tone, strength and coordination improve progressively from head to toe. While the sequence of development is predictable, there is variation in each young infant's timetable.

STANDARD 1.

Demonstrates use of large muscles for movement, position, strength and coordination

BENCHMARK a.

Explores new body positions and movements (e.g., rolling over, sitting, crawling, hitting/kicking at objects)

Children may...

- Turn head side to side.
- Bat at objects with hands.
- Kick at objects with feet.
- Roll over.
- Sit up with support.
- Sit unsupported.
- Push head and chest off floor.
- Crawl on their tummy.
- Stand and bounce while being supported.

Educators may...

- Provide soft toys and materials to explore in a safe *environment* (e.g., rattles, stuffed animals, play mats).
- Encourage tummy time by placing colorful, soft toys within sight.
- Place toys slightly out of reach to encourage repositioning.
- Lay the young infant on a play mat with soft objects dangling above to encourage batting and kicking.

Families may...

- Engage in floor time, tummy time and other activities with children.
- Play "tracking" games by the adults moving themselves and interesting objects back and forth.
- Talk and sing to children.
- Find toys and everyday objects with different colors and textures and see which the child likes best.

STANDARD 2.

Demonstrates use of large muscles to move in the *environment*

BENCHMARK a.

Uses each new posture (e.g., raising head, rolling onto back, sitting) to learn new ways to explore the *environment* (e.g., sits up to be able to reach for or hold objects)

Children may...

- Raise their heads.
- Roll onto back.
- Reach for objects.
- Sit initially with support and later without support.

Educators may...

- Provide ample opportunities for movement and *exploration*.
- Provide soft, colorful objects to encourage movement.

Families may...

- Lay children on their back and hold brightly-colored toys within reach, over their chest.
- Give children lots of opportunities to reach for or hold different kinds of toys.

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8 - 18 MONTHS

Older infants climb and reach for objects beyond their reach. They are preoccupied with controlling their movements and finding new ways to move around in their environments.

STANDARD 1.

Demonstrates use of large muscles for movement, position, strength and coordination

BENCHMARK a.

Moves from crawling to walking, learns new muscle coordination for each new skill, and how to manage changing ground surfaces

Children may...

- Sit in a chair without support.
- Crawl on hands and knees.
- Pull themselves up to a standing position.
- Walk while holding on to furniture.
- Walk without support.
- Climb up and down stairs.
- Roll a ball.

Educators may...

- Provide low, stable furniture for child to pull up on and cruise along.
- Roll a ball back and forth.
- Provide toddler-size climbing equipment.
- Push and pull toys.
- Sing songs that incorporate large muscle movement.

Families may...

- Visit their local playground and allow their child time to climb on smaller equipment, walk through the grass and explore their surroundings.

STANDARD 2.

Demonstrates use of large muscles to move in the **environment**

BENCHMARK a.

Uses body position, balance and especially movement to explore and examine materials, activities and spaces (e.g., uses furniture to pull *self* up)

Children may...

- Educators may...
- Use furniture to pull themselves up to stand.
- Attempt to climb on furniture to reach a desired object.
- Crawl on hands and knees.
- Climb up and walk down stairs with adult assistance.

- Provide ample opportunities for movement and *exploration*.
- Provide a safe **environment** that allows for open-ended exploration.

Families may...

- Allow children ample time and space to safely move and explore.
- Provide rocking or riding toys at an appropriate height for the child.

PHYSICAL DEVELOPMENT

18 - 24 MONTHS

As young children become more mobile, they continue developing their independence through coordinated, purposeful movement. They often use large muscles to explore their environments. Young toddlers show fearless determination and energy in order to accomplish a task.

STANDARD 1.

Demonstrates use of large muscles for movement, position, strength and coordination

BENCHMARK a.

Begins to gain control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping

Children may...

support.

over without falling.

object on a shelf.

- Walk up and down stairs with

- Stand on tiptoes to reach an

Educators may...

- Carry or pull a toy while walking. - Sing songs that encourage gross motor movements such as - Pick up a toy from floor, bending marching and jumping.
 - Play outdoor games that encourage running.
 - Provide daily opportunities to climb up and down playground equipment.

Families may...

- Visit their local playground and allow children time to climb on playground equipment.
- Play games where children imitate large muscle movements such as stomping, hopping or marching.

STANDARD 2.

- Begin running.

Demonstrates use of large muscles to move in the **environment**

BENCHMARK a.

Uses complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play

Children may...

coordination.

- Walk with more balance and

- Walk while holding an object.

- Easily get in/out of child-size chair.

Educators may...

- Sing songs with large muscle movements during circle time.
- Incorporate coordinated movements and stretches into circle time activities.
- Encourage children to march, crawl, hop to the playground.

Families may...

- Visit a local playground and allow children time to climb on playground equipment.
- Play games where children imitate large muscle movements such as stomping, hopping or marching.

2 - 3 YEARS (24 - 36 months)

Two-year-olds continue developing their independence through purposeful, coordinated activities.

STANDARD 1.

Demonstrates use of large muscles for movement, position, strength and coordination

BENCHMARK a.

Gains control of a variety of postures and movements, including stooping, going from sitting to standing, running and jumping

Children may...

- Jump in place with both feet together.
- Walk up/down stairs using alternating feet.
- Imitate simple bilateral movement of limbs (e.g., arms up together, arms out to side).
- Walk on tiptoes.

Educators may...

- Play games like "Simon Says" to encourage imitation of large muscle movement.
- Provide riding or pedal toys.
- Play catch with children using a playground ball.

- Sing songs throughout the day and add movement. Children can march and move their arms while singing.
- Make getting ready for the day into a game by playing "Simon Says" with easy directions for children to follow. (e.g., "Simon says, put on your shirt," "Simon says, brush your hair.").
- Start each day with some simple exercises.
- Play games like limbo and obstacle course.

Two-year-olds continue developing their independence through coordinated, purposeful movement. Movement now comes with a goal in mind and it tends to be practiced over and over again until mastered.

STANDARD 2.

Demonstrates use of large muscles to move in the *environment*

BENCHMARK a.

Uses a variety of increasingly complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play

Children may...

Educators may...

- Jump off of a step or over a line on the sidewalk.
- Stop and turn while running.
- Pedal a tricycle.

- Sing songs with large muscle movements during circle time.
 Incorporate coordinated
- movements and stretches into circle time activities.
- Encourage children to march, crawl, hop to the playground.

Families may...

- Visit the local playground and allow their child time to climb on playground equipment.
- Encourage children to move in different ways – march to the car, tiptoe to the bathroom, etc.
- Give children a large, old paintbrush and a bucket of water to "paint" the house.
 Demonstrate large movements by bending low and reaching high.



Florida's Early Learning and Developmental Standards

3 - 4 YEARS (36 - 48 months)

Three-year-olds continue improving balance and control, as well as coordination. They are able to combine muscle movements to complete more complex gross motor tasks. Developing coordination requires opportunities and practice to challenge these *skills*.

STANDARD 1.

Demonstrates use of large muscles for movement, position, strength and coordination

BENCHMARK a.

Begins to balance, such as on one leg or a beam, for short periods

Children may...

- Hop forward on one foot without losing balance.
- Balance on one foot.
- Balance, walk on a low beam.

Educators may...

- Play "Simon Says," focusing on balance activities.
- Incorporate yoga moves and poses into circle time or outdoor activities.
 - Use a low balance beam during playground activities.
 - Place painter's tape on the floor, encourage children to walk the "tight rope."

Families may...

- Play balancing games by encouraging child to walk along cracks in the sidewalk or lines of a tile floor.
- Draw a hopscotch game with chalk and play with children, demonstrating how to balance on one foot.

BENCHMARK b.

Begins to perform some skills, such as jumping for height and hopping

Children may...

kangaroo.

- Educators may...
- Bounce up and down like a - Reach for hanging targets.
- Hop in and out of a hoop
- Hang targets at different heights encouraging children to jump and reach for the targets from lowest to highest
- Provide items like jump ropes and hula hoops.

- Pretend to be a family of bunnies and hop to the dinner table or bath.
- Play music and encourage children to jump or hop to the beat.
- Provide items like jump ropes and hula hoops.

BENCHMARK c.

Engages in physical activity that requires strength and stamina for brief periods

Children may...

- Run longer or faster.
- Play on playground equipment for longer periods of time without a break in activity.

Educators may...

- Allow for longer stretches of time on the playground.
- Play games such as freeze tag or relay races.

Families may...

- Play outdoor games with children, like catch or tag.
- Make getting ready for the day into a game by playing "Simon Says" with easy directions for children to follow. (e.g., "Simon says, put on your shirt," "Simon says, brush your hair.").
- Take walks or bicycle rides around the neighborhood.
- Have children help carry bags of groceries into the home.

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3 - 4 YEARS (36 - 48 months)

Three-year-olds continue to develop their coordination, along with their balance and control. They are now able to combine muscle movements to complete a more complex task. This requires many opportunities to practice these **skills** and try new activities that challenge their abilities.

STANDARD 2.

Demonstrates use of large muscles to move in the *environment*

BENCHMARK a.

Begins to combine and coordinate two or more motor movements

Children may...

Educators may...

- Run with long strides, showing arm and leg opposition.
- Use a wheelchair to move around classroom.
- Climb playground equipment, ladders.
- Provide indoor and outdoor space and opportunities to practice new *skills* such as hopping, jumping and galloping.
- Provide opportunities for children to play soccer or catch.
- Provide scooters, balance bikes, or tricycles for outside play.

- Play outdoor games with children, like catch or tag.
- Start each day with some simple exercises.
- Sing songs with children and create movements to go along with the songs.



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds are gaining increasing control over their **gross motor skills** and coordinated movements. As they practice, they become more confident in their abilities.

STANDARD 1.

Demonstrates use of large muscles for movement, position, strength and coordination

BENCHMARK a.

Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another

Children may...

- Jump, gallop or skip.
- Climb ladders on play equipment with alternating feet and increasing confidence.
- Run, stop quickly and run around obstacles.
- Hop up and down on one foot.

Educators may...

- Provide daily structured physical activities (e.g., obstacle course, dancing to *music*, class walk).
- Play "Simon Says" with more complex *gross motor* movements.
- Provide daily unstructured times for physical activity (e.g., free-play time) including outdoor play with playground equipment.

Families may...

- Play balancing games by encouraging child to walk along cracks in the sidewalk or lines of a tile floor.
- Make a hopscotch **pattern** on the floor using paper plates for children to use hopping and jumping **skills**.
- Use a laundry basket and recycled paper to make a bunch of paper balls for children to practice throwing into the basket from different distances.

BENCHMARK b.

Demonstrates more coordinated movement when engaging in *skills*, such as jumping for height and distance, hopping and running

Children may...

- Pedal a tricycle.

obstacle.

- Jump, hop and gallop.

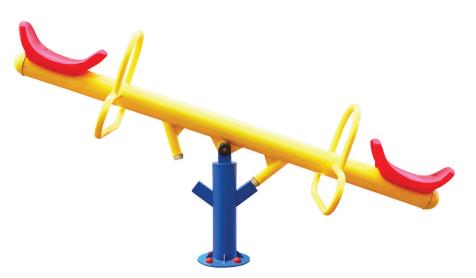
- Run, stop quickly and dodge an

- Throw, catch and kick a ball.

Educators may...

- Include a variety of props, materials and equipment, as well as modifications to ensure all children participate.
- Plan teacher-directed movement activities such as "Duck, Duck, Goose" and "Follow the Leader."
- Provide items like jump ropes and hula hoops.
- Provide a variety of *music* and opportunities for free rhythmic expression.

- Create an obstacle course at home for children to crawl, hop and run.
- Use a pool noodle to create a jumping challenge, starting with the noodle on the floor and moving it slightly higher each time.



BENCHMARK c.

Engages in more complex movements (e.g., riding a tricycle with ease)

Children may...

- Jump forward to a target without falling.
- Catch a ball that has been bounced.
- Skip using alternating feet.
- Pedal consistently with alternating feet and navigate turns when riding a wheeled toy or tricycle.

Educators may...

- Create an obstacle course.
- Provide opportunities for children to play group games that involve bouncing or throwing a ball to one another.
- Teach coordinated dance moves such as line dancing or step **routines**.

Families may...

- Set up targets and provide opportunities for children to throw or roll a ball to knock targets over.
- Practice volleying *skills* with children by finding a balloon and trying to keep it up in the air.
- Set up an obstacle course using objects for children to jump over, go around and even move under.

BENCHMARK d.

Engages in physical activities of increasing levels of intensity for sustained periods of time

Children may...

Educators may...

- Play for longer periods of time without rest.
- Engage in more physically competitive games (e.g., foot races, scooter races, obstacle courses).
- Provide a variety of play materials such as bikes, balls, parachutes, bean bags, jump ropes and hula hoops.
- Offer opportunities for free-style dance.

- Create a movement sequence such as hop, twist, reach, and join in with children.
- Visit the local playground and allow children time to run, play and climb.



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

As 4-year-olds develop increasing control of the muscles in their arms and legs, they are able to master more difficult physical activities. Activities that use one side of the body and activities that require use of both sides of the body help children improve coordination and balance. Children develop these new **skills** through self-practice with adult involvement.

STANDARD 2.

Demonstrates use of large muscles to move in the environment

BENCHMARK a.

Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)

Children may...

both feet together.

- Catch a ball, then throw it.

Educators may...

- Walk up stairs holding an object.Jump over an object, landing with
- Create obstacle courses to navigate with a wheelchair, scooter or balance bike.
 - Have the children play catch/ toss with a bean bag during circle time activities.
 - Provide opportunities for children to throw, catch and kick a ball.

Families may...

- Go for a walk and practice other ways to move, such as skipping, galloping, sliding and leaping.
- Complete some outdoor chores as a family while reaching, pulling, pushing and bending.
- Practice tossing and catching balls.







I. PHYSICAL DEVELOPMENT B. MOTOR DEVELOPMENT | b. GROSS MOTOR PERCEPTION

BIRTH - 8 MONTHS

Young children learn to move different parts of their bodies as they get involved with the objects and people they perceive. The perceptual-motor process is an "in-out" process, since the brain processes the information, then tells the body how to move in response.

STANDARD 1.

Uses perceptual information to guide motions and interactions with objects and other people

BENCHMARK a.

Exhibits body awareness and starts to move intentionally

Children may...

- Turn head side-to-side in response to auditory or visual input.
- Roll over to get to a desired object.
- Reach for a mobile to make it move.
- Suck on their fingers or thumb to self-soothe.
- Knock down a block tower or nesting cups.

Educators may...

- Provide objects with contrasting colors to encourage movement and tracking.
- Call attention to how children are using their body. "Look at you! You're reaching for your toy."
 "You did it! You knocked down the blocks."

- Provide a safe space for children to move and explore.
- Call attention to how children are using their hands and feet to make things move or make sound.

I. PHYSICAL DEVELOPMENT B. MOTOR DEVELOPMENT b. GROSS MOTOR PERCEPTION

8 - 18 MONTHS

At this age, older infants are most interested in learning how to move and manipulate their bodies. They explore spaces and places, making attempts to see how they physically fit inside, on top of or underneath. They are moving to learn while they are learning to move.

STANDARD 1.

Uses perceptual information to guide motions and interactions with objects and other people

BENCHMARK a.

Begins to act and move with intention and purpose

Children may...

- Pull strings and use objects to pull in out-of-reach objects.
- Look for objects that are out of sight.
- Crawl or walk to a desired object or person.

- Hide under blanket, tables and

- Attempt to fit their bodies into

- Climb up large foam wedge.

small spaces, such as in a box or

Educators may...

- Place toys just out of reach to encourage movement and *exploration*.
- Encourage exploration by hiding objects under a blanket or behind another item.

Families may...

- Place a toy slightly out of reach while laying, sitting, or standing comfortably with children, and encourage children to reach for or move towards the toy.
- Have multiple simple toys available that provide opportunities for *skills* such as grasping, pushing, pulling, stacking and dumping.

BENCHMARK b.

Begins to discover how the body fits and moves through space

Children may...

under a low table.

chairs.

Educators may...

- Use pop-up tunnels for crawling.
- Provide large empty boxes (e.g., empty appliance box or large cardboard box) for children to crawl in and out.

- Place a toy slightly out of reach while laying, sitting or standing comfortably with children, and encourage children to reach for or move towards the toy.
- Have multiple simple toys available that provide opportunities for *skills* such as grasping, pushing, pulling, stacking and dumping.

PHYSICAL DEVELOPMENT

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I. PHYSICAL DEVELOPMENT B. MOTOR DEVELOPMENT b. GROSS MOTOR PERCEPTION

18 - 24 MONTHS

By now, most toddlers have refined their perceptions into mental pictures with names. They have learned that many things go together, that things have functions and are usually found in certain places. Their motor responses are more planned, efficient, and purposeful.

STANDARD 1.

Uses perceptual information to guide motions and interactions with objects and other people

BENCHMARK a.

Acts and moves with intention and purpose

Children may...

- Change direction while walking.
- Push and pull large objects.
- Stand on tiptoes to reach an object on a countertop.
- Dance, moving arms and legs to the *music* without falling.

Educators may...

- Keep frequently used materials in an area children can easily access.
- Have children play "mail delivery." Fill a toy shopping cart with blocks or books and allow children to push the heavier cart across the room, delivering the "mail" to their friends.
- Provide *music* and songs to promote movement.

Families may...

- Allow children to push their dolls or stuffed animals in a stroller when walking in a park or playground.
- Set aside family time for a hike, walk or visit to a nearby park.
 Play games that involve running, hopping, throwing and catching together.

BENCHMARK b.

Begins to demonstrate awareness of own body in space

Children may...

Educators may...

- Slow their pace when approaching a large obstacle like a table or playground equipment.
- Enjoy the sensations from swinging, going down a slide, jumping on a trampoline or riding on a merry-go-round.
- Discuss which objects are closer or further away from the child and compare the relationship of the distance between several objects and the child.
- Encourage children to swing, twirl, and slide, calling attention to how they are using their bodies and how it feels to move that way.

Families may...

- Visit the playground with children, offering them opportunities to move their bodies through space, including tunnels, ladders, swings and slides.
- Play "Hide and Go Seek" with children.

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BENCHMARK c.

Begins to coordinate perceptual information and motor actions to participate and play in daily *routines* (e.g., singing songs with hand motions or rolling a ball)

Children may...

- Roll a large ball with increasing accuracy towards a target or person.
- Incorporate hand and body motions into songs such as
 "Wheels on the Bus" and "Head, Shoulders, Knees and Toes."
- Carry an object with two hands while maneuvering through the classroom.

Educators may...

- Provide a variety of objects to play toss and catch (e.g., bean bags, beach balls, playground balls, balloons). Have child aim their toss at a large target.
- Incorporate finger plays into daily circle time activities and transitions.

- Roll or toss a ball back and forth with children on the living room floor.
- Sing songs with children such as "Wheels on the Bus" and "Head, Shoulders, Knees and Toes."



I. PHYSICAL DEVELOPMENT B. MOTOR DEVELOPMENT b. GROSS MOTOR PERCEPTION

2 - 3 YEARS (24 - 36 months)

Two-year-olds can quickly and easily combine the information that is received from their senses to inform how they interact with objects and people in their **environment**. Their increasing independence, **spatial awareness** and motor coordination are easily observed through those dynamic interactions.

STANDARD 1.

Uses perceptual information to guide motions and interactions with objects and other people

BENCHMARK a.

Develops independence through coordinated and purposeful movements and activities

Children may...

Educators may...

- Transition into different positions (e.g., from tummy to up on hands and knees or from sitting to standing without support).
- Climb more slowly as they reach the top of a ladder.
- Pick toys up off the floor without falling.
- Play movement games like
 "Follow the Leader," "Simon Says" and "Freeze Tag."
- Encourage independent movement on playground equipment (e.g., climbing up ladders, going down slides, riding on push toys), while providing supervision and physical support when needed.

Families may...

- Have children assist with the laundry. With the laundry basket on the floor, children may move items from the laundry basket into the washing machine or from the dryer back into the laundry basket.
- Play movement games like
 "Follow the Leader," "Simon Says" and "Freeze Tag."

BENCHMARK b.

Demonstrates awareness of own body in space

Children may...

Educators may...

- Move around obstacles without bumping into or knocking them over.
- Change direction while running.
- Point to, touch or identify a variety of body parts.
- Follow directions that include body parts (e.g. "Pull the smock over your head," "Put your foot inside the boot.").
- Call awareness to how children are using their body.
- Play movement songs such as "Head, Shoulders, Knees Toes" and "The Hokey Pokey" during circle time or transitions.

Families may...

- Have children follow behind an adult while slowly twisting and turning down the hall, and in and out of rooms, while changing up the direction and varying the pace.
- Play movement songs such as "Head, Shoulders, Knees and Toes" and "The Hokey Pokey."

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BENCHMARK c.

Coordinates perceptual information and motor actions to participate in play and activities (e.g., singing songs with hand motions or rolling/catching ball)

Children may...

- Roll, throw or catch a ball with increasing precision.
- Sing songs with smaller hand motions (e.g., "Itsy Bitsy Spider," "Where is Thumbkin?").
- Walk more slowly and carefully when carrying an open cup of milk than when carrying a cup with a lid.

Educators may...

- Provide a variety of objects to play toss and catch (e.g., bean bags, beach balls, playground balls, balloons).
- Incorporate finger plays into daily circle time activities and transitions.
- Have child pour water into cups for snack time.

Families may...

- Allow children to give their baby dolls a bath or wash the mud off of their toy trucks and cars using a small plastic dish pan filled with water and soap, along with a sponge or washcloth.
- Provide opportunities for children to throw and catch a ball at the playground or park.



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I. PHYSICAL DEVELOPMENT B. MOTOR DEVELOPMENT | b. GROSS MOTOR PERCEPTION

3 - 4 YEARS (36 - 48 months)

At 3 years old, children move with ease, coordinating and performing a variety of movements. They gain spatial concepts through their involvement in concrete experiences and interactions.

STANDARD 1.

Uses perceptual information to guide motions and interactions with objects and other people

BENCHMARK a.

Begins to act and move with purpose and recognizes differences in directions, distance and location

Children may...

- Anticipate and adjust aspects of movement (e.g., effort, spatial, directional) on own in relation to people and objects in familiar spaces.
- Communicate "I'm backing up" while on a tricycle and using their feet to move it.
- Communicate that an item is too far out of reach.
- Accurately identify right and left side of body.

Educators may...

- Create classroom obstacle courses where the teacher gives directions for the child to go under, move through, reach across.
- Add crossing midline activities where the right side of the body connects with the left.
- Play games like "Red Light, Green Light," where children have to control their speed.
- Model actions side-by-side rather than face-to-face for accurate representation of left side and right side.

Families may...

- Use positional and directional words during clean-up time, giving instructions such as, "Put the cup on top of the table." "Put your shoes under the bench."
- Play "Simon Says," but with only left/right directions: "Simon Says wave your right hand," "Simon Says hop on your left foot."

BENCHMARK b.

Demonstrates awareness of own body in relation to others

Children may...

- Maintain space, with some guidance, around **self** without touching or bumping into others during activities.
- Use words like "near" and "far."
- Say, "I'm standing next to Abby."
- Talk about going "under the parachute."
- Move forward or backward when someone enters their *personal space*.

Educators may...

- Demonstrate appropriate amount of space between two people using props (tape on the floor, carpet squares, blocks).
- Have children work together, using their bodies to form shapes and letters.

Families may...

- Hang a height chart on the wall and allow children to pencil in their progress.
- Have children point to and name their body parts in a mirror, or draw monthly outlines of their hands and feet.

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4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds are gaining increasing control over **gross motor skills** and more complex movements (e.g., walking, running, jumping, dancing and climbing). As they practice, 4-year-olds become more coordinated and confident in their physical abilities. They improve their **skills** through free-play activities where they can move as they wish, and through structured, planned activities where they are challenged to develop new **skills** with adult guidance and support.

STANDARD 1.

Uses perceptual information to guide motions and interactions with objects and other people

BENCHMARK a.

Acts and moves with purpose and independently recognizes differences in directions, distance and location

Children may...

- Anticipate and adjust aspects of movement (e.g., effort, spatial, directional) during new activities, in changed environments or on different surfaces.
- Attempt to throw a ball to a friend and say "Move closer." or "Back up, you're too close."
- Navigate a human obstacle course, avoiding collision with others.

Educators may...

- Play a game like "Mother May I?" allowing children to take turns asking, "Mother may I jump forward two steps?" or "Mother May I hop backwards on one foot?"
- Provide opportunities for children to lead games like "Simon Says" and "Red Light, Green Light," allowing them to control speed and directions.

Families may...

- Dance with children to songs that give positions and directions to encourage purposeful movement. These include The Electric Slide, The Cha-Cha Slide, The Macarena, or the Hokey Pokey.
- Play games with children such as "Simon Says" and "Red Light, Green Light," allowing children to control speed and directions.

BENCHMARK b.

Demonstrates spatial awareness through play activities

Children may...

- Play a game of tag by running away from and dodging another child who is "it."
- Place an item near, far, over, under, between and through when prompted.
- Maintain space around self during movement activities.
- Warn friends they are too close while playing with a jump rope or hula hoop.

- Educators may...
- Have a scavenger hunt. Direct children to find objects that are under, next to, beneath, behind, in front of.
- Play the "Robot Game," where the child pretends to be a robot. Give directions such as "turn left," or "stop at the door" or "turn right.".

Families may...

- Discuss locations of objects (e.g., the kettle is in the kitchen on top of the counter to the right of the toaster).
- Play movement games like "Follow the Leader" and "Simon Says" using directional words.



Florida's Early Learning and Developmental Standards





BIRTH - 8 MONTHS

Although their movements may be reflexive and seemingly random, young infants develop more purposeful actions over time. They use their vision and hands to explore large and small objects within their reach.

STANDARD 1.

Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks

BENCHMARK a.

Begins to use hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)

Children may...

Educators may...

- Grasp an adult's fingers.
- Play with own fingers and put hands in own mouth.
- Hold or suspend a toy about eight inches from the child's chest to create excitement at seeing the adult and the toy.
- Help babies bring their hands together to feel and explore toys.

Families may...

- Massage the baby's hands with lotion and rub hands together.
- Place a textured toy on a baby's chest to feel.

STANDARD 2.

Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision

BENCHMARK a.

Displays beginning signs of strength, control and hand-eye coordination

Children may...

- Educators may...
- Reach for, grasp and place objects in own mouth, such as rattles, soft toys and blocks.
- Look at and transfer objects from hand to hand.
- Encourage tracking using toys, a bottle or a mobile with sounds and bright colors moving slowly in all directions.
- Promote grasping using rattles with slender handles, teethers or fingers.
- Use toys of different shapes and sizes to promote children grasping.

- Encourage tracking using toys, a bottle or a mobile with sounds and bright colors moving slowly in all directions.
- Provide children with toys and materials that can be easily grasped and manipulated (e.g., rattle, shakers, soft items that can be squeezed).

8 - 18 MONTHS

Older infants are increasingly able to interact with other people and with objects. They are beginning to develop plans for how those interactions should occur. Older infants continue exploring their world and demonstrate increased strength, control and *hand-eye coordination*.

STANDARD 1.

Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks

BENCHMARK a.

Uses hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)

Children may...

Educators may...

- Use two objects together, such as banging on a toy drum or clapping two small blocks together.
- Build a tower with two to four *cubes*.
- Make marks on a paper with a crayon.
- Provide containers, such as pots or a coffee can, that will make interesting sounds as the child drops items into the container.
 Encourage scribbling and
- Encourage scribbling and marking on paper taped to a table, with a Magna Doodle, Aqua Doodle or sidewalk chalk on pavement.

Families may...

- Give children a plastic container and a mix of toys and household items, demonstrating how to fill the container and then dump everything out.
- Provide a variety of stackable items such as tissue boxes, empty containers, books and shoe boxes to encourage stacking and building.

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STANDARD 2.

Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision

BENCHMARK a.

Coordinates the use of arms, hands and fingers to accomplish tasks

Children may...

Educators may...

- Pick up small objects, such as a block, with thumb and forefinger.
- Bang objects together.
- Point with pointer finger.
- Provide a texture book to promote pointing with the index finger, where children can poke a finger into cotton, fabric and various interesting materials.
- Place a single Cheerio in each section of an empty ice cube tray to challenge children to use a two-fingered pinch.
- Promote banging objects together, using blocks, spoons, small plastic cups or plastic rings from a ring stacker toy.

- Place a sponge ball or washcloth in the bath and show children how to squeeze out all of the water.
- Provide plastic cups, pitchers, measuring cups and sponges in the tub and let children practice holding, pouring, and squeezing.
- Use a container, such as a bowl, soup pot, plastic coffee can or small bucket, to give children a surface on which to rest their wrist and then successfully release the toy into the container. The fun of seeing it disappear and reappear and the different sounds made add to the excitement.



18 - 24 MONTHS

As young toddlers' **hand-eye coordination** improves, they enjoy activities that include smaller arm and hand movements, such as using crayons and markers. Their activities are more purposeful and they try numerous ways to do things.

STANDARD 1.

Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks

BENCHMARK a.

Gains control of hands and fingers

Educators may...

- Hold a book firmly with two hands.
- Hold a cup and drink likely with some spilling
- Remove socks.
- Place hat on head.
- Open doors using knobs.
- Demonstrate how to draw a line (vertical or horizontal) with finger in wet sand or finger paint. Offer children an opportunity to imitate.
- Allow children to help with jobs using their hands, such as opening doors, opening or filling containers, using pegboards, etc.

Families may...

- Provide a variety of stackable items such as tissue boxes, empty containers, books and shoe boxes to encourage stacking and building.
- Sing songs that have hand and finger movements, such as "Itsy-Bitsy Spider."
- Provide large crayons for scribbling.

STANDARD 2.

Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision

BENCHMARK a.

Uses *hand-eye coordination* when participating in *routines*, play and activities (e.g., painting at an easel, putting objects into shape sorter, putting blocks into defined space, tearing paper)

Children may...

Educators may...

- Scribble using a variety of materials such as markers, chalk, water colors and finger paints.
- Place pegs on a board.
- Use knobbed puzzles or Duplo blocks.
- Demonstrate and promote circular scribbles, practice stirring with a bowl and making *circles* in wet sand with a finger or a stick.

Families may...

- Provide toys and materials for children to practice putting together and taking apart, stacking, etc.

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2 - 3 YEARS (24 - 36 months)

As 2-year-olds' **hand-eye coordination** improves, they enjoy activities that include smaller arm and hand movements, such as using crayons and markers. Their activities are more purposeful and they try numerous ways to do things.

STANDARD 1.

Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks

BENCHMARK a.

Coordinates the use of hands and fingers

Children may...

Educators may...

- Hold crayon with thumb and fingers (not fist).
- Use one hand consistently in most activities.
- Roll, pound, squeeze and pull playdough.
- Eat without assistance.
- String large beads onto a piece of yarn.
- Provide playdough at the art table for children to pull and squeeze.
- Provide materials and experiences that promote coordination of hand and fingers (e.g., dressing the babies in the *dramatic play* area, stacking measuring cups and spoons when cleaning up the sand table, developmentally appropriate opportunities to practice early writing).

- Cut an orange in half and show children how to squeeze juice from the fruit and then enjoy drinking the juice from a cup.
- Have child place coins into a piggy bank.

2 - 3 YEARS OLD (24 - 36 months)

Fine motor development focuses on *hand-eye coordination skills* that involve reaching, grasping and manipulating objects. Two-year-olds show *skills* that have a purpose. Their actions are smooth, specific and more accurate.

STANDARD 2.

Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision

BENCHMARK a.

Coordinates the use of arms, hands, fingers to accomplish tasks with **hand-eye coordination** when participating in **routines**, play and activities (e.g., painting at an easel, placing simple pieces of puzzle, folding paper)

Children may...

- Turn single pages of a book.
- Hold crayon with thumb and fingers (not fist).
- Use one hand consistently in most activities.
- Imitate circular, vertical and horizontal strokes.
- Paint with some wrist action, make dots, lines, circular strokes.
- Roll, pound, squeeze and pull playdough.
- Eat without assistance.

Educators may...

- Provide opportunities for children to wash the dishes in *dramatic play*, use pipettes or turkey basters for water play, string beads, use geoboards and rubber bands, etc.
- Help children fold paper to make a card and provide a variety of writing materials to decorate the card.

- Encourage children to flip make-believe pancakes with a small spatula, skillet and sponge. The adult cuts the edges of the sponge to create a pancake shape. Demonstrate for children how to flip the pancake and then feed it to one of their stuffed animals.
- Play "What Comes Next?" by drawing a line on a piece of paper and asking children to continue the line and decide where it should go, alternating between straight lines, squiggly ones, zigzags and spirals.

3 - 4 YEARS (36 - 48 months)

Three-year-olds use their vision to guide and integrate their interactions. When engaging in activities that require *hand-eye coordination*, such as threading beads or lacing sewing boards, 3-year-olds are practicing steadiness and patience. Because they are just developing these *skills*, children this age need support and encouragement.

STANDARD 1.

Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks

BENCHMARK a.

Uses various drawing and art tools with developing coordination

Children may...

Educators may...

- Draw and color using pens, markers and crayons, sometimes forming identifiable shapes and images.
- Manipulate clay material (roll balls, make snakes, cookies).
- Use cutters, molds and other ageappropriate tools when playing with playdough.
- Provide a variety of writing materials at learning centers (e.g., shopping lists in *dramatic play*, graph paper in the block *center*, greeting cards in the writing *center*).
- Provide various surfaces with different inclines for writing and drawing (e.g., easels, dry erase boards, clipboards).
- Provide a variety of cutters, molds and tools for playdough (e.g., cookie cutters, presses, plastic knives, pizza cutters).

- Help children write a thank you card following a birthday or holiday for gifts received or experiences they had. Encourage children to sign their own name on the card.
- Make homemade playdough for children to manipulate and make creations. Allow children to practice slicing, cutting and rolling with age-appropriate tools.
- Make a fruit salad with children by using a plastic picnic knife or even a Popsicle stick to cut soft fruit such as bananas or peaches. Children can sprinkle raisins on top and stir it all together.

STANDARD 2.

Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision

BENCHMARK a.

Uses *hand-eye coordination* to manipulate objects and materials (e.g., completing large-piece puzzles or threading beads with large holes, begins to use scissors)

Children may...

Educators may...

- Fit small objects into holes, such as pebbles into a small bottle at the nature table.
- Throw and catch bean bags or balls with increasing accuracy.
- Build tower of several small blocks.
- Open and close child scissors to cut paper.
- Tie lengths of yarn to plastic yarn needles, and knot the end. Children "sew" the yarn on a foam plate by pushing the needle in and out through the plate.
- Play "Hot Potato" with a bean bag, as children toss the "hot" bean bag to one another as quickly as possible.
- Encourage children to take turns stacking blocks to make one tall tower.
- Provide stringing beads, macaroni or large cereal to make jewelry. Place tape at the end of the shoelace or string.
- Turn tongs into toys. Have child move cotton balls from one container to another with a pair of kitchen tongs. After mastering the cotton balls, switch to something heavier like beads or small stones.

Families may...

- Cut plastic drinking straws into small pieces, about 1-inch. Tie yarn to a plastic needle, or use plastic laces, and knot the end. Children string the straws onto the yarn or lace.
- Encourage children to build towers with blocks or toys.
- Provide stringing beads, macaroni, or large cereal to make jewelry. Place tape at the end of the shoelace or string.

BENCHMARK b.

Uses *hand-eye coordination* in handling books (e.g. turning pages, pointing to pictures or looking for favorite page)

Children may...

- Turn pages of a book one at a time.
- Orient the book in the right direction.
- Point to pictures in the book.

Educators may...

- Provide books throughout various learning centers (e.g., construction books in the block area, magazines in *dramatic play*, art books in the art area).
- Have a book helper during reading time, allowing the helper to turn the pages or use a pointer to point to key pictures in the story.

Families may...

 Visit the local library and check out books on a variety of topics. Allow children to explore magazines, newspapers, even the mail. Encourage children to point out new and familiar pictures, turning pages one at a time, and demonstrate how to care for books.



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds are continuing to strengthen the small muscles in their hands when they use tools for writing, drawing and creating art. *Fine motor* control is still developing. Four-year-olds are progressing through the stages of drawing and writing, from making marks and scribbles to eventually creating a realistic picture. Each child progresses differently; some may draw realistic pictures early and others may take much longer. Continued opportunities to practice with creative art materials and tools are important.

STANDARD 1.

Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks

BENCHMARK a.

Shows hand control using various drawing and art tools with increasing coordination

Children may...

Educators may...

- Draw and color using pens, markers and crayons and sometimes form recognizable letters, numbers and images.
- Manipulate clay material (roll balls, make snakes, cookies) making identifiable creations.
- Use a proper pencil grasp.
- Establish left- or righthandedness.

- Provide different-sized brushes at the painting easel.
- Encourage the use of writing, drawing and art tools by
 planning age-appropriate activities and changing materials on a regular basis, including writing outside with chalk.
- Create a writing folder or journal for each child that is accessible throughout the day.

- Encourage children to write a thank-you card for gifts received or experiences they had following a birthday or holiday. Spell the words "thank you" for children to write and have them sign their own name.
- Make homemade playdough for children to manipulate and make creations. Allow children to practice slicing, cutting and rolling with age-appropriate tools.



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Fine motor development continues to progress, and 4-year-olds are increasingly able to control the small muscles in their hands, including using a *pincer grasp* to hold writing utensils. Children continue developing at their own pace. Some 4-year-olds may be able to cut accurately with scissors, while others may still need instruction and practice.

STANDARD 2.

Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision

BENCHMARK a.

Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)

Children may...

Educators may...

- Build things with smaller linking blocks.
- Start to spread butter or cut soft foods with a small table knife (with supervision).
- Provide small objects to sort and handle (e.g., tiny shells in the science *center*).
- Provide various tools to use with playdough (e.g., rolling pins, cookie cutters, plastic utensils).

Families may...

- Encourage children to make their own peanut butter and jelly sandwich, or spread soft butter on their toast at breakfast.
- Provide age-appropriate puzzles for children to complete.

BENCHMARK b.

Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting

Children may...

- Copy a square or a cross.
- Write name.
- Write numbers one through five.
- Copy letters.
- Have well-established handedness.

Educators may...

- Provide a variety of writing materials at learning centers (e.g., shopping lists in *dramatic play*, graph paper in the block *center*, greeting cards in the writing *center*).
- Provide children with daily opportunities to use a variety of writing tools (e.g., pencils, crayons and markers).
- Provide daily opportunities for children to use scissors (e.g., to cut paper and tape).

- Encourage children to help write or draw the grocery list or the weekly chore list.
- Encourage children to cut out coupons from the newspaper or store circulars.



BENCHMARK c.

Uses coordinated movements to complete complex tasks (e.g. cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs).

Children may...

- Cut on line continuously.
- Pour water from a pitcher into a cup without spilling.
- Button large buttons on a sweater.
- Buckle or unbuckle a hook-andloop belt.
- Lace shoes.
- Securely fasten Velcro straps on shoes.

Educators may...

- Encourage development of zipping, snapping and buttoning skills by providing a variety of clothing for dolls in the *dramatic* play area.
- Draw a spiral on a paper plate and encourage children to cut along the continuous line. Consider the direction of the curve of the line based on the children's preference for handedness.
- Provide daily opportunities to use art materials (e.g., scissors, markers, glue sticks, paint brushes).

Families may...

- Encourage children to dress themselves, allowing them time for zipping and unzipping, securing buttons and fastening snaps.
- Allow children to pour the milk or juice at dinner time.



RELATED BOOKS

INFANTS/TODDLERS

All Fall Down by Helen Oxenbury

Brush, Brush, Brush by Alicia Padron

Eating the Alphabet (board book) by Lois Ehlert

Fruit by Sara Anderson

Germs Are Not for Sharing by Elizabeth Verdick and Marieka Heinlen

Glasses by Ann Gwinn Zawistoski

Hands Can by Cheryl Willis Hudson

Little Yoga: A Toddler's First Book of Yoga by Rebecca Whitford

One, Two, Three...Jump! by Carol Thompson

Sherm the Germ by Dr. John Hutton

Vegetables by Sara Anderson

PRESCHOOLERS

Babar's Yoga for Elephants by Laurent de Brunhoff

Eating the Alphabet by Lois Ehlert

From Head to Toe by Eric Carle

Germs Are Not for Sharing by Elizabeth Verdick and Marieka Heinlen

Gregory, the Terrible Eater by Mitchell Sharmat

Growing Vegetable Soup by Lois Ehlert

I Will Never Not Ever Eat a Tomato by Lauren Child

Just Going to the Dentist by Mercer Mayer

My Very First Book of Food by Eric Carle

Noah the Narwhal: A Tale of Downs and Ups by Judith Klausner

The Busy Body Book: A Kid's Guide to Fitness by Lizzy Rockwell

The Very Hungry Caterpillar by Eric Carle

We're Going on a Bear Hunt by Helen Oxenbury

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GLOSSARY

Environment: the circumstances, objects or conditions by which one interacts with and is surrounded (e.g., the indoor and outdoor area or setting where the child lives and interacts including home, neighborhood, classroom, etc.)

Hand-eye coordination: the ability to coordinate movements between the eye and hand to complete a task (e.g., hitting a softball or catching a bean bag)

Fine motor: abilities using the small muscles of the hands (e.g., grasping toys, picking up or holding food, connecting links, lacing, drawing, crushing paper, scissors, holding a writing utensil)

Gross motor: abilities using large muscles of the arms, legs and torso: activities using these *skills* include crawling, pulling up, walking, running, jumping, pedaling, throwing and dancing

Health: term that encompasses young children's physical, dental, auditory, visual and nutritional development and well-being

Nutrition: the process of absorbing nutrients from food and processing them in the body to stay healthy or to grow

Nutritious: containing the nutrients that are necessary for life and growth (e.g., raw fruits and vegetables are nutritious foods)

Oral health: overall *health* of mouth, free of disease, defect, or pain. This translates to much healthier teeth

Physical development: the growth of young children's gross and *fine motor* and *self-help skills*, as well as their physical, dental and nutritional growth

Routines: customs or activities regularly practiced at home, in the classroom or in the community

Self-help: a child's ability to accomplish *health* and *self-care routines*, such as dressing, washing hands, and toileting, with or without help from an adult

Planning: the process of mental preparation and problem-solving to accomplish an act (e.g., a child tells the teacher what he/she will do during *center* time)

Self-care: the capacity to take care of personal needs (e.g., drinking from a cup, getting dressed, washing hands, making choices, toileting independently)

Sensory: process of discovering through the senses

Skills: the ability to use knowledge effectively and readily in performance, the ability to transform knowledge into action

Spatial awareness: the ability to be aware of oneself in space in relationship to something else



II. APPROACHES TO LEARNING DOMAIN					
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)
A. EAGERNESS AND CURIOSITY					
1. Shows awareness of and interest in the environment	1. Begins to show eagerness and curiosity as a learner	1. Shows eagerness and curiosity as a learner	1. Shows increased eagerness and curiosity as a learner	1. Shows curiosity and is eager to learn new things and have new experiences	1. Shows increased curiosity and is eager to learn new things and have new experiences
B. PERSISTENCE					
1. Attends to sights, sounds and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes	1. Pays attention briefly and persists in repetitive tasks	1. Pays attention for longer periods of time and persists at preferred activities	1. Spends more time engaging in child-initiated activities and seeks and accepts help when encountering a problem	1. Sustains attention for brief periods and finds help when needed	1. Attends to tasks for a brief period of time
C. CREATIVITY AND INVENTIVENESS					
1. Notices and shows interest in and excitement about familiar objects, people and events	1. Approaches and explores new experiences in familiar settings	1. Explores the various new properties and uses for familiar objects and experiences	1. Explores the environment with purpose and flexibility	1. Approaches daily activities with creativity	1. Approaches daily activities with creativity and inventiveness
D. PLANNING AND REFLECTION					
Not yet typically observed	Not yet typically observed	Not yet typically observed	Not yet typically observed	1. Shows initial signs of planning and learning from their experiences	1. Demonstrates some planning and learning from experiences



II. APPROACHES TO LEARNING

Approaches to Learning is a unique and critical domain of children's development. Although each of the other developmental domains reflects specific content knowledge that document what children know and do, Approaches to Learning is not about specific content knowledge. Instead, it addresses how children deal with new environments, interactions and discoveries. Approaches to Learning describes children's attitudes and dispositions towards learning.

As young children gain knowledge and skills across the domains - Physical Development, Social and Emotional Development, Language and *Literacy*, Mathematical Thinking, Scientific Inquiry and Social Studies and Creative Expression Through the Arts — they also develop specific strategies that help direct that learning. The Approaches to Learning domain includes three components shared by infants, young toddlers and 3-and 4-yearolds to support development, and a fourth component that supports toddler and 3-and 4-year olds' development. Careful *planning* and arrangement of children's environments and interactions provide opportunities for young children to use all four strategies.

The first component that children use to approach learning situations is **Eagerness** and *Curiosity*. This strategy is reflected in the desire of young children to engage with objects and people in their immediate environments. As development proceeds, those interactions expand to include interest in the challenges of a larger and more novel world. Encountering setbacks and obstacles is a normal part of children's development. Persistence, or the capacity to continue working on tasks that appear difficult or unsolvable, is necessary for a full **exploration** of the world. A young child's first approach in a new learning situation may not result in success, and other strategies may be necessary.

Creativity and Inventiveness is a component that requires flexibility and imagination. Using familiar materials in new ways is an example of this strategy. Systematically trying out old solutions to solve new problems, followed by experimenting with new solutions, is another example. This requires flexibility of thought and imagination while relying on 4-year-old's' increasing willingness to adapt familiar materials and activities in new situations and seek new ways to solve problems. The fourth component, Planning and Reflection, plays an increasingly important role in toddler and 3-and 4-year-olds' development. Their early attempts at trying alternate approaches are often simple trial and error. With increasing practice and support from adults, children can reflect and think through the steps of their varied approaches to learning and begin planning solutions with increasing competence.

Parents, caregivers and educators need to be aware of these four learning components as they facilitate young children's development of young children. As with all domains, children will demonstrate individual differences in the rates by which each strategy emerges and develops. The degree to which children successfully employ these strategies depends on the quality and **quantity** of interactions with supportive adults who encourage expansion of previously successful strategies and support using new strategies.

II. APPROACHES TO LEARNING





BIRTH - 8 MONTHS

- Give infants opportunities for tummy time on a clean surface. Have appropriate toys within reach.
- Present a variety of toys in various colors, tones and textures for young infants to explore with their hands, eyes and mouth.
- Encourage further *exploration* by commenting on young infants' initial *exploration*.
- Encourage guided *exploration* in outdoor play areas.
- Provide opportunities for frequent and sustained touch and closeness.

8 - 18 MONTHS

- Sing songs, read stories, dance, and practice finger plays repeatedly with older infants.
- Provide materials such as clean, empty containers and boxes for older infants to fill and discover hidden treasures.
- Introduce and repeat stimulating toys, games and sounds to encourage *curiosity* and *creativity*.



- Ensure that there are *dramatic play* materials accessible to young toddlers, so they can pretend to be in familiar or new roles.
- Remember that young toddlers' ever present
 persistence and curiosity are signs they are testing the limits of this newly-found independence.
- Incorporate *dramatic play* materials that represent cultural *diversity*.



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- Model and encourage children to use materials for purposes other than their original intent, such as using a banana as a telephone or a hairbrush as a microphone.
- Provide opportunities for children to practice self-help skills during meal times.
- Ask children who, what and why questions during play, and use these times as a chance to have conversations.

3 - 4 YEARS (36 - 48 months)

Make picture charts of steps involved in the experience of making cookies.

- Help children use charts to follow directions.
- Be sure to have a variety of different art materials available.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

- Include spaces for special exhibits, visitors and events.
- Include materials, supplies and equipment for all children enrolled, as well as sufficient space to support flexibility and foster smooth transitions.
- Include materials and supplies that children can move and use in different ways both inside and outside, as well as labeled storage spaces for materials and supplies so children and educators can readily find needed items.
- Include writing materials in every area of the classroom and help children document their plans and reflections.
- Use outdoor time for creativity – building with cardboard boxes, creating obstacle courses for crawling, painting (staple large pieces of craft paper on a privacy fence, or roll out paper on a sidewalk).

II. APPROACHES TO LEARNING

BIRTH - 8 MONTHS

Young infants display an interest in their surroundings. They have natural *curiosity* about themselves and interact with their immediate *environment*.

STANDARD 1.

Shows awareness of and interest in the environment

Children may...

- React to objects, voices and sounds by becoming either more quiet or more active, or by changing their body language, gestures and facial expressions.
- Gaze at parents, caregivers and educators when being fed or changed.
- Explore an object using all their senses, such as rubbing an object against their cheek, putting it in their mouth, watching it as they wave it back and forth in front of their face or banging it on the floor.
- Position and move their bodies towards an interesting object.

Educators may...

- Provide infants opportunities for tummy time on a soft surface. Have appropriate toys within reach.
- Present a variety of toys in various colors, tones and textures for young infants to explore with their hands, eyes and mouth.
- Encourage further *exploration* by commenting on young infants' initial explorations.
- Encourage guided *exploration* in the outdoor play areas. Provide opportunities for frequent and sustained touch and closeness.

Families may...

- Play with children every day.
- Introduce materials and activities giving the child time to try different things.
- Watch to see what materials and activities hold children's attention and what they enjoy.
- Limit children's time spent in infant equipment (car seat, carrier or other containers).
- Take children outdoors and talk about what children are hearing, seeing and feeling.

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8 - 18 MONTHS

Older infants are increasingly curious about themselves and the world around them. As their motor and **sensory skills** develop, they are able to increase their explorations.

STANDARD 1.

Begins to show *eagerness* and *curiosity* as a learner

Children may...

- Show pleasure and encourage continued interaction with adults by vocalizing and smiling when they are being read to.
- Imitate familiar activities, such as cooking and stirring, putting a pretend telephone to their ear or initiating a familiar game such as peek-a-boo.
- Actively explore and make sense of the world by using their bodies and senses, as well as using tools, materials and equipment to extend *skills*.
- Explore water with an engaged adult.

Educators may...

- Sing songs, read stories, dance and practice finger plays repeatedly with older infants.
- Provide materials, such as clean, empty containers and boxes for older infants to fill and to discover hidden treasures.
- Introduce and repeat stimulating toys, games and sounds to encourage *curiosity* and *creativity*.

- Supervise and guide children's activities as they become more active and curious.
- Provide a healthy and safe
 environment (remove choking hazards, cover electrical outlets, put poisons out of reach, avoid cigarette smoke and mold, etc.).
- Read story books and tell stories with children.
- Describe everyday objects and activities (such as red car, rock the baby) and talk about daily *routines*.
- Introduce new words in context ("This is a juicy peach.").
- Repeat questions and directions as needed, demonstrating or showing the answer if necessary. Ask who, what and where questions.
- Play naming games while exploring outside, looking at books, putting toys away, etc.
- Acknowledge child's attempts to say new words. Expand what child says.
- Show you understand your child's words and gestures. Have conversations.

18 - 24 MONTHS

With increasing mobility, young toddlers can expand their boundaries for exploring their environments. Parents, caregivers and educators provide the secure base that permits this venturing out into the world.

STANDARD 1.

Shows eagerness and curiosity as a learner

Children may...

- Be encouraged to find the hidden "toy of the day" – something the children know.
- Find and point to details pictured in stories being read.
- Take turns feeding a classroom pet or watering a plant.

Educators may...

- Hide small toys in a **sensory** bin (e.g., a combination of large rigatoni, penne and bowtie pasta; or a bin of balls).
- Strategically place a variety of items around the classroom that relate to the unit of the week (e.g., real or plastic apples and laminated pictures of apples).
- Rotate items in the classroom regularly.
- Take children out to lie on their backs in the grass and look at clouds to "find" things they may recognize, such as a dog or a face.
- Make Friday always a "surprise" day, inviting a visitor or bringing a special item.

- Save things as "surprises" for children and build excitement for the reveal. This can be tied into rewards for a good day at school or doing a special chore at home, as well as just, "It's time for a Saturday surprise!"
- Read story books and tell stories with children.
- Repeat questions and directions as needed, demonstrating or showing the answer if necessary. Ask who, what and where questions.

2 - 3 YEARS (24 - 36 months)

Two-year-olds eagerly explore their environments. They are curious about and aware of changes they see. They are interested in what others are doing. They expand their own behaviors by imitating those of adults and other children.

STANDARD 1.

Shows increased *eagerness* and *curiosity* as a learner

Children may...

- Show interest in patterns, such as sorting colored pegs into single color piles, or placing all the small buttons in one container and the big buttons into another.
- Enjoy opportunities to help parents, caregivers and educators such as assisting with setting the table or folding clothes.
- Explore new toys to see how they work.
- Look at insects, leaves or other things from nature, examine them and watch them move or grow.

Educators may...

- Supply a wide variety of sensory materials to explore. Provide both familiar and new materials in response to children's interests. Include materials that are found in their homes.
- Have the children assist adults with placing napkins on the table for snack or lunch.
- When children express interest, show them what toys will do and how materials can be used.
- Model language and connect actions with words by describing what adults are doing.
- Model language and connect children's actions with words by describing what the child is doing.

Families may...

- While getting ready in the morning, let children explore the closet.
- Play dress-up with children or encourage them to explore the different colors and textures of the fabrics in the closet.
- Involve toddlers in meal preparation.
- Give children kid-friendly pots, pans and other kitchen props so they can play chef while adults are making dinner. Describe spices and vegetables to children and encourage them to smell, touch and taste ingredients used in dinner preparation.
- Sing a song about toes, fingers and noses during bath time. It can be repetitive and simple, such as "wash your toes, wash your nose."

poroaches to Learning

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3 - 4 YEARS (36 - 48 months)

Three-year-olds are interested in the world around them and often respond to what they observe.

STANDARD 1.

Shows curiosity and is eager to learn new things and have new experiences

Children may...

- Notice new items in the classroom and ask others for information, such as, "What is that?"
- Investigate and experiment with materials in the water table or outdoor sand play area.
- Ask questions to get additional information during conversations, such as asking, "Why?" when an adult talks about something that happened.
- Ask an adult to read a new book that is in the reading corner or pretend to read it to themselves.

Educators may...

- Look for cues indicating new or growing interest and find ways of supporting with new items for the classroom.
- Provide a variety of objects, toys and natural materials for the water table.
- Notice when 3-year-olds experiment with their toys and other objects and ask them questions about their play ("Why do you think that green car moves so much faster than the blue car?").
- Intentionally plan times during the day to read to children in small groups or individually. Ask them to choose the book.

- Find easy chores that children can do each morning, giving opportunities to help pack lunch, make the bed or feed a pet.
- Whenever possible, sit down and talk with children about plans for the day.
- Play "Simon Says" by providing children easy directions to follow, such as "Simon says put on your shirt," "Simon says, brush your hair."
- Use a variety of objects to make a sorting game. Collect items around the house (plastic bottles, old buttons, jars, lids and toys) and ask children to sort them by color, shape and size.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds are increasingly curious about their world and *initiate exploration* of their natural and social *environment*, such as family roles, plants, and animals. This interest in new things helps them make sense of the world around them, build a rich *vocabulary* and begin using new strategies to solve problems.

STANDARD 1.

Shows increased *curiosity* and is eager to learn new things and have new experiences

Children may...

- Investigate and experiment with new materials in activity areas to see how the materials work and what they can do.
- Share ideas by answering questions like, "Why does that happen?" and, "How can I do that?"
- Ask an adult or peers for more information.
- Work with peers, adults and materials to solve problems.
- Select or request their own activity and eagerly participate in all activities.
- Choose many ways to explore a special interest (e.g., looking for books about dinosaurs, playing with toy dinosaurs and drawing pictures about dinosaurs).

Florida's Early Learning and Developmental Standards

Educators may...

- Make additions and alterations to classroom activities and materials on a regular basis to encourage *curiosity* and promote new ideas.
- Ask open-ended questions and encourage dialogue to promote further questions and deeper understanding.
- Further children's thinking by posing questions that challenge their train of thought.
- Create *problem-solving* opportunities by providing materials on a variety of levels of complexity for children to engage with peers, adults and materials.
- Create opportunities to model problem-solving by "thinking out loud."

- Go on a nature walk. Parks and backyards are filled with natural materials that can be used for art projects. Ask children to describe the things they have found:
 "What do you see? What does it feel like? What does it smell like?"
- On a sunny day, have children find their shadow. Ask what makes a shadow. Explore the shape of the shadow by moving around. Trace the shadow using sidewalk chalk. Go back later in the day and check the place where you traced the shadow.
- Explore the backyard by giving children a small area to dig in the dirt. Use a small shovel or gardening tools. Have children look for plants, rocks, insects, seeds and anything else they can find and then talk about the items.

BIRTH - 8 MONTHS

Young infants depend on parents, caregivers and educators for emotional and physical support. They begin attending to and repeating interactions and behaviors that are pleasurable and meet their needs.

STANDARD 1.

Attends to sights, sounds and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes

Children may...

- Kick or swat a mobile to repeat a sound or motion.
- Explore books repeatedly with their hands and mouths and look at pictures.
- Bang an object repeatedly as they explore its properties.
- Cry or in some other way try to get the attention of the parent, educator or caregiver.

Educators may...

- Give infants opportunities for tummy time on a soft surface.
- Place appropriate toys within reach.
- Present a variety of toys in various colors, tones and textures for young infants to explore with their hands, eyes and mouth.
- Encourage further **exploration** by commenting on young infants' initial explorations.
- Encourage guided **exploration** in outdoor play areas providing opportunities for frequent and sustained touch and closeness.

- Gently rock, swing or bounce children in adults' arms or in a rocking toy.
- Give children toys or safe objects with different textures, shapes, smells and sounds. Name the textures, shapes, colors, smells and sounds.
- Go outside to explore or for playtime.
- Give children toys or safe objects to reach, grasp, shake and drop.
- Place toys or position themselves just out of the child's reach to encourage rolling, scooting, creeping and crawling.
- Sing songs and play games that involve big movements with arms and legs.

8 - 18 MONTHS

Older infants continue having a greater sense of their **environment**, and their attention span become longer. They look to their parents, caregivers and educators for emotional and physical support.

STANDARD 1.

Pays attention briefly and persists in repetitive tasks

Children may...

- Ask or gesture that they want the same song or story repeated over and over.
- Engage in longer periods of turntaking or back-and-forth sound play with parents, caregivers and educators, and respond to adults' speech by producing words or babbling sounds that imitate the adult's inflections or sounds.
- Remember the location of a favorite object and search for it where it is usually placed.
- Repeat a new skill such as going up and down a step.

Educators may...

- Sing songs, read stories, dance and practice finger plays repeatedly with older infants.
- Provide materials, such as clean, empty containers and boxes for older infants to fill and to discover hidden treasures.
- Introduce and repeat stimulating toys, games and sounds to encourage *curiosity* and *creativity*.

- Provide consistent *routines* for daily activities such as mealtimes and naptimes.
- Provide opportunities for children to participate (e.g., help with dressing, using spoon).
- Talk with children about *routines* and any changes to the routine, if appropriate.
- Give simple directions and provide children time to respond.
- Practice cleanliness *routines* such as washing children's hands, brushing teeth and gums, wiping nose, etc., with children's help.
- Keep nap and mealtime *routines*.

18 - 24 MONTHS

As gross and *fine motor skills* develop, young toddlers can persist at activities they like. They may seek assistance from adults, but young toddlers will want to explore their independence.

STANDARD 1.

Pays attention for longer periods of time and persists at preferred activities

Children may...

- Engage with novel items placed prominently in their view, such as new nature items or different animals that correlate to a book.
- Jump in place more times, run a little farther than previously, shake all over or any number of actions to increase endurance and **persistence**.
- Engage in finding items hidden in a *sensory* bin or around the classroom.

Educators may...

- Use proximity and engagement to increase children's time at preferred activities, gradually reducing the proximity and engagement.
- Continuously look for opportunities to engage a child
 building focus, using directives like, "look," "do you see," "touch" or "find."
- Encourage children to listen to different styles of **music**, even possibly with eyes closed, encouraging them to associate different concepts with the **music**, such as fast, slow, quiet, happy, sad.

- Read longer or wordier books with children or increase time spent looking at books in the parent's lap.
- Increase time spent with children focused on different family members, on more family activities or even chores, making them fun, of course!
- Understand that children are more successful in school with attention to people and activities rather than attention to screens and electronics.



2 - 3 YEARS (24 - 36 months)

Two-year-olds pay attention to interesting activities. They enjoy repeating favorite activities and seek and accept help while persisting with difficult tasks.

STANDARD 1.

Spends more time engaging in child-initiated activities and seeks and accepts help when encountering a problem

Children may...

- Prefer to feed themselves and pour their own juice.
- Listen closely and turn the pages of a storybook that a parent, caregiver or educator is reading.
- Repeat activities or games over and over, such as building a block structure, taking it apart and rebuilding it.
- Show interest in completing simple puzzles, stringing beads successfully and repeating attempts to use scissors.

Educators may...

- Provide child-sized pitchers, serving spoons and allow children to serve themselves.
- When reading a book, provide the child with opportunities to turn the pages.
- When children indicate they need help, respond by listening and **observing** to determine what kind of help they need.
- Allow children to repeat activities and experiences.
- Provide moderately challenging activities and materials that allow children to try hard, to try different ways of doing things and to experience success.

- Give children a chance to make simple choices, such as what to wear or what to eat for a snack.
- Give children a bit of support when they need it, while being careful not to take over completely. Children experience great satisfaction when they try to finish new things.
- Encourage children to ask questions, try different ways of using materials or offer them a wide range of new experiences.
- Look for achievements to praise and acknowledge your children's progress whenever possible.

3 - 4 YEARS (36 - 48 months)

Three-year-olds can sustain attention for a brief period. This might be longer if the activity is something of great interest, such as their favorite story. If they encounter a problem, 3-year-olds may walk away or become frustrated. They may need assistance asking for help or solving problems.

STANDARD 1.

Sustains attention for brief periods and finds help when needed

Children may...

- Ask an adult for help getting the pieces of a puzzle to fit.
- Try to rebuild a block tower after it tumbles down.
- Focus on a task that interests them, such as building a castle in the sand table.
- Try to place a box on a shelf by turning it around until it fits.

Educators may...

- Make picture charts of steps involved in experiences like cooking. Help children use the charts to follow directions.
- Provide support when needed while being careful not to take over completely.
- Look for achievements to praise and acknowledge children's progress whenever possible.

- Let children set the table: one plate, fork and napkin for each person.
- Make cleaning up a game by having a contest to see who can pick up the most toys in five minutes. Give each child a category to look for: a specific color, size, shape. When the time is up, count the objects in each group to see who found the most. This is a fun way to clean-up for the night and learn concepts like shapes and colors. Families can also talk to children about the size of the toys and compare them. Which one is the largest? Smallest?
- Make mornings fun by creating an easy-to-follow schedule. Talk to children about all the things they need to do in the morning (eat breakfast, brush teeth, get dressed, do chores), and put those in order. Make a schedule on paper or cardboard with pictures of the child doing each thing. Put it in a place where children see it each morning.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds are developing the *skills* they need to complete tasks, but the ability to stay on task may vary with the activity, the child's individual *temperament*, and age. Attention spans should increase over the course of the year. Four-year-olds may become frustrated when they are unable to solve a problem. However, they are becoming more internally motivated to persist and discover alternative solutions to problems. In addition, they may ask for help from a trusted adult or another child.

STANDARD 1.

Attends to tasks for a brief period of time

Children may...

- Work with a friend to complete a task despite interruptions and distractions (e.g., fit puzzle pieces together or experiment with different sizes of blocks to make a block tower stable).
- Continue to work on self-selected activities that they find difficult.
- Sustain or *initiate* a new activity without needing external approval.
- Ask a teacher for help in solving a problem with a friend after attempting to resolve the problem themselves.

Educators may...

- Offer encouraging statements and suggestions when children are struggling with a problem (e.g., "Try turning the puzzle piece a little and see if it fits," or, "You are really working hard to figure that out!").
- Provide ample time for children to engage in activities and play to support longer attention to tasks and opportunities for problemsolving (e.g., a minimum of one hour for free-choice *center* time).
- Provide opportunities for children to work on activities (e.g., block construction or gardening) over an extended period of time (days or weeks).
- Offer a variety of materials and activities to encourage children to make their own choices based on their individual interests.
- Encourage children to perform routine tasks independently (e.g., hanging up their coats, placing bags in cubbies when arriving at school, putting coats on when going outside).

- Play simple board games as a great way to practice counting *skills* while also helping children learn how to take turns and complete the game. Find games recommended for preschool ages and play them together.
- Make a book with children. Think about a topic that they are interested in and help them write a story about it. Ask children to draw pictures and help them write words on the page. Read the story together.
- Find easy chores children can do each morning: help pack own lunch, make own bed or feed a pet.
- Check the weather when children wake up in the morning and ask, "Is it sunny or cloudy outside? Is it raining or snowing?" Families can also look at the weather on the news or on a phone app. Talk about what to wear and ask, "Do you need a coat, gloves, umbrella, or hat?" Make it part of the morning routine.

BIRTH - 8 MONTHS

Young infants begin exploring their surroundings and modifing their responses to meet their needs.

STANDARD 1.

Notices and shows interest in and excitement about familiar objects, people and events

Children may...

- Turn toward and track voices, people and objects.
- Roll from their backs to their stomachs when looking for a toy.
- Use multiple senses at one time to explore objects by looking, touching, mouthing and banging.
- Inspect own hands, fingers, feet and toes by touching, looking, and mouthing.

Educators may...

- Give infants opportunities for tummy time on a soft surface. Have appropriate toys within reach. Present a variety of toys in various colors, tones and textures for young infants to explore with their hands, eyes and mouth.
- Encourage further *exploration* by commenting on young infants' initial explorations. Encourage guided *exploration* in outdoor play areas.
- Provide opportunities for frequent and sustained touch and closeness.

- Read or tell stories about families and friends.
- Help children learn to identify family members and friends.
- Give children opportunities to interact with other children at home.
- Guide young infants' interactions with other children by helping with watching and gentle touching.

8 - 18 MONTHS

Older infants understand that objects and people continue to exist even when they are not visible. They learn that certain actions can produce certain results. Older infants are active and *initiate exploration*. They learn as they move, using their senses to explore.

STANDARD 1.

Approaches and explores new experiences in familiar settings

Children may...

- Play in **sensory** bins of many different textures.
- Play in sand box with many different tools.
- Use dolls, toy animals, pictures and mirrors to find body parts.

Educators may...

- Play *music* of different styles and different instruments.
- Increase descriptive language to build understanding of the uniqueness of items.
- Borrow different genres and works of art to display in the classroom.

Families may...

- Play with children, encouraging inventiveness in things such as building with blocks, "play" cooking and other favored activities.
- Take children to places where creativity and inventiveness are stimulated, such as a children's museum, art museums, botanical gardens, craft fairs and more, teaching their child appreciation of the items seen.



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18 - 24 MONTHS

As they begin exploring the *environment* independently and with purpose, young toddlers show more interest in objects. They imitate others and recreate familiar events with objects and toys.

STANDARD 1.

Explores the various new properties and uses for familiar objects and experiences

Children may...

- Bring special "treasures" from home to show to their classmates.
- Match classroom items to outlines traced on poster board, beginning with two or three and gradually increasing the number of selections.
- Sort colored wooden blocks onto sheets of construction paper in matching colors.

Educators may...

- Lead a child or children around the classroom to find items that are the color of the week or shape of the week.
- Ask children to find something that is a color or a shape or a category such as "something we play with" or "something we eat."
- Regularly put new toys and books in non-typical locations (e.g., a book in the *dramatic play center*, a baby doll in the listening *center*, a truck in the nature *center*).

- Have fun with a family day by encouraging silly outfits such as clothes worn backwards, nonmatching socks, silly headwear or matching colors.
- Take walks and look for things in nature such as newly blossomed flowers and trees, special rocks, ladybugs or anything else that is "happened upon," building their value as "treasures."

2 - 3 YEARS (24 - 36 months)

Two-year-olds use familiar materials in flexible and inventive ways. They show excitement about new discoveries that emerge as they play with familiar materials and explore new toys and materials. They enjoy imitating familiar roles, characters and animals during play.

STANDARD 1.

Explores the environment with purpose and flexibility

Children may...

- Use objects together as tools.
- Scribble on a piece of paper.
- Act out familiar life scenes, such as picking up a bag or lunch box and saying, "I go to work."
- Find solutions to simple problems (e.g., riding toy is stuck on a toy so the child backs up and drives around the toy).

Educators may...

- Model and encourage children to use materials for purposes other than their original intent, such as using a banana as a telephone or a hairbrush as a microphone.
- Lay out large sheets of paper with large crayons and markers.
- Provide opportunities for children to practice *self-help skills* during meal times.
- Ask children who, what or why questions during play, and use these times as a chance to have conversations.

- Provide a bit of support when children try to finish new things while being careful not to take over completely.
- Encourage children to ask questions, try different ways of using materials or offer them a wide range of new experiences.
- Look for opportunities to praise and acknowledge children's progress whenever possible.
- Give children a chance to make simple choices such as what to wear or what to eat for a snack.





3 - 4 YEARS (36 - 48 months)

Play provides opportunities for 3-year-olds to learn about their world and the materials around them. Sometimes they use materials as they are intended, such as using a spoon to eat applesauce, and sometimes they create new ways to use them, such as using a spoon as a microphone.

STANDARD 1.

Approaches daily activities with *creativity*

Children may...

- Make up movements and actions during a group movement activity.
- Pretend to be a cat in the *dramatic play* area and meow while crawling around.
- Mix paint at the easel to make a new color on their paper.
- Make sand "pies" and pretend to eat them.

Educators may...

- Read or write stories in which children change or make up their own endings.
- Have a variety of different art materials available for 3-year-old children.
- Demonstrate that there may be more than one way to do things or to solve problems and help children generate alternatives and weigh options (e.g., "It's raining and we can't go outside. What can we do instead?").

- Read children's favorite books and then act them out together. Find items around the house to use as props. Dress up like the characters in the book. Retell the events in the story in your own words by pretending to be the characters.
- Make a book with children thinking about a topic they are interested in and helping them write a story about it. Ask children to draw pictures, and help them write words on the page. Read the story together.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Familiar, supportive people and *environments* are comforting to young children as they begin experimenting with new ways of solving problems. *Creativity* and inventiveness is expressed in many ways including movement, *music*, art, drama and verbal.

STANDARD 1.

Approaches daily activities with creativity and inventiveness

Children may...

- Make up roles for themselves and friends in *dramatic play* and use imaginary props to support *dramatic play*.
- Respond to open-ended questions (e.g.,"What would happen if...?" or "What could we...?").
- Add creative details to a story.
- Experiment with open-ended materials (e.g., *recycled* objects, fabric, paint, paper, blocks, clay).
- Use trial-and-error in problemsolving activities (e.g., test for stability while building a tower using *unit* blocks).
- Use creative movement and music to express themselves.

Educators may...

- Provide a variety of open-ended materials (e.g., blank paper, modeling clay, ribbons, musical instruments, stencils) and allow children to create instead of replicating a teacher-directed project.
- Observe children carefully as they try to solve problems in order to **scaffold** their development.
- Provide ample time for children to engage in activities so they can try different ways to approach a project.
- Create opportunities for children to role-play characters and try on roles of community workers.
- Encourage children to solve problems step-by-step, asking questions in a series (e.g., "What would you do first?" "Then what?").

- Play "What would you do if... you were a lion? It started to rain? You lost your shoe?" to promote conversation, imagination and *problem-solving*.
- Use simple everyday items like cardboard boxes, egg cartons, plastic containers and newspaper as props to spark young imaginations. Transform a cardboard box into a car and drive around the house. Spark a conversation by saying, "Today, let's pretend we are going to..."
- Play an imaginative guessing game. The adult can say, "I am imagining my own costume. It is going to be red. I am going to wear a hat and carry a hose. I will ride on a red truck. Who am I?" Let children guess or ask more questions to figure it out. Then see if children can give the adult clues so the adult can guess the costume children are imagining.
- Read children's favorite books and then act them out together.
 Find items around the house to use as props. Dress up like the characters in the books. Retell the events in the stories in own words by pretending to be the characters.

3 - 4 YEARS (36 - 48 months)

Three-year-olds like to talk about what has happened during their day. Often, they are able to talk about how to do something, such as feeding the class bunny, even though they may skip a few steps.

STANDARD 1.

Shows initial signs of *planning* and learning from their experiences

Children may...

- Choose colors they want to use to draw a picture.
- Talk about something that happened to them "yesterday" or earlier that day.
- Select something to wear in the dress-up *center* before they get there.
- Notice that behaviors may come before an event, such as, "If mom sets the table, then we are getting ready to eat."

Educators may...

- Label storage shelves and containers to help children select materials and return them independently.
- Avoid interpreting children's inquisitiveness, *persistence* or explorations as hyperactivity or misbehavior.
- Ask children what they are going to do, are doing or have done in the block *center* or art *center*.

Families may...

- Whenever possible, sit down and eat with children and talk to them about the plans for the day.
- Start each day with some simple exercises. Decide as a family what fun exercises can be done each morning. Write the ideas on index cards and choose a few to do together each morning.
- Make mornings fun by creating an easy-to-follow schedule. Talk to children about all of the things they need to do in the morning (eat breakfast, brush teeth, get dressed, do chores) and put those in order. Make a schedule on paper or cardboard with pictures of children doing each thing.
- Ask children how many steps they think it will take to walk to a place outside. Guess how many steps it will take, then test it by walking the distance and counting steps. How many steps did children take? Did it take them the same amount of steps that it would take an adult? Why or why not?

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4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-old children demonstrate an increasing ability to set goals and develop plans to reach their goals. They begin organizing their actions and materials into steps toward accomplishing a task and follow through with their plans by making choices independently. After completing their task, they are able to reflect on what worked and what did not. Fouryear-olds' everyday experiences help them learn **skills** for **planning** activities and looking back at what has happened in the past. Cooperative play experiences provide opportunities for children to plan together and reflect.

STANDARD 1.

Demonstrates some *planning* and learning from experiences

Children may...

- Brainstorm ideas and multiple solutions for a task (e.g., helping the teacher figure out what children need to take with them on a field trip and then share details about the experience afterward).
- Respond to guiding questions (e.g., "What would happen if...?" and children telling what they plan to build at the block *center* before they start building at *center* time).
- Test multiple solutions (e.g., choosing clothes to fit a doll).
- Verbalize the steps to accomplish a task, either before or during the activity (e.g., tell a friend, "I will be the mommy, you be the daddy, and we are taking our baby to the doctor," in *dramatic play* or as they fill the bird feeder with seeds, say, "First I take the top off.").

Educators may...

- Introduce new equipment and materials before adding them to an interest area, and discuss possible uses.
- Include children in *planning* (e.g., a family picnic at school, a holiday program or the activity they will do during *center* time).
- Provide opportunities for children to discuss, review and document activities (e.g., reflect on a field trip, talk about activity choices, document activities in a picture journal).
- During the reflecting process, help children identify the cause-and-effect relationships in activities such as mixing red and yellow paint (cause) to make orange (effect).
- Allow time during the day for children to make a plan for their activity choices and allow time for children to reflect on their plan (e.g., ask child, "Where do you want to work during **center** time?" "What did you do during **center** time?").

- Play games that require **planning,** such as building a block wall, seeing who can match the most pairs of socks. Talk about what children are thinking.
- Plan meals together. Ask children what they would like to eat. Make a list of meals the family will have that week. Discuss ingredients to buy to make the meals children requested. Did children choose something from each food group? Do the meals include healthy choices like fruits and vegetables?
- Ask children to help create a grocery list. Plan out meals the family will eat for the week and write down the ingredients while talking about the process: "We are going to have spaghetti this week, so I need to write down spaghetti noodles, sauce and cheese. Let's have broccoli with our spaghetti." Give children paper and a pencil to help "write."

RELATED BOOKS

INFANTS/TODDLERS

Are You My Mother? by P.D. Eastman

Baby Dance by Ann Taylor

Counting Kisses by Karen Katz

How Do I Love You? by P.K. Hallinan

I Can Share by Karen Katz

Llama Llama Misses Mama by Anna Dewdrey

"More More More," Said the Baby by Vera B. Williams Morrow

We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury

Where's My Teddy? by Jez Alborough

PRESCHOOLERS

Beautiful Oops by Barney Saltzberg

Big Al by Andrew Clements

Full, Full, Full of Love by Trish Cooke

Little Blue Trucks by Alice Schertle

Owl Babies by Martin Waddell

The Kissing Hand by Audrey Penn

The Little Engine that Could by Watty Piper

The Very Clumsy Click Beetle by Eric Carle

What Do You Do With a Problem? By Kobi Yamada

You Can Do It, Sam by Amy Hest





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GLOSSARY

Center: area within the classroom arranged so that children are able to participate in a variety of related learning experiences (e.g., art *center*, reading *center*, science *center*, block *center*, *dramatic play center* or writing *center*)

Creative movement: moving in a new or unusual way that is not teacher directed (e.g., a child **dance**s to **music** played by the teacher)

Creativity: individuality expressed by creating something new or original (e.g., creating a new representation of a flower)

Curiosity: a strong interest in learning about something. Children demonstrate curiosity when they ask questions about or show interest in activities within the classroom and the world around them (e.g., a child asks questions about new materials in the art *center* or a bug discovered on the playground)

Dramatic play: expressive and spontaneous play

Eagerness: energy and excitement about learning; wanting to learn (e.g., a child desires to participate in an activity)

Emerging: initial stages of a developing skill

Environment: the circumstances, objects or conditions with which one interacts with and is surrounded by (e.g., the indoor and outdoor area or setting where the child lives and interacts including home, neighborhood, classroom, etc.)

Exploration: the act of studying something new to better understand it

Initiate: to begin something, taking the first step

Investigating: observing or inquiring in detail

Music: sound in time that expresses ideas and emotions in significant forms through the elements of rhythm, melody, harmony

Persistence: the patience and endurance to finish a task (e.g., a child works at completing a puzzle until all the pieces are correctly placed)

Planning: the process of mental preparation and **problem-solving** to accomplish an act (e.g., a child tells the teacher what they will do during **center** time)

Reflection: the process of reviewing and critiquing one's own actions or one's own work (e.g., the child shares with the teacher what they did during *center* time)

Routines: customs or activities regularly practiced at home, in the classroom or in the community

Scaffolding: the provision of sufficient support to promote learning when concepts and *skills* are first being introduced to children (e.g., modeling, giving clues, asking questions and providing verbal prompts)

Skills: the ability to use knowledge effectively and readily in performance; the ability to transform knowledge into action

Vocabulary: all the words of a language. There are two types of vocabulary: receptive and expressive. Receptive language is what children understand. Expressive language is what they say aloud.

	III. SOCIAL AND EMOTIONAL DEVELOPMENT						
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)		
A. EMOTIONAL FUNCTIONING							
	1. Expre	sses, identifies and re	sponds to a range of e	motions			
Benchmark a: Uses sounds, facial expressions and gestures to respond to caregiver interactions and express a range of emotions	Benchmark a: Conveys an expanded repertoire of emotions and adjusts expressions in response to the reactions of familiar adults	Benchmark a: Begins to physically respond to the feelings of others	Benchmark a: Labels simple emotions in self and others (e.g., happy, sad)	Benchmark a : Identifies complex emotions in a book, picture or on a person's face (e.g., frustrated, confused)	Benchmark a: Recognizes the emotions of peers and responds with empathy and compassion		
2. De	monstrates appropria	te affect (emotional r	esponse) between bel	navior and facial expre	ession		
Benchmark a: Shows recognition of familiar adults and imitates their facial expressions	Benchmark a : Begins to spontaneously express appropriate emotional gestures and facial expressions according to the situation	Benchmark a: Begins to put words to emotions in interactions with others	Benchmark a: Continues to expand the use of emotion words using them in appropriate settings	Benchmark a: Verbalizes own feelings and those of others	Benchmark a: Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to respond appropriately		
		B. MANAGIN	IG EMOTIONS				
		1. Demonstrates at	bility to self-regulate				
Benchmark a: Uses preferred adult to help soothe	Benchmark a: Soothes with preferred adult during distress to help calm self	Benchmark a: Looks to adults to soothe and may use a transitional object during times of distress	Benchmark a: Takes cues from preferred adult and others to expand their strategies and tools to self-regulate	Benchmark a: Begins to verbalize their emotions	Benchmark a: Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support		
2. Attends to sights, sounds, objects, people and activities							
Benchmark a: Attends to sights, sounds and people for brief and increasing periods of time	Benchmark a: Exhibits joint attention	Benchmark a : Maintains focus for longer periods of time and persists at preferred activities	Benchmark a: Spends more time in child-initiated activities	Benchmark a : Begins to sustain attention for brief period of time in group activities	Benchmark a: Increases attention to preferred activities and begins to attend to non-preferred activities		

Social and Emotional Development

III. SOCIAL AND EMOTIONAL DEVELOPMENT							
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)		
C.	BUILDING AND M	AINTAINING REL	ATIONSHIPS WITH	ADULTS AND PE	RS		
1. Develops positive relationships with adults							
Benchmark a: Experiences and develops secure relationship with a primary caregiver	Benchmark a : Develops secure and responsive relationships with consistent adults	Benchmark a: Enjoys games and other social exchanges with familiar adults	Benchmark a: Enjoys sharing new experiences with familiar adults	Benchmark a: Develops positive relationships and interacts comfortably with familiar adults	Benchmark a: Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults		
	2. Develops positive relationships with peers						
Benchmark a: Notices peers by looking, touching or making sounds directed toward the child	Benchmark a: Shows interest in peers who are playing nearby and interacts with them briefly	Benchmark a: Plays alongside peers and engages in simple turn-taking	Benchmark a: Seeks out other children and plays alongside and on occasion with other children	Benchmark a: Builds social relationships and becomes more connected to other children	Benchmark a: Plays with peers in a coordinated manner including assigning roles, materials and actions		
				Benchmark b: Demonstrates strategies for entry into social play with peers	Benchmark b : Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking		
				Benchmark c: Develops an initial understanding of bullying	Benchmark c: Responds appropriately to bullying behavior		

III. SOCIAL AND EMOTIONAL DEVELOPMENT							
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)		
C. BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS							
3. Develops increasing ability to engage in social problem-solving							
Benchmark a: Signals when there is a problem to seek adult attention and support	Benchmark a: Demonstrates emotional expressions to signal for adult assistance	Benchmark a: May imitate others in resolving problems using simple actions	Benchmark a: Identifies the problem and requests adult support to address the problem for their desired solution	Benchmark a: Able to suggest a potential solution to social problems and with adult support is able to follow through	Benchmark a : Able to independently engage in simple social problem- solving including offering potential solutions and reflecting on the appropriateness of the solution		
	4. Exhibits	empathy by demonst	rating care and conce	rn for others			
Benchmark a: Cries when hearing other children cry	Benchmark a: Notices the emotions of others and responds in a manner that shows understanding of that emotion (e.g., smiles when another child is happy, looks concerned when a child is sad)	Benchmark a: Notices the emotions of others and engages in an intentional action in response	Benchmark a: Recognizes that others have feelings different than their own and often responds with comforting actions	Benchmark a: Responds to the emotions of others with comforting words or actions	Benchmark a: Able to take the perspective of others and actively respond in a manner that is consistent and supportive		
	D.	SENSE OF IDENT	TY AND BELONGI	NG			
	1. Dev	elops sense of identity	/ and belonging throu	igh play			
Benchmark a: Eagerly bids for attention of adults	Benchmark a: Expectantly bids for attention from adults and other children	Benchmark a: Seeks out preferred companions and eagerly engages in parallel play with others	Benchmark a: Continues to engage in parallel play but also begins to play with other preferred playmates	Benchmark a: Continues to play with preferred playmates	Benchmark a: Engages in associative play and begins to play cooperatively with friends		
2. Develops sense of identity and belonging through exploration and persistence							
Benchmark a: Shows interest and inclination to explore without adult direction	Benchmark a: Explores for extended periods and delights in discoveries	Benchmark a: Capable of sustained independent play at activities the child enjoys	Benchmark a: Continues sustained independent play while participating in more complex activities	Benchmark a: Continues sustained independent play and participates in more planned group activities	Benchmark a: Persists at individual planned experiences, caregiverdirected experiences and planned group activities		

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III. SOCIAL AND EMOTIONAL DEVELOPMENT							
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)		
D. SENSE OF IDENTITY AND BELONGING							
3. Develops sense of identity and belonging through routines, rituals and interactions							
Benchmark a: Begins to respond positively to familiar routines and rituals initiated by familiar adult	Benchmark a: Responds positively to and expects patterned routines, rituals and interactions initiated by an adult	Benchmark a: Begins to initiate and participate in some familiar routines and rituals	Benchmark a: Initiates and participates in the rituals and routines of the day	Benchmark a: Begins to show a willingness to be flexible if routines must change in minor ways	Benchmark a Demonstrates willingness to be flexible if routines must change		
4. Develops sense of self-awareness and independence							
Benchmark a: Signals preferences related to objects and people (e.g., preferring one pacifier over another)	Benchmark a: Begins to use more complex means of communicating (e.g., sounds, gestures, some words) to express need for independence and individuation	Benchmark a: Initiates independent problem-solving efforts but appropriately asks for support from adults when needed	Benchmark a: Verbally or nonverbally communicates more clearly on wants and needs	Benchmark a: Increasingly uses words to communicate wants and needs	Benchmark a Uses words to communicate personal characteristics, preferences, thoughts and feelings		
Benchmark b: Begins to recognize own abilities and preferences	Benchmark b: Recognizes own abilities and preferences	Benchmark b: Begins to verbally or non-verbally communicate own preferences	Benchmark b: Communicates verbally or nonverbally own preferences	Benchmark b: Begins to recognize preferences of others	Benchmark b: Recognizes preferences of others		
	Benchmark c: Responds to name when called	Benchmark c: Begins to recognize obvious physical similarities and differences between self and others	Benchmark c: Identifies differences and similarities between self and others; uses pronouns such as I, me, mine	Benchmark c: Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)	Benchmark c: Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)		
				Benchmark d: Begins to identify self as part of a group (e.g., class or family)	Benchmark d: Identifies self as a unique member of a group (e.g., class, school, family or larger community)		

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III. SOCIAL AND EMOTIONAL

Young children's early relationships with parents and other caregivers become the framework for their future **social and emotional development**. Children construct knowledge about the world through their social exchanges, signifying the importance of **social and emotional development** to all other areas of development. For these reasons, early attachments are critical to children's overall **health**, development and learning.

Infants and toddlers have developmental capacities that support their social interactions. Their relationships are influenced by their temperaments and by the cultural context in which these interactions occur. Cultural groups may have differing expectations for children's rate of development, and caregivers and educators must be aware of and sensitive to these differences when working with families. For example, different cultural groups have different standards for expressing and managing emotions, making the task of emotional regulation particularly challenging for infants and toddlers who must manage expectations and responses between different cultural environments.

Young infants depend on their parents, caregivers and educators to meet their physiological and emotional needs. When care is sensitive and responsive, infants learn that their world is safe and they can trust others to meet their needs. Nonresponsive and insensitive care creates a sense that people and the **environment** are inconsistent or untrustworthy. Without this basic trust, infants and toddlers find it hard to take risks or to develop a positive sense of **self**. With sensitive caregiving, infants can move into toddlerhood ready to confidently use their increasing motor, language and cognitive **skills**.

Toddlers acquire strategies for adapting their emotions within a variety of settings and with a limited number of people. Because they still have limited verbal **skills**, toddlers often express their feelings through actions. Emotions, from laughter to angry outbursts, can help toddlers develop new understandings about others' feelings and motives. Their successful emotional development is linked to their relationships with parents, caregivers and educators and the adults' knowledge and capacity to respond to toddlers' individual and temperamental differences.

Social and **emotional readiness** is critical to a child's successful kindergarten transition, early school success and later well-being. Studies indicate that young children who are able to understand and express their own feelings, understand the viewpoint and feelings of others, cooperate with peers and adults and resolve conflicts are more likely to be successful in school. These *skills* are rooted in relationships with adults. Adults who are capable of creating positive relationships with children provide a secure foundation from which children can master new learning challenges. Positive relationships with adults also lead to positive relationships with peers as 4-year-olds are developing important interpersonal skills. Four-year-olds construct knowledge by interacting with others and with their *environment*, and they learn how to interact successfully with a variety of people and in different settings and circumstances.

As children grow, their ability to establish relationships with peers and with additional adults influences how they view themselves and the world. Positive and adaptive social behaviors



result from interacting with others who have different *characteristics* and backgrounds. With the help of supportive adults, preschool children expand their capacities to recognize and express their own feelings, and to understand and respond to others' emotions. For children with special needs, *social and emotional development* provides a foundation for progress in other areas of development. With nurturing and knowledgeable parents, caregivers and educators, tremendous strides are possible.

There are four primary components of **social** and emotional development in young children. Emotional functioning includes how children feel about themselves, as well as how safe they feel in their environments and relationships with others. The confidence a child develops through positive relationships with parents, caregivers and educators provides a foundation for the development of **prosocial** behaviors during the preschool years. For young children there should be a focus on those **skills** that enable them to engage positively with others, develop better understandings of themselves and others and express and interpret emotions.

Managing emotions is the second component and involves the ability to manage ones' own needs and emotions. Over time, young children move from reliance on others to competence. They accomplish tasks that include everything from learning and adjusting to their family's day-night rhythm of, to signaling their needs to responsive adults, to managing powerful emotions. These growing abilities to regulate behaviors are strongly influenced by *culture*, by children's relationships with others and by the growing maturity and integration of several areas of the brain.

The third component of **social and emotional development** is **building and maintaining relationships with adults and peers.** From warm and responsive reciprocal relationships, young children develop a sense of themselves as increasingly competent and confident. With support from their parents, caregivers and educators and safe and challenging **environment**s, the perceptions of young children about their competencies become more accurate and satisfying.

Sense of identity and belonging is the fourth component of social and emotional development. Relationships with family members, other adults and children, friends and members of their community play a key role in building children's identities. When children feel a sense of belonging and sense of pride in their families, their peers and their communities, they can be emotionally strong, self-assured, and able to deal with challenges and difficulties. This creates an important foundation for their learning and development.

III. SOCIAL AND EMOTIONAL DEVELOPMENT ENVIRONMENTAL CONSIDERATIONS







BIRTH - 8 MONTHS

- Provide soft spaces for "tummy time" that allows young infants to move toward toys and people.
- Plan activities and include objects that contribute to a comfortable and relaxing *environment* that appeals to their senses.
- Provide for infants with disabilities the same types of experiences that foster healthy attachment and *selfregulation* as their typicallydeveloping peers.
- Ensure that infant needs are met in a predictable fashion.
- Provide objects and responses that help infants learn to self soothe.
- Develop ways to incorporate cultural traditions into the routines you use with infants.
- Provide comfortable spaces for adults and infants to interact one-to-one.

8 - 18 MONTHS

- Provide enough toys in the same color and variety so that several toddlers can play at the same time.
- Encourage the availability and use of comfort objects, such as a blanket or stuffed toy from home.
- Avoid interpreting "No!" as a misbehavior – but rather a sign of the period of a child's development when he/she begins to understand that he/ she is a separate being and can exact control over her world.
- Provide multiple ways for families to share information about their children.
- Provide sufficient space and materials for older infants to move and interact with others.
- Provide materials and activities that are responsive to the likes and preferences of older infants.

18 - 24 MONTHS

- Arrange comfortable spaces so that there is sufficient room and materials for parallel play, without children crowding each other.
- Rotate toys, foods and materials so toddlers have many opportunities to discover what they like and dislike.
- Provide an appropriate quiet space for overstimulated children to calm down and self regulate.
- Ensure that young toddlers with speech or hearing impairments have accommodations that enable them to seek help when needed.
- Plan activities to encourage positive interactions with peers.
- Plan regular *health* and safety inspections of the indoor and outdoor environments to support building competence and confidence in toddlers.



- Some children are diagnosed with autism as early as two years old. Be informed about the social differences of children who are on the autism spectrum.
- Provide a variety of *dramatic play* materials other than "housekeeping" and encourage children to role-play. Ensure children with disabilities have participatory roles in *dramatic play*.
- Check for potential hazards that may seem inviting to a 2-year-old who is discovering increasing confidence, such as a stack of boxes that could be climbed on.
- Provide brief small-group opportunities that encourage sharing.
- Share information with families about the peer relationships and favorite playmates of their 2-year-olds.

3 - 4 YEARS (36 - 48 MONTHS)

- Read and discuss a variety of books about attachment, impulsivity, frustration and other social-emotional issues.
- Provide opportunities throughout the day for 3-yearolds to make choices, not just of materials, but of where they sit, how they line up, which song to sing, which door to use, etc.
- Learn about sensory integration issues and how they affect children's behaviors. Children sometimes act out if the environment is over stimulating.
- Develop simple rules and gently remind children of them often.
- Plan and implement activities to model and demonstrate how to treat materials, pets and people.

4 YEARS - KINDERGARTEN (48 MONTHS - KINDERGARTEN)

- Separate skills and behaviors into smaller steps.
- Teach and model specific appropriate social skills.
- Carefully observe social interactions and provide opportunities that will promote positive interactions.
- Provide opportunities for social interactions with typically developing peers.
- Provide choices so children have more control over their environment.
- Provide environmental cues that make it easy for children to understand expectations and be successful in classroom routines.
- Use predictable and consistent schedules, *routines* and activities and prepare children when changes are necessary.
- Limit the number of children in an area at any time to decrease overcrowding and conflict.

BIRTH - 8 MONTHS

Infants need consistent attentive and responsive family members, caregivers and educators to help them recognize and express their emotions and feelings. Their ability to recognize and express emotions occurs within the context of relationships and is influenced by physical well-being, brain development, **temperament** and cultural expectations.

STANDARD 1.

Expresses, identifies and responds to a range of emotions

BENCHMARK a.

Uses sounds, facial expressions and gestures to respond to caregiver interactions and express a range of emotions

Children may...

- Startle or cry when voices are raised or they hear a loud noise.
- Coo or babble when others talk or sing with them.
- Reach for, or visually track objects presented by adult or child.
- Respond differently with unfamiliar adults or experiences (e.g., smiles, cries, stiffens, wiggles).

Educators may...

- Provide a variety of novel experiences for infants to be exposed to varying emotions (e.g., ball that squeaks, different textures (*sensory*), unfamiliar staff to visit).
- Use parallel talk to describe and label the infant's reactions/ emotions throughout the day: "Your eyes are scrunched and you are crying, that must have scared you." or "Look at you smile. You're happy mommy is here."
- Provide opportunities and support for infants to track or reach for preferred objects.
- Use self-talk to describe their own range of emotions during experiences: "Look, I am laughing because you're so silly."

- Accept and support their infant's expression of emotions.
- Use parallel talk to describe their emotions and the emotions of their infant, ("Nasha, you are helping mommy hold your bottle. What a big girl you are.").

BIRTH - 8 MONTHS

Warm and responsive relationships are the foundation for the development of emotional security for infants. Through close interactions with primary caregivers, children are exposed to a variety of emotions and begin to mirror and develop their own emotional responses (or affect) early on. Children express their emotions verbally, physically and through facial expression.

STANDARD 2.

Demonstrates appropriate affect (emotional response) between behavior and facial expression

BENCHMARK a.

Shows recognition of familiar adults and imitates their facial expressions

Children may...

- Educators may...
- Hold a steady glance or eyecontact with familiar person.
- Develop a social smile.
- Enjoy social interactions and cry when these interactions stop.
- Show signs of upset by grimacing, turning red, arching back or flailing limbs.
- Turn or reach toward familiar person.
- Mirror the facial expressions of others (smiles, frowns, opens mouth).

- Mirror and describe the infant's facial expressions: "Hunter, your eyes are squished and your lips are pursed like this. I don't think you liked that juice."
- Use photographs of familiar people to help the infant make connections between facial expression and emotions: "Look how Mommy is smiling at you in this picture. She must be happy."
- Acknowledge and encourage infants who turn or reach towards a familiar person: "I see you reaching for daddy."
- Acknowledge when the infant mirrors facial expressions: (pointing to smile) "You're smiling back at me!"

- Send in photographs for use at school.
- Acknowledge their infant's facial expressions: "Look at that smile. What a happy boy!"

8 - 18 MONTHS

Older infants and young toddlers are becoming more precise about how they are feeling. They can let family members, caregivers and educators know with much more accuracy what they love and what they do not like. They are beginning to recognize emotional cues and use this growing awareness to guide how they respond to familiar and unfamiliar experiences, events and people.

STANDARD 1.

Expresses, identifies and responds to a range of emotions

BENCHMARK a.

Conveys an expanded repertoire of emotions and adjusts expressions in response to the reactions of familiar adults

Children may...

- Mirror the adult's expression of emotions (smiles, frowns).
- React to the adult's expression (cry when an adult yells, laughs or makes a silly noise).
- Show signs of possessiveness and attempt to adapt (crawling to and raising their arms to adults who are holding another child).

Educators may...

- Model back-and-forth exchanges by mirroring and responding to the expressions and emotions of infants and toddlers.
- Accept, acknowledge and describe infants' and toddlers' positive expressions of emotion: "You're reaching your arms up. You want my attention."
- Accept, acknowledge and describe infants' and toddlers' negative expressions of emotion: "Ray, you're crying and throwing your blanket on the ground. You must be upset; do you want me to help?"

- Mirror and respond to their child's expression of emotions.
- Accept, acknowledge and describe their child's positive and negative emotional responses.

8 - 18 MONTHS

Secure relationships and positive interactions help develop and expand the emotional foundation of the older infant and young toddler. They receive verbal and nonverbal feedback on their own emotional responses and mirror the emotional responses of adults and peers. Through practice and repetition, they begin making connections between situations and appropriate emotional responses.

STANDARD 2.

Demonstrates appropriate affect (emotional response) between behavior and facial expression

BENCHMARK a.

Begins to spontaneously express appropriate emotional gestures and facial expressions according to the situation

Children may...

- Mimic adult's emotional gestures (stomp foot when upset, laugh when see something funny, etc.).
- Clench fist, grit teeth and say, "No."
- Tantrum when told, "No."
- Clap hands to express joy.
- Laugh to express delight.

Educators may...

- Use **self** or parallel talk to describe emotions: "Joey, you keep giggling when I drop the toy. You must think that's funny!" or "You keep frowning when your doll gets stuck. That must be very frustrating."
- Acknowledge and accept the infant/toddler's expression of emotion: (in response to a tantrum) "Connor, you're lying on the floor kicking and crying. Are you trying to tell me that you aren't happy to come to school today?"

- Label their child's facial expressions.
- Help their child make connections, "You're crying and folding your arms when I'm trying to put your shirt on. You don't want to get dressed right now."

18 - 24 MONTHS

The 18 - 24-month age span is a significant period for the development of both social and emotional functioning. Emergence of self-awareness and consciousness of their own emotional responses begin appearing. Continual interaction with caregivers and family members is influential in the child's development.

STANDARD 1.

Expresses, identifies and responds to a range of emotions

BENCHMARK a.

Begins to physically respond to feelings from others

Children may...

- Begin displaying early forms of *empathy* and social interactions with others.
- Begin showing self-evaluation and self-consciousness during expressive behaviors.
- Begin showing increasing verbal and physical *comprehension*.
- Display and explore expressive behaviors such as shame, pride and coyness with others.
- Display self-awareness, as well as some irritability with caregiver constraints and limits on emotional outbursts.

Educators may...

- Encourage children to interact in settings that include play activities with others.
- Read books that show/display simple emotional circumstances (e.g., children wanting the same toy at a gathering).
- Display emotions for the children in different settings throughout the day (e.g., "I'm sad Jen's toy broke; I'm glad you are happy today").
- Greet children at arrival and dismissal with a hug and smile.
- Use pictures of different emotions to begin conversations with children.

- Talk about emotions as children experience them.
- Read books that depict emotions and discuss.
- Point out and discuss different feelings and emotions about other family members and neighbors.

18 - 24 MONTHS

During the 18 - 24 month age span, children begin realizing they are conscious of their own emotional responses. Additionally, through adult and peer interactions, children begin connecting facial and verbal expressions to their emotions.

STANDARD 2.

Demonstrates appropriate affect (emotional response) between behavior and facial expression

BENCHMARK a.

Begins to put words to emotions in interactions with others

Children may...

with others.

they want.

emotions and the ability to

- Begin building on emotional

skills that connect them with

family, educators and peers.

- Realize their facial and verbal

emotions may get them what

- Realize that some of their verbal

them what they want.

educators and peers.

and facial expressions will not get

- Model verbal and facial behaviors

they have learned from family,

Educators may...

- Begin identifying and understand - Read books that project emotional responses. establish positive relationships
 - Provide puppet shows that depict emotional responses that include behavior and facial expressions.
 - Display emotional behaviors and facial expressions to children.
 - Promote play times that will include behavior and facial expressions.
 - Ask children questions, such as, "How are you feeling?", "What kind of face would you make if your tummy was hurting?"

- Discuss the day's activities with children.
- Ask children how the day wenthow they felt about the day.

2 - 3 YEARS (24 - 36 months)

Two-year-olds are learning to name their emotions and learning that others have the same feelings.

STANDARD 1.

Expresses, identifies and responds to a range of emotions

BENCHMARK a.

Labels simple emotions in *self* and others (e.g., happy, sad)

Children may...

Educators may...

- Use one word to tell how they are feeling.
- Tell how a family member is feeling after an event.
- Use the wrong word to describe their feelings (use happy when they mean proud).

- Greet each child and ask how they are feeling today.

- Talk about how a fellow classmate is feeling when they get hurt on the playground.
- Talk about how a child feels on their birthday.
- Encourage a child to comfort another child crying when their parent leaves.
- Use puppets to act out two children fighting over a toy and ask the children how each of them is feeling.

- Talk about feelings with children.
- Ask children how they feel when they accomplish something for the first time.
- Share a story about when they were the same age of their child and include how they felt at that time.

2 - 3 YEARS (24 - 36 months)

Two-year-olds are expanding their **vocabulary** for emotions and can begin talking about how others feel.

STANDARD 2.

Demonstrates appropriate affect (emotional response) between behavior and facial expression

BENCHMARK a.

Continues to expand the use of emotion words using them in appropriate settings

Children may...

Educators may...

- Ask how a friend is feeling.
- Role play in the drama *center* and use words to express emotion.
- Show *empathy* when a friend is hurt and try to comfort them.
- Label a child's feeling when they accomplish a task for the first time.
- Talk about emotions and demonstrate what a facial expression would look like for each emotion.
- Talk about what they like to eat and what they don't like (e.g., "When I eat broccoli my face looks like this. "When you eat broccoli, you may look like this").
- When reading a story, stop to name and define the emotion words.

- Share information with children about grandparents who live far away and how that makes them feel.
- Share with the class when there is a family celebration and how that makes them feel.
- Read books and discuss emotions of the characters.

3 - 4 YEARS (36 - 48 months)

Three-year-olds are beginning to notice more complex emotions as they interact with peers, caregivers and their **environment**. They are beginning to recognize facial cues and signals and use these to identify more complex emotions.

STANDARD 1.

Expresses, identifies and responds to a range of emotions

BENCHMARK a.

Identifies complex emotions in a book, picture or on a person's face (e.g., frustrated, confused)

Children may

Educators may...

- Notice a friend who is feeling frustrated while trying to put a puzzle together and offer to help.
- Name complex emotion (e.g., frustrated, confused) while talking about at a character in a book or story.
- Show photographs of facial expressions and have students name the emotion expressed on each face.
- Mirror the facial expression of a child and say, "Your eyes are going like this. Your mouth is going like this, you seem frustrated."
- Have student notice the facial expression of a peer by saying, "See her face? Her face is saying, 'I feel frustrated.'"
- Use puppets to act out behaviors that may occur when feeling a complex emotion.

- Talk about emotions as children experience them.
- Read together and talk about how characters in a story may be feeling.

3 - 4 YEARS (36 - 48 months)

Three-year-olds will begin verbalizing their own feelings before being able to verbalize feelings. They will notice simple feelings (e.g., happy, sad) before noticing more complex feelings (e.g., frustrated, anxious). Adults and caregivers should provide a warm, nurturing **environment** where all emotions are accepted and validated (e.g., adult says, "It's hard when Mommy leaves, you feel sad").

STANDARD 2.

Demonstrate appropriate affect (emotional response) between behavior and facial expression

BENCHMARK a.

Verbalizes own feelings and those of others

Children may...

Educators may...

- Stomp feet and say, "I'm mad," Model fac when not given a desired toy. body lang foolings
- Notice a peer's facial expression or behavior and tell an adult, "He's sad."
- Model facial expressions and body language associated with feelings.
- Use puppets to model behaviors associated with different feelings.
- Mirror facial expressions and body language child is demonstrating and add language such as, "Your face is going like this, and your arms are going like this. You seem angry."
- Model saying, "You feel sad," instead of, "You are sad."
- Act out different feelings using facial expressions and body movements and have students guess the feeling.

- Verbalize feelings experienced in everyday situations.
- Notice and add language when a child is experiencing an emotional response: "Your feet are going like this, your face looks like this. You seem sad."

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Children continue identifying simple and complex emotions. They show understanding of and are responsive to feelings.

STANDARD 1.

Expresses, identifies and responds to a range of emotions

BENCHMARK a.

Recognizes the emotions of peers and responds with empathy and compassion

Children may...

Educators may...

- Demonstrate the ability to accurately identify and label own emotions as well as those of peers (e.g., "I am so excited! Today is my birthday." "Mary looks sad."), with teacher support.
- Assist a peer who is upset by giving them a hug or sharing a toy. Modify behavior to different settings (e.g., adapts noise and movement level to indoor or outdoor **environment**).
- Model appropriate expression of emotions (e.g., "I'm feeling frustrated because I can't find the book I wanted to read at group time. I'm going to take three deep breaths to calm down, and then choose a different book so we can continue.").
- Help children express their feelings (e.g., as they play with others, pretend with toys, listen to stories).
- Identify what triggers each child's emotional state (e.g., happy or frustrated).

- Identify children's emotions using feeling words.
- Identify what triggers children's emotional state (e.g., happy or frustrated).



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds continue developing *empathy*, care and concern for those around them. They are increasingly able to understand the feelings of others and are developing *skills* that allow them to respond to others in caring and helpful ways. Their cognitive development and social experience contributes to this increase in caring behaviors, so some 4-year-olds may still need help becoming aware of and identifying feelings and emotions.

STANDARD 2.

Demonstrates appropriate affect (emotional response) between behavior and facial expression

BENCHMARK a.

Demonstrates cognitive *empathy* (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to respond appropriately

Children may...

- Recognize when a peer is upset and try to comfort them (e.g., "I'll be your friend until your daddy comes back," while patting the peer on the back).
- Help a classmate with a physical disability line up to go outside.
- Label emotions or copy expressions on peers' faces (e.g., "You look sad.").
- Go to the educator for help when a peer is hurt.
- Model **empathy** and verbalize while modeling (e.g., "I can see that Jasmine feels sad, so I'm going to comfort her").

Educators may...

- Teach children how to recognize emotions through posture and facial expressions of peers.
- Recognize helpful and kind interactions among children and acknowledge how the behavior helped someone else (e.g., "You shared your blue crayon with Aaron so he could color the sky. That was helpful.").
- Read children's books that illustrate various emotions to increase children's understanding and **vocabulary**.

- Empathize with their child and talk about feelings of others.
- Read stories relating to feelings with children (e.g., *Feelings* by Aliki, *The Feelings Book* by Todd Parr).

III. SOCIAL AND EMOTIONAL CONTRIBUTION CONTRIBUTIONS

BIRTH - 8 MONTHS

The first few months of life are ones of remarkable changes as infants adjust to life outside their mothers' bodies. Younger infants depend on the adult to regulate or soothe them when upset. Older infants begin accomplishing tasks on their own or by getting the attention of responsive family members, caregivers, and educators. These tasks include acquiring day-night waking and sleeping rhythms and learning to soothe and settle once their basic needs are met.

STANDARD 1.

Demonstrates ability to self-regulate

BENCHMARK a.

Uses preferred adult to help soothe

Children may...

- Stop crying when picked up.
- Suck on hand or comfort item when given by adult.
- Relax when held, rocked or talked to.
- Have a preferred routine (eating, sleeping, playing).

Educators may...

- Attend to upset infant quickly with verbal or physical attention.
- Provide comfort items when infants show distress.
- Provide a consistent, predictable routine and consistency in cargivers.
- Follow infant's internal schedule to assist them to regulate and soothe.
- Provide brief moments of time for older infants to selfregulate (infants should not be left to cry for extended periods).

- Work with families to ensure consistent home/school schedules and *routines*.
- Encourage families to provide brief moments of time for their child to self-regulate. Remind them that infants should not be left to cry for extended periods.

BIRTH - 8 MONTHS

Young infants whose physical and emotional needs are met are much more likely to demonstrate an interest in exploring their environments. Adults support their interest in the **environment** by making themselves physically and emotionally available and by making certain that the **environment** is both safe and interesting.

STANDARD 2.

Attends to sights, sounds, objects, people and activities

BENCHMARK a.

Attends to sights, sounds and people for brief and increasing periods of time

Children may...

- Respond to adult's touch (relax when back is rubbed).
- Respond to different or new items placed in the room (a new toy shelf, variation in lighting, a new caregiver).
- Looks around when hearing sounds (door bell, phone, fire alarm).

Educators may...

- Provide interesting items in the room for the infants to look at and feel.
- Sing songs or use "parentese" (a varied *intonation* of voice) when talking with infants.
- Document infants' likes and dislikes in order to encourage their attention during daily *routines*.
- Make an "All about Me" book with pictures of infants' family and peers.

- Discuss infants' likes and dislikes with family members and caregivers.
- Use a *health* and safety checklist to make their home a safe place for their child to explore.
- Provide an array of safe and interesting things families can introduce in their home for their child to explore (developmentallyappropriate toys, books or home items such as blankets, pots and pans, etc.).

8 - 18 MONTHS

Older infants and young toddlers begin developing new ways to cope with stressful situations. Attentive and responsive family members, caregivers and educators provide good role modeling, positive guidance and support as older infants try to effectively manage their emotions and subsequent behavior. Their reaction to limits and their demonstration of self-control is evidence of a developing ability to regulate their behaviors. As older infants begin to develop self-soothing *skills,* they become less dependent on the adult and begin regulating their own behavior.

