

Idaho Early Learning Guidelines

Domain 4: General Knowledge

draft

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Domain 4: General Knowledge

I. Introduction

During the first few years of life, children gain greater knowledge and understanding of their physical and social worlds, and they develop skills in logic, reasoning, observation, imagination, and problem-solving. Learning is facilitated and mediated by the cognitive processes of attention, memory, sensory awareness, analysis, and interpretation. Exploration, play, repetition and elaboration are key elements of these complex processes.

A child's culture can be incorporated into each of these areas to make learning more relevant and build upon their own individual strengths. When parents and caregivers understand and incorporate the child's culture, they can provide experiences that build on the child's prior knowledge. In addition, children may be able to connect learning experiences with their own life and see the relevancy of the new knowledge.

II. Rationale

The early childhood years encompass enormous development of the child's brain as well as the emergence of language and thinking. At birth, a child's brain is nearly 30% developed, and by age 5, the brain is over 90% developed (Shonkoff & Phillips, 2000). This rich and unique time of growth creates the foundation for later academic learning. The indicators in this domain are aligned with the Idaho K-12 Standards and are grounded in the research and "best practices" of early childhood development.

III. General Definitions

For the purposes of the Idaho Early Learning Guidelines, the domain General Knowledge is divided into five categories: mathematics and numeracy; science; social studies; family, community, and culture; and creative arts.

Mathematics and Numeracy

Mathematics and numeracy skills consist of the ability to understand and use numbers, mathematical operations, measurements, and properties of ordering. These skills are essential for children to be able to navigate mathematical situations that arise in everyday life settings.

Science

Scientific thinking and knowledge skills include the ability to observe and begin to build an understanding of the natural world and to make predictions. It is the development of scientific thinking that helps children apply and test their knowledge through methodical inquiry and verification. By acquiring scientific knowledge, children gain an understanding of, and information about, the earth and living things.

Social Studies

Developing knowledge of social studies allows children to understand how people interact with and relate to the world around them in the past, present, and future. Here, social studies include history and historical reasoning, geography, economics, ecology, and technology and other concepts that relate to how and where we live. The goals in this section are based on recommendations from the National Council for the Social Studies, (1994)

Family, Community, and Culture

Family culture teaches children the importance of various learning opportunities and ways of acquiring knowledge. This aspect of cognitive development involves understanding human interdependence at multiple levels – family functions, community roles, and cultural appreciation. It links with Social Studies as children learn how to interact with other people in their family and larger community.

Creative Arts

Children's ability to express and represent themselves through dance, music, theater, and visual arts is a central aspect of cognition. Related to the ability to express and represent oneself through the arts is an understanding and appreciation of the arts. Art gives children ways to express their feelings, experiences and meanings in ways that go beyond the limits of language. This includes learning the cultural arts traditions of their community or cultural group.

IV. Supporting Individual Differences, Language, and Diversity

Children not only differ in their rates of acquiring general knowledge, but also in the ways in which they learn, remember, and understand. For example, some children might favor logical reasoning to tackle a certain learning task, while other children might take a more creative or movement-based approach. Differences in children's cognitive development are not, and should not, be viewed as deficits. Thoughtful adults who engage children in activities and interactions which expand the child's level of cognitive development and strengthen their abilities. Children who have disabilities, developmental delays, or who are at risk for developmental delays, may need adaptations to support their learning. It is important for children of all abilities to play and learn together. To facilitate this, children must be provided materials created for their individual developmental level(s). Young children who experience delays may gain significant benefit from participation in early intervention programs. Given that children's cognitive abilities and understanding are context-dependent, it is imperative to provide learning opportunities that are culturally sensitive and adapt to the child's varying patterns in learning, reasoning, and problem-solving abilities.

SUBDOMAIN: MATHEMATICS AND NUMERACY

Number Sense and Operations. Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.