STANDARD 1.

Demonstrates ability to self-regulate

BENCHMARK a.

Soothes with preferred adult during distress to help calm self

Children may...

Educators may...

- Move away from a prickly plant (e.g., cactus) when redirected.
- Seek out comfort items, such as a blanket or bear, pacifier or thumb, to calm themselves.
- Look to an adult for comfort when a loud sound startles or scares them.
- Attend to upset infant and toddler quickly with verbal or physical attention.
- Provide comfort items when infants and toddlers show distress.
- Provide a consistent predictable routine and consistency in caregiver.
- Use parallel talk to describe child's emotions and reflect on a prior regulation skill that they have demonstrated, "Taylor, you went to get your blanket. Are you tired? I remember how it helped you fall asleep yesterday."

- Bring to class comfort items for their child (e.g., blanket, doll, pacifier, etc.).
- Understand that predictable **routines** with infants and toddlers help them develop selfregulation **skills** children need later in life.

8 - 18 MONTHS

As the mobility of older infants increases, they discover a whole new world to explore. In the absence of "don't touch" commands, they are able to reach out, try new things and move to new spaces when they have learned that the spaces are safe and full of opportunities to explore. The adult role is vital during this stage of development. As adults interact with older infants and young toddlers they begin exhibiting joint attention.

STANDARD 2.

Attends to sights, sounds, objects, people and activities

BENCHMARK a.

Exhibits joint attention

Children may...

- Enjoy a new sand toy in the sandbox.
- Explore new foods with multiple senses.
- Exhibit joint attention with an adult or another child.

Educators may...

- Provide multiple opportunities for the infant and toddler to try new things.
- Slow down and take time with each infant and toddler to engage in an activity/routine.

Families may...

- Introduce developmentallyappropriate items to their child (e.g., toys, books, blankets, pots and pans).
- Spend some time with their child, following their lead and interest.



Florida's Early Learning and Developmental Standards

18 - 24 MONTHS

During the second year, toddlers begin showing emotions of pride, shame and embarrassment. Additionally, their language is developing, and they can begin identifying emotional states, such as affection, pain, **empathy** and distress. Building on these abilities helps them develop self-regulating **skills**.

STANDARD 1.

Demonstrates ability to self-regulate

BENCHMARK a.

Looks to adults to soothe and may use a transitional object during times of distress

 Children may Increase development of language to assist in expressing their emotions. Begin using language to soothe themselves through difficult situations. May also use language to communicate own feelings to someone capable of assisting them. 	 Educators may Read books that depict situations of emotion. Discuss and ask children to act out simple acts of emotion and look for and positively reinforce simple acts of <i>self-regulation</i>. Use puppets to display emotions, as well as <i>empathy</i>. Use stuffed animals to hug and pet to show 	 Families may Discuss feelings with their children. Read stories to children that include emotional situations.
 Begin developing <i>empathy</i> to help alleviate distress of others using their own methods. May hold and kiss stuffed animal during difficult situations. 	 empathy. Use and demonstrate words that may help the toddler learn to self- regulate emotions. Allow children to show emotions, as long as their actions do not hurt others around them. 	

18 - 24 MONTHS

During the 18 - 24 month period, many toddlers are attempting to assert some independence. Toddlers may enjoy playing alone for short periods of time and may try to do some things with little or no help.

STANDARD 2.

Attends to sights, sounds, objects, people and activities

BENCHMARK a.

Maintains focus for longer periods of time and persists at preferred activities

Children may...

- Begin to connect emotions with

own surroundings and activities.

- Act like they own a certain object and have trouble sharing.

- Persist at solving some simple

social and emotional issues

Shift back and forth between

doing things independently and

instead of turning away.

Begin to show *empathy*,

emotions of others.

compassion and interest in

wanting help.

Educators may...

- Introduce and discuss new routines and events that develop socializing behaviors.
 - Introduce socializing with more than one other child.
- Model good behaviors and manners for children to view.
- Discuss and allow the children to help with chores within the classroom.
- Talk about how others feel (e.g., "Johnny is sad because you took his toy.").
- Sing songs with children that include emotions (e.g., If You're Happy and You Know It).

- Provide opportunities for children to be around other playmates at a park or party.
- Allow children to help with chores around the house to help develop and maintain focus.
- Discuss with educators children's preferred activities.

2 - 3 YEARS (24 - 36 months)

Two-year-olds are learning *social expectations* and will look to their preferred adults for guidance. They continue needing guidance to label and express their emotions.

STANDARD 1.

Demonstrates ability to self-regulate

BENCHMARK a.

Takes cues from preferred adult and others to expand their strategies and tools to self-regulate

Children may...

Educators may...

- Use words or cry to get an adult's attention.
- Reenact a stressful event in *dramatic play,* such as going to the dentist.
- Watch classmates and imitate their expression of emotions.
- Follow the teacher's lead to comfort an upset classmate.
- Imitate a classmate in what they do and say.

- Continue labeling children's emotions throughout the day.
- Use puppets to act out a conflict in the classroom and talk about emotions and what they look like on someone's face.
- When a child is happy/sad/mad, label the emotion and say how the educator can tell the child is feeling that way.

- Help children use their words of emotions to express what they are feeling.
- Understand that children are taking cues from people around them as to how to react when they are happy/sad/mad.

2 - 3 YEARS (24 - 36 months)

Two-year-olds will play beside other children and at times will interact with them. They will look to the preferred adult when interactions become difficult. They try out new behaviors to learn acceptable limits.

STANDARD 2.

Attends to sights, sounds, objects, people, and activities

BENCHMARK a.

Spends more time in child-initiated activities

Children may...

Educators may...

- Play and interact with another child for short periods of time.
- Play beside another child for a short time and will imitate what the other child does.
- Try new behaviors and activities while watching the adult's reaction.
- Follow simple rules in group activities, with reminders.
- Look to adults for reassurance when trying something new.

- Suggest activities for the child to do with another child and provide guidance as they interact.
- Use prompts to help children play together and provide positive statements when they interact (e.g., "You and Sam are sharing the blocks so nicely.").
- Monitor interactions closely and step in when there are difficulties to provide guidance on how to deal with conflict.

- Allow time for children to play on own and with siblings.
- Allow children to take the lead in deciding what activities to engage in.
- Ask children about a favorite classmate.

3 - 4 YEARS (36 - 48 months)

Three-year-olds are able to verbalize emotions that occur within the context of their daily experiences and social interactions. They are able to name many emotions, but may have difficulty regulating strong emotions such as angry or sad.

STANDARD 1.

Demonstrates the ability to self-regulate

BENCHMARK a.

Begins to verbalize emotions

Children may...

- Cry and say, "I'm sad," when separating from a family member at arrival time.
- Say, "I'm angry," when not given a turn to use a preferred toy.

Educators may...

- Model naming and regulating emotions: "You seem angry, breathe with me."
- Model by reframing student statement from, "I am angry," to, "You feel angry."
- Model naming and regulating feelings within the context of daily experiences: "I feel angry when things don't go like I was hoping. I am going to breathe."

Families may...

- Model naming and regulating emotions in daily interactions (e.g., "I feel angry when I have to wait in a long line. I can breathe and calm my body.").
- Assist child in naming and regulating emotions (e.g., "You seem angry. You really wanted to play with the toy. Take a deep breath, you can handle this.").

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3 - 4 YEARS (36 - 48 months)

Three-year-olds are becoming more able to focus and attend to activities for increasing periods. They may attend and participate in a group activity for a brief period before losing interest and moving on to a new activity.

STANDARD 2.

Attends to sights, sounds, objects, people and activities

BENCHMARK a.

Begins to sustain attention for brief periods of time in group activities

Children may...

Educators may...

- Sit and listen to a story being read aloud during circle time.
- Engage and participate in group songs or finger plays.
- Provide interactive group activities that include novel items like puppets to help increase sustained attention.
- Vary the activities within group setting (songs, movement, etc.).
- Use *music*, movement and rhythm to increase attention during a lesson or activity.

- Provide opportunities for their child to participate with several family members (e.g., playing a game).
- Read together each night.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Children continue identifying their own basic and complex emotions and recognizing the emotions of others. They can calm themselves after having strong emotions (e.g., educators lead active calming techniques and visually display them for children to use).

STANDARD 1.

Demonstrates ability to self-regulate

BENCHMARK a.

Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support

Children may...

- Show ability to control impulses (e.g., stopping and listening to instructions before jumping into activity), with teacher support.
- Modify behavior to different settings (e.g., adapts noise and movement level to indoor or outdoor *environment*).
- Demonstrate the ability to accurately identify and label own emotions (e.g., "I am so excited! Today is my birthday.").

Educators may...

- Model facial and verbal expressions.
- Identify what triggers each child's emotional state (e.g., happy or frustrated), what he or she does well, and what he or she needs help doing.
- Create a "safe area" (e.g., a beanbag or big floor pillow) that a child may use for 10 to 5 minutes, as needed, and provide visual steps for regaining emotional control.
- Teach behavioral expectations for the "safe area," as well as all other learning centers. Display clear visual reminders for all *routines* in the area in which *routines* are used (e.g., lining up routine by the door, hand-washing routine by the sink).

- Provide choices for children (e.g., "Do you want an apple or banana?").
- Identify what triggers children's emotional state (e.g., happy or frustrated), what children do well and what they need help doing.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds come to school with an *emerging* sense of *self* and an increasing awareness of their personal *characteristics* and preferences. Most 4-year-olds readily participate in classroom activities. They are also eager to make choices, explore the classroom *environment* and relate to others appropriately.

STANDARD 2.

Attends to sights, sounds, objects, people and activities

BENCHMARK a.

Increases attention to preferred activities and begins to attend to non-preferred activities

Children may...

Educators may...

- Identify personal *characteristics* and preferences (e.g., the color of own hair or favorite food).
- Select activities to explore and discover.
- Join in with other children (e.g., *dramatic play*, blocks, manipulatives, etc.).
- Identify activities that each child prefers.
- Plan a variety of activities for children to participate in daily.
- Support children as they are learning new concepts and *skills*.
- Celebrate accomplishments with specific feedback.

Families may...

- Help children identify and participate in activities they enjoy.
- Celebrate children's accomplishments with specific feedback.

Florida's Early Learning and Developmental Standards

BIRTH - 8 MONTHS

From infancy, warm and responsive relationships are the foundation for the development of trust and emotional security for all children. When care is sensitive, reliable and responsive, infants develop secure relationships. When their needs are met consistently by parents, caregivers and educators, young children learn their world is safe and predictable.

STANDARD 1.

Develops positive relationships with adults

BENCHMARK a.

Experiences and develops secure relationship with a primary caregiver

Children may...

Educators may...

- Exhibit mutual eye gazes during routine caregiving activities.
- Demonstrate a strong preference for family members and primary caregivers (e.g., smiling at or reaching for preferred person).
- Be more easily soothed by family members and primary caregivers.
- Show beginning signs of separation anxiety by kicking, squealing or becoming upset when family members or primary caregivers leave the room.
- Familiarize themselves with infants' cues and respond positively and promptly to their needs and bids for attention.
- Provide predictable *routines* and experiences.
- Stay in close proximity and provide consistent interaction throughout the day.
- Provide continuity of care by ensuring that each infant is assigned a primary caregiver who cares for and interacts with the infant on a daily basis and for the majority of the day.
- Provide opportunities for regular communication and support between school and family (e.g., daily sheet, notebook or school newsletter).

- Regularly communicate with caregivers.
- Align home/school **routines** and schedule.

BIRTH - 8 MONTHS

Infants are capable of forming relationships with other infants and young children. As they are cared for side-by-side, young infants develop *curiosity* towards each other, as well as their siblings. These early interactions with peers represent secure attachments. However, they are more exploratory in nature than the infant's dependent relationships with adults.

STANDARD 2.

Develops positive relationships with peers

BENCHMARK a.

Notices peers by looking, touching or making sounds directed toward the child

Children may...

Educators may...

- Turn their head or body toward another infant or child, such as a sibling.
- Reach for another infant or child.
- Grab or mouth another infant's hair or body part.
- Coo or cry in response to another infant's coo or cry.
- Provide close supervision to support positive peer-to-peer interactions.
- Model appropriate touches: "Let's use open hands to gently touch Devon's hair."
- Talk to infants about their peers: "Adah has a block just like yours."
- Place infants face-to-face during tummy time.
- Encourage infants to notice each other: "Your friend, Malaki came to school today. Hi, Malaki!"
- Model or narrate "friendships" between infants: "Sade is crawling over here. I think she wants to see you."

- Allow siblings to play with and help care for their younger sibling.
- Encourage children's interactions at family gatherings, play groups or other get-togethers.

BIRTH - 8 MONTHS

Social **problem-solving** refers to the knowledge, understanding, and **skills** needed to cope in social situations. The foundation for the development of social **problem-solving** begins as young infants quickly learn how to gain the help and attention of family members, caregivers, educators and others to get their needs met.

STANDARD 3.

Develops increasing ability to engage in social problem-solving

BENCHMARK a.

Signals when there is a problem to seek adult attention and support

Children may...

Educators may...

- Look toward and attempt to make eye-contact with adults.
- Smile at adults or children.
- Babble or coo and pause to wait for a response from others.
- Cry, rock back and forth or lift their arms to signal for help.
- Gain attention of other infants through vocalizations, reaching out and smiling.
- Acknowledge infant bids for attention or support: "That sounds like a hungry cry. I'm fixing your bottle right now."
- Respond to physical bids for attention (e.g., in response to a door slamming, the infant cries or reaches out, "That loud noise scared you and you want my help. Let me pick you up.").
- Encourage and interpret attempts at interaction between infants (e.g., "You wanted my help because Joey pulled your hair. You're safe now. He was trying to get your attention and didn't know how.").

- Identify their infant's unique cues or bids for attention.
- Respond to and encourage their infant's bids for attention.

BIRTH - 8 MONTHS

Children whose physical and emotional needs are met are much more likely to respond to and demonstrate an interest in others. Infants respond to and mimic emotions and expressions of others, but are not yet developmentally capable of feeling true **empathy**. However, these early experiences are a precursor to **empathy**. As older infants and young toddlers develop a greater awareness of the world around them, they begin copying the actions of adults who have demonstrated **empathy** for them.

STANDARD 4.

Exhibits empathy by demonstrating care and concern for others

BENCHMARK a.

Cries when hearing other children cry

Children may...

- Become increasingly aware of and notice others.
- Mimic the positive emotions of others such as smiling or giggling in response to another's smile or giggle.
- Mimic the negative emotions of others such as crying in response to another infant's cry.

Educators may...

- Describe the infant's actions when they are occurring, focusing on the feelings of others and the infant's reactions: "You're looking at Adah. She is crying. Poor Adah is upset because she is hungry."
- Use self-talk to describe your own thoughts and actions as you verbally and physically demonstrate *empathy*: Pointing to own smile, "Look at my smile. I'm so happy that you are feeling better!" or, "Rashad is so upset. I'm rubbing his back to help him calm down."

Families may...

- Accept and talk about the emotions their infants may be expressing.
- Talk about their own feelings and actions of *empathy*.

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8 - 18 MONTHS

Older infants continue relying heavily upon their relationships with trusted adults in order to get their needs met. Secure relationships provide a safe emotional base for mobile infants to increasingly explore their **environment**. Increased communication **skills** also help develop and expand relationships. As their mobility increases, young toddlers discover a whole new world to explore. They experiment with everything that comes within their reach and manipulate objects by pushing, pulling, tasting, banging and dumping.

STANDARD 1.

Develops positive relationships with adults

BENCHMARK a.

Develops secure and responsive relationships with consistent adults

Children may...

Educators may...

- Show signs of delight at seeing a family member or primary caregiver (e.g., smiling, squealing, reaching).
- Seek comfort from familiar adult.
- Explore *environment*, but use adult's as a secure base (e.g., visually locating or physically returning to them on occasion and then returning to play).
- Show signs of separation anxiety by kicking, squealing or becoming upset when family members or primary caregivers leave the room.
- Increase ability to form multiple relationships.

- Provide a safe **environment** with a variety of age-appropriate materials that allow infants and toddlers to explore safely and independently.
- Work with families to develop consistent and supportive transitions to and from school.
- Allow comfort items (e.g., blankets, favorite toys, pictures of family members) to ease separation and calm infants and toddlers throughout the day.
- Remain a "safe base" for the infant or toddler who is beginning to form multiple relationships.

- Develop a consistent drop-off routine for children.
- Engage in interactive play with children.

8 - 18 MONTHS

As their social *skills* continue developing, older infants are more mobile, become increasingly aware of, and interact more regularly with each other. Older infants can still be observed participating in solitary play, but young toddlers may begin moving from solitary to parallel play (playing side-by-side, but not with another toddler).

STANDARD 2.

Develops positive relationships with peers

BENCHMARK a.

Shows interest in peers who are playing nearby and interacts with them briefly

Children may...

Educators may...

- Crawl or scoot closer to a peer (older infants).
- Begin to show interest in other children, playing side-by-side using the same or similar toys (younger toddlers).
- Show increasing affection such as hugging a peer.
- Try to help an upset peer.
- Imitate caring for infants (e.g., holding, hugging, feeding a doll).

- Provide duplicates of toys and materials.
- Ensure enough space to eliminate crowding during solitary and parallel play.
- Provide dolls and accessories.
 Model and encourage infants and toddlers to care for the "babies."
- Provide opportunities to practice safe touches: "You like Abby and want to touch her. Use your hand like this to touch Abby gently."

- Promote appropriate interactions by demonstrating and acknowledging gentle touches.
- Encourage interaction between infants and siblings or younger children at family gatherings, play groups or other get-togethers.

8 - 18 MONTHS

Older infants and young toddlers express their feelings and emotions through gestures, movements, vocalizations and words. Their interactions with peers (often through backand-forth imitation or parallel play) become longer. They try to solve problems physically, so they need attentive parents, caregivers, and educators to help them develop less aggressive verbal and nonverbal *skills*.

STANDARD 3.

Develops increasing ability to engage in social problem-solving

BENCHMARK a.

Demonstrates emotional expressions to signal for adult assistance

Children may...

Educators may...

- Seek comfort from adult when hurt or frightened.
- Move around another child who is in the way as they try to climb the slide.
- Say "mine" to a child who takes their toy.
- Respond quickly to infants and toddlers who need comforting.
- Give nonverbal infants and toddlers gestures that they can use to communicate their wants and needs (e.g., holding up a hand with palm out to indicate, "Stop.").
- Give verbal infants and toddlers words or short phrases that they can use to communicate their wants and needs (e.g., "Please," or, "Can I have it?").

- Involve children in problemsolving (e.g., "That frustrated you and you wanted my help. Say, "Help, please.").
- Assist children in problem-solving by using and teaching them sign language (e.g., "You're hungry and you want more. When you want more, you can [demonstrate sign for "more"].).

8 - 18 MONTHS

Children whose physical and emotional needs are met are much more likely to respond to and demonstrate an interest in others. Infants respond to and mimic emotions and expressions of others, but are not yet developmentally capable of feeling true **empathy**. However, these early experiences are a precursor to **empathy**. As older infants and young toddlers develop a greater awareness of the world around them, they begin copying the actions of adults who have demonstrated **empathy** for them.

STANDARD 4.

Exhibits empathy by demonstrating care and concern for others

BENCHMARK a.

Notices the emotions of others and responds in a manner that shows understanding of that emotion (e.g., smiles when another child is happy, looks concerned when a child is sad)

Children may...

- Smile when another child is happy.
- Look concerned when a child is sad.
- Move towards or away from others depending on other's emotions.
- Offer a comfort item (e.g., pacifier, blanket, toy) to a peer who is upset.

Educators may...

- Support infant's and toddler's emotions by describing the situation (e.g., "Anne fell down and is crying. Let's go over to see if she is ok.").
- Acknowledge and encourage attempts at comforting: "Your friend is hurt and you gave her a hug to make her feel better." or "Ana is sad because her mommy left. That's nice of you to bring her the blanket."

- Accept and talk about the emotions their child may be expressing.
- Talk about their own feelings and actions of *empathy* with their child.

18 - 24 MONTHS

Toddlers begin asserting some independence; however, they will go back and forth between doing things on their own and wanting help and comfort during times of feeling distressed. During this time, children enjoy their emotional and social exchanges with familiar adults.

STANDARD 1.

Develops positive relationships with adults

BENCHMARK a.

Enjoys games and other social exchanges with familiar adults

Children may...

Educators may...

- Appear comfortable with familiar adults and smile and interact.
- Develop new fears, cry, be bashful or be clingy towards trusted adults they are familiar with.
- Enjoy playing short games, being acknowledged and soothed by familiar adults.
- Show emotion (excitement, happiness) when seeing a familiar adult approaching.
- May cling to trusted adult and hide face from others.

- Read a book about going on adventures with familiar adults.
- Have a variety of stuffed animals and show the animals interacting with familiar adults.
- Demonstrate to the children how to meet and greet a new friend (or adult).
- Discuss emotions with children (e.g., "I see you are so excited to see Aunt Kay.").
- Allow the children to take their adult(s) around the classroom and "show them off."

- Read books that discuss and show about being with familiar adults.
- Use stuffed animals at home to model personal interactions.
- Engage in family outings where children can interact with other family members.

18 - 24 MONTHS

Toddlers are beginning to take note of their surroundings and peers; however, toddlers may still play alongside their peers more than engaging in actual playing with their peers.

STANDARD 2.

Develops positive relationships with peers

BENCHMARK a.

Plays alongside peers and engages in simple turn-taking

Children may...

Educators may...

- Join in play with other children and sometimes take turns with peers as they build a block structure.
- Play with other children, but may still spend more time in parallel play.
- Begin having one or two children in the classroom they prefer to play with.
- Become frustrated with simple turn-taking and go back to parallel play.

- Provide activities for children to play in groups of two.
- Provide guidance and model how to play with a new classmate.
- Read stories about friends playing together.
- Use puppets to show the children examples of simple turn-taking.
- During group time, have each of the children hold a favorite toy or stuffed animal and encourage them to take turns sharing their toy with another child.

Families may...

- Meet together with other families for short activities outside the classroom—going to the pumpkin patch to choose a pumpkin together.
- Read stories with children about friends playing together.

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18 - 24 MONTHS

Toddlers are gaining understanding about their world. Through observations, imitation and experiences with others, they begin to build their capacity for social *problem-solving*.

STANDARD 3.

Develops increasing ability to engage in social *problem-solving*

BENCHMARK a.

May imitate others in resolving problems using simple actions

Children may...

(parallel play).

solving.

success.

- Want to play alongside others

Shift between doing things

interact and imitate others.

independently and wanting to

- Watch others during happy and

those emotions for problem-

- Observe, use memory of past

problem-solving and imitate for

unhappy emotions and try out

instead of playing with others

Educators may...

- Encourage group play.
- Provide opportunities for openended *exploration* for small groups.
- Provide age-appropriate tools and give them small tasks to do with a peer.
- Role play with puppets or dolls, and demonstrate basic problemsolving.
- Read stories about friendship *skills* and *problem-solving*.

- Allow older siblings to show younger toddlers basic problemsolving skills.
- Take children to the playground for social and skill interaction with other toddlers.

18 - 24 MONTHS

Toddlers at 18 - 24 months are beginning to notice **empathy** in others, which is a complex skill to develop and master. With adult support, children may look at a situation and imagine how that person might be feeling in the moment, and what response, if any, could be offered for comfort.

STANDARD 4.

Exhibits empathy by demonstrating care and concern for others

BENCHMARK a.

Notices the emotions of others and engages in an intentional action in response

Children may...

Educators may...

- Begin to understand that others can have different thoughts and emotions.
- Begin to recognize basic common feelings (e.g., anger, sadness, happiness).
- Watch others during emotional outbursts and may begin to get upset and cry.
- Offer a short, comforting verbal response.
- Offer a favorite toy or stuffed animal for comfort.

- Discuss feelings and use puppets to display emotions such as *empathy*.
- Empathize with children (e.g., "Are you scared of the dog? He is growling. Let me hold you until the dog is gone.").
- Allow each toddler to stand in front of a mirror and discuss how they look and feel.
- Suggest to children how they can show **empathy** to others (e.g., "Molly hurt her foot. Let's check on her, put some ice on it and call her mommy.").

Families may...

- Empathize with children at home.
- Talk about each other's feelings at home.
- Read stories with children about feelings.

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2 - 3 YEARS (24 - 36 months)

Two-year-olds begin developing trusting relationships with familiar adults. With these familiar adults, they will carry on a conversation and share what they have done. They will talk to a new person after their teacher has talked with them for a while. They also gain an understanding of themselves as separate from others.

STANDARD 1.

Develops positive relationships with adults

BENCHMARK a.

Enjoys sharing new experiences with familiar adults

Children may...

Educators may...

- Tell the teacher what their family did over the weekend.
- Tell a parent of a friend what they did during the school day.
- Look to a familiar adult for comfort when they are upset.
- Provide many opportunities for children to share what they did over the weekend with their family.
- Introduce family members of the children in the classroom and encourage a conversation.
- Invite speakers (e.g., fire fighter) into the classroom and help the children ask them questions.

- Talk with children in the classroom when they pick up their child at the end of the day.
- Encourage children to talk about adults visiting in their classroom.
- Encourage children to engage in conversations with extended family members on the phone and on media such as Skype/ Facetime/Zoom.

2 - 3 YEARS (24 - 36 months)

Two-year-olds build relationships with the children around them. They increase their time and interactions with classmates, but need support from the teacher to interact.

STANDARD 2.

Develops positive relationships with peers

BENCHMARK a.

Seeks out other children and plays alongside and on occasion with other children

Children may...

Educators may...

- Join in play for a brief time with other children and work together to build a block structure.
- Play with other children but may still spend time in parallel play.
- Begin having one or two children in the classroom they prefer to play with.
- Provide activities for children to play in groups of two.
- Provide guidance and model how to play with a new classmate.
- Read stories about friends playing together.

- Provide opportunities for children to play and interact with peers.
- Meet together for short activities outside the classroom, involving children's peers (e.g., going to the pumpkin patch to choose a pumpkin).

2 - 3 YEARS (24 - 36 months)

Two-year-olds enjoy doing things independently and begin spending time with other children, but they still look to familiar adults for comfort and assistance. They will play with classmates for short periods, but will need support to use social *skills* of turn-taking and sharing. They are beginning to ask for help when there is conflict and will need guidance to resolve the conflict.

STANDARD 3.

Develops increasing ability to engage in social problem-solving

BENCHMARK a.

Identifies the problem and requests adult support to address the problem for their desired solution

Children may...

Educators may...

- Show the teacher that they and a classmate built a road for the toy cars to use.
- Ask for help when two children want to use the swing at the same time.
- Tell another child, "No," when they take a toy away from them and will grab it back.
- Give high fives when a child accomplishes a task for the first time.
- Call out how nicely two friends are playing together at the *dramatic play center.*
- Model words to help resolve a conflict between two children who disagree.
- Use conflict between children to teach *problem-solving skills*.
- Use puppets to show how to resolve conflicts.

- Allow children to try new things and wait for the child to ask for help.
- Calmly assist children through the process of resolving a conflict.

2 - 3 YEARS (24 - 36 months)

Two-year-olds begin showing awareness of their own thoughts and feelings and those of others. They may comfort a classmate who is upset or hurt.

STANDARD 4.

Exhibits empathy by demonstrating care and concern for others

BENCHMARK a.

Recognizes that others have feelings different than their own and often responds with comforting actions

Children may...

- Share their favorite toy with a classmate who is upset.
- Share their toys with a friend when the friend asks to play.
- Use words instead of physically responding during a conflict, with support from the educator.
- Recognize when a friend needs help and offer to help them.

Educators may...

- Describe another child's feelings during a conflict and ask the child what the educator could do to help the child.
- Use words describing friendship and emotions throughout the day.
- Read and talk about books that include *empathy*.
- Talk about how two classmates are friends and how they are different.

- Help, but not solve, children's conflict with a sibling.
- Talk about how each of the family members is different, but how they help each other.
- If there is a new baby in the house, ask for help from older child and talk about how the new baby is feeling when the baby cries.

3 - 4 YEARS (36 - 48 months)

Three-year-olds need support in establishing positive relationships and interacting comfortably with adults. Some may be slow to warm up, while others may display comfort more quickly. They often have close relationships with educators and other significant adults. Positive and secure attachments between children and adults allow children to become interested and engaged in their activities and their **environment**.

STANDARD 1.

Develops positive relationships with adults

BENCHMARK a.

Develops positive relationships and interacts comfortably with familiar adults

Children may...

angry.

Educators may...

- Separate from their parent with the support of a trusted caregiver.
- Seek out a trusted adult for comfort when feeling sad or
- Offer to help a teacher set up materials in a play *center*.
- Tell a teacher, "I love you, at nap time.
- Provide daily connection activities, such as greetings.
- Provide consistent and supportive response to children, especially during times of upset.
- Show *empathy* as children express various emotions.

- Participate in daily connection activities with children.
- Maintain a positive relationship with children's caregiver.

3 - 4 YEARS (36 - 48 months)

Three-year-olds are continuing to build relationships and become more connected to other children around them. They are becoming more able to interact positively with peers, but can be centered on their own interests and needs. They may find it hard to take turns, to wait and to share. They will need support from educators and trusted adults as they develop friendships and interact with other children. Three-year-olds are beginning to show concern and **empathy** towards others. Through role-playing and educator-led discussions over time, children begin developing an initial understanding of **bullying**. Children must be taught what to do to be helpful in a **bullying** situation.

STANDARD 2.

Develops positive relationships with peers

BENCHMARK a.

Builds social relationships and becomes more connected to other children

Children may...

Educators may...

- Talk to another child who is playing in the block area and comment on what the child is doing.
- Give a hug to a child who is crying.
- Talk with other children during snack or meal time.
- Laugh with another child as they pedal tricycles around the riding track.

- Model how to work together with a friend in the block area.
- Talk about ways that friends can play together.
- Read stories about friends.
- Use puppets to model ways for children to play together.
- Provide support and guidance during *center* time as children play together.

- Provide opportunities for their child to play with peers in group settings.
- Model how to work and play with friends.

3 - 4 YEARS (36 - 48 months)

Three-year-olds are continuing to build relationships and become more connected to other children around them. They are becoming more able to interact positively with peers, but can be centered on their own interests and needs. They may find it hard to take turns, to wait and to share. They will need support from educators and trusted adults as they develop friendships and interact with other children. Three-year-olds are beginning to show concern and **empathy** towards others. Through role-playing and educator-led discussions over time, children begin developing an initial understanding of **bullying**. Children must be taught what to do to be helpful in a **bullying** situation.

STANDARD 2.

Develops positive relationships with peers

BENCHMARK b.

Demonstrates strategies for entry into social play with peers

Children may...

Educators may...

- Seek out another child to play with during *center* time, sometimes with the help of a trusted adult.
- Enter a *center* area to play with peers with the help of a trusted adult.
- Model how to get another child's attention before entering into play: Tap them on the shoulder and say their name. Wait for them to look at you. Then say, "Can I play with you?"
- Model how to take turns.
- Use puppets to model how to enter into a social play scenario.
- Provide ongoing support to assist children with entering into play with peers.

- Provide opportunities for children to play with peers.
- Assist their child during play with peers.

3 - 4 YEARS (36 - 48 months)

Three-year-olds are continuing to build relationships and become more connected to other children around them. They are becoming more able to interact positively with peers, but can be centered on their own interests and needs. They may find it hard to take turns, to wait and to share. They will need support from educators and trusted adults as they develop friendships and interact with other children. Three-year-olds are beginning to show concern and *empathy* towards others. Through role-playing and educator-led discussions over time, children begin developing an initial understanding of **bullying**. Children must be taught what to do to be helpful in a **bullying** situation.

STANDARD 2.

Develops positive relationships with peers

BENCHMARK c.

Develops an initial understanding of bullying

Children may...

- Tell another child to "stop" an unsafe behavior.
- Tell a trusted adult or caregiver if a peer is hitting another child.

Educators may...

- Teach the victim a new skill: Say, "Stop, I don't like it," when another student is hurtful with words or actions.
- Tell the children, "I will keep you safe in the classroom. Come and tell me if someone is not helping to keep our classroom safe."
- Use puppets to model what to do if a peer is not helping to keep the classroom safe.
- Teach the aggressor a new skill: "You wanted your friend's attention, so you hit them. You may not hit. Hitting hurts. When you want someone's attention, tap them on the shoulder and say their name. Practice it now with me."

Families may...

- Model using an assertive voice when you are the victim of aggression.
- Teach children how to get their needs met in a socially acceptable manner.

Social and Emotional Development

3 - 4 YEARS (36 - 48 months)

As 3-year-olds are developing positive relationships with other children, they may encounter social problems. Practicing the social **skills** of cooperation, taking turns, and compromising can be difficult for 3-year-olds. Familiar adults can support this ability to solve social problems by modeling and supporting children as they try solving problems on their own.

STANDARD 3.

Develops increasing ability to engage in social problem-solving

BENCHMARK a.

Able to suggest a potential solution to social problems, and with adult support, is able to follow through

Children may...

- Come to a caregiver or trusted adult when another child takes the block they are building with.
- Ask an adult for help getting more crayons for a friend.
- Say, "I don't like that," to another child who has hit them.
- Ask a caregiver or trusted adult for another dress when their friend joins them in the dress-up corner.

Educators may...

- Model how to solve problems within the context of everyday conflicts in the classroom.
- Teach specific **skills** such as turntaking, how to enter play scenario and what to do if someone intrudes upon you.
- Use books to discuss how characters solve problems within the story.
- Use puppets to model ways of solving problems.
- Provide ongoing support to children as they begin solving problems in the classroom.

- Model social *skills* and problemsolving techniques.
- Model how to solve problems within the context of everyday interactions.

3 - 4 YEARS (36 - 48 months)

Three-year-olds are becoming aware of the feelings of those around them and may show concern if a friend or trusted adult seems upset or hurt. This is especially true if they have experienced a similar situation.

STANDARD 4.

Exhibits empathy by demonstrating care and concern for others

BENCHMARK a.

Responds to the emotions of others with comforting words or actions

Children may...

Educators may...

- Tell a trusted adult when a friend is hurt.
- Ask questions about why another child is crying.
- Pretend to rock a crying baby in the home living *center*.
- Give a hug to a crying friend who has fallen down and hurt his knee.
- Model expressing *empathy* when a child is hurt.
- Talk about ways to help others when they are experiencing times of distress.
- Create a structure in the classroom to focus on ways to be kind and helpful (e.g., kindness tree, ways to be helpful book or board).
- After reading a story, focus on ways the characters showed *empathy* with each other.

- Model *empathy* through comforting words and actions.
- Provide opportunities for children to play and interact with peers.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds continue developing close social relationships with adults who are significant to them. Secure attachment with at least one teacher supports children as they begin experimenting with independence and initiative, giving them self-confidence to take risks and try new things. Four-year-olds need help learning how to interact when meeting new adults.

STANDARD 1.

Develops positive relationships with adults

BENCHMARK a.

Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults

Children may...

- Enter the classroom and greet the educator with increasing ease.
- Express affection to an educator or caregiver with hugs or words and accept affection in return.
 Cooperate with an adult who offers individualized instruction (e.g., a therapist).
- Go to a specific teacher for assistance when upset or if help with **problem-solving** is needed.
- Accept guidance and redirection from adults with whom they have a mutually affectionate relationship.
- Easily separate from a family member, teacher or caregiver, with teacher support, as needed.

Educators may...

- Introduce children to other adults in the facility (e.g., the cook, the principal or director, the nurse).
- Talk regularly with individual children and help each child in the classroom to build a secure attachment with at least one adult.
- Spend one-on-one time connecting with children throughout the week and let each child know that the adults are happy that he or she is a member of the classroom.
- Greet each child by name every morning and say goodbye to each child at the end of the day.

- Provide personal photos for children's use in the classroom.
- Develop goodbye routines.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

As 4-year-olds' communication increases and perspective-taking **skills** begin to develop, they are improving their social **skills**, developing positive relationships, and engaging in peer groups. Peers are often of the same gender, but not always. Four-year-olds are also beginning to use group entry and exit abilities appropriately. Through role-playing and educator-led discussions, children begin developing an initial understanding of **bullying** (e.g., the roles of the **bully**, the **target** and the **bystander**), with educator support and multiple experiences over time.

STANDARD 2.

Develops positive relationships with peers

BENCHMARK a.

Plays with peers in a coordinated manner including assigning roles, materials and actions

Children may...

- Talk with a peer to plan their play at the sand table.
- Notice that a friend needs help putting away blocks and goes to help.
- Exhibit appropriate behavior when placed in a group by the teacher (e.g., non-peers, mixed gender, mixed abilities).
- Play cooperative games with one or more friends.

Educators may...

- Teach children how to *initiate* activities (e.g., "Let's play with the blocks," "Do you want to paint?").
- Observe what the group is doing and add something to the play (e.g., "I could be the elephant. You don't have one in your zoo.").
- Show children how to make and be a friend.
- Build the classroom community based on cooperative activities and principles.

- Include children in household chores (e.g., picking up toys, setting the table, sorting socks).
- Play cooperative games with children.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

As 4-year-olds' communication increases and perspective-taking **skills** begin to develop, they are improving their social **skills**, developing positive relationships, and engaging in peer groups. Peers are often of the same gender, but not always. Four-year-olds are also beginning to use group entry and exit abilities appropriately. Through role-playing and educator-led discussions, children begin developing an initial understanding of **bullying** (e.g., the roles of the **bully**, the **target** and the **bystander**), with educator support and multiple experiences over time.

STANDARD 2.

Develops positive relationships with peers

BENCHMARK b.

Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking

Children may...

Educators may...

- Engage in activities with peers (e.g., riding tricycles or *dramatic play*).
- Understand the difference between helpful and hurtful ways to get something or meet a need.
- Ask to join a group.
- Talk with a peer to decide who will get the first turn, with educator support and practice.
- Wait for a peer to finish speaking before talking during conversations.
- Move over during large-group time when a peer is sitting too close.

- Model how to be helpful instead of hurtful in difficult situations (e.g., "What could you do to be helpful instead of hurtful when someone calls you a name?").
- Show children group entry *skills* using a variety of formats (e.g., verbal gestures, role-play) and how they should respond when peers want to join their activity (e.g., "Only four people can play in this *center* so you have to wait.").
- Show children how to *initiate* activities with peers (e.g., "Let's play with the blocks." "Do you want to paint?").

- Provide age-appropriate choices to help children make decisions.
- Provide opportunities for children to play and interact with peers.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

As 4-year-olds' communication increases and perspective-taking **skills** begin to develop, they are improving their social **skills**, developing positive relationships, and engaging in peer groups. Peers are often of the same gender, but not always. Four-year-olds are also beginning to use group entry and exit abilities appropriately. Through role-playing and educator-led discussions, children begin developing an initial understanding of **bullying** (e.g., the roles of the **bully**, the **target** and the **bystander**), with educator support and multiple experiences over time.

STANDARD 2.

Develops positive relationships with peers.

BENCHMARK c.

Responds appropriately to bullying behavior

Children may...

- Tell an adult when they see a peer being hurt (e.g., "Sally keeps pulling Sarah's hair and making her cry.").
- Say, "stop," when they see a child physically or verbally hurting another child.

Educators may...

- Discuss *bullying* behavior (e.g., physical, verbal, emotional) and demonstrate anti-*bullying* strategies (e.g., large-group, small group, one-on-one).
- Introduce the words *bully, target* and *bystander*.
- Role play or read a book about a *bullying* situation sharing ideas on how to deal with it.

- Promote compassion for all family members (e.g.,responsive, open communication, respect, trust etc.).
- Observe potential signs of **bullying** in children and report these to the **center** staff (e.g., child previously loved preschool, but no longer wants to go, constantly tells you that a child is being mean to him; does not want to play with a child that they at one time liked, etc.).

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds are becoming better at working out conflicts on their own, but still need a lot of help from trusted adults. They may show physical (e.g., hitting, pushing) or verbal aggression, or exclude peers when they have conflicts. As language and thinking *skills* continue developing, however, 4-year-olds are increasingly able to use words, negotiate and offer ideas for solutions to their problems. Modeling how to compromise or share is an effective strategy for helping 4-year-olds solve social problems.

STANDARD 3.

Develops increasing ability to engage in social problem-solving

BENCHMARK a.

Able to independently engage in simple social **problem-solving** including offering potential solutions and reflecting on the appropriateness of the solution

Children may...

- Calm down before attempting to solve a problem, with educator support and practice.
- Use helpful words to express frustration and anger (e.g., "I don't like it when you get in front of me on the slide while I'm waiting for my turn. Please wait your turn.").
- Share ideas to solve a problem.

Educators may...

- Encourage children to use language to express own wants and needs.
- Identify strategies to solve problems in stories.
- Provide a quiet place for children to talk.
- Use questions to help children define the problem and guide them in evaluating solutions.

- Model **problem-solving** strategies at home.
- Encourage children to use language to express own wants and needs.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds continue developing their friendship *skills*. They more frequently *initiate* activities with children they consider peers, and play in complex ways. *Empathy* and caring for others takes place when children have opportunities to develop friendships. Children who become friends are better at initiating and sustaining interactions and resolving conflicts with each other.

STANDARD 4.

Exhibits empathy by demonstrating care and concern for others

BENCHMARK a.

Able to take the perspective of others and actively respond in a manner that is consistent and supportive

Children may...

- Notice that a friend needs help putting away the blocks and goes to help.
- Assist a peer when the peer is hurt.

Educators may...

- Role-play helpful and hurtful situations (e.g., taking turns, expressing frustration with a friend, asking someone to move).
- Build the classroom community based on cooperative activities and principles.
- Read stories about friends and how they help one another.

Children may...

- Play games with children so they learn about cooperating and considering others.
- Read stories to children about fiends.

III. SOCIAL AND EMOTIONAL CONTRIBUTION CONTRIBUTICON CONTRIBUTA CONTRIBUTA CONTRIBUTICON CO

BIRTH - 8 MONTHS

Young infants depend upon others. They quickly learn how to gain the attention of family members, caregivers and educators to meet their physical, social, and emotional needs. Through positive and playful responses to their bids for attention, young infants are able to develop a healthy sense of identity and belonging.

STANDARD 1.

Develops sense of identity and belonging through play

BENCHMARK a.

Eagerly bids for attention of adults

Children may...

- Smile at others.
- Babble or coo and wait for a response.
- Cry, rock back-and-forth or lift own arms to signal for help from their parents, caregivers and educators.
- Crawl towards a family member, educator or child.

Educators may...

- Acknowledge and respond to infant's verbal bids for attention.
 For example, when an infant says, "da-da-da," say, "Are you talking to me?" then repeat their babble, wait for a response, and continue the back-and-forth exchange.
- Respond to nonverbal bids for attention: "Charlie, I see you smiling at me!"
- Respond to infant's physical bids for attention: "You're lifting up your arms. Do you want me to hold you?"

Educators may...

- Share with educators their infant's cues and ways to signal for attention.
- Acknowledge and respond to infant's verbal bids for attention.

III. SOCIAL AND EMOTIONAL CONTRIBUTION CONTRIBUTICON CONTRIBUTICON CONTRIBUTICON CONTRIBUTICON CONTRIBUTICON CONTRIBUTICON CONTRIBUTICON CONTRIBUTICON CONTRIBUTICON CONTRIBUCIÓN CONTRIBUTICON CONTRILO CONTRIBUTICON CONTRIBUTICON

BIRTH - 8 MONTHS

Young infants are developing a sense of who they are and what they can do. They have distinctive temperaments and personalities that affect how they respond to new experiences.

STANDARD 2.

Develops sense of identity and belonging through exploration and persistence

BENCHMARK a.

Shows interest and inclination to explore without adult direction

Children may...

Educators may...

- Notice own hands, look at them and move them frequently in front of own face.
- Reach or move towards items of interest, such as a favorite or new toy.
- Hold or push bottle away or smear food around tray during meal time.
- Set up the **environment** with safe and interesting materials for children to look at and explore.
- Encourage infants by talking with them about what educators see children doing: "Yolanda, I see you shaking the big yellow rattle. You're figuring out how it makes that noise."

Families may...

- Set up a safe place for children to explore.
- Encourage infants by talking with them about what children are doing: "Maya, I see you are tasting your banana. Is it soft and sweet?"



Florida's Early Learning and Developmental Standards

III. SOCIAL AND EMOTIONAL CONTRIBUTION CONTRIBUTICON CONTRICON CONTRIBUTICON CONTRIBUTICON CONTRIBUTICON CONTRIBUTICON CONT

BIRTH - 8 MONTHS

Consistent *routines* provide predictability and a sense of security that allows infants to form trusting relationships with adults who care for them. It is within the context of these safe and predictable *routines* that they are able build a positive sense of identity and belonging.

STANDARD 3.

Develops sense of identity and belonging through *routines*, rituals and interactions

BENCHMARK a.

Begins to respond positively to familiar *routines* and rituals initiated by familiar adult

Children may...

- Smile or laugh at "silly" adult rituals during routines (e.g., airplane ride to the changing table).
- Begin to actively participate in familiar *routines* (e.g., lift legs during diaper time or hold bottle while being fed).
- Recognize that adults respond to their cues (e.g., crying, squirming, turning away).
- Engage playfully with infants.

Educators may...

- Actively involve infants in caregiving *routines* (place an infant's hands on his bottle while feeding).
- Play predictable, interactive games like peek-a-boo.
- Use parallel and self-talk to describe their own actions and the actions of the infant: "You picked up your leg so I could slide the diaper under you!"
- Develop and maintain individualized rituals with infants in their care (e.g., singing a different song to each infant as a transition to school).
- Respond consistently to infants' cues.

- Share with educators the cues their child uses to signal their wants and needs (e.g., hungry, sleepy, ready for diaper).
- Share with educators successful techniques for comforting or responding to their child's cues (e.g., "She likes to be rocked to sleep.").
- Share with educators their child's favorite activities or *routines*.

3

Florida's Early Learning and Developmental Standards

III. SOCIAL AND EMOTIONAL CONTRIBUTION CONTRIBUTICON CONTRICON CONTRIBUTICON CONTRIBUTICON CONTRIBUTICON CONTRIBUTICON CONT

BIRTH - 8 MONTHS

Through repetitive and supportive interactions with primary caregivers, young infants experience a growing awareness of their ability to make things happen. They develop specific cues to obtain adult attention in order to get their needs met. These cues provide insights for caregivers into the infant's growing preferences (e.g., people, objects, activities).

STANDARD 4.

Develops sense of self-awareness and independence

BENCHMARK a.

Signals preferences related to objects and people (e.g., preferring one pacifier over another)

Children may...

Educators may...

- Fuss when fed or put to sleep in a different way (rocked instead of patted, cooler bottle instead of warm).
- Throw disliked item on the floor.
- Turn or roll towards a preferred item.
- Reach towards a preferred adult.
- Observe and respond positively to infants' preferences during *routines* (e.g., "You like to be patted instead of rubbed, don't you?").
- Observe and respond positively to infants' dislikes (e.g., "You really didn't like your peas. You spit them right out!").

- Share with educators their infant's preferences during daily **routines** (e.g., how families put their infant to sleep, prepare and feed bottles or food).
- Observe and respond positively to infants' preferences during *routines*.



BENCHMARK b.

Begins to recognize own abilities and preferences

Children may...

Educators may...

- Kick a mobile over and over to make it move.
- Cry in particular ways to get own needs met.
- Move towards and get a favorite toy, then smile.
- Notice and explore own hands, eventually becoming aware that they can make own hands do things.
- Use parallel talk to encourage recognition of favorite items or activities (e.g., "Look at you kicking that mobile over and over. You really like the way it moves when you do that," "You want your bottle, don't you? I see you reaching for it.").
- Acknowledge infants' growing abilities: "You're shaking the rattle all by yourself!"
- Offer a variety of toys and experiences to encourage infants to explore the classroom.

- Follow and acknowledge children reaching for or touching a preferred toy or person: When the child looks at or reaches for brother, "You want your brother, don't you? You really like him."
- Follow and acknowledge children's growing abilities: "You're crying to tell me that you're hungry."

III. SOCIAL AND EMOTIONAL DEVELOPMENT D. SENSE OF IDENTITY AND BELONGING

8 - 18 MONTHS

Older infants and young toddlers are beginning to make connections between their needs and how adults respond. Their bids for attention become more intentional and successful as they learn what works, what does not and with whom. Older infants can still be observed participating in solitary play, but young toddlers may begin moving from solitary to parallel play (e.g., playing side-by-side, but not with another toddler.)

STANDARD 1.

Develops sense of identity and belonging through play

BENCHMARK a.

Expectantly bids for attention from adults and other children

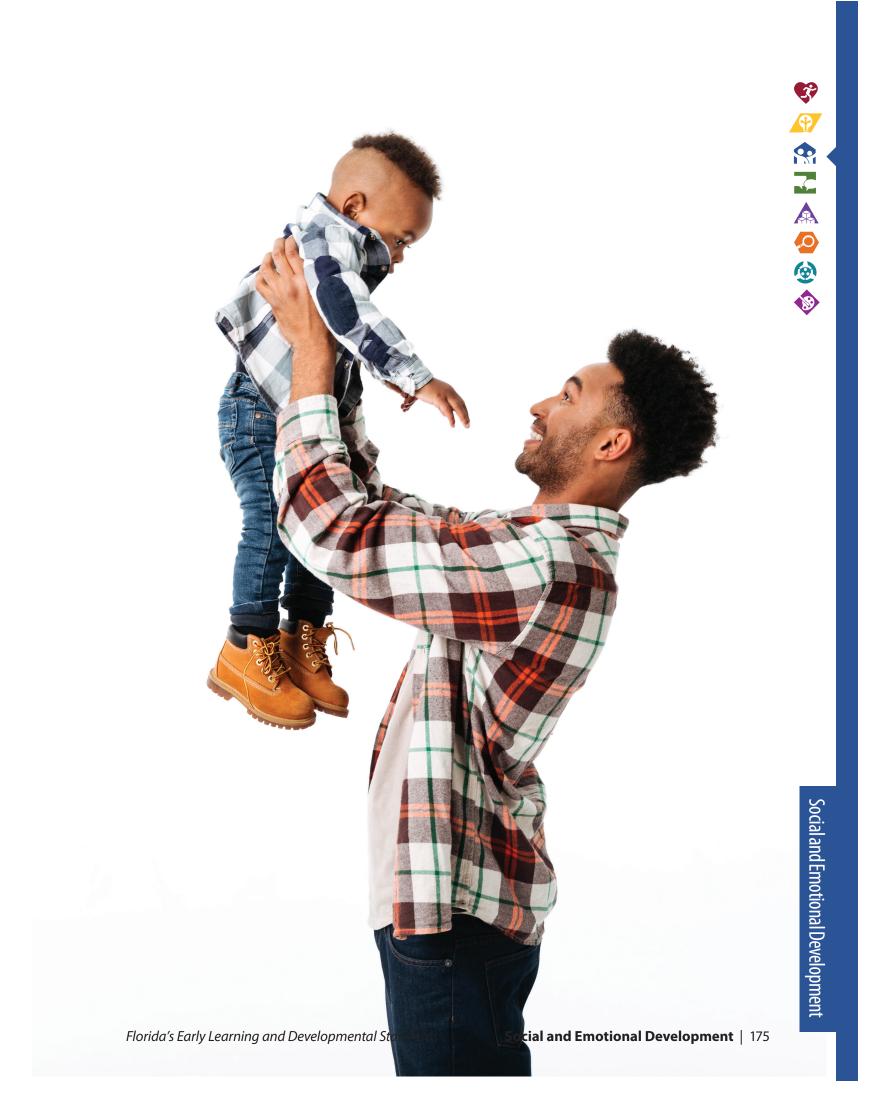
Children may...

Educators may...

- Walk or crawl over to an adult, raise their hands, or say, "up."
- Repeatedly pat an adult's leg or pull on clothing.
- Squeal or scream loudly.
- Run away from an adult and then turn to see if the adult is following.
- Gain the attention of peers through vocalizations, reaching out and smiling.
- Reach or grab toys from another infant or toddler.

- Respond quickly and consistently to an infant or toddler's bids for attention.
- Sit near infants or toddlers to encourage and support their bids for attention.
- Use **self** or parallel talk to encourage positive bids for attention: "You put your hand on my arm. You want my attention."
- Accept and redirect negative bids for attention: "You screamed because you wanted my attention. If you want my attention, you can say 'help please' or (modeling) use sign language to tell me you need me."

- Identify ways children get their attention and respond consistently.
- Develop consistent responses (home and school) to children's bids for attention.



III. SOCIAL AND EMOTIONAL CONTRIBUTION CONTRIBUTICON CONTRECONTRI CONTRIBUTICON CONTRIBUTICON CONTRIBUTICON CONTRIBUTICON

8 - 18 MONTHS

Older infants and toddlers, armed with feelings of value and attachment, are more comfortable in their bodies and **environment**. Their attention span grows longer and they become more persistently engaged in activities.

STANDARD 2.

Develops sense of identity and belonging through *exploration* and *persistence*

BENCHMARK a.

Explores for extended periods and delights in discoveries

Children may...

Educators may...

- Smile or clap hands in delight and repeat a newly-learned skill such as successfully climbing up the steps.
- Play with a preferred toy more than other toys.
- Engage in longer periods of turntaking activities such as rolling a ball back-and-forth.
- Ask or gesture that they want the same song or story repeated over and over.
- Use verbal and physical support to extend the infant and toddler's play: "You're getting tired of this game. Let's roll the ball back and forth just one more time!"
- Encourage the infant and toddlers' efforts: "You are really focusing on putting the pegs in that pegboard. I bet you won't stop until they're all in there."
- Express mutual joy and delight in *discovery* (e.g., make a surprised face and laugh every time the Jack jumps out of the box).

- Talk with educators about their child's favorite activities at school.
- Engage in and extend their child's play.

III. SOCIAL AND EMOTIONAL CONTROL CONTROL CONTROL OF IDENTITY AND BELONGING

8 - 18 MONTHS

Consistent rituals and **routines** provide a sense of certainty that older infants and young toddlers can rely upon and they begin adapting to the day's **pattern**. They can reliably predict what will happen next, and this security allows for positive responses to rituals with caregivers and within the daily routine.

STANDARD 3.

Develops sense of identity and belonging through routines, rituals and interactions

BENCHMARK a.

Responds positively to and expects patterned *routines*, rituals and interactions initiated by an adult

Children may...

- Actively participate in rituals such as waving goodbye or blowing kisses.
- Adjust to different caregiving techniques within a familiar routine, such as naptime (e.g., mommy pats to sleep, teacher may rock to sleep).
- Actively participate in familiar routines (e.g., lifts legs during diaper time, lifts arms to be dressed).

Educators may...

- Encourage infants and toddlers to participate in greetings with familiar and unfamiliar adults (e.g., wave "hello" or "goodbye").
- Support infants and toddlers when an expected routine or *pattern* does not occur (e.g., family member visits for lunch and tries to leave without taking the infant or toddler home: "It's hard when mommy has to leave.").
- Use parallel and self-talk to describe adult's actions and the actions of the infant and toddler:
 "You picked up your arms because you knew I was going to put your shirt on!"
- Create and maintain positive interactions and rituals with each child in care (e.g., high-fives, blowing kisses, etc).

- Create and maintain positive interactions and rituals with children (e.g., reading at bedtime, goodbye rituals, etc.).
- Talk to children during *routines:* "We are going to the store to get some food for dinner."

III. SOCIAL AND EMOTIONAL DEVELOPMENT D. SENSE OF IDENTITY AND BELONGING

8 - 18 MONTHS

Older infants are becoming more aware of what they need or want and are beginning to communicate their preferences with others. They begin feeling more confident in their ability to do things on their own and make their own choices. Young toddlers are better at communicating what they want, like and dislike. As they become increasingly aware of themselves and what they are capable of doing, their sense of *autonomy* and independence grows. However, older infants and young toddlers still depend on family members, caregivers, and educators for support and guidance.

STANDARD 4.

Develops sense of self-awareness and independence

BENCHMARK a.

Begins to use more complex means of communicating (e.g., sounds, gestures, some words) to express need for independence and individuation

Children may...

- Crawl to area they enjoy playing in.
- Reach for adult's arm and take adult over to what they want to do.
- Use same sound or word to signal own need (e.g., more, stop, no).

Educators may...

- Give nonverbal infants and toddlers gestures that they can use to communicate their *wants and needs* (e.g., holding up a hand with palm out to indicate, "Stop.").
- Give verbal infants and toddlers words or short phrases that they can use to communicate their *wants and needs* (e.g., "Please" or "Can I have it?").

- Identify and respond to children's means of communication.
- Give nonverbal infants and toddlers gestures that they can use to communicate their *wants and needs* (e.g., holding up a hand with palm out to indicate, "Stop").

BENCHMARK b.

Recognizes own abilities and preferences

Children may...

- Protest when they are given water rather than the juice they prefer.
- Smile and clap when they see their favorite food is being served.
- Move own body to fit inside a tunnel toy with a sibling.
- Hold on to a favorite toy as another child approaches and look toward the adult.
- Repeat an action, such as banging own hands on the table or pretending to sneeze when it makes other people laugh.
- Resist help from an adult who is trying to dress them.

Educators may...

- Acknowledge infant and toddler preferences: "You really like apple juice, don't you?"
- Assist infants and toddlers in making connections between their choices and their preferences: "You keep banging on the table. You must really like the sound it makes."
- Assist infants and toddlers in making connections between their emotions and their preferences: "I see you smiling because your Grammy came to get you. You really like spending time with Grammy."
- Encourage the infant and toddler's growing abilities by providing opportunities for independence: "Let's put the blocks in the basket. Look at you, you're cleaning up all by yourself!"
- Celebrate milestones: "Look at you walking all by yourself!"

Families may...

- Acknowledge and support children's preferences: "You like to hold your blanket when you are tired."
- Offer choices: "Do you want to wear the red shirt or the blue shirt?"

BENCHMARK c.

Responds to name when called

Children may...

- Respond verbally or non-verbally when hearing own name (e.g., look, crawl, walk).

Educators may...

- Frequently use children's names during *routines* and conversations.
- Provide simple tasks to participate in to encourage independence while acknowledging children by name (e.g., put on socks, push in chair, wipe table, "Maia would you like to help me wipe the table?").

Families may...

- Use children's names frequently during *routines* and conversations.
- Include children in simple tasks to encourage independence (e.g., wipe the table, throw away paper towel).

Florida's Early Learning and Developmental Standards

III. SOCIAL AND EMOTIONAL CONTRIBUTION CONTRIBUTICON CONTRIBUTA CONTRIBUTA CONTRIBUTICON CO

18 - 24 MONTHS

Parallel play is a form of play in which the children play adjacent to one another, but are not trying to influence each other's behavior or play. Toddlers ages 18 - 24 months are interested in each other's actions and play, but do not actually engage in the activity.

STANDARD 1.

Develops sense of identity and belonging through play

BENCHMARK a.

Seeks out preferred companions and eagerly engages in parallel play with others

Children may...

periods.

- Seek out "best friends," or

preferred companions to be

beside during activities or play

Show interest in the same toy

with another child, but may not

actually interact with each other.

not pay attention other children.

Engage in same activity, but do

Educators may...

- Encourage talking and confidence *skills* among children.
- Promote sharing and discussion among children as they learn to play near each other.
- Encourage confidence in children as they play alongside their peers.
- Interact with the children and encourage them to notice they are playing alongside other children.

- Provide opportunities for play dates with other children.
- Read stories about children playing.

III. SOCIAL AND EMOTIONAL CONTRIBUTION CONTRIBUTICON CONTRICON CONTRIBUTICON CONTRICON CO

18 - 24 MONTHS

Teaching toddlers to play independently at activities the child enjoys becomes increasingly important for building *creativity* and critical-thinking *skills*. Through both *exploration* and *persistence*, *creativity* is born. This is crucial to building future *skills*.

STANDARD 2.

Develops sense of identity and belonging through *exploration* and *persistence*

BENCHMARK a.

Capable of sustained independent play at activities the child enjoys

Children may...

Educators may...

- Play with a drawer in the kitchen full of different objects for longer periods of time.
- Peel stickers from a sticker sheet and paste it on another surface for a longer period of time.
- Encourage children's persistence (e.g., "You are working very hard to place the shapes in the puzzle. What a great job you are doing!).
- Provide a variety of interesting materials for children to explore.

- Provide ample opportunities for active exploration.
- Encourage toddlers to engage in stimulating activities for extended periods of time.

III. SOCIAL AND EMOTIONAL CONTRIBUTION CONTRIBUTICON CONTRECONTRICON CONTRIBUTICON CONTRIBUTICON CONTRIBUTICON CONTRI CONT

18 - 24 MONTHS

Toddlers in the 18 - 24 month age group will begin developing their own sense of identity and belonging in their immediate *environment*. Participating in *routines*, rituals and interactions helps form the basis of experiences and growth.

STANDARD 3.

Develops sense of identity and belonging through routines, rituals and interactions

BENCHMARK a.

Begins to *initiate* and participate in some familiar *routines* and rituals

Children may...

Educators may...

- Begin looking forward to and understanding simple *routines* and rituals.
- Begin recognizing friends and initiating short conversations during welcome time in the morning or during playtime.
- Look forward with anticipation to daily story time.
- Begin participating in circle time, perhaps by singing along during a song that is played every day.

- Plan a daily schedule and implement daily *routines*.
- Design a classroom *environment* that has some *routines* and rituals.
- Develop routines that allow children to have time to communicate, cooperate, solve some problems and make decisions.
- Discuss familiar *routines*: "We wash our hands before eating and after toileting."

- Post a bulletin at home with family *routines* and rituals.
- Discuss the day with children.
- Ask children their favorite routine to do at home and at school.

III. SOCIAL AND EMOTIONAL DEVELOPMENT D. SENSE OF IDENTITY AND BELONGING

18 - 24 MONTHS

Toddlers in the 18 - 24 month age group are beginning to try to independently to solve their problems, but may become overwhelmed or frustrated. They may then ask for support from adults.

STANDARD 4.

Develops sense of self-awareness and independence

BENCHMARK a.

Initiates independent *problem-solving* efforts but appropriately asks for support from adults when needed

Children may...

- Begin trying to and solve simple problems.
- Face some frustration or become overwhelmed with the problem-solving process.
- May cry or withdraw if problemsolving becomes too involved.
- Realize adults are available for support if needed.

Educators may...

- Role-play situations that include simple *problem-solving* tasks.
- Encourage children to work independently on simple **problem-solving** tasks.
- Be available for children who become frustrated or angry during **problem-solving**.
- After the **problem-solving**, ask each child what they did and how it made them feel.
- Utilize puppets to model simple *problem-solving*.

- Engage in *problem-solving* with children at home.
- Provide opportunities for children to interact with playmates at home and offer toys and games for the children to use.
- Read books or use puppets to engage in simple *problemsolving* ideas.

III. SOCIAL AND EMOTIONAL CONTRIBUTION CONTRIBUTICON CONTRECONTRICON CONTRIBUTICON CONTRIBUTICON CONTRIBUTICON CONTRI CONT

18 - 24 MONTHS

Toddlers are asserting themselves through verbal or non-verbal communications about their preferences. They are beginning to understand what they want and are attempting to communicate those preferences to peers, family and adults.

STANDARD 4.

Develops sense of self-awareness and independence

BENCHMARK b.

Begins to verbally or non-verbally communicate own preferences

Children may...

Educators may...

- Begin to realize they can often get what they want by a form of communication.
- Explore ways to get what they want through verbal and non-verbal communication.
- Use gestures, looks, sounds and some simple verbal language to achieve communication.
- Display some frustration over difficult situations that are not going the desired way.
- Show excitement over communicating preferences.

- Encourage children to play together in groups to promote communication.
- Step back and allow children to work out simple problems.
- Ask questions to allow the children to reflect: What could happen if you use this tool?"
- Role-play situations that include simple *problem-solving*.
- Use children's interests to encourage them to speak about preferences.

- Discuss daily activities with children (e.g., "What did you like about the game with the ball today?" "Which cupcake did you eat and why did you like that one so much?").
- Talk about children's favorite items at home and why they like them.
- Read books and discuss with children favorite items and favorite friends.

III. SOCIAL AND EMOTIONAL CONTRIBUTION CONTRIBUTICON CONTRICON CONTRIBUTICON CONTRIBUTICON CONTRICON CONTRIBUTICON C

18 - 24 MONTHS

Body awareness in 18 - 24 month-old toddlers begins to rapidly develop in the second year of life as they exhibit self-awareness. Toddlers are increasingly becoming aware of themselves as separate from others, but also becoming much more enthusiastic regarding their peers.

STANDARD 4.

Develops sense of self-awareness and independence

BENCHMARK c.

Begins to recognize obvious physical similarities and differences between self and others

Children may...

- Begin to realize they are the same, but also different than others.
- Reach out and touch a peer's nose or arm and then look at their own.
- Play beside another child and get the other child to engage in play.
- Begin making friends and identifying friends by facial features.
- Show excitement when encountering friends and familiar faces.

Educators may...

- Make eye contact with children and cuddle/comfort them as needed.
- Post pictures of children in the class and ask children to point out themselves and other children they recognize.
- Discuss and show colors of hair and point out the differences of children's hair color in the classroom.
- Have each child stand in front of a mirror alone (and talk about themselves), then stand with another child to see the differences. Have them both point out similarities and differences they notice.
- Utilize different puppets to show similarities and differences in everyone.

- Show and discuss a family picture with children and the differences of family members.
- Read books with children that depict similarities and differences among children.

III. SOCIAL AND EMOTIONAL CONTRIBUTION CONTRIBUTICON CONTRICON CONTRIBUTICON CONTRIBUTICON CONTRIBUTICON CONTRIBUTICON CONT

2 - 3 YEARS (24 - 36 months)

Two-year-olds enjoy playing alongside and with other children. They are beginning to play interactively with peers.

STANDARD 1.

Develops sense of identity and belonging through play

BENCHMARK a.

Continues to engage in parallel play but also begins to play with others preferred playmates

Children may...

Educators may...

- Play beside another child, with some interactions.
- Play cooperatively in small groups to work on a project.
- Actively seek out friends to play together.
- Share with the teacher what they have created with their friends.
- Set areas up in the classroom for small groups to work together.
- Provide guidance as children are playing together, and model words of compromise if there is a conflict.
- Share own likes and dislikes, ask children to share theirs and conclude that we can be friends even if we don't like everything the same.

- Allow children to have time to play independently at home.
- Encourage children to take turns.
- Participate in community activities where other families also attend.

III. SOCIAL AND EMOTIONAL CONTRIBUTION CONTRIBUTICON CONTRI CONTRIBUTICON CONTRIBUTICON C

2 - 3 YEARS (24 - 36 months)

Two-year-olds show likes and dislikes and enjoy having choices. They may have a special friend(s) in the classroom that they may choose to play with again and again. They like trying new activities and will continue working on new challenges if allowed the time.

STANDARD 2.

Develops sense of identity and belonging through exploration and persistence

BENCHMARK a.

Continues sustained independent play while participating in more complex activities

Children may...

- Show an interest in some

activities and not others.

- Play with others for longer

join them in an activity.

Begin taking turns with

classmates.

puzzle).

accomplish a common goal.

periods as they work together to

- Encourage a favorite classmate to

- Stay with an activity even if they

struggle to complete it (e.g., a

Educators may...

- Provide choices of activities.
- Encourage a child to try a new activity if the child chooses the same activity day after day.
- Ask thinking questions to expand knowledge and understanding during new activities.
- Ask questions as children try a new activity to provide new information, *vocabulary*, and encourage the child to engage in the new experience.

- Encourage children as they struggle to complete a new skill.
- Talk about how each family member is different and the same, but they are all the same family.
- Encourage children to try new activities, toys and foods.

III. SOCIAL AND EMOTIONAL CONTRIBUTION CONTRIBUTICON CONTRIBUTA CONTRIBUTICON CONTRIBUTICON

2 - 3 YEARS (24 - 36 months)

Two-year-olds feel comfortable with a daily routine in the classroom and can follow expectations in different environments. They enjoy special days such as birthdays and holidays and can share with others how they are celebrated.

STANDARD 3.

Develops sense of identity and belonging through routines, rituals and interactions

BENCHMARK a.

Initiates and participates in the rituals and routines of the day

Children may...

Educators may...

- Follow rules and *routines* in the classroom.
- Assist a new child to the rug for circle time.
- Tell the teacher if the routine is not followed.
- Want to sit by the same friend every day during story time.
- Share with the teacher how their family celebrates a holiday.
- Provide a daily routine for the classroom with consistent rules and expectations.
- Provide a picture/visual schedule for the day and have a child take the picture down once each activity is completed.
- Tell the children when the routine will not be followed and why (e.g., a field trip or visitor).
- Provide time for children to share how they celebrate holidays.

- Have consistent rules and expectations in place at home.
- Visit the classroom to share how their family celebrates a holiday.

III. SOCIAL AND EMOTIONAL DEVELOPMENT D. SENSE OF IDENTITY AND BELONGING

2 - 3 YEARS (24 - 36 months)

Two-year-olds begin to identify similarities and differences between themselves and others. They have developed likes and dislikes and can communicate these to others. They understand that others may have different preferences and can communicate this, as well.

STANDARD 4.

Develops sense of self-awareness and independence

BENCHMARK a.

Verbally or nonverbally communicates more clearly on wants and needs

Children may	Educators may	Families may
 Refuse to eat certain foods and say they do not like them. 	 Ask children what they like to do and include this in activities offered to the class. Encourage children to try new foods. 	 Share children's food preferences and activity preferences with the educator.
- Attempt new skills they cannot		
yet accomplish (e.g., tie their shoe).		 Send in children's favorite foods to share with the class.
 Share that they like cats, but not snakes. 		
	 Read a story and ask how they are like a character in the book. 	- Encourage children to try new <i>skills</i> and acknowledge their efforts and successes.
	 Use non-verbal communication with children (e.g., thumbs up, high five). 	
	 Encourage children to try new skills and acknowledge their 	

efforts and successes.

III. SOCIAL AND EMOTIONAL CONTRIBUTION CONTRIBUTICON CONTRECONTRI CONTRIBUTICON CONTRIBUTICON CONTRIBUTICON CONTRIBUTICON

2 - 3 YEARS (24 - 36 months)

Two-year-olds may begin to identify similarities and differences between themselves and others. They have developed likes and dislikes and can communicate these to others. They understand that others may have different preferences and can communicate this, as well.

STANDARD 4.

Develops sense of self-awareness and independence

BENCHMARK b.

Communicates verbally or nonverbally own preferences

Children may...

- Share with their friend that they

do not want to go outside with

- Tell the teacher, "I like green but,

Share that their family has three

people, but their friend's family

Tell the teacher that the baby in

their family cannot talk, but they

Educators may...

- Tell the teacher that they and a friend both like to paint.
 Read a story and ask how children are like a character in the book.
 - Acknowledge that they like to do an activity (e.g., "I see that you love to paint.").
 - Provide opportunities for children to make choices during snack time.

Families may...

- Provide choices for children on what to wear, what book to read, etc.
- Read a story and ask how children are like a character in the book.

BENCHMARK c.

them.

Identifies differences and similarities between self and others; uses pronouns such as I, me, mine

Children may...

Joey likes red."

has five people.

can.

Educators may...

- Graph children's favorite colors.
 - Model statements that compare preferences and stress that it is what makes us unique.
 - Read two books and compare how the main characters are the same and different.
 - Read a book that has a child with a disability in it and talk about how the child is the same as they are and how they may do things differently.

- Talk about how each family member is different and how they are the same.
- Use "I" statements when they talk with children.
- Share their favorite colors and foods and how they are the same/ different from their child's.

III. SOCIAL AND EMOTIONAL CONTRIBUTION CONTRIBUTICON CONTRICON CONTRIBUTICON CONTRIBUTICON CONTRICON CONTRIBUTICON C

3 - 4 YEARS (36 - 48 months)

Three-year-olds continue building relationships and become more connected to children around them, usually choosing to play with select preferred playmates. They begin showing *eagerness* in play involving other children, but may still need support developing friendships. Support, through *empathy*, is needed from a trusted adult or caregiver if a preferred playmate is not available or willing to play.

STANDARD 1.

Develops sense of identity and belonging through play

BENCHMARK a.

Continues to play with preferred playmates

Children may...

Educators may...

- Consistently play with only one preferred playmate.
- Cry if a preferred playmate is not available or willing to play.
- Seek out preferred playmates during *center* time or outside time.
- Model how to enter into play by asking, "Can I play with you?"
- Model how to create a play scenario in the home living *center* (e.g., "I am going to be the mom. Who would you like to be?").
- Use puppets to model different ways to play with peers.

Families may...

- Provide opportunities for children to play together outside of the school setting.

III. SOCIAL AND EMOTIONAL CONTRIBUTION CONTRIBUTICON CONTRICON CONTRIBUTICON CONTRICON CO

3 - 4 YEARS (36 - 48 months)

Three-year-olds are building stamina during independent play times. They will be able to spend longer periods of time at an activity if given the opportunity to choose their own play centers. Adults and caregivers should plan engaging group activities based on children's interests.

STANDARD 2.

Develops sense of identify and belonging through *exploration* and *persistence*

BENCHMARK a.

Continues sustained independent play and participates in more planned group activities

Children may	Educators may	Families
- Engage in group project for brief	- Allow sufficient time for children	- Allow time for children to play

play *center*.

- Engage in group project for brief periods.
- Engage in conversation with classmates during a meal or snack.
- Play independently during *center* time.
- Join in circle time song or activity.
- to participate in play.Ask children to choose their own

- Plan engaging group activities based on children's interests.

- independently in their home setting.
 - Play games together with children.

III. SOCIAL AND EMOTIONAL CONTRIBUTION CONTRIBUTICON CONTRICON CONTRIBUTICON CONTRIBUTICON CONTRICON CONTRIBUTICON C

3 - 4 YEARS (36 - 48 months)

Consistent schedules and *routines* help establish a sense of safety and predictability in a classroom. Three-year-olds are beginning to follow established *routines* and will need adult support when there is a change in this routine.

STANDARD 3.

Develops a sense of identify and belonging through routines, rituals and interactions

BENCHMARK a.

Begins to show a willingness to be flexible if *routines* must change in minor ways

Children may...

after lunch.

raining."

adult support.

- Predict what will happen next

within the school day, such as

knowing that rest time comes

when told, "We can't go to the

playground today because it's

Choose an indoor *center* when the

playground is not available, with

Express anger or sadness

Educators may...

- Use a visual schedule daily to establish consistent routines.
- Create visuals representing changes in the routine.
- Have children role-play when a new routine is introduced (e.g., "Tomorrow we will ride a bus to go the farm. Let's pretend we are sitting on the bus. Sit in your seat and put on your seat belt.").
- Show *empathy* when a child has difficulty adjusting to the change in routine (e.g., "It's hard when we can't go to the playground because it is raining. Breathe with me; you can handle this.").

Families may...

 Use visuals with children to discuss changes in routine (e.g., family calendar with pictures of daily activities such as ballet or soccer).

III. SOCIAL AND EMOTIONAL CONTRIBUTION CONTRIBUTICON CONTRI CONTRIBUTICON CONTRIBUTICON C

3 - 4 YEARS (36 - 48 months)

Three-year-olds are beginning to be able to verbalize wants and needs but may need visual cues as a support. They are also beginning to notice that others may have similar or different preferences. Three-year-olds are starting to use words to demonstrate knowledge of personal information, such as gender or age. They are also beginning to see themselves as a member of a group as they work and play collaboratively with classmates. Adults should demonstrate positive strategies, such as cooperation and teamwork, which emphasize the importance of working together as a classroom community.

STANDARD 4.

Develops sense of self-awareness and independence

BENCHMARK a.

Increasingly uses words to communicate wants and needs

Children may...

Educators may...

- Say, "I want to play with the blocks."
- Say to a teacher, "I'm hungry."
- Ask a friend for a toy.
- Use visuals to allow students to choose between two play areas and then add language to their choice (e.g., "You pointed to the blocks. Say, 'I want to play in the block area."").
- When reading a story, talk about what the character may need or want.
- Model how to communicate wants and needs.
- Consistently map the child's actions through language and description.

Families may...

- Model how to communicate wants and needs (e.g., "I want to eat a salad with dinner tonight. Do you want a salad or an apple?").

BENCHMARK b.

Begins to recognize preferences of others

Children may...

Educators may...

area.").

- Add language to children's

- After reading a story, have

preferences (e.g., "You like the

sand table, but Jose likes the block

students discuss what one of the characters liked to do or eat.

- Notice that a friend likes to play in the puzzle area, instead of their favorite area which is the home living area.
- Say, "You like apples, but I like bananas."
- Hand a preferred toy to a friend.

- Notice that a friend has the same

- Stand beside another student and

BENCHMARK c.

Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)

Children may...

hair color.

say, "I'm bigger."

Educators may...

- Create a graph based on students' hair color.
 - Count the number of boys and girls during morning circle.
 - Measure students and compare height.
- Discuss characters in books and have students notice characteristics (e.g., hair color, gender, size).

Families may...

Families may...

cheese.").

- Discuss individual preferences

within the family (e.g.," I like pepperoni on pizza, but you like

- Talk about personal *characteristics* and make comparisons between family members (e.g., "My hair is brown and so is yours!")

BENCHMARK d.

Begins to identify self as part of a group (e.g., class or family)

Children may...

Educators may...

- Create a classroom name.

- Sing a chant or song that

- Work cooperatively with friends to create a class project.
- Name family members.

- Say, "That's my class!"

incorporates classroom name.Create opportunities for children to work together on group

projects (e.g., class mural).

- Families may...
 - Work together on family art projects.
 - Take part in community service projects involving children.

III. SOCIAL AND EMOTIONAL CONTRIBUTION CONTRIBUTICON CONTRICON CONTRIBUTICON CONTRICON CO

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds are beginning to understand themselves as individuals within a community. They are able to have an active role in caring for themselves and in interactions throughout the day. They more frequently *initiate* activities with children they consider peers, and play in more complex ways.

STANDARD 1.

Develops sense of identity and belonging through play

BENCHMARK a.

Engages in associative play and begins to play cooperatively with friends

Children may...

Educators may...

- Talk with a peer to plan their play in the block *center*.
- Begin assigning roles in the dramatic play center (e.g., "I'm the mom, you are the baby.").
- Plan activities that encourage children to play together (e.g., murals, props in *dramatic play* for different roles, etc.).
- Provide ample time in the daily schedule for child choice (e.g., *center* time, outdoor play, etc.).

Families may...

- Allow children to be as independent as possible (e.g., choosing what clothing to wear, brushing their own teeth).

SOCIAL AND EMOTIONAL DEVELOPMENT D. SENSE OF IDENTITY AND BELONGING

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds are developing the *skills* they need to complete tasks, but the ability to stay on task may vary with the activity, the child's individual *temperament* and age. Attention spans should increase over the course of the year. 4-year-olds may become frustrated when they are unable to solve a problem. However, they are becoming more internally motivated to persist and discover alternative solutions to problems. In addition, they may ask for help from a trusted adult or another child.

STANDARD 2.

Develops sense of identity and belonging through *exploration* and *persistence*

BENCHMARK a.

Persists at individual planned experiences, caregiver directed experiences and planned group activities

Children may...

- Work with a friend to complete a task despite interruptions and distractions (e.g., fit puzzle pieces together or experiment with different sizes of blocks to make a block tower stable).
- Continue working on selfselected activities that they find difficult.
- Ask a teacher for help in solving a problem with a friend after attempting to resolve the problem themselves.

Educators may...

- Offer encouraging statements and suggestions when children are struggling with a problem (e.g., "Try turning the puzzle piece a little and see if it fits," "You are really working hard to figure that out!").
- Provide ample time for children to engage in activities and play to support longer attention to tasks and opportunities for problemsolving (e.g., a minimum of one hour for free choice *center* time).
- Provide opportunities for children to work on activities (e.g., block construction or gardening) over an extended period of days or weeks).

- Recognize children's *persistence* and effort (e.g., "You are working hard to finish that puzzle.").
- Model and share problemsolving strategies with children (e.g., "Hmmm, that didn't work. I wonder what we could do instead?").

SOCIAL AND EMOTIONAL DEVELOPMENT D. SENSE OF IDENTITY AND BELONGING

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds can have an active role in caring for themselves and in their interactions throughout the day. The educator must actively support a predictable **environment** with **routines**, rituals and interactions that allow children to plan and follow through with daily activities and knowing what to expect next. Simple rules based on safety and familiar rituals and **routines** help 4-year-olds engage positively in activities and experiences.

STANDARD 3.

Develops sense of identity and belonging through *routines*, rituals and interactions

BENCHMARK a.

Demonstrates willingness to be flexible if routines must change

Children may

Educators may...

- Participate in classroom rituals, such as celebrations and welcoming a new child.
- Adapt when it rains and there is no outdoor play.
- Adapt when the group goes on field trips.
- Display clear visual reminders for all **routines** in the area in which they are used (e.g., lining up routine is posted by the door, hand washing routine is posted by the sink).
- Show and help children practice self-care routines (e.g., washing hands, toileting, zipping and buttoning).
- Model and practice daily *routines* (e.g., arrival, transitions, dismissal) using visual cues, reminders, advance warning and picture schedules.
- Engage children in setting appropriate rules and *planning routines*.
- Create classroom rituals for celebrations, mealtime and starting the day.
- Notify children, in advance, of changes in routine.

- Develop rituals and **routines** at home (e.g., bedtime, mealtime, celebrations, etc.).
- Engage children in setting appropriate rules and *planning routines*.
- Notify children, in advance, of changes in routine.



SOCIAL AND EMOTIONAL DEVELOPMENT D. SENSE OF IDENTITY AND BELONGING

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds come to school with an *emerging* sense of *self* and an increasing awareness of their unique *characteristics* and preferences. They are beginning to understand themselves as individuals within a community and are becoming more aware of similarities and differences among people. Social and emotional *skills*, including developing friendships, interacting appropriately with peers and adults in the classroom setting and expressing needs and feelings are enhanced in children who have larger vocabularies and greater *oral language skills*.

STANDARD 4.

Develops sense of self-awareness and independence

BENCHMARK a.

Uses words to communicate personal *characteristics*, preferences, thoughts and feelings

Children may...

Educators may...

- Identify personal *characteristics* and preferences (e.g., the color of their hair or their favorite food).
- Select activities they enjoy.
- Share how things are done at home or other environments (e.g., "At home we hang our clothes on the clothesline.").
- Communicate with peers to get their needs met, with teacher support (e.g., "I don't like it when you grab things. If you ask first, I will let you have a turn.").
- May notice the color of skin, hair, eyes, language and customs of **self** and others.
- Encourage children to use language when making requests, rather than only pointing or gesturing (e.g., ask the child, "Do you want milk or orange juice?" to encourage the child to use language to express own wants or needs).
- Model a large variety of vocabulary words throughout the day.
- Provide many opportunities daily for children to talk with peers and adults in the classroom.

- Provide a question of the day to encourage conversation at home (e.g., What will you do this weekend? What activities do you like to do at home?).
- Ask children about their experiences at school (e.g., "Who did you play with today? What was your favorite activity?").

BENCHMARK b.

Recognizes preferences of others

Children may...

- Take on different roles in the *dramatic play center.*
- Take turns when speaking and listening with a peer.
- Ask peers what they would like to do.
- Share ways to use a piece of equipment or classroom material with their peer, with teacher support.

Educators may...

- Show children how to make and be a friend (e.g., read stories, share strategies for being a friend).
- Build a classroom community based on mutual respect, *diversity*, caring and kindness.
- Plan for and provide materials that meet the *diverse* interests of the group.

Families may...

- Involve all family members when *planning* outings, determining what TV shows to watch, etc.
 (e.g., provide strategies for family meetings).
- Help children see the point of view and preferences of others (e.g., "Casey likes bananas. You like oranges.").

BENCHMARK c.

Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)

Children may...

- Share personal information (e.g., "I live in a house with my grandma. We have a dog.").
- Label and describe personal *characteristics* (e.g., "I have blue eyes. My hair is brown.").
- Describe events in a logical time sequence (e.g., "This morning I got up, brushed my teeth, and came to school.").
- Recognize and respond to own name.

Educators may...

- Plan times throughout the day for children to tell the group a simple story about a favorite personal experience (e.g., telling the class about a visit to a friend's house).
- Provide opportunities at meal times for children to engage in conversations with the educator and other children.
- Use open-ended questions to encourage conversation.

Families may...

- Have daily conversations with children where children can share personal experiences (e.g., "What was your favorite thing we did today?").
- Sing songs and play games that help children recognize their own unique *characteristics* (e.g., riddles..."Who has brown hair in our family? Who has green eyes and likes pizza?").

BENCHMARK d.

Identifies self as a unique member of a group (e.g., class, school, family or larger community)

Children may...

- Name significant family members and recognize their different roles.
- Point out the educator, cook, custodian, director, etc., at their school.
- May notice the color of skin, hair, eyes, language and customs of **self** and others.

Educators may...

- Display photographs of the children and their families, as well as children and families from other cultural groups around the world.
- Include cultural and ethnic activities and materials (e.g., books, clothes, *music*, etc., of different cultures and ethnicities) in the curriculum on a daily basis.
- Plan for field trips or bring community resources into the classroom.

Families may...

- Share family photographs for the child to use in the classroom.
- Participate in community events for preschool children.

RELATED BOOKS

INFANTS/TODDLERS

ABC Look at Me by Roberta Grobel Intrater

Baby Dance by Ann Taylor

Baby Faces by Margaret Miller

Baby Happy, Baby Sad by Leslie Patricelli

Bye-Bye Time by Elizabeth Verdick

Calm-Down Time by Elizabeth Verdick

Counting Kisses by Karen Katz

Hands Can by Cheryl Willis Hudson

I Can Share by Karen Katz

I Love You Through and Through/Te quiero, yo te quiero by Caroline Jayne Church

Peek-a-boo Morning by Rachel Isadora

See How I Feel by Julie Aigner-Clark

PRESCHOOLERS

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

Are You My Mother? by P.D. Eastman

A Weekend with Wendell by Kevin Henkes

Bear Feels Sick by Karma Wilson and Jane Chapman

Best Friends by Charlotte Labaronne

Big Al by Andrew Clements

Chester's Way by Kevin Henkes

Friends by Eric Carle

Hands Are Not for Hitting by Martine Agassi

I Can Cooperate by David Parker

I'm a Good Friend by David Parker

Kevin and His Dad by Irene Smalls and Michael Hays

Making Friends by Fred Rogers

On Monday When It Rained by Cherryl Kachenmeister

The Grouchy Ladybug by Eric Carle

The Kissing Hand by Audrey Penn

The Rainbow Fish by Marcus Pfister

Today I Feel Silly and Other Moods that Make My Day by Jamie Lee Curtis

What Went Right Today? by Joan Buzick and Lindy Judd

When I Am/Cuando estoy by Gladys Rosa Mendoza



GLOSSARY

Autonomy: independence

Bully: child who repeatedly commits negative acts with a conscious intent to hurt another child

Bullying: repeated negative act(s) committed by one or more children with a conscious intent to hurt another child. These negative acts can be verbal (e.g., making threats, name-calling), psychological (e.g., excluding children, spreading rumors) or physical (e.g., hitting, pushing, taking a child's possessions)

Bystander: anyone, other than the *bully* and victim, who is present during a *bullying* incident

Center: area within the classroom arranged so that children are able to participate in a variety of related learning experiences (e.g., art *center*, reading *center*, science *center*, block *center*, *dramatic play center*, or writing *center*)

Dramatic play: expressive and spontaneous play

Emerging: initial stages of a developing skill

Emotional readiness: the ability to understand and express one's own feelings, understand the feelings of others, cooperate with peers/adults and resolve conflicts

Empathy: ability to recognize the emotions and feelings experienced by peers and adults

Environment: the circumstances, objects, or conditions by which one interacts with and is surrounded

Initiate: to begin something, taking the first step

Initiation skills: socially acceptable ways to enter a group that is already engaged, such as mentioning a common interest (e.g., "I like cars too. Can I play race track with you?")

Interpersonal skills: the ability to get along with others

Planning: the process of mental preparation and *problem-solving* in order to accomplish an act (e.g., a child tells the teacher what he/she will do during *center* time)

Prosocial: Behaviors that are helpful, caring and respectful of others; *skills* that enable children to engage positively with others, understand themselves and others better and express and understand emotions

Routine: Customs or activities regularly practiced at home, in the classroom or in the community

Scaffold: to model and provide appropriate support to help a child acquire a skill or knowledge (e.g., giving clues, asking questions, and providing verbal prompts)

Self-regulation: a child's ability to gain control of bodily functions, manage powerful emotions, and maintain focus and attention

Self-help: a child's ability to accomplish *health* and *self-care routines*, such as dressing, washing hands, and toileting, with or without help from an adult

Social-Emotional Development: the growth of young children's capacity to form and maintain positive and productive relationships with others, and to understand and value their own abilities and uniqueness

Target: the victim or focus of a bully

Temperament: a person's characteristic style of approaching and responding to people and situations, including activity level, adaptability, regularity, approach-withdrawal, sensitivity, distractibility, intensity, quality of mood and attention span

	IV. LANGUAGE AND LITERACY							
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)			
	ļ	A. LISTENING AND	UNDERSTANDIN	G				
	1.	Demonstrates unders	standing when listenir	ng				
Benchmark a: Begins to engage in multiple back-and- forth emerging communicative interactions with adults as part of sensory, social and emotional experiences	Benchmark a: Engages in multiple back-and-forth communicative interactions with adults as part of sensory, social and emotional experiences (e.g., simple games)	Benchmark a: Engages in multiple back-and-forth communicative interactions with adults in purposeful and novel situations, and responds to questions, requests and new information	Benchmark a: Engages in multiple back-and-forth communicative interactions with adults and peers during creative play and in purposeful and novel situations	Benchmark a: Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal	Benchmark a: Engages in multiple back-and-forth communicative interactions with adults (e. g., teacher- shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others			
Benchmark b: Responds to gestures of adults	Benchmark b: Uses gestures to direct adult attention	Benchmark b: Responds appropriately to simple requests	Benchmark b: Listens to and attends to spoken language and read-aloud texts and responds in ways that signal understanding using simple verbal responses and nonverbal gestures	Benchmark b: Shows understanding by answering factual questions and responding appropriately to what is said	Benchmark b: Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said			
Benchmark c: Responds to gestures that indicate understanding of what is being communicated	Benchmark c: Responds to adult's request using gestures or simple words, showing an understanding of what is being said	Benchmark c: Uses nonverbal gestures to respond to adult's language and oral reading						

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	IV. LANGUAGE AND LITERACY						
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)		
	1	A. LISTENING AND	UNDERSTANDIN	G			
		2. Increases knowled	dge through listening				
Benchmark a: Reacts to environmental sounds and verbal communication	Benchmark a: Responds to vocalizations during daily routines	Benchmark a: Responds verbally and nonverbally to spoken language	Benchmark a: Responds to an adult's simple questions about what is being learned	Benchmark a: Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection	Benchmark a: Identifies the main idea; some details of a conversation, story or informational text; and can explicitly connect what is being learned to own existing knowledge		
Benchmark b: Turns head towards familiar sounds	Benchmark b: Respond by turning and smiling when name is spoken	Benchmark b: Begins to participate in simple conversations	Benchmark b: Participates in simple conversations	Benchmark b: Observes simple aspects of child's world and responds and reacts	Benchmark b: Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play		
Benchmark c: Responds to repeated words and phrases	Benchmark c: Begins to responds to adult questions	Benchmark c: Responds to language during conversations, songs, stories or other experiences	Benchmark c: Identifies specific sounds, such as animal sounds and environmental sounds				
	3. Follows directions						
Benchmark a: Responds in varied ways to the speaker's voice (e.g., turning head, making eye contact)	Benchmark a: Focuses attention on speaker when asked to do something	Benchmark a: Follows simple one- step directions with scaffolding	Benchmark a: Follows multi-step directions with reminders	Benchmark a: Achieves mastery of one-step directions and usually follows two-step directions	Benchmark a: Achieves mastery of two-step directions and usually follows three-step directions		

Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)
		B. SPE	AKING		
		1. Speaks and is unde	rstood when speaking	ļ	
Benchmark a: Begins to vocalize by using speech- like sounds and communicates in various ways to indicate wants and needs	Benchmark a: Increases vocalizations	Benchmark a: Speaks using new words and phrases and is understood by familiar adult 50 percent of the time	Benchmark a: Speaks and is understood by familiar peer or adult most of the time	Benchmark a: Begins to speak and is usually understood by both a familiar and an unfamiliar adult, but may make some pronunciation errors	Benchmark a: Speaks and is understood by both a familiar and an unfamiliar adult, but may make some pronunciation errors
		C. Voca	abulary		
	1. Shows an	understanding of wo	rds and their meaning	s (receptive)	
Benchmark a: Begins to look at familiar people, objects or animals when they are named	Benchmark a: Looks intently at or points at person or object that has been named with the goal of establishing joint attention	Benchmark a: Points to pictures in book when named or points to body parts when asked	Benchmark a: Responds appropriately to almost all adult speech, including requests involving multiple steps	Benchmark a: Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	Benchmark a: Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings withi each area (e.g., world knowledge, names of body parts and feelings)
Benchmark b: Begins orienting to own name and enjoys playful word games like peek-a-boo	Benchmark b: Responds to specific words and gestures and understands words for common items (typically understands up to 50 words)	Benchmark b: Responds to requests (typically understands approximately 300 words)	Benchmark b: Demonstrates understanding of words across varied topics, including words or lines from books, songs and stories, as well as body parts (typically understands between 500-900 words)	Benchmark b: Begins to understand the use of words in different context (including plurals and past tense in speech)	Benchmark b: Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments
					Benchmark c: Understands or know the meaning of many thousands of words, including subject are words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)

Florida's Early Learning and Developmental Standards

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	IV. LANGUAGE AND LITERACY						
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)		
		C. Voc	abulary				
	2. Uses increased	vocabulary to describe	e objects, actions and	events (expressive)			
Benchmark a: Uses signs or verbalizations for familiar people or objects, including babbling consonant- like sounds	Benchmark a: Builds and uses vocabulary through repeated exposure with language, pictures and books (may have a speaking vocabulary of between 10-50 words)	Benchmark a: Uses a number of different words and begins using two or more words together	Benchmark a: Increases vocabulary rapidly, including descriptive words, pronouns or plurals (e.g., big, happy, you, me, shoes) (typically has a speaking vocabulary of approximately 500 words)	Benchmark a: Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words)	Benchmark a: Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)		
Benchmark b: Vocalizes pleasure and displeasure sounds differently (e.g., laugh, giggle, cry, fuss)	Benchmark b: Communicates with others using words, actions and gestures (e.g., may say one or more understandable but not clearly- articulated words)	Benchmark b: Has a vocabulary of between 50 – 200 words although pronunciation is not always clear	Benchmark b: Combines words into three-word sentences to describe the world around them, although unfamiliar adults may have difficulty understanding the child	Benchmark b: Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)	Benchmark b: Uses a variety of word-meaning relationships (e.g., part-whole, object- function, object- location)		
					Benchmark c: Identifies unfamiliar words, asking for clarification		
					Benchmark d: Uses words in multiple contexts, with the understanding that some words have multiple meanings		

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	IV	V. LANGUAGE	AND LITERACY		
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)
		D. Sentences	and Structure		
1. Uses	s age-appropriate grai	mmar in conversation	s, and increasingly cor	nplex phrases and ser	ntences
Benchmark a: Begins to play with speech sounds	Benchmark a: Produces utterances of one, occasionally two, units of meaning in length	Benchmark a: Produces utterances of two units of meaning in length	Benchmark a: Produces utterances of three to four units of meaning in length	Benchmark a: Produces utterances of four to five units of meaning in length	Benchmark a: Typically uses complete sentences of five or more words usually with subject, verb and object order
	Benchmark b: Produces words of which approximately half are nouns	Benchmark b: Produces words of which approximately one-third are nouns, with verbs becoming increasingly common	Benchmark b: Produces words and phrases using the present progressive "ing" suffix (e.g., "going," "playing"), the possessive "s" (e.g., "Ben's book") and pronouns (e.g., "She is jumping.")	Benchmark b: Produces words and phrases using the regular past tense and the regular third person (e.g., "Daddy jumped," "We're building.")	Benchmark b: Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement
	2. Con	nects words, phrases	and sentences to build	d ideas	
Not typically observed	Benchmark a: Produces utterances of one to two words that communicate labeling of objects and sometimes actions	Benchmark a: Produces phrases of two words including labeling (e.g., "that dog"), action/agent (e.g., "mommy hug") and object/attribute (e.g., "soup hot")	Benchmark a: Produces sentences or phrases of two to three words, including subject/verb/object (e.g., "Juan fell down," "I did it.")	Benchmark a: Produces sentences or phrases of two to five words including, subject/verb/object (e.g., "Suzy has cookies," "My shirt's got blue flowers.")	Benchmark a: Uses sentences with more than one phrase
		Benchmark b: Produces phrases of two words that convey negation (e.g., "no more," "kitty go")	Benchmark b: Asks basic questions (e.g., "Mommy gone?")	Benchmark b: Asks more complex questions, beginning with "is" (e.g., "Is David here?" "What was for lunch?")	Benchmark b: Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)
				Benchmark c: Uses conjunctions "and" and sometimes "because" in sentences, and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs)	Benchmark c: Combines sentences that give lots of detai stick to the topic and clearly communicate intended meaning

	IV. LANGUAGE AND LITERACY						
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)		
	-	E. Conv	ersation				
	1. Uses verbal and fe	nonverbal communic elings, share experiend	ation and language to ces and resolve proble	express needs and ems			
Benchmark a: Engages in verbal and nonverbal conversations using facial expressions, gestures or sounds to initiate or respond to communication	Benchmark a: Engages in conversations, asking and responding to simple questions through gestures (e.g., pointing, waving), signs (e.g., "more," "milk," "all done") and single words	Benchmark a: Engages in conversations by combining words or signs to indicate needs, wants or ideas, including oneor two- word questions and statements to initiate conversations	Benchmark a: Engages in conversations using words, signs, two or three-word phrases, or simple sentences to initiate, continue or extend conversations with others	Benchmark a: Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information	Benchmark a: Engages in conversations with two to three back- and-forth turns using language, gestures, and expressions (e.g., words related to social conventions like "please" and "thank you")		
	2. Asks questio	ns, and responds to a	dults and peers in a va	ariety of settings			
Benchmark a: Responds to changes in tone of voice	Benchmark a: Asks and responds to simple questions using gestures, signs, vocalizations and single words	Benchmark a: Asks and responds to simple questions using one to two-word phrases, gestures and facial expressions in back- and-forth exchanges with others	Benchmark a: Asks and responds to simple questions (e.g., "Who?" "What?" "Where?" "Why?") using gestures and two or three-word phrases in back-and- forth exchanges	Benchmark a : Asks and responds to increasingly longer and more complex sentences and simple questions	Benchmark a: Asks and responds to more complex statements and questions, follows another's conversational lead, maintains multi- turn conversations, appropriately introduces new content and appropriately initiates or ends conversations		

	IV. LANGUAGE AND LITERACY							
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)			
			ersation					
3. D	emonstrates underst	anding of the social co	onventions of commu	nication and language	e use			
Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules by responding to adult nonverbal eye contact and facial cues	Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules by responding to and replicating adult nonverbal eye contact and facial cues	Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules	Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules	Benchmark a: Demonstrates awareness of nonverbal conversational rules	Benchmark a: Demonstrates increased awareness of nonverbal conversational rules			
Benchmark b: Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with coos and babble)	Benchmark b: Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with babble, jargoning, or single word)	Benchmark b: Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with one to two-word phrases)	Benchmark b: Begins to demonstrate knowledge of verbal conversational rules (e.g., responding to adult speech with two or three-word phrases)	Benchmark b: Begins to demonstrate knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)	Benchmark b: Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)			
				Benchmark c: Begins to match language to social and academic contexts (e.g., uses volume appropriate to context)	Benchmark c: Matches language to social and academic contexts (e.g., uses volume appropriate t context)			

	IV. LANGUAGE AND LITERACY						
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)		
		F. Emerge	nt Reading				
	1. SI	hows motivation for a	nd appreciation of rea	iding			
Benchmark a: Shows enjoyment of the sounds and rhythms of language	Benchmark a: Begins to show interest in print and books	Benchmark a: Shows growing interest in print and books	Benchmark a: Shows increased interest in print and books	Benchmark a: Begins to select books for reading enjoyment and reading-related activities, including pretending to read to self or others	Benchmark a: Selects books for reading enjoyment and reading-related activities including, pretending to read to self or others		
	Benchmark b: Begins to learn that pictures represent real objects, events and ideas (stories)	Benchmark b: Learns that pictures represent real objects, events and ideas (stories)	Benchmark b: Demonstrates that pictures represent real objects, events and ideas (stories)	Benchmark b: Begins to make real- world connections between stories and real-life experiences	Benchmark b: Makes real-world connections between stories and real-life experiences		
			Benchmark c: Pretends to read print or books	Benchmark c: Interacts appropriately with books; pretends to read, holds book appropriately or picture reads	Benchmark c: Interacts appropriately with books and other materials in a print- rich environment		
				Benchmark d: Asks to be read to or asks the meaning of written text	Benchmark d: Asks to be read to, asks the meaning of written text or compares books/ stories		
				Benchmark e: Participates in conversations that demonstrate appreciation of printed materials	Benchmark e: Initiates and participates in conversations that demonstrate appreciation of printed materials		

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Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)
		F. Emerge	ent Reading		
	2.	Shows age-appropria	te phonological aware	ness	
Not typically observed	Not typically observed	Not typically observed	Benchmark a: Begins to demonstrate appreciation for sounds and patterns in language (e.g., wordplay, listening to nursery rhymes, singing songs with repetitive phrases and sounds)	Benchmark a: Listens and matches rhythm, volume and pitch of rhymes, songs and chants	Benchmark a: Distinguishes individual words within spoken phrase or sentences
					Benchmark b: Combines words to make a compound word (e.g., "foot" + "ball" = "football")
					Benchmark c: Deletes a word from compound word (e.g "starfish" – "star" = "fish")
					Benchmark d: Combines syllables into words (e.g., "sis" + "ter" = "sister")
					Benchmark e: Deletes a syllable from a word (e.g., "trumpet" – "trum" = "pet" or "candy" – "dy" = "can")
					Benchmark f: Combines onset and rime to form a familia one-syllable word with and without pictorial support (e.g. when shown several pictures and adult says "/c/" + "at," chil can select the pictures of the cat)

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Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months -
					(48 montris - Kindergarten)
		F. Emerge	nt Reading		
	4. De	emonstrates compreh	ension of books read	aloud	
Benchmark a: Responds to adult reading a book	Benchmark a: Interacts with an adult reading a book	Benchmark a: Points to pictures in a book, making sounds or saying words and interacting with an adult reading a book	Benchmark a: Demonstrates comprehension of meaning of text via pointing to pictures, responding to conversations	Benchmark a: Retells or reenacts parts of a story after it is read aloud	Benchmark a: Retells or reenacts story with increasin accuracy and complexity after it is read aloud
					Benchmark b: Asks and answers appropriate questio about the story (e.g., "What just happened?" "What might happen nexts "What would happe if?" "What was s silly about?" "Ho would you feel if you?")
		G. EMERGE	NT WRITING		, , ,
		v motivation to engag			
Not typically observed	Benchmark a: Makes random marks and scribbles (e.g., scribbles on paper with a crayon or on a small chalkboard with chalk)	Benchmark a: Makes more controlled scribbling (e.g., using paintbrush and paint or finger in shaving cream)	Benchmark a: Begins to use scribbles, marks and drawings to represent thoughts and ideas	Benchmark a: Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas	Benchmark a: Intentionally uses scribbles/writing to convey meaning (e.g., signing artwo captioning, labeling creating lists, makin notes)
					Benchmark b: Uses letter-like shap or letters to write words or parts of words
					Benchmark c: Writes own name (e.g., first name, last name, or nickname) not necessarily with full correct spelling well-formed letters

	IV. LANGUAGE AND LITERACY							
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)			
		F. Emerge	nt Reading					
		3. Shows alphabetic	and print knowledge					
Not typically observed	Not typically observed	Not typically observed	Benchmark a: Begins to recognize that print and other symbols convey meaning (e.g., common signs, lists, nametags, labels)	Benchmark a: Recognizes that print conveys meaning	Benchmark a: Recognizes that print conveys meaning			
				Benchmark b: Recognizes some letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)	Benchmark b: Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)			
				Benchmark c: Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)	Benchmark c: Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)			
					Benchmark d: Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)			



Language, communication and early reading and writing are critical to a child's ability to learn, work and play with others. Communication through **oral language** and the written word are essential in daily living. Adaptive languages or strategies are especially important for individuals who have no or limited verbal or **literacy skills** (due to developmental, mental or physical status). The development of language is a complex process that enables children to actively communicate their questions, desires and understanding of the world around them. Children's communication allows adults to support, plan and respond to children's needs and inquiries. Language and communication **skills** impact all other areas of development and are essential for the development of cognition, logic, and reasoning **skills**. Good communication **skills** help children negotiate relationships and have their needs met. Supportive adults and a print-rich **environment** are important to every child's success in developing early reading and writing **skills**.

Infants are born "wired" for developing language. They come into the world able to recognize human speech and different sounds. Young infants use their own sounds, facial expressions and body movements to communicate their feelings and needs. They gaze intently at the faces of their parents, caregivers and educators and quickly learn to direct the adults' attention to particular objects by "pointing" with their eyes. The developing communication skills of young infants are reinforced when adults respond positively to their smiles, frowns and coos. Older infants become better at expressing themselves through gestures, babbling, and their first words. They enjoy having books read to them and listening to stories and songs.

Young toddlers expand their **vocabulary** with new words at a very rapid pace. Their larger **vocabulary** allows them to begin stringing words together into two-word sentences. They understand that pictures can represent real objects and delight in acting out familiar **routines** and using pictures to represent ideas in their play. The marks and scribbles that toddlers make when coloring or painting (with their fingers or tools) become purposeful and are the precursor to developing early writing **skills**. Three- or four-word sentences are typical for older toddlers, as are an appreciation for books and a preference for familiar books (or books on familiar topics). Preschool children begin to use language in multiple ways. They use language to communicate their needs, to interact with others, and to describe their thoughts, feelings and experiences. Over the course of only a few years, children gain an understanding of the meaning and structure of words, the meaning and structure of print and how to use words to articulate and exchange ideas.

All children's oral language development, including listening and speaking *skills*, proceeds at an individual pace. However, for most children, the prekindergarten period is one of rapid growth and expansion of understanding, interest and *expressive language skills*. When immersed in environments rich in language, novel experiences and conversation, children make dramatic gains in their **comprehension** of spoken language and in their ability to effectively use oral language to communicate their own ideas and experiences. Social and emotional skills, including developing friendships, interacting appropriately with peers and adults in the classroom setting and expressing needs and feelings, are enhanced in children who have larger vocabularies and greater oral language skills.

Four-year-olds who can readily describe an experience, ask for help, and express excitement and *curiosity* adapt more easily to the challenges, expectations and new situations in the classroom setting in prekindergarten and beyond. Children bring with them, and share with one another, the language knowledge and *skills* acquired from their unique home experiences. For children who are learning English as a second language, development and maintenance of the vocabulary and language conventions of their primary language increases the likelihood that they will become readers and writers of English. Children learning multiple languages from birth appear to develop each language in a similar fashion to children reared with only one language. Developing a solid foundation in multiple languages requires a partnership among parents, caregivers and educators to ensure that a rich, multilingual environment is consistently available. Partnerships among parents, caregivers and educators are also particularly important for children with disabilities. It is very important to have knowledge, *skills* and a plan to help children with special needs develop language and communication *skills*. Communication strategies for these children may include swallows, eye movements, head nods, communication boards, sounds or other gestures. It is imperative that children of all abilities are exposed to languagerich environments.

Children advance their language and *literacy* development through learning opportunities in seven primary components: listening and understanding, speaking, vocabulary, sentences and structure, conversation, emergent reading and emergent writing. Listening, or *receptive language*, the first component, is demonstrated by the way a child verbally and behaviorally responds to oral communication. The second component, speaking, or expressive language, refers to the child's own skill at clearly expressing themselves in words. The third component, vocabulary, includes a huge expansion in the words that a child understands, especially words related to a growing knowledge of the world and the ways that people describe objects and actions, as well as substantial growth in the words children use in their own verbal expression. The fourth component is sentences and structure. Children expand their use of words, phrases and complete sentences and demonstrate growing mastery of correct structure in the way they arrange the words they use to communicate. Children gain a more sophisticated understanding of conversation, the fifth component, including how to *initiate*, participate appropriately and modify their speaking patterns for different contexts and settings.

Children from *diverse* cultural and language backgrounds have opportunities to learn the language of school, including vocabulary, sentence structure, and *content* that are key parts of the educational experience in the United States. Understanding these concepts is a first step toward success in the school environment. In addition, children learn words and concepts related to the wide variety of activities, books and materials in prekindergarten classrooms. This expanded vocabulary allows children to gain a deeper and broader understanding of the world in which they live. Every additional word in their oral language vocabulary will also later help children comprehend and create written text.

Learning to read and learning to write are among the most important tasks, and achievements, of young children today. These skills open the door to a world of learning, *discovery* and *creativity* found in written texts and in the writings of the children themselves. Research shows that children who learn to read early and well in their elementary school education read more independently; achieve more in content area classes (e.g., math, social studies, and science); and are more likely to graduate from high school and pursue higher education. Children who learn to read early in their education benefit from the huge increase in the number of new words they come across each year. These experiences enrich their own oral vocabulary, their reading comprehension and their writing. Prekindergarten provides children with experiences that help them get ready to read once they reach elementary school.

When given ample opportunities to interact with books and other forms of print, as well as some instruction in **emergent literacy**, children can learn much more about the purposes and concepts of written language and about the sounds and letters that combine to form print. Four-year-olds learn best through experiences that are meaningful and interesting to them and through repetition over time, rather than through drill. **Emergent literacy** includes the development of the knowledge, conceptual understanding and *skills* that form the basis for later reading and writing. In the sixth component, emergent *reading*, children show increasing motivation for reading, demonstrated by interest in being read to and told what written words mean and development in the appropriate use of books and other printed materials. Children also develop age-appropriate *phonological awareness*, demonstrated by their growing capacity to recognize that words are made up of smaller units of sound, and that they can **blend** sounds together to form words or break words apart into smaller pieces. Alphabetic knowledge refers to children's growing recognition of and ability to name the letters and the sounds they make. As children are growing in their ability to comprehend spoken language, they also are developing their understanding of text read aloud, as demonstrated by their correct reenactment or retelling of stories read to them and by their ability to ask and answer factual and abstract questions about the texts. These are **oral language skills** that emerge with adult support; children who are four years old typically are not reading text.

In *emergent writing*, the seventh component, children develop motivation for written expression and learn the concept that print conveys meaning. Just as children grow in their ability to name and recognize alphabet letters, they also gain *skills* in using letter-like shapes, symbols and letters to convey meaning and age-appropriate skill at writing letters.

Children's knowledge of the structure of written composition is demonstrated in their dictated stories and their own beginning forms of written expression. A vast amount of research accumulated across the last several decades tells us that the *emergent literacy* knowledge and *skills* that children can develop during prekindergarten are the key foundations upon which much of their later reading, writing and content learning capabilities are built. These skills allow children to easily break the code of reading, especially once their formal reading instruction begins in kindergarten. Together with a growing mastery of **oral language** and an expanding vocabulary, the print-related skills learned early on pave the way toward success at creative and clear writing *skills* and reading comprehension.

IV. LANGUAGE AND LITERACY ENVIRONMENTAL CONSIDERATIONS







- Include multiple opportunities during the daily schedule for infants to reach and explore a variety of durable books, toys and materials.
- Use board, cloth and plastic books appropriate for infants.
- Provide interesting objects for infants to track with their eyes, grasp and release.
- Include a variety of books designed for infants with bright pictures and simple print.
- Provide opportunities for sharing books, pictures and songs.
- Talk to infants describing activities during routines.
- Encourage and welcome support personnel (e.g., speech therapist) to work in the classroom modeling instructional strategies and *problem-solving* for educators.

8 - 18 MONTHS

- Provide appropriate models of communication, including sign language and other alternative methods.
- Use a favorite toy, activity or person to encourage communication or participation.
- Respond positively to older infants' attempts at scribbling and marking.
- Provide interesting objects and materials and plan many opportunities to talk with children about them.
- Provide a variety of materials for scribbling and painting, such as large crayons and markers.
- Respond positively to symbolic actions (e.g., older infants lifting their arms when they want to be held).
- Encourage and welcome support personnel (e.g., speech therapist) to work in the classroom modeling instructional strategies and *problem-solving* for educators.

18 - 24 MONTHS

- Use alternative methods of communication for response.
- Provide opportunities and materials to encourage *dramatic play* indoors and outdoors.
- Document children's language and communication through charts, portfolios and photos.
- Provide sufficient comfortable spaces in the toddler's environment to enjoy books.
- Make sure that books are within easy reach for toddlers.
- Take pictures of familiar things and people to make books.
- Model writing and discuss what you are writing or drawing on paper.
- Provide materials and opportunities for drawing, painting and scribbling inside and outside of the classroom.





2 - 3 YEARS (24 - 36 MONTHS)

- Use special or adaptive devices or processes to increase the level of communication or participation.
- Plan and provide comfortable spaces that encourage conversations indoors and outdoors.
- Provide a variety of books for 2-year-olds, such as story books, picture books, books about nature, books about the way things work, etc.
- Use print and pictures to label objects in the environment.
- Ask open-ended questions about pictures in books. Provide time for children to respond and extend their responses through conversations.
- Rotate materials and props to encourage *dramatic play* throughout the year.
- Provide a variety of types of paper and writing implements.

3 - 4 YEARS (36 - 48 MONTHS)

- Use peers to provide specific language models.
- Use alternative strategies when communicating with children who are non-verbal, have language delays or are English language learners.
- Provide a variety of books and recordings for individual and group listening. Include print and labels throughout the environment.
- Create opportunities for individual children and groups to create books and read them over and over.
- Plan and provide ways to play with words and their sounds through charts, storytelling and retelling and *music*.
- Plan individual and smalland large-group activities that provide children with opportunities to play with sounds of words and use letters.

4 YEARS - KINDERGARTEN (48 MONTHS - KINDERGARTEN)

- Provide a variety of books, tapes and CDs for individual and group listening.
- Provide alternative versions of texts (e.g., audiobooks, books in Braille).
- Provide child-size materials and equipment to facilitate autonomy and mastery of self-help skills.
- Include spaces that invite conversations, small groups of children to work together and large-group interactions.
- Include evidence of the value of children's language (e.g., bulletin boards, charts and homemade books) based on children's conversations and comments about their drawings.
- Provide books of increasing complexity.
- Include a variety of books, puppets, felt boards and other language materials to spark discussions of feelings and experiences.

IV. LANGUAGE AND LITERACY A. LISTENING AND UNDERSTANDING

BIRTH - 8 MONTHS

Young infants begin to understand their world by listening to the sounds around them and to the language of the parents, caregivers and educators who interact with them. Children learn to distinguish the voices of the most significant and consistent adults in their lives.

STANDARD 1.

Demonstrates understanding when listening

BENCHMARK a.

Begins to engage in multiple back-and-forth *emerging* communicative interactions with adults as part of *sensory*, social and emotional experiences

Children may...

Educators may...

- Give glances to caregivers that convey meaning.
- Move arms and legs when they hear a familiar voice.
- Turn and smile when own name is spoken by an adult.
- Sing songs to children during care *routines*.
- Engage in many opportunities throughout the day to talk to children.

Families may...

- Share their experiences with the caregiver or educator about what children are doing at home.
- Talk to the caregiver or educator about children's *routines* during the day.
- Talk to children throughout care *routines*.

BENCHMARK b.

Responds to gestures of adults

Children may...

- Smile in response to caregivers.
- Respond to caregivers with a variety of nonverbal communications.

Educators may...

- Show expression on their face when communicating with the child.
- Respond to the nonverbal communications of the children in their care.
- Play games such as peek-a-boo.

- Be expressive when talking with children.
- Play games with children such as peek-a-boo.

BENCHMARK c.

Responds to gestures that indicate understanding of what is being communicated

Children may...

Educators may...

- Smile as a response to a caregiver or educator.
- Use nonverbal communication, such as crying, to respond to a caregiver or educator.
- Kick legs in excitement when bottle is being prepared.
- Respond to children's gestures while talking to children.
- Ask children questions to encourage gestures.
- Demonstrate gestures the child can use to communicate meaning.

- Respond to children's gestures while talking to children.
- Ask children questions to encourage gestures.
- Demonstrate gestures the child can use to communicate meaning.



IV. LANGUAGE AND LITERACY A. LISTENING AND UNDERSTANDING

BIRTH - 8 MONTHS

Starting at birth, young infants build connections between sounds, gestures and meaning. During the first months of life, infants communicate with gazes, cries, coos, smiles and frowns to make their interests and needs known. They use their eyes to direct attention to interesting objects and engage by making sounds and hearing a response from parents, caregivers and educators.

STANDARD 2.

Increases knowledge through listening

BENCHMARK a.

Reacts to environmental sounds and verbal communication

Children may...

Educators may...

sounds of nature.

day.

react.

- Talk to children throughout the

- Ensure there are sounds in the

environment such as music and

- Positively respond when children

- Become startled at unexpected noises.
- Turn to or smile at sound of a familiar voice.
- Wiggle to **music**.
- Watch adult's mouth when adult is talking.

- Families may...
 - Talk to the child throughout the day.
 - Ensure there are sounds in the environment, such as music and sounds of nature.
 - Positively respond when the child reacts.

BENCHMARK b.

Turns head towards familiar sounds

Children may...

- Educators may...
- Turn to or smiles at sound of a familiar voice.
- Turn when hearing name.
- Watch adult's mouth when adult is talking.
- Talk to children to encourage them to turn head toward the caregiver.
- Positively respond when the child turns his/her head.
- Play sounds/*music* in the *environment* to encourage children's interactions.

- Talk to children to encourage them to turn head toward the caregiver.
- Positively respond when the child turns his/her head.
- Play sounds/*music* in the *environment* to encourage children's interactions.



BENCHMARK c.

Responds to repeated words and phrases

Children may...

- Smile when they hear familiar words or phrases.
- Use nonverbal gestures, such as pointing, when asked questions using familiar words or phrases.
- Educators may...
- Ask questions using familiar words or phrases.
- Positively respond to children's responses.

Families may...

- Ask their children questions using familiar words or phrases.
- Positively respond to children's responses.

Older infants understand more words and are able to respond to educators' simple questions. One-on-one activities give infants the opportunity to imitate simple actions.

STANDARD 3.

Follows directions

BENCHMARK a.

Responds in varied ways to the speaker's voice (e.g., turning head, making eye contact)

Children may...

- Turn head towards the caregiver or educator when hearing own name.
- Smile when they hear a familiar voice.
- Respond with nonverbal cues, such as looking at the adult, when hearing a familiar voice.

Educators may...

- Talk to children throughout the day.
- Say children's names when talking to them.
- Positively respond to the child's responses.

Families may...

- Talk to children throughout the day.
- Say children's names when talking to them.
- Positively respond to the child's responses.



Florida's Early Learning and Developmental Standards

IV. LANGUAGE AND LITERACY A. LISTENING AND UNDERSTANDING

8 - 18 MONTHS

As language is repeated, older infants begin attaching meaning to the sounds and words they hear. They focus on the sounds of their home languages – languages they hear most often. Parents, caregivers and educators play simple games, use new words, ask questions and provide repetition through words and *rhymes*.

STANDARD 1.

Demonstrates understanding when listening

BENCHMARK a.

Engages in multiple back-and-forth communicative interactions with adults as part of *sensory*, social and emotional experiences (e.g., simple games)

Children may...

- Point at books and pictures as parents, caregivers and educators describe what they see.
- Use nonverbal gestures to communicate with caregivers (e.g., some sign or body language like "more" and "eat").
- Look at the kitten when asked, "Where is the kitty?"
- Say simple words to convey meaning.

Educators may...

- Talk to children throughout the day.
- Identify objects and actions in the *environment* to grow children's *vocabulary*.
- Provide interesting objects and materials and plan many opportunities to talk about them.
- Play games such as peek-a-boo or patty cake.

Families may...

- Share with the caregiver or educator about what children are doing at home.
- Talk to the caregiver or educator about the child's *routine* during the day.
- Talk to children throughout care routines.
- Read colorful, engaging books with children.

BENCHMARK b.

Uses gestures to direct adult attention

Children may...

Educators may...

- Shake head "no" when asked to Respond to the chi
 - go with the educator.
- Respond using gestures to communicate meaning.
- Respond to the child's gestures.Demonstrate gestures for the
- child to use to convey meaning.Expand simple sentences into meaningful thoughts.

- Respond to the child's gestures.
- Demonstrate gestures the child can use to communicate.

BENCHMARK c.

Responds to adult's request using gestures or simple words showing an understanding of what is being said

Children may...

Educators may...

- Say simple words to show understanding, such as, "Yes."
- Look at the kitten when asked, "Where is the kitty?"
- Use some sign or body language (e.g., "more" and "eat").
- Stop climbing when asked not to climb on table.
- Respond to the child's gesture while talking to the child.
- Ask children questions to encourage gestures.
- Demonstrate gestures children can use to communicate meaning.
- Expand children's simple words into full sentences to convey meaning.

Families may...

- Respond to children's gestures while talking to children.
- Ask children questions to encourage gestures.
- Demonstrate gestures children can use to communicate meaning.

Florida's Early Learning and Developme

IV. LANGUAGE AND LITERACY A. LISTENING AND UNDERSTANDING

8 - 18 MONTHS

As language is repeated, older infants begin to attach meaning to the sounds and words they hear. They focus on the sounds of their home languages – languages they hear most often. Older infants begin to show understanding as parents, caregivers and educators play simple games, use new words, ask questions and provide repetition through words and *rhymes*.

STANDARD 2.

Increases knowledge through listening

BENCHMARK a.

Responds to vocalizations during daily routines

Children may...

Educators may...

- Smile or use simple words to respond to the adult's communications.
- Listen attentively to familiar stories, *rhymes*, and songs.
- Talk to children during daily *routines*.
- Positively respond to children's responses.

Families may...

- Talk or sing during children's daily *routines*.
- Positively respond to children's responses.

BENCHMARK b.

Responds by turning and smiling when name is spoken

Children may...

Educators may...

- Turn their head or smile when the caregiver says the child's name.
 Use the child's name throughout the day.
 - Positively respond when the child turns his/her head or smiles.

Families may...

- Use children's name throughout the day.
- Positively respond when children turn their head or smile.

BENCHMARK c.

Begins to respond to adult questions

Children may...

Educators may...

- Smile when the caregiver or educator asks a question.
- Use nonverbal gestures, such as pointing, when asked questions.
- Ask children questions using familiar words or phrases.
- Positively respond to children's responses.

- Ask their children questions using familiar words or phrases.
- Positively respond to children's responses.

8 - 18 MONTHS

Older infants understand more words and are able to respond to educators' simple questions. One-on-one activities give infants the opportunity to imitate simple actions.

STANDARD 3.

Follows directions

BENCHMARK a.

Focuses attention on speaker when asked to do something

Children may...

- Stare at the caregiver when she/ he is speaking.
- Listen to finger-plays and *rhymes*.
- Move to carpet for *music* time.

Educators may...

- Talk to children throughout the day.
- Play games with children to extend their attention span.

- Play games with children to extend their attention span.
- Involve children in clean-up routine after play.



18 - 24 MONTHS

Young toddlers understand many words. They can answer simple questions and follow twostep directions. Young toddlers ask questions about words and their meanings. They quickly expand their vocabularies when they are exposed to new words. The more words they hear, the more words they learn. For young toddlers learning English as a second language, it is important that they are able to maintain their home language while also learning English.

STANDARD 1.

Demonstrates understanding when listening

BENCHMARK a.

Engages in multiple back-and-forth communicative interactions with adults in purposeful and novel situations, and responds to questions, requests and new information

Children may...

- Answer questions.

meaning.

dog?"

- Say simple words to convey

- Respond to caregiver requests.

- Pat a picture of a dog in a story

book when asked, "Where's the

Educators may...

- Ask children questions.
- Expand messages the child shares to full sentences to convey meaning.
- Identify objects and actions in the *environment* to enrich the child's *vocabulary*.

Families may...

- Share their experiences with the caregiver or educator about what children are doing at home.
- Talk to children throughout care *routines*.
- Ask children questions.
- Read colorful, engaging books with children.

BENCHMARK b.

Responds appropriately to simple requests

Children may...

Educators may...

- Point to body parts when asked,
 "Where is your nose," or, "Where is your belly button?"
- Pat a picture of a dog in a story book when asked, "Where's the dog?"
- Put toys back on the shelf when prompted.
- Ask the child to do simple tasks, such as selecting a book or sitting at the table.
- Respond positively when children respond to requests.

- Ask children to do simple tasks.
- Respond positively when children respond to requests.

BENCHMARK c.

Uses nonverbal gestures to respond to adult's language and oral reading

Children may...

Educators may...

- Use simple gestures, such as pointing, to communicate with a caregiver.
- Respond to stories with nonverbal gestures.
- Respond to children's gestures while talking.
- Encourage gestures by asking children questions.
- Demonstrate gestures children can use to communicate meaning.
- Ask children questions while reading stories.

Families may...

- Respond to children's gestures, looks and sounds.
- While reading with children, encourage them to turn the pages and to point to what they see.
- Describe children's actions, interests, events or feelings.

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18 - 24 MONTHS

Children learn language and how to express themselves by listening and watching others in their *environment*. As they watch and listen to what others do and say, they absorb this information and begin imitating.

STANDARD 2.

Increases knowledge through listening

BENCHMARK a.

Responds verbally and nonverbally to spoken language

Children may...

Educators may...

day.

- Respond verbally to the caregiver or educator with simple words, such as "Yes."
- Provide nonverbal responses the caregiver or educator, such as smiling or pointing.

- Say simple words in response to

- Talk to peers using simple words.

Positively respond to the child's verbal and nonverbal communications.

- Talk to children throughout the

Families may...

- Talk to their children about what is happening around them.
- Positively respond to the child's verbal and nonverbal communications.

BENCHMARK b.

Begins to participate in simple conversations

Children may...

the caregiver.

Educators may...

- Ask questions of children to encourage simple conversations.
- Talk to children throughout the day.

Families may...

- Ask questions of children to encourage simple conversations.
- Talk to children about what is happening in their *environment*.

BENCHMARK c.

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

Children may...

Educators may...

- Say simple words in response to the caregiver or educator.
- Sing songs and respond to stories read.
- Use nonverbal gestures, such as pointing, when asked questions using familiar words or phrases.
- Ask children questions using familiar words or phrases.
- Provide opportunities for children to sing songs and hear stories.
- Positively respond to children's responses.

Families may...

- Ask children questions using familiar words or phrases.
- Sing songs and read books with children.
- Positively respond to children's responses.

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18 - 24 MONTHS

Children show increased understanding of *oral language* as they begin following simple directions. Activities that encourage listening, such as dancing to *music* and playing "follow-the-leader" help children learn to follow directions.

STANDARD 3.

Follows directions

BENCHMARK a.

Follows simple one-step directions with scaffolding

Children may...

Educators may...

- Follow one-step direction given by the caregiver, such as, "Pick a book."
- Clean-up toys with help.
- Play games with children, giving one-step directions to follow (e.g., "Simon Says.").
- Give one-step directions to children throughout the day to direct their actions, such as, "Sit at the table."

Families may...

- Play games with children, giving one-step directions to follow (e.g., "Simon Says.").
- Involve children in clean-up routine after play.



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2 - 3 YEARS (24 - 36 months)

Two-year olds are increasingly able to use what they hear to make sense of their world. They understand many more words than they can speak. They begin to understand ideas, requests and references to time (e.g., "now" and "later"). They choose books and ask for books to be read to them at all times during the day. Children have favorite books and can listen and understand, even when the story is being read to a group rather than one-onone.

STANDARD 1.

Demonstrates understanding when listening

BENCHMARK a.

Engages in multiple back-and-forth communicative interactions with adults and peers during creative play and in purposeful and novel situations

Children may...

- React to gestures in ways that

- Point to specific objects when

asked questions about picture

books being read by parents,

Participate in conversations while

caregivers or educators.

playing with peers.

show understanding.

Educators may...

- Ask children questions.
- Label objects in the *environment* to enrich the child's *vocabulary*.
- Engage in conversations with the child.
- Plan and provide comfortable spaces that encourage conversations, both indoors and outdoors.

Families may...

- Share experiences with the caregiver or educator about what children are doing at home.
- Talk to children throughout care *routines*.
- Ask children questions.
- Read colorful, engaging books with children.

BENCHMARK b.

Listens to and attends to spoken language and read-aloud texts, and responds in ways that signal understanding, using simple verbal responses and nonverbal gestures

- Engage in conversations with the

- Read books to children and ask

questions about the story.

child about what is happening in

Children may...

Educators may...

the environment.

- Listen to books read aloud.
- Engage in conversations with an adult.
- Respond to adult with verbal and nonverbal communication, such as, "Yes," or pointing.

- Engage in conversations with the child about what is happening around them.
- Read stories to children and ask them questions.



2 - 3 YEARS (24 - 36 months)

Educators can ask children questions about experiences, books and stories in ways that prepare them for later school experiences. Back-and-forth questions and answers during a story encourage language development and engagement in the story.

STANDARD 2.

Increases knowledge through listening

BENCHMARK a.

Responds to an adult's simple questions about what is being learned

Children may...

Educators may...

- Provide simple answers to a caregiver's question.
- Answer questions about what is happening in the *environment*.
- Point to specific objects when asked questions about picture books an adult is reading.
- Ask simple questions about what is happening in the *environment*.
- Respond positively when children answer a question.
- Read picture books to children and ask simple questions.
- Families may...
- Engage in conversations with the child about what is happening around them.
- Read stories to children and ask them questions.

Two-year olds are beginning to listen and participate in conversations and group activities. Actively **observing** and imitating words from the **environment** adds to their rapidlyincreasing **vocabulary** and communication **skills**.

STANDARD 2.

Increases knowledge through listening

BENCHMARK b.

Participates in simple conversations

Children may...

Educators may...

- Say simple words in response to an adult.
- Talk to peers using simple words.
- Repeat overheard words.
- Ask questions of children to encourage simple conversations.
- Talk to children throughout the day.
- Provide children opportunities to participate in finger-plays and *rhymes*.

- Ask questions of children to encourage simple conversations.
- Talk to children about what is happening in the *environment*.

BENCHMARK c.

Identifies specific sounds, such as animal sounds and environmental sounds

Children may...

- Respond to songs, stories or games with sounds in them.
- Imitate the sounds of animals and people pointed to in books (e.g., making the sound of a squawking duck or a crying baby).

Educators may...

- Play games with children to identify animal or environmental sounds.
- Sing songs that have sounds in them, such as "Old MacDonald Had a Farm."
- Positively respond when children identify specific sounds.

Families may...

- Sing songs that have sounds in them, such as "Old MacDonald Had a Farm."
- Read stories that have sounds in them (e.g., books about animals)

Children show increasing understanding of *oral language* as they begin following simple directions. Activities that encourage listening, such as dancing to *music* and playing "follow-the-leader," help children learn to follow directions.

STANDARD 3.

Follows directions

BENCHMARK a.

Follows multi-step directions with reminders

Children may...

- Follow multi-step directions, such as, "Select a book and then sit on the carpet."
- Need help following two-step directions, like an adult repeating the directions or giving them one or two at a time.

Educators may...

- Use multi-step directions to help children direct their activities throughout the day.
- Provide reminders if the child is struggling with following the directions.
- Play *music* and games like "Simon Says" to practice following directions.

- Play games like "Simon Says" to practice following directions.
- Respond positively when the child follows two-step directions.

3 - 4 YEARS (36 - 48 months)

Listening *skills* help the 3 year-old learn about the world. As they learn to listen, they become better able to relate with others, understand information, and add new words to their *vocabulary*. This ability allows them to build and maintain relationships. 3-year-olds may have difficulty demonstrating listening *skills*, especially in larger groups.

STANDARD 1.

Demonstrates understanding when listening

BENCHMARK a.

Engages in multiple back-and forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal

Children may...

- Repeat details of a favorite story during a one-on-one or small group discussion with an adult.
- Respond to a question from a friend or adult.
- Have a short conversation with an adult during play time, answering questions and responding to what the adult says.
- Listening to a recorded story at the listening *center* using headphones or adaptive listening devices.

Educators may...

- Set aside a regular time during the daily routine to engage children in meaningful conversation.
- Provide child with pictures or other materials to stimulate talking and discussion.
- Ask questions that require the child to give more than a "yes" or "no" answer (open-ended questions).
- Include questions that require the child to think (e.g., "What would happen if we moved this block?").

- Ask children lots of "what,"
 "where" and "why" questions (e.g.,
 "What are you doing?" "Where are you going?" "Why do you think the little girl in the picture is sad?").
- Expand on what children say (e.g., "Yes, that's a bird! It's a red cardinal. See the red color?").

Group discussions become possible at this age. Three-year-olds can listen to a book, then talk with the educator and fellow classmates about simple aspects of the story. With practice, they might be able to identify more specific details.

STANDARD 1.

Demonstrates understanding when listening

BENCHMARK b.

Shows understanding by answering factual questions and responding appropriately to what is said

Children may...

Educators may...

- Answer some simple "who,"
 "what" and "where" questions.
- Listen and respond attentively to simple conversations.
- Join in short conversations with peers and adults.
- Talk about events in books and help children add details to their responses.
- Pause during reading or saying *rhymes* to allow children to fill in repetitive phrases.
- Ask questions that require the child to give more than a "yes" or "no" answer (open-ended questions). Include questions that require the child to think (e.g., "What would happen if we moved this block?").

- Read favorite books again and again asking "who," "what," "where" and "why" questions.
- Engage in conversations with children about what is happening around them.

3 - 4 YEARS (36 - 48 months)

With support, 3-year-olds can understand questions and requests. Their ability to communicate this *comprehension* increases, with practice, over the course of the year. They have increased listening *skills* and can answer questions appropriately.

STANDARD 2.

Increases knowledge through listening

BENCHMARK a.

Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection

Children may...

- Demonstrate an understanding of conversations by responding to questions and prompts.
- Demonstrate an understanding of stories, songs and poems by retelling or relating them to prior knowledge.
- With prompting, identify characters from a story and information from an informational text *read aloud*.
- With prompting, talk about or draw a character, setting, event or idea in a text *read aloud*.

Educators may...

- Ask open-ended questions that can answer children in their own way, thereby eliminating right or wrong answers.
- Make special time to sit down for leisurely conversations of interest to children.
- Provide children with pictures or other materials to stimulate talking and discussion.
- Provide opportunities for child to retell a story or event in own words.
- Allow children sufficient time to respond to questions.

- Read children's favorite book and pause to ask questions about the story. "Who or what is the story about?"
- Before bedtime, have a family meeting talking about what happened that day and what will happen the next day.

BENCHMARK b.

Observes simple aspects of child's world and responds and reacts

Children may...

- Tell a teacher how to get to a favorite place, like the playground.
- Describe family members and relationships.
- Answer questions about what they plan to do during *center* time.
- Let others know when they are interrupted by saying, "It's my turn."

Educators may...

- Support children's interactions with other children by giving support when they have difficulty: "Zeeba is asking you to play with her. What do you say?"
- Ask questions that encourage children to remember and discuss events.

- Ask everyone at the dinner table to share "news" about their day.
- Provide opportunities for children to interact with peers at the park or playground.



3 - 4 YEARS (36 - 48 months)

Three-year-olds show increasing understanding of **oral language** as they begin following simple directions. They can follow directions that involve a two-step sequence of actions, which may or may not be related. Activities that encourage listening, such as, dancing to **music** and playing "follow the leader," help 3-year-olds develop **comprehension** and learn to follow directions.

STANDARD 3.

Follows directions

BENCHMARK a.

Achieves mastery of one-step directions and usually follows two-step directions

Children may...

Educators may...

- Follow instructions to get rest mat and lie down.
- Follow along to movement instructions during a song.
- Play a game imitating multiple movements.
- Clean-up from centers and move to small group activity.
- Follow series of morning *routines*, with prompts (e.g., greet adults and children, put away belongings, select an activity).
- Demonstrate understanding of simple questions and requests.

- Provide containers and request children clean-up their lunch area by throwing food in the trash and putting utensils in a bin.
- Instruct children to put the blocks on the shelf and line up.
- Give a cue such as ringing a bell or singing a cleanup song when it is time to put away an activity and come to circle time.
- Play "Simon Says" (e.g., "Simon says put your mat away and come to the circle and sit down.").

- Make mornings fun by creating an easy-to-follow schedule for children. Write it on paper or cardboard with pictures of children doing each activity.
- Make getting ready for the day into a fun game for children. Play "Simon Says" by giving children easy directions to follow. (e.g., "Simon says, put on your shirt," "Simon says, brush your hair.").

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds are eager to communicate with others. During the prekindergarten year, their listening *skills* are becoming further refined through experiences in the classroom setting, which can include peer interactions one on- one or in small groups, teacher-child interactions, and large-group activities (e.g., large-group time). Over the course of the prekindergarten year, with teacher support, the children's ability to sustain a conversation and listen for longer periods should increase.

STANDARD 1.

Demonstrates understanding when listening

BENCHMARK a.

Engages in multiple back-and-forth communicative interactions with adults (e.g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others

Children may...

- Respond to a friend appropriately (e.g., Jeremy says, "Let's put the gorillas in the jungle next." Addie responds, "Yeah, I think the gorillas should live in this part over here.").
- Sing/chant during group time and add hand and body motions to the song/chant at the appropriate time.
- Act appropriately in response to a game (e.g., "Simon Says").
- Provide ideas relevant to context, when the teacher asks "What will happen next?" while reading a book during large-group time.

Educators may...

- Ask children *recall questions* and *expansion questions* during "Show and Tell," *read alouds* and similar large-group discussions about own experiences.
- Ask children "who", "what", "where" and "why" questions during shared reading.
- Engage in daily conversations with children on themes and **content**-related topics or in social conversations where children take multiple turns listening and responding.
- Create an *environment* where educators and children listen attentively to all ideas expressed.

- Introduce new and unusual words in conversations, play and reading while helping children understand the meanings and how to use the words you introduce.
- Play games that require listening and thinking (e.g., "I Spy": "I spy something that has wings, and flies in the air and is resting on the window ledge right now!" or "Who or What Am I?": "I come by your house every day of the week, I pick up children at the corner, I take them to school and I am yellow. What am I?").
- Read favorite books again and again asking "who", "what", "where" and "why" questions.



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

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 various situations. During the prekindergarten year, their listening **skills** become further refined through experiences in the classroom, which can include peer interactions one-on-one or in small groups, educator-child interactions and large-group activities (e.g., large-group time).

STANDARD 1.

Demonstrates understanding when listening

BENCHMARK b.

Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said

Children may...

over here.").

- Respond to a friend appropriately (e.g., Jeremy says, "Let's put the gorillas in the jungle next." Addie responds, "Yeah, I think the
- Sing/chant during group time and add hand and body motions at the appropriate time.

gorillas should live in this part

- Act appropriately in response to a game (e.g., "Simon Says").
- Provide ideas relevant to context when the teacher asks, "What will happen next?" when reading a book to the class.

Educators may...

- Ask children *recall questions* and *expansion questions* during "Show and Tell," *read alouds* and similar large-group discussions about their experiences.
- Ask children "who," "what,"
 "where," and "why" questions during shared reading.
- Engage in daily conversations with children on themes and content-related topics or in social conversations where children take multiple turns listening and responding.
- Create an *environment* where educators and children listen attentively to all ideas expressed.
- Use props and modeling to demonstrate and reinforce active listening (e.g., talking stick, giant ear prop).

- Ask children "who," "what,"
 "where," and "why" questions while reading a book with children.
- Engage in conversations with children about what is happening around them.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds are eager to communicate with others. During the prekindergarten year, their listening *skills* become further refined through experiences in the classroom, which can include peer interactions one-on-one or in small groups, teacher-child interactions, and large-group activities (e.g., large-group time). Over the course of this year, with teacher support, the children's ability to sustain a conversation and listen for longer periods should increase.

STANDARD 2.

Increases knowledge through listening

BENCHMARK a.

Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge

Children may...

- Select specific details in a story and repeats them.
- Listen to others in a group discussion for a short period.
- Respond to questions with appropriate answers.
- Talk about a dream after reading Where the Wild Things Are.

Educators may...

- Stimulate talking and discussion by providing children with pictures or other material.
- Increase the length and complexity of books read and stories told to children.
- Play games that require listening and understanding (e.g., "Simon Says," "Red light Green Light").

Families may...

- Share books and ask children questions about the story.
- Give children wait time to express themselves.
- Play games that require careful listening (e.g., "Simon Says").
- Ask everyone at the dinner table to share "news" about their day.

BENCHMARK b.

Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play

Children may...

- Listen and comment, ask or answer questions.
- Use language for different purposes (e.g., asking, expressing, answering, discussing, taking a role during play).
- State point-of-view, likes/dislikes and opinions using words, signs or picture boards.

Educators may...

- Encourage children to talk about feelings and ideas instead of solving problems with force.
- Provide opportunities to listen for different purposes (e.g., to learn what happened in a story, to receive instructions, to talk with an adult or friend).

- Provide opportunities for children to plan out the next day. What will they do? What should they wear? Talk about what the weather will be. Give children two or three clothing options to choose from.
- Follow a recipe and cook with children. Show them how to follow a recipe and allow them to help with measuring, stirring, etc.



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

The group life of preschool and later school years requires that young children be able to listen to, understand and follow directions. As they develop these *skills*, 4-year-olds become more independent and need less individual guidance from adults.

STANDARD 3.

Follows directions

BENCHMARK a.

Achieves mastery of two-step directions and usually follows three-step directions

Children may...

- Follow directions for washing hands (e.g., wet hands, apply soap, scrub, rinse).
- "Read" and follow directions for getting a snack (e.g., a Rebus chart that indicates each child should get one napkin, 11 pretzels and two pieces of cheese).

Educators may...

- Instruct children in setting tables for meals and snacks by giving two- and three-step directions.
- Provide two- and three-step directions for children to complete tasks during cleanup and learning activities (e.g., "Make a *pattern* with the beads, copy it one time on the same string, and show your *pattern* to me.").
- Play or sing songs requiring children to act out multiple behaviors and multi-step directions (e.g., "Going on a Bear Hunt" or "Head, Shoulders, Knees, and Toes").

- Before going to bed ask children to put away their toys, put on pajamas and choose a book to read.
- Ask children to put the plates, napkins and utensils on the table at supper time.
- Make getting ready for the day into a fun game for children. Play "Simon Says" by giving children easy directions to follow: "Simon says, put on your shiry," "Simon says, brush your hair."



BIRTH - 8 MONTHS

Infants use repeated syllables and sounds to communicate with others. They use sounds from the language they hear family members, caregivers and educators use. In addition to sounds, they use body movement to communicate *wants and needs*, such as pointing and directing their eyes towards people and things they hear or may need.

STANDARD 1.

Speaks and is understood when speaking

BENCHMARK a.

Begins to vocalize by using speech-like sounds and communicates in various ways to indicate *wants* and needs

Children may...

Educators may...

- Babble using repeated sounds Talk with such as "ma ma" or "ba ba." Talk itheir dia
- Begin cooing, using vowel sounds like "aah, eee, ooo" and other speech sounds frequently heard in their *environment*.
- Point to a toy or object they may want and make a sound.
- Make a specific sound for favorite people or objects, such as "duh, duh" for dog.
- Talk with babies as they change their diapers.
- Use eye contact and body movements when speaking to children.
- Talk to children while feeding or bathing.
- Use children's names, names of family members and words for familiar objects when talking with children.

- Talk with children as they go about daily *routines* such as bathing, feeding and dressing.
- Use every opportunity to respond to the sounds children make, such as, "Do you like it when Daddy changes your diaper? I think you do because you are talking to me and smiling."
- Sing and read stories to children every day.

IV. LANGUAGE AND LITERACY B. SPEAKING

8 - 18 MONTHS

Children use sounds to get the attention of family members and caregivers. They respond to people significant to them by making sounds, using repeated syllables and single words like mama, dada, no, mine and please. Eighteen-month-olds are learning new words daily and are beginning to use words instead of body language to get their needs met.

STANDARD 1.

Speaks and is understood when speaking

BENCHMARK a.

Increases vocalizations

Children may...

- Use sounds to name people, such as mama, dada, pa-pa.
- Use one-word or two-word phrases to label objects and get their needs met, such as more, no, want some, give me.
- Produce sounds heard in their home language.

Educators may...

- Talk to children about what they are doing as they go about daily **routines**, such as, "It is time for lunch. What do we need to do? First we will wash our hands."
- Respond to the sounds and cues children give, such as picking up children who have outstretched arms or giving children a toy when they point to it.

Families may...

- Repeat the sounds, words or phrases children make and connect the sounds to words (e.g., "Ma ma, yes, Mommy is here to get your lunch.").
- Sing songs and tell or read stories to children.
- Take their children on walks outdoors and talk about what they see and hear: "I see you are pointing at a bird. Birds use their wings to fly. The bird has pretty red feathers. Can you say, 'bird'?"



18 - 24 MONTHS

Children 18 - 24 month-olds use simple words to communicate with family members and caregivers. They use words for familiar objects and people and begin using words they hear in stories, songs and in their *environment*. They are beginning to use two-word sentences to communicate their *wants and needs*.

STANDARD 1.

Speaks and is understood when speaking

BENCHMARK a.

Speaks using new words and phrases and is understood by familiar adult 50 percent of the time

Children may...

Educators may...

- Name pictures in books.
- Use two-word sentences to ask for something they want or need (e.g., "Give cookie," or, "Want water.").
- Use question words, "What's that?" or "Why?".
- Use negatives like no, none, no more.
- Encourage children to ask questions by asking them questions throughout the day.
- Provide props in *dramatic play* area that encourage conversations, such as toy phones, books, puppets, dress up clothes.
- Use puppets and stuffed animals to encourage children to talk if they are reluctant

- Read books to children and ask them questions about the pictures in the books.
- Use lots of descriptive words when talking with children, "I see you like the big, red ball."
- Ask questions about toys and books children play with and answer questions their children ask.

IV. LANGUAGE AND LITERACY B. SPEAKING

2 - 3 YEARS (24 - 36 months)

Two-year-olds can use words to communicate with familiar adults and other children. They use words to communicate needs, make demands and share experiences. Two-year-olds speak in simple sentences and are beginning to use simple grammar rules, although often inconsistent and overgeneralizing.

STANDARD 1.

Speaks and is understood when speaking

BENCHMARK a.

Speaks and is understood by familiar peer or adult most of the time

Children may...

Educators may...

- Combine familiar words into simple sentences (e.g., "Need juice," "Daddy home" or "Throw ball.").
- Repeat frequently-heard words such as names of family members or friends.
- Repeat simple songs or *rhymes*.
- Ask for something they need or want (e.g., "Mommy come," "Give cookie" or "Want fuzzy blanket.").
- *Initiate* conversations by greeting children and asking a question, "Good morning, Sammy. What color is your shirt today?"
- Ask questions that require a response: "Do you want to play with the blocks or go to the sand table?"
- Teach simple songs and fingerplays and ask children to repeat them frequently.
- Correct grammar errors by simply repeating what a child says, but correctly: "I see you have two cars" when child says "I have two cars".

Families may...

- Describe daily *routines* while in the process, and ask questions (e.g., "We need to get you dressed: "First, put your arm through this sleeve and now the other arm through the other sleeve. What do we need to do next?").
- Encourage children to describe things around the house by asking questions (e.g., "What color is the ball?" "How does the milk taste. Is it hot or cold?" "What do you want for breakfast?").



3 - 4 YEARS (36 - 48 months)

The language of a 3-year-old should be easily understood. Sentences will become more complex as they are able to articulate ideas.

STANDARD 1.

Speaks and is understood when speaking

BENCHMARK a.

Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors

Children may...

- Describe own experiences or activities (e.g., birthday party, trip or vacation, block structure built).
- Sing familiar songs, such as "Twinkle, Twinkle, Little Star."
- Uses four-to-five word sentences.
- Participate in a "Show and Tell" activity.

Educators may...

- Support children's *curiosity* about their world by responding to questions with clear, understandable answers.
- Encourage children to name feelings (e.g., "Darius, tell Maya how you felt when she knocked your blocks down," "You are smiling so big. Are you happy?").
- Use appropriate words to describe objects and events in the *environment*.

- Use appropriate words to describe objects and events in the *environment*.
- Follow children's lead in conversation by showing the correct use of past tense or possessive (e.g., "Mommy went to the store.", "Yes, Donny's door is blue.").

IV. LANGUAGE AND LITERACY B. SPEAKING

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Children's language becomes more understandable through experience talking and interacting with peers and educators. With experience, 4-year-olds typically refine their *articulation* and grammar, applying rules of language.

STANDARD 1.

Speaks and is understood when speaking

BENCHMARK a.

Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors

Children may...

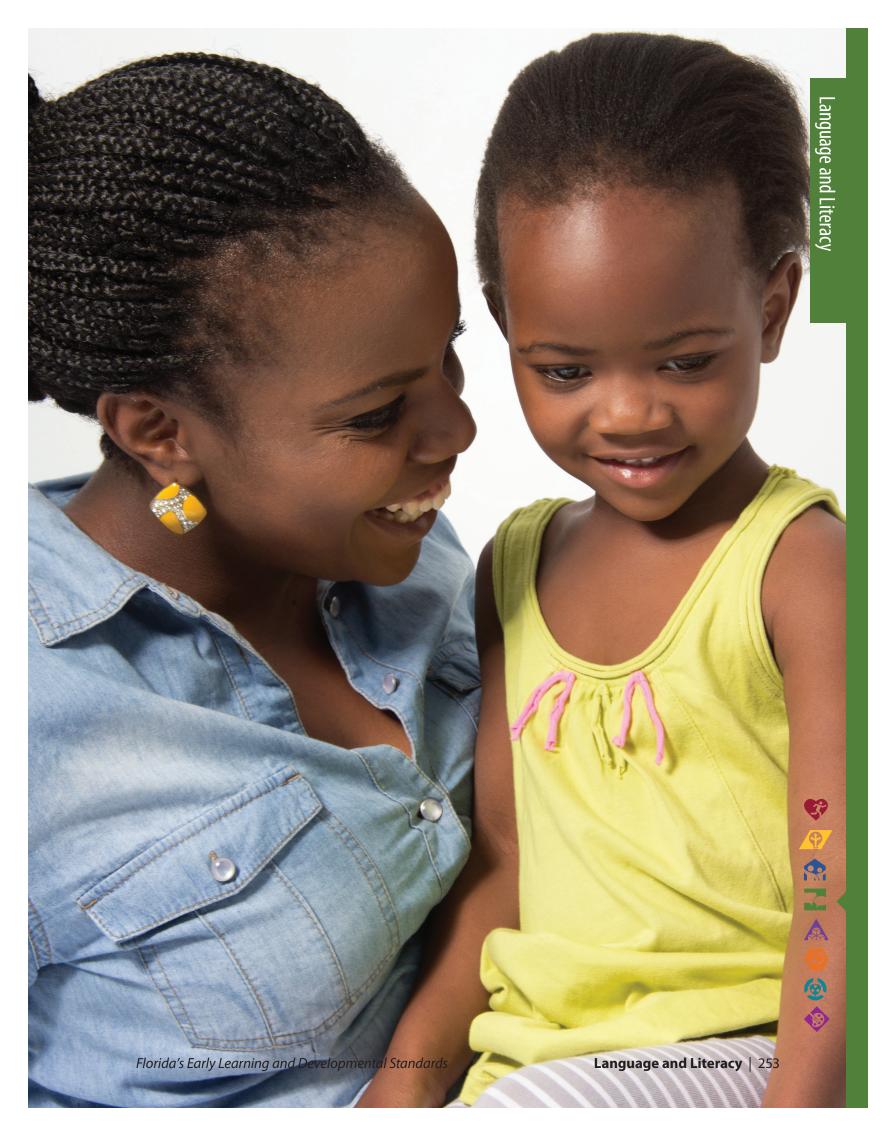
- Show willingness and desire to talk with classmates and educators without showing frustration.
- Be understood by familiar adults and other children.
- Be understood by other individuals who do not regularly interact with them.

Educators may...

- Model clear speech at a comfortable pace (not too fast or too slow) using an easily heard volume inside and outdoors.
- Encourage children to use language when making requests, rather than only pointing or gesturing (e.g., ask the child "Do you want milk or orange juice?" to encourage the child to use language to express his/ her wants or needs).
- When children mispronounce a word or speech sound, repeat back to them using clear and correct pronunciation. (e.g., "You would like to paint next?").

- Provide wait time for children to express themselves.
- Provide back-and-forth talk during daily *routines*. For example, at meal-times, during the morning routine, when traveling, at the grocery store.
- Encourage children to talk about events of the day and things in which they are interested.

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IV. LANGUAGE AND LITERACY C. VOCABULARY

BIRTH - 8 MONTHS

Infants, birth - 8 month-olds, listen to the sounds in their **environment** and listen to the language of their families and caregivers. They respond to sounds and words by turning their heads in the direction of the sounds or voices. They learn to distinguish the voices of family members and caregivers.

STANDARD 1.

Shows an understanding of words and their meanings (receptive)

BENCHMARK a.

Begins to look at familiar people, objects or animals when they are named

Children may...

Educators may...

- Move their arms and legs when they hear a familiar voice.
- Gaze at the faces of family members and caregivers when they talk.
- Turn and smile when name is spoken.
- Talk to infants by describing actions during feeding, bathing and diapering them.
- Respond positively to the sounds infants make.
- Sing or use funny expressions and soothing sounds while holding or comforting infants.

Families may...

- Talk to infants using their names.
- Describe actions during daily *routines*: "It's time for your bath. The water will feel good and you will be so clean."
- Respond to infants' cries and sounds using soothing voices or happy faces and voices.

BENCHMARK b.

Begins orienting to own name and enjoys playful games like peek-a-boo

Children may...

Educators may...

- Look at the person who says their name.
- Move their arms and legs when they hear their names.
- Laugh or smile when someone plays peek-a-boo with them.
- Use the names of infants when interacting with them.
- Sing songs and use rhyming words when responding to children.
- Make up playful **rhymes** or songs with children's names and use them when diapering or feeding.

- Play simple games, such as peeka-boo with children.
- Make up *rhymes* using children's names and use these *rhymes* throughout the day.
- Show children pictures of themselves and talk about the pictures (e.g., "Look, it's Avery! See how pretty Avery looks in her new pajamas!").



BIRTH - 8 MONTHS

Children increase their language and communication skills by engaging in meaningful experiences that require them to effectively express their ideas and feelings, listen and understand others.

STANDARD 2.

Uses increased vocabulary to describe objects, actions and events (expressive)

BENCHMARK a.

Uses signs or verbalizations for familiar people or objects including babbling consonant-like sounds

Children may...

familiar adult or child.

- Turn head toward sounds.

- Cry in different ways to express

Educators may...

- Babble or coo when they see a - Talk to children while holding or feeding them.
 - Talk to children by describing actions during feeding, and diapering.
 - Sing songs and read books to children.

Families may...

- Use children's names when they talk with them, and frequently tell children the names of family members and pets.
- Respond to sounds children make and repeat those sounds back.
- Sing songs and read books to their infants.

BENCHMARK b.

wants or needs.

Vocalizes pleasure and displeasure sounds differently (e.g., laugh, giggle, cry, fuss)

Children may...

Educators may...

- Laugh at funny expressions made by adults or children.
- Cry when they are tired or hungry.
- Smile when they see a familiar face.
- Use funny voices or facial expressions when talking to infants.
- Respond differently to the different sounds children make.
- Giggle and laugh in response to children's giggles and laughs.

- Quickly respond to infants.
- Laugh and sing silly songs to their infants.
- Repeat the sounds that children make and talk to them (e.g., "Baba, yes, that's your blanket," or "Ooo, that feels soft.").



IV. LANGUAGE AND LITERACY **C. VOCABULARY**

8 - 18 MONTHS

Older infants begin attaching meaning to the words and sounds they hear. They are most attentive to sounds they hear in their home language. Babies begin understanding the meaning of words used most frequently by family members and caregivers as they talk, ask questions and read to them.

STANDARD 1.

Shows an understanding of words and their meanings (receptive)

BENCHMARK a.

Looks intently at or points at person or object that has been named with the goal of establishing joint attention

Children may...

Educators may...

- Look at objects, people and pictures that family and educators point out and talk about.
- Point at pictures in books as family members and educators describe them.
- Look at objects or people when family members or educators describe or talk about them: "There's a fluffy, gray kitten.".
- Pair spoken words with objects or pictures.
- Provide interesting objects and materials that children can hold or touch as the educator talks about them.
- Give children age-appropriate books to hold. Talk about the pictures in the books as children point to them.

Families may...

- Talk about toys and books their children enjoy.
- Talk about the food they feed their children and describe how the food looks and tastes.
- Tell children the names of body parts during bath time, "Let's wash your toes. You have five toes. Let's count your toes."

BENCHMARK b.

Responds to specific words and gestures and understands words for common items (typically understands up to 50 words)

Children may...

- Educators may...
- Look at an object when someone asks where it is (e.g., "Where's the puppy?" or "Where's the cookie?").
- Use gestures or body language to answer questions like, "Where is the ball?"
- Look at a picture and find the object that a family member or educator is talking about.

- Play simple word games where children must listen and respond, such as "find your nose, find your toes," where children point to or touch parts of their own bodies.
- Share age-appropriate books and have children look for specific objects or characters.
- Provide many interesting toys and objects for children to play with and talk about.

- Play simple games where children look for objects in their environment (e.g., find the ball, look for the blanket, find the shoe).
- Put a group of toys on the floor and ask children to point to specific ones (e.g., "Find the teddy bear.").



8 - 18 MONTHS

Children increase their language and communication skills by engaging in meaningful experiences that require them to effectively express their ideas and feelings, listen and understand others.

STANDARD 2.

Uses increased vocabulary to describe objects, actions and events (expressive)

BENCHMARK a.

Builds and uses vocabulary through repeated exposure with language, pictures and books (may have a speaking vocabulary of between 10-50 words)

Children may...

Educators may...

- Ask for specific items they want (e.g., "Cookie," or, "Give ball").
- Sing some of the words to a favorite song.
- Repeat words from a story or finger-play.
- Provide opportunities for children to talk about their favorite toys, food, books and songs.
- Provide opportunities each day for finger-plays, songs and stories.
- Ask questions that require children to use descriptive words (e.g., "What does the playdough feel like? Is it hard or soft? What color is the playdough?").

Families may...

- Read books to their children and ask them questions about the pictures.
- Sing songs with children and have the children repeat words from the songs.
- Talk with children about the toys they like and ask questions about the toys (e.g., "Is it hard or soft? Is it big or small? Can it move? What color/colors is the toy?").

BENCHMARK b.

Communicates with others using words, actions and gestures (e.g., may say one or more understandable but not clearly articulated words)

Children may...

- Educators may...
- Use a specific sound to represent a word.
- Use sounds to name people.
- String sounds and use gestures to get what they want or need.
- Use one-word utterances or short phrases to influence others actions (e.g., "please," "no," "mine").

- Respond to children's sounds and gestures and say what they think children are trying to tell them (e.g., "You want more milk." or Yes, that is your car.").
- Provide interesting objects and toys that children will want to talk about with others.
- Ask children questions about pictures in books and encourage their responses.

- Respond to their children's sounds and gestures and say what they think their children are trying to tell them (e.g., "You want Mommy to hold you," or "That is a big dog.").
- Repeat the names of family members when children use a sound for their names (e.g., "Yes, that is your sister, Anna," or "Daddy" for dada).



IV. LANGUAGE AND LITERACY **C. VOCABULARY**

18 - 24 MONTHS

Toddlers understand many words and phrases and can answer simple guestions. They need to be exposed to new words daily and hear a large number of words to increase their listening (receptive) vocabulary. They can follow simple directions and answer simple questions.

STANDARD 1.

Shows an understanding of words and their meanings (receptive)

BENCHMARK a.

Points to pictures in book when named or points to body parts when asked

Children may...

Educators may...

- Point to body parts when asked.
- Find objects in pictures in books (e.g., point to a tree when asked).
- Find people or objects (e.g., find their shoes when they are getting dressed, or find their mom when asked).
- Provide materials and opportunities to encourage dramatic play.
- Share and talk about pictures in books one-on-one and in small groups.
- Sing songs that include following directions such as "Head, Shoulders, Knees and Toes."

Families may...

- Read books to children and ask them to point to different characters or objects in the pictures.
- Ask children questions when helping them dress, such as, "Where are your arms? Can you put your arms in the sleeves of your shirt? What part of your body goes into your shoes?"
- Take children for a walk and ask them to point to trees, cars, and other objects they may see.

BENCHMARK b.

Responds to requests (typically understands approximately 300 words)

Children may...

- Educators may...
- Put toys away on a shelf or in a toy box when asked by a family member or educator.
- Point to own body parts when asked.
- Find their shoes or jacket when asked.
- - Give children time to respond to directions before helping them.
- Show pictures to children that illustrate the directions they give them (e.g., a picture of children putting soap on their hands and then rinsing their hands).
- Play simple games with children (e.g., "Follow the Leader" or "Do What I Say.").

- Ask children to put away toys in a specific place (e.g., toy shelf or basket).
- Read books to children and ask them to point to objects or people in pictures (e.g., "Find the boy's mommy in the picture.").
- Give children short, simple directions on how to wash their hands or brush their teeth.



18 - 24 MONTHS

Children increase their language and communication *skills* by engaging in meaningful experiences that require them to effectively express their ideas and feelings, listen and understand others.

STANDARD 2.

Uses increased vocabulary to describe objects, actions and events (expressive)

BENCHMARK a.

Uses a number of different words and begins using two or more words together

Children may...

- Name body parts.

conversations.

- Repeat words overheard in

- Name the people in their family.

Educators may...

- Share books daily with children.
- Encourage conversations between children and have conversations with children daily.
 - Provide time and materials for *dramatic play*.

Families may...

- Provide toys that encourage imagination and role-playing (e.g., plastic dishes and spoons, dolls, puppets, cars and trucks, blocks, dress-up clothes).
- Play outside with toddlers and talk about the different types of rocks, trees, grass, sand, birds and insects they see.

BENCHMARK b.

Has a vocabulary between 50 - 200 words, although pronunciation is not always clear

Children may...

- Name objects in their *environment* and from pictures in books.
- Use two-word sentences.
- Ask and re-ask many questions.

Educators may...

- Initiate conversations with children throughout the day.
- Provide opportunities and materials to encourage *dramatic play* indoors and outdoors.
- Ask children questions about the books educators read to them.

- Talk with children as they go about their daily *routines* while asking children questions and describing things in their *environment*.
- Play games such as "I Spy" that have children identify objects in their *environment*.
- Sing songs with children that have repeated lines or words or a refrain (e.g., "Old MacDonald Had a Farm" or "Head, Shoulders, Knees and Toes").



IV. LANGUAGE AND LITERACY C. VOCABULARY

2 - 3 YEARS (24 - 36 months)

Two-year-olds speak in simple sentences. They realize that they can use words to get their needs met and share experiences. They are beginning to use descriptive words and pronouns.

STANDARD 1.

Shows an understanding of words and their meanings (receptive)

BENCHMARK a.

Responds appropriately to almost all adult speech including requests involving multiple steps

Children may...

Educators may...

- Repeat favorite finger-plays and sing favorite songs.
- Use pronouns in their sentences such as I, you, me, he, she, him and her.
- Use descriptive words like "big dog, pretty flowers or red ball."
- Use position words such as up, under, on and behind.
- Introduce new songs and fingerplays to children, and repeat them often.
- When reading a story to children, stop and talk about the descriptive words in the story.
- Play games like "Simon Says" using position words and multiple steps (e.g., "Simon says put your hand on top of your head and tap your foot.").
- Play "I Spy" with the children and make sure each child gets to give clues.

Families may...

- Ask children questions that require more than two words to answer (e.g., "What are the names of the boys in your class at school?" or, "What colors do you see in this picture?").
- Ask children to describe a favorite stuffed animal or toy.
- Sing songs with children.

BENCHMARK b.

Demonstrates understanding of words across varied topics, including words or lines from books, songs and stories, as well as body parts (typically understands between 500-900 words)

Children may...

- Play games that involve rhyming words and sounds.
- Have conversations with adults and other children.
- Follow directions in a movement activity by watching and listening.

Educators may...

- Talk about the stories they read to children and ask questions about the story.
- Ask children to predict what may happen next in a story.
- Teach children many songs and finger plays.

- Play word games with their children, such as "I Spy" or "Find a Word that *Rhymes* With..."
- Describe toys or objects in the home and have children find them.
- Read many different stories and sing songs with children every day.



2 - 3 YEARS (24 - 36 months)

Children increase their language and communication *skills* by engaging in meaningful experiences that require them to effectively express their ideas and feelings, listen and understand others.

STANDARD 2.

Uses increased vocabulary to describe objects, actions and events (expressive)

BENCHMARK a.

Increases **vocabulary** rapidly, including descriptive words, pronouns or plurals (e.g., big, happy, you, me, shoes) (Typically has a speaking **vocabulary** of approximately 500 words)

Children may...

- Use descriptive words when asking for something, such as, "Want blue blanket."
- Recognize different textures and use descriptive words for them, such as smooth, soft, hard, fuzzy.
- Describe pictures they see in books.

Educators may...

- Provide children with sensory tables and interesting toys and talk about the ways these look and feel.
- Read stories to children and discuss the descriptive words in the stories.
- Provide a variety of objects that children can sort by different characteristics (e.g., big/small, hard/soft, smooth/rough).

Families may...

- Have children help sort laundry and talk about how certain items belong together (e.g., socks) and which items belong to which family member.
- Ask children to describe items of clothing as they get dressed (e.g., "What color is your shirt today? Are your pants long or short?").
- Take a walk and ask the children to look for different objects or things that move (e.g., "Can you find something that flies?).

BENCHMARK b.

Combines words into three-word sentences to describe the world around them, although unfamiliar adults may have difficulty understanding the child

Children may...

- Use simple sentences.
- Repeat songs and *rhymes*.
- Begin using descriptive words (e.g., "pretty flowers" or "big dog").
- Talk with others about own art work.

Educators may...

- To encourage children's conversations, provide areas and materials, such as *sensory* tables, *dramatic play* areas and books.
- Encourage children to talk with each other during snack time and while playing.
- Use puppets to encourage children to talk.

- Take children on walks or play with them outdoors and ask children questions about what they see.
- Sing children's songs with their children.
- Read books to their children and ask questions about the stories.



IV. LANGUAGE AND LITERACY

3 - 4 YEARS (36 - 48 months)

Three-year-olds are learning **vocabulary** and context of language with every experience they are given. They will practice using new language in an encouraging **environment**.

STANDARD 1.

Shows an understanding of words and their meanings (receptive)

BENCHMARK a.

Begins to demonstrate understanding of age-appropriate **vocabulary** across multiple topic areas, and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)

Children may...

Educators may...

- Recount an event in the classroom that the teacher did not see.
- Give a visitor a tour of the classroom.
- Tell a parent about the fire drill at school.
- Describe how eggs turned green when they added food coloring.
- Use multiple words to communicate needs, interests and feelings (e.g., "My banana is all gone.").
- Use multiple and more abstract words (e.g., there, here); knows opposites (e.g., big/small, light/ heavy, up/down).

- Talk about what children are doing and introduce new concepts ("Now you are putting the yellow block on top of the blue block.").
- Follow children's lead in conversation by showing interest and responding ("You went to the park? What did you do there?").
- Encourage children to name feelings (e.g., "Darius, tell Maya how you felt when she knocked your blocks down." "You are smiling so big. Are you happy?").
- Show the correct use of past tense or possessive (e.g., "Mommy went to the store.").

Families may...

- Build children's *vocabulary* by giving a play-by-play of everything the family member is doing.
- Ask children to fill in words when reading together which builds children's confidence and vocabulary.

BENCHMARK b.

Begins to understand the use of words in different context (including plurals and past tense in speech)

Children may...

Educators may...

- Talk about the ocean after the educator reads a book.
- Talk about farm animals without going to a farm.
- Talk about what happened during the day.
- Follow children's lead in conversation by showing interest and responding ("You went to the park? What did you do there?").
- Read books that have a simple plot and support children in retelling the story or act it out with props and dress-up clothes.

- Look at family pictures and have children explain what is happening in each one.
- Talk with children about what happened during the day.



3 - 4 YEARS (36 - 48 months)

The language of 3-year-olds is becoming more sophisticated with increased **vocabulary** and the ability to create more **complex sentences**.

STANDARD 2.

Uses increased vocabulary to describe objects, actions and events (expressive)

BENCHMARK a.

Adds new words to **vocabulary** weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking **vocabulary** of approximately 1,000 words)

Children may...

- Use new **vocabulary** in spontaneous speech.
- Ask the meaning of unfamiliar words and then experiment with using the words.
- Use words to further describe actions (e.g., "running fast" or "playing well").
- Produce sentences with five to seven words.

Educators may...

- When talking with children use increasingly complex words, in context and explain their meaning.
- Provide opportunities for children to listen for new words in the *environment* and identify the sounds when heard.
- Play "placing" games with children to show understanding of prepositions (e.g., "Put the balls under/on top of/beside the table.").
- Provide children with opportunities to respond to stories that are read. Ask children questions about the story and emphasize new words and what they mean.

- Read books with children often, talking about the pictures and letting children fill in parts of familiar stories.
- Make time to listen to children when they are telling the adult something. The adult should stop what they are doing and get down on the children's level.

IV. LANGUAGE AND LITERACY C. VOCABULARY

3 - 4 YEARS (36 - 48 months)

Children increase their language and communication *skills* by engaging in meaningful experiences that require them to effectively express their ideas and feelings, listen, and understand others. Educators must plan for many ways to engage children.

STANDARD 2.

Uses increased *vocabulary* to describe objects, actions and events (expressive)

BENCHMARK b.

Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)

Children may...

Educators may...

- Use words or pictures to communicate needs, such as hungry, cold and tired.
- Express ideas in complete sentences such as, "I want to play with the blocks."
- Name objects instead of pointing.
- Tell stories about themselves and can focus on favorite or memorable part in correct sequence.
- Plan many opportunities for children to use and expand language (e.g., nursery *rhymes*, finger plays, poetry, songs, records, tapes and CDs).
- Include materials in the **environment** that encourage children to communicate (e.g., puppets, felt board and felt pieces in the book area, telephones in the home living area, and small people figures, animal figures and vehicles in the block area).

Families may...

- Talk about everything they are doing providing opportunities for children to hear lots of language.
- Teach children new words every day by reading to them, engaging in conversation, explaining daily *routines* and taking family trips to museums.
- Read with children, explaining unfamiliar words and pointing out word meanings within the pictures.



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds develop **vocabulary** as they interact with their families, educators, peers and the **environment**. Children's interactive experiences in all settings provide opportunities to practice using their new **vocabulary** and applying these new words in appropriate ways.

STANDARD 1.

Shows an understanding of words and their meanings (receptive)

BENCHMARK a.

Demonstrates understanding of age-appropriate **vocabulary** across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)

Children may...

Educators may...

- Follow directions that use descriptive words (e.g., run fast, draw a big *circle*, eat slowly).
- Use appropriate labels to describe a classroom activity (e.g., cooking, art activity, pretending to be a veterinarian).
- Describe a feeling to a friend (e.g., "I was so angry that I felt like a volcano erupting!").
- Provide and read to children a variety of concept-related books (e.g., farm animals, vegetables, the body. Include fiction and non-fiction).
- Define new words for children when reading aloud and encourage discussion of word meanings.
- Create category lists of words (e.g., zoo animals we saw on the field trip, tools we use in the classroom).

- Enrich children's **vocabulary** by giving a play-by-play of everything the family member is doing.
- Ask children to fill in words when reading together which supports children's confidence and vocabulary.

IV. LANGUAGE AND LITERACY

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds develop **vocabulary** as they interact with their families, educators, peers and the **environment**. Children's interactive experiences in all settings provide opportunities to practice using their new **vocabulary** and applying these new words in appropriate ways.

STANDARD 1.

Shows an understanding of words and their meanings (receptive)

BENCHMARK b.

Demonstrates understanding of *functional* and *organizational language* (e.g., same and different, in front of and behind, next to, opposite, below) in multiple *environments*

Children may...

Educators may...

- Follow the educator's directions when listening to *music* (e.g., "Put the scarf over your head, then move it behind you.").
- Understand directions given at *center* time to identify which items are the same and which are different.
- Retell what they heard or point to appropriate pictures.
- Provide directions to children using specific language for locations, sizes, shapes and relationships (e.g., "Look for the big red teddy bear inside the cabinet.").
- Play "Simon Says" and scavenger hunt games using specific location, action, and descriptor words (e.g., "Find two blocks that are the same and one that is different.").
- Include language about position and descriptive characteristics of things and actions when interacting with children or commenting on their play (e.g., "Look at the ladybug on top of the leaf," "Shawn is first in line.").

Families may...

- Point out things in the home or during outside play that are the same or different, and discuss with children.
- Give children two-step directions (e.g., "Get your shoes from the closet and put them on.").
- Provide opportunities to sort items or toys into categories (e.g., rocks that are smooth vs. those that are rough, toys that are heavy vs. toys that are light).

BENCHMARK c.

Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)

Children may...

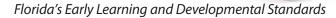
- Demonstrate an understanding of complex statements, questions and stories containing multiple phrases and ideas.
- Respond to requests for information or action.
- Follow more detailed multistep directions.

Educators may...

- Use new words intentionally in a variety of contexts during the day.
- Learn new words in child's family language and use them when introducing new concepts.
- Introduce new words and concepts by labeling what children are doing and experiencing.

Families may...

- Create an environment that is rich in both print and the spoken word.
- Change the language of daily routines (e.g., rather than say, "It's time to clean up" every day, introduce other rich words that help describe the routine, such as "organize," "collate" and "arrange.").
- Talk to children about the adult's day (e.g., what the adult did, different people encountered, funny things that happened, etc.).
 Find ways to use memorable words in daily conversations.



IV. LANGUAGE AND LITERACY C. VOCABULARY

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four year olds use more complex words in their language, particularly if they have been exposed to a rich **vocabulary**. They understand many more category labels than they use in speech, but they do include many category labels in their descriptions.

STANDARD 2.

Uses increased *vocabulary* to describe objects, actions and events (expressive)

BENCHMARK a.

Uses large speaking **vocabulary**, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a **vocabulary** of more than 1,500 words)

Children may...

Educators may...

- Use descriptive words (e.g., "My turtle crawls slowly," "That's a silly picture.").
- Try out new words when talking to their friends.
- Ask questions during story time to clarify concepts and build word knowledge.
- Provide multiple opportunities daily for children to talk with peers and adults in the classroom.
- Encourage children's verbal input during shared book reading (e.g., in response to questions or to relate the book to their own experiences).
- Develop child-friendly definitions of important words related to an upcoming lesson.
- Build your own background knowledge and expand vocabulary related to an upcoming thematic unit.
- Create a bulletin board or other spotlight area to highlight new words children discover during ongoing classroom experiences.

Families may...

- Visit the zoo or nearest museum and have children describe the various animals and exhibits that they see.
- Try acting out words such as having children move around while exploring the words "prance" or "prowl."



BENCHMARK b.

Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)

Children may...

- Name parts of a familiar object (e.g., parts of a car: hood, window, trunk).
- Answer questions about what a familiar object is used for (e.g., pencil is for writing, pot is for cooking).
- Sort play animals according to typical habitat (e.g., jungle animals vs. farm animals vs. house animals).

Educators may...

- Use the concepts of part-whole (e.g., identifying the tires, steering wheel, trunk of a vehicle).
- Before taking a field trip, hold a class discussion about what you might see and experience at the location (e.g., sheep, tractor, cows at a farm).
- After taking the field trip, hold a discussion about what the children saw at the location and compare with the earlier *prediction*.
- Discuss the necessary tools and their functions when *planning* a cooking experience (e.g., spoon for stirring, whisk for whipping, oven for baking).

- Play games with children such as "I Spy" (e.g., "I spy something round on the wall that you use to tell the time.").
- Enrich children's **vocabulary** by providing definitions for new words and using them in context (e.g., "This vehicle is riding on the highway. It is a car. A bus is another kind of vehicle. So are a train and an airplane.").

IV. LANGUAGE AND LITERACY

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four year-olds use more complex words in their language, particularly if they have been exposed to a rich **vocabulary**. They understand many more category labels than they use in speech, but they do include many category labels in their descriptions.

STANDARD 2.

Uses increased vocabulary to describe objects, actions and events (expressive)

BENCHMARK c.

Identifies unfamiliar words asking for clarification

Children may...

- Demonstrate understanding of a variety of concepts, such as opposites, positions and comparisons.
- Use new vocabulary acquired through conversations, activities, or listening to texts read aloud.
- With prompting, ask and answer questions about unknown words in a text read aloud.
- Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities.

Educators may...

- Engage children in frequent conversations about topics that interest them, and build on what they say with more complex language.
- Write children's words on their pictures and display the pictures in the classroom.
- Introduce new vocabulary when asking questions or describing situations or objects and relate the new words back to familiar words or ideas. Encourage children to use these words when talking about pictures or real objects. Use variations of the same word (e.g., magnify, magnifier, magnifying and magnified).

- Take children along when running errands at the bank, grocery store or post office and see what new words children can discover.
- Keep a mental note of new words introduced to children and work to use the words again in conversations with children.

BENCHMARK d.

Uses words in multiple contexts, with the understanding that some words have multiple meanings

Children may...

- Use a large variety of words across settings and for different reasons (e.g., labeling, describing, identifying, relating).
- Ask for meanings of new words.
- Use language for different purposes (e.g., asking, expressing, answering, discussing, taking a role during play).

Educators may...

- While sitting at snack or lunch, choose a word and brainstorm with children as many meanings and uses for the word as you can think of.
- Use pictures and objects when discussing words with multiple meanings.
- Choose books and riddles to read that have words with more than one meaning.



- While sitting at the dinner table, choose a word and brainstorm with children as many meanings and uses for the word as you can think of.
- Introduce new words:
 - Provide a simple, kid-friendly definition for the new word: "Enormous' means that something is really, really big."
 - Provide a simple, kid-friendly example that makes sense within their daily life (e.g., "Remember that really big watermelon we got at the grocery store? That was an enormous watermelon!").
 - 3. Encourage children to develop their own example (e.g., "What enormous thing can you think of? Can you think of something really big that you saw today? That's right! The bulldozer near the park was enormous! Those tires were huge.").



BIRTH - 8 MONTHS

Infants are born "wired" for language. They come into the world able to recognize human speech and different language sounds. Young infants use their own sounds, facial expressions and body movements to communicate feelings and needs. The developing communication *skills* of young infants are reinforced when adults respond positively to their smiles, frowns and coos.

STANDARD 1.

Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

BENCHMARK a.

Begins to play with speech sounds

Children may...

- Recognize familiar adult voice and quiet if crying.
- Move their arms and legs when they hear a familiar voice.
- Turn and smile when their name is spoken by parents, caregivers or educators.
- Make pleasure sounds (e.g., cooing, gooing).
- Make more speech-like babbling sounds, including p, b and m.

Educators may...

- Reinforce babies communication attempts by looking at them and speaking and imitating their vocalizations.
- Teach baby to imitate actions, such as peek-a-boo, clapping, blowing kisses, "Pat-a-Cake," "Itsy Bitsy Spider" and waving bye-bye.
- Teach animal sounds (e.g., "A cow says 'moo."").

Families may...

- Talk while doing things, such as dressing, bathing and feeding (e.g., "Mommy is washing Sam's hair," "Sam is eating carrots," "Oh, these carrots are good!").
- Repeat children's laughter and facial expressions.
- Read to children.
- Communicate with children in the language they're most comfortable using.



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8 - 18 MONTHS

Older infants become adept at expressing themselves through gestures, babbling and their first words. They enjoy having books read to them and listening to stories and songs. Young toddlers expand their **vocabulary** at a rapid pace. Their larger **vocabulary** allows them to begin stringing words together into two-word sentences.

STANDARD 1.

Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

BENCHMARK a.

Produces utterances of one, occasionally two, units of meaning in length

Children may...

Educators may...

- Use some one-or-two word questions (e.g., "Where kitty?" "Go bye-bye?" "What's that?").
- Put two words together
 (e.g., "more cookie," "no juice,"
 "mommy book").
- Use many different consonant sounds at the beginnings of words.
- Expand on words (e.g., if children say "car," respond by saying,
 "You're right! That is a big red car.").
- Ask children to name pictures.
 They may not respond at first.
 Continue to name the pictures for them as they learn.

- Read to children every day using books with large pictures and one or two words or a simple phrase or sentence on each page.
- Make bath time "sound playtime." Get down to eye level with children and use the bath toys with them. Make the sounds of the toys, such as "the boat says 'pppp," or blow bubbles and make the sound "bbbb," letting children feel the air of the sounds as the adult makes them.
- Talk while doing things and going places. When taking a walk, for example, point to familiar objects (e.g., cars, trees, and birds) and say their names: "I see a dog. The dog says 'woof.' This is a big dog. This dog is brown."



8 - 18 MONTHS

Older infants begin using real words, as well as babbling and jargon. They typically use one or two words meaningfully by their first birthday. They begin putting two and three words together in short "sentences," using more nouns and verbs.

STANDARD 1.

Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

BENCHMARK b.

Produces words of which approximately half are nouns

Children may...

Educators may...

- Try and copy adults' words and babble away as if having a real conversation.
- Combine speech with gestures to show what they want (e.g., reach their arms towards a favorite toy, and say "ball").
- Use nouns that designate objects in their daily lives, such as "spoon" and "car."
- Narrate what they do while going through daily *routines* (e.g., "You need a diaper change. May I change your diaper?").
- Engage in conversations with children, using different types of words and grammar.
- Use books to encourage children's participation.

- Continue reading to children every day using books with large pictures and one or two words or a simple phrase or sentence on each page. When reading to children, name and describe the pictures on each page.
- Give descriptions of objects, activities or events (e.g., "Here we go into the bathtub. Your arms, legs and tummy are getting all wet," or "You're brushing your dolly's hair. Are there any tangles?").

8 - 18 MONTHS

Between 8 and 18 months, children move from pointing to objects they want to vocalizing one-*syllable* utterances. Children begin using language with intent and begin using words more meaningfully.

STANDARD 2.

Connects words, phrases and sentences to build ideas

BENCHMARK a.

Produces utterances of one to two words that communicate labeling of objects and sometimes actions

Children may...

- Understand many words and begin using single sounds to communicate (e.g., "ma-ma" and "da-da").
- Respond to simple verbal requests.
- Use the word "no," (Acts of toddler refusal start around age 1, with the actual use of the word "no" following soon after.).
- Use exclamations such as, "Uhoh!"
- Use favorite words/simple phrases and speak them more clearly (e.g., "Milk," "All gone!" "Me up.").

Educators may...

- Encourage children to explore objects by shaking, banging and throwing the objects. Describe what children are doing.
- Point to objects such as parts of the child's body and name them (e.g., "What is this? A foot!" "What are these? Fingers!").
- Listen carefully to children to understand what they are saying. Ask them questions.

- Speak "motherese" or use a highpitched voice parents often use with young children. Research indicates this captures babies' attention, builds a bond of trust between child and caregiver and begins teaching language rules.
- Respond to children's gestures or when pointing at something interesting (e.g., "I see the tall giraffe.").
- Celebrate children's attempts at communicating (e.g., when a child who is listening to *music* says, "Again Momma!" respond by saying, "Okay! We can play the song again.").

18 - 24 MONTHS

Toddlers will acquire and use an increased amount of **vocabulary** and sounds in everyday speech.

STANDARD 1.

Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

BENCHMARK a.

Produces utterances of two units of meaning in length

Children may...

 Convey their *wants and needs* by asking for things in two-word sentences, such as "more milk," or by repeating a short phrase, such as "go bye-bye."

Educators may...

- Provide opportunities and materials that encourage *dramatic play*.
- Document children's language and communication through charts, portfolios and photos.

Families may...

- Model language by conveying what is happening (e.g., "Are you ready to go bye-bye to Grandma's house?").
- Describe actions or activities to children (e.g., "Daddy is folding all the white shirts first.").

Toddlers increasingly use verbal *skills,* but still rely on nonverbal communication *skills,* to convey thoughts, feelings and ideas.

BENCHMARK b.

Produces words of which approximately one-third are nouns, with verbs becoming increasingly common

Children may... Families may... Educators may... - Name pictures in books (dog, cat, - Resist correcting children's verb - Extend communication with tense (e.g., "I sitted there.") and children and expand their car). instead focus on encouraging vocabulary by keeping reading - Call similar items the same name communication and modeling material handy and reading to (e.g., picture of a cow may be correct verb tense (e.g., "I see you them as often as possible. called a horse). sat there on top of that pillow. - Tell children what family - Continue two-word and some How does that pillow feel?"). members are doing at every three-word sentences, beginning opportunity: "Daddy is putting to add verbs (e.g., "I drink milk."). the lasagna in the oven and Begin using and understanding setting the temperature to 350 some question words, typically degrees." Add more descriptive the "wh" words like why and who. language or offer a question to spark the child, such as, "Do you

like lasagna? What food do you

like to eat?"



18 - 24 MONTHS

Toddlers gain **vocabulary** and communication **skills** rapidly pace. As young children hear stories and participate in conversations with adults, they hear new words and are able to use them in daily activities. Their communication strategies continue expanding and their language begins to be more easily understood by familiar adults.

STANDARD 2.

Connects words, phrases and sentences to build ideas

BENCHMARK a.

Produces phrases of two words, including labeling (e.g., "that dog"), action/agent (e.g., "mommy hug") and object/attribute (e.g., "soup hot")

Children may...

- Communicate *wants and needs* or likes and dislikes by connecting two to three words (e.g., "Want Mommy," "Want milk.").
- Attempt to describe a situation (e.g., "Daddy sleep.").

Educators may...

- Use adjectives when referring to toys and materials, such as, "Can you find your soft bear?" Children begin associating the words
 "bear" and "soft" and may begin using the word soft to describe the bear.
- Create opportunities for children to connect what they are seeing with their *vocabulary* (e.g., during a story, stop on a page and ask, "What is the boy doing?" Let children answer, then offer the rest of the story: "He is running away from those bees.").

- Limit screen time (TV, phones, tablets). Read books, tell stories, sing silly songs and ask questions. Children learn language from conversations with others.
- Celebrate children's attempts at communicating (e.g., when a child who is listening to **music** says, "Again Momma!" respond by saying, "Okay! We can play the song again.").

Toddlers show increasing ability to combine sounds and simple words to express meaning and to communicate their feelings.

STANDARD 2.

Connects words, phrases and sentences to build ideas

BENCHMARK b.

Produces phrases of two words that convey negation (e.g., "no more," "kitty go")

Children may...

Educators may...

- Begin using language to show that they do not want something (e.g., "no nap," "no peas," "bad dog").
- Rephrase and expand on what children are trying to convey (e.g., "You don't want to eat any more peas. Maybe we will try to eat some tomorrow.").
- Offer children choices (e.g., "Do you want to put your coat on by yourself or with help?").
- Encourage children to use more words than "no" during conflicts" (e.g., "Tell your friend 'I don't like it when you take my toy."").

Families may...

- Translate children's speech to other adults and children. First let the child speak and then provide an interpretation of the speech (e.g., "She says she does not want any more green beans," or, "She doesn't like it when the dog knocks her over.").
- Increase children's vocabulary by translating their actions into words (e.g., when a child jumps and points to the sky, say, "Oh, you are pointing at that plane flying high up in the sky.").

Florida's Early Learning and Developmental Standards

2 - 3 YEARS (24 - 36 months)

Between ages 2 and 3, children experience tremendous growth in both receptive and *expressive language*. Their word utterances expand in length and detail, and they can understand more than they can express.

STANDARD 1.

Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

BENCHMARK a.

Produces utterances of three to four units of meaning in length

Children may...

"Do again Daddu"

Educators may...

- Say, "Do again, Daddy."
- Repeat phrases they hear adults say (e.g., "It's clean-up time.").
- Understand simple, multiple-step directions (e.g., "Put the blocks in the box, and put the box on the table.").
- Extend simple phrases while scaffolding children's learning (e.g., Child: "I found a blue ball." Educator: "You found a blue ball in the basket.").
- Use clear speech that is easy to imitate.
- Give children multiple-step directions.

Families may...

- Play "Simon Says" (e.g., "Simon says, touch your nose, touch your ear and touch your mouth.").
- Have conversations with children and expand on ideas or utterances to enrich *vocabulary* by providing descriptive words.
- Play simple games, that require turn-taking. Children are learning that conversations require taking turns. Parents may model turntaking through play.

Two-and 3-year-olds can express themselves through more *complex sentences*. The majority of their speech is understandable by caregivers and other adults.

STANDARD 1.

Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

BENCHMARK b.

Produces words and phrases using the present progressive "-ing" suffix (e.g., "going," "playing"), the possessive "s" (e.g., "Ben's book") and pronouns (e.g., "She is jumping.").

Children may...

Educators may...

- Point to objects around them and describe what they see, or explain what is happening.
- Imitate life in their play (e.g., "I mixing the cake.").
- Finish a line from a favorite book.
- Provide opportunities for imaginative play, and model appropriate language to enrich children's *vocabulary*.
- Ask questions while reading to expand ideas and encourage discussion.
- Discuss a variety of topics.
- Encourage *empathy* through understanding how other children are feeling and what they are saying.

- Provide multiple forms of printed materials, such as books, magazines, menus, etc., and read them with children.
- Play *music* with simple lyrics and sing with children.
- Tell stories to children and encourage their participation.

2 - 3 YEARS (24 - 36 months)

Two- and 3-year-olds enjoy hearing longer stories and can tell short stories about their experiences. They can use more complex grammatical structures, such as present progressive (using –ing words, such as, "I running.") or past tenses ("Mommy walked too."), possessive forms of words ("Daddy's nose") and pronouns (he, she, we).

STANDARD 2.

Connects words, phrases and sentences to build ideas

BENCHMARK a.

Produces sentences or phrases of two to three words, including subject/verb/object (e.g., "Juan fell down." "I did it.")

Children may...

- Request favorite books and repeat often-heard phrases from the books.
- Recognize environmental print such as familiar logos from restaurants.
- Begin to stammer or stutter.
 Children's minds often work faster than they are able to produce language and they may need patience as they form their thoughts.

Educators may...

- Be patient as children share stories and ideas. Ask followup questions to continue the conversation.
- Sing rhyming songs and encourage silly rhyming words.
- Play a game by placing objects "in," "on," "under" the table.

- Read fewer, longer books at night. Ask children to describe what is happening in the pictures.
- Say or read nursey *rhymes*, sing counting songs, etc.
- Encourage children to climb "on" the couch, crawl "around" the couch, sit "beside" the couch.

Two- and 3-year-olds begin understanding the social rules of language, such as taking turns. They begin asking more questions to engage in conversation and to learn more about their *environment*.

STANDARD 2.

Connects words, phrases and sentences to build ideas

BENCHMARK b.

Asks basic questions (e.g., "Mommy gone?").

Children may...

Educators may...

- Understand opposites (e.g., big/ little, up/down, go/stop).
- "Practice" conversations with stuffed animals, pets or pretend phones.
- Respond appropriately to prompts and questions.
- Ask children open-ended questions about a variety of topics.
- Use puppets and props to tell stories.
- Ask questions, modeling question words (e.g., who, what, when, and where.).

Families may...

- Point out images in books and magazines. Have children describe objects, what is happening or what will happen next.
- Encourage social rules of language, such as using "please" and "thank you" and taking turns when speaking and practice active listening.
- Look at family photos and ask children questions about what they see.



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3 - 4 YEARS (36 - 48 months)

The language of a 3-year-old should be easily understood. Sentences will become more complex as they are able to articulate ideas.

STANDARD 1.

Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

BENCHMARK a.

Produces utterances of four to five units of meaning in length

Children may...

Educators may...

- Describe own birthday party, trip or vacation.
- Describe a block structure that they built.
- Sing familiar songs such as "Twinkle, Twinkle, Little Star."
- Provide children with pictures or other materials to stimulate talking and discussion.
- Ask open-ended questions that can be answered in their own way, thereby eliminating right or wrong answers.
- Make special time to sit down for leisurely conversations of interest to children.
- Use self and parallel talk.
- Invent creative games like "message relay," where child retells a message in a group.

Families may...

- Choose a book to read with lots of pictures. Look at the cover and read the title of the book.
 Ask children what they think the story is going to be about. Go through the book and look at every picture in order. Without reading the words, talk about the story. Ask questions (e.g., "What do you think is happening?" "Why do you think that?" "What are the characters doing?").
- Whenever possible, sit down at breakfast and talk about the day's plans.
- At the dinner table, ask everyone to share "news" about their day. Listen to what children have to say and share something that happened in the adult's day.

3 - 4 YEARS (36 - 48 months)

As 3-year-olds become more in control of increasingly complex language, they become more confident in expressing their ideas. They can now use descriptive details to describe activities they ave participated in.

STANDARD 1.

Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

BENCHMARK b.

Produces words and phrases using the regular past tense and the regular third person (e.g., Daddy jumped." "We're building.").

Children may...

Educators may...

- Use simple sentences, sometimes using correct tense, pronouns, subject-verb agreement.
- Speak clearly enough to be understood by familiar adults.
- Use multiple words to communicate needs, interests and feelings ("My banana is all gone.").
- Use multiple and more abstract words (e.g., there, here) and know opposites (e.g., big/small, light/ heavy, up/down).
- Talk about what children are doing and introduce new concepts (e.g., "Now you are putting the yellow block on top of the blue block.").
- Follow 3-year-olds' lead in conversation by showing interest and responding (e.g., "You went to the park? What did you do there?").
- Create play and *activity centers* that encourage conversation. Join in the play.
- Share books and ask children questions about the story.

- When asking children questions, provide wait time to answer.
- Have conversations with children about what they have been doing. In addition to the details, talk about "why" things happened and their feelings about the event.
- Continue to use new, longer, more complex words in many contexts. (e.g., "The hermit crab is leaving his shell. The hermit crab grew too big for his home. The hermit crab eats off the floor of the ocean.").
- If children's words get jumbled when they are trying to explain something complicated, affirm with "yes" and then re-order sentence correctly. (e.g., a child playing with a car and play figures says, "The car sits and go," when she meant, "The daddy sits, and the car goes!").
- Expand on their conversations. If children say, "I rode the airplane," the adult could add, "Yes, you rode the airplane with Daddy at Playland last night!".

3 - 4 YEARS (36 - 48 months)

As 3-year-olds become more in control of increasingly complex language, they become more confident in expressing their ideas. They can now use descriptive details to describe activities they ave participated in.

STANDARD 2.

Connects words, phrases and sentences to build ideas

BENCHMARK a.

Produces sentences or phrases of two to five words including subject/verb/object (e.g., Suzy has cookies." "My shirt's got blue flowers.").

Children may...

Educators may...

- Express ideas in complete sentences, such as, "I want to play with the blocks."
- Talk about activities at school or at a friend's home.
- Participate in singing, reciting poems and saying and acting out finger plays.
- Tells stories about themselves and can focus on favorite or memorable parts in correct sequence.
- Talk about what happened during the day.

- Increasingly use additional words to represent more details and specifics of an idea or activity (e.g., instead of "Look for the ball," say, "Look for the blue round shape that rolls.").
- Have children tell in sequence routine things they do, such as dressing, going to bed or getting up.
- Invite children to tell personal stories about their activities or family members.
- Ask children to describe the day or an activity.
- Include materials in the **environment** that encourage children to communicate (e.g., puppets and felt board and felt pieces in the book area, telephones in the home living area, and small people figures, animal figures and vehicles in the block area).

- Have conversations with children about what they have been doing. In addition to the details, talk about "why" things happened and their feelings about the event.
- Expand on their conversations

 (e.g., If a child says, "I rode the airplane" the adult could add,
 "Yes, you rode the airplane with Daddy at Playland last night!").
 Often this will encourage children to add some details, too.
- Use *routines* such as meal time, snack time and bedtime for conversation with children. Encourage children to talk about events of the day and things in which they are interested.
- Follow children's conversations that arise naturally. Follow children's lead in play and conversation.

3 - 4 YEARS (36 - 48 months)

The language of 3-year-olds is becoming more sophisticated with increased **vocabulary** and the ability to create more **complex sentences**.

STANDARD 2.

Connects words, phrases and sentences to build ideas

BENCHMARK b.

Asks more complex questions (e.g., "Is David here?" "What was for lunch?"

Children may...

- Ask questions for information or clarification.
- Ask more complex questions using five or six words, such as, "Where does the sun go at night?").
- Ask a question during "Show and Tell."
- Ask adult for explanations or information using why, how, where, and when questions (e.g., "Why do leaves turn colors?" or "Where are the towels?").

Educators may...

- When reading with children, point out how text progresses from word to sentence to paragraphs.
- Ask open-ended questions that can be answered by the child in their own way, thereby eliminating right or wrong answers.
- Make special time to sit down for leisurely conversations of interest to children.
- Encourage children to ask questions to find out more information.
- Engage children in discussions about interests such as cars, dinosaurs or dogs.
- Provide activities like sand and water play and *music* to give children the chance to figure out how things work and explore what objects or tools can do. The *discovery* process can stimulate many new questions.

- Talk about ways that television and computers can help us to learn new things, and sit with children while they are participating.
- Provide a variety of resources on topics that interest children, including books, maps or pictures.
- Encourage children to ask questions to find out more information when visiting the zoo; national, state and city landmarks; or traveling in the car.
- Notice what children are interested in, imagine what they might be wondering about and provide information that helps them learn.
- Model for children ways adults get information by asking another trusted adult to share knowledge.



3 - 4 YEARS (36 - 48 months)

The language of 3-year-olds is becoming more sophisticated with increased **vocabulary** and the ability to create more **complex sentences.**

STANDARD 2.

Connects words, phrases and sentences to build ideas

BENCHMARK c.

Uses conjunctions "and" and sometimes "because" in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs)

Children may...

- Respond to a story about a cat during large-group time by saying they have a new kitten.
- Ask a question during "Show and Tell."
- Describe own birthday party by saying, "There was a clown and a bunch of balloons."

Educators may...

- Use short, full and correct sentences when talking, and expand on children's talk (e.g., "That's right, Kesha's dog is big and very excited.").
- Help children take turns talking and listening (e.g., "That's a funny part; let's hear what Mika wants to say.").
- Share and re-read favorite books and ask questions about what happens in the story.
- Follow children's leads in conversation by showing interest and responding (e.g., "You went to the park? What did you do there?").

Families may...

- Provide opportunities for trips to the zoo, aquarium or children's museum and encourage children to talk about their experiences.
- Follow children's leads to encourage discussion about their interests.
- Share and re-read favorite books and ask questions about what happens in the story.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds increase their use of sentences and varied sentence structures (e.g., greater length and complexity). Although errors may continue to occur (e.g., over-generalization of rules), they demonstrate understanding of many structure and *grammar* rules.

STANDARD 1.

Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

BENCHMARK a.

Typically uses complete sentences of five or more words, usually with subject, verb and object order

Children may...

Educators may...

- Tell a story about a family trip using long and *complex sentences.*
- Participate in a long conversation about pets with a friend.
- Ask questions and add ideas using complete sentences during a presentation by a special visitor.
- Share an experience (e.g.,
 "We went to the park in my grandmother's car.").
- Play a word substitution game that has each child repeat the sentence with a different ending (e.g., "I went to the store to buy a _____").
- Help children tell one sentence about their drawings or favorite objects (e.g., "My dinosaur sleeps with me." "Here's a picture of my family.").
- Model how and encourage children to describe a familiar object that is hidden in a cloth bag in order to guess its identity (e.g., "I feel something soft. It has four legs. It has two ears.").
- Reply and expand when a child responds with a simple phrase (e.g., when child says, "Here is a dinosaur," expand by saying, "Yes, that is a dinosaur called a Tyrannosaurus rex.").

- When out with children ask questions like, "What color is that car?" They will probably answer with a single word, "red." The adult then repeats the answer in a sentence and perhaps asks another question (e.g., "Yes, it's a red car. Do you like the color red?" When they answer yes or no, ask children why they like or do not like the color.).
- Use photographs or pictures from magazines and ask children to describe what is happening in the picture or what they think has just happened or is about to happen.
- Ask children to describe where they live.



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds increase their use of sentences and varied sentence structures (e.g., greater length and complexity). Although errors may continue to occur (e.g., over-generalization of rules), they demonstrate understanding of many structure and **grammar** rules.

STANDARD 1.

Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

BENCHMARK b.

Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement

Children may...

- Use the correct tense when describing something they did the night before (e.g., "My family went to the ice cream store last night.").
- Say "feet," although a younger classmate says "foots."
- Identify all the art objects that belong to them, using "my" and "mine," and those that belong to their friends, using "his" or "her."

Educators may...

- Model and help children describe pictures of multiple and single objects to practice the use of correct subject-verb agreement.
- Use picture prompts to encourage children to say phrases and sentences with irregular plurals (e.g., foot/feet, mouse/mice, ox/oxen, child/ children).
- Demonstrate how to tell about one's own picture and about the next child's picture, beginning with the words "my picture," "his picture," or "her picture."
- When children say something with a grammatical error, respond using the correct terminology (e.g., child says, "I runned to the swings," respond with, "Yes, you ran to the swings," modeling the correct grammar).

Families may...

- When children say something with a grammatical error, respond using the correct terminology (e.g., child says "I runned to the swings," respond with, "Yes, you ran to the swings," modeling the correct grammar).
- Provide many opportunities for discussion with children (e.g., talk with children about the day's activities, books read together, television programs and videos watched together).
- Help children create their own "This Is Me" or "This Is Our Family" album with photographs or mementos and use for discussion.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

As 4-year-olds explore their environments, they demonstrate their growing knowledge by sharing information in longer and more *complex sentences* that provide relevant details about a specific topic. Four-year-old children are generally understood by listeners and able to stay on topic.

STANDARD 2.

Connects words, phrases and sentences to build ideas

BENCHMARK a.

Uses sentences with more than one phrase

Children may...

- Talk with a friend as they play, using sentences with more than one phrase (e.g., "Let's build a road next to this building and put a bridge in it.").
- Participate in a large-group discussion, adding information in multiple phrases (e.g., "Lizards like to crawl under things and change colors.").
- Describe a family trip, combining phrases (e.g., "We went on a hike where we saw a waterfall.").

Educators may...

- Have children work in pairs, with one child telling the first part of a sentence and the other child adding a real or silly phrase to it (e.g., "The dog jumped over the fence...to get the big bone.").
- Provide opportunities for children to tell the group a simple story about a favorite personal experience (e.g., telling the class about a visit to a friend's house during "Show and Tell").
- Model and give children opportunities to ask and respond to questions using more than one phrase (e.g., "Where would you find a frying pan in a house? A frying pan is found in the kitchen.").
- Provide opportunities at meal times for children to engage in conversations with adults and other children.

- Listen patiently to children's questions and answer them just as patiently.
- Have children tell a story. Then ask them questions, explaining the need to understand better.
- When reading predictable books, ask children what they think will happen.
- Look through the whole picture book with children before reading. Ask them what they think the story is about. Tell the story together by talking about each page as each sees it.



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

As 4-year-olds explore their environments, they demonstrate their growing knowledge by sharing information in longer and more *complex sentences* that provide relevant details about a specific topic. Four-year-old children are generally understood by listeners and able to stay on topic.

STANDARD 2.

Connects words, phrases and sentences to build ideas

BENCHMARK b.

Combines more than one idea using *complex sentences* (e.g., sequences and cause/effect relationships)

Children may...

- Describe cause-and-effect (e.g., "My hands are dirty because I was playing in the dirt.").
- Predict what will happen next (e.g., "If I don't water the plants they may die.").
- Describe events in a logical time sequence (e.g., "This morning I got up, brushed my teeth, and came to school.").

Educators may...

- Provide simple science experiments (e.g., objects that sink and float) and encourage children to tell what happened (e.g., "The flower floated when it fell in the water," "I think the block will sink because it is heavy like a stone.").
- Help children use complex phrases when retelling familiar stories (e.g., "When the clock struck midnight, Cinderella ran away.").
- Encourage children to describe their art using *complex sentences* (e.g., "After I mixed blue and red paint, it turned purple.").
- Model how to combine two simple related phrases into one coherent sentence (e.g., "This is a pen. It writes in purple ink," becomes, "This is a pen that writes in purple ink.").

- Provide opportunities for children to engage in openended outdoor play and observe and discuss cause-and-effect in nature (e.g., repeatedly pull down on a branch to watch it spring back).
- Encourage children to act out a story an adult has *read aloud*.
- Help children retell a story with a clear beginning, middle and end.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

As 4-year-olds explore their environments, they demonstrate their growing knowledge by sharing information in longer and more *complex sentences* that provide relevant details about a specific topic. Four-year-old children are generally understood by listeners and able to stay on topic.

STANDARD 2.

Connects words, phrases and sentences to build ideas

BENCHMARK c.

Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning

Children may...

- Describe a family event, combining sentences and giving lots of detail.
- Participate in a large-group discussion of birds and build on the information by talking with an adult as they watch birds outside later in the day.
- Ask many questions about fire engines when the firefighter is a special visitor at the school.
- Maintain the focus of the conversation in response to a listener's comment or question (e.g., Child says," I played in the snow." The listener says, "There's no snow here!" Child says, "I was at my grandmother's house where there was snow.").

Educators may...

- Provide an interesting picture and relevant verbal prompts to help children describe what they see (e.g., "What is the large object in the middle of this picture?"
 "How did you know it was a ____?""Tell us what is behind this _____.").
- Ask questions and make comments to guide children in describing a common routine within the classroom (e.g., "After I use the bathroom, I flush the toilet and wash my hands."). Use visual schedules for those who need prompts.
- Model and use guiding questions to help children tell about a personal event, organizing the details into an understandable sequence (e.g., "What did you do first?" "What did you do after that?" and "How did it end?").

- Encourage children to explore, experiment and try new things.
- Talk about what is happening and encourage children to talk.
- Find out answers to questions together.
- Remind children of events that have happened before.
- Make suggestions about imaginary play, for example asking, "What would it be like to be small like a mouse?" or providing props to use for play.
- Share songs, stories and *rhymes*, both new ones and old favorites.



IV. LANGUAGE AND LITERACY E. CONVERSATION

BIRTH - 8 MONTHS

Children learn to communicate from an *environment* rich in language. Children develop language through interactions with adults and other children, engagement with materials and instructional experiences.

STANDARD 1.

Uses verbal and non-verbal communication and language to express needs and feelings, share experiences and resolve problems

BENCHMARK a.

Engages in verbal and nonverbal conversations using facial expressions, gestures or sounds to *initiate* or respond to communication

Children may...

Educators may...

- Experiment with making sounds.
- Engage in babbling.
- Point at a dog with their eyes and a finger to direct an adult's attention.
- Coo when talking to a familiar adult.
- Raise arms to signal wanting to be picked up.
- Smile when hearing a familiar voice.

- Reinforce children's communication attempts by looking at children, speaking and imitating children's vocalizations.
- Repeat children's laughter and facial expressions.
- Talk to children during **routines** and describe activities.

- Play games with children to encourage imitating actions.
- Teach children animal sounds (e.g., "A cow says 'moo'").







BIRTH - 8 MONTHS

Language development reflects children's ability to understand increasingly complex language, children's increasing proficiency when expressing ideas and children's growing understanding of and ability to follow appropriate social and conversational rules.

STANDARD 2.

Asks questions, and responds to adults and peers in a variety of settings

BENCHMARK a.

Responds to changes in tone of voice

Children may...

Educators may...

- Coo when talking to a familiar adult.
- Laugh or giggle at a funny face or sound.
- Seem to recognize adult's voice and quiet if crying.
- Change the volume or tone of their voices as they respond to children's vocalizations (low, soft voice when soothing a child; happy, excited tone when playing with a child).
- Sing songs that are playful and upbeat or calming in response to a child's laughter or crying.
- Use puppets or finger plays and change the tone of their voices to engage a child in play or to help calm a crying child.

- When bathing their children, sing songs or use a silly voice to talk with their children about what they are doing (e.g., "This is the way we wash our toes, wash our toes, wash our toes," or, "When I take a bath, I wash my face, wash my face, wash my face...").
- Respond to children's communication attempts by looking at children and imitating the sounds they make, using the same and different tones of voice the children use.

IV. LANGUAGE AND LITERACY E. CONVERSATION

BIRTH - 8 MONTHS

Children enjoy participating in conversations with the people around them. As their understanding of language increases, they become more active in participating in conversations by initiating interactions and responding to others.

STANDARD 3.

Demonstrates understanding of the social conventions of communication and language use

BENCHMARK a.

Begins to demonstrate awareness of nonverbal conversational rules by responding to adult nonverbal eye contact and facial cues

Children may...

- Gaze at the faces of their parents, caregivers or educators as the adults sing and make facial expressions.
- Laugh or giggle at a funny face.
- Express enjoyment and a desire for "more" through body language (e.g., kicking legs, waving arms, smiling).

Educators may...

- Repeat children's laughter and facial expressions.
- Teach children to imitate actions by clapping, blowing kisses, waving bye-bye and playing games.
- Reinforce children's communication attempts by looking at them, speaking and imitating their vocalizations.

Families may...

- Play games with children to encourage imitating actions.
- Reinforce children's communication attempts by looking at children, speaking and imitating children's vocalizations.

BENCHMARK b.

Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with coos and babble)

Children may...

- *Initiate* and engage in simple back-and-forth interactions with others by using facial expressions, vocalizations and gestures.
- Respond to speech by looking toward the speaker.
- Coos when interacting with a familiar adult.

Educators may...

- Learn each child's non-verbal cues and respond appropriately, (e.g. when a baby sucks on her hands, she wants her bottle; when child looks away, he is tired of the activity).
- Respond to children's non-verbal cues during *routines* such as dressing and feeding.
- Provide an *environment* rich in language in many forms, including talking, songs and reading.

- Respond to children's non-verbal cues during *routines* such as dressing, bathing and feeding.
- Talk to children about what you are doing and use non-verbal cues such as pointing, touching an object or pictures (e.g., "We are going on a walk" – point outside "and you will ride in the stroller" – touch the stroller "and we may see some birds flying" – point to a picture of birds flying).



8 - 18 MONTHS

Children learn to communicate from an *environment* rich in language. Children develop language through interactions with adults and other children, engagement with materials and instructional experiences.

STANDARD 1.

Uses verbal and non-verbal communication and language to express needs and feelings, share experiences and resolve problems

BENCHMARK a.

Engages in conversations, asking and responding to simple questions through gestures (e.g., pointing, waving), signs (e.g., "more," "milk," "all done") and single words

Children may...

Educators may...

- Use single words or word-like sounds to get their needs met
 (e.g., point to the dessert on their plate and jabber, indicating, "I
- Identify familiar people or objects when prompted.

want some of that!").

- Produce the sounds found in their home language.
- Ask children to point to pictures that the educator names.
- When reading with children, take time to name and describe the pictures on each page.
- Provide interesting objects and materials, and plan many opportunities to talk about them.

Families may...

- Talk while doing things and going places, naming and describing objects for children (e.g., "I see a dog. The dog says 'woof.' This is a big dog.").
- When reading with children, take time to name and describe the pictures on each page, and ask simple questions.



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IV. LANGUAGE AND LITERACY E. CONVERSATION

8 - 18 MONTHS

Language development reflects children's ability to understand increasingly complex language, children's increasing proficiency when expressing ideas and children's growing understanding of and ability to follow appropriate social and conversational rules.

STANDARD 2.

Asks questions, and responds to adults and peers in a variety of settings

BENCHMARK a.

Asks and responds to simple questions using gestures, signs, vocalizations and single words

Children may...

Educators may...

- Look at the kitten when asked,
 "Where is the kitty?"
- Shake head "no" when asked to go with the educator.
- Respond, "Moooo," when asked, "What does a cow say?"
- Use one-word utterances or short phrases to influence the actions of others, such as "please," "no," and "mine."
- Greet each child every day and ask a question the child can answer by pointing or saying a word, such as, "Which toy would you like to play with this morning?"
- Play simple games, use new words, ask questions and provide repetition through words and *rhymes*.
- Read a book about colors and ask children to point to specific colors in the room as the colors are mentioned in the book.

Families may...

- Go for a walk with your child and ask questions that can be answered by pointing to an object or saying a single word, such as, "Where is the tree?" or, "What color is the flower?"
- When reading books to their children, ask them to point to a specific object in a picture: "Point to the cat," or, "Find a red ball in the picture."



8 - 18 MONTHS

Children enjoy participating in conversations with the people around them. As their understanding of language increases, they become more active in participating in conversations by initiating interactions and responding to others.

STANDARD 3.

Demonstrates understanding of the social conventions of communication and language use

BENCHMARK a.

Begins to demonstrate awareness of nonverbal conversational rules by responding to and replicating adult nonverbal eye contact and facial cues

Children may...

- Use body language to signal enjoyment or their desire for more an of activity (e.g., bobbing their head, raising their eyebrows, smiling or tilting their head.).
- Laugh or giggle at a funny face.
- Enjoy games like peek-a-boo.
- Wave bye-bye in response to an adult waving bye-bye to them.

Educators may...

- Smile and use positive facial expressions and other forms of non-verbal communication.
- Make silly faces or funny sounds to make a child laugh.
- Use a puppet, doll or stuffed animal to play peek-a-boo with a child..

Families may...

- Make funny faces or sounds as they change children's diapers or give them a bath to make children laugh.
- Look into their children's faces and smile, wink or move their heads as they play *music*.

BENCHMARK b.

Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with babble, jargoning or single word

Children may...

- Communicate in a way that is understood by most familiar people (e.g., eye glances, gestures, sounds).
- Use one-word utterances to influence others' actions (e.g., "please," "no" and "mine").
- Use word-like sounds to get their needs met (e.g., pointing to the dessert on their plate and jabbering, indicating, "I want some of that!").

Educators may...

- Expand on children's words (e.g., If child says "car", adult responds by saying, "You're right! That is a big red car.").
- Read to children every day while finding books with large pictures and one or two words or a simple phrase or sentence on each page and name and describe the pictures.
- Provide interesting objects and materials and plan many opportunities to talk about them.

- Use their children's favorite toys and talk to them as they play together (e.g., "This is a red truck. Can you say "truck?" The truck can move when you push it. Say "go" to make the truck move.").
- When reading books, ask their children to repeat words that are in the book (e.g. "See the big dog. Can you say dog?").



IV. LANGUAGE AND LITERACY E. CONVERSATION

18 - 24 MONTHS

Children learn to communicate from an *environment* rich in language. Children develop language through interactions with adults and other children, engagement with materials and instructional experiences.

STANDARD 1.

Uses verbal and non-verbal communication and language to express needs and feelings, share experiences and resolve problems

BENCHMARK a.

Engages in conversations by combining words or signs to indicate needs, wants or ideas, including one- or two-word questions and statements to *initiate* conversations

Children may...

Educators may...

- Ask one- or two-word questions (e.g., "Where kitty?" "Go bye-bye?" "What's that?").
- Imitate the flow of conversation as they talk with people or during pretend play, perhaps alternating between using their home language and English.
- Ask and re-ask many questions.
- Repeat themselves or try different approaches until someone responds to them.
- Ask open-ended questions about pictures in books and provide time for children to respond and extend their responses through conversations.
- Ask children questions about what they are eating during snack or lunch, how it tastes and which foods they like best.
- Take pictures of familiar objects and pictures to make books to stimulate children's conversations.

Families may...

- Play simple games with their children, such as, "I spy" ("I spy something that is red. Can you point to it?" or "I spy a something that tastes good. What is it?").
- When bathing their children, use bath toys to talk about colors or to have a conversation with their children (e.g., "What color is your duck? Look at the duck floating. Can you find something else that is the same color as the duck?").



18 - 24 MONTHS

Language development reflects children's ability to understand increasingly complex language, children's increasing proficiency when expressing ideas and children's growing understanding of and ability to follow appropriate social and conversational rules.

STANDARD 2.

Asks questions, and responds to adults and peers in a variety of settings

BENCHMARK a.

Asks and responds to simple questions using one- to two-word phrases, gestures and facial expressions in back-and-forth exchanges with others

Children may...

Educators may...

- Ask and re-ask many questions.
- Imitate the flow of conversations as they talk with people or during pretend play, perhaps alternating between using their home language and English.
- Shake head "no" when asked about a nap.
- Say "more" when asked if they want another cookie.

- Ask questions and expand on the children's responses as they listen to **music** (e.g., "Can you clap your hands like I am clapping my hands? Are you clapping loudly or softly? Yes, you are clapping your hands together hard and it is making a loud sound.").

- Have conversations with children during outside play, using simple questions and elaborating on children's responses, such as,
 "You like playing with the ball," "It is round," "Will it roll?" "Try to roll it to me," "Does your ball bounce?"
- Take pictures of familiar objects to make books to stimulate children's conversations.

- Talk with their children at bedtime about the day and what they may do the next day (e.g., "Today we had fun playing at the
- park. Did you like going down the slide? Was the swing fun? What did you like best? Tomorrow, we are going to the grocery store. Do you want to buy some fruit? What fruit do you like?).
- Have a conversation with their children as they are dressing them (e.g., "What do we put on our feet to keep them warm? Yes, socks. What color are your socks? What else do we put on our feet? That's right, we put shoes on our feet. What color are your shoes? What color are my shoes?").

IV. LANGUAGE AND LITERACY E. CONVERSATION

18 - 24 MONTHS

Children enjoy participating in conversations with the people around them. As their understanding of language increases, they become more active in participating in conversations by initiating interactions and responding to others.

STANDARD 3.

Demonstrates understanding of the social conventions of communication and language use

BENCHMARK a.

Begins to demonstrate awareness of nonverbal conversational rules

Children may...

Educators may...

- Begin to show understanding of the meaning of the educator's non-verbal communication, and respond with facial expressions, gestures, words or actions.
- Begin maintaining adequate distance from other children when playing.
- Display facial expressions consistent with their feelings.
- Take photos of familiar adults and children making a variety of facial expressions and make an "emotion book" to use in talking about feelings.
- Organize the **environment** in a way that invites children's interactions and communication.
- Smile and use positive facial expressions and other forms of non-verbal communication.

Families may...

- Take photos of family members and close friends making a variety of facial expressions and make an "emotion book" to use in talking about feelings.
- Reinforce children's communication attempts by looking at children, speaking and imitating children's vocalizations.)

BENCHMARK b.

Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with one- to two-word phrases)

Children may...

- Imitate the flow of conversations as they talk with people or during pretend play.
- Repeat themselves or try different approaches until someone responds to them.
- Ask and re-ask many questions.
- Use two-word phrases, perhaps alternating between using their home language and English (e.g., "All gone," "Go bye-bye").

Educators may...

- Expand on children's words (e.g., if child says "car," adult responds by saying, "You're right! That is a big red car.").
- Read to children every day while finding books with large pictures and one or two words or a simple phrase or sentence on each page and name and describe the pictures.
- Provide interesting objects and materials, and plan many opportunities to talk about them.

- Talk to children during **routines** such as dressing, bathing and feeding.
- Talk to children about where you are going, what you will do once you get there and who and what you will see (e.g., "Sam is going to Grandma's house. Grandma has a dog. Sam will pet the dog.").



2 - 3 YEARS (24 - 36 months)

Children learn to communicate from an *environment* rich in language. Children develop language through interactions with adults and other children, engagement with materials and instructional experiences.

STANDARD 1.

Uses verbal and non-verbal communication and language to express needs and feelings, share experiences and resolve problems

BENCHMARK a.

Engages in conversations using words, signs, two- or three-word phrases, or simple sentences to *initiate*, continue or extend conversations with others

Children may...

Educators may...