Early Learning Guidelines	0 to 8 Months	6 to 18 Months	16 to 38 Months	36 to 60 months	60 months through Kindergarten
Developmental Task	Begin to develop awareness of differences between objects and small quantities.	Compare differences among objects and quantities needed to manipulate small sets of objects.	Increasingly compare differences between two or more objects or groups of objects and differences in quantity.	Demonstrate basic understanding of numbers and amounts for numerals (1, 2, 3) using groups of objects, eventually learning to count up to 10 with understanding by matching the counting sequence with a one-to-one correspondence, demonstrating "more" or "less" comparisons using groups of objects.	Count with understanding and recognize "how many, more, or less" in sets of objects, demonstrating an understanding of discrete numbers.
Indicators	<ul style="list-style-type: none"> • Begin to show awareness of differences between people and objects • Begin to show awareness of small quantity differences, looking at or reaching for two or more people or objects • Begin to respond to the spoken mathematical concept, "more" in reference to food or play • Use gestures to request "more" 	<ul style="list-style-type: none"> • Notice characteristics of objects (size, color, shape, or quantity) • Show interest in real-life mathematical concepts (matching objects, lining up objects to count, enjoying books with numbers and counting) • Begin to imitate rote counting using some sounds/words to represent names of numbers • Recognize and say "all gone" • Begin to use symbols, signs, and language to show wanting "more." • Fill and dump containers with objects 	<ul style="list-style-type: none"> • Match and sort objects by characteristic (size, color, shape, or quantity) • May begin to imitate counting using some number names • Recognize that a single object is "one" regardless of size, shape, or other attributes • Imitate counting rhymes or songs (Five Little Monkeys) • Recognize some quantities (sees 2 blocks and says "two") • increases ability to manipulate sets of up to three items. • Begin to identify quantity and comparisons of quantity (all, some, none, more) • Hold up fingers to indicate age when asked how old 	<ul style="list-style-type: none"> • Develop understanding of counting process (recognition and naming numerals one, two and three), counting up to ten from memory in home language (e.g., recites, "one, two, three) without assistance • Count up to ten objects, matching numbers one-to-one with objects (e.g., cubes, toys, and pennies) within daily activities • Develop understanding that when counting items they must be counted only once and none should be left out • Begin recognizing that the last number counted represent the "total objects" (for quantities up to ten) – counting is cumulative • Apply numbers and counting concepts within daily routines (e.g., count numbers of children who have raised their hand) • Apply counting to new situations (e.g. counting objects, counting groups) • Can group objects and count the number of groups with assistance • Demonstrate understanding that numbers represent quantity (e.g. gets three apples out of the box) • Use math concepts such as "more" or "less" to compare quantities • May count backwards from ten • Begin differentiating letters from numerals • Recognize and name some numerals (pointing to written numerals named by adult) • Write and identify some numerals named by adult • Begin using meanings of numbers to create strategies for solving problems and responding to practical situations (e.g., "I gave Sammy one of my blocks. Now he has two blocks." With assistance. 	<ul style="list-style-type: none"> • Tell what number comes before or after a given number up to 20, with assistance • Tell what number comes before or after a given number up to ten • Demonstrate the difference between addition (more) and subtraction (take away) with assistance • Understand that quantity is not affected by the arrangement of the objects being counted • Understand that when counting items they must be counted only once and none should be left out • Use numbers to predict and make realistic guesses (I think there are about 20 marbles in that jar.) • Put numeral cards in order 1 to10 • Count backwards from 10 • Show the verbal, symbolic, and physical representation of a number up to 10 • Understand and use numbers in meaningful ways • Demonstrate knowledge of our numeration system by counting forward by ones to at least 31 • Identify a penny as a value of money • Select strategies appropriate for solving a problem • Perform computation accurately • Use concrete objects to illustrate the concepts of addition and subtraction • Estimate and judge reasonableness of results • Use estimation to identify a number of objects and evaluate the reasonableness of an answer