- Use experiences, toys, books or pretend play to engage others in conversation.
- Talk with friends at snack time or during play.
- Ask "why" questions to keep a conversation alive.
- Respond when an adult asks a question about their block structure.
- Ask questions and encourage children to go back and forth in a conversation.
- Ask questions when reading a story, having children guess what might happen next, encourage children to repeat refrains and review the major points of a story.
- Plan and provide comfortable spaces that encourage conversations, both indoors and outdoors.

- Talk with children while going through the day, during breakfast, while walking or driving to school and before bed.
- Ask questions and encourage children to go back and forth in the conversation.

IV. LANGUAGE AND LITERACY E. CONVERSATION

2 - 3 YEARS (24 - 36 months)

Language development reflects children's ability to understand increasingly complex language, children's increasing proficiency when expressing ideas and children's growing understanding of and ability to follow appropriate social and conversational rules.

STANDARD 2.

Asks questions, and responds to adults and peers in a variety of settings

BENCHMARK a.

Asks and responds to simple questions (e.g., "Who?" "What?" "Where?" "Why?") using gestures and two- or three-word phrases in back-and-forth exchanges

Children may...

Educators may...

- Ask questions as a way to keep a conversation going.
- Answer questions about characters in a book (e.g., "Where did the dog go?").
- Respond when the educator pauses after asking a question about their block structure.
- Ask questions and encourage children to go back and forth in a conversation.
- Ask questions when reading a story, having children guess what might happen next, encourage children to repeat refrains and review the major points of a story.
- Provide different kinds of books, such as story books, picture books, books about nature.

- Ask questions when reading a story, having children guess what might happen next.
- Ask questions and encourage children to go back and forth in a conversation.



2 - 3 YEARS (24 - 36 months)

Children enjoy participating in conversations with the people around them. As their understanding of language increases, they become more active in participating in conversations by initiating interactions and responding to others.

STANDARD 3.

Demonstrates understanding of the social conventions of communication and language use

BENCHMARK a.

Begins to demonstrate awareness of nonverbal conversational rules

Children may...

Educators may...

- Use multiple means, such as verbal and nonverbal language, to communicate wants, needs and feelings.
- Increase ability to maintain adequate distance from other children when playing.
- React to gestures that demonstrate understanding.
- Model maintaining adequate distance from other children when playing.
- Organize the *environment* in a way that invites children's interactions and communication.
- Encourage active listening by asking children to maintain eye contact, nod and ask questions to clarify understanding.

Families may...

- Join children in activities giving head nods, thumbs up and hands up in excitement when interacting.
- Use songs and *music* during *routines* (e.g., clean-up song means it is time to put toys away).

BENCHMARK b.

Begins to demonstrate knowledge of verbal conversational rules (e.g., responding to adult speech with two- or three-word phrases)

Children may...

- Use language with increasing clarity, ordering words in ways that adults do (e.g., "drink juice," or, "Daddy give").
- Repeat songs and *rhymes*.
- Talk to friends at snack time.
- Use experiences, toys, books or pretend play to engage others in conversation.

Educators may...

- Let children know that what they have to say is important by asking them to repeat things that the adult does not completely understand (e.g., "I know you want a block. Tell me again which block you want.").
- Expand on what children say (e.g., if child says, "pretty flower," the educator can respond by saying,
 "Yes, that is a pretty flower. The flower is bright red. The flower smells good, too. Do you want to smell the flower?").

- Talk to children about where you are going, what you will do once you get there and who and what you will see (e.g., "Sam is going to Grandma's house. Grandma has a dog. Sam will pet the dog.").
- Expand on what children say (e.g., if child says, "pretty flower," the adult can respond by saying, "Yes, that is a pretty flower. The flower is bright red. The flower smells good, too. Do you want to smell the flower?").

IV. LANGUAGE AND LITERACY E. CONVERSATION

3 - 4 YEARS (36 - 48 months)

Children learn to communicate from an *environment* rich in language. Children develop language through interactions with adults and other children, engagement with materials and instructional experiences.

STANDARD 1.

Uses verbal and non-verbal communication and language to express needs and feelings, share experiences and resolve problems

BENCHMARK a.

Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information

Children may...

Educators may...

- Read a story or tell it out loud to a friend or an adult.
- Use language to describe a picture painted at the easel.
- Describe something such as telling about what they did last night.
- Use songs such as "If You're Happy and You Know It" to start a discussion about different emotions.
- Invite children to tell personal stories about their activities or family members.
- Include materials in the **environment** that encourage children to communicate (e.g., puppets and felt board and felt pieces in the book area, telephones in the home living area and small people figures, animal figures and vehicles in the block area.).

Families may...

- Read books with their children often. Talk about the pictures. Let them fill in parts of familiar stories.
- Join in pretend play with children, following their lead. Let them be the "mom" or "educator."



3 - 4 YEARS (36 - 48 months)

Language development reflects children's ability to understand increasingly complex language, children's increasing proficiency when expressing ideas and children's growing understanding of and ability to follow appropriate social and conversational rules.

STANDARD 2.

Asks questions, and responds to adults and peers in a variety of settings

BENCHMARK a.

Asks and responds to increasingly longer and more complex sentences and simple questions

Children may...

Educators may...

- Ask a question during Show and Tell.
- Understand and use a growing *vocabulary*.
- Attend to language for longer periods of time, such as when books are read, people are telling stories and during conversations.
- Respond to "feeling" questions about characters in a book (e.g., "The girl is crying. How do you think she feels?").
- Pause when reading and talking to promote children asking questions and proposing answers.
- Help children remain focused on the main topic of conversation by redirecting and restating as needed.
- Build on children's interests when talking with them.
- Provide props and opportunities that generate discussions and questions.

- Pause when reading a book to let children ask questions, make comments and complete ideas.
- Seek out children's opinions (e.g., "What do you think we need to do?").
- Encourage children to discuss and add to stories as the adult reads to them.

IV. LANGUAGE AND LITERACY E. CONVERSATION

3 - 4 YEARS (36 - 48 months)

Children enjoy participating in conversations with the people around them. As their understanding of language increases, they become more active in participating in conversations by initiating interactions and responding to others.

STANDARD 3.

Demonstrates understanding of the social conventions of communication and language use

BENCHMARK a.

Demonstrates awareness of nonverbal conversational rules

Children may...

- Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner and facial expressions) and the ability to use them.
- Use gestures or props to convey meaning to someone else and can be understood.
- Maintain adequate distance from other children when playing and talking.

Educators may...

- Model and explain different nonverbal conversational rules (e.g., "When you look at me, it shows me that you are listening.").
- Role-play conversations using appropriate non-verbal behaviors.
- Encourage active listening by asking children to maintain eye contact, nod and ask questions to clarify understanding.

Families may...

- Take photos of familiar members and children making a variety of facial expressions and make an "emotion book" to use in talking about feelings.
- Show children that adults are engaged in talking when using gestures and expressions.

BENCHMARK b.

Begins to demonstrate knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate *intonation*)

Children may...

- Begin demonstrating an awareness of back and forth turn-taking during conversation exchanges.
- Address listener appropriately to get attention (e.g., when speaking to another child, uses child's name).
- Pay attention to speaker for at least a portion of a conversation.
- Begin demonstrating turn-taking in conversation.

Educators may...

- Model effective communication *skills*, such as speaking clearly.
- Provide opportunities for children to communicate with other children.
- Talk and interact with children throughout the day.
- Demonstrate, explain and provide opportunities for child to practice culturally and socially appropriate courtesies.

- Play board games to develop listening, turn-taking and following rules.
- Ask questions and encourage children to go back and forth in a conversation.



BENCHMARK c.

Begins to match language to social and academic contexts (e.g., uses volume appropriate to context)

Children may...

- Talk about experiences clearly, using some details.
- Speak clearly enough to be understood by most listeners.
- Use appropriate volume to be heard by group, paying attention to inside and outside voices.
- Participate in finger plays and songs.
- Answer question about shared information.
- Make a statement that shows attention to the conversation.
- Talk about the ocean after reading a book about fish.

Educators may...

- Utilize props, such as a talking stick, a talking feather or a talking hat, to help children to take turns in group discussions.
- Invite children to participate in activities as leaders, as well as participants (e.g., children can lead a song or choose a game.).
- Develop stories where each member of the group contributes.
 (These stories can be recorded by an adult on charts, dramatized by the children, or made into large books to be shared with others.).
- Ask children to explain their feelings (e.g., "How did that make you feel when he took the truck?"). Also confirm children's feelings (e.g., "I know you're sad when someone takes your toy.").

- Talk about and involve children in everyday situations such as shopping, cooking and cleaning.
- Play board games to develop listening, turn-taking and following rules.

IV. LANGUAGE AND LITERACY E. CONVERSATION

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Children learn to communicate from an *environment* rich in language. Children develop language through interactions with adults and other children, engagement with materials and instructional experiences.

STANDARD 1.

Uses verbal and non-verbal communication and language to express needs and feelings, share experiences and resolve problems

BENCHMARK a.

Engages in conversations with two to three back-and-forth turns using language, gestures, and expressions (e.g., words related to social conventions like "please" and "thank you")

Children may...

Educators may...

- Participate in a conversation with an adult or special visitor, taking turns talking without interruption.
- Wait until a teacher finishes a conversation with a parent before requesting help with art supplies.
- Show excitement by using a raised voice when talking about a family trip.
- Provide numerous daily opportunities for children to talk with peers and adults in the classroom.
- Encourage children's verbal input during shared book reading (e.g., in response to questions or to relate the book to their own experiences).
- Provide a talking stick for children to learn to take turns speaking (e.g., whoever has the talking stick is speaking).
- Encourage active listening by asking children to maintain eye contact, nod and ask questions to clarify understanding.

Families may...

- Read children's favorite books repeatedly. Ask questions to encourage conversation about the story (e.g., "What do you think is going to happen?" "What happened to the old lady who swallowed the fly?" or "Why did Mama call the doctor and what did the doctor say?").
- Join in pretend play with children, following their lead. Let them be the "mom" or "teacher."



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Language development reflects children's ability to understand increasingly complex language, children's increasing proficiency when expressing ideas and children's growing understanding of and ability to follow appropriate social and conversational rules.

STANDARD 2.

Asks questions, and responds to adults and peers in a variety of settings

BENCHMARK a.

Asks and responds to more complex statements and questions, follows another's conversational lead, maintains multi-turn conversations, appropriately introduces new **content** and appropriately initiates or ends conversations

Children may...

Educators may...

- Join in appropriately during a conversation in progress in the *dramatic play* area.
- Tell about their pet bird after the educator asks, "Who has a pet?"
- Explain or elaborate and stay on topic when a listener asks a question or makes a comment.
- Respond to a friend appropriately (e.g., Jeremy says, "Let's put the gorillas in the jungle next." Addie responds, "Yeah, I think the gorillas should live in this part over here.").
- Engage in daily conversations with children on themes and content-related topics or in social conversations where children take multiple turns listening and responding.
- Use puppets to model ways of initiating and continuing conversation.
- Use props and modeling to demonstrate and reinforce active listening (e.g., talking stick, giant ear prop).
- Ask children "who," "what," and "why" questions during shared reading.

- Hold a family meeting before bedtime, talking about what happened that day and what will happen the next day.
- At dinner, ask everyone to share "news" about their day.
- Talk with children about the books read together.

IV. LANGUAGE AND LITERACY E. CONVERSATION

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Children enjoy participating in conversations with the people around them. As their understanding of language increases, they become more active in participating in conversations by initiating interactions and responding to others.

STANDARD 3.

Demonstrates understanding of the social conventions of communication and language use

BENCHMARK a.

Demonstrates increased awareness of nonverbal conversational rules

Children may...

Educators may...

- Follow commonly accepted norms of communication in group settings with increasing independence (e.g., respond appropriately to the direction, "Only one child speaks at a time.").
- Stand at a comfortable distance from a friend as they talk and play.
- Demonstrate an understanding of nonverbal cues (e.g., eye contact, distance from partner and facial expressions) and the ability to use them.
- Read parts of a book using different facial expressions and discuss how this affects the story.
- Model and explain different nonverbal conversational rules (e.g., "When you look at me, it shows me you are listening.").
- Role-play conversations using appropriate non-verbal behaviors.
- Encourage active listening by asking children to maintain eye contact, nod and ask questions to clarify understanding.

Families may...

- Bend down and speak on children's level and maintain eye contact.
- Encourage active listening by asking children to maintain eye contact, nod and ask questions to clarify understanding.



BENCHMARK b.

Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate *intonation*)

Children may...

- Participate in a conversation with an adult, taking turns talking without interrupting.
- Wait until the educator finishes a conversation with a parent before requesting help with art supplies.
- Show excitement by using a raised voice when talking about a family trip.

Educators may...

- Model conversational etiquette during "Show and Tell" (e.g., "Susie is sharing now. Your turn is next.").
- Model and explain when and how to use the phrase,
 "Excuse me," when a child needs to interrupt an ongoing conversation.
- Provide a talking stick for children to learn to take turns speaking (e.g., whoever has the talking stick speaks).

Families may...

- Play board games to develop listening, turn-taking and following rules.
- Give children time to talk. As children are trying to express more complex ideas, they may need more time to respond to questions while they are getting their words sorted out before they speak.

BENCHMARK c.

Matches language to social and academic contexts (e.g., uses volume appropriate to context)

Children may...

- Ask relevant questions when friend is sharing during "Show and Tell."
- Make context-appropriate statements (e.g., "I am the doorholder for-the week," or "I am working in the science **center** today.").
- Describe a feeling to a friend (e.g., "I was so angry that I felt like a volcano erupting!").

Educators may...

- Model communication in different social situations (e.g., using different indoor and outdoor voices).
- Provide varying social situations for children to interact (e.g., tea parties, assemblies, field trips).
- Remind children in the *dramatic play* area to use a quiet voice when the dolls are napping.

Families may...

- Talk about and involve children in everyday situations such as shopping, cooking, and cleaning.
- Play board games to develop listening, turn-taking and following rules.



Florida's Early Learning and Developmental Standards

BIRTH - 8 MONTHS

Literacy skills develop through experience. Actively listening to a book being read is a pleasurable experience and motivation for children. When children have access to books and other forms of print, and when families and educators are committed to share reading and talking experiences, children develop motivation and appreciation for reading.

STANDARD 1.

Shows motivation for and appreciation of reading

BENCHMARK a.

Shows enjoyment of the sounds and rhythms of language

Children may...

Educators may...

- Attend to an adult's voice when being held and read to.
- Explore sounds as they babble and imitate.
- Explore books by chewing, shaking and banging.
- Look at picture books with bold, colorful and clear images.
- Include multiple times during the daily schedule for children to reach and explore a variety of durable books, toys and materials.
- Talk to children during **routines** and describe the activities.
- Include a variety of books, with bright pictures and simple print, designed for infants.
- Share books, nursery *rhymes*, pictures and songs with children.

Families may...

- Talk to children during **routines** and describe activities.
- Read books, with bright pictures and simple print, to children.
- Share nursery *rhymes* and songs with children.
- Take time with their babies to listen to everyday sounds in the **environment** (e.g., birds chirping, dogs barking or a motor running.).

BIRTH - 8 MONTHS

Children build understanding by linking new information to things they already know. Experiences help them understand more ideas and connect new words, phrases and concepts to their own life. Children's attention grows through daily story time and meaningful experiences with books and other forms of literature. As children develop, they begin to ask and respond appropriately to questions about the story, retell stories, make *predictions* and make connections between stories and real-life experiences.

STANDARD 4.

Demonstrates comprehension of books read aloud

BENCHMARK a.

Responds to adult reading a book

Children may...

- Attend to an adult's voice when being held and read to.
- Respond with facial expressions or physical expressions when an adult is reading aloud.
- Become quiet or show pleasure when an adult tells or reads a familiar story or *rhyme* or sings a familiar song.

Educators may...

- Point to pictures while reading a book with children.
- Share books, nursery *rhymes*, pictures and songs with children.
- When reading aloud, hold books close enough to infants to encourage them to point and look intently at pictures and identify objects, or even turn pages.

- Share books, nursery *rhymes*, pictures and songs with children.
- Point to pictures while reading a book with children.
- When reading aloud, hold books close enough to children to encourage them to point and look intently at pictures and identify objects, or even turn pages.

8 - 18 MONTHS

Literacy skills develop through experience. Actively listening to a book being read is a pleasurable experience and motivation for children. When children have access to books and other forms of print, and when families and educators are committed to share reading and talking experiences, children develop motivation and appreciation for reading.

STANDARD 1.

Shows motivation for and appreciation of reading

BENCHMARK a.

Begins to show interest in print and books

Children may...

- Explore a variety of books, including paper, cardboard, vinyl, cloth, etc.
- Point at a book to have the same story read again and again.
- Pick out their favorite book from several choices.
- Watch and smile as familiar voices, sounds, *rhymes* and songs in their home language are repeated.

Educators may...

- Include multiple times during the daily schedule for children to reach and explore a variety of durable books, toys and materials.
- Talk to children during **routines** and describe the activities.
- Include a variety of books with bright pictures and simple print.
- Provide opportunities for sharing books, *rhymes*, pictures and songs.

Families may...

- Read to children books that have bright pictures and simple print.
- Share nursery *rhymes*.
- Read children's favorite books to them again and again.

BENCHMARK b.

Begins to learn that pictures represent real objects, events and ideas (stories)

Children may...

- Point to and make sounds for familiar pictures, objects and characters in books and photographs.
- Make animal sounds while reading a farm book.
- Point to classmates in book when looking at class-made books.

Educators may...

- Ask open-ended questions about pictures in books, and provide time for children to respond.
- Use print and pictures to label objects in the *environment*.
- Provide different kinds of books for children (e.g., story books, picture books, books about the way things work, etc.).

- Read favorite stories again and again.
- Seek out books about things children especially like (e.g., trains, animals, the moon.).
- Talk about pictures and names of objects in books.
- Ask open-ended questions about pictures in books and talk about characters and objects.



8 - 18 MONTHS

Children build understanding by linking new information to things they already know. Experiences help them understand more ideas and connect new words, phrases and concepts to their own life. Children's attention grows through daily story time and meaningful experiences with books and other forms of literature. As children develop, they begin to ask and respond appropriately to questions about the story, retell stories, make *predictions* and make connections between stories and real-life experiences.

STANDARD 4.

Demonstrates comprehension of books read aloud

BENCHMARK a.

Interacts with an adult reading a book

Children may...

- Begin to point to and make sounds for familiar pictures, objects and characters in book when an adult is reading.
- Begin to focus their attention for short periods of time on, and actively participate in, shared reading experiences by pointing to pages, turning pages, and making sounds or saying simple words (e.g., make animal sounds while reading a farm book, squeal when reading a favorite part of the story, say "again" to an educator upon finishing a book.).

Educators may...

- Point to pictures while reading a book with children.
- Provide opportunities for sharing books, nursery *rhymes*, pictures and songs with children.
- When reading aloud, hold books close enough to infants to encourage them to point and look intently at pictures and identify objects, or even turn pages.

- Provide opportunities for sharing with children books, nursery *rhymes*, pictures and songs.
- Point to pictures while reading a book.
- When reading aloud, hold books close enough to children to encourage them to point and look intently at pictures and identify objects, or even turn pages.



18 - 24 MONTHS

Literacy skills develop through experience. Actively listening to a book being read is a pleasurable experience and motivation for children. When children have access to books and other forms of print, and when families and educators are committed to sharing reading and talking experiences, children develop motivation and appreciation for reading.

STANDARD 1.

Shows motivation for and appreciation of reading

BENCHMARK a.

Shows growing interest in print and books

Children may...

- Pick out a favorite book, and bring it to an adult.
- Insist on having a book read again and again.
- Pretend to read books.
- Ask educators to repeat favorite *rhymes*, finger plays or stories.
- Talk about pictures and objects in books.

Educators may...

- Take pictures of familiar objects and people to make books.
- Provide sufficient comfortable spaces in the children's *environment* to enjoy books.
- Include multiple times during the daily schedule for children to reach and explore a variety of durable books, toys and materials.
- Include a variety of books with bright pictures and simple print.
- Provide opportunities for sharing books, *rhymes*, pictures and songs.

- Read stories and *rhymes* to children every day.
- Talk about pictures and names of objects in books.
- Read children's favorite stories again and again.
- Read books featuring animals or machines that invite movement and making sounds.





BENCHMARK b.

Learns that pictures represent real objects, events and ideas (stories)

Children may...

- Bring books to adults to read.
- Talk about pictures and objects in books.
- Begin making connections between their own "goodnight" **routines** and the ideas in *Goodnight Moon*.
- Imitate the sounds of animals and people pointed to in books (e.g., making the sound of a barking dog or a crying baby).

Educators may...

- Ask open-ended questions about pictures in books and provide time for children to respond and extend their responses through conversations.
- Use print and pictures to label objects in the *environment*.
- Take pictures of families, objects and people to make books.

- Read favorite stories again and again.
- Seek out books about things children especially like (e.g., trains, animals, the moon.).
- Talk about pictures and names of objects in books.
- Ask open-ended questions about pictures in books and talk about the characters and objects.

18 - 24 MONTHS

Children build understanding by linking new information to things they already know. Experiences help them understand more ideas and connect new words, phrases and concepts to their own life. Children's attention grows through daily story time and meaningful experiences with books and other forms of literature. As children develop, they begin to ask and respond appropriately to questions about the story, retell stories, make *predictions* and make connections between stories and real-life experiences.

STANDARD 4.

Demonstrates comprehension of books read aloud

BENCHMARK a.

Points to pictures in a book, making sounds or saying words and interacting with an adult reading a book

Children may...

- Focus their attention for short periods on, and actively participate in, shared reading experiences by pointing to pages, turning pages, and making sounds or saying simple words (e.g., make animal sounds while reading a farm book, squeal when reading a favorite part of the story, say "again" upon finishing a book).
- Point to and make sounds for familiar pictures, objects and characters in book when an adult is reading.
- Point to pictures in book in response to questions.

Educators may...

- Ask simple questions about books and stories.
- Point to pictures while reading a book with children, and encourage children to make sounds.
- Provide opportunities for sharing books, nursery *rhymes*, pictures and songs with children.
- Read familiar stories again and again.

- Ask simple questions about books and stories.
- Point to pictures while reading, and encourage children to make sounds.
- Provide opportunities for sharing books, nursery *rhymes*, pictures and songs with children.
- Read familiar stories again and again.

2 - 3 YEARS (24 - 36 months)

Literacy skills develop through experience. Actively listening to a book being read is a pleasurable experience and motivation for children. When children have access to books and other forms of print, and when families and educators are committed to sharing reading and talking experiences, children develop motivation and appreciation for reading.

STANDARD 1.

Shows motivation for and appreciation of reading

BENCHMARK a.

Shows increased interest in print and books

Children may...

Educators may...

- Ask adults to read a book over and over.
- Retell favorite stories.
- Use "reading" in play activities.
- Select books, over other activities when given a choice.
- Actively participate in shared reading experiences by asking questions, making comments and responding to prompts.
- Ask open-ended questions about pictures in books and provide time for children to respond and extend their responses through conversations.
- Use print and pictures to label objects in the environment.
- Provide different kinds of books for children (e.g., story books, picture books, books about the way things work, etc.).

Families may...

- Read stories and *rhymes* to children every day.
- Talk about pictures and names of objects in books.
- Read children's favorite stories again and again.
- Ask open-ended questions about pictures in books, and talk about the characters and objects.

BENCHMARK b.

Demonstrates that pictures represent real objects, events and ideas (stories)

Children may...

- Educators may...
- Point to an illustrations and say "dog".
- Incorporate books or other print materials in their play.
- Shows appropriate facial expressions when asked to mirror the character in the story.
- Identify symbols on a weather chart.

- Ask children to name or describe an object when reading stories.
- Create opportunities for children to create books using pictures of familiar people and objects and "reread" them over and over.
- Ask open-ended questions about pictures in books and provide time for children to respond and extend their responses through conversations.

- Read favorite stories again and again.
- Seek out books about things children especially like (e.g., trains, animals, the moon.).
- Talk about pictures and names of objects in books.
- Ask open-ended questions about pictures in books and talk about the characters and objects.

2 - 3 YEARS (24 - 36 months)

Literacy skills develop through experience. Actively listening to a book being read is a pleasurable experience and motivation for children. When children have access to books and other forms of print, and when families and educators are committed to sharing reading and talking experiences, children develop motivation and appreciation for reading.

STANDARD 1.

Shows motivation for and appreciation of reading

BENCHMARK c.

Pretends to read print or books

Children may...

- Pretend to read books to themselves or to their toy dolls and animals, using their own words or phrases from the story.
- Demonstrate some pre-reading *skills*, such as holding a book upright and turning pages.
- "Read" a recipe as they make a cake or a shopping list as they put groceries in their basket in the *dramatic play center.*
- Choose books from baskets, pointing to pictures and saying familiar words.
- Make scribble marks on paper and "read" the meaning they assign to the marks.

Educators may...

- Provide different kinds of books for children (e.g., story books, picture books, books about the way things work, etc.).
- Provide sufficient comfortable spaces in the children's *environment* to enjoy books.
- Include multiple times during the daily schedule for children to reach and explore a variety of books, toys and materials.

- Provide different kinds of books for children (e.g., story books, picture books, books about the way things work, etc.).
- Provide sufficient comfortable spaces in the children's *environment* to enjoy books.
- Look at magazines or children's books together. Ask children to point to pictures (e.g., "Where is the truck?" "Where is something that is round?" "Where is something that goes fast?").
- Read favorite stories again and again.
- Seek out books about things children especially like (e.g., trains, animals, the moon.).

2 - 3 YEARS (24 - 36 months)

Young children are beginning to be able to hear and understand the different parts of spoken language, such as sounds and syllables. As they play with language through rhyming, singing songs, chanting and making up nonsense words, they begin understanding the rhythm of language and the parts that make up words. This is not the same skill as phonics, which links a written symbol with a sound. Sounds come much later in language development. A child's individual development of **phonological awareness** is closely tied to overall language and speech development, and is a strong predictor of reading success.

STANDARD 2.

Shows age-appropriate phonological awareness

BENCHMARK a.

Begins to demonstrate appreciation for sounds and patterns in language (e.g., wordplay, listening to nursery *rhymes*, singing songs with repetitive phrases and sounds)

Children may...

- Educators may...
- Whisper with educator during *rhymes*.
- Begin trying sounds to make nonsense words.
- Distinguish between words that contain similar-sounding **phonemes** (e.g., "cat-mat," "pigjig").
- Fill in repeating phrases of familiar songs, stories and finger plays.
- Read books where words are used in creative ways and play with words through *rhymes*, poems, riddles, songs, finger plays and games.
- *Read aloud* books with predictable text.
- Plan individual and small- and large-group activities that provide opportunities to play with the sounds in words.
- Facilitate songs and chants during activity transitions.

- Read books where words are used in creative ways, and play with words through *rhymes*, poems, riddles, songs, finger plays and games.
- *Read aloud* bookswith predictable text.

2 - 3 YEARS (24 - 36 months)

Young children begin showing interest in letters, especially the letters in their names. They are beginning to understand that letters represent a sound in language and that they have meaning. Playful interactions with letters build awareness and recognition of letters that leads to reading in a print-rich **environment**.

STANDARD 3.

Shows alphabetic and print knowledge

BENCHMARK a.

Begins to recognize that print and other symbols convey meaning (e.g., common signs, lists, nametags, labels)

Children may...

- Recognize more symbols and logos in the *environment*.
- Look at names on children's cubbies and identify their own name.
- Recognize the difference between words and pictures.

Educators may...

- Plan individual and small-and large-group activities for children to play with the sounds in words and print.
- Display children's names in multiple places within the classroom.
- Label centers and objects in the classroom with words and pictures.

Families may...

 Point out and discuss signs (e.g., stop signs) and symbols (e.g., fastfood logos) to help children learn that symbols and words have meaning.

2 - 3 YEARS (24 - 36 months)

Children build understanding by linking new information to things they already know. Experiences help them understand more ideas and connect new words, phrases and concepts to their own life. Children's attention grows through daily story time and meaningful experiences with books and other forms of literature. As children develop they begin asking and responding appropriately to questions about the story, retelling stories, making **predictions** and making connections between stories and real-life experiences.

STANDARD 4.

Demonstrates comprehension of books read aloud

BENCHMARK a.

Demonstrates *comprehension* of meaning of text via pointing to pictures, responding to conversations

Children may...

- Show preference for familiar stories and repeat phrases.
- Say "choo choo" when seeing a train book.
- Point to and make sounds for familiar pictures, objects and characters in book when an adult is reading.
- Respond to puppets acting out the story.
- Answer questions about characters in a book (e.g., "Where did the kitty go?").

Educators may...

- Ask simple questions about books and stories.
- Point to pictures when reading a book and encourage children to make sounds.
- Provide opportunities for sharing books, nursery *rhymes*, pictures and songs.
- Read familiar stories again and again.
- Use puppets and pictures when discussing and retelling stories.

- Read together every day.
- Ask simple questions about books and stories.
- Point to pictures while reading a book and encourage children to make sounds.
- Share books, nursery *rhymes*, pictures and songs with children.
- Read familiar stories again and again.



3 - 4 YEARS (36 - 48 months)

Literacy skills develop through experience. Actively listening to a book being read is a pleasurable experience and motivation for children. When children have access to books and other forms of print, and when families and educators are committed to sharing reading and talking experiences, children develop motivation and appreciation for reading.

STANDARD 1.

Shows motivation for and appreciation of reading

BENCHMARK a.

Begins to select books for reading enjoyment and reading related activities including pretending to read to **self** or others

Children may...

- Select a favorite book to read during a quiet time or when visiting a library corner.
- Ask the educator to read a favorite story during circle time.
- Tell an adult about a favorite part of a familiar story.
- Hold a book carefully and gently while turning the pages.
- "Read" a recipe as they make a cake, or a shopping list as they put groceries in their basket in the *dramatic play center.*

Educators may...

- Plan and provide ways to play with words and their sounds through charts, storytelling and retelling and **music**.
- Plan individual, small- and largegroup activities that provide opportunities to play with the sounds in words and use letters.
- Teach children respectful handling of books and other print materials.
- Provide different kinds of books for children (e.g., story books, picture books, books about the way things work, etc.).

- Use puppets to promote language and *literacy*.
- When reading or telling a familiar story for bedtime, stop and leave out a word. Wait for their child to "fill in the blank."
- Look at magazines or children's books together. Ask children to point to pictures as they name objects or characters (e.g., "Where is the truck?" "Where is something that is round?" "Where is something that goes fast?").
- Read favorite stories again and again.
- Seek out books about things children especially like (e.g., trains, animals, the moon.).



BENCHMARK b.

Begins to make real-world connections between stories and real-life experiences

Children may...

- Talk about what they ate today after an adult reads *The Very Hungry Caterpillar*.
- Use pictures to describe actions.
- Anticipate what comes next in a story.
- Begin to retell or reenact familiar stories, with pictures or props as prompts.

Educators may...

- Plan book activities that engage children in retelling parts of the story, guessing what might happen next or asking or answering questions about the book.
- Include opportunities for children to tell about their drawings and experiences.
- Encourage children to describe their own experiences related to the story's topic.

Families may...

- Help children make an "about me" book with family pictures, leaves, magazine pictures of a favorite food and drawings. Place them in a photo album, or glue onto sheets of paper and staple together to make a book.
- Provide opportunities for children to describe stories about their drawings and experiences.

BENCHMARK c.

Interacts appropriately with books; pretends to read, holds book appropriately or picture reads

Children may...

- Recognize specific books by their covers and seeks out specific pages in familiar books.
- Hold a book in correct orientation and turn the pages as they look at pictures or pretend to read.
- Say, "rain" when seeing a picture of clouds in the book *Rain*.
- Look at a picture in a book and say, "They found the dog!"
- Select a book and read to other children, pretending to be the educator.

Educators may...

- Encourage children to answer questions about a story.
- Model for children how to handle and care for books in a respectful manner.
- Talk with children about simple aspects of the story.
- Guide children to remember and retell what happens in the beginning, middle and end of a favorite story.
- Guide children to begin to determine what a story is about by looking at the pictures in a book.

- Encourage children to name the characters when reading a story.
- Ask open-ended questions about pictures and actions in books, and provide time for children to respond and extend their responses through conversations.

3 - 4 YEARS (36 - 48 months)

Literacy skills develop through experience. Actively listening to a book being read is a pleasurable experience and motivation for children. When children have access to books and other forms of print, and when families and educators are committed sharing reading and talking experiences, children develop motivation and appreciation for reading.

STANDARD 1.

Shows motivation for and appreciation of reading

BENCHMARK d.

Asks to be read to or asks the meaning of written text

Children may...

Educators may...

- Ask and answer questions about main characters or events in a familiar story.
- Respond to the question "What made you think so?" in response to their ideas about books and stories.
- Ask the educator to read a favorite story during circle time.
- Plan book activities that engage children in retelling parts of the story, guessing what might happen next or asking or answering questions about the book.
- Include opportunities for children to describe their drawings and experiences.

Families may...

- Provide different kinds of books for children (e.g., story books, picture books, books about the way things work, etc.).
- Make reading to their child a part of daily bedtime routine.

BENCHMARK e.

Participates in conversations that demonstrate appreciation of printed materials

Children may...

- Euucators ind
- Repeat details of a favorite story in one-on-one or small group discussion.
- Ask questions about a story to get more information, or act out parts of a favorite story in their play.
- Point to a letter on a sign and say, "That's my letter."
- Read to other children, pretending to be the educator.

Educators may...

- Provide magazines to cut out familiar words.
- Set up a print-rich *environment* to give children the opportunity to recognize letters and words everywhere.
- Ask open-ended questions about pictures in books, and provide time for children to respond and extend their responses through conversations.

- Let children cut out familiar words and pictures from magazines, and ask them about the pictures and words.
- Provide cards with pictures and words for the child to sort independently.
- Read stories and have conversations about stories that include asking questions to allow children to talk about the story.

3 - 4 YEARS (36 - 48 months)

Young children are beginning to be able to hear and understand the different parts of spoken language, such as sounds and syllables. As they play with language through rhyming, singing songs, chanting and making up nonsense words, they begin to understand rhythm of language and the parts that make up words. This is not the same skill as phonics, which links a written symbol with a sound. Sounds come much later in language development. A child's individual development of **phonological awareness** is closely tied to overall language and speech development and is a strong predictor of reading success.

STANDARD 2.

Shows age-appropriate phonological awareness

BENCHMARK a.

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

Children may...

Educators may...

- Try sounds to make nonsense words.
- Finish rhyming lines in books read aloud, songs and chants.
- Clap out the syllables in their name during a group activity.
- Play rhyming games during circle time.
- Sing songs that leave out a letter or word, replaced with a clap, such as "B-I-N-G-O."
- Read books where words are used in creative ways and play with words through *rhymes*, poems, riddles, songs, finger plays and games.
- Read aloud predictable text books.
- Plan individual-small- and largegroup activities that provide opportunities to play with sounds in words.
- Facilitate songs and chants during activity transitions.

- Read and reread books that *rhyme*.
- Sing simple songs and lullabies, such as those with repeating initial sounds.

3 - 4 YEARS (36 - 48 months)

Young children begin to show interest in letters, especially the letters in their names. They are beginning to understand that letters represent a sound in language and that they have meaning. Playful interactions with letters build awareness and recognition of letters that leads to reading in a print-rich *environment*.

STANDARD 3.

Shows alphabetic and print knowledge

BENCHMARK a.

Recognizes that print conveys meaning

Children may...

Educators may...

- Point to and say words in the *environment*.
- Recognize words in repetitive books.
- Sing the alphabet song while following along looking at letters.
- Recognize their names.
- Plan individual and small- and large-group activities for children to play with word sounds.
- Display children's names in multiple places within the classroom.
- Label centers and objects in the classroom with words and pictures.

Families may...

 Point out and discuss signs (e.g., stop signs) and symbols (e.g., fastfood logos) to help children learn that symbols and words have meaning.

BENCHMARK b.

Recognizes some letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)

Children may...

Educators may...

- Collect letters for a treasure hunt.
- Match picture and letter cards.
- Identify some letters in own name.
- Ask children to point to a specific letter within a printed word that is part of a poem, song, sign, book or other written text.
- Give children a set of three to five letters and ask them to find a target letter.
- Display children's names in multiple places within the classroom. Have children point to the letter that begins their name.

- Label many of children's personal things with their name so they begin identifying their name when they see it written.
- Make an alphabet book with children. (Write each letter on a sheet of paper and staple them all together. Children search through old magazines and catalogs for pictures that begin with each letter to glue on each page of the book.).

BENCHMARK c.

Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)

Children may...

- Name some letters in popular words found in the environment (e.g., store or restaurant names).
- Point to letter in own name and say, "M."
- Name some letters in the alphabet.

Educators may...

- Do activities using both uppercase and lowercase letters.
- Have children match magnetic letters on a magnetic board, asking them say the letter name aloud as they match it.

- Sing the alphabet song together while children follow along looking at the letters.
- Label objects in children's rooms by including print with uppercase and lowercase letters.



3 - 4 YEARS (36 - 48 months)

Children build understanding by linking new information to things they already know. Experiences help them understand new ideas and connect new words, phrases and concepts to their own life. Children's attention grows through daily story time and meaningful experiences with books and other forms of literature. As children develop they begin to ask and respond appropriately to questions about the story, retell stories, make *predictions* and make connections between stories and real-life experiences.

STANDARD 4.

Demonstrates comprehension of books read aloud

BENCHMARK a.

Retells or reenacts parts of a story after it is *read aloud*

Children may...

- Guess correctly what food *The Very Hungry Caterpillar* will eat next.
- Use puppets or flannel board pieces to retell a familiar story.
- Relate what happened to a character in a book to something similar that happened to them (e.g., saying, "One time, I got scared about going to school." after reading *Froggy Goes to School*).
- Recall information from a story and use the information in retellings and *dramatic play*.

Educators may...

- Provide *dramatic play* props for children to use when reenacting a fairy tale or familiar short story read aloud.
- Help children retell a story with a clear beginning, middle and end, sometimes using picture sequence cards.
- Provide flannel board materials or hand puppets for children to use when retelling a familiar story aloud with peers.
- Provide an *environment* encouraging children's initiative to modify the *environment* to extend learning (e.g., child independently takes or creates outside props from the classroom in order to turn the sandbox into a pirate ship).

- Encourage children to act out a story an adult has read aloud.
- While reading a book, ask children what might happen next.
- Find or make and use props or toys related to the book.
- Let children hold the book and use pictures as visual cues to retell the story.



Florida's Early Learning and Developmental Standards

Language and Literacy | 333

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Literacy skills develop through experience. Actively listening to a book being read is a pleasurable experience and motivation for children. When children have access to books and other forms of print, and when families and educators are committed sharing reading and talking experiences, children develop motivation and appreciation for reading.

STANDARD 1.

Shows motivation for and appreciation of reading

BENCHMARK a.

Selects books for reading enjoyment and reading-related activities, including pretending to read to **self** or others

Children may...

- Select the reading *center* during free play, or listen attentively during a *read aloud*.
- Reenact a favorite story with felt board characters.
- "Read" a book to a doll during *dramatic play.*
- Use props such as menus and phone books in the *dramatic play* area.
- Look at cover picture and make *predictions* about characters or plot.
- Predict story detail based on the title.

Educators may...

- Use a variety of fiction and non-fiction books to supplement *center* and project activities (e.g., books on building and architecture in the block area, books on the class theme, menus in *dramatic play* and books on plants in the science *center*).
- Provide audiobooks that children can listen to while following along in the printed text.
- Create, use and refresh a classroom library that reflects gender, cultural, and linguistic *diversity* (e.g., story, alphabet, non-fiction, fiction, computerbased story books, big books, poetry, fairy tales and fables, plays, magazines, newspapers and class-created books).

- Have a special time for reading each day.
- Gather old shirts, skirts, hats, etc., from friend or a thrift store. Encourage *dramatic play*—acting out stories, songs and scenes from books.
- When reading stories to children, let them make up the ending, or retell favorites stories with "silly" new endings that they make up.



BENCHMARK b.

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

Children may...

- Relate events or situations from stories to their own lives.
- Talk about a dream after reading *Where the Wild Things Are.*
- Relate to feeling sad or angry after reading *Alexander and the Terrible, Horrible, No Good, Very Bad Day.*
- Choose a story based on experiences such as reading a story about spring after enjoying a nature walk.

Educators may...

- Encourage discussions about stories in the classroom, and provide opportunities to make connections to a child's life experiences.
- Read a story about a new baby because a child's mom is having a baby.
- Read stories that relate to cultural or physical differences between children in the classroom.

Families may...

- Talk about how stories relate to their own lives.
- Model asking questions or making *predictions* related to story events (e.g., "I wonder what Goldilocks was thinking when she ran away from the bear's house?").
- Select stories that relate to future family activities (e.g., getting a new pet, going on a vacation, etc.).



Florida's Early Learning and Developmental Standards

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Literacy skills develop through experience. Actively listening to a book being read is a pleasurable experience and motivation for children. When children have access to books and other forms of print, and when families and educators are committed sharing reading and talking experiences, children develop motivation and appreciation for reading.

STANDARD 1.

Shows motivation for and appreciation of reading

BENCHMARK c.

Interacts appropriately with books and other materials in a print-rich environment

Children may...

- Pick a book from the shelf, pretending to read, and return it to the shelf when finished.
- Look at an e-reader, magazines and books in an orderly fashion, one page at a time, progressing from front to back.
- Select and play a specific audiobook from the MP3 player.
- Handle books correctly and know many key parts of a book or story (e.g., author and illustrator, beginning and end of story).

Educators may...

- Model appropriate book handling.
- Teach children to use technologybased text materials and provide opportunities for use.
- Demonstrate appropriate use of written materials (e.g., lists, menus, songs, signs and charts).
- Make materials accessible so children can explore and use them independently.
- Encourage children to experiment using *literacy* materials in novel ways (e.g., pretending to use a magazine as a cookbook in the *dramatic play center*; using stickers as stamps and note cards as envelopes to mail letters).

- Create inviting and comfortable reading areas in the home.
- Encourage children to make suggestions and request books and other related materials about topics of interest, then provide them (e.g., check them out from the public library or download from the Internet).
- Listen and respond positively to children's comments, questions, and interest in written materials (e.g., asking follow-up questions, finding materials related to a topic, reading a book related to a topic, encouraging the child to re-read the book).



BENCHMARK d.

Asks to be read to, asks the meaning of written text or compares books/stories

Children may...

- Select a favorite book for an adult to read before rest time.
- Show the educator a note from home and ask what it says.
- Demonstrate interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.
- Bring book to educator and ask,
 "Can you read me this butterfly book?"
- Make a connection between a book they have read to other books: book about *The Very Hungry Caterpillar* to a science book about butterflies.

Educators may...

- Model getting meaning from text in books and other print in the classroom. (e.g., using thinkaloud, comments and questions while reading).
- Discuss meanings of words and passages before and after reading (e.g., before reading *The Princess and the Pea* educator provides a definition of the word "mattress"; after reading the book, children and educator discuss and revisit the term "mattress.").
- Encourage children to make suggestions and requests for books and other related materials about topics of interest, and make an effort to provide them (e.g., check them out from the public library or download from the Internet).

- Listen and respond positively to children's comments, questions, and interest in written materials (e.g., asking follow-up questions, finding materials for the child related to the topic, reading a book related to the topic, encouraging the child to re-read the book.).
- Encourage children to make suggestions and requests for books and other related materials about topics of interest, then provide them (e.g., check them out from the public library or download from the internet).
- Instill in children the desire to read by modeling enjoyment of reading.

IV. LANGUAGE AND LITERACY F. EMERGENT READING

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Literacy skills develop through experience. Actively listening to a book being read is a pleasurable experience and motivation for children. When children have access to books and other forms of print, and when families and educators are committed sharing reading and talking experiences, children develop motivation and appreciation for reading.

STANDARD 1.

Shows motivation for and appreciation of reading

BENCHMARK e.

Initiates and participates in conversations that demonstrate appreciation of printed materials

Children may...

Educators may...

- Listen to story and respond to questions about the story.
- Name pictures in a book prior to it being read.
- Listen to classmates in a largegroup discussion about a story, and contribute thoughts or ideas about the book.
- Describe a family event that relates to a book.
- Use a book to tell a story to a peer.

- Provide and read to children a variety of concept-related books (e.g., farm animals, vegetables, the body, fiction and non-fiction).
- Define new words for children when reading aloud, and encourage discussion of word meanings.
- When creating a bulletin board or mural for a new theme, identify, label, and discuss the meaning and function of the pictures and objects.

Families may...

- Encourage children's discussion during shared book reading, respond to questions or relate the book to children's experiences.
- Engage children in conversation by asking open-ended questions, expanding on their comments and providing opportunities for children the lead conversation.

IV. LANGUAGE AND LITERACY F. EMERGENT READING

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Young children are beginning to be able to hear and understand the different parts of spoken language, such as sounds and syllables. As they play with language through rhyming, singing songs, chanting and making up nonsense words, they begin to understand rhythm of language and the parts that make up words. This is not the same skill as phonics, which links a written symbol with a sound. Sounds comes much later in language development. A child's individual development of **phonological awareness** is closely tied to overall language and speech development, and is a strong predictor of reading success.

STANDARD 2.

Shows age-appropriate phonological awareness

BENCHMARK a.

Distinguishes individual words within spoken phrases or sentences

Children may...

Educators may...

- Place one block for each word the educator speaks.
- Take a step forward for each word heard in a familiar nursery **rhyme**.
- Participate in reciting poems and singing songs during large-group time.
- Make obvious pauses between words to emphasize the separation of words within phrases and help children differentiate each word.
- Model stomping feet, once for each word in a phrase or sentence.
- Play games that help children distinguish individual words within spoken phrases or sentences (e.g., clapping hands together once for each word).

- Read and reread with children books that *rhyme*.
- Sing simple songs and lullabies, such as those with repeating initial sounds.
- Play with children by clapping, tapping, jumping or stomping one time for each *syllable* in a word, or one time for each word in a sentence or nursery rhyme.



IV. LANGUAGE AND LITERACY F. EMERGENT READING

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Phonological awareness is an auditory skill. It is the ability to recognize and manipulate speech sounds within spoken language. Developing **phonological awareness** in preschool leads to success in reading and writing in the school years. Development of **phonological awareness** is enhanced with consistent and intentional instruction. Children are increasingly aware of and can differentiate between units of sounds within spoken words. A child's individual development of **phonological awareness** is closely tied to overall language and speech development, and is a strong predictor of reading success.

STANDARD 2.

Shows age-appropriate phonological awareness

BENCHMARK b.

Combines words to make a compound word (e.g., "foot" + "ball" = "football")

Children may...

Educators may...

- Demonstrate an awareness of words as separate units.
- Experiment with creating compound words.
- Use picture cards to create compound words.
- Create compound words by adding a second part to the first part the educator provides.
- Use rhythm techniques such as clapping, tapping and snapping to help children identify parts of a compound word.
- Provide and demonstrate using compound word puzzles and picture cards for children to use when practicing making compound words they say aloud.
- Provide pictures or oral examples of multisyllabic words that are and are not compound words, and ask children to identify compound words (e.g., show or say "doghouse," "catfish," "camel," "starfish," "horse." Ask child to identify the compound words.).

- Play a word game, saying the first part of a compound word and asking children to provide a variety of second words that make real compound words (e.g., say "sun" and encourage responses like "flower," "shine" and "burn.").
- Provide a variety of pictures that children may use when experimenting with creating compound words.



BENCHMARK c.

Deletes a word from a compound word (e.g., "starfish" – "star" = "fish")

Children may...

- Educators may...
- Experiment with separating compound words.
- Use picture cards to separate compound words.
- Break apart compound words by removing the second part from the compound word the educator provides.
- Provide and demonstrate using compound word puzzles and picture cards for children to use when practicing taking apart compound words they say aloud.
- Say compound words and then leave off the first part of the compound words (e.g., Educator says, "Say backpack"; child responds, "backpack"; educator says, "Now say backpack without back"; child says, "Pack.").
- Provide additional practice opportunities, and appropriate corrective feedback if a child responds incorrectly. Provide the correct responses if necessary (e.g., "that's not quite right," "let's try again," "listen carefully," that's just right").

- Play a word game, saying the first part of a compound word and asking children to provide a variety of second words that make real compound words (e.g., say "sun" and encourage responses like "flower," "shine" and "burn.").
- Play a word game, saying a compound word and asking children to say the first or second part of the word (e.g., say "sunshine" and encourage responses of "sun" or "shine.").



IV. LANGUAGE AND LITERACY F. EMERGENT READING

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Phonological awareness is an auditory skill. It is the ability to recognize and manipulate speech sounds within spoken language. Developing **phonological awareness** in preschool leads to success in reading and writing in the school years. Development of **phonological awareness** is enhanced with consistent and intentional instruction. Children are increasingly aware of and can differentiate between units of sounds within spoken words. A child's individual development of **phonological awareness** is closely tied to overall language and speech development, and is a strong predictor of reading success.

STANDARD 2.

Shows age-appropriate phonological awareness

BENCHMARK d.

Combines *syllables* into words (e.g., "sis" + "ter" = "sister")

Children may...

Educators may...

- Provide the second syllable of familiar words when the educator says the first syllable (e.g., says "cil" when educator says "pen").
- Identify the number of syllables in familiar words and names by clapping or stomping.
- Hear a familiar word and identify whether it has one, two or three syllables.
- Play a clapping game, clapping once while saying each syllable in children's names, and encourage children to join in (e.g., Lin-da gets two claps, Pat gets one clap and Mar-ga-ret gets three claps.).
- Provide pictures of familiar twosyllable words cut into two pieces. First model, then encourage the children to practice putting the pictures together while saying the word aloud.
- Say the first *syllable* in a familiar two-*syllable* word and have children provide the second *syllable*.
- Provide pictures, objects and non-verbal gestures to support children's understanding and demonstration of the blending task.

- Collect some small household items (pencil, block, cookie, toothpaste, cup, etc.) or pictures and place them in a box or small bag. The adult removes one item, says its name and asks children how many "claps" it has. Say the object name again, clapping as the adult says each **syllable**. Then it is the children's turn to take an item out of the box, say the name and clap the syllables.
- Play a word game, saying the first part of a compound word and asking children to provide a variety of second words that make real compound words (e.g., say "sun" and encourage responses like "flower," "shine" and "burn.").

BENCHMARK e.

Deletes a **syllable** from a word (e.g., "trumpet" – "trum" = "pet" or "candy" – "dy" = "can")

Children may...

Educators may...

- Hear the sounds of two syllables and provide the remaining syllable when the educator asks what is left when the first syllable is removed (e.g., educator says "spoon; what do you hear if I take away /sp/"?).
- With prompting, with a picture cut in half, point to the portion of the picture that represents the remaining *syllable*.
- With prompting, with a spoken two-*syllable* word, say the first *syllable* (e.g., "pencil/pen, picture/pic, slipper/slip").
- Play word games (e.g., say a child's name, then say the name without the first *syllable* and encourage children to repeat with their own name and the names of their friends).
- Provide pictures of familiar three-syllable words cut into three pieces. First model, then encourage children to practice taking the pictures apart while saying the word aloud without the first or last syllable.
- In a small group, designate each child to represent the first or second syllable in a two-syllable word and then stand with their partner. Have children squat or hide to model being deleted from the word.
- To provide additional instructional support, say two*syllable* words more slowly, with emphasis on each *syllable* and with deliberate and obvious pauses between syllables.
- Provide a basket with several real items that are two or three syllables. Ask child to select one item and move the item up and down to indicate the syllables. (e.g., "he" "li" "cop" "tor"; "trac" "tor").

- Play a word game with children, saying two-syllable words more slowly with emphasis on each syllable and with deliberate and obvious pauses between syllables. Ask children to clap or stop to indicate the syllables (e.g., "but" "ter" "fly").
- Collect some small household items (e.g., pencil, block, cookie, toothpaste, cup, etc.) or pictures and place them in a box or small bag. Remove one item, say its name and ask children how many "claps" it has. Say the object name again, clapping as they say each **syllable**. Then ask children to take an item out of the box, say the name and clap the syllables.



IV. LANGUAGE AND LITERACY F. EMERGENT READING

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Phonological awareness is an auditory skill. It is the ability to recognize and manipulate speech sounds within spoken language. Developing **phonological awareness** in preschool leads to success in reading and writing in the school years. Development of **phonological awareness** is enhanced with consistent and intentional instruction. Children are increasingly aware of and can differentiate between units of sounds within spoken words. A child's individual development of **phonological awareness** is closely tied to overall language and speech development, and is a strong predictor of reading success.

STANDARD 2.

Shows age-appropriate phonological awareness

BENCHMARK f.

Combines **onset** and **rime** to form a familiar one-**syllable** word with and without pictorial support (e.g., when shown several pictures and adult says "/c/" + "at," child can select the picture of the cat)

Children may...

Educators may...

- Say the name of familiar onesyllable words when the educator says the word with a pause between the onset (first sound) and the rime (vowel sound and rest of word).
- Pick up all the toys in the room that begin with the /b/ sound, like baby, blocks and books.
- Say their own names with a separation between the first sound and the rest of the sounds.
- Match picture cards with same beginning sound.

- Say familiar words with clear separation between the onset and the rime (e.g., say, "Let's read the b—ook." or "Go get the c up.").
- Provide pictures of familiar onesyllable words cut into two pieces for children to put together and separate while orally blending together and taking apart the words into onset/rime segments.
- Give children sets of four picture cards and help them to say the name of each picture aloud. Have the children find the card that does not start with the same sound as the other three.

- Play games with words using pictures. Adults look at a picture and say the onset and children reply by saying the rime (e.g., picture of a dog: adults say sound of "d" and children reply with the sound of "oq").
- At dinner, have each family member ask for food using the onset and the other family members guess which rime goes with the onset to complete the name of the food (e.g., child says, "Please pass the "b" (sound)," while another family member replies "eans" ans they pass the beans).

IV. LANGUAGE AND LITERACY F. EMERGENT READING

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Young children begin showing interest in letters, especially letters in their names. They are beginning to understand that letters represent a sound in language, and that they have meaning. Playful interactions with letters build awareness and recognition of letters that leads to reading in a print-rich *environment*.

STANDARD 3.

Shows alphabetic and print knowledge

BENCHMARK a.

Recognizes that print conveys meaning

Children may...

- Point to words in a story as they read together with an adult.
- Recognize their own printed name and those of their friends.
- Identify familiar words in books and the *environment*.

Educators may...

- Plan individual and small- and large-group activities to play with the sounds of words and print.
- Encourage children's discussion during shared book reading by responding to questions or helping children relate the book to their own experiences.
- Label *centers* and objects in the classroom with words and pictures.

- Read children's favorite books again and again.
- Encourage children's discussion during shared book reading by responding to questions or helping children relate the book to their own experiences.

IV. LANGUAGE AND LITERACY F. EMERGENT READING

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Young children begin showing interest in letters, especially letters in their names. They are beginning to understand that letters represent a sound in language, and that they have meaning. Playful interactions with letters build awareness and recognition of letters that leads to reading in a print-rich *environment*.

STANDARD 3.

Shows alphabetic and print knowledge

BENCHMARK b.

Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)

Children may...

Educators may...

- Point to a letter, rather than an entire word, in print when asked to identify a letter.
- Point correctly to letters the educator says.
- Identify letters in their names.
- Ask children to point to a specific letter that is part of a poem, song, sign, book or other written text.
- Give children a *set* of three to five letters and ask them to find a target letter.
- Print letters in multiple fonts, cut them out, and help children sort them into same letter piles.
- Display children's names in multiple places within the classroom. Have children point to the letter their name begins with.
- Provide computer letter-naming games/activities that allow child to see the letter when the letter is named.

Families may...

- Sing the alphabet song with children while they are following along looking at the letters.
- Read alphabet books with children.
- Point out words that begin with the same letter as children's names (e.g., John and jump).





BENCHMARK c.

Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)

Children may...

- Identify several of the letters in a foam board alphabet puzzle.
- Name letters on a sign in the classroom.
- Participate in group time alphabet identification games.

Educators may...

- Give children frequent opportunities to say aloud letters when shown on cards, posters or alphabet manipulatives.
- Have children match magnetic letters on a magnetic board and have them say each letter aloud as it is matched.
- Model appropriate use of uppercase and lowercase letters in classroom written materials.

Families may...

- Include print with uppercase and lowercase letters throughout children's rooms by labeling objects.
- Write letters on pieces of paper and put them in a paper bag.
 Children then reach into the bag, take out letters and name them.
- Provide opportunities for children to play with alphabet manipulatives (e.g., puzzles, magnetic letters).

BENCHMARK d.

Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)

Children may...

- Name the correct letter when an adult says the letter sound.
- Identify the correct letter associated with the first sound in familiar words.
- Name the correct letter when the teacher says the corresponding letter sounds.

Educators may...

- Use manipulatives to instruct children in matching letter sounds to the letter name and the printed letter.
- Play a game matching children to the large printed letter representing the first sound in each of their names.
- Provide a variety of familiar objects for children to sort into first-sound piles.
- Introduce the most common letter sound first (e.g., the sound "g" makes in "goat" rather than "giants," or the sound "c" makes in "cat" rather than "circle").

Families may...

- Provide opportunities for children to play with alphabet manipulatives (e.g., puzzles, magnetic letters).
- Point out words that begin with the same letter as your children's names (e.g., John and jump).
- Teach children to match the letters in their names with the sounds in their names.
- Use alphabet books and guessing games to give children practice in matching letters and sounds.

Florida's Early Learning and Developmental Standards

IV. LANGUAGE AND LITERACY F. EMERGENT READING

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Children build understanding by linking new information to things they already know. Experiences help them understand more ideas and connect new words, phrases and concepts to their own lives. Children's attention spans grows through daily story time and meaningful experiences with books and other forms of literature. As children develop, they begin to respond appropriately by asking questions about the story, retelling stories, making *predictions* and making connections between stories and real-life experiences.

STANDARD 4.

Demonstrates comprehension of books read aloud

BENCHMARK a.

Retells or reenacts story with increasing accuracy and complexity after it is *read aloud*

Children may...

- Use puppets or flannel board pieces to retell a familiar story.
- Relate what happened to a character in a book to something similar that happened to them (e.g., saying, "One time, I got scared about going to school," after reading *Froggy Goes to School*).
- Recall information from a story and use the information in re-tellings and *dramatic play*.

Educators may...

- Provide *dramatic play* props for children to use when reenacting a fairy tale or familiar short story read aloud.
- Help children retell a story with a clear beginning, middle and end, sometimes using picture sequence cards.
- Provide flannel board materials or hand puppets for children to use when retelling a familiar story with peers.
- Provide an *environment* encouraging children's initiative to modify the *environment* to extend learning (e.g., child independently takes or creates props from the classroom to outside in order to turn the sandbox into a pirate ship).

- Encourage children to act out a story an adult has *read aloud*.
- Ask children when reading, what might happen next.
- Use props or toys related to the book. Find or make some appropriate manipulatives.
- Let children hold the book and use the pictures as visual cues to retell the story.



BENCHMARK b.

Asks and answers appropriate questions about the story (e.g., "What just happened?" "What might happen next?" "What would happen if..." "What was so silly about...?" "How would you feel if you...?").

Children may...

- Respond to open-ended questions about a story (e.g., "What do you think will happen next?" or "Why do you think he did that?").
- Propose a new title or a new event to include in the story.
- Respond appropriately to a teacher's question about a book.
- Relate an event in their own life to what happened in the story.
- Describe how they might respond to story events (e.g., What would you say to the big bad wolf?").

Educators may...

- Model asking questions or making *predictions* related to story events (e.g., "I wonder what Goldilocks was thinking when she ran away from the bear's house?").
- Activate and connect children's background knowledge to stories.
- Provide experiences that relate to specific aspects of a story plot.
- Encourage children to make *predictions* by stopping at strategic points in a story and having children discuss or draw pictures.
- Help children create new endings to familiar stories using props, puppets and dictation.

- Ask questions or encourage children to make *predictions* related to story events (e.g., "I wonder what Goldilocks was thinking when she ran away from the bear's house?" "What do you think will happen next?").
- Read favorite stories with children again and again.
- Play a game with children where children create a different ending to the story.

IV. LANGUAGE AND LITERACY G. EMERGENT WRITING

8 - 18 MONTHS

Through experience, children realize that writing is a way to express thoughts and ideas to others. Children are often eager to share their experiences through writing. They begin writing using pictures, symbols and letters while developing the *fine motor skills* that support writing. They attempt to write by scribbling, drawing and creating pictographs, and enjoy sharing these expressions with adults and peers.

STANDARD 1.

Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition

BENCHMARK a.

Makes random marks and scribbles (e.g., scribbles on paper with a crayon or on a small chalkboard with chalk)

Children may...

Educators may...

- Hold large crayons and mark on paper.
- Pick up small objects using their thumbs and fingers to grasp (pincer grasp).
- Imitate writing by scribbling.
- Respond positively to children who want to write or color.
- Provide safe materials for children.
- Provide materials and assist children with finger-painting.

- Provide safe materials in their homes for children to use for scribbling, such as paper, large crayons, washable paints.
- Provide paint brushes and add food coloring to water, then encourage children to paint in the bathtub or outside on concrete or paper.
- Put shaving cream on a table and let children finger paint.



18 - 24 MONTHS

Through experience, children realize that writing is a way to express thoughts and ideas to others. Children are often eager to share their experiences through writing. They begin writing using pictures, symbols and letters while developing the *fine motor skills* that support writing. They attempt to write by scribbling, drawing and creating pictographs, and enjoy sharing these expressions with adults and peers.

STANDARD 1.

Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition

BENCHMARK a.

Makes more controlled scribbling (e.g., using paintbrush and paint or finger in shaving cream)

Children may...

- Scribble spontaneously, often using circular motions.
- Imitate adults and other children they see writing.
- Make marks on paper with a purpose, such as writing their names, making lists, labeling their drawings.

Educators may...

- Provide writing tools and different types of paper for children to use.
- Model writing and discuss what they are writing about and the purpose for the writing: "Let's write your name on your picture."
- Encourage motor activities that develop muscles in children's hands and arms, such as picking up small items with their fingers, painting, finger-painting, playing with playdough.

- Provide pencils, crayons and washable markers, and paper for children to use at home.
- Have children help make a shopping list or list of chores.
- Write lists or notes as their children watch, then read these to their children.

IV. LANGUAGE AND LITERACY G. EMERGENT WRITING

2 - 3 YEARS (24 - 36 months)

Through experience, children realize that writing is a way to express thoughts and ideas to others. Children are often eager to share their experiences through writing. They begin writing using pictures, symbols and letters while developing the *fine motor skills* that support writing. They attempt to write by scribbling, drawing and creating pictographs, and enjoy sharing these expressions with adults and peers.

STANDARD 1.

Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition

BENCHMARK a.

Begins to use scribbles, marks and drawings to represent thoughts and ideas

Children may...

Educators may...

- Scribble lines to "write" a story.
- Draw a picture to tell about their family.
- Try to draw or write words or pictures they see in their *environment*.
- Provide a variety of tools for writing and drawing.
- Provide opportunities for children to talk about or dictate stories about their drawings.
- Model different ways for children to draw or write about their stories or ideas.

- Provide safe, washable crayons, markers paint or pencils for children to use at home.
- Show children how to use writing or drawing to tell about an experience or idea.
- Have children dictate stories or help them make shopping lists.



3 - 4 YEARS (36 - 48 months)

Through experience, children realize that writing is a way to express thoughts and ideas to others. Children are often eager to share their experiences through writing. They begin writing using pictures, symbols and letters while developing the *fine motor skills* that support writing. They attempt to write by scribbling, drawing and creating pictographs, and enjoy sharing these expressions with adults and peers.

STANDARD 1.

Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition

BENCHMARK a.

Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas

Children may...

Educators may...

- Use pretend writing when playing in *dramatic play* area.
- Write random letters or letter-like shapes to represent words.
- Try to copy words from their *environment*.
- Provide a variety of writing tools and paper for children.
- Put writing tools and paper in the *dramatic play* area.
- Ask children to write what their pictures are about when they draw or paint.

- Have paper and writing tools available for their children at home.
- Show children how to write their name and encourage children to try tracing or copying the letters.
- Let children help make shopping lists or label items in their homes.

IV. LANGUAGE AND LITERACY G. EMERGENT WRITING

4 YEARS - KINDERGARTEN (48 - 60 months)

Through experience, children realize that writing is a way to express thoughts and ideas to others. Children are often eager to share their experiences through writing. They begin writing using pictures, symbols and letters while developing the *fine motor skills* that support writing. They attempt to write by scribbling, drawing and creating pictographs and enjoy sharing these expressions with adults and peers.

STANDARD 1.

Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition

BENCHMARK a.

Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)

Children may...

Educators may...

- Attempt to write their own names and names of friends or family members.
- Write captions for their artwork.
- Write lists in the *dramatic play* area.
- Provide different types of writing tools and paper for children to use.
- Set up the *dramatic play* area to encourage writing, such as writing orders in a restaurant or writing and addressing letters in a post office.
- Encourage children to write notes to each other, to family and to their educators.

Families may...

- Have children write notes or sign cards for family members.
- Help children write a letter to someone and take them to the post office to mail it.
- Have lots of writing tools and paper for children to use at home.

BENCHMARK b.

Uses letter-like shapes or letters to write words or parts of words

Children may...

Educators may...

- Use scribbles, letter-like shapes or letters when writing.
- Write own name, not necessarily with correct spelling or correct letter formation.
- Attempt to copy **environmental** print.
- Provide materials and opportunities for children to write for a purpose, such as writing their names on paintings and drawings.
- Include writing materials in the dramatic play area for making lists, writing notes, taking messages.
- Model writing in front of children as they write stories, lists, names and notes.

- Have writing materials like pencils, washable markers, crayons and paper available for children to use at home.
- Show children how to make lists or write notes.
- Write notes to their children and have their children "write" notes back.



BENCHMARK c.

Writes own name (e.g., first name, last name or nickname), not necessarily with full correct spelling or well-formed letters

Children may...

- Write their first names on their drawings.
- Sign their names on class sign-in sheets.
- Sign their names on class graphs/ charts.

Educators may...

- Provide children with models of their names to encourage them to learn to write their names.
- Ask children to sign-in on a class sign-in sheet each day (provide support as needed).
- Post a question of the day chart with a question and picture symbols where children sign their names under their choice:
 "What cookie do you like best chocolate chip or oatmeal?"

Families may...

- Help children make name labels to put on their art supplies or items at home.
- Give children playdough to shape letters to make their names.
- Put shaving cream or sand on a plastic tray or hard surface and encourage children to write their names in it with their fingers.

RELATED BOOKS

INFANTS/TODDLERS

Brown Bear, Brown Bear, What Do You See? by Mill Martin Jr. and Eric Carle

Good Night, Moon by Margaret Wise Brown

From Head to Toe by Eric Carle

Moo Baa La La La by Sandra Boynton

Play Rhymes by Marc Brown

Summer Days and Nights by Wong Herbert Yee

The Three Bears by Bryon Barton

The Very Hungry Caterpillar by Eric Carle

Where is the Green Sheep? by Mem Fox

Where's Spot by Eric Hill

PRESCHOOLERS

Alphabet City by Stephen T. Johnson

Beatrice Doesn't Want To by Laura Numeroff

Bear Snores On by Karma Wilson

Chicka Chicka Boom Boom by Bill Martin Jr.

City Lullaby by Marilyn Singer

Giraffes Can't Dance by Giles Andreae

How Rocket Learned to Read by Tad Hills

Is Your Mama a Llama? by Deborah Guarino

Listen to the Rain by Bill Martin Jr.

My Florida Alphabet by Annie P. Johnson

Wish by Emma Dodd

GLOSSARY

Age-appropriate grammar: oral formation of sentences with some errors, but an understanding of some grammatical rules (e.g., "She runned across the playground.")

Alphabetic knowledge: the understanding that words are composed of letters; the understanding that letters and letter combinations represent individual *phonemes* in words and written language (e.g., a child says the letters in some words, a child tells a teacher or a friend the letters in his/her name)

Articulation: the correct pronunciation of one or more sounds within a word

Autonomy: independence

Blend: to combine sounds rapidly in order to accurately represent a word

Blends: combinations of two letter sounds to make one sound (e.g., /bl/ as in "blocks"; /st/ as in "street")

Center: area within the classroom arranged so that children are able to participate in a variety of related learning experiences (e.g., art *center*, reading *center*, science *center*, block *center*, *dramatic play center*, writing *center*)

Circle: a round two-dimensional figure that resembles a ring

Complex sentences: sentences that include at least one independent clause and at least one dependent clause (a part of a sentence that has a subject and predicate but cannot stand on its own as a separate sentence). In the sentence, "After the children went out to the playground, the teacher put the snacks on the tables, "the first phrase is a dependent clause

Comprehension: understanding what one has heard or what one has read (e.g., a child is able to answer questions or make comments about a story that someone has read aloud to them)

Content: information contained in a story or lesson

Creativity: individuality expressed by creating something new or original (e.g., new way to paint a flower)

Culture: the customary beliefs, social forms and material traits of a racial, religious or social group

Curiosity: a strong interest in learning about something; children demonstrate *curiosity* when they ask questions about or show interest in activities within the classroom and the world around them (e.g., a child asks questions about new materials in the art *center* or a bug discovered on the playground)

GLOSSARY

Digraphs: two separate sounds joined together to create a new sound (e.g., /sh/ shoes; /ch/ chair)

Discovery: engaging students in deep learning that promotes *exploration, problem-solving*, *creativity*, and student engagement

Diversity: the inclusion of different people (as people of different races or cultures) in a group or organization

Dramatic play: expressive and spontaneous play

Emergent literacy: the range of a child's developmental *skills*, knowledge, and attitudes (beginning at birth), that combine with a variety of experiences related to written language. These experiences produce behaviors that change over time and result in conventional *literacy* during middle childhood

Emergent reading: reading-related experiences and actions that occur before a child reaches the conventional *literacy* stage in middle childhood (e.g., a child shows interest in being read to and told what written words mean and develops an understanding of how to use books and other printed materials appropriately)

Emergent writing: writing-related experiences and actions that occur before a child reaches the conventional *literacy* stage in middle childhood (e.g., a child draws pictures or symbols to represent words)

Environment: the circumstances, objects, or conditions by which one interacts with and is surrounded

Expansion question: question asked in order to extend the thought process of the student (e.g., "what do you think will happen next?")

Expressive language: the ability to communicate with words; refers to what a child says, not how it is said

Fine motor: abilities using the small muscles of the hands (e.g., grasping toys, picking up or holding food, connecting links, lacing, drawing, crushing paper, cutting with scissors, holding a writing utensil)

Functional language: *vocabulary* used to communicate the description of, use of, or directions pertaining to an item or task (e.g., same/different)

Initiate: to begin something, taking the first step

Intonation: the normal rise and fall in pitch that occurs as people speak. Changes in *intonation* typically occur when certain words are stressed or at the end of sentences (e.g., the upswing when a question is being asked, or the drop that marks the end of a complete sentence or thought)

Language of school: the *vocabulary*, sentence structure, and *content* of language that is a key part of the educational experience

Literacy: the ability to read and write

Manner words: words used to express appreciation, gratitude, or notice of an error (e.g., please, thank you, excuse me)

Music: sound in time that expresses ideas and emotions in significant forms through the elements of rhythm, melody, harmony

Onset: first sound(s) before the *rime* (vowel sound to the end of the word) (e.g., In the word dog, the *onset* is /d/ and the *rime* is "og".)

Oral language: spoken language

Organizational language: *vocabulary* used to communicate placement of an item and or provides direction towards an item (e.g., in front of, behind, next to, opposite, below)



Florida's Early Learning and Developmental Standards

GLOSSARY

Phonemes: the smallest units of speech distinguished by the speakers of a particular language

Phonological awareness: the awareness that language is composed of sounds and the understanding of the relationships among these sounds

Prediction: an idea (opinion) stated about what may happen in the future (e.g., a child may predict that the caterpillar will turn into a butterfly)

Read alouds: the teacher reading to the whole class, building on students' existing *skills* while introducing different types of literature and new concepts

Recall questions: questions asked of children to prompt them to recount the events of a story or occurrence

Receptive language: the understanding of language that is heard (e.g., a child understands when the teacher says, "It's time to line up.")

Reflection: the process of reviewing and critiquing one's own actions or one's own work (e.g., children share with an adult what they did during *center* time

Rhyme: a match between the sounds of two or more words or word endings (e.g., spoon, moon)

Rime: the vowel and any sounds that come after the vowel in a one-*syllable* word (e.g., the *rime* of cat is /at/; the *rime* of cheese is /ez/)

Routines: customs or activities regularly practiced at home, in the classroom or in the community

Scaffolding: the provision of sufficient support to promote learning when concepts and *skills* are being first introduced to children (e.g., modeling, giving clues, asking questions and providing verbal prompts)

Skills: the ability to use knowledge effectively and readily in performance, the ability to transform knowledge into action

Syllable: a unit of spoken language consisting of a single uninterrupted sound formed by a vowel, diphthong, or syllabic consonant alone, or by any of these sounds preceded, followed or surrounded by one or more consonants

Vocabulary: all of the words of a language. There are two types of vocabulary: receptive and expressive.

V. MATHEMATICAL THINKING DOMAIN					
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)
		A. NUMB	ER SENSE		
1. Attends to objects in play, such as reaching or looking for more than one object	1. Attends to quantities when interacting with objects	1. Uses number words or sign language to identify small amounts referring to quantity	1. Subitizes (immediately recognizes without counting) up to two objects	1. Subitizes (immediately recognizes without counting) the number of objects in a set of four objects	1. Subitizes (immediately recognizes without counting) up to five objects
2. Observes songs and finger plays that involve numbers and quantity	2. Communicates using gestures or basic words to refer to change in the amount of objects such as asking for "more" or saying "all gone"	2. Begins to count groups of one and two objects in daily routine	2. Begins to count groups of 1 to 5 objects in daily routine	2. Counts and identifies the number sequence "1 to 10"	2. Counts and identifies the number sequence "1 to 31"
				3. Begins to demonstrate one-to- one correspondence up to 10 during daily routines	3. Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)
				4. Identifies the last number spoken tells "how many" up to five (cardinality)	4. Identifies the last number spoken tells "how many" up to 10 (cardinality)
				5. Counts sets constructed by the teacher to five and beyond	5. Constructs and counts sets of objects (one to 10 and beyond)
				6. Constructs and counts sets of one to five and beyond	6. Uses counting and matching strategies to find which is more, less than or equal to 10
					7. Reads and writes some numerals one to 10 using appropriate activities

Mathematical Thinking

	V. MATHEMATICAL THINKING DOMAIN						
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)		
	B. NUMBER AND OPERATIONS						
1. Explores objects in hands	1. Notices changes in quantity or missing objects (e.g., looks for a specific toy when noticing that one of three toys is missing)	1. Demonstrates an understanding that "adding to" increases the number of objects in the group	1. Changes size of a set of objects (up to three) by adding and subtracting with adult assistance	1. Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems	1. Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems		
				2. Changes size of a set of up to five objects by combining and taking away	2. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out		
		C. PAT	TERNS				
1. Explores objects with different characteristics	1. Matches objects that have a singular attribute (e.g., color, shape, size)	1. Begins to recognize patterns in the environment (e.g, clap two times)	1. Recognizes patterns in the environment	1. Notices a pattern with a missing object and completes the pattern by filling in the missing object	1. Identifies and extends a simple AB repeating pattern		
	2. Explores two objects by making direct comparisons	2. Begins to order three to five objects using one attribute through trial and error	2. Recognizes a simple AB pattern (e.g., clap/ snap, clap/snap, clap/ snap)	2. Begins to duplicate a pattern from a model	2. Duplicates a simple AB pattern using different objects		
					3. Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)		

V. MATHEMATICAL THINKING DOMAIN						
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)	
		D. GEO	METRY			
1. Begins to notice shapes in the environment	1. Notices shapes in the environment	1. Begins to match basic shapes	1. Matches basic shapes (circle, square) non-verbally	1. Recognizes and names typical shapes (circle, square, triangle)	1. Recognizes and names two- dimensional shapes (circle, square, triangle and rectangle) of different size and orientation	
		2. Begins to sort familiar objects into two groups based on size		2. Matches a wider variety of shapes and orientations	2. Describes, sorts and classifies two and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)	
				3. Explores three- dimensional shapes in the environment through play	3. Creates two- dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)	
					4. Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)	

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	V. MATHEMATICAL THINKING DOMAIN						
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)		
	E. SPATIAL RELATIONS						
1. Explores the properties of objects and watches how they move	1. Begins to use body to demonstrate an understanding of basic spatial directions (up, down, in, out, around and under)	1. Uses body to demonstrate an understanding of basic spatial directions through songs, finger plays and games	1. Begins to demonstrate an understanding of basic spatial directions through songs, finger plays and games	1. Demonstrates an understanding of basic spatial directions through songs, finger plays and games	1. Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)		
2. Explores and experiments with objects and attends to events in the environment (e.g., shaking a rattle or ring of keys)	2. Explores objects with different shapes	2. Begins to manipulate objects by flipping, sliding and rotating to make them fit	2. Manipulates objects by flipping, sliding and rotating to make them fit	2. Demonstrates directionality, order and position of objects by following simple directions	2. Uses directions to move through space and find places in space		

Mathematical Thinking

V. MATHEMATICAL THINKING DOMAIN							
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)		
		F. MEASUREM	ENT AND DATA				
1. Explores objects in various ways	1. Explores and shows awareness of the size and weight of object with adult assistance	1. Uses appropriate size words or gestures (small, big) to describe objects accurately	1. Uses increasingly complex size words to accurately describe objects	1. Uses size words to label objects	1. Measures object attributes using a variety of standard and nonstandard tools		
			2. Compares sets of objects by one attribute (e.g., sort by size)	2. Explores two objects by making direct comparisons in length, weight and size using a single attribute	2. Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects		
				3. Measures object attributes using a variety of standard and nonstandard tools with adult guidance	3. Seriates (<i>places</i> <i>objects in</i> sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)		
				4. Participates in group sorting and data collection	4. Represents, analyzes and discusses data (e.g.,charts, graphs and tallies)		
					5. Begins to predict the results of data collection		



Mathematics is everywhere, and it helps children make sense of their world. Children learn by **observing** and interacting with their **environment**, and are naturally curious about number and mathematical concepts. Children's development of mathematical understanding begins in the very first months of life, and continues growing and expanding as they interact with others and with the world around them. For young children, math is about number knowledge, patterns, size, shape awareness and the relationship between objects and space. Children's interest in and understanding of math is easily integrated with all areas of learning (e.g., art, **music**, **literacy**, science, social studies) and can be embedded in daily activities and **routines**. Both planned and incidental learning experiences and discussions support children as they learn about and share their understanding of mathematical concepts.

Here are a few examples of the mathematical thinking concepts from birth to kindergarten. Children may...

- Watch objects on mobiles and reach out to touch and make them move.
- Show preference for a certain toy during tummy time.
- Gather all the round crackers together then sign for "more" when the round ones are gone.
- Hold two fingers up when asked, "How old are you?"

- Comment, "My sister is a baby. She is small. I am big!"
- Sort trucks in the construction area according to size.
- Visit plants on the windowsill and say, "My plant is taller than yours."
- Match the number of napkins needed to the number of children seated for snack.
- Notice the *pattern* on a leaf while on a nature walk.
- Look at a set and instantly respond, "That's three."
- Declare there are now more children since Beatrix and Mannie joined the group.

Mathematical Thinking

Florida's Early Learning and Developmental Standards

There are six components in which children demonstrate mathematical skills: number sense, number and operations, *patterns*, geometry, spatial relation, and measurement and data.

1. Number Sense

Number sense is the ability to recognize *quantity*, count and construct sets, identify relationships between numbers and understand how to use numbers in a variety of ways, such as measuring, comparing or estimating. Number sense is something that begins developing early and is an important concept for young children to know, because it provides a foundation for understanding our number system and the basic operations of arithmetic.

2. Number and operations

Number and operations is about exploring quantities and understanding that joining and separating changes the size of sets. It is the foundation for arithmetic, and develops an understanding for what addition, subtraction, multiplication and division mean. Children explore quantities using objects, fingers and **dramatic play** to solve real-world "adding and subtracting" problems. Children need to become comfortable with the idea that the **quantity** of six is not just a collection of ones, but can be thought of instead as a group of two and a group of four.

3. Patterns

Mathematics is the science and language of patterns. A *pattern* is an arrangement of things that are in order and repeated. The sun setting at the end of the day, going to Grandma's house for dinner on Sunday, and knowing that snack comes after *center* time are a few of the ways children experience patterns in their daily lives. Babies learn patterns from a predictable caregiver: "When I cry, I am comforted and my needs are met." Noticing and thinking about patterns help children make sense of mathematics. "... if children see patterns in their world and connect them to mathematics, they are better able to remember what they have learned and transfer the knowledge to new situations" (Copley, 2009 pg. 85).

4. Geometry

Geometry is a natural and intuitive part of mathematics. Children understand the spatial world by knowing shape, structure, location and transformation of objects in space (Copley, 2009 pg. 99). From birth, children learn to make sense of forms and shapes as they explore and learn about their world. Young children sort, match, and classify objects, often by shape. These *skills* help children become aware of the characteristics of shape, and how shapes are alike and different from one another. Children can recognize shapes, but they may not yet understand the qualities that make it THAT shape. Asking questions like, "What makes a circle a circle?" or "How is a square different from a triangle?" helps children learn the attributes of two-and three-dimensional shapes.

5. Spatial relations

Understanding spatial relations begins at birth. Infants are learning to reach for and then grasp objects that are dangled in front of them, tossed to the side or that have fallen down from a chair. Toddlers are crawling, cruising or walking to reach a toy, to negotiate a path through the daycare room to rush over to Daddy at pick-up time, or to retrieve a stuffed animal from under the table. By the time they are preschoolers, not only can children easily locate items or decide how best to get from here to there, they also have begun to represent space by describing relationships between objects and locations with words and gestures, and by drawing maps and constructing models (Early Math Collaborative, 2014).

Children develop spatial **vocabulary** as they hear position words when educators give directions or narrate and have children demonstrate the actions during play. For example, when on the playground say, "I see that Tonya is *at the top* of the slide. She is *above* us, we are *below* her!"

6. Measurement and Data

Measurement is a way to compare things and make judgments about the *characteristics* of an object. Children love exploring and making sense of the world through measurement. They learn to understand measurement by first recognizing that objects have measurable properties such as, "How long is my bead snake?" or "How heavy is the slide?" and then make comparisons using terms such as shorter than, longer than, higher than, etc. (Copley pg. 119). As children become more skilled at sorting based on attributes (e.g., type, color, shape) they are ready for experiences that help them learn ways to categorize information using charts and graphs. Over time with many opportunities and teacher support, they will begin making observations and using comparative *vocabulary* to describe differences between things.

V. MATHEMATICAL THINKING A ENVIRONMENTAL CONSIDERATIONS





0 - 8 MONTHS

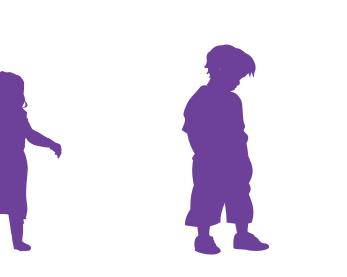
- Provide floor time opportunities for young infants to explore their immediate world.
- Arrange a simple, ageappropriate *environment*, and make small, subtle changes in it during the year.
- Structure the environment so that materials are easily accessible to encourage participation.
- Encourage exploration by commenting on young infants' initial explorations.
- Present a variety of safe toys in various colors, tones and textures for young infants to explore with their hands, eyes and mouths.
- Encourage guided exploration in outdoor play areas.
- Provide opportunities for frequent and sustained touch and closeness.

8 - 18 MONTHS

- Help older infants learn about making choices by providing a variety of toys and materials within their reach.
- Provide containers for filling, dumping, building up and knocking down.
- Include materials and equipment in the *environment* that offer opportunities for active physical play.
- Sing songs, read stories and practice finger plays repeatedly.
- Provide opportunities to experiment with new tasks, materials and activities.
- Adapt the environment to promote participation, engagement and learning using a variety of textures.



- Encourage hands-on and sensory experiences (e.g., touching, holding, exploring, tasting, smelling and manipulating.).
- Provide materials for *dramatic play* encouraging toddlers to pretend they are carrying out everyday life experiences (e.g., answering a telephone, getting dressed in the morning).
- Use specialized equipment to increase access to activities and play areas.
- ▲ Use special or adaptive devices to increase a child's level of participation.
- Provide a wide array of materials including opportunities for art, music, block, *dramatic play*, sand and water experiences and fine motor and gross motor play.



2 - 3 YEARS (24 - 36 MONTHS)

- Provide a wide array of materials including opportunities for art, music, block, *dramatic play*, sand and water experiences and fine motor and gross motor play.
- Surround children with a print-rich *environment* encouraging adult-child interactions. Include large picture books, signs, letter blocks and other materials to promote conversation.
- Ensure that materials are available that provide young children with varied sensory experiences.
- Schedule daily, outside supervised time for children to interact with nature.
- Use specialized equipment to increase access to activities and play areas.

3 - 4 YEARS (36 - 48 MONTHS)

- Simplify a complicated task by breaking it into smaller parts or reducing the number of steps. Make picture charts of steps involved in experiences like cooking.
- Provide opportunities for children to experiment with new tasks, materials and activities.
- Surround children with a print-rich **environment** encouraging adult-child interactions. Include large picture books, signs, letter blocks and other materials to promote conversation.
- Structure the *environment* so that materials are easily accessible to encourage participation.
- Use specialized equipment to increase access to activities and play areas.

4 YEARS - KINDERGARTEN (48 MONTHS - KINDERGARTEN)

- Provide many types of manipulatives children can use for counting and set-making (e.g., small toy animals in the block area, collage materials in the art area).
- Create an area in the classroom to display comparison charts and pictures.
- Display and use positional and ordinal words in the environment.
- Provide opportunities and materials for children to write or draw about their mathematical creations in the math *center*.
- Create opportunities for children to practice mathematical skills during transitions (e.g., ask each child to point to a shape in the classroom before moving to centers).

V. MATHEMATICAL THINKING

BIRTH - 8 MONTHS

Infants discover their world through their senses. Developmentally, around 4 to 5 months, infants will begin to recognize objects and will point to and reach for a favorite toy. They will usually prefer a toy for each hand. Responsive caregivers will playfully interact with an infant when they notice a child is focused on an object while lying on their back or tummy.

STANDARD 1.

Attends to objects in play, such as reaching or looking for more than one object

Children may...

- Reach for their favorite toy on a mobile when waking up from a nap.
- Watch as the educator puts out a favorite toy to play with during playtime.
- Reach for and show action for a favorite toy during tummy time.

Educators may...

- Interact with an infant while diapering or cuddling by placing favorite toys nearby for the infant to see and reach for.
- Provide activities during playtime by showing a favorite toy and noticing when children look around for another one for the other hand.
- Interact during tummy time by placing favorite toys close by and encouraging children to move in the direction of the toy.

Families may...

- Interact with an infant while diapering or cuddling by placing favorite toys nearby for the infant to see and reach for.

- **Environmental considerations:**
- It is important to arrange and decorate the child care room from an infant's perspective. They need "right-sized" spaces and cozy areas with ample room to move freely (i.e., to roll or crawl toward something interesting.).



BIRTH - 8 MONTHS

Infants learn through their senses – hearing, touching, seeing, smelling and tasting. They watch adults intently, especially when they talk, sing, do something with their hands or make funny faces. Singing action songs, like, "My Little Bunny Has Two Big Ears" will focus an infant's attention both visually and auditorily and will be an enjoyable experience for both the care giver and infant.

STANDARD 2.

Observes songs and finger plays that involve numbers and quantity

Children may...

- Watch the educator's eyes, mouth and hands as adults sing and do finger plays.
- Show action when hearing a familiar song, rhyme or finger play.

Educators may...

- Talk about what they are doing while dressing an infant saying, "First one arm, then two arms; now one leg, then two legs; one shoe, then two shoes."
- Do finger plays during playtime while an infant is on their back using exaggerated motions and facial expressions.
- Play number songs during tummy time that encourage movement.

Families may...

- Sing songs that rhyme, repeat or have numbers in them.

Florida's Early Learning and Developmental Standards

V. MATHEMATICAL THINKING

8 - 18 MONTHS

Children are born with an ability to recognize quantities and love to collect their favorite things. Responsive caregivers will observe older infants during play and provide words to express their action (e.g., "I see you have a lot of bugs in your bucket.").

STANDARD 1.

Attends to quantities when interacting with objects

Children may...

- Gather favorite items and give them to an adult.
- Gesture or vocalize when they want another item for their pile of objects and even take it from another child's pile.

Educators may...

- Narrate a child's actions by expressing what he is doing (e.g., "You have collected a lot of blue beads.").
- Notice during play that a child collects a certain object and places them in a pile.

Families may...

- Sing songs that rhyme, repeat, or have numbers in them.
- Gather together a basket of small toys, shells, pebbles or buttons and count them with children.

Environmental considerations...

- Older infants can understand more than they express; therefore, it is important for educators to "narrate" what a child is doing, (i.e. describe their actions). Remember to slow down speech and enunciate clearly.



8 - 18 MONTHS

Older infants can understand more that they can express and will often use gestures or vocalize in some way to express what they want. It is important for adults to be responsive to a child's request by modeling or pairing the words "more" or "all gone" with a gesture or sign. Children will learn to use these gestures or signs when asking for more (e.g., when noticing their snack plate is empty.).

STANDARD 2.

Communicates using gestures or basic words to refer to change in the amount of objects, such as asking for "more" or saying "all gone"

Children may...

Educators may...

- Sign "more" when their snack plate is empty.
- Nod their head to indicate that they want more of something when asked, "Do you want more?"
- Help children communicate by using gestures or sign language if a child wants more of something.
- Provide words to express a child's need when he is reaching or pointing to an object to add to his game.
- Use bubbles during outside play and wait for a child to ask for "more."

Families may...

- Hold children's hands and count each step you take when children are learning to walk up and down stairs. This will help children become familiar with numbers and it is a fun game.
- Sing songs that rhyme, repeat or have numbers in them.

- Environmental considerations...
- It may be helpful to display a poster of the basic signs in the care room for adults to use when communicating with older infants.

V. MATHEMATICAL THINKING

18 - 24 MONTHS

Young children can perceive the difference between two and three objects, even without counting. Educators support children in expressing small quantities by using the number words (e.g., "You have three crackers on your plate.") or by using fingers to indicate an amount up to five. The goal is for children to recognize a *quantity* and associate that with a number word or fingers.

STANDARD 1.

Uses number words or sign language to identify small amounts referring to quantity

Children may...

- Hold up two fingers when asked, "How old are you?"
- Copy the teacher when three fingers are held up.
- Hold up three fingers when the teacher asks, "How many crackers do you have?"

Educators may...

- Notice opportunities throughout the day to point out groups of objects up to three (e.g., "I see two friends on the swings.").
- Gather a group of objects while interacting with children during play (e.g., while playing at the farm *center*, place a few animals together and say, "Three horses are in the barn.").
- Point out the number of food pieces during a meal and indicate the number of items with fingers (up to five).

Families may...

- Have children help match socks when doing laundry. Ask children to help match them by size. Then change the rules and ask children to match them by color. Have a back and forth conversation about what you are doing.
- Sing songs that rhyme, repeat or have numbers in them.

Environmental considerations...

- There may be many opportunities throughout the day for educators to model number words and demonstrate *quantity* with fingers. Young children may not respond accurately. For example, they may hold up five fingers and say, "I have three crackers." Simply say, "You do have three crackers," while holding up three fingers.

Mathematical Thinking



18 - 24 MONTHS

Young children learn by hearing and doing. When educators use the *counting sequence* to identify objects or actions, children will begin to use number words, too. There are many opportunities throughout the daily routine and when interacting with children during play activities to model counting.

STANDARD 2.

Begins to count groups of one and two objects in daily routine

Children may...

- Indicate that there are two small sandwiches on their plate by saying, "I have two."
- Say numbers and hop two times when doing movement with the teacher.
- Repeat a familiar counting rhyme while on the playground.
- Count out pretend money while playing in the drama *center*: "one, two, three, six, eight, ten."

Educators may...

- Touch each child as the children are counted during morning circle.
- Say, as snack is passed out, "Take two cookies."
- Repeat a familiar song, rhyme or finger play (e.g., "One, Two, Buckle My Shoe," "Five Little Ducks" or "Here is the Beehive:"
 - Here is the beehive. Where are the bees? [hold up fist]
 - Hidden away where nobody sees. [move other hand around fist]
 - Watch and you'll see them come out of the hive. [bend head close to fist]
 - One, two, three, four, five. [hold fingers up one at a time]
 - Bzzzzzzzz... all fly away! [wave fingers]).

Families may...

 Hold children's hands, and count each step you take when children are learning to walk up and down stairs. This will help children become familiar with numbers and think it is a fun game at the same time.

V. MATHEMATICAL THINKING

2 - 3 YEARS (24 - 36 months)

Children are born able to perceive the difference between one and two objects without counting. Some research indicates that young children can subitize before they start to verbally count the objects. Children who are 2 to 3 years old can readily perceive and name a *set* of objects up to three without counting (perceptual *subitizing*). Educators need to plan and provide many opportunities for children to subitize.

STANDARD 1.

Subitizes (immediately recognizes without counting) up to two objects

Children may...

- Look at the cubes in their hand and say, "I have three."
- Notice there are two children in the block area and say, "Two friends are in the block area."
- Look at their snack and instantly declare, "I have two cookies."

Educators may...

- Notice opportunities throughout the day to point out groups of objects up to five (e.g., say, "I see two friends in the block area.").
- Play games in small groups by placing up to three objects in front of a child, then quickly covering the objects and ask, "How many are under the cloth?"
- While on the playground, point out that there are three swings.

Families may...

- Talk math with children as a matter of routine. Diapering, meal and bath times, neighborhood walks and shopping trips are ideal times to count, point out shapes and sizes, talk about patterns and describe how things are the same and different.



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2 - 3 YEARS (24 - 36 months)

Children who are 2 to 3 years of age learn to count throughout daily **routines** and activities (e.g., counting the number of girls and boys on the rug). With teacher support and modeling, children will learn the names and sequence of numbers, and will begin matching a single object to a number name when it is counted (**one-to-one correspondence**).

STANDARD 2.

Begins to count groups of one to five objects in daily routine.

Children may...

- Point to each object in a set and say,"one, two..." for five objects in the set.
- Sing songs and recite *rhymes* about counting.
- Count items in a counting book, with educator support.

Educators may...

- Model verbal counting and touch or point to an object, slowly saying the number name.
- Provide a variety of materials to help children practice counting (e.g., cubes, counting blocks, bottle caps, plastic eggs and outdoor items such as rocks, sticks, etc.).
- Recite finger plays and songs that include counting.
- Read stories that include items to count.

Families may...

 Provide purposeful counting during everyday activities (e.g., "How many plates do we need to set our table for dinner tonight? How many steps do we take to get to the car? How many carrots are in your snack?").

Environmental considerations...

- Learning to count requires repetition and practice. It is important for educators to provide many opportunities for children to do purposeful counting (e.g., counting the number of hops as children line up, counting the number of cookies on their snack plate, counting how many children are at school today, etc.).



V. MATHEMATICAL THINKING A. NUMBER SENSE

3 - 4 YEARS (36 - 48 months)

Subitizing is the ability to instantly see **quantity** without counting. Children are born able to recognize quantities up to five without using any learned mathematical knowledge. Research suggests that children's ability to subitize precedes their ability to count. Usually children are able to perceptually subitize quantities up to their age (e.g., a 3-year-old can subitize up to three objects). Children will demonstrate their ability to subitize when provided opportunities through teacher **planning** and guidance.

STANDARD 1.

Subitizes (immediately recognizes without counting) the number of objects in a set of four objects

Children may...

playground.

my napkin."

- Instantly respond, "That's three,"

when shown a *set* of objects.

- Look at their snack and guickly

respond, "I have four cookies on

Notice that there are two children
 Postanding together on the

Educators may...

- dren Point out that there are two names under March on the birthday chart.
 - Ask the class to quickly tell how many children are gathered in front of the room as they prepare to act out a nursery rhyme (up to four).
 - Ask a child to quickly tell you how many carrots are on their plate during lunch (up to four).

Families may...

 Play a game with children by displaying a *set* of three or four objects on the table. Tell the child to look, then cover objects with your hand or cloth and quickly ask, "How many are under the cloth?"



3 - 4 YEARS (36 - 48 months)

Counting is one of the first mathematical *skills* to emerge in young children. Three-yearolds can count by rote up to three, and learn to count higher as they join in songs, finger plays and *rhymes* with numbers. *One-to-one correspondence* is just *emerging*.

STANDARD 2.

Counts and identifies the number sequence "1 to 10"

Children may...

- Put one carrot stick on each napkin when helping prepare snack for a group, and count with an adult as they go.
- Count in order (one, two, three, four) as they stomp up stairs on the outdoor play structure.
- Predict it will take two scoops of sand to fill a small bucket.
- Notice numerals in a puzzle or counting book.

Educators may...

- Display a set of five objects on the flannel board during small group and ask children to make a set of five using their materials.
- Ask a child to hop five times to the door when lining up.
- Tell the playground helper to get two balls from the equipment room.
- Tell a child to get five blocks from the block shelf to finish the tower.

Families may...

- While at the grocery store, ask children to find one orange, two apples and three bananas. As your child brings them to the cart, have child count out each item one by one.

STANDARD 3.

Begins to demonstrate one-to-one correspondence up to 10 during daily routines

Children may...

- Put one carrot stick on each napkin when helping prepare snack for a group, and count with an adult as they go.
- Count in order (one, two, three, four) as they stomp up the stairs on the outdoor play structure.
- Predict it will take two scoops of sand to fill a small bucket.

Educators may...

- Provide materials that can be used for one-to-one counting (e.g., muffin tins, ice trays, egg cartons, pegboards).
- Model one-to-one counting by asking each child to stand up and be counted during the morning attendance.
- Ask children to count each item (e.g., grapes, carrots, crackers) on their snack plate before enjoying their food.

Families may...

- Count the number of pushes while swinging at the park.
- Ask children to place a napkin beside each plate when helping to set the dinner table.
- Count the number of steps with children as they go from the car to the house.
- Join children during block play and count the number of blocks in a structure.

V. MATHEMATICAL THINKING A. NUMBER SENSE

3 - 4 YEARS (36 - 48 months)

Children count in order to find out "how many" are in a collection of objects. As children participate in planned and meaningful counting opportunities, they learn the names and sequence of the numbers, and practice one-to-one correspondence. Educators support children in understanding that the last number counted represents the total number of objects in the collection by asking, "How many?" as children complete their **counting**

sequence.

STANDARD 4.

Identifies the last number spoken tells "how many" up to five (cardinality)

Children may...

Educators may...

- Count the number of markers on the table and then say, "We have three markers to use today."
- Count the number of cookies on the plate for snack and say, "I have four cookies today."
- Count the dolls in the crib and tell a friend, "We have five dolls."
- Say, after counting tallies on a chart, "There are three tally marks that represent those who like green apples."
- Say, after counting the children who raised their hand, "Five children would like to play in the drama *center*."
- Ask a child to count the number of boys on the rug, then ask, "How many boys are on the rug?"
- Ask a child to tell "how many" after counting blue bugs in a game.
- Ask a child after counting, "How do you know there are five girls on the rug?"

Families may...

- Find authentic reasons to count things around the house and outdoors. Remember to ask the question, "How many?" once the counting sequence is complete.
- Sings songs that rhyme, repeat or have numbers in them.

Environmental considerations...

- Children may be able to count to three, but do not understand what "three" means. Be sure to plan many authentic counting opportunities for children to practice counting real things using **one-to-one correspondence**.



3 - 4 YEARS (36 - 48 months)

As children begin understanding that the last number counted tells the number in the **set** (**cardinality**) they will realize that the number said, (e.g., "five,") names an amount (**quantity**). Educators help children understand **quantity** by demonstrating, through multiple planned activitis, that the number five can represent five children, five chairs, five blocks, etc.

STANDARD 5.

Counts sets constructed by the teacher to five and beyond

Children may...

- Count a set of objects presented by the educator, then make a set using the same number of objects.
- Count a set of objects from a model, then make a set using different objects.
- Draw a picture of three goats after listening to *The Three Billy Goats Gruff* story.

Educators may...

- Construct multiple sets of three objects using flannel board pieces (e.g., three apples, three circles, three pigs), then count each *set*, modeling *one-to-one correspondence*.
- Display a **set** of objects (up to five) during small group and tell the children to make a **set** of five objects with their materials.
- Support children using math language as they construct their sets (e.g., "I made a *set* of five using the popsicle sticks. Can you make a *set* of five using the linking cubes?" and, "Let's count how many you constructed.").
- Read the books, The Three Billy Goats Gruff, Goldilocks and the Three Bears and The Three Little Pigs, then ask children to illustrate the stories showing sets of "three" characters.

Families may...

- During snack time, give children three different snacks, like pretzels, cheese and apples. Talk about what is the same and what is different. Ask children if they can put one type of snack together (e.g., all the pretzels), then ask if they can find another way to sort the snacks (e.g., by size, shape, or color.).
- Sing songs that rhyme, repeat or have numbers in them.

- English language learners may get confused by number names, (e.g., one, two, four) and other words that sound the same, like won, to and for. Therefore, it is important that number words are presented in context (i.e. providing something for children to count instead of reciting numbers through rote counting.).



V. MATHEMATICAL THINKING A. NUMBER SENSE

3 - 4 YEARS (36 - 48 months)

Children demonstrate a good sense of numbers and understanding *quantity* by successfully using *one-to-one correspondence* and knowing that the last number named when counting represents the total number of objects (*cardinality*). Children demonstrate their understanding of *cardinality* by constructing sets. That is, they are able to construct or put together a *set* of objects from a given number. For example, the teacher tells the snack helper the child needs four cups. The child counts out the cups and knows when there is a *set* of four. Therefore, the child "constructed," or put together, a *set* of four.

STANDARD 6.

Constructs and counts sets of one to five and beyond

Children may...

- Decide that three boats are needed at the water table and then get them from the toy box.
- Count the correct number of items for a serving during snack time (e.g., the teacher says, "Everyone may have five crackers for snack today.").
- Create multiple sets of objects from a **set** displayed at the math **center** (e.g., the teacher displays a **set** of five pompoms and challenges children to make sets of the same number using different items).

Educators may...

- Display a set of five objects on the flannel board during small group and asks children to make a set of five using their materials.
- Ask a child to hop five times to the door when lining up.
- Tell the playground helper to get two balls from the equipment room.
- Tell a child to get five blocks from the block shelf to finish the tower.

Families may...

- Think of all the things to count together when children are in the tub (e.g., the number of splashes they make or the number of times you pour water on them). Take turns counting and talk about what you are doing.
- Gather together a basket of small toys, shells, pebbles or buttons and count them with children. Sort them based on size, color or what they do (e.g., all the cars in one pile, all the animals in another).

Environmental considerations...

- Be sure to start with small numbers up to five when asking children to construct sets. Then later in the year, when children have a good understanding of the concept, increase to sets up to 10.

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4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Subitizing is the ability to instantly see *quantity* without counting. Children are born able to recognize quantities up to five without using any learned mathematical knowledge. Research suggests that children's ability to subitize precedes their ability to count. Usually children are able to perceptually subitize quantities up to their age (e.g., a 4-year-old can subitize up to four objects). Children will demonstrate their ability to subitize when provided opportunities through teacher *planning* and guidance.

STANDARD 1.

Subitizes (immediately recognizes without counting) up to five objects

Children may...

- Notice that there are three children standing together on the playground.
- Instantly respond, "That's three," when shown a **set** of objects.
- Recognize a *set* of tallies on a data chart as four before counting them.
- Look at their snack and quickly respond, "I have five cookies on my napkin."

Educators may...

- Point out that there are three names under January on the birthday chart.
- Create a game during small group using a **set** of objects and a cover cloth (e.g., display a **set** of objects in front of a child and quickly cover them, then ask, "How many are under the cloth?").
- Ask the class to quickly tell how many children are gathered in front of the room as they prepare to act out a nursery rhyme (up to five).
- Ask a child to quickly tell you how many nuggets are on their plate during lunch (up to five).
- Provide materials such as dominoes, dice and ten-frames for children to use in centers.

Families may...

- At the store, ask children to find one orange, two apples and three bananas. As children bring them to the cart, have the children count out each item one by one. Take one of the items out and ask children how many are now left.
- Ask for children's help in distributing items like snacks, or in laying napkins out on the dinner table (e.g., one napkin per plate).
- Play a game with children by displaying a *set* of three or four objects on the table. Tell the child to look, then cover objects with your hand or cloth and quickly ask, "How many are under the cloth?"



V. MATHEMATICAL THINKING A. NUMBER SENSE

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

As they become more skilled at verbal/rote counting, 4-year-olds are beginning to understand that numbers represent *quantity*. Most 4-year-old children can count numbers orally up to 10. As 4-year-old children begin understanding the concept of a *pattern*, they can also begin recognizing patterns that occur in counting. Numbers from one to 12 must be memorized, since there is no *pattern*. Numbers thirteen through nineteen have a *pattern* (13=3 & 10, 14=4 & 10...), but it is opposite of the *pattern* used after 19 (20=2 & 10, 21=20 & 1...). Children begin understanding the *pattern* that can help them count larger quantities later, so counting through at least 31 shows they are beginning to understand the *pattern* of how numbers grow.

STANDARD 2.

Counts and identifies the number sequence "1 to 31"

Children may...

- Educators may...
- Count aloud through at least
 31, with educator support and multiple experiences over time.
- Count with children as they string objects (e.g., cereal beads) through a hole, counting through 31.
- Incorporate counting books (purchased or made along with children) into the classroom and classroom activities.
- During small group or *center* time, provide materials for children to count through 31, with educator support (e.g., large pegboards and a lot of pegs).

Families may...

- Play number games with children by rolling dice or use a number card, move that many spaces.
- Use numbers to make shopping lists together.





4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds can demonstrate their knowledge of **one-to-one correspondence** while counting and comparing objects. Children this age enjoy helping out in the classroom (e.g., handing out a napkin to each child at snack time or passing a rest mat out to each child), and these types of activities help them gain further understanding of **one-to-one correspondence**. They are learning that numerals represent a number of objects (e.g., the **numeral** three represents three cookies) and need practice with concrete materials to reinforce this skill. At the same time, they can count many objects using **one-to-one correspondence**, though they may still count an object more than once.

STANDARD 3.

Demonstrates **one-to-one correspondence** when counting objects placed in a row (one to 15 and beyond)

Children may...

- Say they will need more hangers while hanging a pile of shirts, given the number of shirts remaining in the pile.
- Count two groups of (e.g., children, coins, crayons) to determine if they are equal.

Educators may...

- Provide materials to use for oneto-one matching activities (e.g., pegs and peg boards, nuts and bolts).
- At snack time, assist children in counting napkins and snacks to see if the two sets are equal.
- In the *dramatic play center*, provide children with an equal number of doll dresses and dolls. Ask children if there are enough dresses to clothe the dolls.
- Model counting sets of concrete objects (e.g., blocks in a tower or bears in a row).



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Families may...

- Provide many types of objects

and toys that children can

manipulate for counting.

V. MATHEMATICAL THINKING A. NUMBER SENSE

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Children count in order to find out "how many" are in a collection of objects. As children participate in planned and meaningful counting opportunities they learn names and sequene of numbers and practice **one-to-one correspondence**. Through these authentic counting experiences, children will develop **cardinality** (i.e., they will know and understand that the last number counted represents the number of objects in the collection).

STANDARD 4.

Identifies the last number spoken tells "how many" up to 10 (cardinality)

Children may...

- Count the number of markers on the table and say, "We have five markers to use today."
- Count the number of plants on the window sill and say, "We have eight plants growing in cups."
- Count each girl on the rug and announce, "There are 10 girls here today."

Educators may...

- Say, after counting tallies on a chart, "There are three tally marks that represent those who like green apples."
- Say, after counting the children,
 "Five children raised their hand when I asked if you would like to play in the drama *center*."
- Ask a child to count the number of boys on the rug, then ask, "How many boys are on the rug?"
- Ask a child to tell "how many" after counting the blue bugs in a game.
- Ask a child, "How do you know there are 10 girls on the rug?"

Families may...

- Find authentic reasons to count things around the house and outdoors. Remember to ask the question, "How many?" once the counting sequence is complete.
- Gather together a basket of small toys, shells, pebbles or buttons and count them with children.
 Sort them based on size, color or what they do (e.g., all the cars in one pile, all the animals in another).

Environmental considerations...

- Remember, it is not as important to have children rote count to 100 every day as it is to provide authentic reasons to count. Some children will need many, meaningful opportunities to count using number words, and practice the number sequence up to 10, before they will be able to demonstrate **one-to-one correspondence** and **cardinality**.



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Children demonstrate a good sense of numbers and understanding *quantity* by successfully using *one-to-one correspondence* and knowing that the last number named when counting represents the total number of objects (*cardinality*). Children demonstrate their understanding of *cardinality* by constructing sets (i.e., they are able to construct or put together a *set* of objects from a given number). For example, the teacher tells the snack helper the child needs six cups. The child counts out the cups and knows when there is a *set* of six. Therefore, the child "constructed," or put together, a *set* of six.

STANDARD 5.

Constructs and counts sets of objects (one to 10 and beyond)

Children may...

- Decide that three boats are needed at the water table, then get them from the toy box.
- Throw a die during a board game and move the number displayed.
- Count the correct number of items for a serving during snack time (e.g., the teacher says, "Everyone may have five crackers for snack today.").

Educators may...

- Play a board game during small group and demonstrate how to count the number on the die to determine the number of spaces to move.
- Tell the playground helper to get six balls from the equipment room.
- Ask a child to hop 10 times to the door when lining up.
- Ask a child to get eight blocks from the block shelf to complete a structure.

Families may...

- At the store, ask children to find one orange, two apples and three bananas. As children bring them to the cart, have the children count out each item one by one. Take one of the items out and ask children how many are now left.
- Ask for children's help in distributing items like snacks, or in laying napkins out on the dinner table (e.g., one napkin per plate).

Environmental considerations...

- Constructing sets engages children in meaningful counting experiences using concrete objects found in the classroom or outdoors. Be sure to start with small numbers (up to five objects) when asking children to construct sets. Then, later in the year when children have a good understanding of the concept, use higher numbers up to 15.