Early Learning Guidelines	0 to 8 Months	6 to 18 Months	16 to 38 Months	36 to 60 months	60 months through Kindergarten
<p>Caregiver Strategies</p>	<ul style="list-style-type: none"> Count objects in child's environment "out loud" in the home language Demonstrate, explain, and engage child in activities that show "more" versus "less" Use counting finger-plays, songs, and number rhymes (one, two, buckle my shoe) Tell stories and read books with numbers and counting Provide number/numeral materials in child's environment (large age appropriate magnetic numerals) 	<ul style="list-style-type: none"> Describe the groups/arrangements of objects that the older infant places together (I see you put all the long blocks together.) Use numbers to label actions (counting shoes, toes, or raisins) used in daily routines Use counting finger-plays, songs, and number rhymes (one, two, buckle my shoe) Tell stories and read books with numbers and counting Provide number/numeral materials in child's environment (large age appropriate magnetic numerals) Demonstrate, explain, and engage child in activities that show "more" versus "less" Read books that have themes such as big and small; more or less; and counting Sing songs that introduce counting and encourage the child to sing along (3 little ducks, 3 little monkeys) Provide opportunities for child to fill and dump containers with objects. 	<ul style="list-style-type: none"> Use quantity concepts in everyday routines (Would you like one more or two more pieces?) Pair objects during daily activities (One child gets one snack.) Provide child with math-related toys and objects from own and other cultural backgrounds for grouping and counting Model using math and writing numerals in daily activities (using tally marks to count children who want milk) Use counting finger-plays, songs, and number rhymes repeatedly Tell stories, sing songs and read books with numbers and counting repeatedly Provide opportunities for child to fill and dump containers with objects at the water table and sand table Provide small table blocks and unit blocks for the children to play and explore with 	<ul style="list-style-type: none"> Talk aloud and engage child in meaningful counting and activities that incorporate simple math computations during daily routines (e.g., number of snacks needed for the number of children) Have child divide objects equally among a group of people (e.g. each child gets three crackers or five different color crayons) Pose math questions relevant to daily life (e.g., "How many days until your birthday? How many days until the field trip?") Estimate how many objects you have or will see and then count out loud (how many children are here and who is not) Engage the child in activities and interactions that use numbers and counting (e.g., play grocery store, engage child in recording inventories of canned goods or fish) Play culturally appropriate card and board games using counting and number concepts with children Make available daily puzzles and manipulative materials that link numerals to pictures to represent quantity Post numerals and icons (simple pictures) in the room to indicate group size limits for each learning center Describe and explain how printed numbers have different meanings (e.g., speed limits, temperature, clock, prices) Use pictures to represent real life situations involving mathematical concepts (such as simple addition used in cooking recipes) Provide a variety of objects for the child to collect, handle and group (e.g., buttons, stones, pine cones) Provide cooking activities with recipes that link numerals to pictures to represent quantity Use counting finger-plays, songs and number rhymes repeatedly Tell stories and read books with numbers and counting repeatedly 	<ul style="list-style-type: none"> Estimate how many objects there are and then count out loud Child and adult pose math questions relevant to daily life (How many days until your birthday? How many days until the field trip?) Use printed numbers in meaningful ways (recording daily temperature for weather forecasts, posting prices for a lemonade stand or bake sale) Use pictures to represent real-life situations involving mathematical concepts (simple addition used in cooking recipes) Engage the child in activities and interactions that use numbers and counting (play grocery store, engage child in recording inventories of canned goods or fish) Have children divide objects equally among a group of people (each child gets three crackers or five different color crayons) Use counting finger-plays, songs, and number rhymes repeatedly Tell stories and read books with numbers and counting repeatedly Model writing simple math equations that are relevant to real-life situations (create and record own recipe)

Measurement. Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems and processes of measurement (including size, volume, height, weight, length, area, and time).

Early Learning Guidelines	0 to 8 months	6 to 18 months	16 to 38 months	36 to 60 months	60 months through Kindergarten
Developmental Task	Begin to develop awareness of spatial relationships among different objects.	Compare spatial relationships among different toys and objects.	Make increasingly complex comparisons and begin to order objects according to different dimensions.	Use geometric modeling and spatial reasoning to begin to understand their environment according to different dimensions using variable nonstandard units of measurement.	Compare and order objects according to measured spatial attributes using nonstandard and standard units of measurement.
Indicators	<ul style="list-style-type: none"> • Begin to show awareness of own body space • Grope, handle, and play with toys and objects (different sizes and shapes) • Place smaller items in containers • Take simple objects apart 	<ul style="list-style-type: none"> • Increase awareness of body space in relation to people and objects • Group/arrange a few objects by size (smaller and bigger) with assistance • Fill and empty containers with objects • Nests two to three sequential cups or blocks • Take objects apart and attempt to put them together 	<ul style="list-style-type: none"> • Use size words, such as “many,” “big,” and “little,” appropriately • Fill and empty containers (with sand or water) • Compare the size of various everyday objects (put different people’s shoes side by side to see which is longest) • Identify things that are big or small, heavy or light, and tall or short, with assistance • Look at two objects and identify which one is bigger or smaller • Explore measuring tools (measuring cup, ruler) • Demonstrate comparative behavior by nesting up to five cups • Order objects by size, volume, height, weight and length with assistance 	<ul style="list-style-type: none"> • Engage in activities that explore and develop vocabulary for measurable properties such as length and weight or capacity • Compare amongst several objects based on one or more attributes (length, size, weight) using words such as shorter, bigger, lighter • Understand positional terms such as between, inside, over, under, behind. • Sort and classify objects based on one more attributes • Order objects by size, volume, height, weight and length with assistance • Measure objects using variable non-standard units • Begin to measure objects using standard unit (such as one-inch cubes, paper clips) • Use measuring tools in play activities (e.g., measuring tape, measuring cups) • Measure sand or water using a variety of containers • Use picture cookbook to follow sequence and measure amounts for cooking projects, with guidance • Use some vocabulary of measurement tools (e.g., scale, cup, ruler), though may not have accurate understanding of meaning • Estimates size (e.g. “I’m as tall as the yellow bookshelf” 	<ul style="list-style-type: none"> • Compare objects by measurement attributes (longer/shorter, heavy/light, more/less) • Exhibit spontaneous comparison by sorting, classifying, and placing objects in series, using a variety of properties (e.g., size, volume, height, weight and length) simultaneously • Begin to measure using standard units in the customary and metric systems (such as in inches using a rules or measuring tape) • Use picture cookbook to independently measure amounts and follow steps in cooking project • Estimate how many steps it will take to walk across the room • Use conventional vocabulary of measurement (pound, inch, cup) • Use basic time vocabulary • Name days of the week • Order events in a day • Compare temperatures (hotter/colder) • Read calendar according to days, weeks, months

<p>Caregiver Strategies</p>	<ul style="list-style-type: none"> • Provide defined areas that allow for movement and exploration of personal space with materials and activities • Provide multiple containers of various size and shape to fill and empty with toys and objects • Describe spatial relationships such as “in” and “out” as young infant explores items • Describe and make simple comparisons such as more, less, same • Provide children with toys that have incremental sizes (nesting cups, stackable rings) from own and other cultural backgrounds • During daily care routines, talk with the infant about their surroundings, their body movements what will happen next. 	<ul style="list-style-type: none"> • Provide defined areas that allow for spatial movement activities according to personal space using a variety of materials • Provide multiple containers of various size and shape to fill and empty with toys and objects and for use in sand or water play needed to develop an eventual understanding of volume (filling, emptying) • Model the use of language when making comparisons such as more, less, same and encourage the child to make comparisons • Provide simple, multipart toys, such as pop beads, snap-together blocks, simple puzzles • Request items according to size, volume, weight, and length (Please hand me the big truck.) • Around the daily care routine, talk with children about mathematical concepts using everyday activities and language like counting fingers, toes, airplanes are big, bugs are small, who has blue on, etc. 	<ul style="list-style-type: none"> • Provide sand and water play, giving child opportunities to pour, fill, scoop, weigh, and dump • Model the use of language involving comparisons according to size, volume, weight, and height (length) of people, toys, and objects • Help child to build towers or stairs using blocks sequentially in size or height • Help child arrange toys or objects from smallest to largest or longest to shortest • Chart child’s changes in height and weight • Provide play dough for children to explore, squish and manipulate. Add cups and containers for children to fill. 	<ul style="list-style-type: none"> • Demonstrate, explain, and engage child in activities that use nonstandard measurement (using handfuls to measure rice; using footsteps to measure distance) • Demonstrate, explain, and engage child in activities that measure with standard measuring units (e.g., measure a wooden block using paper clips) • Provide a variety of measuring tools (tape measures, rules, balance scales, measuring cups) for child to use in purposeful ways • Model and engage use of conventional measuring tools and methods in every day situations (e.g., during cooking, art projects, grocery shopping) • Continue to model language involving comparisons according to size, volume, weight, and height (length) of people, toys, and objects • Play measuring games with child (e.g., “Which is heavier?” “Which is longer?”) • Display information using measurement graphs to visually compare activities and experiences (such as growth chart of all the children in the class) • Model language and use body and objects using positional terms(e.g. behind, inside, on top, under) 	<ul style="list-style-type: none"> • Demonstrate, explain, and engage child in activities that measure with standard traditional measuring units (measure a table by inches using measuring tape) • Play measuring games with child (Which is heavier? Which is longer?) • Provide a variety of measuring tools (tape measures, rulers, balance scales, measuring cups) and opportunities for children to select the tool needed for appropriate measurement (using a scale to measure the apple’s weight) • Introduce graphing for children to use as a way to show sequences and quantity comparisons • Provide calendar activities to describe and discuss events according to days, weeks, months
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Properties of Ordering. Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.