V. MATHEMATICAL THINKING A. NUMBER SENSE

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

With the ability to count 10 objects, children can build on the concept by counting two different **sets** of objects and determining which **set** has more, which has fewer, or if the two **sets** are equal. Four-year-olds are just learning that the next number in the **counting sequence** is one more that the number just named, and continue to explore the meaning of "more" and "fewer."

STANDARD 6.

Uses counting and matching strategies to find which is more, less than or equal to 10

Children may...

- Observe that one child has fewer popsicle sticks than another child.
- Recognize that one group of children has fewer than another.
- Say that there are more markers in one box than another.
- Recognize that one child has more cotton balls than another.

Educators may...

- During large-group time, include opportunities to compare two sets of objects for children to compare.
- Go on a nature walk with the children and collect small objects that can be used to create and compare two sets, and to determine if the sets are equal (e.g., acorns, pine cones, small sticks and rocks).

Families may...

 Gather together a basket of small toys, shells, pebbles or buttons and count them with children.
 Sort them based on size, color or what they do (e.g., all the cars in one pile, all the animals in another).



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

As 4-year-olds learn about counting objects, they begin assigning number words to numerals and sets. These number words add to the children's expanding **vocabulary** with daily exposure to counting sets and objects through meaningful experiences.

STANDARD 7.

Reads and writes some numerals one to 10 using appropriate activities

Children may...

- Count each object in a group of objects on a flannel board to determine the total number of objects and then place the correct **numeral** (written) next to the group.
- Point to each block in a tower and assign a number to each block to determine the total number of blocks.
- Write some numbers on a pad while playing store in the *dramatic play center*.

Educators may...

- Incorporate counting into everyday activities (e.g., counting the number of boys and the number of girls and then identifying which *numeral* [written] represents that amount).
- Model counting and using the appropriate number names [spoken] for the children during everyday activities (e.g., counting napkins for each during snack time).
- Provide writing/drawing materials in the *dramatic play center* where children may write numerals when playing store.

Families may...

- Gather together a basket of small toys, shells, pebbles or buttons and count them with children. Sort them into groups of 10 or fewer based on size, color or what they do (e.g., all the cars in one pile, all the animals in another).

V. MATHEMATICAL THINKING A

BIRTH - 8 MONTHS

Infants notice their hands early in their development. They can also grasp a plushy toy, and usually prefer having a toy in both hands. Responsive educators will watch for cues and respond as infants indicate preferences (e.g., a responsive educator will provide two favorite toys for an infant to hold and explore while diapering.).

STANDARD 1.

Explores objects in hands

Children may...

- Gaze at an object in one hand, then look at the other hand that is holding a different object.
- Indicate a preference for an object as they play during tummy time.

Educators may...

- Provide opportunities, while holding an infant, to explore areas in the classroom (e.g., looking through cabinets and talking about objects as a child chooses one).
- Observe responses and respond to cues when an infant indicates a preference for a toy.
- Place a favorite toy in front of an infant during tummy time.

Families may...

- Provide play objects that use materials and are scaled to a size that will allow an infant to grasp, chew and manipulate.

Environmental considerations...

- Provide play objects that use materials and are scaled to a size that will allow an infant to grasp, chew and manipulate (e.g., clutch balls, teethers, soft and washable dolls, household items, measuring cups, wooden spoons, unbreakable bowls).

Mathematical Thinking



8 - 18 MONTHS

Early in children's growth and development, they willo notice when something has changed or is missing, especially when it is their favorite toy. Responsive caregivers will respond when an older infant or toddler indicates a missing object by pointing, looking or reaching for a missing toy (e.g., while playing with the farm animals a child may take a cow from another child when he notices one of his is missing. The caregiver responds by saying, "I see you are missing one of your animals, let's get one from the box.").

STANDARD 1.

Notices changes in *quantity* or missing objects (e.g., looks for a specific toy when noticing that one of three toys is missing)

Children may...

"more."

- Notice that a piece of a puzzle is

- Look at their snack plate, then

look at the teacher, using the sign

missing and look for it.

Educators may...

- Play the "What's Missing" game by placing objects on the floor, then taking one away.
 - Say to a child, "You ate one of your cookies. Do you want more?"

Families may...

 Give children an empty tissue box and a spoon. Let them see you put the spoon into the box. Do they watch? Shake the box. Reach in and take the spoon out. Giggle. Now it is their turn. Give children the spoon. What do they do?



Florida's Early Learning and Developmental Standards

V. MATHEMATICAL THINKING A. B. NUMBER AND OPERATIONS

18 - 24 MONTHS

Children are born able to recognize *quantity* without using any learned mathematical knowledge. They learn early that adding more objects will make the pile bigger, or when they have finished a snack, they want "more." Educators help children understand "adding to" by using authentic examples during the daily routine (e.g., when playing in the construction area the teacher may ask, "Do you need to add more blocks to make your tower taller?").

STANDARD 1.

Demonstrates an understanding that "adding to" increases the number of objects in the group

Children may...

Educators may...

- Ask for more cookies when given two for a snack.
- Ask to play the "Silly Stack" game.
- Look for more farm animals to make the "herd" bigger.
- Sign "more" when wanting more toys.
- Comment when another child joins the game: "We have more children joining our game."
- Add children to the parade line and say, "We are adding more to our parade. It is getting longer."
- Engage with children while playing "Silly Stacks" (e.g., asking children if they want to add one more block to make the stack taller).

Families may...

 Count things frequently with children (e.g., "Here's one. Here is another one; and guess what – that's a total of two!").

Mathematical Thinking



2 - 3 YEARS (24-36 months)

Using meaningful real-world experiences, children are guided through basic stories that tell about objects joining and separating. They will begin to notice how sets change when objects are joined (added) together or separated (subtracted) (e.g., a child may realize that she has more crackers on her napkin after one was added, that she now has fewer crackers because she ate one). Educators support children in understanding the concept of adding and subtracting by using the terms "more" and "less."

STANDARD 1.

Changes size of a set of objects (up to three) by adding and subtracting with adult assistance

Children may...

- Notice they have fewer crackers after eating two.
- Declare that one more train is needed to make a three-car train.
- Pretend in the drama *center* by adding or taking away vegetables while playing restaurant and say, "If I add one to your plate, you will have more vegetables."
- Educators may...
- Add two children to the line at the front of the rug, then say, "We now have more children in a line."
- Comment as another child joins the pretend game: "We have one more joining our game. Now we have three."
- Teach songs and finger plays that demonstrate characters joining or separating from a *set* (e.g., "Five Little Children," "Five Green and Speckled Frogs," "Five Little Monkeys Sitting in a Tree," etc.).

Families may...

- Sing songs with children, such as "Five Little Children":
 - Five little children sitting on the floor, one went away, then there were four.
 - Four little children cute as can be, one went away, then there were three.
 - Three little children tying their shoe, one went away, then there were two.
 - Two little children having some fun, one went away, then there was one.
 - One little child sitting all alone, He/She went away and then there were none.

Environmental considerations...

- It is a good idea to focus on the word "more" by using and modeling the word with a variety of examples before introducing "less." Children, especially those with limited English, need to have a good understanding of the concept of "more" and be able to use the word before being introduced to the opposite concept of "less."



V. MATHEMATICAL THINKING A. B. NUMBER AND OPERATIONS

3 - 4 YEARS (36 - 48 months)

Using meaningful real-world experiences, children are guided through basic stories that tell about objects joining and separating. They will begin to notice how sets change when objects are joined together or separated (e.g., a child may realize that she has more crackers on her napkin after one was added, that she now has fewer crackers because she ate one). Educators support children in understanding the concept that joining sets increases and separating sets decreases by using the words "more" and "less" in many planned experiences.

STANDARD 1.

Explores quantities up to five using objects, fingers and *dramatic play* to solve real-world joining and separating problems

Children may...

- Notice that they have fewer crackers after eating two.
- Declare that there are now more children since Andrea and Dewayne joined them.
- Sing the "Bubble Bee" song, holding up one finger each time a bee comes out of the hive, and realizes that there are more fingers as they all come out of the hive.

Educators may...

- Read a counting book while children act out the story.
- Support children playing in the block *center* as they explore joining and separating blocks when building structures.

Families may...

- Play a games using empty soda bottles and a ball. After counting the bottles, children roll the ball to knock bottles down, then count the number of bottles still standing.
- Take a walk outside where children can gather items to practice joining and separating up to five objects (e.g., rocks, leaves, pine cones).

Environmental considerations...

- It is a good idea to focus on the word "more" by using and modeling the word with a variety of examples before introducing "less." Children, especially those with limited English, need to have a good understanding of the concept of "more" and be able to use the word before being introduced to the opposite concept "less."

P



3 - 4 YEARS (36 - 48 months)

As children explore quantities by solving real-world joining and separating problems, they can begin combining sets of objects together and taking away objects from sets, using a variety of materials (e.g., counters, Unifix cubes, natural materials, popsicle sticks and even their snacks).

STANDARD 2.

Changes size of a set of up to five objects by combining and taking away

Children may...

- Hold up two fingers on each hand and say, "I have four fingers altogether."
- Comment that Marvin has two babies and I have one – that makes three.
- Remove two boats from a group of five boats and say, "One, two
 three boats left," while playing with a friend.
- Comment that the train has five cars after watching a friend connect a train with two cars to a train with three cars.

Educators may...

- Play the "Who's Hiding" game. Five children stand in the front of the rug and then two hide while the rest of the group closes their eyes. The children decide how many are hiding.
- Display a **set** of objects (up to five) during small group then take one away. The children decide how many are missing.
- Pass out snacks and say, "First you will have three, then I will bring everyone one more. How many will you have then?"
- Talk with children about combining or taking away objects from a **set** no larger than five (e.g., while playing at the sand table, say, "Look, I found five shells in the sand table. Then I gave two shells to a friend. How many shells do I have left?").

Families may...

- Talk with children about combining or taking away objects from a **set** no larger than five, using household items or items during outside play.

V. MATHEMATICAL THINKING A. B. NUMBER AND OPERATIONS

4 YEARS OLD - KINDERGARTEN (48 months - Kindergarten)

Once children have had opportunities to count meaningfully and accurately, as well as explore and discuss more, less than and equal to, they will begin noticing that sets are changed when joining (adding) objects together or separating (subtracting) objects from sets. Their understanding of counting will help them determine how many more or how many fewer objects are in the **set**.

STANDARD 1.

Explores quantities up to eight using objects, fingers and *dramatic play* to solve real-world joining and separating problems

Children may...

- Notice that they have only three crackers on their snack plate after eating two.
- Declare that there are now more crayon tubs since the teacher added two new tubs to the art area.
- State that there are now eight animals on the farm after a friend adds four horses to the pen.
- Comment that there are fewer babies since Marsha took two.
- Retell the "Five Green and Speckled Frogs" rhyme using flannel pieces in the library *center,* and notice there are fewer frogs on the log each time on jumps in the pond.

Environmental considerations:

focusing on math concepts.

Educators may...

- Involve children in acting out the "Gingerbread Man" story, demonstrating that as each character joined the chase, the number chasing the gingerbread man grew. As each character left the chase, the number chasing him became smaller.
- Assist children in the *dramatic play center* in joining and separating (e.g., "What happens to the set of three bowls when we add two more bowls?" or, "What happens when Marsha takes two babies from the six babies in the cradle?").
- Teach songs and finger plays that demonstrate characters leaving or joining a *set* (e.g., "Five Green and Speckled Frogs," "Five Little Monkeys Sitting in a Tree," etc.).

- There are many literature books that can be used to support mathematical thinking concepts. When choosing a book to demonstrate a math concept, be sure to read the story many times so the children are familiar with the story before

Families may...

- Sing and act out games that demonstrate how sets increase and decrease. Adding and subtracting will evolve and be stronger if children have many opportunities to play and explore quantities.

Mathematical Thinking



4 YEARS OLD - KINDERGARTEN (48 months - Kindergarten)

Any whole number can be represented in parts (e.g., the *quantity* of six is not just a collection of ones, but can be thought of as a group of two and a group of four or a group of three and three, or one and five, etc.). Educators need to provide planned opportunities that help children recognize part-whole relationships. These experiences create a strong foundation for children when tackling more advanced addition and subtraction problems.

STANDARD 2.

Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out

Children may...

- Use their fingers to show how many frogs are on the log, and how many jumped in the pool.
- Draw several pictures that show a different number of frogs on the log and in the pond.
- Declare after playing the chip game, "There are always six chips!"

Educators may...

- Point out that there are four girls and four boys at school today, making eight children altogether.
- After repeating the "Five Green and Speckled Frogs" song many times, create a book asking each child to draw a picture of frogs on the log and in the pool, demonstrating multiple combinations of the number five.
- Play the chip game during small group by using two-sided chips and a cup. Children toss six chips out of the cup, then place them in two groups according to the colors displayed. Teacher asks, "How many chips do you have in each group? How many all together?" Children toss the chips from the cup multiple times while the teacher asks the same questions. The learning goal is for children to notice that no matter how many times the chips are tossed and the different combinations are displayed, there are still six chips all together.

Families may...

- Take a walk with children, providing opportunities to compare (which stone is bigger?), assess (how many acorns did we find?), note similarities and differences (does the duck have fur like the bunny?) and categorize (see if you can find some red leaves). Families can also talk about size (by taking big and little steps), estimate distance (is the park close to our house or far away?) and practice counting (let's count how many steps until we get to the corner).



Florida's Early Learning and Developmental Standards

V. MATHEMATICAL THINKING

BIRTH - 8 MONTHS

Infants are capable of recognizing differences between familiar or unfamiliar people, and between different types of objects. Responsive educators will provide opportunities for infants to explore and examine a variety of objects with different *characteristics* (e.g., soft, smooth, rough).

STANDARD 1.

Explores objects with different characteristics

Children may...

- Indicate verbally through gestures that they prefer one object/toy over another.
- Explore a toy by mouth or shaking to discover different *characteristics*.

Educators may...

- Provide a variety of tactile toys (e.g., soft, rough, smooth, bumpy), for infants to examine during playtime.
- Notice and respond when an infant indicates a preference for one toy over another while diapering.
- Display two or three tactile toys during tummy time, and notice which one the infant prefers.

Families may...

- Provide colorful toys with different shapes and textures for children to explore and manipulate.

Environmental Considerations...

- It is important to follow a daily schedule and conduct feeding, diapering, playtime, outside, napping, etc., in the same order every day. *Routines* establish a predictable *pattern* and supports infants in feeling safe and secure in the child care *environment*.

Mathematical Thinking



8 - 18 MONTHS

Children learn about patterns by experiencing them through **routines** and exploring objects with different **attributes** (i.e., **characteristics**). Responsive educators will plan opportunities for children to match objects of different colors, shapes and sizes. Remember, it is important to work with one attribute at a time (e.g., put out two or three different colors of the same object [beads] then next time put out different sizes of the same object [bugs].).

STANDARD 1.

Matches objects that have a singular attribute (e.g., color, shape, size)

Children may...

- Scoot across the floor to get a ball that they want to include in their play.
- Indicate by gesture or vocalize that they want the same color of an object.

Educators may...

- Create a variety of object boxes organized by color, shape or size then choose one for an older infant to explore during play time.
- Prepare snack using a variety of foods that are similar color, shape or size.
- Read books that help children learn about *attributes* (e.g., *Big Little* by Leslie Patricelli.).

Families may...

- When brushing children's teeth, look in the mirror together. Talk about how your teeth are the same and different from theirs. For example, you have more teeth, and bigger teeth, but you both can make funny faces. Follow children's lead and talk with them about what they notice.
- Offer children familiar objects like a scarf, an empty box or a container with a lid. Watch to see what they do. Do they try to put the scarf in the box or the lid on a container? Encourage more learning by commenting on what they are doing: "You put the scarf in the box!" Encouraging *curiosity* helps children build critical-thinking *skills* to understand concepts of size and shape.

Environmental considerations...

- Children enjoy looking at and listening to stories. Survey your books and compile the ones that support children learning about *attributes* (e.g., *Is It Larger? Is It Smaller?* by Tana Hoban).



V. MATHEMATICAL THINKING

8 - 18 MONTHS

As older infants begin recognizing differences between familiar objects they will begin to make comparisons or match objects (e.g., while playing with the shape sorter a child may pick up one of the hearts and look around and pick up another one that matches. That is, comparing and matching the two objects.).

STANDARD 2.

Explores two objects by making direct comparisons

Children may...

- Pick up one object, then look around to find another one that matches.
- Look around the room to find an object that matches the item the educator is showing.

Educators may...

- Provide a variety of objects for matching different *attributes* (e.g., color, size and shape).
- Read matching books in which the child looks at one picture and finds another one just like it on the page.
- Play the matching game by showing one picture then letting the child find the one that matches.

Families may...

- Provide a variety of objects for matching different *attributes* (e.g., color, size and shape).
- When brushing children's teeth, look in the mirror together. Talk about how your teeth are the same and different from theirs. For example, you have more teeth, and bigger teeth, but you both can make funny faces. Follow children's lead and talk with them about what they notice.
- Offer children familiar objects like a scarf, an empty box or a container with a lid. Watch to see what they do. Do they try to put the scarf in the box or the lid on a container? Encourage more learning by commenting on what they are doing, "You put the scarf in the box!" Encouraging *curiosity* helps children build critical-thinking *skills* and understand concepts of size and shape.





18 - 24 MONTHS

Patterns are all around us and they introduce children to order in the world. Identifying and working with patterns helps children see relationships between objects. A repeating *pattern* has an identifiable unit of repeat (e.g., clap, clap/stomp; clap, clap/stomp, clap, clap/ stomp, etc.). Children learn about patterns through their daily schedule (e.g., after story time is outside play). Children begin hearing patterns in action *rhymes* that repeat (e.g., "Head, Shoulders, Knees and Toes") and in stories with repeated phrases (e.g., "Not I" in "The Little Red Hen").

STANDARD 1.

Begins to recognize patterns in the environment (e.g., clap two times)

Children may...

- Educators may...
- Participate in repetitive movement and *music* games, and anticipate what comes next in the sequence.
- Finish the phrase as the teacher reads "The Little Red Hen" (e.g., "Not I," said the duck, "Not ,I" said the dog, etc.).
- Display pictures of patterns in nature (e.g., butterflies, bugs, flowers, etc.) in the science corner.
- Plan *music* and movement activities every day, and point out, "that's a *pattern*" when a sequence repeats.
- Read and reread stories with repeating phrases (e.g., *I Went Walking* by Sue Williams.

Families may...

 Share songs, poems and finger plays with repeating patterns for car rides or periods when children are waiting for an appointment or activity.

- Environmental considerations...
- Inventory your books and pull out the ones that have repeated phrases that are easy for children to say and repeat. Remember, children love to hear stories over and over, and it helps them learn about patterns.

V. MATHEMATICAL THINKING

18 - 24 MONTHS

As toddlers learn to recognize patterns, they will be able to sort objects using one attribute, or characteristic. For example, there may be a group of red and yellow cubes (up to five) on the table. The teacher would ask a child to give her the red cubes. The attribute for sorting is color. Be sure the cubes are all the same size, and the only attribute that you are asking them to sort is by color.

STANDARD 2.

Begins to order three to five objects using one attribute through trial and error

Children may...

- Demonstrate how to group objects by color or size when playing with manipulatives.
- Participate in a small-group activity, with teacher support, to sort objects by color and size.

Educators may...

- During clean-up time, ask children to group the small blocks and then the large blocks together (attribute – size).
- Prepare a variety of objects (e.g., cubes, tiles, linking cubes) with two different colors in a baggie. Use the bags, with a small group of children, to sort by color.
- Prepare a variety of objects (tiles, cubes, linking cubes) all the same color, but with different sizes. Use the bags, with a small group of children, to sort by size.

Families may...

- Provide a variety of objects or toys with different sizes. Use the bags to sort by size.

Environmental considerations...

- When preparing object bags, be mindful of children who might still be putting things in their mouths.



2 - 3 YEARS (24 - 36 months)

Patterns are sequences governed by a rule. Patterns are all around us and they introduce children to order in the world. Identifying and working with patterns helps children see relationships between objects. Children learn about patterns when educators point out patterns in a story (e.g., *Brown Bear, Brown Bear*), rhyme or a song. Children learn to recognize patterns as they go through the daily routine (e.g., we go outside after **center** time), as well as look for patterns in the **environment**. Children need many opportunities to recognize patterns and non-patterns.

STANDARD 1.

Recognizes patterns in the environment

Children may...

- Participate in movement and *music* games that make patterns with claps and sounds.
- "Read" a predictable book in the library *center*, and say the next line before turning the page.
- Sing songs, and recite poems (e.g., "B-I-N-G-O," "Old McDonald").

Educators may...

- Draw attention to patterns and non-patterns in nature (e.g., veins in leaves [patterns], clouds in the sky [non-*pattern*]).
- Demonstrate patterns and non-patterns using examples (e.g., beads, pegs, leaves, block structures).
- Explicitly point out the *pattern* for children as they read picture books with predictable patterns, and include books in the book area (e.g., *Brown Bear, Brown Bear*).
- Create a simple *pattern* with rhythm instruments, then say, "That's a *pattern*" as it is played.

Families may...

 Provide early patterns for children during every day *routines*. For example, having a nighttime routine such as dinner, followed by a bath, a book and then bedtime becomes a predictable *pattern* for children. Predictability helps children organize and understand their world.

V. MATHEMATICAL THINKING A. PATTERNS

2 - 3 YEARS (24 - 36 months)

Once children know the difference between patterns and non-patterns, they will be able to recognize a simple AB pattern. Educators need to help children discover the "rule" for a pattern. The rule is the unit of elements that repeats (e.g., the unit of repeat for this pattern is: red cube/green cube.). When working with repeating patterns, the unit of repeat should repeat at least three times in order for children to identify the rule.

STANDARD 2.

Recognizes a simple AB pattern (e.g., clap/snap, clap/snap, clap/snap)

Children may...

- Copy a sound **pattern** of snap/ clap, snap/clap, snap/clap.
- Copy the teacher's model of a *pattern* with linking cubes (e.g., yellow, green, yellow, green).
- Notice their shirt has a *pattern* of red and blue stripes.

Educators may...

- Play auditory *pattern* games using a simple AB *pattern* (e.g., snap/clap, snap/clap, snap/clap or clap/stomp, clap/stomp, clap/ stomp, etc.).
- Provide a *pattern* on the flannel board, and ask a child to copy the *pattern*.
- Provide opportunities for children to copy patterns with at least two elements, using a variety of objects (e.g., multicolored leaves on the playground, seashells in the sand table, trucks in the block area, shoes and hats in the dramatic play center).

Families may...

 When doing laundry, have children help with simple sock matching. Talk about who has big feet and little feet in the family. Have a conversation about which socks go together and why. Are they the same color, *pattern* or size? Help children hold the socks next to their feet, then your feet, and talk about the differences.

Environmental Considerations:

- Note the use of "AB" to describe a simple repeating **pattern** is for educators' use only. Children are just beginning to learn about letters and sounds and it would be confusing for children if actual letters "AB" were used to represent a **pattern**.



3 - 4 YEARS (36 - 48 months)

Patterns are all around us and they introduce children to order in the world. Children learn patterns from songs, finger plays and predictable books and will begin noticing patterns in their routine (e.g., we go outside after snack) and in the **environment** (e.g., on clothes, leaves, shells, insects). Children need many planned opportunities to identify and recognize simple AB patterns. Once children are able to identify a **pattern**, providing opportunities to "fill in the missing part" of a simple AB **pattern** will support them in discovering the rule of the **pattern**.

STANDARD 1.

Notices a pattern with a missing object and completes the *pattern* by filling in the missing object

Children may...

Educators may...

- Recognize the *pattern* in a familiar, predictable book and say the next line before turning the page. (e.g., in the book *Brown Bear, Brown Bear*, child says,
 "What do you see" each time a new animal is introduced).
- Fill in the missing part of a song that a teacher leaves out (e.g., says, "E-I-E-I-O" after the teacher sings the verse).
- Complete a simple *pattern* strip displayed in the math area by filling in the missing element.
- Read picture books with predictable patterns and leave out a missing part for the children to fill in. (e.g., as the educator rereads *Brown Bear*, *Brown Bear* by Bill Martin, let the children say, "What do you see?" as each animal is introduced).
- Display a simple AB *pattern* on the flannel board. After reading the *pattern* several times, take out one of the objects and ask the children to tell what is missing.
- Play a *pattern* game during small group by displaying a *pattern* for the children to copy. One child covers up one of the elements and asks a partner to tell what is missing.
- Leave out numbers during a counting sequence allowing children to fill in the missing number (e.g., "1,2,3, _,5,6, What is missing?").

Families may...

 Create fun patterns for children, and then leave out a missing object/part. Recognizing a missing part of a *pattern* helps children learn the rule of a *pattern* (e.g., in the *pattern* frog/ fish, frog/fish, frog/fish the rule is "frog/fish").



3 - 4 YEARS (36 - 48 months)

As children develop the ability to recognize patterns and fill in a missing part, they are learning how to identify the "rule" that governs the **pattern**. The rule is the unit of a **pattern** that repeats (e.g., in the **pattern**: banana/apple, banana/apple, banana/apple, the unit of repeat is banana/apple). With many planned opportunities and teacher supper, children will begin recognizing the "rule" of the **pattern**.

STANDARD 2.

Begins to duplicate a *pattern* from a model

Children may...

- Duplicate an auditory **pattern** that a teacher models.
- Show the teacher a picture of the *pattern* he made by copying the *pattern* on his shirt.
- Duplicate the teacher's model of a *pattern* that is displayed in the math area.

Educators may...

- Present an auditory *pattern* (e.g., clap/snap, clap/snap, clap/ snap...) and ask children to join in the *pattern*.
- Display a **pattern** model during small group and ask children to copy the **pattern**.
- Provide opportunities for children to duplicate a *pattern* with at least two elements, indoors and outdoors, with a variety of materials (e.g., multicolored leaves on the playground, seashells in the sand table, trucks in the block area, shoes and hats in the *dramatic play* area).

Families may...

- Have children collect items like rocks and leaves on a walk. Arrange them in a *pattern* such as one rock, two leaves, one rock, two leaves. Then mix them up and ask children to recreate the *pattern*. Can they remember the order? Have children take a turn making a simple *pattern* for the adult to remember.
- Prepare a *pattern* during playtime using a muffin tin or an empty egg carton. Look for things that can fit inside each hole, like pen caps. Make a *pattern*, like one red cap in a hole, two blue caps in another, then another red cap. Then give the caps to the children. Can they match the *pattern*?

Environmental considerations:

- It is important for the model *pattern* to contain at least three units of repeat (e.g., clap/wave, clap/wave, clap/wave) in order for the *pattern* to be identifiable.

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4 YEARS OLD - KINDERGARTEN (48 months - Kindergarten)

Patterns are all around us and they introduce children to order in the world. Thinking about patterns help children see relationships between objects. Patterns are predictable sequences governed by a rule. The rule is the unit of repeat (e.g., for this AB repeating **pattern**: clap/snap, clap/snap, clap/snap the unit of repeat is "clap/snap"). Educators support children in understanding patterns by providing a simple AB repeating **pattern** and asking children to identify and extend the **pattern**. It is important for the model **pattern** to contain at least three units of repeat (e.g., clap/wave, clap/wave, clap/wave...) in order for the **pattern** to be identifiable.

STANDARD 1.

Identifies and extends a simple AB repeating pattern

Children may...

- Identify a repeating *pattern* and say, "A boy goes next," as the class lines up boy/girl, boy/girl, boy/girl...
- Identify and repeat a *pattern* seen on a friend's shirt: "Sam has red/green; red/green; red/green stripes on his shirt."
- Extend an AB clapping *pattern* before going to a *center*.
- Copy and extend a simple AB *pattern* displayed at the math *center*.

Educators may...

- Point out repeating patterns around the room (e.g., "Tanisha has black/white, black/white, black/white stripes on her dress today. See how it keeps going?").
- Demonstrate a simple AB *pattern* (e.g., clap/wave; clap/wave; clap/ wave; ...) and ask each child to keep the *pattern* going as they transition to a *center*.
- Model a sound *pattern* with musical instruments and ask children to repeat the *pattern* with their instruments, and keep it going.
- Display a simple AB *pattern* during small group, and ask children to copy and extend the *pattern*.

Families may...

- Have children collect items like rocks and leaves on a walk. Arrange them in a **pattern** such as one rock, two leaves, one rock, two leaves. Then mix them up and ask children to recreate the **pattern**. Can they remember the order? Have children take a turn making a simple **pattern** for the adult to remember.
- Prepare a *pattern* during playtime using a muffin tin or an empty egg carton. Look for things that can fit inside each hole, like pen caps. Make a *pattern*, like one red cap in a hole, then two blue caps in another, then another red cap. Then give the caps to children. Can they match the *pattern*?

Environmental considerations...

- Note the use of "AB" to describe a simple repeating *pattern* is for educators' use only. Children are just beginning to learn about letters and sounds and it would be confusing for children if actual letters "AB" were used to represent a *pattern*.

V. MATHEMATICAL THINKING C. PATTERNS

4 YEARS OLD - KINDERGARTEN (48 months - Kindergarten)

As children become comfortable with extending a simple AB *pattern*, the next step is to help them see the structure of the *pattern* (i.e., how the objects are arranged, names the *pattern*). Once they identify the structure (AB) they are able to duplicate it using different objects (e.g., an educator may display a simple AB *pattern* then ask the children, "Can you make this *pattern* another way?" Children recognize the unit of repeat [e.g.,tall/short, tall/ short, tall/short...] then duplicates the structure [AB] using different objects [e.g.,bug/spider, bug/spider, ...]).

STANDARD 2.

Duplicates a simple AB pattern using different objects

Children may...

Educators may...

- Duplicate an AB *pattern* displayed in the math area, using different objects.
- Listen to a clapping *pattern* and repeat the *pattern* with stomps.
- Notice a *pattern* on a shirt then make the *pattern* another way (e.g., shirt *pattern* is stripes, child makes a circle/star *pattern*).
- Display an AB *pattern* during small groups and ask, "Can you make this *pattern* another way?" (be sure to include a variety of material).
- Model a clapping *pattern* (clap one time, clap two times...), then ask a child to duplicate the *pattern* another way (e.g., stomping, nodding, snapping, tapping nose, etc.).
- Create a "people *pattern*" with children (e.g., boy/girl, boy/ girl, boy/girl) in front of the rug and ask someone to make the *pattern* another way (e.g., long hair/short hair; dress/shorts; etc.).

Families may...

- Have children collect items like rocks and leaves on a walk. Arrange them in a **pattern** such as one rock, two leaves, one rock, two leaves. Then mix them up and ask children to recreate the **pattern**. Can they remember the order? Have children take a turn making a simple **pattern** for the adult to remember.
- Prepare a *pattern* during playtime using a muffin tin or an empty egg carton. Look for things that can fit inside each hole, like pen caps. Make a *pattern*, like one red cap in a hole, then two blue caps in another, then another red cap. Then give the caps to the children. Can they match the *pattern*?

Environmental considerations...

- When *planning* activities for duplicating patterns using different objects, use concrete materials that children can manipulate (not worksheets). Also, keep in mind the color, size and shape of the materials. It may be confusing at first for children to recognize a *pattern* that has more than one attribute.



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

After children have many opportunities to identify, copy, reproduce and extend simple AB patterns, they are ready to explore more complex patterns (e.g., ABB or ABC). Children who are able to notice the rule (i.e., unit of repeat), and "read" the **pattern** by saying, "I know the **square** comes next because..." are becoming efficient **pattern** detectives. Children who are never asked to identify the rule of patterns will have difficulty extending patterns, especially as they become more complex. Extending complex patterns will emerge towards the end of the preschool year.

STANDARD 3.

Recognizes the unit of repeat of a more complex pattern and extends the *pattern* (e.g., ABB or ABC)

Children may...

extend the *pattern*.

- Extend an auditory ABC pattern,

then transition to a *center* (e.g.,

clap/snap/pat, clap/snap/pat,

clap/snap/pat, clap/snap/pat).

Read a *pattern* displayed on

the flannel board and extend

the *pattern* (e.g., banana/apple/

orange; banana/apple/orange;

banana/apple/orange).

Recognize an ABB *pattern* model displayed in the math area, and

Educators may...

- Provide an ABB *pattern* and ask children to extend it.
- Play auditory games beginning with two-part patterns, then increasing complexity (e.g.,clap/ snap/pat, clap/snap/pat, clap/ snap/pat [ABC]).
- Display a *pattern* and challenge children to recognize the unit of repeat and extend the *pattern*.
- Design a "people *pattern*," having the children line up boy/ girl/girl, boy/girl/girl, boy/girl/girl (ABB), and ask a child to extend the *pattern*.

Families may...

- Have children collect items like rocks and leaves on a walk.
 Arrange them in a *pattern* such as one rock, two leaves, one rock, two leaves. Then mix them up and ask children to recreate the *pattern*. Can they remember the order? Have children take a turn making a simple *pattern* for the adult to remember.
- Prepare a *pattern* during playtime using a muffin tin or an empty egg carton. Look for things that can fit inside each hole, like pen caps. Make a *pattern*, like one red cap in a hole, then two blue caps in another, another red cap. Then give the caps to children. Can they match the *pattern*?

BIRTH - 8 MONTHS

As infants use their senses to explore their **environment**, they will begin noticing the different shapes of things around them. Responsive educators encourage infants to explore shapes of objects by providing a variety of shapes with different sizes, textures and colors.

STANDARD 1.

Begins to notice shapes in the *environment*

Children may...

- Show a preference for a certainshaped item during tummy time by crawling or scooting towards the item (e.g., the round ball instead of a plushy toy).

Educators may...

- During feeding time, hold up and describe various food items (e.g., hold an orange and say, "This is round and smooth.").
- Create a "shape" area in the room with a variety of objects to explore.
- Provide a variety of balls, blocks and other shaped items for infants to explore during tummy time.

Families may...

- Provide children with toys to explore that come in different shapes and sizes. Talk with children about what toys look and feel like and how they are the same or different.

Environmental considerations...

- As children explore items, it is very important for caregivers to talk about the items (e.g., "The ball is shaped like a *circle*."). This kind of narration supports language and *vocabulary* development.





8 - 18 MONTHS

As older infants explore their **environment**, they will notice shapes of objects before they can identify them. When educators provide a rich **environment** with multiple examples of a variety of shapes, children will begin to recognize and match basic shapes.

STANDARD 1.

Notices shapes in the *environment*

Children may...

- Look at the shapes in a shape book.
- Gather all the *triangle* -shaped blocks together.
- Sort shapes while playing with the shape sorter.

Educators may...

- Post large shapes around the room.
- Read shape books with one or two children, point out shapes and talk about them.
- Provide appropriate-shape box sorters for children to match shapes.
- Plan a shape snack and provide multiple shaped items (e.g., round crackers, *triangle* cheese and *square* cookies).

Families may...

- Read shape books with children, point out shapes and talk about them.
- Plan a shape snack and provide multiple shaped items (e.g., round crackers, *triangle* cheese and *square* cookies).

Environmental considerations...

- As children explore items it is important for caregivers to talk about the items (e.g., "The **square** has four sides."). This kind of narration supports language and **vocabulary** development.

18 - 24 MONTHS

Young children begin to explore and match basic shapes before they can identify them. They will often gather their favorite shape when playing with the shape sorter box. As educators use the name of the shape (e.g., "I see you have all the **triangle** shapes."), children will begin to match the name of the shape with the ones they are playing with.

STANDARD 1.

Begins to match basic shapes

Children may...

- Gather all the squares in the object box and put them in a pile.
- "Read" a shape book and find all the objects that look like the ball.
- Pick out all the triangles when playing with the shape sorter box.
- Put all of **triangle** cheese pieces on one side of their snack plate.

Educators may...

- Post large examples of the basic shapes (e.g., *circle*, *square* and triangles) around the room.
- Read shape books.
- Provide "shape" snacks, and talk about each one as the children enjoy their snack.
- Engage with children as they play with the shape sorter box, and talk about the shapes as they try to match them with the correct hole.

Families may...

- Read shape books.
- Provide "shape" snacks, and talk about each one as the children enjoy their snack.

- Environmental considerations...
- Children will learn the names of shapes when they hear adults using the names. It is not necessary to "test" children on whether they can identify a *circle*, *square* or *triangle*. The goal is having them match and sort objects by shape.

Mathematical Thinking

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18 - 24 MONTHS

Children love dividing objects into categories like shape, color and size (e.g., while playing with a **set** of different kinds of bugs, with teacher assistance, they will begin putting small bugs in one pile and large bugs in another). With many planned opportunities and educator support, children will begin sorting objects by size.

STANDARD 2.

Begins to sort familiar objects into two groups based on size

Children may...

- Explore a variety of objects and give a friend the little ones.
- Sort the big crackers from the little crackers when eating snack.
- Lay out big dolls on one side of the rug and little dolls on the other.

Educators may...

- Provide a variety of objects of different sizes for children to sort.
- Provide a large and small *circle*, and support children in putting large trucks in the large *circle*, etc.
- Plan a snack with multiple sized objects that children can sort before eating.

Families may...

- Provide opportunities for children to sort family socks (e.g., big/little) or their toys.
- During clean-up, have children put away the little toys, then big ones.



Florida's Early Learning and Developmental Standards

2 - 3 YEARS (24 - 36 months)

Two- and-

3-year-old children explore and match basic two-dimensional shapes before they can identify them. Children will begin identifying basic shapes by name as educators verbally describe and reinforce the names of shapes by playing games, pointing out pictures of shapes and reading stories.

STANDARD 1.

Matches basic shapes (circle, square) nonverbally

Children may...

- Put a circular puzzle piece in a circular space.
- Place shapes in a shape-sorting box.
- Look at a shape book and start to identify basic shapes by name.
- Stand under a shape posted on the wall and say, "I am under the *circle*."

- Educators may...
- Label shapes with correct names, as children use them, by saying, "It is round, it looks like a ball and it is called a *circle*."
- Provide materials and plan activities that guide children to explore shapes (e.g., cut a variety of shapes for children to use in the art area).
- Post a variety of shapes around the room and have children follow two-step directions (e.g., "Jo, please walk over to the big, red *square* in the back of the room.").

Families may...

- Have a "shape hunt." Give children a shape to look for and see how many they can find.
- Point out and label shapes for children. When playing together, talk about what shapes are like (e.g., balls are round and smooth, boxes have straight sides and points, etc.).



3 - 4 YEARS (36 - 48 months)

Young children will begin to name typical shapes as educators verbally describe and reinforce the names of shapes by playing games, pointing out pictures of shapes and reading stories.

STANDARD 1.

Recognizes and names typical shapes (circle, square, triangle)

Children may...

- Talk about pieces of a shape puzzle.
- Look at a shape book and identify basic shapes by name.
- Stand under a shape posted on the wall and say, "I am under the *circle*."
- Use circles, squares and triangles to make a shape picture and name the shapes: "I made a square house."

Educators may...

- Post a variety of shapes around the room, and have children follow two-step directions (e.g., "Jo, please walk over to the big, red *square* in the back of the room.").
- Provide materials and plan activities that guide children to explore shapes (e.g., cut a variety of shapes for children to use in the art area).
- Label shapes with correct names, as children use them, by saying, "It is round, it looks like a ball and it is called a *circle*."
- Play the shape game: place the circle, square and triangle attribute blocks in a bag for children to feel, describe and name.

Environmental considerations...

- Shapes are an important mathematical thinking concept. As children grow in their understanding of shapes it is important to continue talking about shapes and providing activities throughout the year.

Families may...

 Cut a cereal box into different shapes. Children can put them together in different ways to make different things, or sort the shapes by how many sides they have.

V. MATHEMATICAL THINKING A. GEOMETRY

3 - 4 YEARS (36 - 48 months)

Young children recognize and are able to name basic shapes by exploring their **environment** looking through books and engaging in fun activities with teacher support. They may also begin to notice other shapes, for example, trapezoid or rhombus because they look funny and are fun to say. Some children may notice that the shape is the same if they flip, slide or rotate it to make it fit in a puzzle space then declare, "Look, the diamond fits."

STANDARD 2.

Matches a wider variety of shapes and orientations

Children may...

- Place shapes in the shape-sorting box, turning and rotating to make the shape fit.
- Match and then name shapes while playing with the parquetry blocks.
- Find different shapes hidden around the room and declare, "I found the *trapezoid*!"

Educators may...

- Create a "My Favorite Shape" book for children to draw or paste pictures of the shapes they like.
- Record as a child describes the shapes in his "My Favorite Shape" book.
- Play the shape hunt game by hiding a variety of shapes for children to find.
- Talk about shapes that children hold up during the shape hunt and point out that the shape stays the same even when it is rotated or flipped.

Families may...

- Cut a cereal box into different shapes. Children can put them together in different ways to make different things, or sort the shapes by how many sides they have.
- Make sandwiches asking, "How many pieces do you want?" Count them together. Talk about their shapes or arrange them on a plate in a new shape, and ask children what it looks like now. During meal time, sandwiches can seem better when they are not square.

Mathematical Thinking

3 - 4 YEARS (36 - 48 months)

Three-dimensional shapes are solids and are usually described as boxes, pyramids, blocks, *cylinders* and balls. Children need many planned opportunities to pick up and handle three-dimensional shapes (e.g., constructing with blocks, playing with balls, etc.). As children become familiar with three-dimensional shapes, they are able to identify them in the *environment*.

STANDARD 3

Explores three-dimensional shapes in the *environment* through play

Children may...

- Place all *spheres* in a basket and all *cubes* in a bag.
- Find three-dimensional objects on the playground.
- Build a tower using blocks.
- Notice the ball looks like a *circle*.

Educators may...

- Ask children to bring in an assortment of cans, cartons and boxes as "groceries" to stock the housekeeping *center*.
- Use math language with children when sorting items in the "grocery store" (e.g., let us find the *cylinders*, which vegetables are round like balls, etc.).
- Join children in the block area as they build structures. Name and talk about each shape.

Families may...

 Provide children opportunities to play with wooden blocks, plastic interlocking blocks, empty boxes, milk cartons, etc. Stacking and manipulating these toys helps children learn about shapes and relationships between them.

V. MATHEMATICAL THINKING A. GEOMETRY

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds can sort and name shapes by recognizing and exploring them through daily life experiences, both at home and in school. As children become more familiar with shapes, they begin analyzing details (e.g., how many sides each shape has), and can construct shapes. With educator guidance, children will understand that a shape always remains the same, regardless of how it is positioned.

STANDARD 1.

Recognizes and names two-dimensional shapes (*circle*, *square*, *triangle* and *rectangle*) of different size and orientation.

Children may...

- Place the correct shape in its container.
- Sort cutout shapes into groups, and describe the way they have sorted the shapes (e.g., by color, shape, number of sides, texture).
- Put blocks away by size and shape.
- Make shapes using popsicle sticks.
- Notice the shape is a **triangle** when turned in different ways.

Educators may...

- Create a large *circle, square* and *triangle* on the floor out of string or masking tape; instruct children to find examples of those shapes and place them inside the appropriate large shape on the floor.
- Provide clay and other materials (e.g., popsicle sticks, clay, toothpicks, straws, etc.) with which children can create shapes.
- Create a class shape book using photos of children making shapes on the floor.
- Demonstrate flipping, sliding and rotating a shape, stating that it remains the same shape no matter which way it is flipped.

Families may...

- Provide clay and other materials (e.g., popsicle sticks, clay, toothpicks, straws, etc.) with which children can explore and create shapes.
- When setting the table for a meal, encourage children to think of different ways to fold napkins or paper towels to make different shapes and sizes by saying, "What shapes can you make? What does this shape look like? What would happen if you kept folding the corners down?"

Environmental considerations...

- A shape always remains the same shape and keeps the same name regardless of how it is positioned, unlike letters (b, d) and numerals (6, 9).

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4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds can sort and name two- and three-dimensional shapes through their daily life experiences, and rich hands-on play, especially in the block area. Intentional educators plan a variety of materials and activities for children to describe (e.g., "That's a *triangle* because it has three sides and three angles."), sort and classify (e.g., "I put all of the rectangles together.) shapes during small groups, in centers and outside.

STANDARD 2.

Describes, sorts and classifies two- and three-dimensional shapes using some *attributes* such as size, sides and other properties (e.g., vertices)

Children may...

Educators may...

- Use two-dimensional cut-outs to make a shape picture and say,
 "My house is a *square* and the roof is a *triangle*."
- Notice the wheel on the tricycle and say, "That is round like a circle."
- Sort objects in the shape area and say, "This is a *cube* and it has squares on. It will go in the crate."
- Introduce children to threedimensional shapes through everyday experiences by asking them to bring in boxes, cans, etc.,
 - Label three-dimensional shapes in the classroom, and describe how they are the same and different.

for the grocery store *center*.

- Play the shape game; collect a variety of two-dimensional shapes, and place them in the bag for children to feel and describe before pulling them.
- Create a "3-D museum" where children bring in a variety of three-dimensional shapes to display.

Families may...

 Provide children opportunities to play with wooden blocks, plastic interlocking blocks, empty boxes, milk cartons, etc. Stacking and manipulating these toys helps children learn about shapes, and the relationships between them.

Environmental considerations...

- Be sure all objects children may provide for the 3-D museum are safe for children to play with. Some may be too small or have sharp edges. Provide rules for the *center* and monitor the area.

V. MATHEMATICAL THINKING A. GEOMETRY

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

As children explore shapes and learn the names of two-dimensional shapes, they will begin noticing that some shapes are made of other shapes (e.g., when looking at a diamond [*rhombus*], a child may notice that it can be made from two triangles). When children have multiple opportunities to explore shapes, they begin to understand the *characteristics* that make shapes.

STANDARD 3.

Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a *rectangle*)

Children may...

- Notice during snack that two, triangle-shaped crackers can go together to make a diamond.
- Explore with tangrams and tell a peer, "Two of my squares can fit into your **rectangle**."
- Trace around a shape in different orientations in the shape journal to make a different shape (e.g.,octagon, *trapezoid* or *rhombus*).

Educators may...

- Create a shape journal for each child to use as they learn.
- Cut out a variety of twodimensional shapes (e.g., circles, squares, triangles, rectangles, etc.) from construction paper. During small group, discuss the *attributes* of each shape while children make shape pictures.
- Provide shapes (e.g., tangrams or parquetry blocks) in the math *center*, and encourage children to explore fitting shapes inside other shapes.
- Include tangram puzzles as children begin discovering how shapes fit into shapes.
- Make a class quilt using small shapes to make a bigger shape.

Families may...

- Cut a cereal box into different shapes. Children can put them together in different ways to make different things, or sort shapes by how many sides they have.

- Environmental considerations...
 - Include an abundance and variety of shape cut-outs for children to make shape pictures. Provide plenty of time for children to create, and remember to display, shape pictures.

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4 YEARS - KINDERGARTEN (48 months - Kindergarten)

The block *center* provides many opportunities for children to explore three-dimensional shapes. Manipulating geometric solids helps children learn geometric concepts. The flat faces of three-dimensional shapes are also two-dimensional shapes. Children enjoy exploring and making simple structures, then progressing to make representations of actual structures, such as towers, houses, roads and bridges, etc.

STANDARD 4.

Constructs with three-dimensional shapes in the *environment* through play (e.g., building castles in the construction area)

Children may...

- Build a structure using a variety of blocks, then ask the teacher to take a picture.
- Construct a city in the sandbox using the large, outside blocks.
- Draw the structure he created in a shape journal.

Educators may...

- Encourage children to build structures using a variety of blocks (e.g., castles, train station, big city, etc.) which can be left in place over time.
- Provide a variety of *recycled* materials (e.g., plastic containers, boxes, cans, paper towel rolls, etc.) for children to create shape monsters.
- Provide a variety of architectural type pictures and books for children to explore in the construction area.

Families may...

- Give children opportunities to play with wooden blocks, plastic interlocking blocks, empty boxes, milk cartons, etc. Stacking and manipulating these toys helps children learn about shapes and the relationships between them.

Environmental considerations...

- Add a variety of materials such as straws, pipe cleaners, scarves, textured paper, stickers, feathers, glue and tape to the construction area for children to use as they create a structure. It is important that children have plenty of room and plenty of time to create, as well as sufficient time for displaying their creations.

BIRTH - 8 MONTHS

Infants learn through senses – hearing, touching, seeing, smelling and tasting. They are often mesmerized by objects as objects move, especially if they have color, size and texture. Responsive educators provide opportunities for infants to explore objects by providing mobiles on cribs, infant "gyms" and clutch toys that have movement.

STANDARD 1.

Explores the properties of objects and watches how they move

Children may...

- Gaze at the movement of a fan while lying on their backs.
- Watch objects on mobiles and reach out to touch them and make them move.
- Be mesmerized with a clutch toy that may have movable parts.

Educators may...

- Provide right-sized and cozy spaces for children to see and respond as objects are placed in an infant's visual space (e.g., mobiles, objects over the changing table).
- During tummy time ,provide mirrors where the infant becomes the "object" that moves.
- During outside time, place infants so they can watch swings or other equipment move.

Families may...

- Allow children time to explore on the floor as they are learning to crawl and then walk. This allows children to discover some spatial relationships with their bodies.
- Provide right-sized and cozy spaces for children to see and respond as objects are placed in an infant's visual space (e.g., mobiles, objects over the changing table).



BIRTH - 8 MONTHS

Four- and 5-month-olds build **spatial awareness** as they begin rolling over and trying to sit up. Infants begin standing around 8 months. Their perception of the **environment** begins changing and they will explore and attend to events in the **environment** in a new way. Responsive educators support the development of **spatial awareness** by providing a stimulating learning **environment** that offers infants a variety of areas and materials to explore.

STANDARD 2.

Explores and experiments with objects and attends to events in the *environment* (e.g., shaking a rattle or ring of keys)

Children may...

Educators may...

- Gaze and gesture at objects during the nature stroller-walk.
- Indicate awareness when it is time to go outside by gesturing or making a verbal response.
- Take infants on a nature strollerwalk, allowing them to look at leaves, flowers and other objects of nature.
- Provide new and exciting toys during tummy time that encourage infants to explore.
- Create an obstacle course for babies to climb and sit on. As babies explore, describe their position (e.g., "You are on top of the box," or, "You crawled over the pillow.").

Families may...

- Take children on a nature strollerwalk, allowing them to look at leaves, flowers and other objects of nature.
- Provide open containers for children to toss the blocks or other toys into the container and dump them out again.

Environmental Considerations...

- Provide a large space for young infants to be on the floor to explore their immediate world.

8 - 18 MONTHS

Spatial awareness is the ability to be aware of oneself in space in relationship to something else. Understanding spatial relationships helps children talk about where things are. When educators use words like up, down, in, out, around and under, they help children learn about spatial relationships. Older infants begin to understand the concepts of **spatial awareness** through action songs and games.

STANDARD 1.

Begins to use body to demonstrate an understanding of basic spatial directions (up, down, in, out, around and under)

Children may...

Educators may...

- Follow along with an action song by moving their body.
- Eagerly play "Do as I Do" or the "I See."
- Play action and movement songs for children to follow by moving their body along with the song.
- Play "Do as I Do" by holding hands up, up, up, then down, down, down.
- Play "I See": "I see a book. Where is it?" When the child finds or points to it, respond, "The book is on the shelf, under the table, by the table..."

Families may...

- Play "Do as I Do": by holding hands up, up, up, then down, down, down.
- Play a game "I See.": "I see a book. Where is it?" When the child finds or points to it, respond, "The book is on the shelf, under the table, by the table..."





8 - 18 MONTHS

Spatial relations is understanding how different shapes exist in the **environment**. Educators should plan materials and opportunities for toddlers to explore and examine a variety of objects through play.

STANDARD 2.

Explores objects with different shapes

Children may...

- Engage with a shape-sorter box.
- Look for all of the squares in the block corner, and put them in a pile.
- Play with a simple three-piece puzzle, noticing shapes as they put in the pieces.

Environmental Considerations...

Educators may...

- Provide a variety of shapes and toys to explore (e.g., sort boxes, shape puzzles, stackers, etc.).
- Engage with children as they put a three-piece puzzle together talking about the different shapes of the pieces.

Families may...

- Provide a variety of shapes and toys for children to explore (e.g., sort boxes, shape puzzles, stackers, etc.).
- When selecting toys for a toddler's room, remember that some toddlers will still be putting objects into their mouths.



V. MATHEMATICAL THINKING E. SPATIAL RELATIONS

18 - 24 MONTHS

Spatial awareness is the ability to be aware of oneself in space in relationship to something else. When educators use words such as like, below, inside, outside, on top of and under, they are helping children learn about spatial relationships (e.g., after placing a toy under the chair, the educator would say, "Look, Adam, the toy is under the chair."). Young children begin understanding the concepts of space in their **environment** through songs, finger plays and games.

STANDARD 1.

Uses body to demonstrate an understanding of basic spatial directions through songs, finger plays and games

Children may...

- Repeat positional words while playing in learning centers: in, out, on, under, up, down (e.g., "I am under the umbrella.").
- Use their body to demonstrate an understanding of basic spatial directions through songs, finger plays and games.

Educators may...

- Provide different-sized boxes for children to crawl in, over and through, and narrate their actions.
- Read books that contain directional words, such as *Rosie's Walk* by Pat Hutchins and *Yellow Ball* by Molly Bang.
- Set the outdoor environment as an obstacle course and narrate children's actions as they go over, under, in, out, etc.

Families may...

- Set up an obstacle course inside or outside and narrate children's actions as they go over, under, in, out, etc.



18 - 24 MONTHS

Young children begin manipulating objects by flipping, sliding or rotating when exploring a shape-sorting box or simple puzzle pieces. With practice and many planned opportunities, children will be able to complete simple shape puzzles by flipping, sliding and rotating pieces to make them fit.

STANDARD 2.

Begins to manipulate objects by flipping, sliding and rotating to make them fit

Children may...

- Play with puzzles and shape sorters, etc.
- Try a puzzle piece a different way as the teacher says, "Flip it over."
- Move an object in different directions to make it fit (e.g., turning a baby around so it goes into the baby stroller).

Educators may...

- Engage with children as they explore the shape-sorting box or simple puzzle and provide support.
- Use phrases such as, "Try sliding it this way, flip it over or turn it around," as children explore.
- Set up learning centers with toys that allow the children to fit a *circle* into the matching hole on a shape sorter and in shape puzzles.

Families may...

 Provide a low cabinet or drawer filled with safe items like plastic containers and wooden spoons, and allow children access to it while an adult is in the kitchen. Children can fill a large bowl with toys, or discover how some containers fit inside each other.

Environmental considerations...

- Puzzles should be age-appropriate and contain large pieces. Be sure to monitor play, since young children often put things into their mouths.

V. MATHEMATICAL THINKING E. SPATIAL RELATIONS

2 - 3 YEARS (24 - 36 months)

Directionality helps children understand the space around them. It enables them to understand where things are in their **environment**, and where their bodies are in relationship to other things. As 2- and 3-year-olds gain a sense of their position in space they understand words that describe position (e.g., "I am in front of Andrea,"), location (e.g., "The ball is under the chair,"), and direction (e.g., "We go through the door."). With educator assistance, children will begin understanding the **vocabulary** associated with directionality.

STANDARD 1.

Begins to demonstrate an understanding of basic spatial directions through songs, finger plays and games

Children may...

- Participate in movement activities such as putting a bean bag "on top" of their head or "under "their foot, using positional words.
- Raise hands up and down as the song directs.
- Follow simple directions to place the doll in the bed and under the blanket.

Educators may...

- Model directional vocabulary throughout the day (e.g.,"Our clock is over the book shelf,"
- "Everyone is sitting on the rug,"
- "The swings go up and back,"
- "Josie is at the top of the slide.").
- Play games that use *vocabulary* associated with directionality (e.g., "I Spy.").
- Plan activities for children to practice listening and following directions (e.g., "use a bean bag and tell children to place it on, behind, etc.).
- Use *music* and movement to support children in learning about directionality.

Families may...

- Play "I Spy" by giving clues associated with the location of an object.
- Help children notice the sizes of objects in the world around them, (e.g., That pink pocketbook is the biggest. The blue pocketbook is the smallest.). Ask children about their own size relative to other objects (e.g., "Do you fit under the table?" Under the chair?").

Mathematical Thinking



2 - 3 YEARS (24 - 36 months)

Two- and 3-year-olds begin manipulating objects by flipping, sliding or rotating simple puzzle pieces. With practice, children will learn to place an object or a piece of paper where it fits. Once this concept has been developed, they are able to complete a simple puzzle with minimal educator assistance.

STANDARD 2.

Manipulates objects by flipping, sliding, and rotating to make them fit

Children may...

- Complete a wooden puzzle, with educator support.
- Work on a large, simple floor puzzle, flipping and rotating pieces to see if they will fit.

Educators may...

- Model and verbally describe how to flip, slide or rotate puzzle pieces to make them fit.
- Provide experiences and materials such as large floor puzzles to enable children to flip, rotate and slide pieces into place.

Families may...

 Provide children opportunities to play with age-appropriate puzzles.

Environmental considerations...

- Puzzles should be age-appropriate for 2-3-year-olds. Small muscle coordination is still being developed, and some may still be putting objects into their mouths.



Florida's Early Learning and Developmental Standards

V. MATHEMATICAL THINKING E. SPATIAL RELATIONS

3 - 4 YEARS (36 - 48 months)

Spatial awareness is the ability to be aware of oneself in space in relationship to something else. When educators use words like above, below, inside, outside, on top of and under, they are helping children learn about spatial relationships. As young children gain a sense of their position in space they understand words that describe position (e.g., "I am in front of Andrea,"), location (e.g., "The ball is under the chair,"), and direction (e.g., "We go through the door."). With educator assistance, children will begin understanding the *vocabulary* associated with directionality.

STANDARD 1.

Demonstrates an understanding of basic spatial directions through songs, finger plays and games

Children may...

Educators may...

- Participate using positional words such as putting a bean bag "on top" of their head or "under "their foot, in movement activities.
- Raise hands up and down as the song directs.
- Follow simple directions to place the doll in the bed and under the blanket.
- Play games that use **vocabulary** associated with directionality (e.g., "I, Spy.").
- Model directional *vocabulary* throughout the day (e.g., "Our clock is over the book shelf," "Everyone is sitting on the rug," "The swings go up and back," "Josie is at the top of the slide.").
- Plan activities for children to practice listening and following directions (e.g., "use a bean bag and tell the children to place it on, behind, etc.).
- Use *music* and movement to support children in learning about directionality.

Families may...

- Use and model positional words. Play "I Spy "by giving clues associated with the location of an object.



3 - 4 YEARS (36 - 48 months)

As young children develop a sense of their position in relation to objects and people around them, they will understand directional words and phrases (e.g., "Patti, please put your coat on the bottom hook."). Many planned opportunities support 3-4-year-olds in being able to understand and use directional language.

STANDARD 2.

Demonstrates directionality, order and position of objects by following simple directions

Children may...

- Know where to stand if asked to stand behind a classmate in line.
- Go over to sit beside (or in front of) a classmate when asked to do so.
- Tell friends to "put the shovels and scoops into the basket" or "put the lid on top of the water table" when cleaning up the playground.

Educators may...

- Create obstacle courses inside and outside that involve moving in different directions and locations and have the children use words to describe their position.
- Play movement games that incorporate directional words and movement through space (e.g., "Hokey Pokey" and "Simon Says").
- Play "Mother May I?", encouraging children to ask to go certain places using position words.

Families may...

- Use and model positional words. Play "I Spy "by giving clues associated with the location of an object.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Spatial awareness is the ability to be aware of oneself in space in relationship to something else. Understanding relationships between objects and locations is crucial for a 4 year-old's ability to communicate and understand others. Concepts of **spatial sense** and **vocabulary** development are closely connected. As 4-year-olds continue developing a sense of their position in relation to objects and people around them, they are increasingly able to describe their position using language. They can understand "in front of," "behind," "under," and "above," and are beginning to use these and other positional words in conversations with peers and adults.

STANDARD 1.

Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (e.g., beside, next to, between, below, over and under)

Children may...

- Identify a friend's location when asked by the teacher.
- Use positional words to ask for something (e.g., "May I get the blocks that are on top of the shelf?").
- Accurately tell friends where to place objects, using positional words (e.g., "Put the blocks beside the linking cubes.").
- Build enclosed block structures then put animal figures "inside the zoo cages."

Educators may...

- Ask children where a specific object is, and prompt them to use positional words in their answers.
- Arrange doll furniture in a doll house and describe what they are doing (e.g., "I am putting the bed next to the rocking chair.").
- Encourage children to use positional words when giving directions to each other (e.g., "Walk behind me.").

Families may...

- Play games directing children to jump forward and back, to run far from you or stay nearby.
- Use songs with corresponding movements to teach concepts like in and out, up and down and round and round.

Mathematical Thinking



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

As 4-year-olds continue developing a sense of their position in relation to objects and people around them, they are increasingly able to describe their position using language. They will understand directional words and phrases (e.g., Patti, please put your coat on the bottom hook."). Many planned opportunities support 4-year-olds in being able to understand and use directional language.

STANDARD 2.

Uses directions to move through space and find places in space

Children may...

- Tell a friend that they hid the treasure behind the wagon.
- Explain that they are below the slide and their friend is at the top.
- Use directional words to tell a new classmate how to get to the playground.

Educators may...

- Create obstacle courses inside and outside that involve moving in different locations and directions.
- Play directional games that require children to find places in space (e.g., put the block on the top shelf) or "Doggie, Doggie, where's the bone?"
- Read Rosie's Walk by Pat Hutchins and have children draw pictures or act out the story (e.g., Rosie walked through the barnyard, over the haystack, etc.).

Families may...

 Create an obstacle course inside or outside that involves children moving in different locations and directions.



BIRTH - 8 MONTHS

Usually when infants enter child care, they have established distinct **sensory** awareness that they use to recognize and respond to familiar people and objects. Although many discoveries are unplanned, infants learn through repetition that there are predictable responses to their actions. Responsive adults provide a variety of planned activities using versatile objects that encourage infants to explore in a variety of ways.

STANDARD 1.

Explores objects in various ways

Children may...

- Explore the same object in various ways (e.g., banging, tasting, moving, feeling, etc.).

Educators may...

- Provide toys that are similar, and notice that children are able to notice differences (e.g., one toy is bigger than another).
- Allow infants to touch and put objects to their mouths making sure items are clean and safe.

Families may...

- During bath time, provide children different-sized containers to play with by filling and dumping.
- Provide toys that are similar, and notice that children are able to notice differences (e.g., one toy is bigger than another).





8 - 18 MONTHS

As toddlers explore and examine their **environment** they will become aware of differences in objects (e.g., they may indicate that something they want to pick up is too big or heavy and will ask for [or indicate] assistance.).

STANDARD 1.

Explores and shows awareness of the size and weight of object with adult assistance

Children may...

- Interact with a variety of objects noticing the differences in size and weight.
- Enjoy building a tower and saying, "big."

Educators may...

- Provide a variety of objects of different sizes and weights for children to explore.
- Engage with children in the science corner using size language and **vocabulary**: "This is heavy."
- Engage with children while doing block play and ask, "Can you make a tower taller than mine?"

Families may...

- Provide a variety of objects of different sizes and weights for children to explore.



Florida's Early Learning and Developmental Standards

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18 - 24 MONTHS

Young children frequently compare measurements as they interact. Children's initial ideas about size comparisons are related to their play materials and story books. They will often stand beside their friend and say, "Me biggest," or use their arms and declare, "Me bigger than Tony." At this age, big may mean taller or longer. It is important that educators accept the child's perception of size and use the terms long, tall, short or small to help them begin describing objects accurately.

STANDARD 1.

Uses appropriate size words or gestures (small, big) to describe objects accurately

Children may...

- Point to the trucks on the shelf and say, "Big truck."
- Use their arms to demonstrate the size of the moon after listening to *Papa, Please Get the Moon for Me* by Eric Carle.
- Demonstrates long and short steps while dancing to *music*.

Educators may...

- Model size words when children are beside each other (e.g., "Margaret is taller that Simon.").
- Ask children to take a long step, then a short step as they dance to *music* or walk to the bathroom.
- Read the story, *Papa, Please Get the Moon for Me* by Eric Carle and show children small moon, big moon and the biggest moon, using gestures.

Families may...

- Notice the sizes of objects in the world around children, and ask children to think of their own size relative to other objects. Model size words.

Mathematical Thinking



2 - 3 YEARS (24 - 36 months)

Through play and *exploration*, 2- 3-year-olds begin developing concepts about measurement. They will use words to express size, such as, "My truck is bigger." When educators use "size" words (e.g., long, longer, tall, taller, small, tiny, big, etc.) throughout the day and in conversations, children will begin using them, too.

STANDARD 1.

Uses increasingly complex size words to accurately describe objects

Children may...

- Ask a friend to help carry something that is "too heavy."
- Stand next to a classmate and say, "I am bigger."
- Look at a friend and say, "Your hair is short."

Educators may...

- Model size words when children are playing and engaged in group activities (e.g., as children transition, ask them to take a long step then a short step.).
- Plan daily activities to talk about comparing and measuring by having children place items, such as leaves, side by side or on top of each other to determine which is bigger.

Families may...

- Talk about comparing and measuring during outside play or on a walk in the park by having children place items, such as leaves, side by side or on top of each other to determine which is bigger.
- During laundry time, pull out a single sock and see if children can find a match for it in the laundry basket. Once they get it, let them pull out another sock and you find the match. Talk about the clues you use to find the match.

Environmental considerations...

- Place items in learning centers that will allow children to measure; make comparisons of length, weight, and height; and use size words to describe the objects.



V. MATHEMATICAL THINKING F. MEASUREMENT AND DATA

2 - 3 YEARS (24 - 36 months)

Children make comparisons as they play and explore, although they may confuse some of the size words for length, weight and height (e.g., while building a block tower a child may declare, "Mine is the biggest."). Therefore, it is important for educators to engage with children during play, and talk about comparisons by saying, "Yes, it looks like yours is taller than Billy's tower."

STANDARD 2.

Compares sets of objects by one attribute (e.g., sort by size)

Children may...

- Say, "This block is big, and this one is small."
- Make a *cube* chain using the red and blue cubes, then declare,
 "The red train is longer than the blue one."
- Say, "My hair is longer that your hair."

Educators may...

- Model size words by making comparisons of objects in the classroom (e.g., "The boys will go to the small table and the girls will go to the long table.").
- Use story books, like "Goldilocks and the Three Bears," to talk about how the bears are big, bigger, biggest.
- Engage with children as they play in centers, and make comparisons of objects as they play.

Families may...

- Look for examples of objects at home that children can sort by one attribute, like colors of clothing. Was their sorting process accurate? If not, prompt children to try another strategy.



3 - 4 YEARS (36 - 48 months)

Measurement is an important area of *investigation* for young children. They actively participate in measuring and may declare, "My hair is longer than Chantel's," or, "Hiam needs a bigger container for his rocks." Educators need to use "size" words (e.g., long, longer, tall, taller, small, tiny, big, etc.) as they engage in conversations with children (e.g., an educator may say, as she plays dress-up with children in the housekeeping *center*, "Tyrek's shirt is too big for him and mine is too small.").

STANDARD 1.

Uses size words to label objects

Children may...

- Say as they play dress-up, "My hair is longer than Ella's."
- Declare as they line up by size to go outside, "I am the shortest one, so I will be first."
- Pretend to act out the *Three Billy Goats Gruff* by assigning parts (e.g., "I am the biggest, so I will be the daddy billy goat. You can be the baby because you are smaller, and Laura is the mama because she fits in between.").
- Announce, "We need a bigger rug because there is not enough room for all of us."

Educators may...

- Read and reread the book, *hree* Billy Goats Gruff, then help children act out using size words: big, bigger, biggest. Goldilocks and the Three Bears would also work using size words: small, medium and large.
- Model size words throughout the day as children are in centers, transitioning and on the playground (e.g., "Look how tall the slide is!").

Families may...

 Ask children to play "Find the Opposites" while waiting somewhere. The adult calls out something big, and children respond with the opposite – something small. Start with easy comparisons, such as big and small, high and low or near and far.

V. MATHEMATICAL THINKING F. MEASUREMENT AND DATA

3 - 4 YEARS (36 - 48 months)

Young children often compare measurement as they interact with their peers. They say, "I'm bigger!" or, "Suzy has the longest piece of string." They start to understand different ways of measuring, and they begin to recognize the *attributes* of height, length and size. Children build their understanding of measurable *attributes* by looking at, touching or directly comparing objects. Three-year-olds typically use one attribute, such as height, weight or size, to compare objects. They learn concepts of tall/short, large/small and more/less. They can match objects that are the same size, and they can sort bears into two groups: large/ small. They will begin using measurement *vocabulary* when describing people or objects.

STANDARD 2.

Explores two objects by making direct comparisons in length, weight and size using a single attribute

Children may...

- Begin using vocabulary (e.g., length, height, and weight) and comparative terminology (e.g., biggest, smallest, shortest, and heaviest) accurately.
- Start using gestures to identify dimensions when child tells friend that one line is longer than another by showing length with his/her hands.
- Tell a friend, "I am taller than you," while standing in line.
- Begin to weigh and measure items using a balance scale to determine which is heavier or lighter.
- Put two to three blocks side by side in order of length.

Educators may...

- Model measurement **vocabulary** and comparative terminology such as biggest, smallest, shortest and heaviest.
- Help children identify dimensions by using both gesture and language.
- Encourage two children to make a comparison of their height while standing in line.
- Provide a balance scale and items for children to weigh and use measurement vocabulary to describe which is heavier or lighter.
- Provide materials for children to compare by size (e.g., blocks, balls, and containers.).

Families may...

 Provide opportunities for children to compare two items, such as two apples, two toy cars or two stuffed toys, using simple comparisons of length, height, weight or size.

Environmental considerations...

- Add an assortment of materials that will encourage simple comparisons between two objects (e.g., different size balls, large and small containers for pouring). As children progress, add another object to determine, small, smaller, smallest; tall, taller, tallest.

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3 - 4 YEARS (36 - 48 months)

Young children's first ideas about *attributes* of height, size, and *quantity* involve comparisons related to books and play materials (e.g., they know about the different sized chairs and beds in the story "The Three Bears".). They will begin experimenting by lining objects up and using non-standard measurement tools. Experimenting with different tools such as measuring an object with links and later measuring the same object with a piece of yarn (nonstandard tools), is the foundation for understanding, when they are older, why rulers and measuring cups (standard tools) are important for comparing measurements.

STANDARD 3.

Measures object *attributes* using variety of standard and nonstandard tools with adult guidance

Children may...

Educators may...

- Use flannel board pieces to arrange objects according to size after hearing "The Three Bears," with adult guidance.
- Use measuring cups and spoons in *sensory* tables, with adult guidance.
- Use links to measure the length of a friend's arm, with adult guidance.
- Use a balance scale to measure weight and says, "This side is heavier!", with adult guidance.
- Guide ideas and points out comparisons about height, size, *quantity* with books and play materials, using measurement *vocabulary*.
- Introduce and guides children with nonstandard tools to measure items around the room (e. g., linking cubes, paper clips, shoe, yarn and blocks).
- Introduce a variety of standard measuring tools for children to use as they explore measurement (e.g., rulers, yard sticks, balance scale, measuring cups and spoons, etc.) with adult guidance.

Families may...

- Use nonstandard measuring tools at home, including paper strips, straws, pieces of yarn and plastic spoons and cups.
- When outside, start a fun game by giving children a place to stand and have them guess how many steps they are from you. When they walk back, have them count their steps aloud. Try different distances.

3 - 4 YEARS (36 - 48 months)

Sorting is an early math skill that introduces the concept of grouping like items into sets according to *attributes* (*characteristics*) (e.g., size, shape or color.). Three-year-olds can sort items into groups, when the items differ by one attribute with adult guidance.

Graphing (data collection) provides children an opportunity to represent information or solve a problem, by creating and using pictorial or object graphs with adult guidance. Three-year olds can participate in creating these simple graphs with real objects or pictures. They can answer questions that compare data, such as, "What color of apple do most of the children in our class like?"

STANDARD 4.

Participates in group sorting and data collection

Children may...

Educators may...

- Sort bears by color, then resort by size with adult guidance, in small groups.
- Participate in "people math" to sort peers into sets, using one attribute such as hair color, height, type of shoes with adult guidance.
- Place crayons in different-colored containers to determine what color the class likes most.
- Place a picture or symbol of their favorite *center* on a graph, to determine and say which one has the most or least with adult guidance.

- Work with a small group of children to sort /resort blocks by color and then size (one attribute).
- Provide experiences indoors and outdoors for children to sort and arrange themselves, as well as objects, in sets according to one attribute, such as color of clothing, favorite outdoor toy or favorite color or food.
- Create object and simple picture graphs to collect and compare data to solve a classroom problem or answer a question.

Families may...

 Provide opportunities in their child's room for children to sort items (e.g., books, cars, dolls, game.) They can also sort common household foods or items (e.g., different colors of apples or things that make noise and things that do not) and arrange into sets.

Environmental considerations...

- Provide a space for children to "sort" themselves into sets, according to one attribute. Use hoops or taped squares or spaces to clearly define the members of the **set** both indoors and outdoors. When graphs are created, display and share the results with families or other visitors.



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Measurement is an important area of investigation for young children. They actively participate in measuring things, and often wonder how far away something may be, or how much longer or taller as they make comparisons with their friends. We hear children declare, "I am taller than Mary," "This table is longer than the one in the library corner" or "Hiam needs a bigger container for his rocks." Children love using rulers, large tape measures and balance scales, but they can also use their hands, string or a shoe to measure. Both child-initiated and adult-led experiences support the **exploration** of measurement.

STANDARD 1.

Measures object attributes using variety of standard and nonstandard tools

Children may...

Educators may...

- Measure the height of a table and a book using linking cubes to see how tall each is and note which is taller or shorter.
- Use measuring cups and spoons in the sand box to count how many scoops it takes to fill a bowl.
- Measure the length of the rug using blocks, and say the rug is,"14 blocks long!"
- Cut a piece of string and find items around the room that are the length of the string.
- Experiment with the balance scale to decide which is heavier-the rocks or the acorns.

- Plan activities for children to use nonstandard tools to measure items around the room (e. g., linking cubes, paper clips, shoe, yarn, blocks).
- Plan activities outside for children to measure the distance between objects (e.g., walking heel to toe from the sidewalk to the slide or counting the number of hops between the swing and slide).
- Measure children's height on a wall chart monthly and talk about how much each child grows from month to month.
- Provide a variety of standard measuring tools for children to use as they explore measurement (e.g., rulers, yard sticks, balance scale, measuring cups and spoons, etc.).

- Use nonstandard measuring tools, including paper strips, straws, pieces of yarn and plastic spoons and cups.
- When outside, start a fun game with children by giving them a place to stand and have them guess how many steps they are from you. When they walk back, have them count their steps aloud. Try different distances.

V. MATHEMATICAL THINKING F. MEASUREMENT AND DATA

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Children build their understanding of measurable **attributes** by looking at, touching or directly comparing objects (e.g., a child may look around and declare that Mary is the tallest in the room). Educators support children in recognizing measurable **attributes** through conversations. "How do you know Mary is the tallest?" or, "How can we find out if Mary is the tallest?" These thinking questions pose situations for children to explore and solve. Young children build their knowledge about measurement as they describe objects, compare them and order them by different **attributes**.

STANDARD 2.

Identifies measurable *attributes* such as length and weight and solves problems by making direct comparisons of objects

Children may...

- Accurately use measurement **vocabulary** (e.g., length, height, weight) and comparative terminology, such as biggest, smallest, shortest, heaviest.
- Measure a friend's height and the height of a tricycle using paper chain links and say, "You are 16 links and the tricycle is 11 links tall. You are taller than the tricycle."
- Eagerly discuss ways to find out if the new table will fit into the art area.

Educators may...

- Use open ended questions when discussing measurement (e.g., "I wonder how many blocks we need to stack to make our tower as tall as the bookshelf?").
- Encourage two boys to make a comparison when one declares, "I am the tallest between me and Aron!"
- Provide a balance scale and items for children to weigh and use measurement vocabulary to describe which is heavier or lighter.
- Explain that they are getting a new table for the art area, and pose the question: "How will we know if it will fit?"

Families may...

 If near water (e.g., a pond, river or the sea), skip rocks into the water, talking back and forth about how differences in the shapes and sizes of the rocks affect how they skip. If near a big puddle, families can do a similar experiment with rocks, sticks or leaves.

Environmental considerations...

- Young children construct measurement concepts over an extended period, so it is important for adults to slow down the process, allowing time for children to explore, experiment and discover their world through measurement.

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4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Seriation is the ability to arrange objects in a logical sequence or order according to size. Simple *seriation* involves arranging concrete objects like blocks from shortest to longest. *Seriation* skills are related to more complex math concepts such as ordination or placing numbers in the correct order (e.g., 1, 2, 3). Well-developed *seriation skills* help children learn higher order thinking and *problem-solving skills*. Children need many planned opportunities to sort, compare and order objects.

STANDARD 3

Seriates (places objects in sequence) up to six objects in order by height or length (e.g., *cube* towers or *unit* blocks

Children may...

- Place bowls in the kitchen *center* in increasing order according to size (e.g., small, medium, large).
- Retell the story of *Goldilocks* and the Three Bears as the bears, bowls, chairs and beds are placed in order on the flannel board.
- Sort, compare and order objects according to *attributes* of size (e.g., tall, taller, tallest).
- Verbalize why objects were placed in order (e.g., "This one goes first because it is the smallest, then this one because it is a little bit bigger, etc.").

Educators may...

- Guide children to find objects indoors and outdoors to place in increasing order according to size (e.g., shoes, blocks, plastic bottle tops, books, cars, leaves and shells.
- Read Goldilocks and the Three Bears and use the seriation vocabulary – small, medium and large, to match baby bear, mama bear and papa bear.
- Model appropriate math language as objects are placed in increasing order (e.g., tall, taller; short, shorter, shortest; small, medium, large).
- Use seriation language as children are placed in order by their height (e.g., "Joshua is taller than Tyron, so he will go after Tyron in line.").

Families may...

 Provide fun experiences at home by asking children to sequence containers of food, such as cereal boxes or canned goods, found in the kitchen cabinets. Begin with three-four items and increase up to six items as children are able to order the items and describe the arrangements they have made according to size.

V. MATHEMATICAL THINKING **F. MEASUREMENT AND DATA**

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

As children become more skilled at sorting based on *attributes* (e.g., type, color, shape), they are ready for experiences that help them learn ways to categorize information (e.g., charts and graphs). Data analysis includes collecting of information and then organizing and representing the information in some way that makes comparison and generalization possible. The purpose of collecting data is to answer questions when answers are not immediately obvious (e.g., a class project may begin with the question, "What blocks do we want to buy for our block corner?" Children first collect and sort the blocks to determine how many-different shaped blocks they have and then represent the information on a graph. Through class discussions they can **analyze** the data to decide which blocks they want to buy.).

STANDARD 4.

Represents, analyzes and discusses data (e.g., charts, graphs and tallies)

Children may...

Educators may...

- Collect and sort toy cars by size, then draw a simple picture graph to represent the toy cars.
- Conduct a class survey by using simple marks or tallies to record who likes red apples and who likes green apples, and display the survey in the science corner.
- Recognize, with teacher support, by "reading" the chart that they have the least number of square blocks.

Environmental considerations...

surveys and allow plenty of time for discussion.

- Work with a small group of children to sort blocks by color, then create a bar graph to show the number of blocks of each color.
- Take children on a walk to collect nature items (e.g., leaves, pine needles, acorns and pine cones), sort then count them. Record the information on a chart placed in the math area.
- Provide experiences with different types of graphs (e.g., vertical and horizontal bar graphs) and charts by charting and graphing regularly (e.g., favorite foods, voting on a class pet's name, how I get to school).

- Use child-produced art, clip art or photographs on the graph to help children "read" it. Display the charts, graphs and

Families may...

- Take surveys and use tally marks to answer such questions as, "What do you want for dinner?" or "Where do you want to go for a special family outing?"



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Children enjoy collecting and discussing data. Their interest will be stimulated by choosing things to chart that are meaningful them. Predicting (estimating) is an important skill that results from having many planned experiences with teacher support, whole class and in small groups. Children will begin making **predictions** about data recorded on a chart or graph as educators ask open-ended questions (e.g., "Are there more boys or more girls at school today? How do you know?"). With increasing independence, children will plan and conduct investigations and make **predictions** about data (information/ objects) they collect, and will be able to **analyze** results, draw conclusions and communicate results.

STANDARD 5.

Begins to predict the results of data collection

Children may...

Educators may...

- Predict that they collected fewer red leaves than gold leaves before counting each color collected on a nature walk.
- Predict that they have more friends whose favorite is red before counting each color recorded on a chart.
- Say to a friend, "I think the Gators will have the most votes," before the class makes a graph of their favorite football team.
- Predict which items will sink or float in water, and place items on an object graph, then complete the experiment and check their *predictions*.

- Encourage children to make *predictions* by asking openended questions about a chart or graph prior to counting the results.
- After a nature walk, ask children to predict which color of leaves they found the most of prior to creating an object graph.
- Create a pictograph using sticky notes on which children have recorded their favorite color.
 Discuss which color the children think is the favorite color/ least favorite color prior to counting.
- Have children predict which items will sink or float in water, then chart actual results in two columns, "sink" and "float."

- When family members disagree about where to have dinner one night, collect data, make **predictions**, record the choices or data, and **analyze** to determine where to go.
- Make a chart where children can place a sticker each time it rains, or each time it is sunny. At the end of a week, you can estimate together which column has more or fewer stickers, and count how many to be sure.

RELATED BOOKS

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Counting Kisses by Karen Katz

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My Numbers/Mis Numeros by Rebecca Emberley

Numbers by John J. Reiss

Shapes by John J. Reiss

Ten Little Fingers, Two Small Hands by Kristy Dempsey and Jane Massey

Two is for Twins by Wendy Chayette and Hiroe Nakata

PRESCHOOLERS

10 Black Dots by Donald Crews

Baby Goes to Market by Atinuke

Chicka, Chicka 1, 2, 3 by Bill Martin, Jr. and Michael Sampson, Lois Ehlert

Cubes, Cones, Cylinders & Spheres by Tana Hoban

Fish Eyes by Lois Ehlert

It Larger or Smaller? by Tana Hoban

Mouse Count by Ellen Stoll Walsh

My First Book of Patterns by Bobby & June George, Boyoun Kim

National Geographic Kids Look and Learn: Patterns by National Geographic Kids

Rooster's Off to See the World by Eric Carle

Rosie's Walk by Pat Hutchins

Shapes, Shapes, Shapes by Tana Hoban

Teddy Bear Patterns by Barbara Barbieri McGrath

Ten Red Apples by Pat Hutchins

The Doorbell Rang by Pat Hutchins



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Mathematical Thinking | 451

GLOSSARY

Analyze: to study and think of solutions for mathematical problems (e.g., The teacher asks a child to tell how many bears there are all together. The child counts the three green bears and the two red bears and discovers there are five bears.)

Attributes: characteristics of an object (size, shape, color, etc.)

Cardinality: knowing that the last number named when counting represents the total number of objects

Circle: a round two-dimensional figure that resembles a ring

Cube: a three-dimensional solid figure with six equal *square* faces and right angles

Cylinder: a solid with circular ends and straight sides

Counting Sequence: saying the number words, "one, two, three, four, five, six…" when counting.

Investigation: systemic examination

Numeral: a symbol or **set** of symbols used to represent a number (e.g., the number five is represented by the symbol or numeral 5)

Octagon: a two-dimensional eight-sided shape

One-to-one correspondence: pairing or matching objects in a one-to-one relationship (e.g., giving one apple to each child at snack time)

Pattern: a repeating series of units

Quantity: the number of objects in a *set* (amount)

Rectangle: a two-dimensional figure with two sets of parallel lines and four right angles

Rhombus: a four-sided shape where all sides have equal length, opposite sides are parallel, opposite acute angles are equal, and opposite obtuse angles are equal

Routines: customs or activities regularly practiced at home, in the classroom or in the community

Seriation: arrangement in rows or a series by an attribute

Set: a group of objects

Spatial awareness: the ability to be aware of oneself in space in relationship to something else

Spatial sense: the ability to build and manipulate mental representations of two-and three-dimensional objects and ideas

Spheres: three-dimensional figures with a round body (e.g., a ball, marble, or globe)

Subitizing: immediately recognizing and naming a **set** of objects without counting

Square: a two-dimensional figure with four equal sides and four right angles

Trapezoid: a four-sided shape with one pair of opposite sides parallel

Triangle: a two-dimensional figure with three sides and three angles

Unit: what something is measured by (e.g., centimeter [cm], foot [ft], inch [in], yard [yd])

	VI. SCIENTIFIC INQUIRY DOMAIN							
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)			
	A. SCIENTIFIC I	NQUIRY THROUGI	HEXPLORATION A	ND DISCOVERY				
	1. Uses senses to e	explore and understar	nd their social and phy	vsical environment				
Benchmark a: Responds to information received through the senses	Benchmark a: Uses senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking and dropping)	Benchmark a: Begins to identify some sense organs	Benchmark a: Identifies sense organs (e.g., nose, mouth, eyes, ears and hands)	Benchmark a: Begins to identify each of the five senses and how they relate to the sense organs	Benchmark a: Identifies each of the five senses and their relationship to each of the sense organs			
Benchmark b: Begins to use senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking, dropping)		Benchmark b: Explores the nature of sensory materials and experiences (e.g., different textures, sounds, tastes and wind)	Benchmark b: Begins to use senses to observe and experience the environment	Benchmark b: Uses senses to observe and experience objects and environment	Benchmark b: Begins to identify and make observations about what can be learned about the world using each of the five senses			
			Benchmark c: Begins to identify objects and features of the world (e.g., bird call, thunder, wind and fire truck)		Benchmark c: Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of louc noises or feel of fuzzy fabric)			
	2. Uses tools in scientific inquiry							
Benchmark a: Responds to people and objects in simple ways	Benchmark a: Responds in varied ways to people and objects and manipulates objects in a purposeful way (e.g., uses a toy to make sounds on a xylophone)	Benchmark a: Recognizes and uses simple tools as props through play (e.g., spoons or brushes)	Benchmark a: Begins to use simple tools to explore and observe (e.g., magnifiers, spoons)	Benchmark a: Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers)	Benchmark a: Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)			

	VI	. SCIENTIFIC I	NQUIRY DOMA	MN	
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)
	A. SCIENTIFIC I	NQUIRY THROUG	H EXPLORATION A	ND DISCOVERY	
	3. Uses understanding	g of causal relationship	os to act on social and	physical environment	ts
Benchmark a: Begins to explore/ notice cause-and- effect (e.g., crying to get needs met)	Benchmark a: Explores cause-and- effect by engaging in purposeful actions to cause things to happen (e.g., splashes in water)	Benchmark a: Begins to combine simple actions to cause things to happen or change how they interact with objects and people	Benchmark a: Combines simple actions to cause things to happen or change how they interact with objects and people	Benchmark a: Makes simple predictions and reflects on what caused something to happen	Benchmark a: Makes predictions and tests their predictions through experimentation and investigation
			Benchmark b: Recognizes and begins to respond to results of own actions	Benchmark b: Participates in and discusses simple experiments	Benchmark b: Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)
				Benchmark c: Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects)	Benchmark c: Begins to form conclusions and construct explanations (e.g., What do the results mean?)
					Benchmark d: Shares findings and outcomes of experiments

VI. SCIENTIFIC INQUIRY DOMAIN									
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)				
		B. LIFE	SCIENCE						
	1. Demonstrate	s knowledge related t	o living things and the	eir environments					
Benchmark a: Shows curiosity about own body structure (e.g., two legs, fingers for grasping)	Benchmark a: Begins to explore, interact with and identify some plants and animals (e.g., interaction through real-world, literacy and videos)	Benchmark a: Explores, interacts with and identifies some plants and animals	Benchmark a: Explores, interacts with and identifies a growing number and variety of plants and animals	Benchmark a: Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden)	Benchmark a: Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow)				
			Benchmark b: Begins to explore how plants and animals grow and change (e.g., baby chicks grow to be chickens and puppies grow to be dogs)	Benchmark b: Begins to notice the similarities and differences among various living things	Benchmark b: Notices the similarities and differences among various living things				
				Benchmark c: Explores basic life cycles (e.g., plants grow from seeds and hatching eggs)	Benchmark c: Understands that all living things grow, change and go through life cycles				
				Benchmark d: Explores the differences between living and non-living things	Benchmark d: Begins to distinguish between living and non-living things				
				Benchmark e: Explores the needs of living things (e.g., plants need water to grow and kids need food to grow)	Benchmark e: Observes that living things differ with regard to their needs and habitats				

	VI	. SCIENTIFIC II	NQUIRY DOM	MN	
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)
		C. PHYSIC	AL SCIENCE		
	1. De	monstrates knowledg	e related to physical s	cience	
Benchmark a: Displays interest in movement of objects	Benchmark a: Demonstrates ability to move objects	Benchmark a: Demonstrates ability to push and pull objects	Benchmark a: Begins to explore a greater variety of motions with objects (e.g., rotate, spin, twist)	Benchmark a: Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench)	Benchmark a: Discusses what makes objects move the way they do and how the movement can be controlled
Benchmark b: Recognizes when a moving object has stopped (e.g., mobile)	Benchmark b: Begins to observe that objects move at different speeds (e.g., wind-up toys, swings)	Benchmark b: Observes objects that move at different speeds (e.g., wind-up toys, swings)	Benchmark b: Uses basic words for speed of motion (e.g., fast and slow)	Benchmark b: Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball)	Benchmark b: Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens
Benchmark c: Uses senses to gain knowledge about objects	Benchmark c: Begins to manipulate, explore and play with objects to gain knowledge about them (e.g., moving, filling, dumping, smelling)	Benchmark c: Manipulates, explores and plays with objects to gain knowledge about them (e.g., moving, stacking)	Benchmark c: Begins to describe, compare, sort and classify objects based on observable physical characteristics (e.g., color, sound, weight)	Benchmark c: Explores and investigates the properties of toys and objects (e.g., relationship between size and weight of blocks, what makes balls bounce)	Benchmark c: Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)
Benchmark d: Displays interest in various types of materials (e.g., water, soft fabric, textured carpet)	Benchmark d: Begins to explore solids and liquids to gain knowledge about them (e.g., soap and water in the bathtub)	Benchmark d: Explores solids and liquids to gain knowledge about them (e.g., food, water play, finger- painting)	Benchmark d: Begins to use words to describe basic physical properties and states of matter of objects (e.g., wet/ dry, hard/soft, warm/ cold, firm/squishy)	Benchmark d: Explores and begins to identify physical properties and state of matter of objects or materials (e.g., playing with sand and water, mixing paints, freezing and cooking, sinking/floating objects)	Benchmark d: Investigates and describes changing states of matter — liquid, solid and gas
					Benchmark e: Explores the relationship of objects to light (e.g., light and shadows)

VI. SCIENTIFIC INQUIRY DOMAIN						
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)	
		D. EARTH AND	SPACE SCIENCE			
	1. Demonstrates k	nowledge related to t	he dynamic propertie	s of earth and sky		
Benchmark a: Touches water (e.g., plastic cups, sponge and wet washcloth)	Benchmark a: Explores water (e.g., plastic cups or containers in the bathtub)	Benchmark a: Engages in structured play with water	Benchmark a: Begins to explore and investigate the properties of water	Benchmark a: Investigates and asks questions about the properties of water using adultand child- directed activities	Benchmark a: Describes properties of water including changes in the states of water liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)	
Benchmark b: Touches sand, soil and mud	Benchmark b: Explores sand, soil and mud	Benchmark b: Engages in structured play with sand, soil and mud activities	Benchmark b: Begins to explore and investigate the properties of sand, soil and mud	Benchmark b: Investigates and asks questions about the properties of rocks, soil, sand and mud using adultand child-directed activities	Benchmark b: Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)	
Benchmark c: Begins to exhibit curiosity about objects in the sky and environment	Benchmark c: Begins to observe the sun, clouds and transition from day to night	Benchmark c: Identifies the objects in the sky (e.g., clouds, sun, moon and stars)	Benchmark c: Describes the objects in the sky (e.g., clouds, sun, moon and stars)	Benchmark c: Asks questions and shows curiosity about objects in the sky (e.g., clouds, sun, moon and stars)	Benchmark c: Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars	
Benchmark d: Responds to changes in temperature and weather (e.g., cries when too warm or too cold)	Benchmark d: Begins to identify day and night	Benchmark d: Uses basic vocabulary to describe day and night	Benchmark d: Describes daytime and nighttime through drawing, naming or pretend play	Benchmark d: Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play	Benchmark d: Compares the daytime and nighttime cycle	
		Benchmark e: Uses emerging vocabulary to describe basic weather	Benchmark e: Observes and discusses weather	Benchmark e: Observes and discusses weather changes day to day	Benchmark e: Uses appropriate vocabulary to discuss climate and changes in the weather and the impact it has on their daily lives (e.g., types of clothing for different environments)	

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	VI. SCIENTIFIC INQUIRY DOMAIN					
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)	
		E. ENVIR	ONMENT			
1. Demonst	rates awareness of rel	lationship to people, c	bjects and living/non	-living things in their	environment	
Benchmark a: Recognizes familiar people and objects in the immediate environment	Benchmark a: Begins to identify familiar people and objects in the environment	Benchmark a: Identifies familiar people and objects in the environment	Benchmark a: Begins to describe familiar people and objects in the environment	Benchmark a: Describes familiar people and objects in the environment	Benchmark a: Demonstrates how people use objects and natural resources in the environment	
			Benchmark b: Begins to participate in activities to protect the environment	Benchmark b: Participates in activities to protect the environment	Benchmark b: Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)	
					Benchmark c: Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom)	

	VI. SCIENTIFIC INQUIRY DOMAIN							
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)			
	I	F. ENGINEERING A	ND TECHNOLOG	(
	1. Shows interest with so	and understanding c olving problems or cre	of how simple tools an eating objects and stru	d machines assist uctures				
Not yet typically observed	Benchmark a: Attempts to use objects as tools	Benchmark a: Uses simple tools to explore	Benchmark a: Uses props to represent simple tools through play	Benchmark a: Begins to identify problems and tries to solve them by designing or using tools (e.g., uses a stick or bat to reach and pull a ball back inside the fence)	Benchmark a: Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)			
		Benchmark b: Explores simple machines through play (e.g., riding toys or push toys)	Benchmark b: Uses simple machines in play (e.g., riding toys, push mower or tricycle)	Benchmark b: Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers)	Benchmark b: Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)			
			Benchmark c: Begins to explore materials and construct simple objects and structures and begins to explore motion and stability (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)	Benchmark c: Explores and constructs simple objects and structures with appropriate materials and explores concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)	Benchmark c: Uses appropriate tools and materials with greater flexibility to create or solve problems			
					Benchmark d: Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)			



Scientific *inquiry* addresses children exploring the world around them. Children are natural investigators and their levels of understanding deepen over time with varied experiences. *Exploration* and *discovery* are ways that young children learn about their worlds by first using their senses and reflexes. Infant's initial spontaneous responses become more purposeful as they gain mobility. Toddler's expanding physical and motor capacities enable them to engage in ever-widening *explorations*, which can promote new brain connections.

Children should be encouraged to explore, investigate, observe and record changes in the **environment**. Activities such as noting changes in weather, caring for plants and animals and exploring simple machines encourage development of scientific thinking. Educators should capitalize on children's *curiosity* during play, and encourage discussion and expression of their ideas as they examine scientific activities (e.g., rolling a ball or car, water table explorations, engineering and building during block play, and smallgroup cooking activities). During early childhood years, science provides opportunities for rich **vocabulary** learning and collaboration with peers, while fostering a sense of *curiosity* and motivation to learn.

SCIENTIFIC *INQUIRY* is composed of six components: including scientific *inquiry* through *exploration* and *discovery*, *life science*, physical science, earth and space science, *environment* and engineering and technology.

SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY is demonstrated when children use their senses to observe and collect information from the world around them. Young children learn to use observational tools to extend their senses and to observe the natural world up close. When adults respond to children's questions, it fosters inquisitiveness and scientific thinking. Older children they become better at making **predictions** and trying to solve problems.

LIFE SCIENCE involves children demonstrating knowledge related to exploring the growth and change of living things and their environments. Children observe, show *curiosity* about and interact with plants and animals.





PHYSICAL SCIENCE is an interest in characteristics and movement of objects. Children manipulate, explore and play with objects to gain knowledge. Children show interest in various types of materials, observe the different speeds of wind-up toys and swings, play with blocks by moving and stacking them and play with sand and water.

EARTH AND SPACE focuses on demonstrating knowledge related to the dynamic properties of earth and sky. Young children investigate and play with materials such as rocks, soil, sand and water. Children show *curiosity* and observe events and patterns such as night, day, the movement of objects in the sky and weather.

ENVIRONMENTAL AWARENESS focuses on children demonstrating awareness of their own relationship to people, objects and living/ non-living things in their **environment**. Young children can recognize, identify and describe familiar people and objects in their **environment**. Preschoolers begin participating in activities to protect the **environment**, such as conserving water when washing hands or brushing teeth. **ENGINEERING AND TECHNOLOGY** encourages children to think, explore, problem-solve and create. Engineering takes form through play and material exploration. It is designing, problemsolving and building. Preschool children develop concepts in engineering as they design, build and test solutions through their play constructing sand castles and building cities out of blocks. They also begin understanding that tools help people do things better or more easily, or do some things that could otherwise not be done at all. Technologies developed through engineering include systems that provide our houses with water and heat; roads, bridges, tunnels, and cars; airplanes and spacecraft; cellular telephones; televisions and computers; many of today's children's toys; and systems that create special effects in movies.

VI. SCIENTIFIC INQUIRY SERVIRONMENTAL CONSIDERATIONS



BIRTH – 8 MONTHS

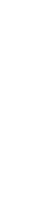
- Provide children with large space to appropriately appropriately-sized environments to explore their world.
- Use moving objects to attract an infant's attention and stimulate interest. Hang mobiles or plants where children can watch them move, as well as enjoy their color and shape.
- Offer different textures and surfaces for infants to explore (e.g., furry material, smooth silk, bumpy or hard plastic). This helps infants learn about the world around them.
- Arrange the *environment* to encourage *exploration*.
 For infants who are not yet able to roll over or search for desired toys, caregivers may need to help infants find or hold these items.

8 - 18 MONTHS

- Provide a variety of materials for play which invite openended exploration and problem-solving.
- Describe natural events, such as a squirrel on the lawn or a bird flying overhead.
- Describe children's actions and discoveries.
- Give children enough wait time to begin developing problem-solving skills.
- Encourage curiosity by providing a variety of play experiences in inside and outside environments.
- Provide containers for filling, dumping, building up and knocking down.
- Offer toys that allow children to experiment with causeand-effect (e.g., knobs that twist to make a sound or levers that slide open to make an object appear).
- Offer different textures and surfaces for infants to explore (e.g., furry material, smooth silk, bumpy or hard plastic). This helps infants learn about the world around them.

18 - 24 MONTHS

- Provide materials that expose children to varied *sensory* experiences.
- Arrange the *environment* to encourage exploration.
- Allow children time to figure out what to do with new play materials.
- Look for books with real pictures of animals and practice making animal sounds together. Talk about the animals (e.g., "The goat is furry and makes a sound like this, 'M-a-a-a-a.' ").
- Provide containers for filling, dumping, building up and knocking down.
- Offer toys that allow children to experiment with causeand-effect (e.g., knobs that twist to make a sound or levers that slide open to make an object appear).
- Encourage curiosity by providing a variety of play experiences in inside and outside environments.



2-3 YEARS

- Offer a wide array of materials that provide opportunities for art, *music*, block and *dramatic play*, sand and water experiences and *fine motor* and *gross motor* play.
- Give toddlers a chance to collect, sort and organize objects and materials both indoors and outdoors.
- Observe what children are interested in (i.e., what toys/ objects they like to play with). Notice and name things that interest children. Add toys or other objects that may extend their current play or make it slightly more complex.
- Include a variety of objects from the natural *environment* in the science *center* (e.g., rocks, leaves, sand, shells, pine cones and dirt).
- Encourage curiosity by providing a variety of play experiences in inside and outside environments.

3 – 4 YEARS

- Provide a variety of natural materials during play and experiences that encourage children to explore, describe and classify.
- Provide a variety of materials and experiences that encourage children to observe patterns, make *predictions* and compare their *predictions* with what they see.
- Provide a variety of materials and experiences that encourage children to compare their *predictions* with what they see.
- Provide scientific tools (e.g., balance scales, hand lenses, microscopes, measuring tapes, etc.) and teach children how to use them.
- Provide materials that children can use to record, document and communicate their observations.
- Use cooking experiences to measure and predict.

4 YEARS – KINDERGARTEN

- Include a variety of tools for supervised use and *exploration* indoors and outdoors (e.g., magnifiers, thermometers, scales, pulleys and wheels, flashlights, workshop tools, kitchen tools, prisms, telescopes, kaleidoscopes and metal mirrors).
- Provide a variety of books about nature and science.
- Provide a variety of everyday natural and *recycled* materials to help children learn about the properties of items in their *environment*.
- Expose children to a variety of materials illustrating how living things change over time, including books, poetry, pictures, plants and animals.
- Provide a variety of objects within the classroom that will allow children to explore their five senses.
- Include a weather chart in the classroom to record the weather each day.

VI. SCIENTIFIC INQUIRY

BIRTH - 8 MONTHS

Young infants use their senses to discover the world around them. They inspect their fingers and toes, study faces, touch and mouth objects, follow sounds and are visually attracted to moving things. Daily experiences, encouragement and opportunities to explore allow them to gain *skills* necessary to maximize learning during this developmental phase.

STANDARD 1.

Uses senses to explore and understand their social and physical environment

BENCHMARK a.

Responds to information received through the senses

Children may...

- Have strong positive and negative reactions to *sensory* input.
- Cry when they hear a loud noise.
- Close eyes when a light is turned on.
- Calm when softly touched or picked up.
- Fuss when hungry or want more to drink or eat.
- Calm when receiving pacifier or blanket.
- Laugh at certain noises or sensory input (e.g., "raspberries" on tummy or peek-a-boo).

Educators may...

- Provide a variety of appropriate input for infants throughout the day (e.g., holding, floor/ tummy time, soft touches, indoor/outdoor play, dimming/ brightening of lights or a balance of *music* and quiet).
- Allow infants to explore using their senses.
- Use parallel talk to describe experiences (e.g., "The door slammed shut and that loud bang scared you!").

- Share information with educator on how children respond to different *sensory* inputs (e.g., foods, textures, noises, etc.).
- Expose children to a variety of *sensory* inputs (e.g., textured toys, varied lighting, tummy time, indoor/outdoor play, etc.).



BENCHMARK b.

Begins to use senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking, dropping)

Children may...

- Gaze at faces.
- Reach for and grab things.
- Touch and mouth objects and people.
- Bang utensils, blocks and toys on the floor or table.
- Turn toward unfamiliar sounds.
- React (positively or negatively) to new experiences (e.g., educators, toys, textures, foods).

Educators may...

- Respond to infants' actions in a positive manner.
- Use parallel talk to narrate exploration (e.g., "You really like that rattle! It feels cool and bumpy on your tongue.").
- Provide a balance of **exploration** _ opportunities (e.g., floor/tummy time, being held, sitting, indoor/ outdoor play, etc.).

Families may...

- Provide information to educators about children's preferred ways of exploring or favorite activities.
- Provide safe and interesting items to play with that will encourage children to explore using their senses.
- Talk with children and describe their actions with people and objects in the *environment* (e.g., "Joey, you keep putting your fingers in your mouth. Are you getting hungry or do you just like how it feels?").

BIRTH - 8 MONTHS

Young infants use their senses in simple ways to solve problems and respond to interactions in their **environment**. Their increased visual **skills** let them look beyond their crib to see faces and objects in the distance. Their increasing fine and **gross motor skills** allow them to reach and grasp things they desire. Many actions are accidental at first, but young infants quickly learn to make things happen.

STANDARD 2.

Uses tools in scientific *inquiry*

BENCHMARK a.

Responds to people and objects in simple ways

Children may...

Educators may...

- Follow an object or person within view.
- Smile when interacting with another person or object.
- Raise their bottle as the level of milk drops.
- Bang items and respond to the noise.
- Arrange a simple, ageappropriate *environment*, and make small, subtle changes to it during the year.
- Observe and respond to children's cues and reactions to people and objects.
- Provide language to help make connections between the environment and how they respond (e.g., while shaking a rattle and moving it from side to side, "You really like this rattle. I see your eyes following it wherever it goes!").

- Notice and talk with children about their reactions to objects or people.
- Discuss with childcare staff how children respond to stimuli during the day.



BIRTH - 8 MONTHS

Young infants become increasingly interested in objects and people around them. They begin making sense of their world through interactions with others. These interactions support their ability to form connections between actions and reactions.

STANDARD 3.

Uses understanding of causal relationships to act on social and physical environments

BENCHMARK a.

Begins to explore/notice cause-and-effect (e.g., crying to get needs met)

Children may...

Educators may...

- Soothe in response to being lifted, held, fed or changed (young infants).
- Look longer at human faces than at objects, and smile at familiar faces.
- Babble, then pause expectantly to wait for a reply.
- Pull another infant's hair to hear them fuss.
- Look toward or reach for familiar objects like a bottle, blanket or teddy bear to signal a want and gain access to the item.
- Move toward a familiar adult when a stranger appears (older infants).
- Repeatedly throw a bottle (or other object) on floor for adult to pick up.

- Pay close attention to children's cues and label their cause-andeffect attempts (e.g., "I see you looking at the blocks, Heather. Do you want me to move you to the blanket for some tummy time?").
- Use *self* and parallel talk to notice/label cause-and-effect in the child's environment (e.g., "Monique, you dropped your spoon on the floor and giggled at the noise it made.").
- Play cause-and-effect games with children (e.g., peek-a-boo).
- Provide cause-and-effect toys (e.g., busy boxes).

- Observe children for ways they explore cause-and-effect in the home *environment*.
- Describe children's actions and reactions to objects or people around them.
- Play simple cause-and-effect games with their child (e.g., peeka-boo).

8 - 18 MONTHS

Older infants and younger toddlers use their movement and senses to explore and learn. Increased motor *skills* facilitate *discovery*, as they manipulate, dump and fill, pull, push and move things around.

STANDARD 1.

Uses senses to explore and understand their social and physical environment

BENCHMARK a.

Uses senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking and dropping)

Children may...

Educators may...

- Crawl to explore their environment.
- Splash water in the sink, tub or on the ground.
- Fill and dump toys.
- Drop a toy or a bottle on the floor and watch it fall.
- Show pleasure and attempt hand movements for finger plays.
- Provide multiple open-ended items in the classroom to encourage *exploration* through senses (e.g., baskets, balls, tubes, large manipulatives, sand/water play).
- Provide large blocks of time for indoor and outdoor *exploration* and play.
- Create a schedule to rotate toys and materials in the classroom to encourage *exploration*.

- Encourage children's use of their senses to explore people and objects in the *environment*.
- Provide a variety of opportunities to explore and experiment during large blocks of time and through different types of play.



8 - 18 MONTHS

Older infants and young toddlers develop a richer understanding of surroundings and objects, which take on new meaning as their memories improve and they learn how things work. They respond to people and experiences through their understanding of the world around them. Through increased interaction with people and their **environment**, young toddlers can engage in simple games and pretend play, seek out new experiences, solve problems and practice newly-learned **skills**. Their responses are more deliberate and varied to match specific situations.

STANDARD 2.

Uses tools in scientific *inquiry*

BENCHMARK a.

Responds in varied ways to people and objects and manipulates objects in a purposeful way (e.g., uses a toy to make sounds on a xylophone)

Children may...

- Look for or pull the cover off a toy hidden from view.
- Move around the *environment* to retrieve a desired object.
- Show stronger preferences for tastes, textures, etc.
- Begin using objects as tools (e.g., pat sand with shovel, use a toy to make sounds on a xylophone, etc.).

Educators may...

- Interact with children and materials in a variety of ways to encourage responses.
- Provide and model the use of toys as tools (e.g., shovels for sand play, simple cups/containers for water play, brushes for painting).
- Use *self* and parallel talk to describe their responses to objects and people during play and when using materials (e.g., "Shannon, you are banging the cup in the water table and splashing your friends.").

- Talk with children when they show responses to objects or people.
- Provide a variety of toys and simple tools and encourage children's manipulation of these objects.

8 - 18 MONTHS

Older infants respond to the **environment** and interactions with a growing sense of independence and understanding. Their world becomes larger as they become mobile, providing more opportunities for them to make things happen. Their actions become more intentional as they begin understanding the connections between things. Now they can see a toy and move toward it, grab it and explore how it works.

STANDARD 3.

Uses understanding of causal relationships to act on social and physical environments

BENCHMARK a.

Explores cause-and-effect by engaging in purposeful actions to cause things to happen (e.g., splashes in water)

Children may...

- Crawl to the table or high chair when hungry.
- Roll a ball back and forth with others.
- Bite, hit or cry to gain attention or access to a favorite toy.
- Be drawn to and play with cause-and-effect toys again and again (e.g., repetitively pushing a button to make a noise).
- Use the string to bring a pull-toy nearer.
- *Initiate* cause-and-effect games (e.g., put hands over eyes to *initiate* a game of peek-a-boo).
- Use their bodies in repetitive ways to cause an effect (e.g., banging water with hands to make a splash).

Educators may...

- Provide multiple open-ended items in the classroom to encourage cause-and-effect (e.g., baskets, balls, tubes, busy boxes).
- Create a schedule to rotate toys and materials in the classroom to encourage *exploration*.
- Use self and parallel talk to describe the child's cause-andeffect actions (e.g., "Chase, you keep rolling the ball to Jen. Look at her smile, I think she wants to play with you.").
- Acknowledge children's causeand-effect attempts (e.g., "Brittney, you wanted to hear the sound so you pushed the button.").

- Share with the educator a list of toys or items their child likes or dislikes playing with.
- Talk to children about discoveries they make.
- Play cause-and-effect games with children.



18 - 24 MONTHS

Toddlers begin exploring their bodies and the **environment** through experimentation when playing. Daily routines provide opportunities for them to make connections between their bodies and the functions of each part. Through daily **exploration** of a variety of developmentally-appropriate **sensory** experiences, toddlers become increasingly comfortable with taking risks and trying new things.

STANDARD 1.

Uses senses to explore and understand their social and physical environment

BENCHMARK a.

Begins to identify some sense organs

Children may...

- Discourses
- Point to or touch organ parts during *routines* or when asked, "Where is your nose?"
- Stick finger in ears, nose and mouth.
- Say the names of organ parts (e.g., eyes, nose, ears, mouth).

Educators may...

- Play games or finger plays that identify body parts (e.g., "Head, Shoulder, Knees and Toes,"
 "Where is Thumbkin?").
- Talk with children during daily *routines*, and label sense organs.

Families may...

- Play games with their children that help identify body parts.
- Talk with children during daily *routines*, and label sense organs.



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18 - 24 MONTHS

Toddlers begin exploring their bodies and the **environment** through experimentation when playing. Daily routines provide opportunities for them to make connections between their bodies and the functions of each part. Through daily **exploration** of a variety of developmentally-appropriate **sensory** experiences, toddlers become increasingly comfortable with taking risks and trying new things.

STANDARD 1.

Uses senses to explore and understand their social and physical environment

BENCHMARK b.

Explores the nature of *sensory* materials and experiences (e.g., different textures, sounds, tastes and wind)

Children may...

- Be curious about their *environment* and attempt to explore everything.
- Show preferences for certain textures, sounds, smells or *sensory* experiences.
- Participate in or refuse activities that involve senses.
- Attempt to eat sand or mouth items.
- Rub paint on their arms/body.
- Enjoy holding their hands under running water for long periods of time.

Educators may...

- Provide daily opportunities for children to play with different *sensory* materials.
- Use *self* and parallel talk with children to describe their *sensory* experience (e.g., "Angela, I see you pouring water on your arm. Do you like how it feels running down to your fingers?").
- Provide appropriate *sensory* alternatives (e.g., "You really like playing in the sink. Let's open up the water table.").
- Provide families with information on how *sensory* materials and experiences support children's *exploration* and development.

- Provide information to educators about how their child responds to different situations and *sensory* experiences, including likes, dislikes and preferences.
- Encourage and expose children to an increased variety of *sensory* experiences.
- Talk with children and describe their children's preferences (e.g., "Dante, you like the mashed potatoes much better than those peas. Do they feel different on your tongue?").



18 - 24 MONTHS

Toddlers quickly learn the steps to get what they want through trial and error. They understand how to use familiar objects and may experiment with new uses for them. By exploring, they discover how different objects work, and begin asking questions. They learn simple *problem-solving* sequences, and how they relate to people and things. As a result of their natural *curiosity*, daily living is a constant state of *discovery*.

STANDARD 2.

Uses tools in scientific inquiry

BENCHMARK a.

Recognizes and uses simple tools as props through play (e.g., spoons or brushes)

Children may...

- Educators may...
- Act out familiar events or household chores.
- Pretend to call their parents, caregivers or educators on the phone.
- Explore the contents of cabinets and drawers.
- Use cups, shovels and other tools in sand and water play.
- Use objects for purposes other than their intended use, such as putting a pan on their head as if it were a hat.

- Provide a variety of open-ended materials to encourage *curiosity* and pretend play.
- Model the use of simple tools in appropriate ways (e.g., in response to a child who is banging a cup in the water table and splashing water, "We use the cup to pour water into the bucket.").
- Encourage *creativity* in play (e.g., "You used that banana as a phone. How creative!").
- Use *self* and parallel talk to help children make connections (e.g., "You used the brush to put paint on the paper!").

- Provide multiple opportunities for children to play with materials in different ways.
- Play with children and model the use of toys as tools.

18 - 24 MONTHS

As they become more intentional with their actions, young toddlers begin understanding that they can make things happen. They gain critical-thinking *skills* as they use trial and error to experiment with cause-and-effect.

STANDARD 3.

Uses understanding of causal relationships to act on social and physical environments

BENCHMARK a.

Begins to combine simple actions to cause things to happen or change how they interact with objects and people

Children may...

- Experiment with cause-andeffect in nature (e.g., repeatedly pull down on a branch to watch it spring back).
- Engage in fill-and-dump activities.
- Use toys in repetitive ways to cause effect (e.g., banging water with a cup to make a splash).
- Use art materials in repetitive ways (e.g., hit markers or paint brushes on paper to make dots).
- Bite, hit or cry to get a favorite toy or attention.
- Show beginning stages of using words to get favorite toy or attention.

Educators may...

- Provide multiple open-ended items in the classroom to encourage cause-and-effect (e.g., baskets, balls, tubes, sand and water).
- Create a schedule to rotate toys and materials in the classroom to encourage *exploration*.
- Use *self* and parallel talk to describe cause-and-effect actions (e.g., "Jaime, you're digging a big hole with your shovel. Let's put the sand in this bucket so it doesn't get on your friends.").
- Provide specific feedback on bids for social interaction (e.g., "David, you wanted that toy so you hit her. Hitting hurts. If you want the toy, you can say, 'Next please.'").
- Allow children to experiment with how toys work before "showing" them.

- Provide opportunities for children to engage in open-ended indoor/ outdoor play.
- Talk to children about discoveries they make.
- Share a list of toys or items children like or dislike playing with.
- Play cause-and-effect games with children.



2 - 3 YEARS (24 - 36 months)

Toddlers begin exploring their bodies and the **environment** through play and **experimentation**. Daily **routines** provide opportunities for them to make connections between their bodies and the functions of each part. Through daily **exploration** of a variety of developmentally-appropriate **sensory** experiences, toddlers become increasingly comfortable with taking risks and trying new things.

STANDARD 1.

Uses senses to explore and understand their social and physical environment

BENCHMARK a.

Identifies sense organs (e.g., nose, mouth, eyes, ears and hands)

Children may...

hands.

Aliki).

their eyes, ears, nose, mouth and

- Identify their own sense organs

senses (e.g., My Five Senses by

when listening to a book about

Educators may...

- Take a nature walk with adults and pay close attention to the things that they see, hear, smell, taste and feel on the walk using
 Use pictures in the room to represent each sense (e.g., nose, mouth, eyes, ears and hands).
 - Read books about senses and discuss (e.g., Brown Bear, Brown Bear, What Do You See? by B. Martin, Jr. and My Five Senses by Aliki).
 - Provide daily opportunities for children to play with different *sensory* materials.

- Provide information to educators about how their child responds to different situations and *sensory* experiences, including likes, dislikes and preferences.
- Encourage and expose children to an increasing variety of *sensory* experiences.
- Talk with children and describe their children's preferences (e.g., "Dante, you like the mashed potatoes much better than those peas. Do they feel different on your tongue?").

2 - 3 YEARS (24 - 36 months)

Toddlers begin exploring their bodies and the **environment** through play and **experimentation**. Daily routines provide opportunities for them to make connections between their bodies and the functions of each part. Through daily **exploration** of a variety of developmentally-appropriate **sensory** experiences, toddlers become increasingly comfortable with taking risks and trying new things.

STANDARD 1.

Uses senses to explore and understand their social and physical environment

BENCHMARK b.

Begins to use senses to observe and experience the environment

Children may...

- Educators may...
- Shake a stuffed animal like a rattle to hear a noise.
- Squeeze and taste a new finger food.
- Experiment with stacking blocks and other items.
- Use a block as a phone during play.
- When outside, notice that it is beginning to rain and say, "Rain is wet."

- Provide daily opportunities for children to play with different *sensory* materials.
- Use **self** and parallel talk with children to describe their **sensory** experiences (e.g., "Angela, I see you pouring the water on your arm. Do you like how it feels running down to your fingers?").
- Provide appropriate *sensory* alternatives (e.g., "You really like playing in the sink. Let's open up the water table.").

- Help children name foods by how they smell when cooking.
- Talk with children about **characteristics** of other children in their class or other children with whom they play frequently.
- Take walks in nature and talk about what children see and hear.





BENCHMARK c.

Begins to identify objects and features of the world (e.g., bird call, thunder, wind and fire truck)

Children may...

Educators may...

- Answer simple questions about science-related objects such as pets and plants.
- Participate in a class discussion about heavy and light objects.
- Notice pet fish and use words to describe it (e.g., shiny, swimming).
- Play with natural materials such as sand, water, stones, leaves and acorns.
- Take a walk with children, feed the ducks in the pond, visit the local farm to feed the chickens and collect the eggs, splash in puddles and encourage children to talk about these experiences.
- Show interest in children's explorations by offering to join in, talk to children or take photographs and video recordings and use these to affirm their participation.

- Help children name foods by how they smell in the kitchen.
- Talk with children about **characteristics** of other children in their class, or other children with whom they play frequently.
- Take walks in nature and talk about what children see and hear.

2 - 3 YEARS (24 - 36 months)

Toddlers quickly learn steps to get what they want through trial and error. They understand how to use familiar objects and may experiment with new uses for them. By exploring, they discover how different objects work and begin asking questions. They learn simple **problem-solving** sequences, and how they relate to people and things. As a result of their natural **curiosity**, daily living is a constant state of **discovery**.

STANDARD 2.

Uses tools in scientific *inquiry*

BENCHMARK a.

Begins to use simple tools to explore and observe (e.g., magnifiers, spoons)

Children may...

Educators may...

- Use a bucket, spoon, magnifying glass or tweezers to investigate dirt, then add water to observe changes.
- Create a ramp out of blocks to race toy cars in the block area.
- Stack blocks to create a tower.
- Put together a simple puzzle.
- Encourage play with blocks, simple puzzles, things that fit together and come apart.
- Provide objects and materials to encourage toddlers to investigate (e.g., experiences with magnets and magnifying lenses; experience the effect of water on different materials, including sand, stones, paper, soil and ice; things that fill and empty).
- Provide props and toys that enable children to measure how high and long something is, how heavy objects are or how much can fit in containers.

- Provide multiple opportunities for children to play with materials in different ways.
- Play with children and model using of toys as tools.



2 - 3 YEARS (24 - 36 months)

As they become more intentional with their actions, young toddlers begin understanding that they can make things happen. They gain critical-thinking **skills** as they use trial and error to experiment with cause-and-effect.

STANDARD 3.

Uses understanding of causal relationships to act on social and physical environments

BENCHMARK a.

Combines simple actions to cause things to happen or change how they interact with objects and people

Children may...

Educators may...

- Shake a stuffed animal like a rattle to hear a noise.
- Explore water at the water table using different types of containers.
- Press a button on a toy to see lights.
- Sit on floor with the educator and roll a ball back and forth at different speeds.
- Grab the string of a pull toy to change the toy's position.

- Provide multiple open-ended items in the classroom to encourage cause-and-effect (e.g., baskets, balls, tubes, sand and water).
- Create a schedule to rotate toys and materials in the classroom to encourage *exploration*.
- Use *self* and parallel talk to describe cause-and-effect actions (e.g., "Jaime, you're digging a big hole with your shovel. Let's put the sand in this bucket so it doesn't get on your friends.").

Families may...

- Provide opportunities for children to engage in open-ended indoor/ outdoor play.
- Talk to children about the discoveries they make.
- Share a list of toys or items children like or dislike playing with.
- Play cause-and-effect games with children.

BENCHMARK b.

Recognizes and begins to respond to results of own actions

Children may...

- Provide simple descriptions of objects, people and events, based on observation.
- Knock over a block tower that has just been built.
- Push the big green button to make the tape recorder play to listen to *music* or a story again.

Educators may...

- Provide multiple open-ended items in the classroom to encourage cause-and-effect (e.g., baskets, balls, tubes, sand and water).
- Create a schedule to rotate toys and materials in the classroom to encourage *exploration*.

- Provide opportunities for children to engage in open-ended indoor/ outdoor play.
- Talk to children about the discoveries they make.
- Share a list of toys or items children like or dislike playing with.

VI. SCIENTIFIC INQUIRY A. SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY

3 - 4 YEARS (36 - 48 months)

Three year-old children are natural explorers. Their *curiosity* leads them to intently observe things around them. Because they are naturally inclined to explore their **environment**, experiences that engage all of their senses help them to think about their world and how it works, and enjoy the wonder of *discovery*. Three-year-olds demonstrate using their senses to explore and observe classroom materials, and the world around them.

STANDARD 1.

Uses senses to explore and understand their social and physical environment

BENCHMARK a.

Begins to identify each of the five senses and how they relate to the sense organs

Children may...

Educators may...

- Notice that fruit served during snack time tastes sweet.
- Make a loud sniffing noise when smelling growing plants in the class garden, then tell the teacher they smell stinky.
- Experiment with mixing sand and water at the sensory table, and describe what happened.
- Pour water from the water table over their fingers and hand, watch it drip and exclaim, "Look! I'm making bubbles!" to a child playing next to them.
- Engage with children in cooking activities and have the children talk about *characteristics* of the food being prepared (e.g., texture, color, smell, taste).
- Provide water play activities where children learn the difference between warm and cold water.
- Encourage children to match sounds of small sealed film tubes filled with rice, small rocks and buttons to determine which ones are the same.

- Help children name foods by how they smell when cooking.
- Talk with children about characteristics of other children in their class, or other children with whom they play frequently.
- Take walks in nature and talk about what children see and hear.





BENCHMARK b.

Uses senses to observe and experience objects and environment

Children may...

- Become actively involved in learning through touching and handling items.
- Take objects apart and try to put them back together.
- Coordinate body movements with a purpose.

Educators may...

- Encourage children to use descriptive words like fast/slow, big/small.
- Have appropriate simple tools available in the classroom and encourage children to use them (e.g., magnifying glasses, eyedroppers).
- Help children understand similarities and differences between their classmates.
- Help children understand putting leg in and out during "Hokey Pokey."

Families may...

- Provide toys that can be taken apart, then let children attempt to put them back together (e.g., Legos).
- Play ball with children to hit a target.
- Encourage children to coordinate body movements to *music*.

3 - 4 YEARS (36 - 48 months)

Three-year-olds engage in science by exploring the world around them. Children are naturally curious about things, and try to see how they work. As they observe and experiment, they begin using simple tools to help them investigate objects. Adults should provide opportunities for 3-year-olds to safely use simple tools, such as magnifiers and magnets, as well as opportunities to build simple tools like ramps.

STANDARD 2.

Uses tools in scientific *inquiry*

BENCHMARK a.

Demonstrates the use of simple tools and equipment for **observing** and **investigating** (e.g., droppers, blocks, bug catchers)

Children may...

- Use a magnet with a large handle to pick up hidden objects buried in the sand box.
- Explore a tree outdoors using a plastic magnifying glass.
- Pile colored beads on both sides of a balance scale, delighting as it tips.
- Create a ramp out of blocks to race toy cars in the block area.

Educators may...

- Provide manipulatives for children to play at the table, such as tongs to grasp objects and beads to place in a container.
- Provide a variety of drawing tools, like pencils and brushes, to engage in art projects.
- Provide magnets and magnifying glasses to explore the *environment*.
- Provide a toy screwdriver and screws at a tool bench and let children explore.

- Allow children to take objects apart and try to put them back together.
- Allow children to turn electronic toys on and off using switches.
- Support children as they become more independent and use their senses to see how objects work.



3 - 4 YEARS (36 - 48 months)

Three-year-old children begin organizing their thoughts by comparing and contrasting things in the world around them. Discovering characteristics of an object and giving it a label helps young children to develop observation *skills* and supports their natural *curiosity*.

STANDARD 3.

Uses understanding of causal relationships to act on social and physical environments

BENCHMARK a.

Makes simple predictions and reflects on what caused something to happen

Children may...

- Notice that the magnet wand will stick to the leg of the chair but not the seat.
- Use comparative words in a movement activity (e.g., shout "Now I'm dancing faster!" when the pace of the *music* speeds up).
- Say, "Jameel got a blue one and I got a red one," when an adult passes out bean bags for a game.
- Remark that their sweater is soft like a rabbit.

Educators may...

- Ask children to predict what will happen if they drop food coloring in a glass of water.
- Record children's words while they describe how the class pet moves in its cage.
- Talk during circle time about things children collected during a nature walk.
- Ask children about the differences between wet and dry sand.

- Take children on a nature walk to collect things to "Show and Tell" about in the classroom.
- Let children taste salty and sweet foods and compare.
- Under appropriate supervision, let children paint with water on outside walls.

3 - 4 YEARS (36 - 48 months)

Three year-old children are beginning to organize their thoughts by comparing and contrasting things in the world around them. Discovering *characteristics* of an object and giving it a label helps young children to develop observation *skills* and supports their natural *curiosity*.

STANDARD 3.

Uses understanding of causal relationships to act on social and physical environments

BENCHMARK b.

Participates in and discusses simple experiments

Children may...

- Taste a variety of foods and describe their observation.
- Choose the "fast car" while playing with ramps.
- Describe the difference between wet and dry sand.
- Explore water drops using pipettes and trays.
- Respond to educator's questions (e.g., "How can you make a big drop?" or, "What happens when you move the drops close together?").

Educators may...

- Fill dish pans or tubs with soil, sand or rocks. Bury some objects/ toys in each container and have children find the "treasure." Afterward, discuss properties of the sand, soil and rock mixture.
- Dip paintbrushes into water and "paint" sidewalks on playground or outside building walls.
- Help children notice changes outside after a heavy rainstorm (e.g., mulch is washed from under slide or from areas around downspouts; gullies have been formed by moving water).

- Help children compare objects that sink and float during bath time.
- Ask children to describe objects in a "*discovery* box."
- Ask weather-related questions (e.g., "Why are we wearing coats today?" or, "Why do we need sunscreen today?").



BENCHMARK c.

Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects)

Children may...

- Draw a daily or weekly picture showing how their own seed planted in a clear cup has developed.
- Observe a grasshopper on the playground, return to classroom and draw a picture of what they saw.
- Talk excitedly about their drawings.

Educators may...

- Have drawing and writing materials readily available so children can represent their thoughts.
- Record children's comments as they discuss what they see while *observing* butterflies.
- Have clay or playdough available so children can express their ideas with a three-dimensional material.

Families may...

- Provide writing materials for children to draw, express and talk about their ideas.
- Write ideas the child dictates.
- Talk with children about a recent trip to the beach, and ask them to explain what they enjoyed the most and why.

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4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Children enjoy learning through hands-on experiences that involve their senses. Through engaging opportunities, children begin identifying their five senses (e.g., sight, taste, touch, hearing, smell) and which sense(s) are used for different tasks.

STANDARD 1.

Uses senses to explore and understand their social and physical environment

BENCHMARK a.

Identifies each of the five senses and their relationship to each of the sense organs

Children may...

Educators may...

- Taste a piece of orange and lemon and talk about sweet and sour, understanding that the tongue is the organ involved in taste.
- With eyes closed, smell different items to experience the sense of smell (e.g., cinnamon, freshcut grass, oranges, lotions, peppermint).
- Discuss textures felt through touch (e.g., using playdough, marbles in water, glue, felt, feathers, sandpaper).
- Make various sounds (e.g., bells, chimes, symbols, blocks, door closing, stomping, whistle) and hearing to distinguish differences.
- Challenge children to use their senses to complete specific tasks (e.g., use sight to locate something pink in the classroom; use smell to show where the scented candle is; use taste to determine your favorite food at lunch; use hearing to know when to clean-up; use touch to find a specific toy without looking).
- Provide a *discovery* box of various materials that allow children to explore their five senses (e.g., smelling jars, blindfolds, touch boxes, Braille books).

- Play mystery sock. Put a common household item in a sock. Tie off the top of the sock. Have your child feel the sock and guess what is inside. Take turns guessing what is inside.
- Provide opportunities for children to identify how different foods taste (e.g., sweet, sour).
- Provide opportunities to use sense of touch to experience how things feel (e.g., warm, cold).

BENCHMARK b.

Begins to identify and make observations about what can be learned about the world using each of the five senses

Children may...

- Take things apart and use the parts to invent new structures.
- Use their senses to explore the *environment*.
- Use magnetic animals together to make a new type of animal, and tell the educator about it.

Educators may...

- Provide materials that can promote creative-thinking (e.g., Legos, blocks, pipe cleaners and straws).
- Provide a variety of objects within the classroom that will allow children to explore their five senses.
- Involve grandparents in the classroom by having them come in and share their favorite food or hobby (e.g., knitting). Ask the children to tell which senses would be used to complete the different tasks.

Families may...

 Challenge children to use their senses to complete specific tasks (e.g., use sight to locate something pink in the classroom; use smell to show where the scented candle is; use taste to determine your favorite food at lunch; use hearing to know when to clean-up; use touch to find a specific toy without looking).

BENCHMARK c.

Begins to understand that individuals may experience **sensory** events differently from each other (e.g., may like sound of loud noises or the feel of fuzzy fabric)

Children may...

- Identify preferences and how these preferences are the same or different from those of other people.
- Discuss favorite colors or foods.
- Experiment with different materials to see what happens (e.g., painting with a dry brush, wet brush, stick or fingers).

Educators may...

- Make a chart that graphs who likes to swim and who does not and ask children to explain why.
- Provide messy activities like finger-painting, clay-building, sand and water play and ask children about how it feels.
- Ask open-ended questions to stimulate children's imaginations about using materials (e.g., "What happens when you mix two colors of playdough?").

- Take children to the store, to a restaurant or the library. Explore lots of new places. Talk about similarities and differences in people.
- Play a matching game. Make two sets of 10 or more pictures. You can use copies of the same magazine or a deck of playing cards. Lay the pictures face up and ask your child to find two that are the same. Start with two picture sets and gradually add more.
- Listen for sounds inside and outside. Find a cozy spot and sit with children. Listen and identify all of the sounds that you hear.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Children demonstrate using of simple tools and equipment for **observing** and **investigating**. Four-year-old children can use simple tools in their explorations. Magnifying glasses, balance scales, rulers and tweezers help children investigate objects more closely. When these tools are available in various areas of the classroom, children incorporate them naturally into their play.

STANDARD 2.

Uses tools in scientific *inquiry*

BENCHMARK a.

Uses tools and various technologies to support *exploration* and *inquiry* (e.g., digital cameras, scales)

Children may...

- Seek out a pair of binoculars to look at a bird on the playground.
- Use a magnifying glass to look at differences in rocks or leaves.
- Use a dropper to drop water on a paper towel and observe how it absorbs the water.
- Use a magnet to find which objects have magnetic attraction.
- Use a funnel in a water bottle to pour water from a cup into a bottle.
- Use a balance scale to compare weights of various objects.
- Experiment with tubes and funnels at the sand and water tables.

Educators may...

- Provide opportunities to examine how tools work (e.g., pulleys).
- Provide safe woodworking tools in *discovery* areas, allowing children supervised opportunities to work with the tools.
- Choose interesting sciencerelated experiments that use tools during small-group instruction (e.g., tie-dye butterflies using coffee filters, colored water and droppers; provide magnifying glasses to look closely at things collected from a nature walk, such as leaves, rocks, sticks or a caterpillar).

- Encourage children to help prepare a recipe by measuring ingredients with a kitchen scale.
- Take nature walks and give children binoculars to observe birds.
- Set up a space in the house with blocks for the child to build.
- Give the child a magnifying glass to observe leaves in the yard.



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds can predict outcomes of simple experiments based on past experience, then test their theories by performing simple experiments.

STANDARD 3.

Uses understanding of causal relationships to act on social and physical environments

BENCHMARK a.

Makes predictions and tests their predictions through experimentation and investigation

Children may...

Educators may...

- Predict, describe and test what will happen to the ice when it is moved from the freezer to a tray in the classroom.
- Place items on a ramp and conclude that round objects roll and flat objects slide.
- Predict the outcome of mixing red and blue paint.
- Observe "sink and float" activity and say, "This will float because it's plastic."
- Encourage children to make predictions by asking questions about an experiment chart or graph made.
- Play the "guess what will happen" game to encourage children's *problem-solving* and thinking *skills* (e.g., "What would happen if I stacked the blocks to the top of the ceiling?").
- Ask open-ended questions to help children predict the outcome of a project/experiment (e.g., "What do you think would happen if...?").

- Help children make *predictions* about daily *routines* (e.g., "What would happen if we don't brush our teeth?").
- Encourage children to predict the weight of toys and use a balance scale to check prediction.
- Ask open-ended questions such as, "I wonder what would happen if...?" Give children the opportunity to explain their ideas.
- Provide a variety of science books appropriate for the child's developmental age.

Scientific Inquiry

VI. SCIENTIFIC INQUIRY

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds can create mental representations of what they experience in *investigating* the everyday world. They share this information with educators through writing, drawings and learned *vocabulary*.

STANDARD 3.

Uses understanding of causal relationships to act on social and physical environments

BENCHMARK b.

Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)

Children may...

Educators may...

- Use a journal to record drawings and write words that describe their findings after the weekly nature walk.
- Make leaf rubbings and label their drawings with parts of the leaf, such as stem and veins.
- Observe and describe weather as the educator writes observation, on the morning message board.
- Record observations through dictating to an adult and drawing pictures, or using other forms of writing.

- Provide word cards such as "leaves" and "trees" that can be copied into the journal after the weekly nature walk.
- Prepare for special visitors or field trips by generating questions beforehand and charting answers after the event.
- During a sink/float experiment, allow children to sort items into categories and explain findings by modeling words such as heavy, light, sink, float.
- Place an outdoor thermometer where it can be easily seen, and record the daily temperature, making a graph over time.

- Encourage children to draw the events of a trip to the zoo, or from a story read together. Take children's dictation about the drawings.
- On a rainy day, collect rainwater in a cup and measure how much rain was collected.
- Start an herb garden in pots to compare how the leaves look, smell, feel and taste.



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds can create mental representations of what they experience in *investigating* the everyday world. They share this information with educators through writing, drawings and learned *vocabulary*. They can explain why events happen, and draw conclusions from their observations. They are learning that cause-and-effect can be a basis for *prediction*.

STANDARD 3.

Uses understanding of causal relationships to act on social and physical environments

BENCHMARK c.

Begins to form conclusions and construct explanations (e.g., What do the results mean?)

Children may...

- Place items on a ramp and conclude that round objects roll and flat objects slide.
- Participate in a "write your name" graph asking whether grass seed will sprout when placed on wet newsprint, damp soil or a damp sponge; observe the experiment to investigate the outcome.
- Remark, "I said it would work to use the tongs to get it out, and it did!"
- Observe weather and say, "It's rainy—we can't go outside today."

Educators may...

- Use classroom experiences like reading books and poetry to allow children to communicate their understanding of how living things grow and change.
- Provide opportunities for children to explore and focus on a few specific living things so they can note changes that occur (e.g., bring in baby pictures/compare with current pictures; record children's height and weight and compare to when they were babies; keep mealworms, caterpillars or other living things in the classroom and observe changes over time; visit a farm to see baby and adult animals).

- Let children help with simple cooking tasks such as mashing potatoes, making cheese sandwiches and fixing a bowl of cereal. Afterward, see if they can tell you the order followed to prepare the items. Supervise carefully when children are near a hot stove.
- Encourage children to investigate and compare a variety of living things to determine their needs and how they change over time.
- Engage in conversation about changes children observe as caterpillars grow, change into chrysalises and emerge as butterflies.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds can create mental representations of what they experience in *investigating* the everyday world. They share this information with educators through writing, drawings and learned *vocabulary*. They can explain why events happen, and draw conclusions from their observations. They are learning that cause-and-effect can be a basis for *prediction*.

STANDARD 3.

Uses understanding of causal relationships to act on social and physical environments

BENCHMARK d.

Shares findings and outcomes of experiments

Children may...

- Give long explanations about actions leading up to an event.
- Explain how they made a long chain to reach from one side of the table to the other (e.g., "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.").
- Answer "why" questions in some detail.
- Begin basing their actions on an expected outcome (e.g., "I am walking carefully so I don't spill my milk.").

Educators may...

- Guide children, with careful questioning, to think about and discuss outcomes.
- Cook in the classroom and talk about what happens combining foods or applying heat.
- Conduct experiments that use solids, liquids and gas (e.g., melting an ice cube and refreezing it, or adding powdered drink mix to a glass of water).
- Use appropriate scientific vocabulary (e.g., experiment, hypothesis, predict, etc.).

- Model *problem-solving* by offering children opportunities to help solve problems. Talk through the activity by saying, "The yard gate is locked. What should we do?"
- Ask open-ended questions that encourage children to predict what will happen (e.g., as you hand Lizzie the bottle of liquid soap, ask, "What do you think will happen if you squirt just a little bit of soap into the water?").
- Encourage children to make predictions by asking "What would happen if..." questions.



BIRTH - 8 MONTHS

Young children depend on adults to provide experiences that help children make connections. As children become more independent, their play becomes more intentional, and they begin noticing **characteristics** of living things. They are drawn to nature and nature play. Children gain knowledge about living things (e.g., what they are, how they survive, their **life cycles**, how they change) through daily interactions and experiences. Through repeated opportunities to explore nature, children begin making connections between real items and pictures (symbolic representation). Multiple opportunities to explore and interact with real plants and animals lay the foundation for further learning and abstract concepts.

STANDARD 1.

Demonstrates knowledge related to living things and their environments

BENCHMARK a.

Shows curiosity about own body structure (e.g., two legs, fingers for grasping)

Children may...

- Inspect own hands, fingers, feet and toes.
- Show interest in other's body parts of others (e.g., grasp for hair, fingers, nose).
- Repeat actions using body (e.g., kicking, patting, reaching, grabbing).

Educators may...

- Provide opportunities for children to explore their bodies (e.g., remove socks, shoes).
- Encourage *exploration* by narrating children's actions (e.g., "You found your toes!").
- Use songs, finger plays and simple body awareness games (e.g., "This Little Piggy").

- Encourage *exploration* by narrating children's actions (e.g., "You found your toes!").
- Name children's body parts during **routines** (e.g., getting dressed, taking a bath, etc.).

8 - 18 MONTHS

Young children depend on adults to provide experiences that help children make connections. As children become more independent, their play becomes more intentional, and they begin noticing **characteristics** of living things. They are drawn to nature and nature play. Children gain knowledge about living things (e.g., what they are, how they survive, their **life cycles**, how they change) through daily interactions and experiences. Through repeated opportunities to explore nature, children begin making connections between real items and pictures (symbolic representation). Multiple opportunities to explore and interact with real plants and animals lay the foundation for further learning and abstract concepts.

STANDARD 1.

Demonstrates knowledge related to living things and their environments

BENCHMARK a.

Begins to explore, interact with and identify some plants and animals (e.g., interaction through realworld, *literacy* and videos)

Children may...

- Look out the window to see animals in action (e.g., birds flying, dog walking).
- Reach for, pick or smell plants close to them (e.g., flowers, grass, leaves).
- Point to animals or plants in a book.
- Grab animal's fur or reach into fish tank water.

Educators may...

- Engage children in watching animals in action (e.g., squirrels climbing a tree, fish swimming in fish bowl).
- Provide daily outdoor experiences that allow children to interact with nontoxic plants (e.g., trees, grass, flowers).
- Provide books with real photographs of natural objects, animals and people.

- Provide opportunities for children to explore animals and plants.
- Teach children to use gentle touches with pets.



18 - 24 MONTHS

Young children depend on adults to provide experiences that help children make connections. As children become more independent, their play becomes more intentional, and they begin noticing **characteristics** of living things. They are drawn to nature and nature play. Children gain knowledge about living things (e.g., what they are, how they survive, their **life cycles**, how they change) through daily interactions and experiences. Through repeated opportunities to explore nature, children begin making connections between real items and pictures (symbolic representation). Multiple opportunities to explore and interact with real plants and animals lay the foundation for further learning and abstract concepts.

STANDARD 1.

Demonstrates knowledge related to living things and their environments

BENCHMARK a.

Explores, interacts with and identifies some plants and animals

Children may...

- Copy familiar animal behaviors or sounds (e.g., hopping, crawling, barking, meowing).
- Help take care of indoor/outdoor plants.
- Use natural materials creatively (e.g., make marks in sand with a stick).
- Enjoy **observing** and interacting with natural materials in science area (e.g., leaves, pine cones, shells).
- Enjoy classroom pets.
- Name a familiar animal when seen.

Educators may...

- Play games, read stories and sing songs that incorporate animal sounds and actions.
- Provide safe natural materials for children to observe and interact with, such as large shells and pine cones (consider choking hazards when choosing materials).
- Provide accessories for children to collect nature items (e.g., magnifying glasses, bug jars, baskets).

- Schedule regular visits to the park or other natural *environments*.
- Involve children in pet and plant care at home.

VI. SCIENTIFIC INQUIRY B. LIFE SCIENCE

2 - 3 YEARS (24 - 36 months)

Young children depend on adults to provide experiences that help children make connections. As children become more independent, their play becomes more intentional, and they begin noticing **characteristics** of living things. They are drawn to nature and nature play. Children gain knowledge about living things (e.g., what they are, how they survive, their **life cycles**, how they change) through daily interactions and experiences. Through repeated opportunities to explore nature, children begin making connections between real items and pictures (symbolic representation). Multiple opportunities to explore and interact with real plants and animals lay the foundation for further learning and abstract concepts.

STANDARD 1.

Demonstrates knowledge related to living things and their environments

BENCHMARK a.

Explores, interacts with and identifies a growing number and variety of plants and animals

Children may...

Educators may...

- Watch a worm wiggle in the soil.
- **Observe** fish in a tank move, sleep, eat and interact with other fish.
- Identify names of some animals by looking at pictures posted around the room.
- Show interest in items collected for the nature table (e.g., insects, plants).
- Help feed classroom pets.

- Play games, read stories and sing songs that incorporate animal sounds and actions.
- Provide safe natural materials for children to observe and interact with, such as large shells and pine cones (consider choking hazards must be considered when choosing materials).
- Provide accessories for children to collect nature items (e.g., magnifying glasses, bug jars, baskets).
- Provide indoor and outdoor experiences that include safe interaction with animals, plants and other people.
- Include plants and, when possible, animals in the classroom.

- Provide magazines and support children as they look for pictures of animals, then cut out the pictures. Help children glue the pictures on a large sheet of paper and talk about the names of the animals.
- Play games, read stories and sing songs that incorporate animal sounds and actions.
- Provide indoor and outdoor experiences that include safe interaction with animals, plants and other people.



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BENCHMARK b.

Begins to explore how plants and animals grow and change (e.g., baby chicks grow to be chickens and puppies grow to be dogs)

Children may...

- Complete a simple puzzle, matching baby to parent animals.
- Match pictures of baby and parent animals.
- Show *curiosity* and ask questions about the natural world.
- Observe similarities and differences when viewing pictures of *self*, beginning in infancy.

Educators may...

- Read books about and place posters around the room showing the life cycle of a plant, chicken, frog or a butterfly to demonstrate how animals and plants change as they grow.
- Provide hands-on opportunities for children to grow plants and **observe** changes as they grow (e.g., planting seeds in cups, sweet potato in a glass of water).

Families may...

- Go on an outdoor bug hunt with children. Encourage them to look at bugs carefully and tell you what they see.
- Read books with children about animals and how they grow.

Scientific Inquiry

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VI. SCIENTIFIC INQUIRY B. LIFE SCIENCE

3 - 4 YEARS (36 - 48 months)

Young children depend on adults to provide experiences that help children make connections. As children become more independent, their play becomes more intentional, and they begin noticing **characteristics** of living things. They are drawn to nature and nature play. Children gain knowledge about living things (e.g., what they are, how they survive, their **life cycles**, how they change) through daily interactions and experiences. Through repeated opportunities to explore nature, children begin making connections between real items and pictures (symbolic representation). Multiple opportunities to explore and interact with real plants and animals lay the foundation for further learning and abstract concepts.

STANDARD 1.

Demonstrates knowledge related to living things and their environments

BENCHMARK a.

Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden)

Children may...

- Explore a tree outdoors using a plastic magnifying glass.
- Observe and help care for classroom pets.
- Find and observe worms, centipedes, ants or pill bugs under rocks, leaves, pieces of wood and in rotting logs. Describe how living things look and move.

Educators may...

- Grow a plant using seeds that grow quickly, such as beans and peas. Together with children, plant seeds in a paper cup, and encourage children to water and watch the plant grow.
- Provide opportunities for children to safely observe bugs and other living things in nature.

- Give children a magnifying glass and go on an outdoor bug hunt together. Encourage children to look at bugs carefully and tell you what they see.
- Read books about animals and plants, and discuss with children (e.g., animals that live in water, on land and in the air).



BENCHMARK b.

Begins to notice the similarities and differences among various living things

Children may...

- Go on a nature walk to collect a variety of leaves, and observe *characteristics*.
- Observe living things to see how they change over time (e.g., compare a variety of plants to observe how quickly they grow and change over time).

Educators may...

- Read books about animals and plants, and discuss with children (e.g., animals that live in water, on land and in the air. How are they the same and different?).
- Provide opportunities for children to take nature walks and take photos of insects, large plants, animals, birds and anything else children notice. Post pictures, later at a *center* for children to discuss with the educator.

Families may...

- Go for a walk with children and talk about how the dogs, birds or cats seen are alike and different.
- Read books about animals and plants, and discuss with children (e.g., animals that live in water, on land and in the air). Ask, "How are they the same and different?"

BENCHMARK c.

Explores basic life cycles (e.g., plants grow from seeds and hatching eggs)

Children may...

- Observe stages as caterpillars change into butterflies during class project.
- Describe changes in people and animals (e.g., losing teeth, growing out of clothing, beans sprouting).
- Ask questions about plants and animals growing and changing.

Educators may...

- Take nature walks during different seasons, and point out differences in plants and animals through each season.
- Read books about and place posters around the room showing the lifecycle of a plant, chicken, frog or butterfly to demonstrate how animals and plants change as they grow.

- Read books with children about plants and animals and *life* cycles.
- Plant seeds with children in the yard or inside in cups with dirt.
 Talk with children about how seeds need good soil, water and sunlight. Support children as they observe plants growing and participate in their care by watering, etc.

VI. SCIENTIFIC INQUIRY B. LIFE SCIENCE

3 - 4 YEARS (36 - 48 months)

Young children depend on adults to provide experiences that help children make connections. As children become more independent, their play becomes more intentional, and they begin noticing **characteristics** of living things. They are drawn to nature and nature play. Children gain knowledge about living things (e.g., what they are, how they survive, their **life cycles**, how they change) through daily interactions and experiences. Through repeated opportunities to explore nature, children begin making connections between real items and pictures (symbolic representation). Multiple opportunities to explore and interact with real plants and animals lay the foundation for further learning and abstract concepts.

STANDARD 1.

Demonstrates knowledge related to living things and their environments

BENCHMARK d.

Explores the differences between living and non-living things

Children may...

Educators may...

- Discuss differences between a toy bird in the classroom and a bird outside.
- Identify external *characteristics* of living things (e.g., size, shape, color and texture of leaves or insects).
- Identify external *characteristics* of non-living things (e.g., size, shape, color and texture of rocks and toys).
- Engage in activities to sort by living and non-living.

- Read books about plants and animals and their *characteristics*.
- Provide and model using technology tools (e.g., magnifying glass, digital camera, light table).
- Provide a variety of natural objects for children to explore and discover (e.g., different texture, size, shape, material).

- Take a walk outside with children, and find and name things that grow (e.g., trees, flowers, weeds, cats, people, dogs, etc.). Ask children, "Do rocks, streets or cars grow?"
- Read books about plants and animals and their *characteristics*.



BENCHMARK e.

Explores the needs of living things (e.g., plants need water to grow and kids need food to grow)

Children may...

- Answer appropriately when asked what plants and animals need to live (e.g., food, air, sunshine, etc.).
- Observe a bug found on the playground and, with educator help, find out what the insect eats.
- Show awareness of the need to care for living things (e.g., water plants, feed pets, put food out for birds).

Educators may...

- Read books depicting basic needs of plants and animals.
- Provide indoor and outdoor experiences that include safe interaction with animals, plants and other people.
- Provide opportunities for children to explore plants, animals and people in their *environment*.

Families may...

- Talk to children about the scientific aspects of your pet (e.g., its body, how it grows, its habitat and what it needs to live).
- Read books depicting the basic needs of plants and animals.
- Play "match the baby." With a **set** of picture cards with baby animals and their animal parents, play with children to match the baby animal to its parent animal.

VI. SCIENTIFIC INQUIRY B. LIFE SCIENCE

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Young children depend on adults to provide experiences that help children make connections. As children become more independent, their play becomes more intentional, and they begin noticing **characteristics** of living things. They are drawn to nature and nature play. Children gain knowledge about living things (e.g., what they are, how they survive, their **life cycles**, how they change) through daily interactions and experiences. Through repeated opportunities to explore nature, children begin making connections between real items and pictures (symbolic representation). Multiple opportunities to explore and interact with real plants and animals lay the foundation for further learning and abstract concepts.

STANDARD 1.

Demonstrates knowledge related to living things and their environments

BENCHMARK a.

Identifies *characteristics* of a variety of plants and animals including physical *attributes* and behaviors (e.g., camouflage, body covering, eye color, other *adaptations*, types of trees and where they grow)

Children may...

- Collect, describe and record information about living things through discussion and drawings.
- Participate in discussion during group time about places where animals live and features that help animals survive (e.g., insect that looks like a stick, moth on tree bark, etc.).

Educators may...

- Provide concrete experiences that enable children to observe, categorize, compare and contrast living things in their environments.
- Provide accessories for children to collect nature items (e.g., magnifying glasses, bug jars, baskets).
- Read books about animal adaptions or animal homes/ habitats (e.g., animals living in different places have special features that help them to survive).

- Provide opportunities for children to observe creatures, dig for bugs in the garden and visit a zoo.
- Provide accessories for children to collect nature items (e.g., magnifying glasses, bug jars, baskets).
- Read books about animal adaptions or animal homes/ habitats (e.g., animals living in different places have special features that help them to survive).

BENCHMARK b.

Notices the similarities and differences among various living things

Children may...

- Identify external *characteristics* things of living things (e.g., size, shape, color and texture of leaves or insects).
- Use drawings or other forms of representation to describe changes familiar to them (e.g., record changes in a nearby tree through the seasons).
- Investigate and compare the needs of living things (e.g., discuss what plants need to thrive, the different kinds of *environments*).
- Use technology tools (e.g., magnifying glass, digital camera) to observe and describe what is the same and different about objects.

Educators may...

- Provide and model using technology tools (e.g., magnifying glass, digital camera, light table).
- Provide a variety of natural objects for children to explore and discover (e.g., different texture, size, shape, material).
- Provide indoor and outdoor experiences that include safe interaction with animals, plants and people.
- Provide opportunities for children to investigate *characteristics* of plants and animals in their natural habitat and in the classroom over time. This helps children develop respect and a caring attitude toward living things.

Families may...

- Give children two different kinds flowers and ask them to tell how they are alike and different.
- Take children on a walk outside in the yard or a park. During the walk, stop and examine things like dirt, leaves, flowers, bugs, etc. Ask children to describe what they see.
- Read books about plants and animals and their *characteristics*.

BENCHMARK c.

Understands that all living things grow, change and go through life cycles

Children may...

- Observe similarities and differences when viewing pictures of themselves, beginning in infancy.
- Investigate and compare a variety of living things to determine their needs and how they change over time.
- Explore and compare a variety of plants to observe and measure how quickly they grow and change over specific time periods.
- Comment on the changes they observe as caterpillars grow, change into chrysalises and emerge as butterflies.

Educators may...

- Provide numerous plants and animals to be housed in the science *center* of the classroom to allow children to observe of changes over time.
- Provide opportunities to explore and focus on a few specific living things that will allow children to note changes that occur (e.g., bring in baby pictures/compare with current pictures; record height and weight of children and compare to when they were babies; keep mealworms, caterpillars, or other living things in the classroom, and observe changes over time; visit a farm to see baby and adult animals).
- Use classroom experiences like reading books and poetry to allow children to communicate their understanding of how living things grow and change.

Families may...

- Read books with children about plants and animals and *life* cycles.
- Plant seeds in the yard or in cups with dirt. Talk with children about how seeds need good soil, water and sunlight. Support children as they observe the plants growing and participate in their care by watering, etc.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Young children depend on adults to provide experiences that help children make connections. As children become more independent, their play becomes more intentional, and they begin noticing **characteristics** of living things. They are drawn to nature and nature play. Children gain knowledge about living things (e.g., what they are, how they survive, their **life cycles**, how they change) through daily interactions and experiences. Through repeated opportunities to explore nature, children begin making connections between real items and pictures (symbolic representation). Multiple opportunities to explore and interact with real plants and animals lay the foundation for further learning and abstract concepts.

STANDARD 1.

Demonstrates knowledge related to living things and their environments

BENCHMARK d.

Begins to distinguish between living and non-living things

Children may...

Educators may...

- Categorize small items gathered during outside time into living and non-living items, with educator support.
- Observe living and non-living things in their *environment*.
- Collect objects during a nature walk.
- Point out objects of interest in the *environment*.
- Provide accessories for children to collect nature items (e.g., magnifying glasses, bug jars, baskets).
- Create a large chart categorizing things that are living and things that are non-living, and label them.
- Provide children with small paper bags to search outside in groups for items to fill their bags. Upon return, support children in emptying their bags and sorting by living and non-living items.

- Ask your child to explain the difference between a toy bird at home and a real bird in nature.
- Give children responsibility for providing care for living things in the house (e.g., feed the fish, go with you to walk the dog, water the plants).



BENCHMARK e.

Observes that living things differ with regard to their needs and habitats

Children may...

- Take responsibility for caring for living things (e.g., water plants, feed pets, put food out for birds).
- State that living things need food and water to survive.
- Participate in discussions about animals that live in various places, and their needs.
- Match animals to a water or land habitat.

Educators may...

- Provide indoor and outdoor experiences that include safe interaction with animals, plants and other people.
- Read books depicting basic needs of plants and animals.
- Ask questions such as, "Where does the egg come from,"
 "Where did you get the truck?" to encourage discussion about the origin of items.

- Talk to children about the scientific aspects of your pet (e.g., its body, how it grows, its habitat and what it needs to live).
- Talk with children about the weather today (e.g., sunny, cloudy, rainy) and ask what they think they should wear to go outside.

BIRTH - 8 MONTHS

Children engage in science by exploring the world around them. They are naturally curious about things and trying to see how they work. As they **observe** and experiment, children begin using simple tools to help children investigate movement and **characteristics** of objects.

STANDARD 1.

Demonstrates knowledge related to physical science

BENCHMARK a.

Displays interest in movement of objects

- Shake a rattle.

gym.

hand.

- Kick toys hanging from an infant

- Watch and follow movement of a

- Pass an object from hand-to-

mobile over the crib.

Educators may...

- Provide a variety of interesting toys for children to interact with.
 - Show children the fun features on each new toy as they show interest in movable toy parts and varying textures.
 - Take time to read through activity books with children.

Families may...

- Expose children to a variety of *sensory* input (e.g., textured toys, varied lighting, tummy time, indoor/outdoor play, etc.).
- Fill a small empty plastic bottle (e.g., a medicine container with a safe, childproof lid) with beans or rice. Let children shake it to make noise.
- Provide opportunities for children to feel a variety of textures, such as a soft feather or fine sandpaper.

BENCHMARK b.

Recognizes when a moving object has stopped (e.g., mobile)

Children may...

- Educators may...
- Cry when a favorite moving toy stops.
- Reach for a mobile to make it move.
- Actively repeat a newly-learned activity.
- Provide opportunities for young
- infants to be on the floor and to explore their immediate world.
- Show children the fun features on each new toy as they show interest in movable toy parts and varying textures.

- Expose their child to a variety of *sensory* input (e.g., textured toys, varied lighting, tummy time, indoor/outdoor play, etc.).
- Provide a variety of toys that offer opportunities for touching and exploring.



BENCHMARK c.

Uses senses to gain knowledge about objects

Children may...

- Reach for objects within view.
- Bang a block on the floor and smile at the noise.
- Smile when presented with a familiar object like their bottle or teddy bear.
- Touch and mouth objects and people.
- Explore the immediate
 environment by looking around, reaching out and touching objects (e.g., blanket, soft toys).

Educators may...

- Provide opportunities for young infants to be on the floor and to explore their immediate world.
- Provide a variety of toys and materials within children's reach.
- Provide feedback for infant's responses to activities and experiences.
- Use moving objects to attract children's attention and stimulate interest. Hang mobiles or plants where children can watch them move, as well as enjoy their color and shape.

Families may...

- Expose children to a variety of sensory input (e.g., textured toys, varied lighting, tummy time, indoor/outdoor play, etc.).
- Provide a variety of toys that offer opportunities for touching and exploring.
- Provide opportunities for children to feel a variety of textures, such as a soft feather or fine sandpaper.

BENCHMARK d.

Displays interest in various types of materials (e.g., water, soft fabric, textured carpet)

Children may...

- Demonstrate preferences for different sensations.
- Explore objects of varying textures.
- Splash in small puddle of water added to a high chair tray.

Educators may...

- Introduce new objects into the *environment*.
- Describe the *characteristics* of objects (e.g., "That feels soft.").
- Offer different textures and surfaces for children to explore (e.g., furry material, smooth silk, bumpy or hard plastic).

- Provide a variety of toys that offer opportunities for touching and exploring.
- Make a treasure basket or box for children. Fill it with objects that children will wonder about (e.g., ring of keys, lengths of satin ribbon, a clean sponge, other items with different colors, textures and shapes).

8 - 18 MONTHS

Children engage in science by exploring the world around them. They are naturally curious about things and trying to see how they work. As they **observe** and experiment, they begin using simple tools to help investigate movement and **characteristics** of objects.

STANDARD 1.

Demonstrates knowledge related to physical science

BENCHMARK a.

Demonstrates ability to move objects

Children may...

Educators may...

- Roll a ball back and forth with an adult.
- Fill and dump toys and blocks.
- Drop a toy or a bottle on the floor and watch it fall.
- Move a push or pull toy.
- Use toys and other objects to make things happen (e.g., kick a ball, push a button on a toy).
- Provide a variety of interesting toys for children to interact with.
- Provide and describe the motion of objects.
- Engage in songs that involve children in different speeds of movement.
- Provide objects, toys and materials that promote children's handling them in many ways (e.g., moving, carrying, filling, dumping).

Families may...

- Encourage children to throw, push and kick a ball forward.
- Provide opportunities for children to move a push or pull toy during play.

BENCHMARK b.

Begins to observe that objects move at different speeds (e.g., wind-up toys, swings)

Children may...

- Observe a mobile or plant move from a breeze.
- Experience slow and faster movement while adult pushes children in the swing on the playground.

Educators may...

- Engage in songs that involve children in different speeds of movement.
- Use moving objects to attract children's attention and stimulate interest. Hang mobiles or plants where children can watch them move, as well as enjoy their color and shape.
- Describe the motion (e.g., fast, slow, stop and go) of familiar objects in the **environment**.

- Encourage children to throw, push and kick a ball forward.
- Provide opportunities for children to play with wind-up toys and observe the movement.



BENCHMARK c.

Begins to manipulate, explore and play with objects to gain knowledge about them (e.g., moving, filling, dumping, smelling)

Children may...

- Explore objects and materials by handling them in many ways (e.g., moving, carrying, filling, dumping).
- Act upon objects to make them move in various ways.
- Participate in educator-led activities involving moving objects.

Educators may...

- Offer toys that allow children to experiment with cause-andeffect (e.g., knobs that twist to make a sound or levers that slide open to make an object appear).
- Model activities involving motion (e.g., build ramps and roll balls down them).
- Describe the motion (e.g., fast, slow, stop and go) of familiar objects in the *environment*.

Families may...

- Provide opportunities for children to explore with bath toys, plastic cups, squirters and strainers in the bathtub. Pour water from a cup into the bath from different heights.
- Go for a nature walk and collect items (e.g., leaves, sticks, pine cones, etc.) with children to fill a wagon or bucket. Provide opportunities for children to fill and dump things over and over.

BENCHMARK d.

Begins to explore solids and liquids to gain knowledge about them (e.g., soap and water in the bathtub)

Children may...

- Observe an adult combining materials to make a new substance (e.g., cooking, mixing paint colors).
- Play with solid objects (e.g., soft toys, board books).
- Splash in small puddle of water added to a high chair tray.

Educators may...

- Provide children with a variety of sensory experiences, including a sand/water table and other materials with interesting visual or textural qualities.
- Provide opportunities for children to mix and combine safe materials.

- Freeze a small bath toy in a paper cup filled with water. Peel off the cup and let children play and watch as the ice melts in the bathtub. Use a toy large enough to prevent possible choking.
- Provide opportunities for children to explore with bath toys, plastic cups, squirters, and strainers in the bathtub. Pour water from a cup into the bath from different heights.

Scientific Inquiry

VI. SCIENTIFIC INQUIRY C. PHYSICAL SCIENCE

18 - 24 MONTHS

Children engage in science by exploring the world around them. They are naturally curious about things and trying to see how they work. As they **observe** and experiment, they begin using simple tools to help investigate movement and **characteristics** of objects.

STANDARD 1.

Demonstrates knowledge related to physical science

BENCHMARK a.

Demonstrates ability to push and pull objects

Children may...

Educators may...

- Pull or push a wagon or cart around the play area and possibly put toys in it.
- Push over a block tower the educator has created.
- Roll a ball.
- Play with wheeled toys.

Educators may.

- Offer toys that can be pushed or pulled.
- Inflate several large exercise balls or beach balls. Encourage children to push and roll them around the classroom.

Families may...

- Provide opportunities for children to play outside daily using push/ pull and riding toys.
- Provide blocks for stacking and pushing over block towers.

BENCHMARK b.

Observes objects that move at different speeds (e.g., wind-up toys, swings)

Children may...

Educators may...

- Act upon objects to make them move in various ways.
- Participate in educator-led activities involving moving objects.
- Say "go fast" when playing on the playground.
- Describe the motion (e.g., fast, slow, stop and go) of familiar objects.
- Engage in songs that involve children in different speeds of movement.
- Model activities involving motion (e.g., build ramps and roll balls down them).

- Encourage children to move like an animal (e.g., walk quietly "like a mouse" into the doctor's office or library; hop "like a cricket" to the door before going outside to hunt for bugs).
- Throw and catch a ball outside.
 Inside, toss balls or beanbags into baskets or inside a hula hoop.

Scientific Inquiry



BENCHMARK c.

Manipulates, explores and plays with objects to gain knowledge about them (e.g., moving, stacking)

Children may...

- Stack blocks and knock them down.
- Poke, drop, push, pull and squeeze objects to see what will happen.
- Use cups and other containers in their play with sand and water.
- Use trial and error to fit different shapes into holes.

Educators may...

- Provide children with a variety of *sensory* experiences, including a sand/water table.
- Provide opportunities for children to explore and manipulate objects with varying characteristics (e.g., color, size, shape, texture).

Families may...

- Place a bar of soap and plastic animals or dolls into a water table, sink or tub and supervise as children wash them. Exploring with a bar of soap can be a new experience.
- Place several items into a bag or empty tissue box and have children reach in to feel and guess the item, or ask children to find "something bumpy."
- Provide stackable toys and blocks for children to create structures.

BENCHMARK d.

Explores solids and liquids to gain knowledge about them (e.g., food, water play, finger-painting)

Children may...

- Use cups and other containers in their play with sand and water.
- Mix paint colors when fingerpainting.
- State clear preferences regarding foods.

Educators may...

- Provide children with a variety of sensory experiences, including a sand/water table and other materials with interesting visual or textural qualities.
- Engage in simple cooking activities.

- Make pudding together, helping children pour and stir the ingredients. Describe the ingredients and expand children's language (e.g., child says "milk" and adult says, "Yes, the milk is white and creamy.").
- Provide opportunities for children to "paint" with water on sidewalk, driveway, etc., with sponges, paint brushes and roller brushes. Explore with water and sidewalk chalk.

VI. SCIENTIFIC INQUIRY C. PHYSICAL SCIENCE

2 - 3 YEARS (24 - 36 months)

Children engage in science by exploring the world around them. They are naturally curious about things and trying to see how they work. As they **observe** and experiment, they begin using simple tools to help investigate movement and **characteristics** of objects.

STANDARD 1.

Demonstrates knowledge related to physical science

BENCHMARK a.

Begins to explore a greater variety of motions with objects (e.g., rotate, spin, twist)

Children may...

Educators may...

- Look at the moving parts of toys, such as the wheels and doors of a toy truck.
- Turn puzzle pieces in various directions to complete the puzzle.
- Explore twisting plastic screws in and out of holes in a toy workbench.
- Use pedal to move a riding toy.

- Offer a variety of toys and
 - materials that promote children exploring motion (e.g., spinning top, toy workbench).
- Provide children with opportunities to explore, manipulate, investigate and discover.

Families may...

- Provide opportunities for children to explore toys and materials that promote exploring motion (e.g., spinning top, toy workbench).
- Provide opportunities for children to use pedals to move a riding toy.

BENCHMARK b.

Uses basic words for speed of motion (e.g., fast and slow)

Children may...

- Educators may...
- Push toy car down a ramp and around the room saying, "Zoom!"
- Participate in educator-led activities involving moving objects.
- Listen to educator read a book and when asked, "Does the turtle move fast or slow?" they say, "Slow."
- Describe the motion (e.g., fast, slow, stop and go) of familiar objects in the *environment*.
- Read books about the motion of various objects, and discuss with children.
- Engage in songs that involve children in different speeds of movement.

- Sit on the floor with children and roll a ball back and forth at different speeds. Support children as they describe the motion as fast or slow.
- Read books about the motion of various objects, and discuss with children.

BENCHMARK c.

Begins to describe, compare, sort and classify objects based on observable physical *characteristics* (e.g., color, sound, weight)

Children may...

- Explore objects of varying sizes, shapes, colors and weights.
- Participate in educator-led exploration (e.g., water and sensory play).
- Participate in a class discussion about heavy and light objects.

Educators may...

- Provide opportunities for children to explore objects with varying *characteristics* (e.g., color, sound, size, shape, weight).
- Describe *characteristics* of objects (e.g., "This block is heavy.").

Families may...

- Provide a wide source of objects that produce sound through vibration (e.g., rubber bands, glasses filled with different amounts of water, toy drums, cymbals, a guitar).
- Encourage children to try new fruits and vegetables like star fruits, kiwis, corn in the husk, etc. Discuss the various shapes, textures and smells. Compare what the fruit/vegetable looks like on the outside to what it looks like on the inside. Ask children questions and listen closely to their answers.

BENCHMARK d.

Begins to use words to describe basic physical properties and states of *matter* of objects (e.g., wet/ dry, hard/soft, warm/cold, firm/squishy)

Children may...

- Participate in educator-led *exploration* of *matter* (e.g., water and *sensory* play, explore novel objects introduced in the classroom).
- Let water run through fingers and comment on the way it feels (e.g., "This is wet.").
- Point to mud on a tray or the ground and ask, "Dirty?"

Educators may...

- Provide children with a variety of sensory experiences including a sand/water table and other materials with interesting visual or textural qualities.
- Describe *characteristics* of objects (e.g., "That feels squishy. This one is rough, but this one feels smooth.").

- Give children materials to encourage experimentation during bath time (e.g., plastic containers of various sizes [some with holes punched in the bottom], a turkey baster, a plastic squeeze bottle or funnels).
- Hold up a ball of playdough and encourage children to describe it. Talk about its color, shape, size and texture.

VI. SCIENTIFIC INQUIRY C. PHYSICAL SCIENCE

3 - 4 YEARS (36 - 48 months)

Children engage in science by exploring the world around them. They are naturally curious about things and trying to see how they work. As they **observe** and experiment, they begin using simple tools to help investigate movement and **characteristics** of objects.

STANDARD 1.

Demonstrates knowledge related to physical science

BENCHMARK a.

Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench)

Children may...

Educators may...

- Create a ramp out of blocks to race toy cars in the block area.
- Push and pull toys to activate lights and sounds (e.g., bus, car).
- Twist plastic screws in and out of holes in a toy workbench.
- Pedal a tricycle.

- Make materials such as ramps, wheeled toys, balls, pull toys, etc., available for children to use in child-directed, as well as educator-directed, activities.
- Provide children with opportunities to explore, manipulate, investigate and discover.

Families may...

- Give children many opportunities to ride tricycles and other riding toys with pedals. Riding on a variety of surfaces and slopes familiarizes children with **energy** concepts.
- Provide simple tools (e.g., tape measure, magnifying glass, magnet, paint brush, binoculars, notebook) for children to use in pretend play.

BENCHMARK b.

Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball)

Children may...

- Pedal a tricycle slow and fast.
- Dance faster or slower as the **music** changes during a movement game.
- Roll a ball down the slide during outside play. Other children join at the bottom of the slide to roll the ball back up the slide in different ways, and experiment with making the ball go faster and slower.
- Send toy cars or balls down ramps to see which cars go faster.

Educators may...

- Make materials such as ramps, wheeled toys, balls, pull toys, etc., available for children to use in child-directed, as well as educator-directed, activities.
- Join children when they are experimenting with cars on ramps. Use paper and markers to help document for children which cars or balls go faster down the ramps.

- Sit on the floor with children and roll a ball back and forth at different speed. Support children as they vary speeds, and describe the motion as fast or slow.
- Provide opportunities for children to ride tricycles and explore pedaling slower and faster.

BENCHMARK c.

Explores and investigates the properties of toys and objects (e.g., relationship between size and weight of blocks, what makes balls bounce)

Children may...

Educators may...

- Ask, "Why does this ball bounce higher than that one?"
- Demonstrate an understanding that they can use tools to gather information and investigate materials (e.g., placing objects on a balance scale to see which is heavier).
- Provide opportunities for children to explore objects with varying characteristics (e.g., color, sound, size, shape, weight).
- Provide balance scales and other tools to encourage children to explore and investigate properties of toys and objects.

Families may...

- Give children a magnet and a small collection of both metal and nonmetal objects. Let children explore which objects are attracted to the magnet.
- Fill empty glasses with varying amounts of water, and have children tap them with a spoon to see if the sounds created are different.

BENCHMARK d.

Explores and begins to identify physical properties and state of *matter* of objects or materials (e.g., playing with sand and water, mixing paints, freezing and cooking, sinking/floating objects)

Children may...

- Sort objects and materials by various *characteristics* (e.g., soft/ hard, float/sink, loud/quiet).
- Play in water with objects that float and sink.
- Mix colors using paint, watercolors, food coloring, etc.
- Ask, "Why does the ice cube melt?"
- Explore which objects magnets attract or repel (e.g., leaves, cotton balls, paper clips, nuts and bolts).

Educators may...

- Provide children with a variety of *sensory* experience, including a sand/water table and other materials with interesting visual or textural qualities.
- Model comparison language (e.g., wet/dry, shiny/dull, rough/ smooth).
- Make books about the physical world available in the *literacy* area, and in other interest areas (e.g., block area, *sensory* area).
- Ask open-ended questions
 (e.g., "What happened when the magnet touched the paper clip?").

- Have children help make pancakes from scratch or a mix.
 Show children the pancakes while they cook, and talk about how batter changes from runny to firm and puffy.
- Provide an opportunity for children to put various objects into a tub of water, with supervision, to see which ones sink and which float (e.g., pingpong ball, plastic cup, screw, paper clip, block, cork, empty soda can, full soda can, quarter, sponge).
- When children make an observation, say, "What makes you say that?" or, "How do you know?"

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Children engage in science by exploring the world around them. They are naturally curious about things and trying to see how they work. As they **observe** and experiment, they begin using simple tools to help investigate movement and **characteristics** of objects.

STANDARD 1.

Demonstrates knowledge related to physical science

BENCHMARK a.

Discusses what makes objects move the way they do and how the movement can be controlled

Children may...

Educators may...

- Repeatedly roll marbles down a chute.
- Ask, "Why does this ball roll faster than that one?"
- Say, "I want the car to go faster!"
- Move the ramp to make a toy car go different speeds.
- Try to throw a ball at a target.
- Model asking questions about objects/materials, and encourage children to find answers (e.g., asking, "I wonder how we can make the cars go down the ramp faster? How do you think we can find out?").
- Provide children with enough time and space to work with objects and materials and pursue their own inquiries (e.g., constructing with blocks).
- Supply a variety of materials for children to experiment with (e.g., to see what sinks or floats at the water table; to see how far objects such as feathers or pieces of paper go when they blow at them through straws; to use a pulley to move).

- Read both fiction and non-fiction books about the physical world.
- Provide objects that roll (e.g., balls, toy cars) and materials to make ramps (e.g., cardboard tubes, flat pieces of cardboard or boards, blocks).
- Provide an assortment of lightweight objects (e.g., feathers, scarves, paper, tissues) and heavier ones (e.g., popsicle sticks, buttons, juice bottle lids).
 With children, experiment with the objects to see which ones fall to the ground fastest when dropped. Have children blow at the objects through a straw to see which ones move.
- When children make an observation, say, "What makes you say that?" or, "How do you know?"
- Draw a big *circle* with chalk on a basement or outdoor wall. Take turns throwing a ball at the target.



BENCHMARK b.

Makes *predictions* about how to change the speed of an object, tests *predictions* through experiments and describes what happens

Children may...

- Guess which ramp the car will go down faster.
- Move the ramp to make a toy car or ball go different speeds.
- Records observations through dictating to an adult and drawing pictures, or using other forms of writing.
- Experiment with objects and materials to gather information and observe reactions.
- Predict whether round objects or flat objects will move down the ramp at the same speed.
- Experiment with tubes and funnels at the sand and water tables.
- Make *predictions* about an outcome. (e.g., "What might happen to a kite when the wind blows or slows down?").

Educators may...

- Engage children in predicting what will happen as they experiment.
- Provide opportunities for children to test *predictions*.
- Model asking questions about objects/materials, and encourage children to find answers (e.g., "I wonder how we can make cars go down the ramp faster? How do you think we can find out?").
- Support children when they are experimenting with cars or balls on ramps. Use paper and markers to document which cars or balls go faster down the ramps.

- Help children create ramps by propping up one end of a flat board or heavy cardboard with a small box. Challenge children to find objects that will roll down the ramp. Look for ramps in playgrounds or other places. Talk about how ramps make life easier for people riding in wheelchairs or on bicycles.
- Help children talk about their observations when they experiment with objects. Record the dictation in a special science notebook, and have children draw pictures.
- Ask probing questions. When children make an observation (e.g., "What makes you say that?" or, "How do you know?").

VI. SCIENTIFIC INQUIRY C. PHYSICAL SCIENCE

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Children engage in science by exploring the world around them. They are naturally curious about things and trying to see how they work. As they **observe** and experiment, they begin using simple tools to help investigate movement and **characteristics** of objects.

STANDARD 1.

Demonstrates knowledge related to physical science

BENCHMARK c.

Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)

Children may...

- Comment on changes when substances are mixed, shaken or cooked (e.g., mixing paint, making butter from cream, making playdough).
- Comment on changes in the physical world (e.g., "We made playdough out of salt, flour and water.").
- Describe what happens to the ice when it is moved from the freezer to a tray in the classroom.

Educators may...

- Involve children in activities that involve transformation of materials (e.g., cooking, painting).
- Make books about the physical world available to children in the *literacy* area ,and in other interest areas (e.g., block area, *sensory* area).
- Ask open-ended questions to promote children's awareness of the physical world (e.g., "What do you think happened to the ice cube we left on the table?").
- Provide a variety of everyday natural and *recycled* materials to help children learn about the properties of items in their *environment*.

- Combine equal parts water (dyed with blue food coloring) and vegetable oil (dyed yellow) in a plastic bottle and have children shake the bottle to see the colors blend to create green ,then slowly move apart.
- Experiment with cooking the same foods in different ways.
 Compare fried, scrambled and hard-boiled eggs, or mashed, baked and French-fried potatoes.
 Explore how the same substance can look and feel different.
- Offer objects such as craft sticks, styrofoam blocks, aluminum trays and egg cartons for children to use in building boats and rafts. Have children put small plastic animals on board and launch the fleet into a tub of water, with supervision.

BENCHMARK d.

Investigates and describes changing states of *matter* —liquid, solid and gas

Children may...

Educators may...

- Make gelatin to show that *matter* changes from a liquid to a solid.
- Melt ice to show how solids change to a liquid.
- Make a prediction about the results of an experiment.
- Conduct experiments that use solids, liquids and gas (e.g., melting an ice cube and refreezing it, adding powdered drink mix to water).
- Ask for *predictions* about what might happen when one substance is combined with another.
- Provide various types of *matter* to explore in science area or *sensory* table.
- Encourage drawing or writing observations in journals.

Families may...

- Have children top a graham cracker with a marshmallow, and do the same yourself. Put the crackers in a warm oven until the marshmallows melt. Ask children how heat affected the marshmallows. Let the crackers cool, and enjoy the treats.
- Fill small paper cups with various white, dry substances (e.g., flour, baking soda, baking powder, powdered sugar, granulated sugar, salt) and clear liquids (e.g., vinegar, water, oil, corn syrup) from the kitchen. Let children examine them, under supervision, and mix them to see what happens.
- Ask probing questions when children make an observation (e.g., "What makes you say that?" or "How do you know?").

BENCHMARK e.

Explores the relationship of objects to light (e.g., light and shadows)

Children may...

- Record how shadows change during the course of a day or over time by drawing pictures.
- Use a flashlight or lamp light to make shadows indoors.
- Explore shadows indoors by making animal shapes with hands, using a flashlight or lamp light.
- Observe how shadows change when objects are moved.

Educators may...

- Facilitate children's investigations of light.
- Provide children with opportunities to explore their own shadow, and ask openended questions (e.g., "If you jump up and down, what will your shadow do? What will happen if you wriggle your body? What will your shadow do if you throw a ball to it?").
- Read shadow-themed books (e.g., Moonbear's Shadow by Frank
 Asch and Nothing Sticks Like a Shadow by Lynn Munsinger).

Families may...

- Place a table lamp so it will cast shadows against a blank wall.
 Turn off other lights and play a variety of *music*, encouraging children to make shadows on the wall as they dance.
- Take children outside at three or four different times on a sunny day. Using either chalk or markers and paper, help children work in pairs to trace their shadows. Make sure each child stands in the same place and measure the shadows each time. Talk about the movement of the sun and how shadows move.

BIRTH - 8 MONTHS

Children notice changes in the outdoor **environment**. They learn language and new **vocabulary** as they explore and discuss objects and **characteristics** related to the earth and sky. They explore and investigate the properties of water, sand, soil and mud. As children develop, they see and think about objects in the sky.

STANDARD 1.

Demonstrates knowledge related to the dynamic properties of earth and sky

BENCHMARK a.

Touches water (e.g., plastic cups, sponge and wet washcloth)

Children may...

Educators may...

- Touch water, with adult guidance and support.
- Splash with a rattle or toy while being bathed.
- Squeeze water from a sponge or small washcloth.
- Splash in small puddle of water added to a high chair tray.
- Provide a variety of toys that offer opportunities for touching and exploring.
- Provide supervised opportunities for children to engage in play with water-filled sponge or washcloth.
- Provide supervised opportunities for children to play with a small amount of water added to a high chair tray.

Families may...

- Encourage children to splash while taking a supervised bath.
- Provide a variety of toys that offer opportunities for touching and exploring.

BENCHMARK b.

Touches sand, soil and mud

Children may...

- Hold out fingers to touch falling sand.
- Explore the immediate **environment** by looking around, reaching out and touching objects.
- Laugh or coo when touching sand.

Educators may...

- Provide safe opportunities for children to experience sand, soil and mud.

Families may...

- Take children to parks or outside in own yard to play with them in a sandbox, dirt, sand or grass. Talk about the way the sand, dirt and grass feel.



BENCHMARK c.

Begins to exhibit *curiosity* about objects in the sky and *environment*

Children may...

- Explore the immediate **environment** by looking around, reaching out and touching objects.
- Listen to and sing songs and *rhymes* about day and night (e.g., "Twinkle, Twinkle Little Star").
- Listen and look as the educator reads simple picture books about day and night.

Educators may...

- Provide opportunities for young infants to be on the floor and to explore their immediate world.
- Read and sing songs or rhymes with children about day and night (e.g., "Twinkle, Twinkle Little Star").
- Read simple picture books to children about objects in the sky (e.g., sun, moon, clouds).

Families may...

- Read simple picture books to children about objects in the sky (e.g., sun, moon, clouds)
- Sing the song, "Twinkle, Twinkle Little Star" with children and talk about day and night during *routines*.
- Play "Goodnight Moon" as part of children's bedtime routine and carry them around the room or the house and say "goodnight" to favorite toys, people and objects.

BENCHMARK d.

Responds to changes in temperature and weather (e.g., cries when too warm or too cold)

Children may...

- Educators may...
- Point to or move to window when raining.
- Listen to and begin participating in songs, finger plays and **rhymes** about weather.
- Provide opportunities for children to observe a variety of weather conditions (e.g., go outdoors, observe through a window).
- Provide opportunities to participate in songs, finger plays and *rhymes* about weather.

- Respond to children when crying if too warm or cold.
- Provide opportunities for children to observe a variety of weather conditions (e.g., go outdoors, observe through a window).

VI. SCIENTIFIC INQUIRY

8 - 18 MONTHS

Children notice changes in the outdoor **environment**. They learn language and new **vocabulary** as they explore and discuss objects and **characteristics** related to earth and sky. They explore and investigate properties of water, sand, soil and mud. As children develop, they see and think about objects in the sky.

STANDARD 1.

Demonstrates knowledge related to the dynamic properties of earth and sky

BENCHMARK a.

Explores water (e.g., plastic cups or containers in the bathtub)

Children may...

Educators may...

- Engage in structured play with water by using simple tools (e.g., different sizes of plastic cups to pour water from one cup to another, toy ducks or boats to see how objects float).
- Use senses when exploring water (e.g., how water feels, moves and sounds when splashing).
- Provide children with a variety of sensory experiences, including a sand/water table and other materials with interesting visual or textural qualities.
- Provide opportunities for children's structured play with water by making simple tools available (e.g., different sizes of plastic cups, toy ducks or boats, containers).

- Draw children's attention to the weather and time of day by engaging them in conversations about what they see, hear and feel.
- Have containers with soil, sand and water and show children how to mix the water to make mud and wet sand. Talk about differences children see and feel between wet sand and mud.
- Provide plastic cups, containers and toys in the bathtub for use in children's *exploration* of how water feels, moves and sounds when splashing.



BENCHMARK b.

Explores sand, soil and mud

Children may...

- Engage in structured play in soil, sand and mud by using simple tools to explore the materials (e.g., toy shovel to dig, pour sand and tap on large rocks).
- Participate in educator-led activities (e.g., sorting rocks, mixing water and soil, gardening).
- Press wet sand into simple sand toy molds to create shapes.

Educators may...

- Provide simple tools for children to use during structured play in soil, sand and mud (e.g., toy shovels, toy rakes, hoes, sifters, magnifying glasses).
- Provide children with a variety of sensory experiences, including a sand/water table and other materials with interesting visual or textural qualities.

Families may...

 Provide opportunities for children to go outside and play with water, soil, sand and mud by having simple tools and measuring devices for children to play with at home (e.g., toy ducks, boats, plastic shovels, measuring cups, plastic hand rakes, plastic sifters). Talk with children about the way the sand, dirt and grass feel.

8 - 18 MONTHS

Children notice changes in the outdoor **environment**. They learn language and new **vocabulary** as they explore and discuss objects and **characteristics** related to earth and sky. They explore and investigate properties of water, sand, soil and mud. As children develop, they see and think about objects in the sky.

STANDARD 1.

Demonstrates knowledge related to the dynamic properties of earth and sky

BENCHMARK c.

Begins to **observe** the sun, clouds and transition from day to night

Children may...

- Begin to point or attend to the objects in the sky during both daytime and nighttime (e.g., moon, sun, clouds).

- Take children on walks, describing what is seen.

Educators may...

- Read *Time for Bed* and talk about how, where and when different animals sleep.
- Read non-fiction books and sing songs that describe day and night.

Families may...

- Read *Goodnight Moon* to children. Go outside, find the moon and talk about it together.
- Read *Time for Bed* and talk about how, where and when different animals sleep.
- Establish day and nighttime rituals for children (e.g., morning, dinner time, bedtime).
- Draw attention to the weather and time of day by engaging children in conversations about what they see, hear and feel.

BENCHMARK d.

Begins to identify day and night

Children may...

- Begin to point or attend to the objects in the sky during the day and night (e.g., moon, sun. clouds).
- Listen to and participate in songs that describe day and night.

Educators may...

- Read *Time for Bed* and talk about how, where and when different animals sleep.
- Read non-fiction books and sing songs that describe day and night.

- Read *Goodnight Moon* to children. Go outside, find the moon and talk about it together.
- Take children on walks, describing what is seen.
- Draw attention to weather and time of day by engaging children in conversations about what they see, hear and feel.



18 - 24 MONTHS

Children notice changes in the outdoor **environment**. They learn language and new **vocabulary** as they explore and discuss objects and **characteristics** related to earth and sky. They explore and investigate properties of water, sand, soil and mud. As children develop, they see and think about objects in the sky.

STANDARD 1.

Demonstrates knowledge related to the dynamic properties of earth and sky

BENCHMARK a.

Engages in structured play with water

Children may...

Educators may...

- Dip cup into water and pour back into tub.
- Select toy ducks or boats that float when playing in water.
- Use senses when exploring water (e.g., how water feels, moves and sounds when splashing).
- Provide children with a variety of sensory experiences, including a sand/water table and other materials with interesting visual or textural qualities.
- Provide tools for safe
 exploration of water (e.g., cups, spoons, funnels, basters, bowls, tubes).

Families may...

- Provide opportunities for children to explore with bath toys, plastic cups, squirters and strainers in the bathtub. Pour water from a cup into the bath from different heights.
- Provide opportunities for children to observe adults using water for a variety of purposes (e.g., watering plants, filling fish tank, doing dishes, washing hands, turning on a sprinkler).



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18 - 24 MONTHS

Children notice changes in the outdoor **environment**. They learn language and new **vocabulary** as they explore and discuss objects and **characteristics** related to earth and sky. They explore and investigate properties of water, sand, soil and mud. As children develop, they see and think about objects in the sky.

STANDARD 1.

Demonstrates knowledge related to the dynamic properties of earth and sky

BENCHMARK b.

Engages in structured play with sand, soil and mud activities

Children may...

Educators may...

- Pack sand into a pail using hands or spoons, as the educator models.
- Follow educator's example to "paint" with mud on paper or sidewalk.
- Talk about sand, soil and mud with children, and introduce new **vocabulary**.
- Talk about how vegetables grow, and help children plant and care for a bean seed.

Families may...

- Provide a container with sand or a sandbox with containers (e.g., buckets, cups, bowls) and shovels. Show children how to use containers and shovels to move sand. Talk about the way sand feels and how children move sand with their feet, hands, containers and shovels.
- Provide toy molds for children to use in creating shapes from sand, soil and mud.

BENCHMARK c.

Identifies the objects in the sky (e.g., clouds, sun, moon and stars)

Children may...

Educators may...

- Look at a book with the educator and point to the sun when asked,
 "Show me the sun. Do you see the sun on this page?"
- Point or attend to objects in the sky during the day and night. (e.g., clouds, sun, moon and stars).
- Look at the sky, point and say, "There!" when asked by an adult, "Where are the clouds?"
- Take children on walks, describing what is seen.
- Read non-fiction books and sing songs with children that describe objects in the sky and day and night.

- Take children on walks, describing what is seen.
- Read *Goodnight Moon* to children. Go outside and find the moon and talk about it together.
- Draw attention to weather and time of day by engaging children in conversations about what they see, hear and feel.



BENCHMARK d.

Uses basic *vocabulary* to describe day and night

Children may...

- Educators may...
- Point to a picture book showing a night sky and say, "Dak" (dark).
- Say, "Night night!" when the lights are dimmed for nap time.

Educators may...

- Read *Time for Bed* and talk about how, where and when different animals sleep.
- Read non-fiction books and sing songs that describe day and night.

Families may...

- Observe children bringing a favorite book to an adult as part of the bedtime routine.
- Draw attention to weather and time of day by engaging children in conversations about what they see, hear and feel.

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BENCHMARK e.

Uses emerging vocabulary to describe basic weather

Children may...

Educators may...

- While playing outside notice the sun and say, "Hot!"
- Say, "Wain!" when a rain shower starts while playing outside.
- Hold out hands and say, "Cold!"
- Talk about weather daily with children.
- Read books about weather.
- Take children on walks and describe the weather.
- Use realistic pictures to model labels for weather.



- Purchase clothing items and accessories relative to the weather and season, and talk with children while dressing them appropriately for each season/weather condition.
- Visit the local library and children's museum, where children may participate in hands-on and interactive experiences that simulate weather.

2 - 3 YEARS (24 - 36 months)

Children notice changes in the outdoor **environment**. They learn language and new **vocabulary** as they explore and discuss objects and **characteristics** related to earth and sky. They explore and investigate properties of water, sand, soil and mud. As children develop, they see and think about objects in the sky.

STANDARD 1.

Demonstrates knowledge related to the dynamic properties of earth and sky

BENCHMARK a.

Begins to explore and investigate the properties of water

Children may...

Educators may...

- Touch room temperature, refrigerated and slightly warm water to experience differences in water temperatures.
- Paint with water on outside surfaces.
- Explore water at the water table using an assortment of containers of various shapes and sizes.
- Predict objects that will float or sink in water, and test them (e.g., feather, cotton, leaf, rock).
- Provide children with a variety of sensory experiences, including a sand/water table and other materials with interesting visual or textural qualities.
- Provide tools for safe
 exploration of water (e.g., cups, spoons, funnels, basters, bowls, tubes).
- Provide several objects (e.g., feather, cotton, leaf, rock), and have children predict whether the object will float or sink in water. Then test them.

- Provide opportunities for children to go outside and play with water, soil, sand and mud at home by having simple tools and measuring devices for children to play with (e.g., toy ducks, boats, plastic shovels, measuring cups, plastic hand rakes, plastic sifters, magnifying glasses, binoculars).
- Visit a children's museum where children may participate in hands-on interactive experiences.

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BENCHMARK b.

Begins to explore and investigate the properties of sand, soil and mud

Children may...

- Participate in educator-led activities (e.g., mixing water and soil, gardening).
- Point to mud on tray or ground and ask, "Dirty?"
- Show educator that sand sticks to hands and shoes.

Educators may...

- Provide opportunities for children to investigate rocks, sand, soil and mud.
- Provide simple tools for *exploration* (e.g., magnifying glasses, toy shovels, rakes, hoes, sifters).
- Encourage, model and support children to compare and contrast sand, soil and mud.

Families may...

- Provide opportunities for children to go outside and play with water, soil, sand and mud by having simple tools and measuring devices at home for children to play with (e.g., toy ducks, boats, plastic shovels, measuring cups, plastic hand rakes, plastic sifters, magnifying glasses, binoculars).
- Visit a children's museum where children may participate in hands-on interactive experiences.

BENCHMARK c.

Describes the objects in the sky (e.g., clouds, sun, moon and stars)

Children may...

- Educators may...
- Draw the clouds, sun, moon or stars and describe the picture to the educator.
- Name objects in the sky by using *emerging vocabulary* (e.g., big moon, yellow sun, bright star, fluffy/white clouds).
- Provide opportunities for children to participate in songs, finger plays and *rhymes* about clouds, sun, moon and stars.
- Read non-fiction books and sing songs that describe day and night.

- Take children on walks and point out things in the sky, like the sun, clouds, moon and stars.
- Read books about objects in the sky (e.g., sun, moon, stars, clouds).

2 - 3 YEARS (24 - 36 months)

Children notice changes in the outdoor **environment**. They learn language and new **vocabulary** as they explore and discuss objects and **characteristics** related to earth and sky. They explore and investigate properties of water, sand, soil and mud. As children develop, they see and think about objects in the sky.

STANDARD 1.

Demonstrates knowledge related to the dynamic properties of earth and sky

BENCHMARK d.

Describes daytime and nighttime through drawing, naming or pretend play

Children may...

Educators may...

- Draw activities that happen during daytime and nighttime, and describe to the educator.
- Pretend to sleep at nighttime in the *dramatic play center* while playing with friends.
- Pretend to make breakfast with friends in the *dramatic play center*.
- Begin introducing the concept of time. Talk about what children do in the morning (e.g., get up, eat breakfast, play), what they do in the afternoon (e.g., nap, play) and what they do in the evening (e.g., dinner, play, story time and go to bed). Have children start predicting what **routines** may come next.
- Provide props and clothing in a *dramatic play center* to encourage imagination when depicting activities that happen in the daytime and nighttime.

- Provide opportunities for children to look at pictures of the sun, moon, stars and clouds, and talk about when they see these objects in the sky (e.g., day, night or both).
- Draw attention to weather and time of day by engaging children in conversations about what they see, hear and feel.



BENCHMARK e.

Observes and discusses weather

Children may...

- Match basic weather to types of clothing needed. (e.g., raincoat for rain, jacket for cold, sunglasses for sunny days).
- Look at picture book about weather, and describe the weather shown using simple words and phrases.
- Point to window and say words describing current weather observed outside.

Educators may...

- Read books with children about types of weather and discuss.
- Provide opportunities for children to observe and discuss changes in weather conditions (e.g., go outdoors, observe through a window, realistic pictures).
- Provide opportunities for children to sort pictures of activities, clothing and objects according to the types of weather and season they would be connected to (e.g., bathing suit with sun, umbrella with rain).

Families may...

- Draw attention to weather and time of day by engaging children in conversations that include back-and-forth exchanges about what they see, hear, and feel.
- Take advantage of spontaneous activities during the day to encourage children's problemsolving (e.g., going outdoors after rain to see puddles formed).



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3 - 4 YEARS (36 - 48 months)

Children notice changes in the outdoor **environment**. They learn language and new vocabulary as they explore and discuss objects and characteristics related to earth and sky. They explore and investigate properties of water, sand, soil and mud. As children develop, they see and think about objects in the sky.

STANDARD 1.

Demonstrates knowledge related to the dynamic properties of earth and sky

BENCHMARK a.

Investigates and asks questions about the properties of water using adult- and child-directed activities

Children may...

- Investigate frozen water by playing with a plastic bowl of ice cubes and observing them melt.
- Soak cotton balls in water and observe what happened to the cotton balls, both wet and dry.
- Observe colored ice *cubes* melt in a bowl of water, and respond to the educator when asked, "What happened to the colors?"

Educators may...

- Take children on walks to see puddles forming/disappearing, or place ice *cubes* in the sun to see them melt.
- Provide children with a variety of sensory experiences, including a sand/water table and other materials with interesting visual or textural qualities.

- Provide opportunities for children to go outside and play with water, soil, sand and mud by having simple tools and measuring devices for children to play with at home (e.g., toy ducks, boats, plastic shovels, measuring cups, plastic hand rakes, plastic sifters, magnifying glasses, binoculars).
- Visit a children's museum where children may participate in hands-on interactive experiences.





BENCHMARK b.

Investigates and asks questions about the properties of rocks, soil, sand and mud using adult- and child-directed activities

Children may...

- Use tools (e.g., shovels, pails, rakes, magnifying glasses, sifters) to investigate rocks, soil, sand, water and mud, and asks the educator about objects found.
- Mix several different kinds of mud in an educator-led activity (e.g., one mud batch made from sand, another with combined soil and dried leaves or grass, and another with children-selected items). Pour some of each mixture into a brick mold and respond to educator questions (e.g., "How do you think the mud will change? Which recipe will make the hardest, toughest bricks?").

Educators may...

- Create a word list when adding water to soil during small group to compare and describe dry soil (before) and mud (after).
- Provide opportunities for children to make mud bricks, and investigate mixing different materials with water and soil or sand.
- Give children a bag and take them outside to look for rocks that will fit into their bags.
 Provide opportunities for children to sort the rocks in different ways, such as hard and soft, big and little, or smooth or bumpy.

- Model *curiosity* by talking with children about rocks, soil and sand they have in their yards or local parks (e.g., "I wonder why this rock stays in place, but sand moves when the wind is blowing hard?" or, "Let's see what happens when we pour water on the sand and on the soil.").
- Give children a bag and take them outside to look for objects that will fit into their bags. Later, the adult(s) look at the objects with their children, and help them sort the objects in different ways, such as hard and soft or big and little.

VI. SCIENTIFIC INQUIRY

3 - 4 YEARS (36 - 48 months)

Children notice changes in the outdoor **environment**. They learn language and new **vocabulary** as they explore and discuss objects and **characteristics** related to earth and sky. They explore and investigate properties of water, sand, soil and mud. As children develop, they see and think about objects in the sky.

STANDARD 1.

Demonstrates knowledge related to the dynamic properties of earth and sky

BENCHMARK c.

Asks questions and shows *curiosity* about objects in the sky (e.g., clouds, sun, moon and stars)

Children may...

Educators may...

- Sort simple pictures of daytime and nighttime.
- Point at the moon in a sunny sky and ask why it is there during the day.
- Participate in educator-led group activities, such as painting a mural of the night sky for the classroom.
- Read non-fiction books about the clouds, sun, moon and stars.
- Talk about things in the sky during walks with children or outside play.
- Provide opportunities for children to draw or paint pictures of the daytime or nighttime sky.

Families may...

- Take children outside to look at the sky in the day and at night, and have them draw pictures of the way the sky looks.
- Read books to children about the sun, moon, stars and clouds.
- Go outside with children and look for clouds in the sky. Talk about different shapes clouds have, and how some clouds look like familiar animals or objects.

BENCHMARK d.

Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play

Children may...

- Sort pictures of daytime and nighttime activities.
- Draw pictures, paint or discuss characteristics of nocturnal animals and their activities (e.g., owls, bats).
- Identify whether stories read by educator happen in the daytime or nighttime.

Educators may...

- When reading stories with children, ask children if the story is happening in the daytime or nighttime, and how they know.
- Provide materials for children to draw pictures of daytime and nighttime activities for people and animals, and discuss pictures with children.

- Provide materials for children to draw pictures of daytime and nighttime activities for people and animals.
- Read books to children about daytime and nighttime.
- Visit the local library or children's museum to participate in handson interactive experiences.



3 - 4 YEARS (36 - 48 months)

Children notice changes in the outdoor **environment**. They learn language and new **vocabulary** as they explore and discuss objects and **characteristics** related to earth and sky. They explore and investigate properties of water, sand, soil and mud. As children develop, they see and think about objects in the sky.

STANDARD 1.

Demonstrates knowledge related to the dynamic properties of earth and sky

BENCHMARK e.

Observes and discusses weather changes day to day

Children may...

Educators may...

- Sort pictures of activities, clothing and objects according to the types of weather and season they would be connected to (e.g., bathing suit with sun, umbrella with rain), then discuss their choices.
- Use words or phrases to label weather (e.g., sun, snow, rain, cloud).
- Respond to weather-related questions (e.g., "Why do we need our umbrella today?").
- Provide opportunities for children to observe and discuss changes in weather conditions, and their impact on daily life (e.g., go outdoors, observe through a window, look at realistic pictures).
- Talk about and chart the weather daily with children.
- Read books about weather with children.

Families may...

- Discuss with children different kinds of weather, and the apparel for different types of weather.
- Talk about weather daily.

Scientific Inquiry

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Children notice changes in the outdoor **environment**. They learn language and new **vocabulary** as they explore and discuss objects and **characteristics** related to earth and sky. They explore and investigate properties of water, sand, soil and mud. As children develop, they see and think about objects in the sky.

STANDARD 1.

Demonstrates knowledge related to the dynamic properties of earth and sky

BENCHMARK a.

Describes properties of water including changes in the states of water – liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)

Children may...

Educators may...

- Make gelatin to show that *matter* changes from liquid to solid.
- Melt ice to show how solids change to a liquid.
- Collect rainwater in a cup, and measure how much was collected.
- Use senses and simple tools to explore water.
- Use simple **vocabulary** to label water (e.g., wet, sink, float, warm, cold).

- Provide opportunities for children to safely investigate weather.
- Provide a water-filled tub with toys for children to engage in supervised play, and ask openended questions (e.g., "Do you think that one will sink when you put it in? What do you think will happen with that toy?").
- Provide simple tools for *exploration* of water (e.g., cups, spoons, funnels, basters, bowl, tubes).
- Talk about water and introduce new **vocabulary**.
- Read books about water and its uses.

Families may...

- Provide opportunities for children to investigate what solids from the pantry will dissolve in water (e.g., flour, noodles, oatmeal, colored sprinkles, sugar, brown sugar, cornmeal).
- Read books about water and its uses.
- Visit the local library or children's museum for hands-on interactive experiences involving water.

Scientific Inquiry



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Children notice changes in the outdoor **environment**. They learn language and new **vocabulary** as they explore and discuss objects and **characteristics** related to earth and sky. They explore and investigate properties of water, sand, soil and mud. As children develop, they see and think about objects in the sky.

STANDARD 1.

Demonstrates knowledge related to the dynamic properties of earth and sky

BENCHMARK b.

Discovers, explores, sorts, compares and contrasts objects that are naturally found in the **environment**, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)

Children may...

- Go on a rock hunt and compare sizes, shapes and weights of rocks as they describe the rock's physical properties (e.g., size, shape, color, texture).
- Sort objects, such as rocks, twigs, leaves and shells, by category.
- Explore practical, creative and real-life ways that objects from nature (e.g., rocks, sticks, leaves, acorns, pine cones, sand, shells) can be used in daily classroom life (e.g., constructing sand castles or making shelters/houses out of twigs).
- Add water to sand and discuss how the physical properties change.

Educators may...

- Provide tools for *exploration* of earth materials (e.g., magnifying glasses, child-sized shovels, sifters).
- During a nature walk, work with the class to collect natural things in the *environment* (e.g., leaves, rocks, dirt, pine cones, shells).
- Ask children to compare natural items (e.g., leaves, rocks, dirt, pine cones, shells), and describe how the objects look and feel.
- Hide natural objects in a sandbox or sand table, and have children find, then sort them by specified categories (e.g., smooth/rough, hard/soft, light/dark).

- Model curiosity by talking with children about rocks, soil, and sand they have in their yards or local parks (e.g., "I wonder why this rock stays in place, but sand moves when the wind is blowing hard?" or, "Let's see what happens when we pour water on the sand and on the soil.").
- Take children on nature hikes, and allow children to make leaf/rock/ shell collections.
- Visit local parks for nature/hiking trails.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Children notice changes in the outdoor **environment**. They learn language and new **vocabulary** as they explore and discuss objects and **characteristics** related to earth and sky. They explore and investigate properties of water, sand, soil and mud. As children develop, they see and think about objects in the sky.

STANDARD 1.

Demonstrates knowledge related to the dynamic properties of earth and sky

BENCHMARK c.

Begins to explore and discuss simple observations of *characteristics* and movements of the clouds, sun, moon and stars

Children may...

Educators may...

- Go outside with children and look for clouds in the sky. Talk about different shapes clouds have and how some clouds look like familiar animals or objects.
- Read books about the clouds, sun, moon and stars.
- Take children outside to look at the sky, have them draw pictures of the way the sky looks, and discuss their pictures.

- Draw attention to weather and time of day by engaging children in conversations that include back-and-forth exchanges about what they see, hear and feel.
- Take children outside each night for a month to look at the sky and talk about the shape of the moon and how it changes during the month.
- Go outside with children and look for clouds. Talk about different shapes clouds have and how some clouds look like familiar animals or objects.



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Children notice changes in the outdoor **environment**. They learn language and new **vocabulary** as they explore and discuss objects and **characteristics** related to earth and sky. They explore and investigate properties of water, sand, soil and mud. As children develop, they see and think about objects in the sky.

STANDARD 1.

Demonstrates knowledge related to the dynamic properties of earth and sky

BENCHMARK d.

Compares the daytime and nighttime cycle

Children may...

 Participate in simple investigations about the objects in the sky, and predict day and night activities, including *characteristics* and movement (e.g., when it is dusk, nighttime is approaching; as the sun comes up in the sky, it will be daytime; the moon changes shapes as it cycles around the Earth).

- Sort simple pictures of daytime and nighttime activities.

Educators may...

- Read non-fiction books about the clouds, sun, moon and stars to children.
- Talk about things in the sky during walks or outside play.
- Provide opportunities for children to draw or paint pictures of the daytime or nighttime sky. Compare and discuss.

- Take children outside to look at the sky in the day and at night. Have children draw pictures of the way the sky looks in the day and at night, and compare.
- Take children outside each night for a month to look at the sky and talk about the shape of the moon, and how it changes during the month.
- Read books to children about day and night.
- Go outside with children and look for clouds. Talk about the different shapes clouds have, and how some clouds look like familiar animals or objects.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Children notice changes in the outdoor **environment**. They learn language and new **vocabulary** as they explore and discuss objects and **characteristics** related to earth and sky. They explore and investigate properties of water, sand, soil and mud. As children develop, they see and think about objects in the sky.

STANDARD 1.

Demonstrates knowledge related to the dynamic properties of earth and sky

BENCHMARK e.

Uses appropriate **vocabulary** to discuss **climate** and changes in the weather and the impact it has on their daily lives (e.g., types of clothing for different environments)

Children may...

Educators may...

- Observe patterns of weather and climate changes by collecting information (e.g., collect rainwater in a cup and measure how much rain was collected).
- Illustrate various weather conditions while educator takes dictation describing children's illustrations.
- **Observe** cloud formations and draw what they see.
- Compare a variety of weather conditions (e.g., windy, rainy, cloudy, sunny), and say, "We can't go outside to play today because it is raining."
- Chart the temperature for several days and guess (predict) the current temperature and appropriate clothing for different temperatures.

- Post a weather chart to record the weather each day (e.g., hot, cold, sunny, rainy, windy, foggy), using children as helpers to fill in the chart.
- On a rainy day, collect rainwater in a cup and help children measure how much rain was collected.
- Place an outdoor thermometer where it can be easily seen.
 Record the daily temperature, making a graph over time.
- Provide opportunities for children to explore natural *energy* of sunlight and its connection with living and non-living things (e.g., heat is generated by sunlight. Plants need sunlight and heat to live. Shadows can affect living things.).

- Discuss with children different kinds of weather and the apparel needed for different types of weather.
- Talk about weather daily.



BIRTH - 8 MONTHS

Noticing the world around them, their home, their place of learning and their community helps children recognize the connection between people and the **environment**. Children are interested in their **environment**, and often notice that things change. Adults can support this beginning understanding of how people change and protect the **environment** around them by engaging children in conversation, stories and activities that demonstrate care for the **environment**.

STANDARD 1.

Demonstrates awareness of relationship to people, objects and living/non-living things in their *environment*

BENCHMARK a.

Recognizes familiar people and objects in the immediate environment

Children may...

Educators may...

- Reach for a familiar adult.
- Smile when hearing a familiar adult's voice.
- Crawl towards a family member, educator or child.
- Reach for a toy.

- Provide a variety of engaging toys and objects for children to explore and investigate.
- Describe what children are seeing, hearing and exploring.
- Families may...
- Provide a variety of engaging toys and objects for children to explore and investigate.
- Describe what children are seeing, hearing and exploring.

VI. SCIENTIFIC INQUIRY

8 - 18 MONTHS

Noticing the world around them, their home, their place of learning and their community helps children recognize the connection between people and the **environment**. Children are interested in their **environment** and often notice that things change. Adults can support this beginning understanding of how people change and protect the **environment** around them by engaging children in conversation, stories and activities that demonstrate care for the **environment**.

STANDARD 1.

Demonstrates awareness of relationship to people, objects and living/non-living things in their *environment*

BENCHMARK a.

Begins to identify familiar people and objects in the *environment*

Children may...

Educators may...

- Look at an object when someone asks where it is (e.g., "Where's the puppy?" or, "Where's the cookie?").
- Use gestures or body language to answer questions like, "Where is the ball?"
- Make a specific sound for favorite people or objects, such as "duh, duh" for dog.
- Share age-appropriate books, and have children look for specific objects or characters.
- Provide many interesting toys and objects for children to play with and talk about.
- Sing and read stories to children every day.

Families may...

- Talk with children as they go about daily **routines** such as bathing, feeding and dressing.
- Sing and read stories to children every day.





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18 - 24 MONTHS

Noticing the world around them, their home, their place of learning and their community helps children recognize the connection between people and the **environment**. Children are interested in their **environment** and often notice that things change. Adults can support this beginning understanding of how people change and protect the **environment** around them by engaging children in conversation, stories and activities that demonstrate care for the **environment**.

STANDARD 1.

Demonstrates awareness of relationship to people, objects and living/non-living things in their *environment*

BENCHMARK a.

Identifies familiar people and objects in the environment

Children may...

Educators may...

- Show interest in and respond to plants, animals and people.
- Begin engaging in basic caretaking of non-toxic plants and safe animals.
- Read and discuss books about plants and animals.
- Sing songs and share finger plays with children about plants and animals.
- Include live animals and plants in the classroom along with large plastic animals, and pictures/ posters.
- Model basic caretaking of plants and animals.

- Talk about people, pets or objects that children are seeing.
- Read to children and point out pictures in books, "See the cat? It looks like our cat."

VI. SCIENTIFIC INQUIRY

2 - 3 YEARS (24 - 36 months)

Noticing the world around them, their home, their place of learning and their community helps children recognize the connection between people and the **environment**. Children are interested in their **environment** and often notice that things change. Adults can support this beginning understanding of how people change and protect the **environment** around them by engaging children in conversation, stories and activities that demonstrate care for the **environment**.

STANDARD 1.

Demonstrates awareness of relationship to people, objects and living/non-living things in their **environment**

BENCHMARK a.

Begins to describe familiar people and objects in the environment

Children may...

Educators may...

- Begin using **technology tools** (e.g., magnifying glasses, light table) to **observe** and describe objects.
- Begin identifying the external characteristics of non-living things (e.g., size, shape and color of rocks and toys).
- Read books about people and their roles, and about plants and animals and their *characteristics*.
- Provide a variety of natural objects for children to explore and discover (e.g., different texture, size, shape, material).
- Provide indoor and outdoor experiences that include safe interaction with animals, plants and people.

Families may...

- Provide indoor and outdoor experiences that include safe interaction with animals, plants and people.
- Read books about people and their roles, and about plants and animals and their *characteristics*.

BENCHMARK b.

Begins to participate in activities to protect the environment

Children may...

Educators may...

- Water plants in classroom, with assistance.
- Feed class pet with assistance.
- Throw napkin in trash can after snack, with assistance.
- Model disposing waste in appropriate trash receptacles.
- Model taking care of the immediate *environment* by watering plants in the classroom, and caring for pets.

- Model disposing waste in appropriate trash receptacles.
- Be role models for children by turning off lights when leaving rooms and turning off water while brushing teeth and after washing hands.



3 - 4 YEARS (36 - 48 months)

Noticing the world around them, their home, their place of learning and their community helps children recognize the connection between people and the **environment**. Children are interested in their **environment** and often notice that things change. Adults can support this beginning understanding of how people change and protect the **environment** around them by engaging children in conversation, stories and activities that demonstrate care for the **environment**.

STANDARD 1.

Demonstrates awareness of relationship to people, objects and living/non-living things in their **environment**

BENCHMARK a.

Describes familiar people and objects in the environment

Children may...

- Use technology tools (e.g., magnifying glasses, digital camera, light table) to observe
- Identify external *characteristics* of non-living things (e.g., size, shape, color and texture of rocks and toys).

and describe objects.

- Participate in activities to sort objects by living and non-living.

BENCHMARK b.

- Read books about people and their roles, and about plants and

Educators may...

 Provide a variety of natural objects for children to explore and discover (e.g., different texture, size, shape, material).

animals and their *characteristics*.

- Provide indoor and outdoor experiences that include safe interaction with animals, plants and people.

Families may...

- Provide indoor and outdoor experiences that include safe interaction with animals, plants and people.
- Read books about people and their roles, and about plants and animals and their *characteristics*.

Participates in activities to protect the environment

Children may...

Educators may...

- Pick up trash on the playground and bring it to the trash can.
- Participate in helping keep the classroom clean and tidy.
- Help plant and care for plants.
- Model disposing waste in appropriate trash receptacles.
- Be role models for children by turning off lights when leaving rooms, turning off water after washing hands and recycling items that can be *recycled*.

Families may...

 Be role models for children by turning off lights when leaving rooms, turning off water while brushing teeth or after washing hands and recycling items that can be *recycled*.

Scientific Inquiry

VI. SCIENTIFIC INQUIRY E. ENVIRONMENT

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Noticing the world around them, their home, their place of learning and their community helps children recognize the connection between people and the **environment**. Children are interested in their **environment** and often notice that things change. Adults can support this beginning understanding of how people change and protect the environment around them by engaging children in conversation, stories and activities that demonstrate care for the **environment**.

STANDARD 1.

Demonstrates awareness of relationship to people, objects and living/non-living things in their environment

BENCHMARK a.

Demonstrates how people use objects and natural resources in the environment

Children may...

- **Educators may...**

- Read books about plants and animals and their *characteristics*.
- Provide opportunities for children to investigate plants, animals and people in their environment.

- Use technology tools (e.g., magnifying glasses, digital camera, light table) to **observe** and describe objects in their environment.
- Say, "People came to chop up our old tree so we can use it in our fireplace."
- Put bird seed in birdfeeder on playground.
- Provide opportunities for children to investigate plants, animals and people in their **environment**.
- Provide opportunities for children to explore and use a variety of gardening tools (e.g., gardening, sensory table, dramatic play).
- Safely display worm farms, bird feeders and ant hills for observation.
- Read books about plants and animals and their characteristics.



BENCHMARK b.

Participates in daily *routines* demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)

Children may...

- Put trash in the garbage rather than throwing it on the ground.
- Help keep the playground clean as a way to take care of their personal *environment*.
- Turn off water after washing hands.

Educators may...

- Discuss conserving *energy* and water, and encourage children to turn off water while brushing their teeth and after washing hands, and to turn off lights when leaving the classroom.
- Model disposing waste in appropriate trash receptacles.

Families may...

- Be role models for children by turning off lights when leaving rooms, turning off water while brushing teeth and after washing hands, and recycling items that can be **recycled**.
- Ask children to recycle toys that they no longer use by donating them to non-profit agencies.

BENCHMARK c.

Identifies examples of organized efforts to protect the *environment* (e.g., recycling materials in the classroom)

Children may...

- Show an interest in environmental projects like recycling.
- Place left-over food from a snack or meal in a container to take to the classroom compost site.
- Help keep the playground clean as a way to take care of their personal *environment*.
- Participate in discussions about appropriate waste disposal.
- Attempt to sort waste into things that can be *recycled* and those that cannot.

Educators may...

- Explore environmental issues in own area or school.
- Create environmental projects that may include recycling and gardening.
- Discuss where garbage goes after it is discarded, and invite guest speakers or go on field trips to learn more about recycling and waste management. Discuss how items are *recycled* at home.
- If food is served for snack or meals, help create a compost area and allow children to place the appropriate food in a container to take to the compost site. Use the composted soil for the garden or plants in the classroom.

- Show children how to put items in a recycling bin.
- Have children help pick up trash from their yards or in parks.
- Be role models for children by turning off lights when leaving rooms, turning off water while brushing teeth and after washing hands and recycling items that can be *recycled*.

VI. SCIENTIFIC INQUIRY F. ENGINEERING AND TECHNOLOGY

8 - 18 MONTHS

Young children are naturally curious. They wonder what things are called, how they work and why things happen. Opportunities for hands-on play with different materials allow children to learn and extend their knowledge and creative-thinking **skills**. Children can begin developing concepts in **engineering** and technology as they design, build and test solutions through play, as they construct sand castles and build cities out of blocks. They also begin understanding that tools help people do things better or more easily.

STANDARD 1.

Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures

BENCHMARK a.

Attempts to use objects as tools

Children may...

- Educators may...
- Use a plastic spoon to repeatedly strike the high chair and make sounds.
- Pretend a banana is a phone.
- Bang a block on the floor and smile at the noise.
- Pull a string attached to a toy to bring the toy closer.
- Provide interesting toys of different textures that are responsive to children's actions, (e.g., soft balls, rattles, cloth toys, blocks, squeeze toys, plastic keys and mobiles).
- Observe children as they try to solve problems. Encourage them, saying, "You are working hard on that puzzle." Intervene only when a need for help.

- Provide riding toys, such as toy cars, toy trucks and toy airplanes, and help children learn to use these toys.
- Provide interesting toys of different textures that are responsive to children's actions (e.g., soft balls, rattles, cloth toys, blocks, squeeze toys, plastic keys and mobiles).



18 - 24 MONTHS

Young children are naturally curious. They wonder what things are called, how they work and why things happen. Opportunities for hands-on play with different materials allow children to learn and extend their knowledge and creative-thinking **skills**. Children can begin developing concepts in **engineering** and technology as they design, build and test solutions through play, as they construct sand castles and build cities out of blocks. They also begin understanding that tools help people do things better or more easily.

STANDARD 1.

Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures

BENCHMARK a.

Uses simple tools to explore

Children may...

- Continuously bang and manipulate an item to open it.
- Try many ways to get an item out of a container (e.g., shake the container, poke fingers into the container, bang the container).
- Put dolls and stuffed animals on a blanket and drag it across the floor.
- Pull the string on a pull toy to make the item move across the room.

Educators may...

- Provide a variety of household items and *recycled* materials, such as clean *recycled* containers, wooden spoons, pans, metal bowls, empty boxes or juice can lids. Encourage *exploration* of the materials and support children's use of materials in new ways (e.g., "You put all the lids in the box.").
- Provide toys and activities that encourage children to solve problems (e.g., shape sorters, simple one-piece puzzles, stacking toys).

- Provide toys and activities that encourage children to solve problems (e.g., shape sorters, simple one-piece puzzles, stacking toys).
- Provide areas inside where children can build with blocks, Legos, Lincoln Logs, playdough, empty boxes and other building materials.

VI. SCIENTIFIC INQUIRY F. ENGINEERING AND TECHNOLOGY

18 - 24 MONTHS

Young children are naturally curious. They wonder what things are called, how they work and why things happen. Opportunities for hands-on play with different materials allow children to learn and extend their knowledge and creative-thinking **skills**. Children can begin developing concepts in **engineering** and technology as they design, build and test solutions through play, as they construct sand castles and build cities out of blocks. They also begin understanding that tools help people do things better or more easily.

STANDARD 1.

Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures

BENCHMARK b.

Explores simple machines through play (e.g., riding toys or push toys)

Children may...

Educators may...

- Push a riding toy around during outside play.
- Use a string to pull a toy.
- Begin pushing a toy mower during inside play.
- Provide children with riding toys, such as toy cars, toy trucks and toy airplanes, and help them learn to use these toys.
- Provide children with enough time and space to work with objects and materials, and pursue their own inquiries.