Early Learning Guidelines	0 to 8 months	6 to 18 months	16 to 38 months	36 to 60 months	60 months through Kindergarten
Developmental Task	Develop awareness of sequences in sounds, sights, or motor activities that occur regularly in daily routines.	Notice and remember patterns that are seen or heard during daily routines.	Recall, group, and anticipate familiar sequences of events and use these memories to predict and respond to events.	Sort, classify and order objects by color, number, size, or shape, forming simple patterns involving part-whole relationships.	Sort, classify, and order objects into patterns of seriation by size, number, shapes, and other properties.
Indicators	<ul style="list-style-type: none"> • Develop awareness of familiar sequence of events in daily routines • Begin to develop expectations for familiar sequence of events in daily routines • Feel handle, and explore two-dimensional shapes 	<ul style="list-style-type: none"> • Demonstrate expectations for familiar sequence of events in daily routines • Group a few objects by color, shape, or size, with assistance • Begin to match simple two-dimensional shapes in form board and puzzles • Reach for utensils when food is placed in front of them • Understand what clothing is for by putting clothing on like hats, socks, loose pants and shirts 	<ul style="list-style-type: none"> • Show recognition of sequence in events or objects • Repeat actions in sequence such as finger-plays • Play with shape toys (The round beanbag goes in the round hole; the square beanbag goes in the square hole.) • Group objects on the basis of visual characteristics (shape or color) or themes (functional uses such as items for scooping) • Classify everyday objects that go together (shoe/sock, pencil/paper, comb/brush) • With practice and development, use groupings to create patterns • Match simple two-dimensional shapes in form board and puzzles (circles, squares, triangles) • Identify two geometric shapes (circle, square) 	<ul style="list-style-type: none"> • Compare shape and size of familiar objects • Sort, and build with two- and three-dimensional shapes (e.g., sphere, cube, cone) • Identify and label different kinds of two-dimensional shapes (e.g., square, circle, rectangle, triangle) • Draw and create pictures using various shapes • Recognize non-geometrical shapes in nature (e.g., clouds or other things that are not circles, squares, triangles) • Describe characteristics of familiar geometric and non-geometric shapes in the environment, with assistance • Put together and take apart shapes to make other shapes (e.g., use two triangles to make a rectangle with blocks) • Make and describe patterns including serialization based on numbers, shapes and size • Predict what comes next in a pattern and can complete the pattern • Create or extend a complex pattern with more than two repeating elements 	<ul style="list-style-type: none"> • Recognize, name, build, compare, and sort two- and three-dimensional shapes (sphere, cube, cone) • Combine shapes to create two-dimensional figures • Describe characteristics of familiar geometric and non-geometric shapes in the environment, with assistance • Investigate and predict the results of putting together and taking apart two- and three-dimensional shapes • Recognize and create shapes that have symmetry • Recognize, describe, and extend patterns and translate from one representation to another • Describe (using rules/generalizations) and replicate patterns • Create own patterns applying determined rule or generalization