Families may...

- Provide riding toys, toy cars, toy trucks and toy airplanes and help children learn to use these toys.
- Provide areas inside where children can build with blocks, Legos, Lincoln Logs, playdough, empty boxes and other building materials.

Scientific Inquiry



2 - 3 YEARS (24 - 36 months)

Young children are naturally curious. They wonder what things are called, how they work and why things happen. Opportunities for hands-on play with different materials allow children to learn and extend their knowledge and creative-thinking **skills**. Children can begin developing concepts in **engineering** and technology as they design, build and test solutions through play, as they construct sand castles and build cities out of blocks. They also begin understanding that tools help people do things better or more easily.

STANDARD 1.

Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures

BENCHMARK a.

Uses props to represent simple tools through play

Children may...

Educators may...

- Use items differently and creatively (e.g., a bucket is turned upside down to build a tower base or to be a pedestal).
- Build a bridge using plastic cups and popsicle sticks.
- Provide equipment and materials that encourage **problem-solving** in both indoor and outdoor environments (e.g., small wagons for moving things around the playground, riding toys with and without pedals, cardboard boxes for getting into and crawling out of).
- Provide children with enough time and space to work with objects and materials and pursue their own inquiries (e.g., building with blocks).

Families may...

- Explore the kitchen with children to find simple machines/ tools (e.g., toaster, egg beater, microwave, blender, garbage compacter, etc.) that make life easier. Talk about what you would do if you did not have a toaster. VI. SCIENTIFIC INQUIRY F. ENGINEERING AND TECHNOLOGY

2 - 3 YEARS (24 - 36 months)

Young children are naturally curious. They wonder what things are called, how they work and why things happen. Opportunities for hands-on play with different materials allow children to learn and extend their knowledge and creative-thinking **skills**. Children can begin developing concepts in **engineering** and technology as they design, build and test solutions through play, as they construct sand castles and build cities out of blocks. They also begin understanding that tools help people do things better or more easily.

STANDARD 1.

Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures

BENCHMARK b.

Uses simple machines in play (e.g., riding toys, push mower or tricycle)

Children may...

Educators may...

- Push a riding toy around during outside play.
- Use a string to pull a toy.
- Push a toy mower during inside play.
- Plan an "All about Wheels" unit, and talk about how wheels help us move.
- Provide equipment and materials that encourage **problem-solving** in both the indoor and outdoor environments (e.g., small wagons for moving things around the playground, riding toys with and without pedals, cardboard boxes for getting into and crawling out of).

- Talk with children about simple machines and take them to the library to check out books.
- Respond to children's "why" questions with, "That's a good question. Let's find out" to encourage them in becoming little scientists.



2 - 3 YEARS (24 - 36 months)

Young children are naturally curious. They wonder what things are called, how they work and why things happen. Opportunities for hands-on play with different materials allow children to learn and extend their knowledge and creative-thinking **skills**. Children can begin developing concepts in **engineering** and technology as they design, build and test solutions through play, as they construct sand castles and build cities out of blocks. They also begin understanding that tools help people do things better or more easily.

STANDARD 1.

Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures

BENCHMARK c.

Begins to explore materials and construct simple objects and structures and begins to explore motion and stability (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)

Children may...

Educators may...

- Stack blocks to build a tower or a house, then knock it down.
- Build a sandcastle in the sandbox.
- Use playdough to connect blocks together.
- Demonstrate, explain and engage children in trying things in different ways (e.g., stack blocks of different shapes and sizes, trying different combinations – square blocks on bottom, then round blocks on bottom).
- Talk with children about their activities using open-ended questions (e.g., "How did you do that? Tell me more.").

- Provide areas inside where children can build with blocks, Legos, Lincoln Logs, playdough, empty boxes and other building materials.
- Provide materials and space where children can make race tracks and obstacle courses for their toy trucks, cars and machines.

VI. SCIENTIFIC INQUIRY F. ENGINEERING AND TECHNOLOGY

3 - 4 YEARS (36 - 48 months)

Young children are naturally curious. They wonder what things are called, how they work and why things happen. Opportunities for hands-on play with different materials allow children to learn and extend their knowledge and creative-thinking **skills**. Children can begin developing concepts in **engineering** and technology as they design, build and test solutions through play, as they construct sand castles and build cities out of blocks. They also begin understanding that tools help people do things better or more easily.

STANDARD 1.

Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures

BENCHMARK a.

Begins to identify problems and tries to solve them by designing or using tools (e.g., uses a stick or bat to reach and pull a ball back inside the fence)

Children may...

- Educators may...
- Ignore the stick that is much too short to reach a desired object and choose a stick that looks as if it may be long enough.
- Use the toy broom to get a car out from under the couch.
- Use a wooden puzzle base as a tray to carry all the puzzle pieces to another place.
- Use the toy shopping cart to pick up the wooden blocks and move them to the shelf to be put away.
- Allow children to show their creativity and imagination by solving problems in their own way, such as allowing materials or toys to be used in unconventional ways.
- Ask open-ended questions that encourage children to predict what may happen or to think of other solutions.
- Praise children's accomplishments and new *skills* and abilities that they develop.

- Encourage children to become problem-solvers (e.g., when cleaning the play area at bed time ask children, "How can we make our work easier?"). Try their ideas and ask why it did or did not work.
- Take children to the library to get books about wheels, simple machines, bridges and skyscrapers.



3 - 4 YEARS (36 - 48 months)

Young children are naturally curious. They wonder what things are called, how they work and why things happen. Opportunities for hands-on play with different materials allow children to learn and extend their knowledge and creative-thinking **skills**. Children can begin developing concepts in **engineering** and technology as they design, build and test solutions through play, as they construct sand castles and build cities out of blocks. They also begin understanding that tools help people do things better or more easily.

STANDARD 1.

Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures

BENCHMARK b.

Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers)

Children may...

Educators may...

- Use names for simple machines (e.g., wheel on the tricycle, ramp in the block area, gear in a toy clock).
- Use objects as levers to lift or pry things open.
- Provide toys for children that are simple machines, and talk with children about how these toys work (e.g., toy baby strollers, wagons, tricycles, all types of wheel toys).
- Talk with children about their activities using open-ended questions (e.g., "How did you do that? Tell me more.").

- Point out the use of simple machines in everyday *routines*, such as ramps at businesses or the doctor's office for wheelchairs, a kitchen mixer at home, a canopener, a slide at the park, a wheelbarrow or garden tools at home.
- Talk with children about tools used around the house, and what type of simple machine each tool represents (e.g., a pulley on blinds or a garage door, a fork as a wedge, knives and cheese graters, wheel and axle on toy cars, a see-saw as a lever, tongs, scissors or nail clippers).
- Visit a local children's museum for hands-on interactive experiences with simple machines and tools for building and problem-solving.

VI. SCIENTIFIC INQUIRY F. ENGINEERING AND TECHNOLOGY

3 - 4 YEARS (36 - 48 months)

Young children are naturally curious. They wonder what things are called, how they work and why things happen. Opportunities for hands-on play with different materials allow children to learn and extend their knowledge and creative-thinking **skills**. Children can begin developing concepts in **engineering** and technology as they design, build and test solutions through play, as they construct sand castles and build cities out of blocks. They also begin understanding that tools help people do things better or more easily.

STANDARD 1.

Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures

BENCHMARK c.

Explores and constructs simple objects and structures with appropriate materials and explores concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)

Children may...

Educators may...

- Build a small town with blocks, then use the toy fire truck to pretend to put out a fire in the town.
- Build and or draw towers, roads, bridges, tunnels, ramps and vehicles.
- Tell a friend, "If you add another block to the tower, it will fall."
- Talk with children about their activities using open-ended questions (e.g., "How did you do that? Tell me more.").

- Provide areas inside where children can build with blocks, Legos, Lincoln Logs, playdough, empty boxes and other building materials.
- Visit a local children's museum for hands-on interactive experiences with simple machines and tools for building and problem-solving.



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Young children are naturally curious. They wonder what things are called, how they work and why things happen. Opportunities for hands-on play with different materials allow children to learn and extend their knowledge and creative-thinking **skills**. Children can begin developing concepts in **engineering** and technology as they design, build and test solutions through play, as they construct sand castles and build cities out of blocks. They also begin understanding that tools help people do things better or more easily.

STANDARD 1.

Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures

BENCHMARK a.

Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)

Children may...

Educators may...

- Play with various kinds of blocks (e.g., foam, cardboard, wood, hollow, waffle, building panels) to make constructions of various sizes.
- Use string to measure plant growth.
- Talk with children about their activities using open-ended questions (e.g., "How did you do that? Tell me more.").

- Provide areas inside where children can build with blocks, Legos, Lincoln Logs, playdough, empty boxes and other building materials.
- Provide materials and space where children can make race tracks and obstacle courses for their toy trucks, cars and machines.



VI. SCIENTIFIC INQUIRY F. ENGINEERING AND TECHNOLOGY

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Young children are naturally curious. They wonder what things are called, how they work and why things happen. Opportunities for hands-on play with different materials allow children to learn and extend their knowledge and creative-thinking **skills**. Children can begin developing concepts in **engineering** and technology as they design, build and test solutions through play, as they construct sand castles and build cities out of blocks. They also begin understanding that tools help people do things better or more easily.

STANDARD 1.

Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures

BENCHMARK b.

Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)

Children may...

Educators may...

- Use a wagon on wheels to move a large toy to another area of the room, and explain why using the wagon was easier than carrying the toy.
- Make a lever with a marker lid and popsicle sticks, with support from an adult. Investigate how different positions of the marker lid (fulcrum) affect how far a pom pom will move.
- Talk with children about their activities using open-ended questions (e.g., "How did you do that? Tell me more.").
- Read the book *And Everyone Shouted Pull* by Claire Llewellyn and discuss the concepts of pushing and pulling with children.

- Have an area outside with a sand box, or a dirt area and types of sand toys where children can create sand castles, dirt mounds or caves and structures.
- Visit a local children's museum for hands-on interactive experiences with simple machines and tools for building and problem-solving.



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Young children are naturally curious. They wonder what things are called, how they work and why things happen. Opportunities for hands-on play with different materials allow children to learn and extend their knowledge and creative-thinking **skills**. Children can begin developing concepts in **engineering** and technology as they design, build and test solutions through play, as they construct sand castles and build cities out of blocks. They also begin understanding that tools help people do things better or more easily.

STANDARD 1.

Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures

BENCHMARK c.

Uses appropriate tools and materials with greater flexibility to create or solve problems

Children may...

Educators may...

- Construct structures with various materials to determine which do/do not work to achieve the desired purpose (e.g., glue, tape, paper, cardboard, foam, plastic, wood, straws, spools).
- Invent and construct simple objects or structures using common tools and materials in a safe manner (e.g., wood, glue, scissors, rulers, pencils, sandpaper).
- Say, "I want to build a taller tower," and find additional blocks to create a taller tower.

- Read about why and how beavers build dams, then provide sticks, mud and other materials at the water table for children to build dams.
- Provide a variety of building materials for children to use in problem-solving (e.g., glue, tape, paper, cardboard, foam, plastic, wood, straws, spools).
- Take pictures or videos of children's structures and post them in the construction area.

Families may...

- Have an area outside with a sand box, or a dirt area and types of sand toys where children can create sand castles, dirt mounds or caves and structures. VI. SCIENTIFIC INQUIRY F. ENGINEERING AND TECHNOLOGY

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Young children are naturally curious. They wonder what things are called, how they work and why things happen. Opportunities for hands-on play with different materials allow children to learn and extend their knowledge and creative-thinking **skills**. Children can begin developing concepts in **engineering** and technology as they design, build and test solutions through play, as they construct sand castles and build cities out of blocks. They also begin understanding that tools help people do things better or more easily.

STANDARD 1.

Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures

BENCHMARK d.

Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)

Children may...

- Play with ramps and vehicles in the block area, and pulleys at the sand table.
- Play with manipulative toys that use gears.
- Construct something that meets their needs (e.g., use building panels to construct a fort to sit in, a parking garage for vehicles out of blocks).
- Create different inclines with blocks to explore the speed of toy cars and guess which ramp the car will go down faster.

Educators may...

- Provide a variety of building materials for children to use in problem solving.
- Talk with children about their activities using open-ended questions (e.g., "How did you do that? Tell me more.").
- Support children as they modify actions based on new information and experiences (e.g., changes block structure when the tower continues to fall).

Families may...

 Encourage children to be problem solvers (e.g., when cleaning the play area at bedtme ask children, "How can we make our work easier?"). Try their ideas and ask why it worked or did not work.

RELATED BOOKS

INFANTS/TODDLERS

First the Egg by Laura Seeger

Little Seeds by Charles Ghigna

Put Me in the Zoo by Robert Lopshire

Sometimes I Like to Curl Up in a Ball by Vicki Churchill

Spot the Dot By David A. Carter

That's Not My Truck by Fiona Watt

The Eensy Weensy Spider by Mary Ann Hoberman

The Little Caterpillars by Bill Martin Jr.

PRESCHOOLERS

All About Matter by Mari Schuh

A Look at Magnets by Barbara Alpert

Animals Should Definitely NOT Wear Clothing by Judy and Ronald Barrett

Dig, Wait, Listen by April Pulley Sayre

Floating and Sinking by Karen Bryant-Mole

Guess Whose Shadow? by Stephen R. Swinburne

Hot and Cold by Sian Smith

I Love Bugs by Philemon Sturges

My Five Senses by Aliki

Raccoon on His Own by Jim Arnosky

Up, Down and Around by Katherine Ayres

Scientific Inquiry

GLOSSARY

Adaptation: special, inherited *characteristics* that help an organism survive in its environment and which are developed over time

Attributes: characteristics of an object (size, shape, color, etc.)

Center: area within the classroom arranged so that children are able to participate in a variety of related learning experiences (e.g., art center, reading center, science center, block center, *dramatic play* center, writing center)

Characteristics: features or qualities belonging typically to a person, place or thing that serve to identify it

Circle: a round two-dimensional figure that resembles a ring

Climate: the weather conditions prevailing in an area in general or over a long period

Cubes: three-dimensional solid figures with six equal square faces and right angles

Creativity: individuality expressed by creating something new or original (e.g., creating a new representation of a flower)

Curiosity: a strong interest in learning about something; children demonstrate curiosity when they ask questions about or show interest in activities within the classroom and the world around them (e.g., child asks questions about new materials in the art center or a bug discovered on the playground)

Discovery: engaging children in deep learning that promotes *exploration*, *problem-solving*, *creativity* and children engagement

Dramatic play: expressive and spontaneous play

Energy: the ability to do work

Engineering: the study of how things are built and why; through play, engineering for preschoolers looks like building challenges, blocks, marble runs and sandcastles

Environment: the circumstances, objects or conditions by which one interacts with and is surrounded

Exploration: the act of studying something new to better understand it

Hypothesis: an idea or explanation to test through study and experimentation

Initiate: to begin something, taking the first step

Investigating: observing or inquiring in detail

Investigation: systematic examination

Inquiry: processes of science (e.g., observe, sort, classify, describe and communicate)

Life cycles: the stages a living thing goes through during its life (e.g., egg to caterpillar to chrysalis/cocoon to butterfly)

Life science: the study of living organisms

Literacy: the ability to read and write

Matter: anything that takes up space and has weight

Music: sound in time that expresses ideas and emotions in significant forms through the elements of rhythm, melody, harmony

Observing: regarding attentively or watching



GLOSSARY

Pattern: a repeating series of units

Predictions: ideas (opinions) stated about what may happen in the future (e.g., child may predict that the caterpillar will turn into a butterfly)

Problem-solving: process followed to find ways to address a situation

Recycled: materials such as glass, aluminum, paper and plastic made into new products

Rhymes: matches between the sounds of two or more words or word endings (e.g., spoon, moon)

Routines: customs or activities regularly practiced at home, in the classroom or in the community

Self: the idea an individual has about own *characteristics* and abilities

Sensory: process of discovering through the senses

Skills: the ability to use knowledge effectively and readily in performance; the ability to transform knowledge into actions

Square: a two-dimensional figure with four equal sides and four right angles

Technology Tools: technology-based devices and other instruments used to carry out or facilitate a task

Vocabulary: all of the words of a language. There are two types of vocabulary: receptive and expressive.

VII. SOCIAL STUDIES DOMAIN								
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)			
	A. CULTURE							
1. Experiences own family practices (traditions, celebrations, songs, food or language)	1. Begins to participate in own family practices (traditions, celebrations, songs, food or language)	1. Participates in own family practices (traditions, celebrations, songs, food or language)	1. Identifies family practices (traditions, celebrations, songs, food or language)	1. Begins to identify self as a member of a culture	1. Identifies self as a member of a culture			
				2. Begins to understand everyone belongs to a culture	2. Understands everyone belongs to a culture			
				3. Explores culture of peers and families (classroom)	3. Explores culture of peers and families in the classroom and community			
					4. Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)			
B. INDIVIDUAL DEVELOPMENT AND IDENTITY								
1. Begins to explore characteristics of self (eyes, nose and hair)	1. Begins to recognize characteristics of self (eyes, nose and hair)	1. Recognizes characteristics of self (eyes, nose and hair)	1. Begins to recognize characteristics of self as an individual	1. Recognizes characteristics of self as an individual	1. Identifies characteristics of self as an individual			
	2. Begins to recognize ability to impact surroundings	2. Recognizes ability to impact surroundings	2. Begins to recognize the ways self is similar to and different from peers and others	2. Recognizes the ways self is similar to and different from peers and others	2. Identifies the ways self is similar to and different from peers and others			
					3. Recognizes individual responsibility as a member of a group (e.g., classroom or family)			

Social Studies

VII. SOCIAL STUDIES DOMAIN						
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)	
		C. INDIVIDUAL	S AND GROUPS			
1. Begins to recognize family members	1. Identifies family members	1. Begins to recognize self as separate from others	1. Recognizes self as separate from others	1. Identifies self and others as part of a group	1. Identifies differences and similarities of self and others as part of a group	
		2. Begins to respond to the needs of others (e.g., peers and family members)	2. Responds to the needs of others (e.g., peers and family members)	2. Identifies groups within a community	2. Explains the role of groups within a community	
		3. Begins to participate in routines (e.g., family, classroom, school and community)	3. Begins to follow routines (e.g., family, classroom, school and community)	3. Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community)	3. Demonstrates awareness of group rules (e.g., family, classroom, school or community)	
				4. Exhibits emerging leadership skills and roles (e.g., line leader and door holder)	4. Exhibits leadership skills and roles (e.g., line leader and door holder)	

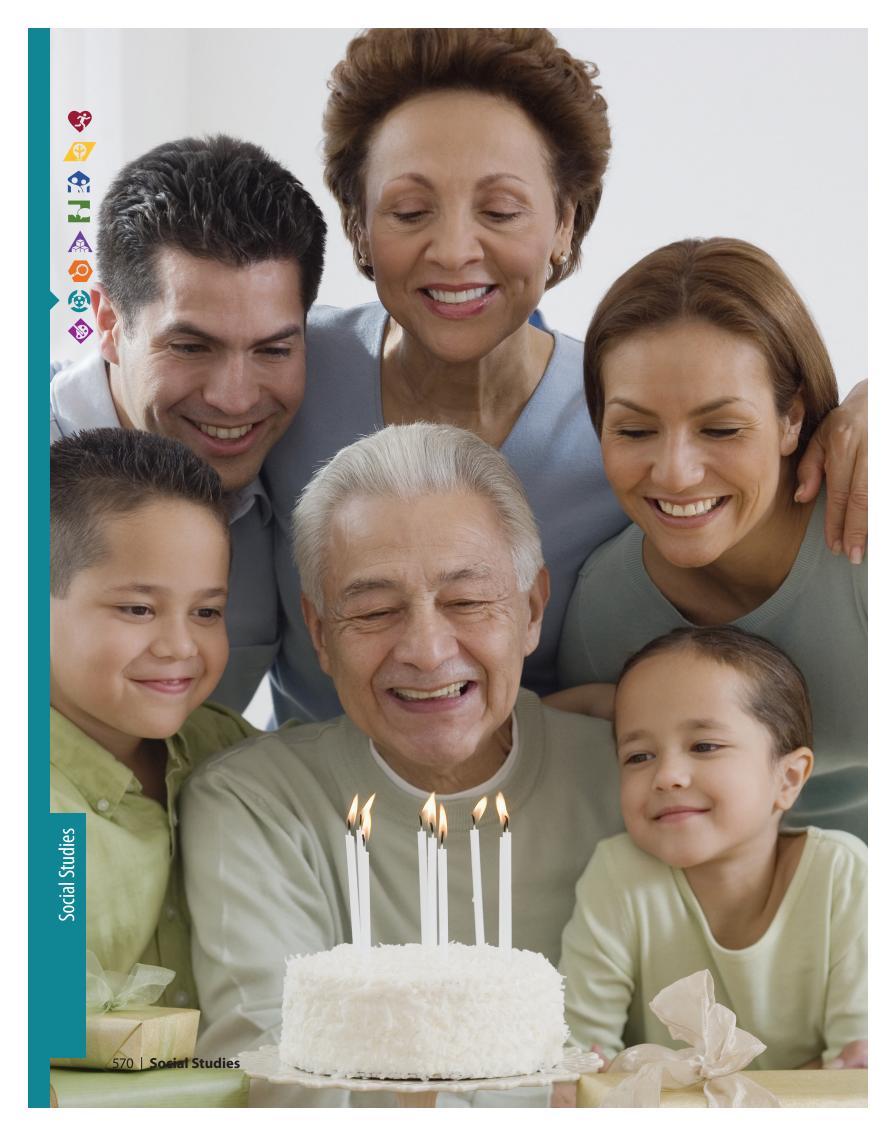
VII. SOCIAL STUDIES DOMAIN								
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)			
	D. SPACES, PLACES AND ENVIRONMENTS							
1. Responds to people and objects	1. Responds in varying ways to people and objects	1. Begins to recognize own personal space	1. Begins to identify own personal space	1. Recognizes the relationship of personal space to surroundings	1. Identifies the relationship of personal space to surroundings			
			2. Explores own environment	2. Identifies own environment and other locations	2. Identifies differences and similarities between own environment and other locations			
			3. Recognizes basic physical characteristics (e.g., landmarks or land features)	3. Identifies basic physical characteristics (e.g., landmarks or land features)	3. Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)			
			4. Uses words to describe objects in a familiar space	4. Begins to use spatial words (e.g., far/close, over/under and up/down)	4. Uses spatial words (e.g., far/close, over/ under and up/down)			
				5. Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS)	5. Recognizes some geographic tools and resources (e.g., maps, globes or GPS)			
					6. Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)			

Social Studies

VII. SOCIAL STUDIES DOMAIN						
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)	
		E. TIME, CONTINU	JITY AND CHANG	:		
1. Begins to respond to schedules	1. Responds to schedules	1. Recognizes and responds to schedules (e.g., time to eat when hungry)	1. Begins to sequence events	1. Recognizes sequence of events to establish a sense of order and time	1. Identifies changes within a sequence of events to establish a sense of order and time	
			2. Begins to recognize time events and routines	2. Explores changes that take place over time in the immediate environment	2. Observes and recognizes changes that take place over time in the immediate environment	
	F. GO	VERNANCE, CIVIC	IDEALS AND PRAC	CTICES		
1. Responds to people and objects	1. Responds to simple requests	1. Begins to follow simple requests	1. Begins to recognize expectations in varied settings	1. Begins to recognize and follow rules and expectations in varied settings	1. Recognizes and follows rules and expectations in varied settings	
2. Uses senses to solve problems	2. Begins to recognize cause- and-effect of actions	2. Responds to problems in the environment	2. Demonstrates emerging problem- solving and decision- making skills	2. Begins to participate in problem-solving and decision-making	2. Participates in problem–solving and decision–making	
3. Recognizes familiar people and objects	3. Responds in varied ways to people and objects	3. Shows more complex responses to people and objects	3. Begins to recognize common symbols in the environment	3. Begins to recognize national patriotic symbols (e.g., flag and eagle)	3. Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)	

Social Studies

VII. SOCIAL STUDIES DOMAIN						
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)	
		G. ECONOMICS	AND RESOURCES			
1. Begins to actively seek out responses	1. Begins to communicate wants and needs	1. Communicates wants and needs to others	1. Initiates more complex interactions to get wants and needs met	1. Begins to recognize the difference between wants and needs	1. Recognizes the difference between wants and needs	
			2. Shows awareness of occupations	2. Recognizes familiar people who perform different occupations	2. Begins to recognize that people work to earn money to buy things they need or want	
H. TECHNOLOGY AND OUR WORLD						
1. Responds to people and objects	1. Responds in varied ways to people and objects	1. Begins to recognize there are tools and machines (e.g., spoon for eating, cups and containers used in play, or wagon or cart used in the play area)	1. Explores technology tools and interactive media (e.g., writing utensils, electronic toys, DVD and music players)	1. Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets)	1. Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)	





As early as 1916, the National Education Association (NEA) saw social studies as "the subject matter related directly to the organization and development of human society, and to individuals as members of social groups." In the earliest years, social studies concepts simply involve children exploring their world and trying to make sense of the social and physical environments. Social interactions form the basis of social studies; therefore, in the early childhood arena, each child's basic social understanding begins with **self** and family then expands to early education. A sensitive, respectful approach sets the tone for a child's social learning.

Research indicates that the youngest citizens—infants and toddlers—learn through self-development in a nurturing, respectful environment enhanced with toys and materials to foster inquisitiveness. Preschool children are usually in classrooms with a more theme-based structure.

Therefore, social studies in these earliest years of birth to 4 will:

- Assist children in social/ emotional growth.
- Emphasize holidays that have community meaning.
- Collaborate with families.
- Foster development of integrity in individuals and groups.
- Seek an anti-bias approach to values (Mindes & Donovan 2001).

The social studies domain is integral to a quality early childhood curriculum as children build on what they know and develop higher order *skills*. Social studies standards include the following components:

A. *Culture*: children participate in family practices and identifies *self* as a member of a *culture*.

B. Individual development and identity: children recognize *characteristics* of *self* as an individual and recognize the ways they are similar to and different from peers and others.

C. Individuals and groups:

children begin to respond to the needs of others and to follow family, classroom, school and community **routines**.

D. Spaces, places and

environments: children begin to identify their own *personal space* and its relationship to the child's surroundings. Children identify similarities and differences between own *environment* and other locations. E. Time, continuity and change: children begin to recognize time, events and *routines* and recognize changes that take place over time.

F. Governance, civic ideals and practices: children begin to recognize and follow rules in varied settings with varying expectations.

G. Economics and resources:

children begin to recognize the difference between wants and needs.

H. Technology and our

world: children explore, show awareness of and use technology as a tool when appropriate (e.g., writing utensils, electronic toys, computers or tablets).







BIRTH - 8 MONTHS

- Provide opportunities for young infants to be on the floor and to explore their immediate world.
- Provide them with a large space to appropriately explore their world.
- Arrange a simple, ageappropriate *environment* and make small, subtle changes in it during the year.

8 - 18 MONTHS

- Conduct a daily safety check to make sure that all electrical outlets are properly covered.
- Help older infants learn about making choices by providing a variety of toys and materials within their reach.
- Provide containers for filling, dumping, building up and knocking down.
- Be sure older infants' environments include materials and equipment that offer opportunities for active physical play.

18 - 24 MONTHS

- Incorporate materials for dramatic play that young toddlers may use to pretend that they are carrying out everyday life experiences, such as answering a telephone or getting dressed in the morning.
- Ensure that materials are available that provide young toddlers with varied sensory experiences.







2 - 3 YEARS (24 - 36 months)

- Two-year-olds attempt to initiate interactions with peers may sometimes be inappropriate, such as biting or hitting to get attention or make a point. Help your two-year-old discover other strategies for handling her frustrations.
- Be sure that a wide array of materials are available for 2-year-olds, including opportunities for art, *music*, block and *dramatic play*, sand and water experiences, and fine and *gross motor* play.
- Surround your 2-year-old with a print-rich environment that encourages adult-child interactions.
- Include numerous large picture books, signs, letter blocks, and other materials that encourage conversation.

3 - 4 YEARS (36 - 48 months)

- Include displays that are at children's eye level and props that represent different cultures and ethnicities (e.g., dolls, posters, household items, musical instruments and tapes, art work, and cooking utensils).
- Include clothing, props, and books about community helpers and family roles in the *dramatic play* area.
- Provide technology (e.g., computers, small appliances), as well as books about technology and *dramatic play* props representing technology.
- Post expectations and flow of the day with words and pictures.
- Include displays for classroom leadership roles and posters and pictures depicting community leaders.

4 YEARS - KINDERGARTEN (48 - 60 months)

- Provide access to clocks, timers and stop watches.
- Include a *dramatic play* area with many props and authentic materials that allow children to create and reenact family roles, relationships, *routines*, and rituals.
- Label objects and environment areas with symbols and words.
- Provide a play cash register, receipt books, restaurant menus, sticker price tags, play money, etc. in the *dramatic play* area.
- Post expectations and flow of the day with words and pictures.

VII. SOCIAL STUDIES

BIRTH - 8 MONTHS

At birth – 8 months, social development focuses on the ability to connect with parents and caregivers. Children are exposed to *culture* through language, songs, books and foods.

STANDARD 1.

Experiences own family practices (traditions, celebrations, songs, food or language)

Children may...

- Recognize voices of mom and dad.
- Recognize familiar caregivers.
- Respond with smiles to loved ones.
- Babble and then pause to wait for response from parents, family or caregivers.

Educators may...

- Greet child and parent daily.
- Post a picture of the child's family near their crib or on a laminated mat (for tummy time). Point out the child's family several times daily and reiterate each family member's role such as, "There's Lena and her mommy."
- Respond to children's cry or babbling to help them build a trusting relationship.

- Establish positive relationships with children.
- Sing special songs during *routines* or tell a story to children during feeding time.



8 - 18 MONTHS

Culture is communicated through books, the language spoken, the *music* played, and foods eaten. Children 8 – 18 months begin to share these with parents and caregivers.

STANDARD 1.

Begins to participate in own family practices (traditions, celebrations, songs, food or language)

Children may...

- Respond positively and negatively to adults and other children.
- Imitate simple gestures while singing such as "Itsy Bitsy Spider."
- Clap hands to **music**.
- Smile when their name is spoken by parents, caregivers or other family members.

Educators may...

- Provide small group opportunities in *sensory* play.
- Greet child and parent daily.
- Create simple books from pictures that families share.
- Read and discuss the picture books with the class.
- Provide musical opportunities while assisting children to clap hands.
- Provide mirrors at the child's eye level.

- Include children in simple preparations for holiday traditions.
- Share some pictures of family practices and make a simple book for children to take to the classroom.

VII. SOCIAL STUDIES

18 - 24 MONTHS

Culture is shared through family practices, customs and *routines*. Older toddlers thrive on *routines* and find comfort in familiar practices. Older toddlers are able to identify family practices and begin to participate.

STANDARD 1.

Participates in own family practices (traditions, celebrations, songs, food or language)

Children may...

- Sing familiar songs.
- Show a preference for food eaten with the family.
- Speak the language heard in their home.
- Participate in family rituals.

Educators may...

- Incorporate family practices into the classroom.
- Include family food preferences in the classroom.
- Learn key phrases spoken by the family.
- Sing songs familiar to the children.

- Share family traditions, celebration rituals, songs, food or language preferences so they can be incorporated into the classroom.
- Share photos of children participating in the family practices for a classroom bulletin board.



2 - 3 YEARS (24 - 36 months)

Two- and 3-year-olds begin to gain an awareness about family cultural activities taking place in familiar social contexts. They participate in family cultural traditions and celebrations such as birthdays, family reunions holidays and special traditions. At 2 - 3 years, children are able to sing family songs, get excited about celebrations and enjoy traditional foods.

STANDARD 1.

Identifies family practices (traditions, celebrations, songs, food or language)

Children may...

- Talk about own experiences with family celebrations.
- Point out items associated with family and other cultural celebrations (decorations, food, outfits and costumes).
- Talk about events and people associated with cultural celebrations.
- Sing familiar songs or create their own associated with family or cultural celebrations.

Educators may...

- Acknowledge children's cultural celebrations during small and large-group meetings.
- Engage children in conversations by asking open-ended questions and expanding on their comments about their experiences.
- Share children's stories about celebrations and engage children in conversations to talk about their own experiences.
- Use puppets to *initiate* conversations about special celebrations or traditions.
- Talk about items on display related to family cultural celebrations.

- Talk with children about some of their traditional cultural celebrations.
- Share with children about their traditional dishes while preparing them. Have children learn the names of the dishes. Ask them to identify the ingredients as the dish is prepared.

VII. SOCIAL STUDIES

3 - 4 YEARS (36 - 48 months)

Children 3 - 4 years old begin to understand the groups in which they belong. They begin to notice similarities and differences between groups. Children begin to recognize the songs, decorations and food associated with traditional family celebrations. As they become familiar with their family experiences, they continue to expand their sense about themselves as members of a cultural group.

STANDARD 1.

Begins to identify **self** as a member of a **culture**

Children may...

- Begin to identify **self** as a member of a **culture**.
- Show and talk about objects, food and customs from own family or *culture*.

Educators may...

- Invite family members to participate in school or classroom events.
- Talk about similarities and differences in terms of dress, food, transportation, etc. as seen in books and pictures.
- Tell stories about families and ask children to draw pictures of their families.
- Learn key words and phrases of the children's home languages and integrate them into daily and group-time *routines* such as greeting, singing, story time and transitions. Use the key words and phrases throughout the day one-on-one with the children.

- Connect with the educator and communicate about their expectations regarding cultural practice in the early childhood program.
- Show an interest in stories about children who live in different kinds of houses or eat different types of food.
- Volunteer in child's classroom to share aspects of other cultures, especially their own. Read a book, share a song, tell a story, or wear traditional clothing related to that *culture*.



3 - 4 YEARS (36 - 48 months)

Children are eager to know more about themselves, their *culture*, and *environment*.

STANDARD 2.

Begins to understand everyone belongs to a *culture*

Children may...

- Ask simple questions about others' cultures.
- Participate in re-enacting different holiday traditions during *dramatic play*.
- Imitate making one of the family's traditional desserts while playing in the kitchen area.
- Make a self-portrait that includes own body parts and clothing and say, "I have black hair and Mary has brown hair."
- Participate in *music*, dance and other traditions from various cultures.

Educators may...

- Ensure that children's home languages and cultures are reflected in books, signs and learning experiences.
- Get to know parents by asking them what traditions and customs are important to the family.
- Have a variety of props and dressup clothes (e.g., dresses, serapes, hats).
- Have a variety of imitation foods in *dramatic play* area. Have a variety of books about people from different cultures.

Families may...

- Watch movies set in other cultures. Talk about similarities and differences to child's *culture*.
- Teach children words in the native language(s) of the family as a personal way to introduce them to different cultures, as well as family history.
- Share special family traditions and beliefs customs with the educator.

STANDARD 3.

Explores *culture* of peers and families (classroom)

Children may...

- Ask questions about differences they have with their peers (e.g., hair, skin, language).
- Talk about how different people have differences in language, food, clothing, transportation and customs.

Educators may...

- Talk about similarities and differences that are represented by the children in the classroom.
- Involve children's families in every aspect of the program so that children can observe and learn about other's personal characteristics, experiences and cultures.
- Write class books about children's families, their homes, their mealtimes, their pets and other aspects of their lives. Discuss what is the same and different about the children's families.

- Expose children to foods from different cultures.
- Attend different events/festivals that celebrate a particular ethnic group, holiday or personal accomplishment, such as the Special Olympics and the Chinese New Year.
- Share unique experiences, beliefs, and rituals with educators so they may best support the child.

VII. SOCIAL STUDIES

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Families and early learning environments are two of the first experiences of community for young children. Four-year-olds are becoming more aware of similarities and differences among people; they focus mostly on how people are different or the same as themselves.

STANDARD 1.

Identifies self as a member of a culture

Children may...

- Talk about family traditions during story time.
- Discuss with peers about different types of family structures.

Educators may...

- Hang examples of artwork from around the world that use different types of media at children's eye level throughout the classroom.
- Read fiction and non-fiction books about different cultures.
- Provide opportunities for children to tell stories about their family's special occasions (e.g., a birthday celebration for grandma) or a special holiday.

Families may...

- Teach children family traditions and make those traditions an important part of their lives.
- Share some pictures of family practices and make a simple book for children to take to the classroom.

STANDARD 2.

Understands everyone belongs to a *culture*

Children may...

- Dress in clothing from different cultures in the dress-up area after reading a story about that *culture*.
- Show an interest in stories about children who live in different kinds of houses or eat different types of food.

Educators may...

- Incorporate cultural and ethnic activities and materials (e.g., books, clothes, paint, crayons, *music*, food, papers and micro-play figures of different cultures and ethnicities) into the curriculum on a daily basis.
- Identify the strengths of *cultures* represented in the classroom, as well as understand that each child is unique and practices their *cultural* traditions in their own way.

- Introduce children to foods from other countries and talk about how they are different than the foods their families eat.
- Read books with children to encourage an interest about children who live in different kinds of houses, go to school using different kinds of transportation, and play various kinds of games. Point out ways in which children are the same.

STANDARD 3.

Explores *culture* of peers and families in the classroom and community

Children may...

Educators may...

- Talk to peers about different types of family structures.
- Play games from other countries, sing songs in a different language from own or learn a nursery rhyme or fable from another *culture*.
- Explain customs or traditional celebrations within their home, classroom or community after listening to the educator read a story about the celebration.
- Display photographs of the children and their families as well as children and families from other cultural groups around the world.
- Learn the makeup of each child's family while understanding the concept of "family" may look different for each child.

Families may...

- When speaking with children about differences in cultures other than their own, help them learn how to talk about those differences with sensitivity and respect.
- Read books, watch documentaries and look at pictures with children to encourage an interest about children who live in different kinds of cultures.

STANDARD 4.

Explores *cultural attributes* by comparing and contrasting different *characteristics* (e.g., language, literature, *music*, arts, artifacts, foods, architecture and celebrations)

Children may...

- Show an interest in stories about children who live in different kinds of houses or eat different types of food.
- Play instruments from different countries while listening to related *music*.

Educators may...

- Hang representations of different architectural designs, art work or artifacts at eye level in the classroom and discuss them with students during whole group or free choice time.
- During morning meeting, circle time or whole group, share different styles of **music** and dance for the children to enjoy, being sure to include the styles that your families enjoy.
- Grow different and unfamiliar flowers and vegetables in the classroom, by the playground or in a school garden.

- Encourage children to listen to classmates' experiences and stories, share their own and find similarities.
- Speak with children in their home language to encourage family communication and support home *culture*.

VII. SOCIAL STUDIES **SECONDERINAL DEVELOPMENT AND IDENTITY**

BIRTH – 8 MONTHS

Young children begin to understand their individual identity by first exploring *characteristics* of themselves and their parents and caregivers. Connecting with parents and caregivers builds attachment and strengthens children's feelings of safety.

STANDARD 1.

Begins to explore *characteristics* of *self* (eyes, nose and hair)

Children may...

- Stare at or mouth, hands and toes.
- Explore objects with hands and
- mouth.Reach for and grasp objects
- Reach for and grasp objects tightly when placed in own hands.

Educators may...

- Play "Patty Cake" with children as a group or individually.
- Place child on back and gently massage starting at the head ending at toes and naming body parts at diaper changes.
- Hold rattle or toy just out of reach to encourage grasping.
- Provide tummy time activities with friends and individually.

- Play games with children, such as counting 'piggy' toes while rocking baby.
- Describe their actions while diapering or dressing baby.



8 - 18 MONTHS

Children 8 - 18 months begin to point to and name *characteristics* of themselves, as well as their parents and caregivers. Their sense of *self* is developed through their culture, the groups to which they belong, and experiences with their families and caregivers.

STANDARD 1.

Begins to recognize *characteristics* of *self* (eyes, nose and hair)

Children may...

- Point to parts of the body upon request.
- Control hand movements to release and drop an object.
- Begin to dress/undress dolls or stuffed animals.

Educators may...

- Play "Simon Says" with children.
- Roll ball back and forth with children.
- Sing "Head Shoulders Knees and Toes" then sing again with other body parts (e.g., eyes, nose, belly button).
- Trace the full body or a foot or hand of each child then take dictation to label the drawing.

Families may...

- Use bath time to talk and sing about children's body parts as a way to help them build a positive self-image.
- Encourage children to do as much as they can for themselves (e.g., feed *self*, put on socks, help wash vegetables for dinner).

STANDARD 2.

Begins to recognize ability to impact surroundings

Children may...

- Cry when parents leave.
- Respond to simple instructions.
- Offer toys or objects to others but want it back.
- Push away toys or food when not wanted.

Educators may...

- Help children say "goodbye" to family and tell the child when the family member will return.
- Play simple games such as "hiding" an object under a piece of fabric, then finding it.
- Set up classroom to allow openended choices in child-directed play.
- Provide instruments, sticks or other objects for children to make noise.

- Redirect unwanted behavior into positive behaviors.
- Play games such as "Hide and Seek" and peek-a-boo to provide experiences with learning to cope with separation.
- Be patient and willing to play song or game multiple times if child requests repeated playing.



18 - 24 MONTHS

Older toddlers demonstrate a sense of being an independent person, but they enjoy interacting with their families, caregivers, educators and peers. They begin to understand their actions have an impact on their surroundings.

STANDARD 1.

Recognizes characteristics of self (eyes, nose and hair)

Children may...

- Point to their body parts, such as eyes, nose, mouth and hair.
- Look at pictures of **self** or other children and identify different characteristics with adult prompting.

Educators may...

- Play the pointing game with children asking them to point to characteristics such as eyes, nose, mouth and hair.
- Plan lessons that focus on themes like "All About Me" to highlight unique *characteristics* of each child.
- Read books that illustrate characteristics, such as From Head to Toe by Eric Carle.

Families may...

- Give educators photographs of the child at different ages and create a bulletin board to use with children to show how they have grown.
- Play simple bath-time games. Name a part of their body to wash (e.g., "I'm going to wash your toes!" "You wash your arms.").

STANDARD 2.

Recognizes ability to impact surroundings

Children may...

- Educators may...
- Begin to share preferences, likes and dislikes.
- Explore own **environment** in more complex ways because of growing vocabularies and developing motor skills.
- Enjoy activities that involve pushing, pulling, dropping, poking and squeezing objects to see what will happen.

- Provide opportunities for children to engage with objects to see what will happen, such as filling the sand and water table with scoops and containers.
- Observe children to identify likes and dislikes.

- Take familiar objects from home that children can include in their classroom environment.
- Set up light objects (block tower, plastic bowling pins) for child to knock over by rolling a ball.



2 - 3 YEARS (24 - 36 months)

Children 2 and 3 years old typically begin to recognize themselves as individuals. They begin to identify **self** in terms of what they are able to do, activities they prefer, food preferences, etc. They are able to recognize **self** when looking at a mirror or pictures. Children begin to verbalize their own capabilities (e.g., "I can roll," "I am strong," "I like...").

STANDARD 1.

Begins to recognize *characteristics* of *self* as an individual

Children may...

- Talk about what they are able to do and their *characteristics* (e.g., "I pushed the car," "I am big," "I can reach high.").
- Recognize *self* in a mirror and point to it saying "Me" or their name.
- Try things on their own to display their abilities.
- Answer correctly when asked "What is your name?"
- Point out characters in a story or from the media to describe **self**.
- Recognize self in pictures and refer to it with own name or saying "Me."

Educators may...

- Engage children in conversations about what they enjoy doing best by asking open-ended questions and expanding on their comments.
- Use concrete acknowledgment related to specific behaviors.
- Include materials in the classroom centers to encourage children's *exploration* of own abilities.
- Take photos of children activities and exhibit them in the classroom. Have children talk about what they did.

- Involve children in conversations about what they enjoy doing best.
- Engage children in home activities to support their sense about **self**, such as naming family members in photos.
- Build together with children a book about what the children enjoy doing at home.



2 - 3 YEARS (24 - 36 months)

Two- and 3 year-old children begin to recognize their own personal and physical *characteristics*. They exhibit an early awareness about *diversity*. They exhibit and emergent sense about themselves in terms of concrete *attributes* such as height, hair color and texture and eye color. Children also begin to notice ethnic *characteristics*, such as skin tones and dress codes. Children begin comparing *self* with others in terms of *characteristics* in common and visible differences.

STANDARD 2.

Begins to recognize the ways **self** is similar to and different from peers and others

Children may...

- Talk about their own physical characteristics (e.g., "My hair is...").
- Recognize self in photos.
- Compare own *characteristics* with those of peers.
- Compare *self* with characters in books and visuals.
- Identify similarities and differences of peers and adults when asked ("My eyes are..." "I am taller than...").
- Draw *self* and include/describe own physical *characteristics*.
- Begin to identify **self** as member of an ethnic group.

Educators may...

- Display visuals with characters and illustrations representative of children's ethnic and physical characteristics.
- Include art materials to promote children's representations about self and others as they explore similarities and differences.
- Include manipulatives in the learning centers representing a variety of ethnic *characteristics*.
- Read aloud stories with *diverse* and cultural *characteristics*.
- Respond to children's questions and comments about ethnic traits as they emerge.
- Recognize children's heritage and home languages.

- Talk with children about themselves as members of a cultural group.
- Read aloud stories that include children with a variety of *diverse* and cultural *characteristics*.



3 - 4 YEARS (36 - 48 months)

Children at 3 years of age 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 in relation to themselves.

STANDARD 1.

Recognizes characteristics of self as an individual

Children may...

- Identify *self* in relationship to own family unit.
- Identify similarities and differences between *self* and others.
- Recognize similarities between self and multicultural dolls/ books/materials representing differing ethnicities, cultures, ages, abilities and genders.
- Draw picture of family showing **self** and all members of the family (mommy, daddy, sister, brother, grandmother, etc.).
- Identify the members of their own family unit.

Educators may...

- Encourage children to draw selfportraits and describe themselves.
- Display family photos.
- Read books about families (e.g., *My Family* by Debbie Bailey)
- Invite families to visit the classroom and have children introduce their family.

- Make a book with and about their children. Ask children to draw the pictures.
- Tell children a story from the adult's childhood or share a story about the family.





3 - 4 YEARS (36 - 48 months)

Three-year-olds can recognize individual *characteristics* but also name what is the same and what is different between themselves and others when asked. They are beginning to understand the feelings of others and empathize.

STANDARD 2.

Recognizes the ways self is similar to and different from peers and others

Children may...

- Look at pictures of *self* or a family member, caregiver or peer from the recent past and recognize the person even though the individual looked different from what they look like in the present.
- Participate in conversations about familiar people or events from the recent past (e.g., what the class did earlier in the day or week).
- Participate in art activities to celebrate each child's differences, such as handprints, and say, "My hand is bigger than yours."

Educators may...

- Create a group mural with each child contributing a drawing (e.g., a drawing of own family or other significant people or pets).
- Talk about how people have differences in language, food, clothing, transportation and customs.
- Display and talk about photos of children and their families at children's eye level.

- Have a family meeting before bedtime to talk about what happened that day and what will happen the next day to each of the family members.
- Have children draw pictures of themselves and their friends at school on a big sheet of paper. Help them write the names of their friends and talk about how they are alike and different.
- Read children's books that help children develop a sense of his or her own identity as well as an understanding of those who are different in terms of *culture* and family composition, etc.



Families and early learning environments are two of the first experiences of community for young children. Four-year-olds are becoming more aware of similarities and differences among people. They focus mostly on how people are different or the same as themselves.

STANDARD 1.

Identifies characteristics of self as an individual

Children may...

- Create an "All About Me" book representing characteristics of themselves or things they like.
- Choose playdough or paint that matches own skin color.
- Recognize what they are good at (e.g., learning how to skip down the sidewalk or holding a pencil like the teacher).

Educators may...

- Have children discuss different *attributes* that make them individuals.
- Provide opportunities for children to experience a sense of contribution to the class unique to themselves.
- Provide paint and playdough in colors that represent the different skin tones found among peoples of the world.

- Provide honest feedback specific to a task children have completed (e.g., "You worked so hard on that puzzle! It took a really long time, and you didn't give up.").
- Encourage children to draw a picture of their house, family or friends.
- Make a simple map together with children of the neighborhood and label the different places that are important to the children and family, such as school, grocery store and the park.



Families and early learning environments are two of the first experiences of community for young children. Four-year-olds are becoming more aware of similarities and differences among people. They focus mostly on how people are different or the same as themselves.

STANDARD 2.

Identifies the ways self is similar to and different from peers and others

Children may...

- Notice a child using a walker or wheelchair and ask why it is needed.
- Talk to peers about different types of family structures.
- Show respect for similarities and differences among peers and others.
- Bring a family picture to school and talk about own family during group activities.

Educators may...

- Teach children words in other languages (e.g., "thank you" in Spanish is "gracias").
- Read fiction and non-fiction stories about cultures and have children share ways they are the same or different from the characters in the stories.
- Ensure classroom materials (e.g., books, craft materials, pictures, banners, artifacts) are representative of all children.

- Answer children's questions about the similarities and differences in other people when out in the community (e.g., hair styles, clothing, physical disabilities).
- Celebrate and recognize different cultures within own circle of friends.



Four-year-olds continue to enjoy playing out family roles. They are exploring each person's role and how they live, the jobs family members have within the family and how to get along. Children are encountering *diversity* when they learn about different *characteristics* of families and family structures. Children this age are interested in people and how they live. As their life experiences grow and they meet a greater variety of people in their community, they develop a better understanding of jobs and social roles. They learn what it takes to perform certain jobs, what tools are needed and how jobs are done. Four-year-olds explore jobs (e.g., cooks, storekeepers, crossing guards, office workers and others) through *dramatic play* and stories.

STANDARD 3.

Recognizes individual responsibility as a member of a group (e.g., classroom or family)

Children may...

- Assign family roles to themselves and friends, and say, for example, "I am the daddy and you are the granddaddy and we are taking the baby to the store."
- Bring a family picture to school and talk about own family during a small group activity with an adult.
- Take pride in successfully completing a classroom job.

Educators may...

- Include a *dramatic play* area with many props and authentic materials that allow children to create and reenact family roles, relationships, *routines* and rituals.
- Invite a member of the family to share a song, story or special snack with the class.
- Read stories about different families and their homes, clothing and jobs.
- Invite family members to share information and materials from their jobs.

- Talk about the adult's job with children sharing what the occupation is, tasks for the job and how the job helps others.
- Look through family photos and ask children to name the family members and what their role is in the family.
- Discuss individual and shared responsibilities int he family (e.g., "I go to work, and you go to school." "I will put the plates away. You sort the spoons and forks.").

VII. SOCIAL STUDIES (C. INDIVIDUALS AND GROUPS

BIRTH – 8 MONTHS

Children birth - 8 months form attachments to their parents and caregivers. They begin to recognize their names and are able to respond to the voices and facial expressions of the people around them. These skills help to form their sense of self and family.

STANDARD 1.

Begins to recognize family members

Children may...

- Begin to respond to own name and recognize family members' names.
- Turn head in the directions of trusted caregiver or parent.
- Build trust and strong relationships when parent or caregiver responds to child's needs.

Educators may...

- Greet child by name daily and help to engage child at play during drop-off.
- Post a picture of the child's family near their crib or on a laminated mat (for tummy time) and point out the child's family several times daily reiterating each family member's role, such as, "There's Lena and her mommy."
- Use a mirror mat or hang a mirror at child's level.

- Foster positive relationships with their baby.
- Understand that they are child's first and most important teacher.
- Talk to child, sing songs, play finger games.



8 - 18 MONTHS

Children ages 8 - 18 months are able to use simple utterances for parents and caregivers. They understand different words are used for individuals around them. They have a growing sense of self as an individual and separate from parents and caregivers.

STANDARD 1.

Identifies family members

Children may...

- Say "mama" or "dada" when parent arrives to pick up.
- Begin to pay attention to short conversations.
- Begin to experience stranger anxiety.
- See *self* as separate from parents.

Educators may...

- Help children say goodbye to family and tell the children when the adult will return.
- Give children time to warm up to new children or caregivers in the room.
- Use simple hand gesture or sign paired with the correct words to encourage language (e.g., milk, more, eat, mother, father).

- Create and use a family picture book to use when talking with children.
- Create special moments while getting ready in the morning, such as snuggle time, reading a book, or talking/singing to child while changing diaper or getting dressed.

VII. SOCIAL STUDIES (C. INDIVIDUALS AND GROUPS

18 - 24 MONTHS

Older toddlers are able to begin to recognize themselves as separate from other people, such as their peers, family members or others.

STANDARD 1.

Begins to recognize *self* as separate from others

Children may...

- Begin to recognize other children in the classroom as their friend.
- Insist that some objects or people are "mine" to separate from others.
- Educators may...
- Play games with children to identify same and different *characteristics* and *attributes*.
- Provide opportunities for children to engage in solo play and separate from others to play.
- Have plenty of materials for children to engage with to avoid conflicts.

Families may...

- Provide opportunities for children to interact with peers in the playground or park.
- Start a collection of photos depicting what children do in various settings, such as home, school or park.

STANDARD 2.

Begins to respond to the needs of others (e.g., peers and family members)

Children may...

Educators may...

- Console a peer or adult who is upset.
- Help another person who needs it (e.g., picking up a dropped toy).
- Assist a child who gets hurt.
- Use pretend play to demonstrate feelings and *empathy*.
- Read books about feelings to help children identify them.
- Help children identify and label their own feelings ("Daddy left. Your face tells me you are sad."
- "You did it. You must be so proud of yourself!").
- Be a role model to show children how to respond to the needs of others.
- Talk about feelings with children.
- Validate difficult emotions.
- Help children focus on the feelings of others.

Families may...

- Acknowledge children's actions when assisting others.
- Share stories with children about feelings.
- Point to expressions on others' faces and label the emotion (e.g., "She looks sad." Her actions and her face tell me she is frustrated.").

Social Studies



18 - 24 MONTHS

As toddlers develop, they are able to begin participating in simple family and classroom *routines*, such as bedtime *routines* or story time. They are able to differentiate between home and school *routines*. Arrival *routines* help older toddlers transition from home by reinforcing consistency and security to the child. Transition *routines* help children prepare to move from one activity to another, which is important for older toddlers.

STANDARD 3

Begins to participate in *routines* (e.g., family, classroom, school and community)

Children may...

- Select books to read at story time.
- Sing songs as part of a routine such as a clean-up song.

Educators may...

- Establish *routines* in the classroom to support toddlers to gain a sense of security.
- Be patient as toddlers are learning the *routines*.
- Use songs or poems for transition *routines*.
- Display a routine chart or visual schedule, using pictures to depict activities.

Families may...

- Maintain a family routine so that children may feel confident in what to expect.
- Provide more time in the daily schedule for child to practice selfhelp *skills* (e.g., feed *self*, take off pajamas in the morning).

Florida's Early Lourning and Developmental Standards

VII. SOCIAL STUDIES (C. INDIVIDUALS AND GROUPS

2 - 3 YEARS (24 - 36 months)

Two- and 3-year-old children show an *emerging* awareness about themselves as unique individuals from others. During this time, they begin to refer to themselves using their name or stating "Me." They begin to recognize *self* as an individual using their abilities, early sense of gender, preferences and *characteristics* among others. Comments and support from adults contribute to the child's *emerging* sense about *self* as an individual.

STANDARD 1.

Recognizes self as separate from others

Children may...

- Refer to themselves by their abilities.
- Talk about what they can do.
- Identify self in a photo.
- Claim something is their property.
- Dress up with clothing of their preference
- Recognize what belongs to **self** (mine, yours)
- Draw picture of *self* and identifies it as *self*.

Educators may...

- Use children's name to identify their area or space.
- Provide individual space for children to distinguish what belongs to each individual.
- Include manipulatives and materials representative of children's preferences.
- Recognize specific behavior when acknowledging to support children's own sense about selftraits.
- Recognize individual contributions in the classroom.
- Provide materials to encourage self-expression.

- Engage children in conversations about what they enjoy doing best.
- Understand children are experiencing many feelings of ther own and need help expressing themselves
- Be good role models as children begin to copy words and actions they hear and see.



Two- and 3-year-old children show an *emerging* awareness about the needs of others. They begin to exhibit a sense of care and concern about others, demonstrating *emerging prosocial skills* through their actions. They use verbal and non-verbal expressions and body language to show sentiments and concern about the needs of others. They also *initiate* actions to address the needs of others.

STANDARD 2.

Responds to the needs of others (e.g., peers and family members)

Children may...

- Share stories about peers, family members or other people experiencing needs.
- Demonstrate emotions when listening to a story about someone in need.
- Go to an adult seeking help for others.
- Recognize others who are experiencing challenges.
- Help others they see who may need their help.
- Provide comfort to peers and others who may show distress.
- Share their peers' and others' emotions.

Educators may...

- Acknowledge children's concern about others and actions to help or comfort others.
- Model how to verbalize emotions observed in children.
- Use emotion words when talking with children (e.g., happy, sad).
- Provide a variety of children's books with themes about prosocial skills and empathy.
- Share stories with **prosocial** topics on a regular basis (e.g., helping, sharing).
- Engage children, both in groups and individually, to talk about the feelings and emotions observed in others.
- Use puppets to stimulate children to talk about their experiences helping others.

- Acknowledge children's actions when assisting others.
- Share stories with children about familiar people helping others.
- Help children do something kind for a neighbor or family member. Talk about the emotions of the other person and how that made the child feel.

VII. SOCIAL STUDIES (C. INDIVIDUALS AND GROUPS

2 - 3 YEARS (24 - 36 months)

Two-year-olds begin to recognize activities practiced on a routine basis at home, in the classroom and in the community. They respond to common referents signaling transitions and routine events by demonstrating anticipation, talking about what comes next or preparing for the activities.

STANDARD 3

Begins to follow *routines* (e.g., family, classroom, school and community)

Children may...

- Describe the activities taking place during morning routine at home.
- Talk about the tasks associated with a routine activity (e.g., brushing teeth, eating breakfast).
- Start preparing for the next activity.
- Verbally identify the activity or practice about to take place in the classroom.
- Associate objects and materials with given *routines*.

Educators may...

- Maintain stable routine activities such as morning meeting, snack time and outdoor activities.
- Provide a visual schedule using pictures illustrating the classroom's flow of the day.
- Include photos and other visuals in the classroom identifying some of the routine experiences (e.g., visuals about handwashing in the bathroom area and setting the table for lunch).
- Engage children in conversations about activities routinely taking place at home (breakfast, bedtime and others).
- Use songs and chants to signal some of the classroom *routines*.

- Share with educators some of the routine activities the families follow with their children at home.
- Provide a picture schedule illustrating routine activities at home.
- Ask child about *routines* at school. Talk about how they are similar and different than the *routines* at home.



Three-year-olds begin to see the ways they are connected to others in their home and family. Children are beginning to think about how rules and expectations help people get along. They are aware of group expectations but frequently need adult support to follow them consistently. Educators may include young children in the development of simple class rules and can use conflicts as an opportunity to teach **problem-solving** skills.

STANDARD 1.

Identifies self and others as part of a group

Children may...

- Talk about family members and what they do individually or together.
- Identify self in relationship to others in a group (e.g., sister, brother, friend, daughter, son).
- Create representations of home, school or community through drawings or block constructions.
- Listen to others while in large and small groups.

Educators may...

- Provide activities that require cooperative play (e.g., board games, puzzles, large-group drawing).
- Display pictures of families.
- Ask two children to do a task together, such as carrying in the tub of sand toys from outdoors. Comment on how much easier it is when two people work together.
- Include parachute play where children are required to work together to keep the ball on the uplifted parachute.

- Provide children with opportunities to work and play in a variety of settings such as playground and birthday parties.
- Talk with children about who they played with at school and ask them to describe the activity.
- Ask children if they would like to Invite one or two of their classmates to visit.

VII. SOCIAL STUDIES (C. INDIVIDUALS AND GROUPS

3 - 4 YEARS (36 - 48 months)

Three-year-olds recognize many different **occupations**. They often use **dramatic play** to act out a variety of roles.

STANDARD 2.

Identifies groups within a community

Children may...

- Relate play to different jobs (e.g., using shovels and scoops to "build a road" while wearing a hard hat and vest in the sand box, or commenting that "My uncle builds houses, and it is hard work!" after the teacher reads *How a House is Built*).

- Name some community workers.
- Act out roles of community workers in the *dramatic play* area.

Educators may...

- Take a walk around the community and look for evidence of jobs people have done.
- Display pictures of traditional and nontraditional job roles (e.g., male nurses, female fire fighters, etc.).
- Invite family members to share information and materials from their iobs.
- Introduce different jobs through books (fiction and non-fiction), special visitors, field trips and job tools and props.

Families may...

- Discuss different groups of which child/family may be a part (e.g., extended family, military community, religious organization, circle of friends).
- Expose child to jobs that help the community (e.g., fire fighters, medial helpers, sanitation workers).

Three year-old children are beginning to think about how expectations help people get along. They are aware of group expectations but frequently need adult support to follow them consistently. Educators may include young children in the development of simple class rules and can use conflicts as an opportunity to teach **problem-solving skills**.

STANDARD 3

Begins to demonstrate awareness of group rules (e.g., family, classroom, school or community)

Children may...

their house.

invent.

- Talk about some of the rules at

- Create rules for games they

- Repeat "Keep the sand in the

sandbox" after hearing an adult

remind another child of the rule."

- Educators may...
 - Include children in the development of simple class rules.
- Use pictures and simple words to illustrate the rules.
 - Use conflict as an opportunity to teach *problem-solving skills*.
 - Have students act out how to problem solve a rule.

- Talk about the rules at home and why they are important.
- Play simple movement games that require children to follow directions like "Red Light-Green Light."



Each child has unique gifts and talents that lend themselves to the development of leadership *skills*. When appropriate, educators give opportunities for each child to be recognized as a leader. The opportunity to be a leader helps 3-year-olds begin to develop their sense of competence, as well as their understanding of social roles (e.g., at school, the teacher has a great amount of decision-making power, while at home, parents typically have most of the decision-making power).

STANDARD 4.

Exhibits *emerging* leadership *skills* and roles (e.g., line leader and door holder)

Children may...

- Assume a leadership role as a helper in passing out plates, cups and spoons for snack.
- Assist a friend who is having trouble fastening shoes.
- Pretend to be the conductor of the train in the *dramatic play center*.
- Stop the line to wait for a teacher that has stopped to tie a child's shoe.

Educators may...

- Assign classroom jobs and responsibilities to each child.
- Provide positive feedback when children assume leadership roles.
- Use fiction and non-fiction books to highlight various leadership roles.
- Include displays for classroom leadership roles and posters and pictures depicting community leaders.
- Introduce children to community leaders (e.g., police officers, principals, judges) through special visitors and field trips.

- Encourage children to take on leadership roles at home, such as offering to help put away the dishes or fold clothes.
- Assign simple household chores to children, such as making own bed or feeding a family pet.
- Model positive leadership roles consistently to demonstrate.

VII. SOCIAL STUDIES (C. INDIVIDUALS AND GROUPS

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Because they are observant and naturally curious about people, children become aware of similarities and differences among themselves and others on their own. They depend on adults to develop a sensitivity in responding to differences they encounter. Children begin to accept and appreciate the differences in themselves and others as normal and positive.

STANDARD 1.

Identifies differences and similarities of **self** and others as part of a group

Children may...

- Make observations about peers and others at school or in their community.
- Describe how they are different than a peer (e.g., "I like to do puzzles, and Jose likes to build houses with the blocks.").

Educators may...

- Model respect for others by listening and accepting all children's ideas and feelings.
- Treat everyone equally and fairly at all times, including children, families and colleagues.
- Comment on specific *attributes* and accomplishments without labeling one as better than another. Offer an observation, such as "Sophia has blonde, curly hair, and Ryleigh has long brown hair."

- Model for children how to treat people as individuals.
- Offer observations on specific *attributes* without labeling one as better than another.
- Explain to children that differences make us unique. Some friends wear glasses, move using a wheelchair, are different sizes, skin color and wear different clothing. There are also many ways we are the same. Give examples.



Children this age are interested in people and how they live. As their life experiences grow and they encounter a greater variety of people in their community, they develop a better understanding of jobs and social roles. They learn what it takes to perform certain jobs, what tools are needed and how jobs are done. Four-year-olds explore jobs (e.g., cooks, storekeepers, crossing guards, office workers, police officers, firefighters) through **dramatic play**, role-play and stories.

STANDARD 2.

Explains the role of groups within a community

Children may...

- Better understand the feelings of others and talk about how people feel doing certain kinds of work (e.g., the fire fighter may feel nervous but glad to help. The nurse may feel sad if patient is sick.).
- Name different jobs and the kinds of work they do.
- Show interest in books about different community jobs and act them out on the playground.

Educators may...

- Ensure there are books available, pictures posted and artifacts and tools to use in play that are related to community jobs.
- Discuss how each job contributes to the community (e.g., police officers work to keep us safe, nurses keep us healthy, servers and cooks feed us).
- Draw outline of child while lying down. Have child fill in the details of the picture of a job they are interested in (e.g., draw the face, hair, hands and add a tie, a fire hose, a computer to illustrate the job).

- Point out different community workers when out running errands or taking a walk and discuss their jobs and responsibilities (e.g., people who are driving trash and recycling trucks, fixing cars at a garage, doctor's office, police and fire stations.).
- Check out fiction or non-fiction books at the library that describe different types of community workers and discuss how their job is important to the child's community.
- When at the park or playground, act out different roles of community workers with children. Use different objects found nearby and your child's imagination as props.

VII. SOCIAL STUDIES (2) C. INDIVIDUALS AND GROUPS

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Young children are very familiar with the roles performed in their own families and eventually into roles in their community. Adults are needed to help 4-year-olds see how and why rules and expectations apply to them.

STANDARD 3

Demonstrates awareness of group rules (e.g., family, classroom, school or community)

Children may...

- Create rules for games they invent.
- Ask for permission when appropriate (e.g., leaving the room, performing a job).
- Listen to others and joining in conversations at appropriate times.
- Take a fair share of snack when allowed to self-serve.

Educators may...

- Discuss why rules are important and what would happen if we had no rules (e.g., looking both ways before crossing the street, not running inside, sharing with others).
- Provide frequent reminders of rules and expectations (e.g., verbal, pictorial, role-play).
- Keep rules simple and easy to remember and continually model appropriate use of rules. Suggest class rules during a group discussion and help children understand why the rules are important.

- Encourage children to invent a game and create their own rules. Have children teach the game to someone.
- Discuss appropriate rules for different places in your child's community (park, playground, library, place of worship, stores, transportation, etc.).



When children are given the chance to lead, they see themselves as capable and in control. At this age, they are just beginning to understand the qualities of a leader and need many opportunities to practice their budding leadership *skills*.

STANDARD 4.

Exhibits leadership *skills* and roles (e.g., line leader and door holder)

Children may...

- Understand the feelings and views of classmates.
- Enjoy assuming classroom responsibilities, such as message carrier, trash collector, door holder or weather reporter.
- Help classmates with small tasks, such as fastening shoes, getting materials for an activity or putting on smocks for art.

Educators may...

- Model good leadership skills for children by allowing them to see what classroom roles (e.g., line leader, morning meeting leader, snack helper) look like; hear the language used to guide children on what should happen next.
- Encourage persistence. Young children may need assistance, guidance and coaching when tasks may become a little challenging.
- Help children understand different viewpoints to work out problems with classmates.

- Play games that require a leader, such as "Red light, Green light" or "Hide and seek;" or play games that have rules that should be followed (e.g., taking turns, waiting in line).
- Enroll child in extracurricular activities to learn and experience teamwork skills.
- Talk with children about a friend's feelings and points of view.



BIRTH - 8 MONTHS

Young children have a growing sense of place and their **environment**. Through warm, responsive relationships with their parents and caregivers, they take comfort in their surroundings.

STANDARD 1.

Responds to people and objects

Children may...

- Gaze intently at parents and caregivers.
- Position and move their bodies toward favorite people or objects.
- Begin reaching for bottles at feeding time.
- Begin reaching to be held.

Educators may...

- Hum or sing songs to children during *routines* such as diapering.
- Talk to children in soothing tones.
- Provide a variety of toys during tummy time or while holding children on their lap.
- Practice safe sleep and do not allow toys in sleep space.

- Provide a family picture book to use when talking with children.
- Respond warmly to children's cries. Quickly comfort and soothe children when needed.
- Make eye contact, sing and talk to children.



8 - 18 MONTHS

Children 8 – 18 months begin to understand how they may impact their **environment**. Through cries for help, dropping toys for caregivers to pick up for them and smiling knowing they will get a smile back from adults around them, children learn that their actions elicit responses.

STANDARD 1.

Responds in varied ways to people and objects

Children may...

- Distinguish between familiar and unfamiliar adults.
- Make sounds like "mama" and "dada."
- Begin to pay attention to short conversations.
- Look to caregivers for assistance, guidance and safety.

Educators may...

- Open and close the day with positive greetings to children and families.
- Use redirection techniques to help with negative behavior.
- Expand the children's **vocabulary** and echo the children's sounds in an affirming manner.
- Assist children in parallel play by providing plenty of ageappropriate materials.

- Identify children's belongings, such as bowl, cup, toy, etc., by labeling them or placing them in an area that children can recognize as their own.
- Share or read stories with children about familiar people helping others.



18 - 24 MONTHS

Older toddlers are building self-confidence and are able to recognize their own **personal space**. They are able to point to their bedroom, their space on the rug during circle time and their favorite chair.

STANDARD 1.

Begins to recognize own personal space

Children may...

- Use the word "mine" to establish their own *personal space*.
- Participate in games to learn about *personal space*.
- Identify their *personal space* such as their nap mat or cubby.

Educators may...

- Use photos to identify the child's cubby or location for their belongings in the classroom.
- Have children hold their arms out to establish their *personal space*.
- Use hula hoops to help establish *personal space* for older toddlers.

Children may...

- Encourage families to use fencing or baby gates to establish safe areas for children to play in the home.
- Provide children their own place to keep their belongings.





Two- and 3-year-old children begin to demonstrate a sense about space. They recognize the space around them and identify their **personal space** at home and in the classroom (e.g., place where they sleep, their seat at the table, own cubby, where they sit on the rug). They begin to set boundaries around what they consider as their space by pointing them out, referring to them as mine or using their own name.

STANDARD 1.

Begins to identify own personal space

Children may...

- Identify the place where they sit in the classroom.
- Verbally refer to items in a place they consider as their own (e.g., "My bed is in my room.").
- Point to their space on the rug.
- Recognize their space using expressions such as, "My place. It's mine." or they may use their own name.
- Tell others that a place is their own (e.g., "Mine; This is mine.").

Educators may...

- Engage children in block play to represent their space (building a sense of boundaries).
- Label a child's place (e.g., seat, cubby, place on the rug) with their name or using symbols.
- Ask children to identify items close to them (proximity).
- Engage children, both in groups and individually, in conversations to talk about the objects in their space.
- Have children draw pictures of the objects in their classroom space.

- Provide children with words to help establish *personal space* (e.g., "I don't want to be hugged."). And to recognize the space of others.
- Ensure children have a space at home where they are able to put their toys, books, etc. This can be a room, a shelf, a corner or special container.



Two- and 3-year-old children engage in learning about the physical space and location that surrounds them. Their **curiosity** and sense of wonder encourages them to become acquainted with their **environment** both indoor and outdoor. Their increasing large motor ability helps them to move around facilitating their **exploration**.

STANDARD 2.

Explores own *environment*

Children may...

- Show curiosity about and explore their immediate *environment*.
- Place personal objects in own cubby with assistance, if needed.
- Play with manipulatives added to the sand and water tables.
- Notice new or missing objects in their *environment*.

Educators may...

- Include songs with themes about the *environment*.
- Use puppets to stimulate children to talk about the objects and features they see in their *environment*.
- Add manipulatives to the sand and water tables.
- Conduct walks in the outdoor area or around the building to stimulate *exploration*.
- Rotate items in the classroom to stimulate *exploration*.

- Engage children to describe items and objects while riding in the car or walking around.
- Point out special *characteristics* (house color, windows, garden plants or trees, etc.) of the family's house and discuss with children.



Two and 3-year-olds begin noticing the physical traits of objects, structures, and scenery in their immediate **environments**. They are able to point out and describe with words or gestures some of their features. This initial ability facilitates the development of an early geographic sense where children begin noticing the distinctive traits in a location.

STANDARD 3.

Recognizes basic physical *characteristics* (e.g., landmarks or land features)

Children may...

- Notice physical *characteristics* in their *environment* by pointing or asking about what they see.
- Represent traits of their environment in the centers around the room.
- Recognize landmark features in their home, neighborhood (bridges, parks, etc.).
- Talk about *characteristics* of familiar places.

Educators may...

- Include a variety of manipulatives in the block area and sand table for children to represent what they see.
- Provide drawing materials for children to represent what they see while outdoors.
- Take children on walks around the center to observe and talk about the **characteristics** of the area.
- Use finger plays and songs such as "The Wheels on the Bus" to explore and talk about what children see in the **environment**.

- Point out and talk with children about key features in the neighborhood (buildings, bridges, hills, rivers, farmlands and others).
- Use digital cameras and take pictures during a field visit or walk. Talk with children about what they saw in a location.



Children 2 and 3 years old begin to use verbal expressions with more frequency to express what they see in a given space whether at home, neighborhood, classroom or other familiar locations. They may use words, gestures and body language to describe what they see.

STANDARD 4.

Uses words to describe objects in a familiar space

Children may...

- Use own descriptive terms when referring to objects in a familiar space (e.g., "Pretty doggie.").
- Verbally identify the objects and items in familiar places (e.g., I want to go outside and swing.").
- Describe some of the familiar structures in their environments such as buildings, homes, schools (e.g., "My school is so big." "My house has swings.").

Educators may...

- Use descriptive words when talking about the physical features of the classroom, community or neighborhood.
- Engage children in conversations to talk about objects in indoor and outdoor spaces.
- Use open-ended questions to encourage children to talk about their home, places they visited or classroom.
- Engage children in describing objects in a given space by using games such as "I Spy" or speaking through puppets.

- Talk to children about the objects they see in their neighborhood and community while walking or riding the car.
- Encourage children to talk about the objects they find at home (in their bedroom, kitchen in the backyard).



When children are developing *spatial awareness*, they begin to become aware of their placement in relation to the things around them. As 3-year-olds become more aware of social norms and begin to desire friendships and relationships, they start to learn the importance of respecting other people's *personal space* and belongings.

STANDARD 1.

Recognizes the relationship of personal space to surroundings

Children may...

- Sit on a letter on the carpet during circle time.
- Stand at the playdough table, rolling balls of dough, while peers play beside them.

Educators may...

- Model ways of interacting with others and using materials.
- Provide children with opportunities to work and play in a variety of settings, such as large-groups, small groups and activity centers.

- Provide children their own place to keep their favorite things.
- Help children understand how others feel about *personal space* (e.g., an over-eager hug, taking toys away from another, being too close) and how to respect the space of others.





Noticing the world around them, their home, their school, and their community helps 3-year-old children recognize the connection between people and the **environment**. They are naturally curious and will often point to and name favorite places when riding or walking past them.

STANDARD 2.

Identifies own environment and other locations

Children may...

- Recognize own house when approaching.
- Recognize familiar buildings (e.g., school, restaurant, library).
- Tell adult where own classroom is located in a building.
- Place blocks on shelf during clean-up, matching them to shapes on a shelf.
- Place manipulatives in labeled containers.

Educators may...

- Provide opportunities for walking field trips around the neighborhood, making notes for future *reflection* and discussion.
- Read the book, *Where Can It Be?* by Ann Jonas. Then, hide some objects around the room for children to find. Give children clues such as, "It's where we keep the blocks!"

- When traveling through the community, point to different landmarks or locations and tell children where the location is or have them guess the location.
- While taking a walk around the neighborhood, point out road signs and house numbers and discuss their purpose.





Three-year-olds are interested in their **environment** and often notice things that change, such as a new structure on the playground or that the tables in the classroom are in different places. Adults can support this beginning understanding of how people change and protect the **environment** around them by engaging children in conversation, stories, and activities that demonstrate care for the **environment**.

STANDARD 3.

Identifies basic physical characteristics (e.g., landmarks or land features)

Children may...

- Use blocks and *dramatic play* items to represent the school neighborhood.
- Locate and describe familiar places (e.g., classroom, home, school, restaurant).
- Identify common features in the home, school and community.

Educators may...

- Create a neighborhood map.
- Provide opportunities for children to help create representations (e.g., maps, three dimensional models, photographic displays, chalk drawings on the playground) of their learning space, school building, playground, neighborhood or home.

- Take a walk around the neighborhood and encourage children to stop, look and listen.
 They may see neighborhood stores, construction sites, someone working in a garden, etc.
- Encourage children to name and describe places they see on the way to and from school (e.g., store, restaurant).



Preschoolers' understanding of **spatial awareness** is related to their bodily experiences. Spatial concepts are developed over time by involvement with concrete situations, as well as interactions with people and objects.

STANDARD 4.

Begins to use spatial words (e.g., far/close, over/under and up/down)

Children may...

- Distinguish between near and far.
- Experiment with physical relationships (e.g., "I can walk under the monkey bars." "Look! I'm going down the slide.").
- Express that someone is sitting in their own space.
- Use position words in a conscious way (e.g., "Ryleigh, put your folder on top of Sophia's.").
- Play games that give practice in directionality such as "Candy Land" or "Chutes and Ladders" (e.g., up, down, forward, back).

Educators may...

- Observe block play and *scaffold* opportunities for preschoolers to become aware of space through rearrangement of objects and the positioning of one object next to another.
- Introduce children to a floor plan of the classroom or a street map. Work together to find different locations.
- Point to and talk about where characters or items are located while reading books with children.

- Read picture books with children and point to where characters or items are located.
- Create a map of the home with children and discuss locations of various items.
- Hide a toy and give child simple directions to locate it (e.g., on the couch, under the pillow).



As with other learning areas, social studies is related closely to the four-year old's developing social *skills*. Four-year-olds show that they are increasing their awareness of the location of things they care about in their *environment* (e.g., The child may know that the park they enjoy is close to their house, but the store is far away.). This beginning geography skill shows up in play as well as during spontaneous and facilitated conversations.

STANDARD 5.

Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS)

Children may...

- Follow a pathway or roadway on a large floor mat.
- Follow an educator-made map (e.g., locate something in the environment and follow the course).
- Show an interest and ask questions about maps or globes.

Educators may...

- Display and provide a variety of maps to use in the classroom.
- Display a globe in the classroom.
- Ask and answer questions about maps.

- Draw a simple map of the family's house. Ask children where they might find an object or place where the family does things together. Create and follow a pathway through the house to get there.
- Using the GPS function on a phone, take a walking trip through the neighborhood and allow children to observe their "real time" movement along the path on the phone screen.



Four-year-olds have a strong understanding of their body and space. They walk, run and jump with confidence and are gaining better hand-eye coordination. They learn through using their senses and begin to learn directions and other spatial concepts through moving their bodies.

STANDARD 1.

Identifies the relationship of *personal space* to surroundings

Children may...

- Recognize where they are while traveling in familiar areas.
- Match objects to their usual geographic location (e.g., a stove belongs in the kitchen, your bed is in your bedroom and not on the playground).
- Recognize that roads have names and signs and that houses have numbers to identify locations.

Educators may...

- Make maps of classrooms, playgrounds and neighborhood stores and features.
- Provide children with stickers, flags or other symbols they can use to mark places on the maps.
- Display a large map of the classroom or neighborhood near the block *center* and encourage children to use it to work together to recreate the classroom or neighborhood using blocks and props (e.g., as people, cars, animals and signs).
- Encourage children to move in various ways (e.g., climbing, jumping and rolling) to experience their position in space.

- While taking a walk around the neighborhood, point out road signs and house numbers and discuss their purpose.
- When driving to the store, ask children to point out recognizable landmarks (e.g., a bridge, railroad tracks, McDonald's, etc.).



Children's understanding of location and symbols that represent places they like to visit, for example a symbol of a book for the library, a logo for a favorite restaurant, or even a park that means they are close to their grandparents' house. They notice differences in landmarks, the buildings around them, and other geographic *characteristics* that pinpoint a specific place.

STANDARD 2.

Identifies differences and similarities between own environment and other locations

Children may...

- Develop an awareness of *characteristics* of own geographic region (e.g., "It rains a lot here.").
- After a virtual field trip, identify ways their *environment* and the visited one are the same or different.

Educators may...

- Read fiction and non-fiction books about environments different than the one they live in and compare/ contrast the environments using pictures, drawings and simple words.
- Provide children the opportunity for "virtual" field trips to "visit" different environments.

Families may...

- During family vacations or travels away from home, ask children what objects or landmarks they see that are the same and different than what they would see at home.

STANDARD 3

Identifies differences and similarities of basic physical *characteristics* (e.g., landmarks or land features)

Children may...

- Notice landmarks within the context of the neighborhood (e.g., noticing that school is close to train tracks while on a nature walk through the neighborhood).
- Create representations of locations and space during play (e.g., at the sand table or at the block center).

Educators may...

- Take walking trips around the *center* and encourage children to note geographic features and landmarks.
- Make maps of classrooms, playgrounds and neighborhood stores and features.
- Take digital photographs of landmarks (natural and manmade) from around the school and neighborhood to use in classroom activities (e.g., storytelling, bookmaking, props for the block area).

- Take walking trips around the neighborhood and note geographic features and landmarks. Ask your child how they are the same or different than other features in your neighborhood.
- When watching movies or TV shows with children, discuss how the location of the show or movie is the same or different as your neighborhood or *environment*.



While 4- and 5-year-olds may not yet understand how to use a map, they are able to understand it is a tool to help someone know where they are and where they are going. Using directions, left/right, and other spatial terms (e.g., near/far, high/deep) will help them to build vocabulary and understand location, space, and the tools we use to navigate them.

STANDARD 4.

Uses spatial words (e.g., far/close, over/under and up/down)

Children may...

- Play games that give practice in directionality such as "Candy Land" or "Chutes and Ladders" (e.g., up, down, forward, back).
- Comment on the diagram of how mats or cots are arranged during nap time, saying "See, I knew Kendra napped next to me."

Educators may...

- Model using spatial words during daily conversation to describe where you are in the classroom or on the playground.
- Use blocks and *dramatic play* items to create representations of neighborhood features and discuss their vicinity to each other using spatial words.

Families may...

- Use spatial words, when traveling to describe where you are going (e.g., "We will turn left at the next street.").
- Talk about what children are doing at the playground (e.g., going up and down a slide, crawling across a bridge, standing under a tree or sitting on a bench).

STANDARD 5.

Recognizes some geographic tools and resources (e.g., maps, globes or GPS)

Children may...

- Look at simple maps and diagrams (e.g., a picture map of the classroom) and discuss why a map/globe is helpful in finding locations.
- Help the teacher create an emergency evacuation plan for the classroom.

Educators may...

- Demonstrate the use of maps (including topographical) and globes. Provide concrete representations of both and allow students to touch and explore each one.
- Provide a map of classroom centers, at eye level, to assist children in *planning* for free choice *center* time.
- Engage children in a scavenger hunt or pirates' treasure hunt that uses simple maps.

Families may...

- Draw a simple map of the family's house. Ask children where they might find an object or place where the family does things together. Create and follow a pathway through the house to get there.
- Using the GPS function on a phone, take a walking trip through the neighborhood and allow children to observe their "real time" movement along the path on the phone screen.

Social Studies



Four-year-olds can understand and explain how to care for the **environment**. They are beginning to understand that people have an impact on the **environment**. Children can describe how to keep the **environment** clean and how they can help in this process.

STANDARD 6.

Begins to identify the relationship between human decisions and the impact on the **environment** (e.g., recycling and water conservation)

Children may...

- Take on a meaningful role in taking care of the settings where they play and interact during the day.
- Put bird seed in a bird feeder on the playground.
- Recognize that litter does not belong in the *environment*.
- Use **recycled** materials to create props for different centers.
- Use found objects, *recycled* materials and scrap paper at the art *center* so that children can see that one material has multiple uses.

Educators may...

- Help children become aware of and appreciate nature (e.g., feel the sun and wind on your face, examine native plants and animals, hang a bird feeder).
- Encourage children to take care of their indoor and outdoor environments (e.g., placing caps on markers so they do not dry up and being careful to not tear the dress up clothes).

- Involve children in helping to sort bottles, cans and paper into proper recycling containers and bring the containers to the street so that they can be picked up.
- Engage children in conversations regarding why it is important to recycle or pick up trash off the roads.

VII. SOCIAL STUDIES E. TIME, CONTINUITY AND CHANGE

BIRTH – 8 MONTHS

Even very young children are able to learn **routines** and changes in events. For example, infants understand the transition to sleep through dimmed lights, soft music, and warm embraces. They know when it is time to play when they see open shades, toys scattered about them and the upbeat rhythm of the voices around them.

STANDARD 1.

Begins to respond to schedules

Children may...

- Cry during drop off or pick up time.
- Begin to develop an understanding of sequencing of events (e.g., cry if lunch is late, move to show enjoyment as new *music* is played in the classroom).
- Start to regulate emotions.

Educators may...

- Prepare a daily schedule or flow of the day that includes transition times, diapering, eating, nap time, getting dressed and outdoor time.
- Support language development and social emotional rituals throughout the day especially during the **routines** established above.

- Begin to establish predictable **routines** for diapering, bath time, bedtime, etc. **Routines** and rituals provide a sense of safety that is the foundation for later **exploration**.
- Play Goodnight Moon as part of children's bedtime routine by carrying the baby around the room or the house and say "goodnight" to favorite toys, people and objects.
- Play a favorite and familiar CD or tape of lullabies or other soothing *music* while settling children.





8 - 18 MONTHS

Young toddlers begin to respond to schedules. They know when it is time to sleep, to eat, and to play based on environmental cues. The begin to understand that they have some control over their **environment**. They enjoy watching the consequences of their actions as well. They may squeal with laughter when Mommy jumps because baby screamed during play.

STANDARD 1.

Responds to schedules

Children may...

- Cling to parent or caregiver at drop off or pick up time.
- Begin to understand verbal redirection.
- Start to regulate behavior due to expectations.

Educators may...

- Prepare a daily schedule that includes transition times, diapering, eating, nap time, getting dressed and outdoor time.
- Support language development and social emotional rituals throughout the day, especially during the *routines* established above.

- Provide predictable *routines* for diapering, bath time, bedtime, etc. *Routines* and rituals provide a sense of safety that is the foundation for later *exploration*.
- Be patient with changes in sleep patterns. The schedule that worked for an 8-month-old will change by the time the child is 18 months old.
- Regard environmental changes (e.g., daylight savings time) that may affect routine times.



18 - 24 MONTHS

Older toddlers are able to recognize and respond to schedules, which helps build their confidence and lead to fewer moments of distress, such as tantrums. Children feel safer in their environments when they are able to predict what will come next.

STANDARD 1.

Recognizes and responds to schedules (e.g., time to eat when hungry)

Children may...

- Predict what is coming next.
- Have fewer moments of distress, such as tantrums, because they have trust in what will come next or in the future.
- Get upset if the routine is disturbed.

Educators may...

- Establish *routines* for mealtime, arrival and departure, diapering and toileting, naptime, activity time and transitions.
- Use books, songs or poems to help establish *routines*.
- Be consistent with the routine and flow of the day to build confidence with the children.

- Share information with the caregiver about children and family on a daily basis, especially any changes.
- Establish *routines* for mealtime, diapering and toileting, naptime and activity time.
- Be consistent with the routine but be willing to slightly adjust the schedule as the child grows and needs change.





Two-year-olds begin to exhibit a sense about the order of actions happening in a familiar **environment**. This beginning ability is demonstrated when they describe the activities taking place at home, in the classroom or during an experience. This behavior is one of the building elements leading to the development of a sense of time.

STANDARD 1.

Begins to *sequence events*

Children may...

- Describe what happened after an activity.
- Talk about the different actions that happened after or before an activity (e.g., passing on napkins before peers eat at the table).
- Identify some of the character activities that took place after listening to a story or a classroom event.

Educators may...

- Engage children, both in groups and individually, in conversations to talk about the *sequence of events* following an activity or after reading a story.
- Display illustrations describing the order of events after reading a story.
- Talk about the order of activities children do at arrival and at pickup times.
- Display a visual schedule using pictures for children to recognize the sequence of activities while at school.
- Use time words in your conversations with children, such as now, after, before, next, soon, etc.

- Talk with children about their experiences in the classroom.
- Use time **vocabulary** during interactions with children, such as soon, next, now, tomorrow, yesterday.
- During home *routines*, ask child what comes next, "You are all dry after your bath. Now what do we do?"

VII. SOCIAL STUDIES E. TIME, CONTINUITY AND CHANGE

2 - 3 YEARS (24 - 36 months)

Two-year-olds begin to identify activities taking place during different times. They also begin to exhibit a sense of expectation about activities happening on a routine basis at home, in the classroom and in the community.

STANDARD 2.

Begins to recognize time events and routines

Children may...

- Talk about an upcoming birthday or an event they attended in the past.
- Associate decorations, clothing or other items with a time-related event.
- Predict what will happen next following a classroom activity.

Educators may...

- Include a schedule of classroom activities with photos and pictures.
- Use songs or chants to signal transitions and the coming of the next activity.
- Discuss in the morning meeting or circle time the activities that will take place throughout the day.
- Include a chart with children's birthdays.

- Talk with children about their experiences in the classroom.
- Use time vocabulary during interactions with children (soon, next, now, tomorrow, yesterday).
- Talk with children about family celebrations that are coming and that have passed.

Social Studies



3 - 4 YEARS (36 - 48 months)

Sequencing is understanding how a series of objects, events, and time occur in a specific and logical order. This is a very important concept for preschool children to develop, as it allows children to recognize patterns that make the world more understandable and predictable.

STANDARD 1.

Recognizes sequence of events to establish a sense of order and time

Children may...

- Look at the daily schedule and can tell what comes next (e.g., recognizes that snack time comes after playground time).
- Relate past, present and future events by talking about what happened on the weekend or a trip they are going to take.
- Use a wide variety of words for units of time in the past, present and future.

Educators may...

- Review the day's events on an experience chart, reinforcing timely events, such as how children painted a mural after a walk.
- Read books about time words, such as *Good Night Moon* by Margaret Wise Brown to help children put closure on the day.
- Keep a class events book. Draw pictures or take photos of special happenings. Keep adding sequential pages to the events book to form an interesting visual timeline to review and discuss with children.
- Create a visual interactive schedule with pictures larger than words.

- Provide opportunities throughout the day to encourage children to think sequentially. In the car on the way home, ask, "Which way will I turn at the stop sign?" At home ask, "Now, what will I do with these dirty dishes?" or "Tell me what happened at school today," or "Before you go outside in the cold, what do you need to do?"
- Encourage children to answer questions, such as "Nina, what do you want first, the scissors or the glue stick?" or "Who was the first student at school today?"
 "What is the last thing left in the shopping bag?"
- Engage children in language and discussion about their daily activities to build their understanding of sequencing (e.g., as children are getting dressed to go outside, say "First, put on your jacket. Next, put on your hat and mittens. Then, we will be ready to go to the playground.").

VII. SOCIAL STUDIES (2) E. TIME, CONTINUITY AND CHANGE

3 - 4 YEARS (36 - 48 months)

Three- and 4-year-olds are able to learn from history and events from the past. Stories from the past help to teach them how people learn from history or see the impact of decisions on our **environment**.

STANDARD 2.

Explores changes that take place over time in the immediate environment

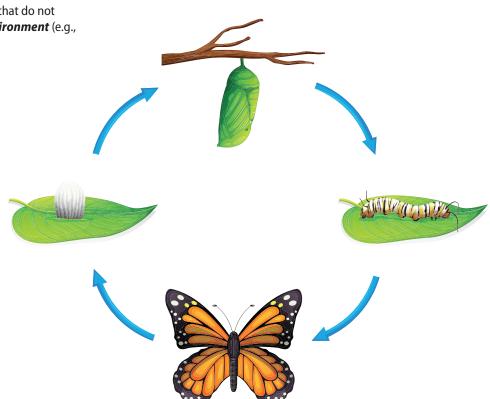
Children may...

- Observe a bird on the grass and say, "That bird is eating a worm!"
- Tell classmates "The sunflowers we planted are almost as tall as me now."
- Match pictures of familiar baby animals to adult animals.
- Place pictures of the life cycle of a butterfly in sequence from caterpillar to chrysalis/cocoon to butterfly.
- Recognize things that do not belong in the *environment* (e.g., litter).

Educators may...

- Take pictures of things that change over time and display them in the classroom (e.g., seeds growing into a flower).
- Cultivate a school garden where children can plant seeds and see how plants grow and change over time.
- Help to sort cans, bottles and paper into the proper recycling containers, where available.

- Carry a plastic bag on walks with child to safely pick up litter.
- Demonstrate, explain and engage children in activities about the *environment* and what people can do to protect it.
- Make taking care of the indoor and outdoor *environment* a normal part of the daily routine.





4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-old children's understanding of history is closely tied to their ideas about time. A personal connection is typically made by first associating events in their daily lives. There is an understanding that time can move forward, children can look backward and that past and present can affect their future (e.g., using materials today that were bought yesterday). They are able to note changes to objects in their *environment*, from a caterpillar changing to a butterfly or a building being constructed from the cement beginning to the finished product.

STANDARD 1.

Identifies change within a sequence of events to establish a sense of order and time

Children may...

Educators may...

- Describe the daily routine (e.g., what happens first, before lunch, after lunch and at the end of the day).
- Show anticipation for regularly scheduled events.
- Use words to describe time (e.g., yesterday, today, tomorrow, o'clock).
- Provide a consistent daily schedule so that children become familiar of the sequence of daily events.
- Play sequencing games at circle time or small group (e.g., First touch your toes, then tap your nose.).
- Consistently encourage children to use a growing vocabulary of time and sequencing words.
- Tell what is happening during the day and into the week.

Families may...

- Take photos of or draw pictures of children completing the steps of their morning routine. Hang these photos or drawings on a ring or wall and discuss why some events happen before or after another.
- Provide opportunities to encourage children to think sequentially (e.g., In the car, ask, "Which way will I turn at the stop sign?" At home ask, "Now, what will I do with these dirty dishes?" "Tell me what happened at school today," or "Before you go outside in the cold, what do you need to do?").

STANDARD 2.

Observes and recognizes changes that take place over time in the immediate environment

Children may...

- Recall information from the immediate past (e.g., sequencing photos of themselves from birth to present.
- Describe the daily routine (e.g., what happens before lunch, after lunch and at the end of the day).
- Uses words to describe time (e.g., yesterday, tomorrow, o'clock).

Educators may...

- Use concrete representations such as artwork, books and *music* to make children aware of distant past and far future.
- Use vocabulary to label events and routines (e.g., today, tomorrow, yesterday, next, later, long ago).

- Ask children to recall events that happened last night or yesterday.
- Establish and maintain consistent *routines* for children.
- Visit a neighborhood house being built. Discuss changes you see daily and wekly.



BIRTH - 8 MONTHS

Infants use their senses to explore their world and make sense of their **environment**. They respond to the smell of their mothers and react to their father's voices. Young children are exposed to varying rules and expectations for different environments.

STANDARD 1.

Responds to people and objects

Children may...

- Mimic adult movements and facial expressions.
- Gaze intently at parents, caregivers and other family members.
- Position and move own bodies toward favorite people or objects.

Educators may...

- Have fun making silly faces with child and describing the face (e.g., happy face, rolling eyes).
- Wave bye-bye to parents then soothe baby with a special song routinely.
- Play peek-a-boo with a blanket over educator's face.

Families may...

- Provide a favorite toy, stuffed friend, blanket or other item to help children feel comfortable.
- Use names for those who are interacting with and feeding children (e.g., "Daddy's feeding you today.").
- Make a "take along" book with pictures of familiar things, people and *routines*.

STANDARD 2.

Uses senses to solve problems

Children may...

- Explore objects with mouth.
- Begin to roll over, scoot, push away, swat away or bang toys.
- Turn head at the sound of familiar voice.

Educators may...

- Respond promptly and consistently to children's needs.
- Make eye contact, smile and respond to child's coos and babbles.

- Respond promptly and warmly when child cries. A quick response provides security for a child.
- Provide a favorite "lovie" that smells like home or parent for child to use when at caregiver's home/*center*.



BIRTH - 8 MONTHS

Social studies is synonymous with social development in the earliest months of the human experience. At birth - 8 months, social development focuses on the ability to connect with parents and caregivers.

STANDARD 3.

Recognizes familiar people and objects

Children may...

- Smile and turn head toward parent's or familiar person's voice.
- Begin to smile or laugh at funny expressions a parent or familiar person makes.

Educators may...

- Respond promptly and consistently to children's needs.
- Help children detect and interpret clues on how they feel (e.g., "I can see you are sad because your mommy had to go to work. She will be back this afternoon.").

Families may...

- Be present and engage positively to child to form strong family/ child attachments.
- Read child's signals, cues and cries to best meet their needs (e.g., cuddles, feeding, rocking).
- Smile. Make eye contact. Respond positively to build trust and security.

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8 - 18 MONTHS

Children 8 – 18 months learn to connect with parents and caregivers. They begin to understand rules and expectations, develop values, and begin to cooperate as a member of a family, peer group, and society.

STANDARD 1.

Responds to simple requests

Children may...

- Understand and follow simple, one-step directions.
- Identify objects in a book when asked.
- Point to objects in the environment.

Educators may...

- Use ritual and routine time to engage children one-on-one (e.g., during diaper changing ask simple questions about the environment or body parts).
- Ask for help. "Please give me the block."

Families may...

- Talk about everyday items with children (e.g., "Look up at the blue sky. Wow!" " Cover your ears from that loud noise!"
- Provide children with choices (e.g., choose from two sets of pajamas, choose a book from three selections).
- Play "Name the Body Part" while bathing or dressing (e.g., "Show me your nose." "Where are your hands?").

STANDARD 2.

Begins to recognize cause-and-effect of actions

Children may...

- Begin to use things correctly (e.g., listens to a phone, drinks from a cup).
- Explore items in different ways (e.g., throwing, shaking, banging items).
- Drop items from high chair (cause-and-effect) to have an adult respond to action.

Educators may...

- Provide a variety of opportunities for children to use "adult" tools such as cups in *sensory* play.
- Offer a variety of common items for creative uses (e.g., a bowl can be a hat or a drum).
- Use redirection and distraction techniques as often as possible to encourage desired behaviors.
- Observe and document negative behaviors to collaborate with parents on solutions (e.g., Billy seems to bite when he's hungry.").

Children may...

- Provide children plenty of dump and fill opportunities such as a cup in the bathtub and a small bucket to carry throughout the house for various toys.
- Roll a ball back and forth with child or toss a bean bag.

Infants and toddles begin to learn there are rules that may change, based on the setting. They learn it is okay to yell for a friend on the playground but should whisper during rest time. They learn to keep sand in their hands and not throw it when playing at the sand table. They learn to use "gentle hands" when playing with friends and not to tug or squeeze them. In these ways, children are learning there are rules for society and how to be a good citizen within their environment.

STANDARD 3.

Responds in varied ways to people and objects

Children may...

- Respond positively or negatively to family members.
- Pay attention to conversations.
- Use negative behavior as a problem-solving technique (e.g., biting, hitting).
- Recognize parallel play.

Educators may...

- Use redirection techniques for negative behavior.
- Notice and acknowledge when a child is exhibiting positive behavior (e.g., "Thank you John for comforting your friend.").
- Provide ample materials for parallel play.
- Model the correct use of materials.

- Play silly games and sing silly songs with children.
- Make a "take-along" book with pictures of familiar things, people and *routines* for child to have while at school.



Older toddlers are developing the mental capacity to follow simple requests, especially when they are engaged in conversations. Children are able to demonstrate their independence by following simple requests.

STANDARD 1.

Begins to follow simple requests

Children may...

- Follow simple directions (e.g.,
 "Pick a book," "Touch your nose," or, "Eat your snack."
- Feel good about following requests.
- Say "no" if they do not want to do the request in order to exert control.

Educators may...

- Give simple directions, one at a time (e.g., "Eat your snack," rather than "Wash your hands, eat your snack and then read a book.").
- Talk to children often, providing opportunities to engage in conversations.
- Give older toddlers meaningful tasks so they feel part of the classroom community.

- Play games with children to practice following directions such as "Simon Says."
- Give positive feedback throughout the day when a child does something you want them to do.
- Give child simple tasks to complete. "Put your lovie in your bed."







As older toddlers improve their motor coordination, they are able to move around and location objects throughout their environment. They are able to recognize more similarities and differences and enjoy imaginative play. They demonstrate **problem-solving** and creative expression abilities.

STANDARD 2.

Responds to problems in the *environment*

Children may...

- Use trial and error to fit different shapes into holes.
- Use a spoon to get food into own mouth.
- Use a variety of materials in creative ways, such as paints, modeling clay or writing utensils.

Educators may...

- Set up activities so children can strengthen their **problemsolving skills**, such as putting different size containers in the sand box for them to fill and empty.
- Ensure the block area has an ample number of blocks so children can build structures.

- Provide opportunities for children to use materials in openended activities such as coloring on a blank paper.
- Use child-size utensils so children can successfully feed themselves.
- Offer different stacking materials, such as cups, rings and blocks.



Increased interaction with people and things enables older toddlers to engage in simple games and pretend play, seek out new experiences and practice newly learned *skills*. While they need support from caregivers they are introduced to concepts of turn-taking and following rules and expectations so that everyone may enjoy games.

STANDARD 3.

Shows more complex responses to people and objects

Children may...

- State clear preferences of food, clothes and colors.
- Describe activities, such as "Me eat."
- Try different ways to accomplish a task such as putting on a jacket.
- Say "No" when they do not want to do something.
- Use cups and other containers to play with sand and water.
- Offer a different toy to a peer with the help of a caregiver when another child tries to take their toy.

Educators may...

- Ensure there are a variety of materials in the classroom for a child to engage in different **sensory** experiences.
- Engage in conversations with the children one-on-one to understand each child's preferences.
- Provide opportunities for children to try different ways to accomplish tasks.
- Incorporate materials into *dramatic play* that allow children to pretend they are carrying out everyday life experiences.

- Provide opportunities for children to try different ways to accomplish tasks.
- Engage in conversations with children.
- Offer different foods for child to taste and smell. Provide descriptions of what they try. "That orange smells sweet."



Two-year-olds begin to show awareness about the behaviors followed in different contexts (at home, in the classroom, outdoors, with friends, etc.). They are able to respond to transition signals anticipating when to change or display different behaviors, including actions and communicative strategies accordingly to the location or activity.

STANDARD 1.

Begins to recognize expectations in varying settings

Children may...

- Respond to the teacher's request during outdoor and indoor activities.
- Gather materials in response to a transition signal.
- Come to the rug for the morning circle or morning meeting.
- Predict what they will need to do before an activity.
- Play together parallel or cooperatively with peers in the block area.

Educators may...

- Use transition signals to make children aware about upcoming activities.
- Talk with children about expectations during outdoor and indoor activities.
- Use visuals (e.g. a visual schedule) to remind children about behavior expectations.
- Provide a variety of opportunities for children to engage in interactions with peers in small and large-groups.
- Use a puppet to discuss activities and ways to conduct *self* during activities.

- Model for children behavior expectations in different settings.
- Acknowledge children's appropriate behavior in different contexts.
- Recognize children's behaviors with concrete positive acknowledgments.



Problem-solving and decision-making skills begin to emerge during the preschool years. Two-year-olds begin to demonstrate their abilities to address and find solutions to problems on their own. They engage in exploring objects for an extended time and try out different ways to solve problems alone or together with peers. They also begin to exhibit an **emerging** sense of leadership assisting others or taking the initiative to carry out actions.

STANDARD 2.

Demonstrates emerging problem-solving and decision-making skills

Children may...

- Explore objects with intention (squeezing, touching, taking apart, etc.).
- Focus attention on a situation and try to help.
- Take the initiative in addressing a problem or situation.
- Assist a peer without being asked.
- Lead others during an activity in the block *center*, etc.

Educators may...

- Read stories and engage children in discussing possible solutions for story situations.
- Facilitate manipulatives in the block area and sand table to foster children's hands-on *exploration* and *problemsolving skills*.
- Ask children for suggestions to address a situation.
- Use questions to engage children in *problem-solving* activities.
- Acknowledge children's ability to address problems and related solutions.

- Acknowledge children's initiative (e.g., putting on shoes, brushing teeth, etc.).
- Provide objects and safe household items for children to explore.
- Provide toys and other items, that pull apart and snap back together, zip and unzip or button and unbutton.



Two-year-olds begin to distinguish signs and symbols present in the environments where they interact. They point to these or use own verbal expressions to identify them. They recognize them based on their shapes, colors or special symbolic representations.

STANDARD 3.

Begins to recognize *common symbols* in the *environment*

Children may...

- Point out a familiar sign.
- Recognize the signs in the classroom.
- Recognize traffic signs in their neighborhood.
- Recognize signs in own clothing.
- Match signs in their *environment* with those in a book or in the media.
- Imitate actions of adults in response to some symbols (flag, state symbol, anthem, etc.).

Educators may...

- Include a variety of symbols such as flags in the classroom.
- Use traffic signs in the outdoor space for children to become familiar with their messages.
- Include manipulatives with *common symbols* in the block area and sand table.
- Share stories about symbols and signs used during special occasions (e.g., celebrations, holidays).

- Point out to children symbols and signs when walking, driving or when reading.
- Talk with children about symbols they have at home.
- Point out favorite or familiar logos on toys, clothes and restaurants.



Three-year-old children are beginning to think about how rules help people get along. They are aware of group rules, but frequently need adult support to follow them consistently. Educators may include young children in the development of simple class rules and can use conflicts as an opportunity to teach **problem-solving skills**.

STANDARD 1.

Begins to recognize and follows rules and expectations in varying settings

Children may...

- Take turns in large-group.
- Frequently play cooperatively with peers (e.g., *dramatic play*, blocks, outside play).
- Wash hands before meals without being reminded.

Educators may...

- Review and discuss rules and expectations for school and other settings.
- Post rules with pictures and words.
- Begin to introduce games that have rules.
- Provide activities that require cooperative play.
- Discuss rules with families, ensuring sensitivity to cultural differences.

Families may...

- Discuss rules for the various settings (e.g., park, home, playground, church) and how they are alike and different.
- Provide positive feedback to children when they are behaving responsibly.
- Discuss why rules are important (e.g., keep people safe, respect others).



ocial Studies



Children are eager to know more about themselves, their *culture* and environment. *Skills* such as working independently, *problem-solving* and decision-making are fostered when children engage in activities with others.

STANDARD 2.

Begins to participate in *problem-solving* and decision-making

Children may...

- Make a choice and explain the reason for their choice.
- Use words and strategies for resolving conflicts and solving problems.
- Attempt to solve a problem before asking for assistance from adult.

Educators may...

- Provide opportunities for children to make decisions and choices.
- Ask children questions about why they made a specific choice.
- Share enthusiasm and describe children's choices/interests. (e.g., "I see you chose the block *center* again today. You must really like the blocks.").
- Encourage children to offer assistance to friends who are trying to solve a problem (e.g., help to zip coats or tie shoes or figure out how to divide the blocks among three children).
- Assist children with words they can use to solve or settle a conflict (e.g., "Tell Anna that you would like a turn with the magnifying glass when she is finished." "Let Frank know you don't like it when he pushes you.").

Families may...

- Brainstorm with children solutions to a potential problem avoiding yes-or-no questions by asking "What do you think about that?" "What could happen if we did this?"
- Provide opportunities for children to participate in open-ended activities (e.g., giving children materials to build but not telling them what they should be building).
- Model using negotiation as a way of settling a dispute. Address own rights as well as accommodating the other person's needs (e.g., "I'll use the paste for these two pieces of paper and then I will give it to you.").

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Children start learning about the meaning and value of the symbols around them from an early age. They learn how to become a responsible member of society by understanding the meaning of universal symbols such as traffic signals and other signs in public places. Understanding the meaning of national symbols is also important, as these symbols are representations of the country and the beliefs of its citizens.

STANDARD 3.

Begins to recognize national patriotic symbols (e.g., flag and eagle)

Children may...

- Use art materials to create the American flag.
- Ask questions about images, pictures or symbols of America.
- Begin to recognize patriotic symbols and activities.

Educators may...

- Display the American flag and pictures of American symbols (e.g., the bald eagle) in the classroom.
- Read books that relate to symbols of America.
- Discuss holidays that relate to America.
- Add saying the Pledge of Allegiance to the daily routine.

Children may...

- Attend parades on national holidays and talk about the meaning of the holiday.
- Provide opportunities to learn and sing patriotic songs.

Social Studies

Florida's Early Learning and Developmental Standards



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Group rules help to create a safe classroom community where children can explore and interact without fear of physical or emotional harm. Four-year-olds have a better understanding of what rules are but still need concrete examples and gentle adult guidance to follow them. At this age, children enjoy helping to create rules for their community; they are more likely to understand and follow rules when they take part in deciding on those rules and expectations.

STANDARD 1.

Recognizes and follows rules and expectations in varying settings

Children may...

- Describe classroom rules and rules for other settings (e.g., playground, media *center*, arrival and dismissal areas).
- Describe and follow a consequence for breaking a classroom rule.

Educators may...

- Establish simple rules and model clear expectations, focusing on three to five rules children may be able to understand and apply.
- Practice consistency with the rules, guiding children as they learn how to fully participate in classroom activities and get along with peers.
- Establish positive reinforcement techniques when children follow the rules and keep themselves and classmates safe.
- Understand that children are comforted and find security in reliable and consistent routines and rules. Educators may communicate with children's families to share classroom rules and ensure they are sensitive to possible cultural differences.

- Communicate rules and expectations children follow at home and discuss how they align with classroom rules to strive for consistency between home and school.
- Discuss with children how there may be different rules for varying situations and the reasons why.
- Learn positive discipline techniques and be consistent with rules and routines at home to ensure a sense of security and stability for children.

STANDARD 2.

Participates in *problem-solving* and decision-making

Children may...

making.

- Participate in group decision-

- Work cooperatively with others

solution to a problem (e.g., ways

to share the purple paint when

- Notice if a classmate is missing an essential tool to participate in an activity (e.g., classmate is missing

to achieve an outcome.

there isn't enough).

markers to color with).

- Work together to develop a

Educators may...

- Use conflict as an opportunity to teach problem-solving skills.
 - Engage children in class meetings and decision-making.
 - Provide feedback and reinforcement for solutions tried and are successful as well as unsuccessful.

Families may...

- Ask "What should we do to find your toy?" when children cannot find a toy.
- Provide opportunities for siblings (or two children) to complete a task together.



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4 YEARS-KINDERGARTEN (48 months- Kindergarten)

Children begin to understand that participating in a democratic society and in a democratic classroom requires similar *skills*, such as solving problems, making decisions, managing emotions, taking the perspectives of others and pursuing and achieving goals.

STANDARD 3.

Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)

Children may...

- Create rules for games they invent.
- Participate in voting activities in the classroom (e.g., favorite snack, color or activity) that may include the educator guiding graphing the results.
- Take turns on play equipment during outside play.

Educators may...

- Model respect for others by the way you listen to and accept children's ideas and feelings.
- During small group time or a class meeting, describe a problem that affects everyone and invite children to suggest one or more rules to solve it.
- Build children's skills of perspective-taking and taking turns by reminding children to listen before they add their ideas to the discussion.

- Ask children to consider alternative ways to reach a goal (e.g., "What do you think would happen if...?" or "Can you think of another way to do that?").
- Describe a problem that affects the family and invite children to participate in a family discussion suggesting one or more rules to solve it.



BIRTH - 8 MONTHS

Children birth – 8 months are unable to manipulate the adults around them. Therefore, during the birth – 8-month stage, everything is a need. By responding consistently and warmly to infants' cries for food, comfort, and sleep, parents and caregivers help to ensure children feel safe and secure knowing their needs are met.

STANDARD 1.

Begins to actively seek out responses

Children may...

- Show interest in mirror images and begin to smile at images in mirrors.
- Respond to other people's expressions or emotions and often appear joyful.
- Enjoy social play and become more active in getting attention.

Educators may...

- Talk to children while holding in front of a mirror.
- Reinforce children's emotions by describing the emotions with words (e.g., "I can tell that is your hungry cry, let's get you a bottle.").
- Place children facing each other on mat during floor time with a small group of friends.

- Play peek-a-boo with their child.
- Describe children's signs of hunger (e.g., Describe what adult is doing while preparing for feeding, as well as during the actual feeding process, "I hear you crying. That sounds like a hungry cry. Let's get ready to eat.").
- Respond to children's attempts to interact, such as seeking to make eye contact, giggling at a funny noise a family member make, or reaching out for them.
- Play bouncing games and sing songs, such as "Ride a Little Horsie Into Town."



8 – 18 MONTHS

Older infants are able to begin to meet their own needs, such as feeding themselves simple finger foods, finding a favorite "lovie" for naptime, and playing with toys for entertainment. They are able to understand "no" and are able to make requests through pointing and using simple words. These early skills help them to begin to understand wants and needs and when resources are gone (e.g., "All gone!" when a snack is finished).

STANDARD 1.

Begins to communicate wants and needs

Children may...

- Use gestures and words positively and negatively.
- Understand yes and no.
- Imitate sounds and facial expressions.
- Say about 18 20 words, including yes, no, hi and bye.

Educators may...

- Assist children in language development by talking respectfully and inviting conversational turns (e.g., "I see that you are unhappy, Billy. How can I help you?").
- Support individual development by scheduling some one-on-one time with each child daily (e.g., ritual and routine care such as diaper changing).

- Take books everywhere and let children "read" them. Listen, smile and laugh as children point and babble.
- Respond to child's gestures and expressions while describing child's needs (e.g., "You want up." "You are all done eating. Let's play.").
- Help children meet their own needs by having a small variety of toys nearby, a favorite "lovie" to self-soothe, or a bottle filled with water nearby.



Older toddlers are able to express what they want and need in their **environment**. Having their needs met helps children develop trust among their caregivers and family members.

STANDARD 1.

Communicates *wants and needs* to others

Children may...

- Tell their caregiver what food they want to eat.
- Express preferences for songs and books.
- Pick the shirt they want to wear.

Educators may...

- Respond to the child's *wants or needs*.

- Encourage children to verbally express their *wants or needs* throughout the day modeling correct expressions and words.
- Provide opportunities for children to make appropriate choices, such as "Do you want to play at the sand table or in the block area?"

- Recognize children's cues when they are expressing *wants or needs*.
- Talk with their children using simple words to express their *wants or needs*.
- Provide opportunities to practice expressing their words (e.g., "Would you like an apple or an orange with your lunch?" "Do you want to wear your purple shirt or the blue one?")

VII. SOCIAL STUDIES G. ECONOMICS AND RESOURCES

2 - 3 YEARS (24 - 36 months)

Two-year olds express their *wants and needs* in increasingly more complex ways. Their motor ability facilitates their movement and their progressive language development allows them to express what they want and need. These developing abilities provide them with additional ways to have their *wants and needs* met.

STANDARD 1.

Initiates more complex interactions to get wants and needs met

Children may...

- Verbalize and use gestures to express their **wants and needs** with more clarity (e.g., cry, grab things or say "non" and say what they prefer instead).
- Respond to simple questions and requests.
- Make requests for a drink or snack.

Educators may...

- Use puppets to talk with children about characters getting their *wants and needs* met.
- Model words and phrases to express and get *wants and needs* met.
- Recognize children's cues when they want or need something.

- Understand children want to do many things and have minds of their own.
- Be patient and consistent with rules and expectations, while giving them choices to express what they need and want (e.g., "You cannot play outside right now. It's time for a nap." "Do you want to read Whistle for Willie or Wheels on the Bus during nap time?).





Two-year-olds begin to recognize the different jobs people have in their **environment** or through the media. They begin to associate what some people wear, do or objects used with the occupation such as the mail carrier, the doctor or the police officer. This **emerging** sense of **occupations** increases with children's interactions in different environments and through personal experiences.

STANDARD 2.

Show awareness of occupations

Children may...

- Talk about their parent/family member's job.
- Recognize an occupation by the objects the person uses (e.g., fire hose, stethoscope).
- Use imaginative play to reenact an experience related to an occupation.
- Pretend that they are a doctor, pilot or any other occupation.

Educators may...

- Include in the *dramatic play* area a variety of artifacts and items representative of common *occupations* in the community and those of the children's family members.
- Include photos and other visuals about different jobs in the community.
- Conduct a field visit or walk to visit places such as firehouse, grocery store, or post office.
- Provide books about occupations in the literacy area.

- Talk with children about the parents' *occupations* or about those of their family members or neighbors.
- Provide opportunities for children to visit places in the community such as firehouse, grocery store, post office and others.
- Read books about *occupations* and point them out in the community (e.g., "Remember we read the book about Digger the Dump Truck? Look! He drives the dump truck.").



VII. SOCIAL STUDIES G. ECONOMICS AND RESOURCES

3 - 4 YEARS (36 - 48 months)

Even though the field of economics can seem abstract, 3-year-olds are developing ideas about reciprocity including the exchange of money and becoming increasingly aware that certain goods and services are more valuable than others. It is also during this time that 3-year-olds begin to recognize the difference between their **wants and needs**.

STANDARD 1.

Begins to recognize the difference between wants and needs

Children may...

- Describe their personal *wants and needs*.
- Recognize what people need to survive.
- Explore how children have needs in common (e.g., food, clothing, shelter) while playing in the *dramatic play* area.
- Repeatedly ask to hear a favorite book over and over.

Educators may...

- Demonstrate and explain with pictures and simple words that all humans have three basic needs: food, shelter and clothing.
- Build on typical family experiences such as going to the grocery store, paying the doctor or buying new shoes in *dramatic play*.
- Provide a variety of pretend foods, dress up clothes, etc. to use during *dramatic play*.

- Create a shopping list with children's help including pictures and simple words. Discuss which items are wants or needs.
- Involve children in an activity by looking through magazines and ads or mailers together and talk about things they want and need.
- Read books about the kinds of houses people live in, the food they eat and the clothes they wear.



Three-year-olds understand that adults have different roles. In their everyday experiences, they encounter community workers like fire fighters, police officers, a barber and their teachers. They may be able to name a parent's job, though they may not know what the parent does at the job. When young children explore jobs and roles of adults in their play, they are building a beginning understanding of economics, community and social roles.

STANDARD 2.

Recognizes familiar people who perform different occupations

Children may...

- Use dress up costumes and props of community workers for intended purpose (e.g., hold stethoscope to a baby doll's heart or use a hammer to pound a peg into a peg board).
- Ask and answer questions about community workers and their roles.
- Match community workers' uniforms to the worker's tools.
- Label community workers in their neighborhood.

Educators may...

- Provide a variety of costumes and props representing a variety of community workers.
- Invite community workers to visit with children to share knowledge about their job.
- Provide field trip opportunities to see and interact with community workers.
- Discuss what tools and technology are used in different workplaces (e.g.,construction site, hospital, post office, dentist).

- Read fiction and non-fiction books with children about community workers.
- Observe and discuss what tools and technology are used in different workplaces (e.g., grocery store, post office, dentist, doctor).
- Provide toys for pretend play, such as hoses, cash registers, tools, etc.

VII. SOCIAL STUDIES G: ECONOMICS AND RESOURCES

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Preschool children are able to understand when resources run out and the need to replenish them, (e.g., the food they eat, the craft supplies they use). They begin to understand that parents work to get money for food and clothes. Children at this age are interested in many jobs within the community. Providing exposure to various jobs, especially "helpers" gives children experiences understanding the types of work community members do.

STANDARD 1.

Recognizes the difference between wants and needs

Children may...

- Be interested in making purchases with their "own" money.
- Understand that it may be necessary to wait to eat a special treat (e.g., they food they want) until after dinner and the healthy food they need have been served.
- Notice when classroom resources have run out or broken, such as paint, favorite toys, or other materials.

Educators may...

- Set up a store in the classroom for children to practice exchanging pretend money for goods and provide writing utensils and note pads for "shopping lists or receipts".
- Discuss the kinds of resources used in the classroom, where they come from, and how they can be conserved (e.g., not being wasteful with paper, putting tops on paint pens and markers, etc.).
- Help children understand the basic needs people have (food, clothing, shelter), the different ways people around the world meet those needs (e.g., jackets and hats in cold areas, shorts and t-shirts in warmer climates, homes with fireplaces and those without).

- Allow children to help make the weekly shopping list, discussing why somethings are added and others are not (e.g., fruit, meat, toilet paper versus limited amounts of cookies, sodas, chips).
- Discuss natural resources and why we want to protect the environment (e.g., the value of trees and water, the need to keep our environment clean, *recycle* and reuse).
- Acknowledge children's requests for things that are not a current need or priority such as (e.g., "I know you really want to go to the park, but we do not have time to stop right now because we need to go to the grocery story." or "I can see you really want to buy that book. Let's go to the library next week and see if we can borrow it instead of buying it.").

STANDARD 2.

Begins to recognize that people work to earn money to buy things they need or want

Children may...

- Talk about what they want to be when they grow up.
- Play store or restaurant with pretend or real money, receipts, credit cards and phone.
- Engage in conversations about transactions after being read books about people who buy and sell things.
- Recognize that adults work to earn money.

Educators may...

- Provide play opportunities for children to purchase things in *dramatic play* (e.g., grocery store, post office and shoe store).
- Provide items such as pretend money, cash register, receipt book and other examples of real materials related to working and earning money.
- Discuss that people do many different kinds of jobs to earn money.

Families may...

- Engage in conversations when children talk about what they want to be when they grow up.
- Share stories about the parents' or family members' occupations with children's classes through pictures, field trips and classroom props.
- Give children an opportunity to earn "points" or "money" to purchase a treat, toy or book they want.



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VII. SOCIAL STUDIES (H. TECHNOLOGY AND OUR WORLD

BIRTH - 8 MONTHS

Technology is more than computers and cell phones. It includes machines and tools that make life easier and help us solve problems. Interacting with technology means building awareness, learning how to interact with technology and understanding how technology affects our lives.

Infants are too young for traditional technology, but they are able to explore their **environment** and begin to understand cause-and-effect (e.g., they shake toys and hear them rattle, they kick at a hanging toy and watch it swing).

STANDARD 1.

Responds to people and objects

Children may...

- Respond to the rattle of a toy.
- Bat at a swinging toy with their feet.
- Show surprise when a toy lights up or plays *music*.

Educators may...

- Provide opportunities for children to explore their *environment* and provide a variety of toys that rattle, jingle or swing when shaken by children.
- Interact with children, describing what happens around them ("You like when the bunny's bell rings!"
 "Look at the giraffe swing when you kick it.").

- Give children plenty of floor time with interesting objects or toys to explore.
- Provide simple musical instruments for children to shake (e.g., age-appropriate bells, maracas, rattles).
- Respond to children's interactions with the *environment* (e.g., "That *music* surprised you." "Look at the water splash in the tub.").



8 - 18 MONTHS

Older infants respond to the *environment* with a growing sense of independence and understanding. Their world becomes much larger as they become mobile. They see a toy and are able to move toward it, grab it and explore how it works. Discovering how it works helps them to begin to understand cause-and-effect, as well as simple *problem-solving skills*. Secure attachments with parents, caregivers and educators make it safe to explore unfamiliar situations and people.

STANDARD 1.

Responds in varied ways to people and objects

Children may...

- Roll a ball back and forth with an adult.
- Hold a toy phone to own ear and talk.
- Follow one-step directions.
- Show pleasure and attempt hand movements to finger play.
- Begin to use a spoon and try to self-feed.

Educators may...

- Provide props that encourage imaginative play (e.g., toy telephones and tools).
- Give children wooden spoons and bowls to pretend "mix" and make sounds.
- Provide multiple examples of tools and simple machines for children to explore and discover (e.g., simple lever, see--saw, carts on wheels).

- Provide opportunities for children to discover the properties and functions of objects (e.g., use plastic cups to bang, making different sounds, pull a scarf through a cardboard paper towel tube to make the scarf appear and disappear).
- Provide opportunities for children to experience touching different textures on a walk outside (e.g., rough tree trunk, soft grass, crinkled leaf).
- Provide children with pushing toys (wheeled walker, trucks, etc.).



When children are engaged in conversations with their caregivers, they are able to develop their **vocabulary** and recognize tools and machines in their daily lives. This is the first step in helping children understand their world and how to use tools to help them (e.g., young toddlers understand that a spoon is used to feed themselves).

STANDARD 1.

Begins to recognize there are tools and machines (e.g., spoon for eating, cups and containers used in play, or wagon or cart used in the play area)

Children may...

- Identify common tools in own environment.
- Use tools and machines to help them achieve own goals such as using a scoop to fill a bucket with sand.
- Show interest in smart phones or tablets but are unlikely to learn from the devices just yet.

Educators may...

- Label tools and machines for children in the classroom so that children understand where to put materials during clean-up time.
- Name tools and machines in the environment so that children know the proper names for them (e.g., spoon, fork, chair, etc.).
- Use assistive technologies for children with special needs.

- Provide shovels and buckets, cups and scoops for bath time play.
 Encourage the use of tools to fill containers.
- Read books about tools and technologies and how they help people with everyday tasks.





Two-year-olds live in environments that expose them to a variety of **technology tools**. Directly and indirectly children become aware about the multiple resources available to facilitate or carry out a task. Children also demonstrate an interest in **investigating** the use of common technological resources as some children already have experiences as users of some of these tools.

STANDARD 1.

Explores *technology tools* and interactive media (e.g., writing utensils, electronic toys, DVD and *music* players)

Children may...

- Use words denoting own exposure to *technology tools* (IPad©, cell phone, etc.).
- Show interest about a technology tool.
- Try out a device to carry out a task (e.g., a pencil or marker to draw, a cart to move sand).
- Role-play the use of a technology tool during *dramatic play*.
- Pretend a toy is a phone or a computer, etc.

Educators may...

- Include technology-related artifacts in the *dramatic play* area and in the science area.
- Occasionally use *technology tools* and age-appropriate media in classroom activities.
- Display pictures of people using *technology tools*.
- Talk with children about tools they are familiar with, how and why they are used.

- Talk with children about the technology items they use such as phone, video and others.
- Read books about people using *technology tools*.
- Use technology, such as e-books, as a tool for interacting with children and not as a child-alone activity.

VII. SOCIAL STUDIES H. TECHNOLOGY AND OUR WORLD

3 - 4 YEARS (36 - 48 months)

Three- and 4-year olds are increasing their use of tools in their daily lives. They color with crayons or markers and understand that pencils are for writing. Exposing them to other tools, such as airplanes, trucks, boats that are used to carry people and supplies to places helps them to understand that tools and technology make life easier for us.

STANDARD 1.

Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, *music* players, digital cameras, computers or tablets)

Children may...

- Play with battery-operated toys with assistance.
- Operate a simple tape or CD player to listen to a recorded story, with assistance.
- Use a digital camera to document own environment.
- Use a mouse and computer to access programs or website.

Educators may...

- Assist students with operating simple technology (tape and CD players, battery operated toys, etc.).
- Offer opportunities for children to utilize a digital camera to document own environment or field trips. Display the photos taken and encourage conversations about what is seen in the photos.
- If a computer is available, allow child to practice using the mouse with simple computer programs.

- Ensure that children's "screen time" is of quality programming that reflects and affirms *diverse* cultures, languages and ethnic heritages and is limited to one hour or less per day.
- With the help of a parent or caregiver, use Skype or other live video chat to communicate with others (e.g., grandparent, parent stationed away from home, or other relative living at a distance).



4 YEARS - KINDERGARTEN (48 months - Kindergarten)

While technology is defined as tools that make life easier, many view "technology" as just TVs, computers, and tablets. Preschoolers seem to innately understand how to turn on tablets, change TV channels to favorite programs, or play games on phones. It is important for parents and caregivers to understand the impact of modern technologies on children while also providing real-world experiences so children may continue to understand the world around them and how tools and technologies are used to solve a problem or make things easier.

STANDARD 1.

Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or **music** players)

Children may...

- Record sounds into a tape recorder in the *music* area and then listen when the recording is played back.
- Explore simple drawing programs on a class or home computer.
- Use a digital camera to take pictures of things they are interested in (e.g., of friends, nature, the classroom).
- Understand how community services impact their daily lives (e.g., "How does food get to the grocery store?" "How is mail delivered?" "Where does trash go after it leaves your home?").

Educators may...

- Provide technology tools (e.g., computers, small appliances), and books about technology and dramatic play props representing technology.
- Introduce new technologies (e.g., computer programs) to one or two children at a time to ensure safe and proper use.
- Discuss advantages and disadvantages of technology in everyday lives (stairs versus escalator or elevator, walking versus driving, candles versus electricity, etc.).

- Actively participate with your child when watching television or using the computer, and limit daily screen time, especially before bedtime.
- Monitor children's screen time for quality and appropriate content.
- Discuss how tools and technology assist our daily lives (e.g., electricity, plumbing, cars, computers, etc.).

RELATED BOOKS

INFANTS/TODDLERS

Bedtime by Elizabeth Verdick

Global Babies by The Global Fund for Children

Little Blue Truck Leads the Way by Alice Schertle

No Hitting! by Karen Katz

I'm a Big Sister by Joanna Cole

Quiet and Loud by Leslie Patricelli

Sharing Time by Elizabeth Verdick

Ten Tiny Toes by Caroline Jayne Church

The Okay Book by Todd Parr

Trucks by Byron Barton

Waiting for Baby by Rachel Fuller

Wheels on the Bus by Raffi and Sylvie Wickstrom

PRESCHOOLERS

Building a House by Byron Barton

Follow That Map! A First Book of Mapping Skills by Scot Ritchie

Good Night Beach by Mark Jasper

Good Night Florida by Adam Gamble, Mark Jasper and Joe Veno

Houses and Homes by Ann Morris

I'm Not Ready! by Jonathan Allen

Me on the Map by Joan Sweeney

My Mom Loves Me More Than Sushi by Filomena Gomes

Peter's Chair by Ezra Jack Keats **Police Officers on Patrol** by Kerstin Hamilton and R.W. Alley

School Bus by Donald Crews

The Colors of Us by Karen Katz

The Family Book by Todd Parr

The Wheels on the Bus by Paul O. Zelinsky

What I Like About Me! by Allia Zobel Nolan

Who's in My Family? by Robie H. Harris

Why Should I Listen? by Claire Llewellyn

Windows by Julia Denos





GLOSSARY

Culture: the learned and shared knowledge that specific groups use to generate their behavior and interpret their experience of the world

Common symbols: objects and artifacts used with a variety of purposes such as civic ideals, values, locations, community rules, and others

Diversity: the inclusion of different people (as people of different races or cultures) in a group or organization

Empathy: ability to recognize the emotions and feelings experienced by peers and adults

Environment: the circumstances, objects or conditions by which one interacts with and is surrounded (e.g., the indoor and outdoor area or setting where the child lives and interacts including home, neighborhood, classroom, etc.)

Investigating: observing or inquiring in detail

Occupations: refers to the different jobs and the roles people have in the community

Personal space: the area surrounding an individual, which that person considers their own

Problem-solving: process followed to find ways to address a situation

Prosocial: ability to engage in behaviors and actions in response to the needs of others

Routines: customs or activities regularly practiced at home, in the classroom or in the community

Self: the idea an individual has about own *characteristics* and abilities

Sequence of events: ability to recognize the order of actions taking place during an experience, routine or activity

Social expectations: describe the social behaviors considered appropriate according to the setting

Technology tools: technology-based devices and other instruments used to carry out or facilitate a task

Wants and needs: needs are what is necessary to address basic needs (such as food, shelter, etc) while wants are those things one may desire but that are not indispensable, while needs are what is necessary to address basic needs (e.g., food, shelter, etc.)



VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN								
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)			
A. SENSORY ART EXPERIENCE								
1. Begins to experience the sensory qualities of a wide variety of openended, diverse and process-oriented sensory materials	1. Chooses from a wide variety of open-ended, diverse and process-oriented sensory materials to engage in the art experience	1. Combines a variety of open-ended, process-oriented and diverse art materials to explore technique with intention	1. Uses imagination and creativity to express self through open-ended, diverse and process-oriented art experiences with intention	1. Uses imagination and creativity to express self with intention using a variety of open- ended, process- oriented and diverse art materials	1. Combines with intention a variety of open-ended, process- oriented and diverse art materials			
B. MUSIC								
1. Responds to music in a variety of ways	1. Begins to discover and engage in creative music experiences	1. Discovers and engages in creative music experiences	1. Begins to engage in a variety of individual and group musical activities	1. Engages in a variety of individual and group musical activities with more coordinated intention	1. Actively participates in a variety of individual and group musical activities			
				2. Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching)	2. Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities			
C. CREATIVE MOVEMENT								
1. Uses movement to show increasing body awareness in response to own environment	1. Begins to use movement to express feelings or communicate an idea	1. Uses movement to express feelings or communicate an idea	1. Begins to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	1. Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	1. Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge			
	2. Spontaneously responds and moves in creative ways while listening to music or sounds, stories or verbal cues	2. Responds and moves in creative ways while listening to music, stories or verbal cues						

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VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN									
Birth - 8 months	8 - 18 Months	18 - 24 months	2 - 3 years (24 - 36 months)	3 - 4 years (36 - 48 months)	4 years- Kindergarten (48 months - Kindergarten)				
D. IMAGINATIVE AND CREATIVE PLAY									
1. Imitates familiar experiences in own life	1. Imitates and initiates familiar experiences in own life using a variety of objects in the environment	1. Purposefully begins to engage in and explore imaginative and creative play with a variety of objects in the environment	1. Purposefully explores, engages and persists in ongoing real and or imaginative experiences through creative play	1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own environment	1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally and non-verbally, with others using a variety of objects in own environment				
E. APPRECIATION OF THE ARTS									
1. Responds spontaneously to different forms of art in the environment	1. Shows curiosity in different forms of artistic expressions (e.g., music, art and dance)	1. Begins to respond to own art and to a variety of artistic expressions of others	1. Responds to own art and to a variety of artistic expressions of others	1. Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others	1. Uses appropriate art vocabulary to describe own art creations and those of others				
		2. Begins to show preferences for various art forms	2. Shows preferences for various art forms		2. Compares own art to similar art forms				
					3. Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past				

VIII. CREATIVE EXPRESSION THROUGH THE ARTS

Creative expression through the arts provides children with opportunities to express ideas and feelings, use words, manipulate tools and media and solve problems in five areas: **sensory** art experience, **music**, **creative movement**, imaginative and creative play and appreciation of the arts. Through the arts, children learn to express what they know, pursue their own interests and abilities and appreciate others contributions. They begin to understand that others can be creative in different ways, and show appreciation for these differences by asking questions and commenting.

Sensory art experience involves children using their imagination and *creativity* to express themselves using a variety of *diverse* materials. Children share their understanding and knowledge through visual art media (e.g., paint, clay, markers on paper, watercolor painting, photography).

Music is demonstrated by recognizing and creating patterns through a variety of individual and group musical activities. Singing, chanting and rhyming enhances *vocabulary* and *oral language* development.

Creative movement involves children enjoying dancing and exploring the different ways they can move. This is especially effective as they are refining *gross motor skills* and can do more and more each day. Children begin engaging in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge.

Imaginative and creative play focuses on experiences that help children develop fluency of language, movement, originality, elaborations of ideas, **vocabulary**, imitation and self-expression.

Appreciation of the arts involves children responding to their own art and to a variety of artistic expressions of others. Children develop their own sense of appreciation for the arts, including their favorite colors, art materials and types of pictures and art they like to look at. While developing an appreciation for the arts, children begin recognizing that instruments and art forms represent cultural perspectives of the home and the community, now and in the past.

VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN ENVIRONMENTAL CONSIDERATIONS







BIRTH - 8 MONTHS

- Be sure older infants' environments include materials and equipment that offer opportunities for active physical play.
- Provide items for children to explore that are brightlycolored or sparkly, soft, crinkly, squishy or bumpy.
- Share your favorite *music* with children, and play different kinds of *music* to find out what the child/children like best.
 Music and dance have physical benefits to help children learn rhythm, language, listening *skills*, mathematics and more.
- Take opportunities to sing to or play *music* for children: during meal time, playtime, and naptime. Encourage babies to move arms and legs, or babble along to the tune.

8 - 18 MONTHS

- Be sure older infants' environments include materials and equipment that offer opportunities for active physical play.
- Take opportunities to sing to or play *music* for children: during meal time, playtime, and naptime. Encourage babies to move arms and legs, or babble along to the tune.
- Provide items for children to explore that are brightlycolored or sparkly, soft, crinkly, squishy or bumpy.
- Share your favorite *music* with children, and play different kinds of *music* too to find out what the child/children like best. *Music* and dance have physical benefits to help children learn rhythm, language, listening *skills*, mathematics and more.

18 - 24 MONTHS

- Incorporate materials for dramatic play that allow young toddlers to pretend that they are carrying out everyday life experiences, such as answering a telephone or getting dressed in the morning.
- Share your favorite *music* with children, and play different kinds of *music* to find out what the child/children like best.
 Music and dance have physical benefits to help children learn rhythm, language, listening *skills*, mathematics and more.
- Encourage toddlers to clap, dance, hum, or sing along with the *music*. Leave out a word or two and encourage children to fill in the missing words to the song (e.g., BINGO).



- Offer a wide array of materials are available for 2-year-olds, including opportunities for art, music, block and dramatic play, sand and water experiences and fine and gross motor play.
- Surround your 2-year-old with a print rich environment that encourages adult-child interactions. Include numerous large picture books, signs, letter blocks and other materials that encourage conversation.
- Share your favorite *music* with children, and play different kinds of *music* to find out what the child/children like best. *Music* and dance have physical benefits to help children learn rhythm, language, listening skills, mathematics and more.
- Encourage toddlers to clap, dance, hum, or sing along with the *music*. Leave out a word or two and encourage children to fill in the missing words to the song (e.g., BINGO).

3 - 4 YEARS

- Tools to encourage measuring should be available to 3-yearolds.
- Have many props in the dramatic play and other classroom areas that reflect the diversity of all children.
- Make sure all art materials are free of danger and that your 3-year-old is not allergic to them.
- Provide enough space to encourage safe movement to music.
- Share your favorite *music* with children, and play different kinds of *music* to find out what the child/children like best. *Music* and dance have physical benefits to help children learn rhythm, language, listening skills, mathematics and more.
- Encourage toddlers to clap, dance, hum, or sing along with the *music*. Leave out a word or two and encourage children to fill in the missing words to the song (e.g., BINGO).

4 YEARS - KINDERGARTEN

- Include a variety of art materials and supplies (e.g., nature items, commercial products, household objects), as well as adequate space for displaying pictures, clay creations, and block structures.
- Provide a variety of materials in the classroom for children to use to create a product to communicate an idea (e.g., paint, brushes, different sized boxes, rollers, collage materials).
- Include sufficient space indoors and outdoors for dance, drama and movement activities, as well as a variety of *music* with different tempos and styles, along with creative props (e.g., scarves, costumes).
- Provide materials in the classroom that will facilitate dramatic play (e.g., old clothes, large pieces of fabric, old household items, costumes, puppets).



BIRTH - 8 MONTHS

Babies enjoy touching, feeling and looking at materials that come in different textures and colors. They like things that are soft, bumpy, crinkly or squishy. They also like to look at things that are brightly-colored or sparkling.

STANDARD 1.

Begins to experience the *sensory* qualities of a wide variety of open-ended, *diverse* and *process oriented sensory* materials

Children may...

- Observe prisms for color and light.
- Explore Jell-O *cubes* of various colors.
- Finger-paint with baby food that is colorful but healthy.
- Move paint ice *cubes* around on paper.
- Finger-paint with paint sealed in a baggie taped to the table.
- Tape contact paper sticky side up on the tray of the high chair.

Educators may...

- Support babies as they learn to use their hands and feet.
- Respect the tactilely defensive child.
- Refer to colors by name, and describe the feeling of the art media that the child is experiencing.
- Provide safe, edible art media.
- Provide feedback for infants' responses to activities and experiences.

- Provide a variety of toys that offer opportunities for touching and exploring.
- Provide opportunities for children to feel a variety of textures, such as a soft feather or fine sandpaper.

8 – 18 MONTHS

Babies enjoy touching, feeling and looking at materials that come in different textures and colors. They like things that are soft, bumpy, crinkly or squishy. They also like to look at things that are brightly-colored or sparkling. Exploring basic art materials encourages development of *fine motor* muscles, and helps build new *skills*.

STANDARD 1.

Chooses from a wide variety of open-ended, *diverse* and *process-oriented sensory* materials to engage in the art experience

Children may...

- Finger-paint with baby food that

- they do not care for.
- Paint with squeeze bottles on sidewalk or tarp.
- Drive cars through paint to create patterns or markings.
- Push and squeeze finger paint with blobs of colored paint inside a baggie taped to the table.

Educators may...

- Provide language as the child experiences media that describes the feeling or *sensory* response they are experiencing.
- Respect the tactilely defensive child.
- Capture the experience on video or in pictures to share with parents.
- Display children's finished product, if appropriate.

- Provide opportunities for children to play with various forms of paint media in the bath tub.
- Play with frozen paint *cubes* in the sun, and observe them melting.

18 - 24 MONTHS

As toddlers grow and gain new *skills*, they can experiment in many ways with art materials, under careful supervision. They enjoy using simple materials to build and create.

STANDARD 1.

Combines a variety of open-ended, *process-oriented* and *diverse* art materials to explore techniques with intention

Children may...

- Manipulate playdough and add accessories to create representational art.
- Print with a variety of accessories to create a collage of shapes and forms.
- Create a collage of accessories on contact paper (using the sticky side), or glued on to paper.
- Paint at an easel with a variety of brushes and brush-like equipment.
- Manipulate marbles in a baggies with two or more paint colors.

Educators may...

- Provide safe accessories for *exploration*.
- Ask for input from children regarding choices for their creations.
- Provide non-toxic art media.
- Observe and support children's process.
- Describe what children are doing as they experience the art project.

Families may...

- Locate items around the home that could be used as simple tools for creating art (e.g., plastic cookie cutters, spoons or small rolling pin).
- Provide opportunities for children to use simple materials to build and create (e.g., scrap paper to tear, finger paints or playdough.

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VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN A. SENSORY ART EXPERIENCE

2 – 3 YEARS (24 - 36 months)

Two-year-olds are gaining more motor control and are able to explore art materials with interest and confidence. Exploring, creating and expressing with art materials helps children develop self-control, while encouraging a sense of *discovery*.

STANDARD 1.

Uses imagination and *creativity* to express *self* through open-ended, *diverse* and *process-oriented* art experiences with intention

Children may...

- Watch frozen paint *cubes* melt in the sun and observe the colors as they melt together.
- Choose paint to roll a spikey ball through on paper in a box.
- Execute an art project at the easel.
- Weave with string, pipe cleaners, yarn, rope or scarves.

Educators may...

- Provide paint that are of varying colors and textures.
- Provide paper of varying weight.
- Provide art accessories that stimulate children's imagination.
- Encourage children to explain their plan.
- Frame children's artwork.

Families may...

- Discuss children's art products and what their intention was in creating it.
- Provide art accessories that stimulate children's imagination.

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3 – 4 YEARS (36 - 48 months)

Exploring, creating and expressing with art materials helps 3-year-olds develop self-control, while encouraging a sense of *discovery*. 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.

STANDARD 1.

Uses imagination and *creativity* to express *self* with intention using a variety of open-ended, *process-oriented* and *diverse* art materials

Children may...

- Paint with a variety of art accessories other than brushes to create representational art.
- Paint on surfaces of different textures (e.g., bubble wrap, tin foil, sand paper).
- Print with a variety of accessories to create mathematical patterns.
- Create a collage with various fabrics.
- Weave with potholder loops, yarn, fabric, strips of paper and attach accessories (e.g., buttons, pompoms, feathers, glitter).

Educators may...

- Write children's dictation as they describe their art.
- Ask children to describe their plan or choices for their art.
- Provide recyclable art materials.
- Respect the tactilely defensive child.
- Create a word wall of art language used in projects.

Families may...

- Provide opportunities for children to explore creating art using a variety of materials (e.g., finger paints, playdough, chalk, fabric).
- Provide a special place in the home where children can enjoy participating in creative arts by using different materials to build and create. This could be as simple as a tablecloth placed on one end of the dining room table and a box to hold supplies.

4 YEARS – KINDERGARTEN (48 months - Kindergarten)

As their attention span grows, 4-year-olds can stay involved in creative art activities for longer periods of time. Four-year-olds experiment enthusiastically with art materials, and investigate their ideas through drawing, painting, sculpture and design. They exhibit a sense of joy and excitement as they make and share their artwork with others.

STANDARD 1.

Combines with intention a variety of open-ended, process-oriented and diverse art materials

Children may...

materials.

a display.

experience.

- Create a three-dimensional

collage using one or a variety of

Respond to books with engaging

illustrations by creating art.

- Create a collaborative art

- Create a collection and develop

work that illustrates a learned

Educators may...

- Discuss process as children work.
- Help children plan their project.
- Coach **self-regulation** and **problem-solving** as children work through projects.
- Ask "why" and "how" questions to understand children's choices and decisions.
- Incorporate books into the lesson plans that use collage.
- Help children create a guidebook for their collections.

- Visit children's classroom to enjoy a gallery of the children's art work.
- Visit children's museums or art museums.
- Take and share photos of children during the design and production stages of their work.

BIRTH - 8 MONTHS

Young infants respond to *music* physically and vocally. They show interest and respond to different voices and sounds.

STANDARD 1.

Responds to *music* in a variety of ways

Children may...

- Respond to *music* and being sung to by listening and moving their heads, arms and legs.
- Imitate by babbling during or after an adult sings or chants.
- Make eye-contact with singers.
- Move their bodies with some intent and control.

Educators may...

 Provide children with opportunities to verbalize and visualize musical and play-related activities, such as chanting, imitating sounds, rocking, patting, touching and moving.

- Sing to children at any opportunity. Singing to infants even while changing a diaper is a wonderful way to communicate and bond.
- Play *music* CDs or audiotapes in the car or at home to inspire children to listen and move.



8 - 18 MONTHS

Increased memory, *receptive language* and *fine motor* and *gross motor skills* all provide older infants with new options for solving problems and expressing themselves creatively. Their increasing knowledge of cause-and-effect helps them make things happen.

STANDARD 1.

Begins to discover and engage in creative music experiences

Children may...

- Point to the CD player and dance to indicate desire for *music*.
- Imitate an adult making animal sounds.
- Makes a fire engine sound when hearing one pass by.

Educators may...

 Provide children with opportunities to verbalize and to visualize musical and play-related activities, such as chanting, imitating sounds, rocking, patting, touching and moving.

- Fit songs into the daily routine, before and during mealtimes and at bedtime.
- Play *music* CDs or audiotapes in the car or at home to inspire children to listen, move, dance and sing along.
- Identify common household items that children could use as musical instruments (e.g., wooden spoons and plastic bowls to "drum").



18 - 24 MONTHS

Young toddlers can imitate familiar sounds and actions. They babble strings of word-like sounds as they interact with others.

STANDARD 1.

Discovers and engages in creative *music* experiences

Children may...

- Stop, turn their head to listen and watch when *music* or other rhythmic sounds play on a TV.
- Repeat the same song over and over.
- "Play" musical instruments (e.g., attempting to blow into a whistle or harmonica).

Educators may...

- Include a variety of musical instruments, recordings and *music* props in the classroom.
- Provide opportunities for children to engage in finger plays, such as "Itsy Bitsy Spider."
- Encourage children's movement with different types of *music*.

- Fit songs into the daily routine, before and during mealtimes and at bedtime.
- Play *music* CDs or audiotapes in the car or at home to inspire children to listen, move, dance and sing along.
- Identify common household items that children could use as musical instruments (e.g., wooden spoons and plastic bowls to "drum").



2 - 3 YEARS (24 - 36 months)

Two-year-olds are beginning to express themselves freely through singing. They enjoy experimenting with their voices and sounds they can make with simple instruments. They demonstrate the development of rhythm.

STANDARD 1.

Begins to engage in a variety of individual and group musical activities

Children may...

- Sing and clap during group time.
- Dance to the rhythm of *music* being played.
- Imitate simple songs and fingerplay movements.
- March with musical instruments with support from adult.

Educators may...

- Include a variety of musical instruments, recordings and *music* props in the classroom.
- Provide opportunities for children to engage in finger plays, such as "Itsy Bitsy Spider."
- Encourage children's movement with different types of *music*.

- Play *music* CDs or audiotapes in the car or at home to inspire children to listen, move, dance and sing along.
- Identify common household items that children could use as musical instruments (e.g., wooden spoons and plastic bowls to "drum").
- Fit songs into the daily routine, before and during mealtimes and at bedtime.

3 - 4 YEARS (36 - 48 months)

Music experiences for 3-year-olds involve singing and using instruments to create sounds and rhythms. They often move their bodies when listening to *music* or singing tunes. Making up words to songs, listening to recorded *music* and making new *music* using instruments are all good activities for this age. Experiences with *music* enrich the brain and support all areas of development.

STANDARD 1.

Engages in a variety of individual and group musical activities with more coordinated intention

Children may...

Educators may...

- Explore musical instruments and use them to produce rhythms and tones.
- Clap and laugh as they sing the words to a familiar song during circle time.
- Coordinate their finger movements during finger plays, such as "Itsy-Bitsy-Spider" and "Twinkle, Twinkle, Little Star."
- Move or dance to recorded *music*.
- Explore differences between sand paper blocks, rhythm sticks and tambourine at the *music center*.

- Use *music* that requires group singing, movement and cooperation to help children feel part of the class.
- Set up a *music center* with instruments to create melodies (e.g., keyboard, xylophone, bells), and encourage children to create their own songs.
- Have children replace a word or phrase in a song with something they come up with (e.g., "row, row, row your boat..." can become "fly, fly, fly your kite..." or "drive, drive, drive your car...").
- Invite a child with a hearing impairment to put a hand on the audio speaker to feel the beat.

- Play *music* CDs or audiotapes in the car or at home to inspire children to listen, move, dance and sing along.
- Identify common household items that children could use as musical instruments (e.g., wooden spoons and plastic bowls to "drum").
- Fit songs into the daily routine, before and during mealtimes and at bedtime.

3 - 4 YEARS (36 - 48 months)

Three-year-olds develop musical memory through musical activity. They enjoy singing and using rhythm instruments in individual and group settings.

STANDARD 2.

Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group *music* activities (e.g., singing, trying musical instruments or marching)

Children may...

- Explore musical instruments and use them to produce rhythms and tones.
- Express preferences for some different types of *music*.
- Sing and play the bells during *music* time.
- Tap rhythm sticks on the floor as *music* plays.

Educators may...

- Provide opportunities for children to develop musical *skills* and appreciation as they interact in the *music center*.
- Use simple instruments to promote young children's participation in *music* and movement with triangles, bells, maracas and tambourines.
 Kitchen gadgets, such as wooden spoons, make good drum or rhythm sticks. *Recycled* pan lids are perfect cymbals.
- Provide ample opportunities to experience *music* as children sing, move, listen and play musical instruments.

- Play *music* CDs or audiotapes in the car or at home to inspire children to listen, move, dance and sing along.
- Identify common household items that children could use as musical instruments (e.g., wooden spoons and plastic bowls to "drum").
- Fit songs into the daily routine, before and during mealtimes and at bedtime.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Music can set the tone for all activities, and enrich children's learning experiences. Making and responding to *music* contributes to learning across many domains. Four-year-olds can recognize and create patterns through *music*. Singing, chanting, and rhyming enhances *vocabulary* and *oral language* development. *Music* can be soothing or stimulating, and can be used in group experiences, as well as independent explorations.

STANDARD 1.

Actively participates in a variety of individual and group musical activities

Children may...

Educators may...

- Play various instruments and discover different types of sounds that each instrument can makes.
- Use the voice as an instrument.
- Discover different types of sounds that found objects make.
- Distinguish the difference between loud, soft, high-pitched and low-pitched sounds.
- Make sounds at different rates of speed (tempos) (e.g., fast, slow).
- Introduce many types of *music* (e.g., jazz, hip-hop, folk, classical, reggae) through recordings, instruments and special visitors.
- Include a variety of musical instruments, recordings and *music* props in the classroom.
- Introduce *music* as a way to portray characters within a story, play or movie. (e.g., assign a different sound to each character).
- Take a nature walk outside the classroom to find possible objects to use as instruments (e.g., scrap wood, heavy sticks, broken branch with leaves, gourds, large seed pods, pebbles, stones).
- Invite local musicians, perhaps parents, to share their music and instruments with children.
- Invite a child with a hearing impairment to put a hand on the audio speaker to feel the music's beat.

- Play *music* CDs or audiotapes in the car or at home to inspire children to listen, move, dance and sing along.
- Fit songs into the daily routine, before and during mealtimes and at bedtime.
- Identify common household items that children could use as musical instruments (e.g., wooden spoons and plastic bowls to "drum").

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Through experiences with *music*, children become better able to talk about various elements of *music* (e.g., styles [genres] of *music*, types of instruments, voice). They become familiar with various styles of *music*, including their favorites. Children become more experienced at expressing how particular *music* makes them feel, including *music* by famous artists, themselves, classmates or others from the local community.

STANDARD 2.

Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities

Children may...

- Listen and respond to *music* from another *culture* during a large-group activity.
- Discuss own favorite instrument and why they like it.
- Compare and contrast different instruments and songs.
- Describe background songs they hear in a cartoon or movie, and how it makes them feel or what it adds to the story.

Educators may...

- Encourage discussion about musical experience (e.g., animal sounds, sounds in nature, songs children know).
- After watching a short, appropriate movie, discuss with children their favorite character in the story and important musical elements (e.g., "How did you know, through the *music*, that a character was entering the story?" or, "How did you know, from listening to the *music*, if the end was going to be good or bad for the characters?").
- Encourage children to talk about and describe instruments they made from objects found during a nature walk, and what types of sound each can make (e.g., soft, loud, rattling, sharp).
- Give children crayons and paper and invite them to draw what they hear as *music* plays.

Families may...

- Play *music* CDs or audiotapes in the car or at home to inspire children to listen, move, dance and sing along.
- Identify common household items that children could use as musical instruments (e.g., wooden spoons and plastic bowls to "drum").
- Fit songs into the daily routine, before and during mealtimes and at bedtime.

BIRTH - 8 MONTHS

Infants are born ready to listen, even though their listening ability is not fully developed. Children as young as 2 months give fixed attention to musical sounds from the human voice or an instrument.

STANDARD 1.

Uses movement to show increasing body awareness in response to own environment

Children may...

- Turn head when *music* plays.
- Wave hands and kick feet when a toy tambourine is played nearby.
- Coo when being sung to.
- Move their bodies with some intent and control.

Educators may...

- Encourage children to move to *music* and sound by making hand movements to songs, stories and *rhymes* or by shaking rattles.
- Make tunnels out of chairs or cardboard boxes for children to enjoy crawling and moving through.

- Encourage children to move to music and sound by making hand movements to songs, stories and rhymes or by shaking rattles.
- Make tunnels out of chairs or cardboard boxes for children to enjoy crawling and moving through.



8 - 18 MONTHS

Older infants are in constant motion, and are in the process of discovering all the things their bodies can do. They are learning to walk, bend, stretch, sway, stamp, clap, shake and wiggle parts of their bodies.

STANDARD 1.

Begins to use movement to express feelings or communicate an idea

Children may...

- Clap in response to positive interaction with an adult.
- Drop or throw an item no longer wanted.
- Use an object to make a sound to gain attention.

Educators may...

- Provide *music* experiences to inspire children's movement.
- Encourage children to move to *music* and sound by making hand movements to songs, stories and *rhymes*, or by shaking rattles.
- Make tunnels out of chairs or cardboard boxes for children to enjoy crawling and moving through.

Families may...

- Provide time for outdoor play together.
- Play a variety of types of *music* to encourage children's movement.
- Make tunnels out of chairs or cardboard boxes for children to enjoy crawling and moving through.

STANDARD 2.

Spontaneously responds and moves in creative ways while listening to *music* or sounds, stories and/or verbal cues

Children may...

- Make movements and sounds in response to cues in songs and finger plays.
- Stand with feet wide apart and sways to the sound of *music*.
- Clap when the educator sings.

Educators may...

- Provide *music* experiences to inspire children's movement.
- Encourage children to move to **music** and sound by making hand movements to songs, stories and **rhymes**, or by shaking rattles.

Families may...

- Provide time for outdoor play together.
- Play some interesting *music* and offer props (e.g., sheer scarves, balloons, paper fans and feathers), asking, "How does this object make you want to move?"
- Give children wooden spoons to bang on pots and pans, or sealed containers with beads inside to shake.



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18 - 24 MONTHS

Young toddlers develop new understandings through exploring their environments. Repeating actions and experiences helps them develop memory for details and **routines**. As children improve motor coordination, they can move around and locate objects throughout their **environment**.

STANDARD 1.

Uses movement to express feelings or communicate an idea

Children may...

Educators may...

- Use facial expressions, sound (e.g., vocalizations, clapping), and movement to encourage singers or *music* to continue.
- Make movements and sounds in response to cues in songs and finger plays.
- Stand with feet wide apart and sways to the sound of *music*.
- Provide materials to motivate children's movement and dance (e.g., hula hoop, parachute, colored scarves, tambourines).
- Use *music* and movement experiences in the daily schedule and during transitions.
- Play *music* CDs or audiotapes to inspire children to listen, move, dance and sing along.

Families may...

- Provide time for outdoor play together.
- Play some interesting *music* and offer props (e.g., sheer scarves, balloons, paper fans and feathers), asking, "How does this object make you want to move?"
- Give children wooden spoons to bang on pots and pans, or sealed containers with beads inside to shake.

STANDARD 2.

Responds and moves in creative ways while listening to *music*, stories and/or verbal cues

Children may...

- Use facial expressions, sound (e.g., vocalizations, clapping), and movement to encourage singers or **music** to continue.
- Make movements and sounds in response to cues in songs and finger plays.
- Stand with feet wide apart and sways to the sound of *music*.

Educators may...

- Provide materials to motivate children's movement and dance (e.g., hula hoop, parachute, colored scarves, tambourines).
- Use *music* and movement experiences in the daily schedule and during transitions.
- Play *music* CDs or audiotapes to inspire children to listen, move, dance and sing along.

- Provide time for outdoor play together.
- Play some interesting *music* and offer props (e.g., sheer scarves, balloons, paper fans and feathers), asking, "How does this object make you want to move?"
- Give children wooden spoons to bang on pots and pans, or sealed containers with beads inside to shake.

2 - 3 YEARS (24 - 36 months)

Two-year-olds are gaining more control and strength as they move and explore. Through *music* and movement, children discover new ways to express thoughts, ideas and feelings.

STANDARD 1.

Imitates familiar experiences in own life

Children may...

- Move their bodies with increasing skill to express emotions and rhythms.
- Watch and copy other children's play activities.
- Use imaginative play as a vehicle to express their own life experiences and familiar stories.
- Follow movements to songs.
- Dance and jump when *music* plays.

Educators may...

- Provide materials to motivate children's movement and dance (e.g., hula hoop, parachute, colored scarves, tambourines).
- Use *music* and movement experiences in the daily schedule and during transitions.
- Play *music* CDs or audiotapes to inspire children to listen, move, dance and sing along.

Families may...

- Provide time for outdoor play together.
- Play some interesting *music* and offer props (e.g., sheer scarves, balloons, paper fans and feathers), asking, "How does this object make you want to move?"
- Give children wooden spoons to bang on pots and pans, or sealed containers with beads inside to shake.



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3 - 4 YEARS (36 - 48 months)

Many 3-year-olds enjoy movement activities that allow them to wiggle, jump, hop, swing and dance. They learn through movement, and should have many opportunities throughout the day for expression through movement. Small muscle movement games, like finger plays, can strengthen muscles in hands, while also supporting language development, memory and communication *skills*.

STANDARD 1.

Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge

Children may...

Educators may...

- Move spontaneously to **music**.
- Imitate the movements of a guest showing a special dance from another *culture*.
- Use ribbons, scarves and other props while spinning and moving to *music*.
- Provide enough space to
- encourage safe movement to *music*.Provide materials to motivate children's movement and dance
- (e.g., hula hoop, parachute, colored scarves, tambourines).
- Use *music* and movement experiences in the daily schedule and during transitions.

Families may...

- Provide time for outdoor play together.
- Play some interesting *music* and offer props (e.g., sheer scarves, balloons, paper fans and feathers), asking, "How does this object make you want to move?"

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Using their bodies to express themselves and respond to **music** is satisfying and engaging for 4-year-olds. They enjoy dancing and exploring different ways they can move. This is especially effective as they refine **gross motor skills** and can do more and more each day.

STANDARD 1.

Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge

Children may...

- Imitate animal movements.
- Gallop, twirl and perform imaginative movements in response to *music*.
- Dance and move in front of a mirror; dance to different kinds of *music* (e.g., jazz, rock, blues, reggae, country, classical, folk).
- Explore and demonstrate different postures.

Educators may...

- Show children how they can make big movements, like arm circles, or small movements, like shoulder shrugs.
- Demonstrate to children that they can move at different levels in space (e.g., low to the ground, up high as if they are reaching for the sky, or in the middle).
- Have children isolate movements to a specific body part (e.g., make *circles* with their wrists, move their heads slowly from side to side, move just their hips), and get creative, thinking about other body parts (e.g., opening and closing their mouths, flexing or pointing their feet, or wiggling their fingers).
- Help children listen for the beat of the *music* and count out different movements.
- Have children move to different areas in the room using specific ways to travel (e.g., hop to the door, crawl to the group-time rug, skip to the gate).

Families may...

- Provide time for outdoor play together.
- Play some interesting *music* and offer props (e.g., sheer scarves, balloons, paper fans and feathers), asking, "How does this object make you want to move?"

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VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN D. IMAGINATIVE AND CREATIVE PLAY

BIRTH - 8 MONTHS

Infants will imitate familiar experiences in their own lives and learn through **sensory** experiences and movement. Children will show interest in **rhymes** and finger plays when an adult moves their hands and feet to get them involved.

STANDARD 1.

Immitates familiar experiences in own life

Children may

- Imitate sounds heard in own environment.
- Imitate clapping hands.
- Engage in a peek-a-boo game with an adult.

Educators may...

- Repeat sounds the infant makes, and create new sounds for children for to repeat.
- Model for children how to clap hands.
- Play peek-a-boo games with children using hands or a small blanket.
- Interact with children using finger plays such as "Pat-a-Cake" or "The Itsy Bitsy Spider."

- Play games with children such as peek-a-boo.
- Interact with children using finger plays such as "Pat-a-Cake" or "The Itsy Bitsy Spider."

VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN D. IMAGINATIVE AND CREATIVE PLAY

8 - 18 MONTHS

Older infants listen to short stories with bright pictures about familiar topics. They watch and mimic familiar behaviors in their play, such as holding a baby doll or talking on the phone.

STANDARD 1.

Imitates and initiates familiar experiences in own life using a variety of objects in the environment

Children may...

- Pretend to cook using pretend food.
- Pretend to feed the baby doll.
- Pretend to clean the floor using child-size broom.
- Pretend to take the baby on a stroll in the neighborhood using a doll-size stroller.

Educators may...

- Provide clothes, food, hats, shoes, and other ethnic and cultural items to encourage children to engage in pretend activities.
- Model experiences for children (e.g., pretend to cook, feed the baby, clean the floor or go out on a stroll in the neighborhood).

Families may...

- Provide a variety of imaginative experiences at home (e.g., having pretend clothes, mops, food, etc.).
- Read stories with bright pictures. to children

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VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN D. IMAGINATIVE AND CREATIVE PLAY

18 - 24 MONTHS

Young toddlers develop new understandings through exploring their environments. Repeating actions and experiences helps them develop memory for details and **routines**. They watch and mimic familiar behaviors in their play, such as holding a baby doll or talking on the phone.

STANDARD 1.

Purposefully begins to engage in and explore imaginative and creative play with a variety of objects in the *environment*

Children may...

Educators may...

- Seek out objects in own *environment* to pretend with.
- Verbally label what they are doing.
- Encourage children to participate in pretending activities.
- Provide a variety of ethnically *diverse* items for children to use in creative play.

Families may...

- Offer creative pretend experiences.
- Provide a variety of items for children to use in creative play.
- Read stories with bright pictures. to children.





2 - 3 YEARS (24 - 36 months)

Two-year-olds are responsive to people and environmental events (e.g., loud noises may frighten them or cause them to be curious). Responses to adults become more controlled, and play with others begins to take on more importance.

STANDARD 1.

Purposefully explores, engages and persists in ongoing real and/or imaginative experiences through creative play

Children may...

- Watch and copy other children's play activities.
- Purposely engage in a pretend activity, like cooking or cleaning the floor, for at least five minutes, using objectives found in the **dramatic play** area.
- Use imaginative play as a vehicle to express their own life experiences and familiar stories.

Educators may...

- Encourage children with conversations and by providing objects found in the *dramatic play* area to help them stay engaged in the activity for at least five minutes.
- Read familiar stories or *rhymes*, and have children develop a voice for their favorite character.
- Provide clothes, food, hats, shoes, and ethnic and cultural items to encourage children to engage in pretend activities.
- Model experiences for children (e.g., pretend to cook, feed the baby, clean the floor or go out on a stroll in the neighborhood).

- Provide a variety of imaginative experiences at home (e.g., having pretend clothes, mops, food, etc.).
- Read books to children that inspire children to act out parts.

VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN D. IMAGINATIVE AND CREATIVE PLAY

3 - 4 YEARS (36 - 48 months)

Many 3-year-olds enjoy movement activities that allow them to wiggle, jump, hop, swing and dance. They learn through movement and should have many opportunities throughout the day for expression through movement. Small muscle movement games, like finger plays, can strengthen muscles in hands, while also supporting language development, memory and communication **skills**.

STANDARD 1.

Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own **environment**

Children may...

- Educators may...
- Use words and sentences to express own thoughts about an experience engaged in (e.g., "I am going to the store to buy milk.").
- Use hand motion to mean "stop" to another child who is pretending to cross the road on a bike.
- Use objects for what they were meant for (e.g., spoons are used to stir food, blankets are used to cover babies).
- Persist in an activity for at least 10 minutes.

- Provide plenty of time to allow imaginative play to develop for individual and group of children at the same time.
- Provide a variety of culturally*diverse* objects in the imaginative and creative play area.
- Encourage and respect the expression of feelings during play.
- Encourage the use of language to engage other children and adults in the room.

- Provide a variety of imaginative experiences at home (e.g., having pretend clothes, mops, food, etc.).
- Read books to children that inspire children to act out parts.

VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN D. IMAGINATIVE AND CREATIVE PLAY

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

Four-year-olds explore **dramatic play** and theater, indoors and outdoors, in engaging environments. **Dramatic play** and Theater can include story enactment, imagination journeys and theater games. For children beginning to explore, a variety of child-size props (e.g., costumes), puppets and micro-play toys (e.g., cars, people and animals from the block area) are needed. The emphasis in **dramatic play** is on process rather than product.

STANDARD 1.

Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally and non-verbally, with others using a variety of objects in own **environment**

Children may...

- Use words and sentences to plan roles in a cooperative way. (e.g., "John is the dad, I am the mom, and we are taking Seth, our baby, to the doctor." They then proceed to negotiate the steps of taking a baby to the doctor.).
- Use objects beyond what they were meant for. A broom could be used as a pretend horse, a bandana could be used as a blanket for a picnic.
- Pantomime to tell a story.
- Persist in an activity for at least 10 minutes with others.

Educators may...

- Provide plenty of time to allow imaginative play to develop for individual and group of children at the same time.
- Provide a variety of culturally*diverse* objects in the imaginative and creative play area.
- Encourage and respect the expression of feelings during play.
- Encourage the use of language to engage other children and adults.

- Provide a variety of imaginative experiences at home (e.g., having pretend clothes, mops, food, etc.).
- Read books to children that inspire children to act out parts.

VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN E. APPRECIATION OF THE ARTS

BIRTH - 8 MONTHS

Through using their senses, young children begin making connections about the way the world works. Infants enjoy looking at interesting patterns and colors, as well as pictures and art. Developing an appreciation for creative arts includes listening and moving to **music**, as well as **sensory** experiences and movement.

STANDARD 1.

Responds spontaneously to different forms of art in the *environment*

Children may...

Educators may...

- Show *curiosity* and explore *sensory* materials; enjoy feeling various pleasing sensations and textures.
- Attend to bright or contrasting colors.
- Respond to *music* and being sung to by listening and moving their heads, arms and legs.
- Imitate by babbling during or after an adult sings or chants.

- Support babies as they learn to use their hands and feet.
- Encourage children to move to music and sound by making hand movements to songs, stories and rhymes, or by shaking rattles.
- Provide children with opportunities to verbalize and to visualize musical and play-related activities, such as chanting, imitating sounds, rocking, patting, touching and moving.

Families may...

- Provide a variety of toys that offer opportunities for touching and exploring.
- Provide opportunities for children to feel a variety of textures, such as a soft feather or fine sandpaper.
- Sing to children at any opportunity.
- Play *music* CDs or audiotapes in the car or at home to inspire children to listen and move.
- Encourage children to move to *music* and sound by making hand movements to songs, stories and *rhymes*, or by shaking rattles.

8 - 18 MONTHS

Older infants respond to pictures of familiar things with interest and *curiosity*. They respond to pictures with sounds and actions, patting, pointing or making sounds or saying words. Children may imitate sounds using their voice or objects, and move their bodies to *music*.

STANDARD 1.

Shows *curiosity* in different forms of artistic expressions (e.g., *music*, art and dance)

Children may...

Educators may...

- Pat a picture of a cat that looks like own pet.
- Look at a farm book and make animal sounds with enthusiasm.
- Copy an adult making animal sounds.
- Follow simple movements to songs.
- Praise children's efforts in creating artistic expressions.
- Post children's artwork around the classroom.
- Look at the art children have created and describe the colors, shades, textures or shapes.
- Provide opportunities for children to interact with art, *music* and *creative-movement* activities.

- Provide opportunities for children to play with various forms of paint media in the bath tub.
- Play *music* CDs or audiotapes in the car or at home to inspire children to listen, move, dance and sing along.
- Identify common household items that children could use as musical instruments (e.g., wooden spoons and plastic bowls to "drum").
- Provide a variety of imaginative experiences at home (e.g., having pretend clothes, mops, food, etc.).
- Read stories with bright pictures to children.



18 - 24 MONTHS

Toddlers enjoy looking at and sharing art they have made. Children begin showing preferences for favorite pictures, and may describe what they see when looking at pictures, photos and art work. Creative expression influences children's growing competence as creative problem-solvers and provides insight about the world around them. When children view others' work, they are also learning to appreciate and respect differences in *culture* and viewpoint.

STANDARD 1.

Begins to respond to own art and to a variety of artistic expressions of others

Children may...

Educators may...

- Squeeze soft clay and dough into abstract shapes.
- Stop, turn their head to listen, and watch when *music* or other rhythmic sounds play on a TV.
- Sing to themselves while involved in other play activities.
- Look at books with simple, colorful pictures.
- Praise children's efforts in creating artistic expressions.
- Post children's artwork around the classroom.
- Look at the art children have created and describe the colors, shades, textures or shapes.
- Provide opportunities for children to interact with art, *music*, and *creative movement* activities.

- Provide opportunities for children to play with various forms of paint media in the bath tub.
- Play *music* CDs or audiotapes in the car or at home to inspire children to listen, move, dance and sing along.
- Identify common household items that children could use as musical instruments (e.g., wooden spoons and plastic bowls to "drum").
- Provide a variety of imaginative experiences at home (e.g., having pretend clothes, mops, food, etc.).
- Read stories with bright pictures to children.

Ç P S

18 - 24 MONTHS

Children who are given opportunities to develop their imagination and *creativity* through a variety of art forms are learning to express their individually through interests and abilities. Creative expression influences children's growing competence as creative problem-solvers and provides insight about the world around them.

STANDARD 2.

Begins to show preferences for various art forms

Children may...

Educators may...

- Demonstrate preferences for favorite colors.
- Move their bodies with increasing skill to express emotions and rhythms.
- Use imaginative play as a vehicle to express their own life experiences and familiar stories.
- Imitate simple songs and fingerplay movements.
- Tell about their artistic creations.

- Use *music* and movement

- experiences in the daily schedule and during transitions.
- Praise children's efforts in creating artistic expressions.
- Post children's artwork around the classroom.
- Look at the art children have created and describe the colors, shades, textures or shapes.

- Praise children's efforts in creating artistic expressions and say, "Tell me about your painting."
- Look at art children have created and describe the colors, shades, textures or shapes.
- Read books with children and describe photos.

2 - 3 YEARS (24 - 36 months)

Toddlers enjoy looking at and sharing art they have made. Two-year-olds begin showing preferences for favorite pictures, and may describe what they see when looking at pictures, photos and art work. When children view others' work, they are also learning to appreciate and respect differences in *culture* and viewpoint.

STANDARD 1.

Responds to own art and to a variety of artistic expressions of others

Children may...

Educators may...

- Tell about their artistic creations.
- Show preference for a favorite picture.
- Look at a picture and say, "Pretty red."
- Draw with crayons and say, "I made a red dog."
- Listen and show interest when an adult tells a story with props.
- Praise children's efforts in creating artistic expressions.
- Use *music* and movement experiences in the daily schedule and during transitions.
- Post children's artwork around the classroom.
- Look at art children have created and describe the colors, shades, textures or shapes.
- Provide opportunities for children to interact with art, *music* and *creative movement* activities.

Families may...

- Praise children's efforts in creating artistic expressions and say, "Tell me about your painting."
- Look at art children have created and describe the colors, shades, textures or shapes.
- Read books with children and describe photos.

2 - 3 YEARS (24 - 36 months)

Two-year-olds begin showing preferences for favorite pictures. They may point to a picture and describe it with a few words. Children are gaining more control and strength as they move and explore. They can verbally express what they like and how they feel. Creative expression influences children's growing competence as creative problem-solvers, and provides insight about the world around them.

STANDARD 2.

Shows preferences for various art forms

Children may...

favorite colors.

rhythms.

- Demonstrate preferences for

- Move their bodies with increasing

vehicle to express their own life

experiences and familiar stories.

- Imitate simple songs and finger-

- Tell about their artistic creations.

skill to express emotions and

- Use imaginative play as a

play movements.

Educators may...

- Use *music* and movement experiences in the daily schedule and during transitions.
 - Praise children's efforts in creating artistic expressions.
 - Post children's artwork around the classroom.
 - Look at art children have created and describe the colors, shades, textures or shapes.

- Praise children's efforts in creating artistic expressions and say, "Tell me about your painting."
- Look at art children have created and describe the colors, shades, textures or shapes.
- Read books with children and describe photos.

3 - 4 YEARS (36 - 48 months)

Three-year-olds need many opportunities to make choices and express their preferences about the arts. They initially respond to creative art based on what pleases their senses, and need exposure to multiple types of artistic experiences, such as short plays, musical performances and looking at art creations. When children view others' work, they are also learning to appreciate and respect differences in *culture* and viewpoint.

STANDARD 1.

Responds to and expresses opinions and feelings about own art form, as well as a variety of artistic expressions of others

Children may...

- Smile, clap and dance to the beat of the drums played by a group of musicians visiting the classroom.
- Listen attentively to a short concert, play or puppet show.
- Talk about colors and shapes they see in a painting.
- Point to a picture of friends in a favorite book and say, "I like my friend Jake."

Educators may...

- Praise children's efforts in creating artistic expressions.
- Post children's artwork around the classroom.
- Look at art children have created and describe the colors, shades, textures or shapes.

Families may...

- Praise children's efforts in creating artistic expressions and say, "Tell me about your painting."
- Look at art children have created and describe the colors, shades, textures or shapes.
- Read books with children and describe photos.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

As 4-year-olds gain more experience working in the **visual arts**, they can discuss artworks with friends and educators. This may include works by famous artists or classmates, or art in the local community. The child becomes better able to express in words how an artwork feels, the design qualities, or type of artwork. When children view others' work, they are also learning to appreciate and respect differences in **culture** and viewpoint.

STANDARD 1.

Uses appropriate art *vocabulary* to describe own art creations and those of others

Children may...

Educators may...

- Talk about their work with their classmates.
- Respond to educator's prompts and questions.
- Talk about another child's art product in a positive manner, and ask questions about how the child made it.
- Discuss how working with art materials makes them feel.
- Provide display space to introduce and examine artistic creations and events, including children's creations.
- Ask children questions about what they see in an artwork or picture.
- Show and discuss with children a picture of an object, a model of an object and the actual object to help them relate pictures and photographs to real places and things.
- Showcase children's artwork in a manner that reinforces the context in which it was created (e.g., if they drew pictures of characters in a book, also display the book).
- Have children write or dictate what is happening in their artwork (e.g., describe the action, mood, image or idea).

- Visit an art museum or a children's museum and encourage critical thinking by asking, "What do you think the artist was thinking about when he painted this picture?"
- Read wordless picture books (e.g., *Pancakes for Breakfast* by Tomie DePaola and *Rosie's Walk* by Pat Hutchins) and allow children to examine the pictures and come to their own conclusion about the story being told.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

As 4-year-olds gain more experience working in the **visual arts**, they are able to discuss artworks with friends and educators. This may include works by famous artists or classmates, or art in the local community. The child becomes better able to express in words how an artwork feels, the design qualities, or type of artwork. Creative expression influences children's growing competence as creative problem solvers and provides insight about the world around them.

STANDARD 2.

Compares own art to similar art forms

Children may...

Educators may...

- Talk about their work with their classmates.
- Respond to educator's prompts and questions.
- Talk about another child's art product in a positive manner, and ask questions about how they made it.
- Discuss how working with art materials makes them feel.
- Provide display space to introduce and examine artistic creations and events, including children's creations.
- Ask children questions about what they see in an artwork or picture.
- Show and discuss with children a picture of an object, a model of an object and the actual object to help them relate pictures and photographs to real places and things.
- Showcase children's artwork in a manner that reinforces the context in which it was created (e.g., if they drew pictures of characters in a book, also display the book).
- Have children write or dictate what is happening in their artwork (e.g., describe the action, mood, image or idea).

Families may...

- Visit an art museum or a children's museum and encourage critical thinking by asking, "What do you think the artist was thinking about when he painted this picture?"
- Read wordless picture books (e.g., *Pancakes for Breakfast* by Tomie DePaola and *Rosie's Walk* by Pat Hutchins) and allow children to examine the pictures and come to their own conclusion about the story being told.

4 YEARS - KINDERGARTEN (48 months - Kindergarten)

The arts encourage observing and describing, two very important skills for 4-year-olds. Appreciation of the arts introduces children to different cultures, past and present, so that children can learn about their own backgrounds and those of others.

STANDARD 3.

Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past

Children may...

- Bring instruments from home to share with friends.
- Make instruments from different cultures (e.g., drums, shakers).
- Listen and dance to music used at home and around the world.
- Create art representing different styles and cultures (pointillism using fingers to print, cut and paste, string art, abstract art etc.).
- View and then discuss visual arts from the past as well as modern art examining style, color, shapes, etc.

Educators may...

- Make available different types of instruments from different cultures.
- Explain how certain musical instruments are used in certain celebrations around the world.
- Provide clothing from different cultures in the dress up area.
- Make available art supplies and materials to encourage children to explore many mediums.
- Hang posters of art work from the past (e.g., Picasso, Monet) as well local modern artists.
- Have an international dinner where families can bring their favorite dish, dress in traditional clothes and bring some sort of art from home to share with others as they all listen to music from around the world.

- Bring instruments or music they have at home to share in the classroom.
- Take children to art museums and theaters.
- Discuss with their children how proud they are of their heritage yet respectful of others.

RELATED BOOKS

INFANTS/TODDLERS

Barnyard Dance by Sandra Boyton

Blue Hat, Green Hat by Sandra Boynton

Giraffes Can't Dance by Giles Abdreae

Little Green by Keith Baker

Moo Moo, Brown Cow by Jakki Wood

Mouse Paint by Ellen Stoll Walsh

PRESCHOOLERS

Bea at Ballet by Rachel Isadora

Ben's Trumpet by Rachel Isadora

Caps for Sale By Esphyr Slobodkina

David's Drawings by Cathryn Falwell

Dreaming Up: A Celebration of Building by Christy Hale

How a House is Built by Gail Gibbons

Artist Who Painted a Blue Horse by Eric Carle

Zin! Zin! Zin! A Violin by Lloyd Moss





Diverse: showing a great deal of variety, including cultural representations

Dramatic play: expressive and spontaneous play

Environment: the circumstances, objects or conditions with which one interacts and is surrounded

Exploration: the act of studying something new to better understand it

Music: sound in time that expresses ideas and emotions in significant forms through the elements of rhythm, melody, harmony

Observing: regarding attentively or watching

Oral language: spoken language

Pantomime: using gestures and facial expressions to tell a story, or role-play without speaking (e.g., pouting, smiling, or pretending to fly)

Planning: the process of mental preparation and *problem-solving* in order to accomplish an act (e.g., a child tells the teacher what he/she will do during *center* time)

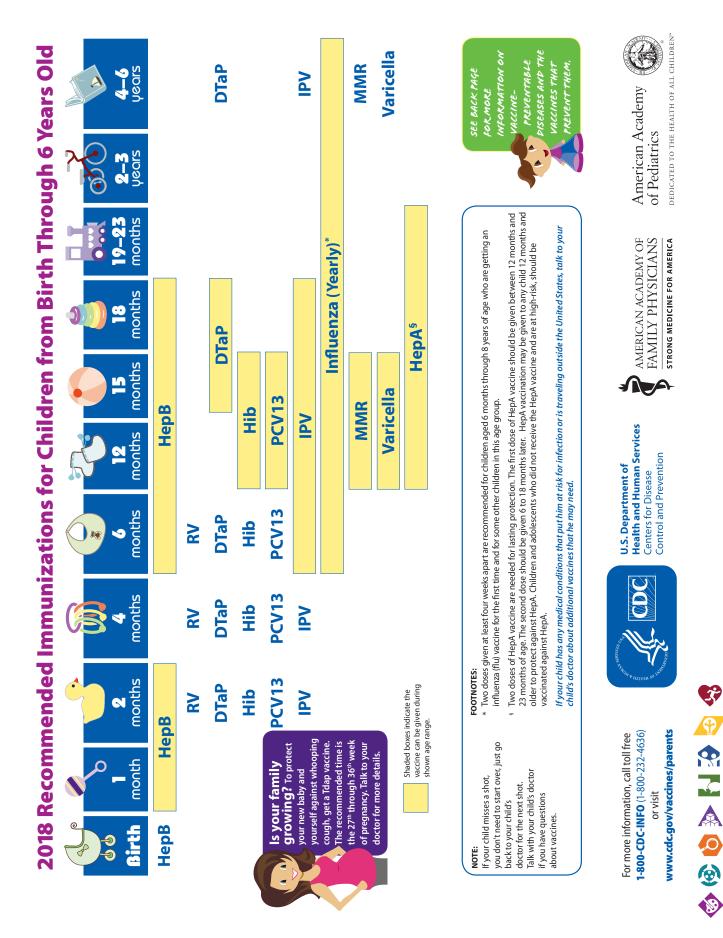
Process-oriented: art experiences where the focus is on the process of *exploration*, not the result

Rhymes: matches between the sounds of two or more words or word endings (e.g., spoon, moon)

Sensory: process of discovering through the senses

Visual arts: artwork, such as painting, photography or sculpture





Florida's Early Learning and Developmental Standards



American Academy of Pediatrics

manifestations of any important health problems, and are growing and developing in a satisfactory resultion. Developmental, prospensocial, and chronic classes issues or children and adolescents may require frequent counseling and treatment visits separate from preventive care visits. Additional visits also may become necessary if circumstances suggest variations from normal. Each child and family is unique; therefore, these Recommendations for Preventive Pediatric Health Care are designed for the care of children who are receiving competent parenting, have no

Refer to the specific guidance by age as listed in the *Bright Futures Guidelines* (Hagan JF, Shaw JS, Duncan PM, eds. *Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents.* 4th ed. Elk Grove Village. IL: American Academy of Pediatrics; 2017). These recommendations represent a consensus by the American Academy of Pediatrics (AAP) and Bright Futures. The AAP continues to emphasize the great importance of continuity of care in comprehensive health supervision and the need to avoid fragmentation of care.

Recommendations for Preventive Pediatric Health Care

Bright Futures/American Academy of Pediatrics

The recommendations in this statement do not indicate an exclusive course of treatment or standard of medical care. Variations, taking into account individual circumstances, may be appropriate. No part of this statement may be reproduced in any form or by any means without prior written permission from the American Academy of Pediatrics except for one copy for personal use. Copyright \otimes 2017 by the American Academy of Pediatrics, updated February 2017.

Bright Futures.

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MEASUREMENTS																														
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Body Mass Index ⁵											•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Blood Pressure ⁶		*	*	*	*	*	*	*	*	*	*	*	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SENSORY SCREENING																														
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DEVELOPMENTAL/BEHAVIORAL HEALTH																														
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Autism Spectrum Disorder Screening ¹²										•	•																			
Developmental Surveillance		•	•	•	•	•	•	•	•		•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
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Tobacco, Alcohol, or Drug Use Assessment ¹⁴						-									-	-				*	*	*	*	*	*	*	*	*	*	*
Depression Screening ¹⁵																					•	•	•	•	•	•	•	•	•	•
Maternal Depression Screening ¹⁶				•	•	•	•																							
PHYSICAL EXAMINATION ¹⁷		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
PROCEDURE 518																														
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Newborn Bilirubin ²¹		•				-																								
Critical Congenital Heart Defect ²²		•																											_	
Immunization ²³		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
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Sexually Transmitted Infections ²⁹																				*	*	*	*	*	*	*	*	*	*	*
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ANTICIPATORY GUIDANCE	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
 If a child comes under care for the first time at any point on the schedule, or if any items are not accomplished at the suggested age, the schedule should be brought up-to-date at the earliest possible time. 	int on the sched >-date at the ear	lule, or if any liest possible	items are time.	not accon	plished a	tthe	ير ن	Blood pressi before age 3	ire measure years.	•ment in infa	 Blood pressure measurement in infants and children with specific risk conditions should be performed at visits before age 3 years. 	ren with spe	scific risk c	onditions s	hould be p	verformed	atvisits		12. Scr (htt	eening sho p://pediatr	uld occur p ics.aappubl	er "Identific lications.org	ation and E 3/content/1.	 Screening should occur per "Identification and Evaluation of Children With Autism Spectrum Disorders" (http://pediatrics.apppublications.org/content/12/05/1183.full). 	Children W.	(ith Autism S _I	pectrum Dis	orders"		
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A prevatal vicit is recommended for parents who are at high risk for first-time parents, and for those who request a conference. The permaturity should introde articipancy duration, perinter medical hisboy, and ablocasion of benefits of bareatical and paradimenting of the ending, per "The Permatal Nas" ("Introf/perdimics.appublications)

org/

Newborns should have an evaluation after birth, and breastfeeding should be encouraged (and instruction and support should be offered).

4. Newtorns should have an evaluation within 3 to 5 days of birth and within 48 to 72 hours after discharge from the loopstal to include evaluation (refensing and Jonalice Evenetatiog revelopment) should receive animation (refensing and Jonalice Evenetatiog revelopment) and instruction, as recommended in 'Breakfeeding evaluation within a model as revelating and instruction, as recommended in 'Breakfeeding and the level of the structure's systematical transfeeding evaluation and the activative devaluation structure's animation and the structure's systematical transfeeding evaluation and the structure's systematical transfeeding evaluation as recommended in 'Breakfeeding and the level of human MK (Hittizz) recommendent and animated level and a days and the structure's systematical syste

Screen, per "Expert Committee Recommendations Regarding the Prevention, Assessment, and Treatment of Child and Adolescent Overweight and Obesity: Summary Report (http://pediatrics.agp.pbilcations.org/coment/120/ Spipement_dischaful).

 A visual acuty screen is recommended at ages 4 and 5 years, as well as in cooperative 3 year-olds. Instrument-based screening may be used to says risk at agars 1 and 24 months, in additors to the well usits at 15 moush 5 years of sage. "Yausal System Assessment in Institute, Children, and Young Adults by Fediatriciaan" (ILTL/Piediatricaappublications or gocontent/1371/1420153599) and "Procedures for the Evaluation of the Visual System by Pediatricians". org/content/137/1/e20153596) and "Pro (http://pediatrics.aappublications.org/co

Confirm initials acreen was completed, wells, earlid call of loav up, as apporting. Newborns should be screened per "Year 2007 Position Statement: Principles and Guidelines for Early Hearing Detection and Intervention Program (http://perilation.apposition.org/content/120/4986.fdf).

9. Verify results as soon as possible, and follow up, as appropriate.

10. Screen with autiometry including 6 000 and 8 0001k± bijk requiredies one takeneen 11 and 14 years, one between 15 and 17 years, and once between 18 and 21 years, see The Servicitivity of Adolescent Haning Screens Significantly Intervee by Adolescent High Frequencies (http://www.bihomfec.org.unde.sci.ed.) (2000be-3/millers).

See "Identifying infants and Young Children With Developmental Disorders in the Medical Home: An Algorithm for Developmental Surveillance and Screening" (<u>http://pediatrics.aappublications.org/content/118/1/405.full</u>).

This assessment should be family centered and may include an assessment of child social-emotional health, caregiver depression as octal determinants of health See "Promoting Optimal Development: Screening for Behavioral and care and a set of the structure approximation and set of the set of the set of the set of the United States" (http://pediatrics.apprublications.org/contem/137/4/e20160339)

org/CRAFFT/index.php. 14. A recommended assessment tool is available at http://

Recommended screening using the Patient Health Questionnaire (PHQ):2 or other roots available in the GLAD-PC bolk and a flttp://www.app.org/ien-us/ab/ocacy-and/policy/app-health-inflatives/MentaH-Health/Document/M ScreeningArthat/iii

Screening should occur per "Incorporating Recognition and Management of Perinatal and Postpartum Depression Into Pediatric Practice" (http://pediatrics.aapublications.org/content/126/5/1032).

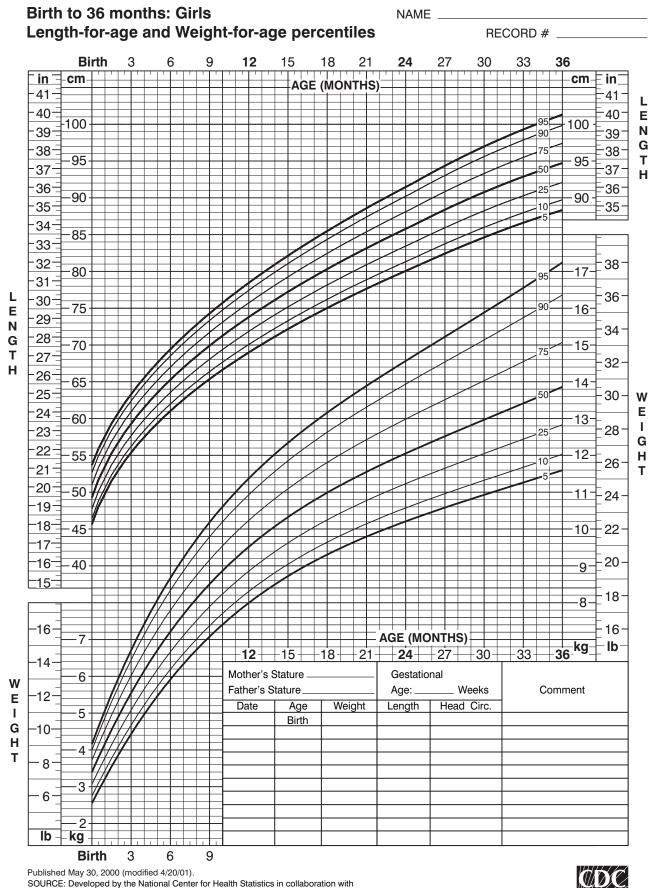
17. At each visit, age appropriate physical examination is essential, with infant totally unclothed and older children underssed and suitably draped. See "Use of Chaperones During the Physical Examination of the Pediatric Patient" (http://

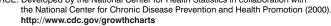
18. These may be modified, depending on entry point into schedule and individual need.

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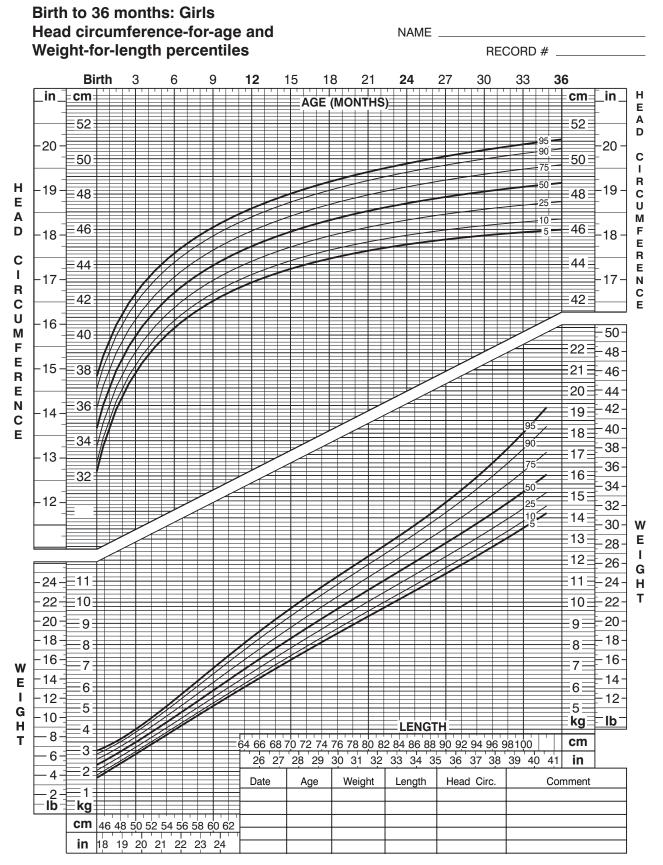
➡ = range during which a service may be provided ł \bigstar = risk as sessment to be performed with appropriate action to follow, if positive = to be performed КЕY











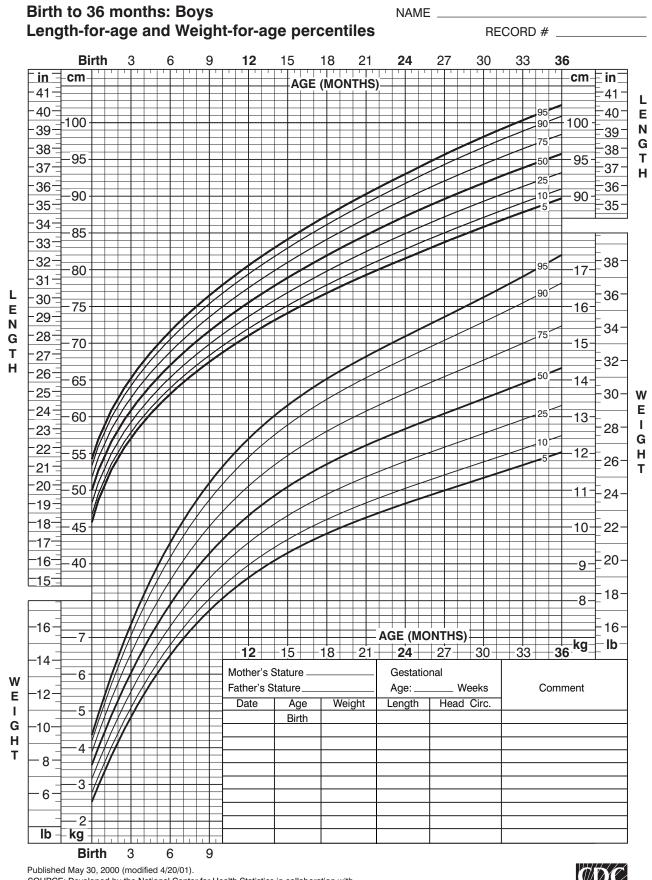


Published May 30, 2000 (modified 10/16/00).

SOURCE: Developed by the National Center for Health Statistics in collaboration with the National Center for Chronic Disease Prevention and Health Promotion (2000). http://www.cdc.gov/growthcharts

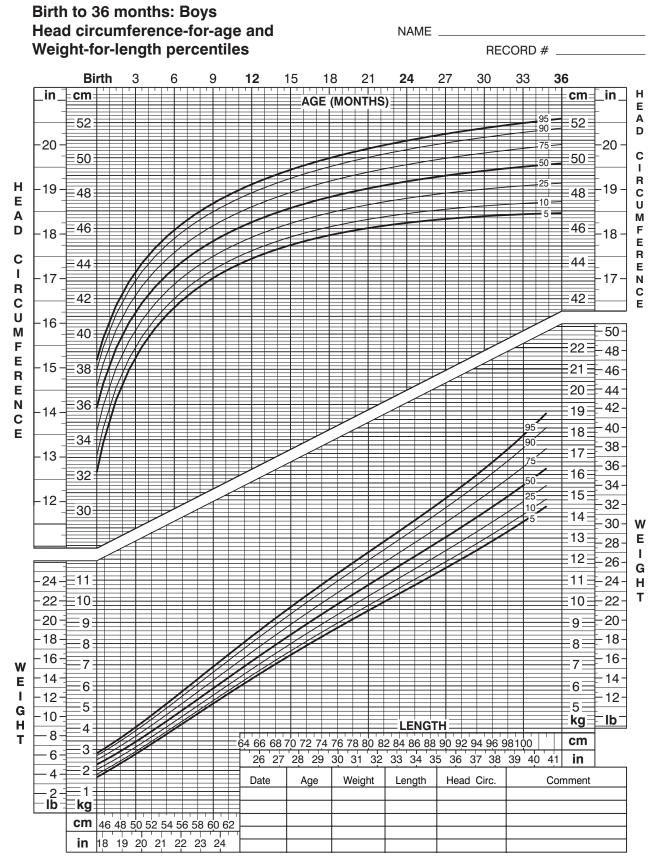
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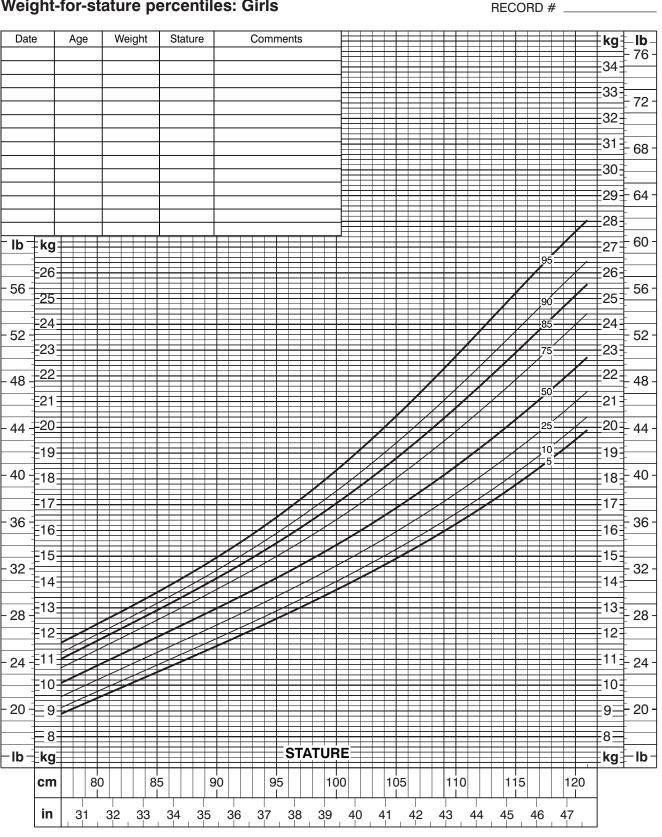
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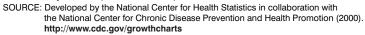
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Weight-for-stature percentiles: Girls

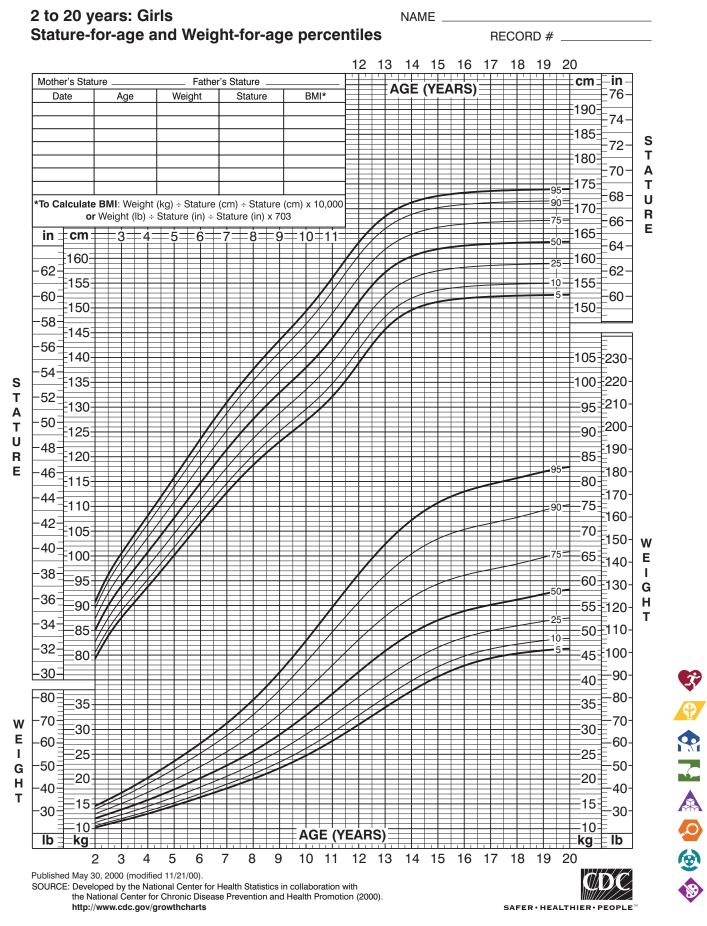


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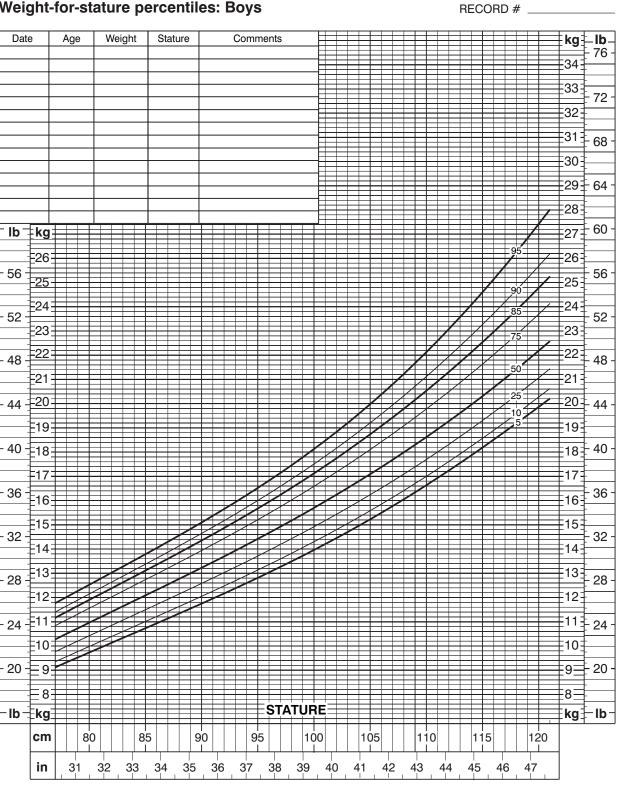
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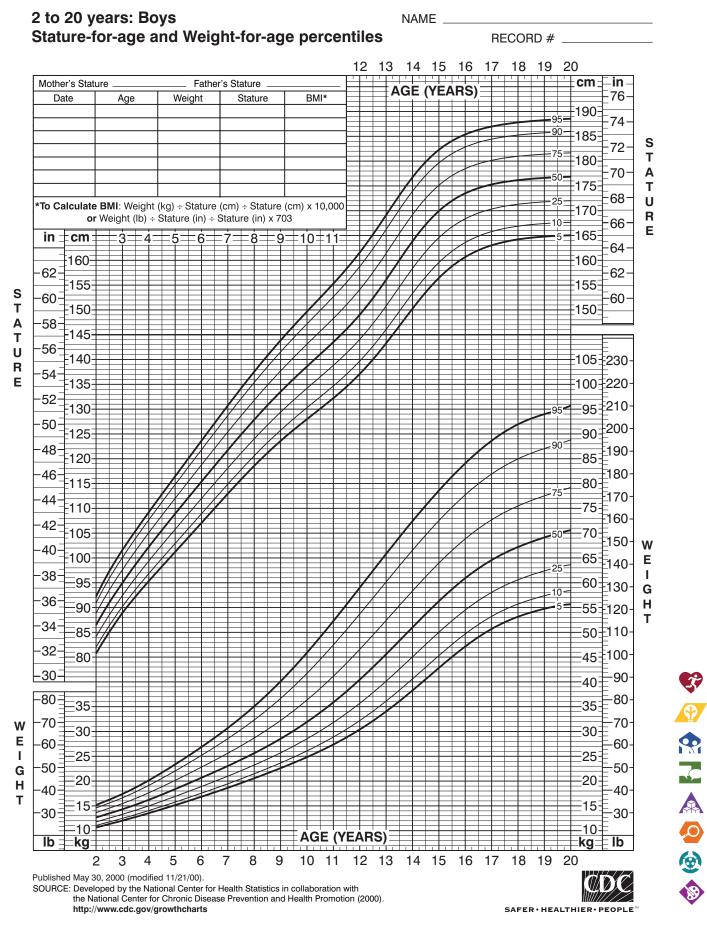
Appendix B | 717

Weight-for-stature percentiles: Boys



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Appendix B | 719

2 to 20 years: Girls Body mass index-for-age percentiles



RECORD # _

Date BMI* Age Weight Stature Comments **BMI** 35 - 34 -33-32-31-95 30-*To Calculate BMI: Weight (kg) ÷ Stature (cm) ÷ Stature (cm) x 10,000 29or Weight (lb) ÷ Stature (in) ÷ Stature (in) x 703 BMI 28 90 27-27 26 26 85 25 25 24 24 23 23 22 -- 22 -50 21 -21 -20 20 25 19 19 10 18-18-≥5 17 -17 16 16 15 15 14 14 13 13 12 12 AGE (YEARS) kg/m² kg/m² 2 3 9 13 16 17 18 19 20 4 5 6 7 8 10 11 12 14 15

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SOURCE: Developed by the National Center for Health Statistics in collaboration with the National Center for Chronic Disease Prevention and Health Promotion (2000). http://www.cdc.gov/growthcharts



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NAME _ Body mass index-for-age percentiles RECORD # Age Date Weight Stature BMI* Comments **BMI** 32-*To Calculate BMI: Weight (kg) ÷ Stature (cm) ÷ Stature (cm) x 10,000 9! or Weight (lb) ÷ Stature (in) ÷ Stature (in) x 703 BMI - 12 12-AGE (YEARS) kg/m² kg/m² Published May 30, 2000 (modified 10/16/00). Q SOURCE: Developed by the National Center for Health Statistics in collaboration with the National Center for Chronic Disease Prevention and Health Promotion (2000). http://www.cdc.gov/growthcharts SAFER · HEALTHIER · PEOPLE

2 to 20 years: Boys

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U.S. DEPARTMENT OF AGRICULTURE (USDA Food Plate)

www.choosemyplate.gov/



The website features practical information and tips to help Americans build healthier diets. It also features selected messages to help consumers focus on key behaviors.

Selected messages include the following:

- Enjoy your food, but eat less.
- Avoid oversized portions.
- Make half your plate fruits and vegetables.
- Switch to fat-free or low-fat (1%) milk.
- Make at least half your grains whole grains.
- Compare sodium in foods like soup, bread, and frozen meals—and choose foods with lower numbers.
- Drink water instead of sugary drinks.



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Age-appropriate grammar: oral formation of sentences with some errors, but an understanding of some grammatical rules (e.g., "She runned across the playground.")

Alphabetic knowledge: the understanding that words are composed of letters; the understanding that letters and letter combinations represent individual *phonemes* in words and written language (e.g., a child says the letters in some words, a child tells a teacher or a friend the letters in his/her name)

Analyze: to study and think of solutions for mathematical problems (e.g., The teacher asks a child to tell how many bears there are all together. The child counts the three green bears and the two red bears and discovers there are five bears.)

Articulation: the correct pronunciation of one or more sounds within a word

Attributes: *characteristics* of an object (size, shape, color, etc.)

Autonomy: independence

Blend: to combine sounds rapidly in order to accurately represent a word

Blends: combinations of two letter sounds to make one sound (e.g., /bl/ as in "blocks"; /st/ as in "street")

Bully: child who repeatedly commits negative acts with a conscious intent to hurt another child

Bullying: repeated negative act(s) committed by one or more children with a conscious intent to hurt another child. These negative acts can be verbal (e.g., making threats, name-calling), psychological (e.g., excluding children, spreading rumors), or physical (e.g., hitting, pushing, taking a child's possessions).

Bystander: anyone, other than the *bully* and victim, who is present during a *bullying* incident

Cardinal number: a number used to express quantity but not order

Cardinality: knowing that the last number named when counting represents the total number of objects

Center: area within the classroom arranged so that children are able to participate in a variety of related learning experiences (e.g., art center, reading center, science center, block center, *dramatic play* center, writing center)

Circle: a round two-dimensional figure that resembles a ring

Common symbols: objects and artifacts used with a variety of purposes such as civic ideals, values, locations, community rules, and others

Complex sentence: a sentence that includes at least one independent clause and at least one dependent clause (a part of a sentence that has a subject and predicate but cannot stand on its own as a separate sentence). In the sentence, "After the children went out to the playground, the teacher put the snacks on the tables, "the first phrase is a dependent clause.

Comprehension: understanding what one has heard or what one has read (e.g., child is able to answer questions or make comments about a story that someone has read aloud to them)

Cone: a solid figure or body having a circular base and tapering to a point

Content: information contained in a story or lesson

Counting sequence: saying the number words, "one, two, three, four, five, six…" when counting

Creative movement: moving in a new or unusual way that isn't directed by the teacher (e.g., a child dances to *music* played by the teacher)

Creativity: individuality expressed by creating something new or original (e.g., creating a new representation of a flower)

Cubes: three-dimensional solid figures with six equal *square* faces and right angles

Culture: the learned and shared knowledge that specific groups use to generate their behavior and interpret their experience of the world

Curiosity: a strong interest in learning about something; children demonstrate curiosity when they ask questions about or show interest in activities within the classroom and the world around them (e.g., child asks questions about new materials in the art *center* or a bug discovered on the playground)

Cylinder: a solid with circular ends and straight sides

Digraphs: two separate sounds joined together to create a new sound (e.g., /sh/ shoes; /ch/ chair)

Discovery: engaging children in deep learning that promotes *exploration, problem-solving, creativity*, and children engagement

Diverse: showing a great deal of variety including cultural representations

Diversity: the inclusion of different people (as people of different races or cultures) in a group or organization

Dramatic play: expressive and spontaneous play

Eagerness: energy and excitement about learning; wanting to learn (e.g., child desires to participate in an activity)

Emergent literacy: the range of a child's developmental *skills*, knowledge, and attitudes (beginning at birth), that combine with a variety of experiences related to written language. These experiences produce behaviors that change over time and result in conventional *literacy* during middle childhood.

Emergent reading: reading-related experiences and actions that occur before a child reaches the conventional *literacy* stage in middle childhood (e.g., a child shows interest in being read to and told what written words mean and develops an understanding of how to use books and other printed materials appropriately)

Emergent writing: writing-related experiences and actions that occur before a child reaches the conventional *literacy* stage in middle childhood (e.g., child draws pictures or symbols to represent words)

Emerging: initial stages of a developing skill

Emotional readiness: the ability to understand and express one's own feelings, understand the feelings of others, cooperate with peers/adults and resolve conflicts

Empathy: ability to recognize the emotions and feelings experienced by peers and adults

Engineering: the study of how things are built and why. Through play, engineering for preschoolers looks like building challenges, blocks, marble runs and sandcastles.

Environment: the circumstances, objects or conditions by which one interacts with and is surrounded (e.g., the indoor and outdoor area or setting where the child lives and interacts including home, neighborhood, classroom, etc.)

Expansion questions: questions asked in order to extend the thought process of the child (e.g., "What do you think will happen next?")

Exploration: the act of studying something new to better understand it

Expressive language: the ability to communicate with words; refers to what a child says, not how it is said

Fine motor skills: abilities using the small muscles of the hands. Activities using these skills include grasping toys, picking up or holding food, connecting links, lacing, drawing, crushing paper and cutting to complete a task.

Functional language: *vocabulary* used to communicate the description of, use of, or directions pertaining to an item or task (e.g., same/different)

Gross motor: abilities using large muscles of the arms, legs and torso. Activities using these *skills* include crawling, pulling up, walking, running, jumping, pedaling, throwing and dancing.

Hand-eye coordination: the ability to coordinate movements between the eye and hand to complete a task (e.g., hitting a softball or catching a bean bag)

Health: term that encompasses young children's physical, dental, auditory, visual and nutritional development and well-being

Initiate: to begin something, taking the first step

Initiation skills: socially acceptable ways to enter a group that is already engaged, such as mentioning a common interest (e.g., "I like cars too. Can I play race track with you?").

Inquiry: processes of science (e.g., observe, sort, classify, describe, and communicate)

Interpersonal skills: the ability to get along with others

Intonation: the normal rise and fall in pitch that occurs as people speak. Changes in intonation typically occur when certain words are stressed or at the end of sentences (e.g., the upswing when a question is being asked, or the drop that marks the end of a complete sentence or thought).

Investigating: observing or inquiring in detail

Investigation: systematic examination

Language of school: the *vocabulary*, sentence structure, and content of language that is a key part of the educational experience

Life adaptive: age-appropriate skills and behaviors necessary for children to move comfortably in a variety of social settings and to function safely and appropriately in daily life

Life science: the study of living organisms

Literacy: the ability to read and write

Manner words: words used to express appreciation, gratitude, or notice of an error (e.g., please, thank you, excuse me)

Milestones: significant points in development

Music: sound in time that expresses ideas and emotions in significant forms through the elements of rhythm, melody, harmony

Numeral: a symbol or *set* of symbols used to represent a number (e.g., the number five is represented by the symbol or numeral 5)

Nutrition: the process of absorbing nutrients from food and processing them in the body to stay healthy or to grow

Nutritious: containing the nutrients that are necessary for life and growth (e.g., raw fruits and vegetables are nutritious foods)

Observing: regarding attentively or watching

Occupation: refers to the different jobs and the roles people have in the community

Octagon: a two-dimensional, eight-sided shape

One-to-one correspondence: pairing or matching objects in a one-to-one relationship (e.g., giving one apple to each child at snack time)

Onset: first sound(s) before the rime (vowel sound to the end of the word) (e.g., In the word dog, the onset is /d/ and the rime is "og".)

Oral health: overall health of mouth, free of disease, defect, or pain. This translates to much healthier teeth.

Oral hygiene: keeping the mouth, tongue, teeth, and gums clean (e.g., brushing and flossing daily)

Oral language: spoken language

Orientation: the position of a shape or figure (e.g., on top of, below, behind, in front of). oval - a two-dimensional egg-shaped figure; an elongated ring

Organizational language: *vocabulary* used to communicate placement of an item and or provides direction towards an item (e.g., in front of, behind, next to, opposite, below)

Pantomime: using gestures and facial expressions to tell a story, or role-play without speaking (e.g., pouting, smiling, or pretending to fly)

Pattern: a repeating series of units

Persistence: the patience and endurance to finish a task (e.g., child works at completing a puzzle until all the pieces are correctly placed)

Personal space: the area surrounding an individual, which that person considers their own

Phoneme: the smallest unit of speech distinguished by the speakers of a particular language

Phonological awareness: the awareness that language is composed of sounds and the understanding of the relationships among these sounds

Physical development: the growth of young children's gross and *fine motor* and *self-help skills*, as well as their physical, dental and nutritional growth

Physical science: science of non-living things in the physical world around us

Pincer grasp: take hold of something using the finger and thumb

Planning: the process of mental preparation and *problem-solving* to accomplish an act (e.g., child tells the teacher what they will do during *center* time)

Prediction: an idea (opinion) stated about what may happen in the future (e.g., child may predict that the caterpillar will turn into a butterfly)

Problem-solving: process followed to find ways to address a situation

Process-oriented: art experiences where the focus is on the process of *exploration*, not the result

Prosocial: ability to engage in behaviors and actions in response to the needs of others

Quantity: the number of objects in a *set* (amount)

Read alouds: the teacher reading to the whole class, building on children's existing *skills* while introducing different types of literature and new concepts

Recall questions: questions asked of children to prompt them to recount the events of a story or occurrence

Receptive language: the understanding of language that is heard (e.g., child understands when the teacher says, "It's time to line up.")

Rectangle: a two-dimensional figure with two sets of parallel lines and four right angles

Reflection: the process of reviewing and critiquing one's own actions or one's own work (e.g., child shares with the teacher what he/she did during *center* time)

Reporting: trying to help keep a child or children out of danger because they may get hurt or they are being hurt (e.g., target/victim of a bully)

Rhombus: a four-sided shape where all sides have equal length, opposite sides are parallel, opposite acute angles are equal and opposite obtuse angles are equal

Rhymes: matches between the sounds of two or more words or word endings (e.g., spoon, moon)

Rime: the vowel and any sounds that come after the vowel in a one-**syllable** word (e.g., the rime of cat is /at/; the rime of cheese is /ez/)

Routines: customs or activities regularly practiced at home, in the classroom or in the community

Scaffold: to model and provide appropriate support to help a child acquire a skill or knowledge (e.g., giving clues, asking questions, and providing verbal prompts)

Scaffolding: the provision of sufficient support to promote learning when concepts and skills are being first introduced to children (e.g., modeling, giving clues, asking questions and providing verbal prompts)

Self: the idea an individual has about own *characteristics* and abilities

Self-care: the capacity to take care of personal needs (e.g., drinking from a cup, getting dressed, washing hands, making choices, toileting independently)

Self-help: a child's ability to accomplish health and self-care **routines**, such as dressing, washing hands and toileting, with or without help from an adult

Self-regulation: a child's ability to gain control of bodily functions, manage powerful emotions, and maintain focus and attention

Sensory: process of discovering through the senses

Sequence of events: ability to recognize the order of actions taking place during an experience, routine or activity

Seriation: arrangement in rows or a series by an attribute

Set: a group of objects

Skills: the ability to use knowledge effectively and readily in performance, the ability to transform knowledge into action

Social expectations: describe the social behaviors considered appropriate according to the setting

Social and emotional development: the growth of young children's capacity to form and maintain positive and productive relationships with others, and to understand and value their own abilities and uniqueness

Spatial awareness: the ability to be aware of oneself in space in relationship to something else

Spatial sense: the ability to build and manipulate mental representations of two- and three-dimensional objects and ideas

Spheres: three-dimensional figures with a round body (e.g., a ball, marble, or globe)

Squares: two-dimensional figures with four equal sides and four right angles

Subitizing: immediately recognizing and naming a *set* of objects without counting

Syllable: a unit of spoken language consisting of a single uninterrupted sound formed by a vowel, diphthong, or syllabic consonant alone, or by any of these sounds preceded, followed or surrounded by one or more consonants

Tactile: relating to the sense of touch

Target: the victim or focus of a bully

Technology tools: technology-based devices and other instruments used to carry out or facilitate a task

Temperament: a person's *characteristic* style of approaching and responding to people and situations, including activity level, adaptability, regularity, approach-withdrawal, sensitivity, distractibility, intensity, quality of mood and attention span

Trapezoid: a four-sided shape with one pair of opposite sides parallel

Triangle: a two-dimensional figure with three sides and three angles

Unit: what something is measured by (e.g., centimeter [cm], foot [ft], inch [in], yard [yd])

Vision screening: evaluation conducted to determine how well a child can see

Visual arts: artwork, such as painting, photography or sculpture

Vocabulary: all of the words of a language. There are two types of vocabulary: receptive and expressive

Wants and needs: wants are those things one may desire but that are not indispensable, while needs are what is necessary to address basic needs (such as food, shelter, etc.)



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