Early Learning Guidelines	0 to 8 months	6 to 18 months	16 to 38 months	36 to 60 months	60 months through Kindergarten
<p>Caregiver Strategies</p>	<ul style="list-style-type: none"> • Label patterns occurring in events and objects (describing a flower or leaf) • Use language to describe patterns (describe pattern/sequence during diaper changing) • Provide child with toys that involve shapes (blocks, jar lids, plastic containers) • Sing songs, use finger-plays, and read books with repeatable action patterns, familiar objects, colors, and shapes, noting similarities and differences • Identify and label different shapes in child's environment 	<ul style="list-style-type: none"> • Describe and discuss patterns occurring in daily event and familiar objects (actions used to make the jack-in-the-box pop up) • Ask the child to tell, "What comes next? What happens next? What do we do next?" during daily or familiar activities and routines (Getting dressed, or brushing teeth)) • Sing songs, use finger-plays, and reading books with repeated action patterns, familiar objects, colors, and shapes, asking child to help describe similarities and differences • Ask child to help name objects, shapes, and colors found in the child's environment • Provide opportunities for child to sort and classify familiar objects in meaningful ways (Pick up all of the toys that are animals.) 	<ul style="list-style-type: none"> • Locate where groups of objects belong in their surroundings (Coats are hung up on coat racks or cubbies; paint is located in the art area.) • Ask to help put objects where they belong (Where do keep the scissors? Where do we put the trucks?) • Provide opportunities for child to notice and describe patterns in nature (patterns in rocks or shells) • Use shape words in daily life (Let's cut the cornbread into squares.) • Identify the features of shapes when child plays with them • Provide opportunities for child to look for shapes during daily activities (Where do you see circles?) • Provide play and art materials that have different shapes (circles, squares, triangles) • Demonstrate, explain, and engage child in activities that identify culturally specific patterning in artwork or objects used • Provide opportunities to help with food preparation, following a specified pattern/sequence • Play games with pattern/sequences (Duck, Duck, Goose and Simon Says) • Ask questions and support children's curiosity.(What do we use scissors for? Do all of these rocks fit in the bucket? Will the stick sink in the water?) 	<ul style="list-style-type: none"> • Provide a variety of increasingly complex materials related to patterns such as puzzles and stringing beads • Provide opportunities for child to create art projects that use shapes (e.g., "You can draw a house by putting a triangle on top of a square." "You can draw a rectangle for the door.") • Engage the child in recognizing shapes in the environment (e.g., octagonal stop sign, bowls are a circles) • Provide materials that can be connected and combined to create new shapes • Take child to observe murals or other community artwork, exploring together the variety of shapes used • Provide picture recipes for children to follow and complete • Play classification games with child (e.g., gather a group of items that include pairs of objects that go together— shoe/sock, flower/vase—find the items that go together) • Play matching games that challenge children to recognize what is missing? • Play games that challenge child to describe and identify shapes • Use sensory bag or box where children reach in, feel and describe an object/shape and attempt to name it • Challenge children to repeat patterns made clapping, stomping, or with rhythm instruments • Children retell stories, recalling sequence of events (e.g., "The Very Hungry Caterpillar;" "Goldilocks and the Three Bears") • Children act out plays/skits (e.g., "Three Little Pigs," "Three Billy Goats Gruff") • Children explore ordinal numbers (first, second, third, etc. and last) used to describe members of a sequence of objects or events • Ask children to describe or explain a sequence used during a familiar activity or routine and ask, "What comes next? What comes last?" • Provide materials in shapes that can be used to represent or recreate murals or other art forms in the community • Children help with the place setting for snack or lunch • Provide storage for materials which encourage sorting clean up (e.g. labeled separate containers for pencils, markers) 	<ul style="list-style-type: none"> • Provide construction materials of varying sizes and shapes for multiple purposes (e.g., color strips of paper used to create weaving patterns) • Play games with visual patterns like cards, dominoes, and dice for child to recognize pattern arrangements representing specific quantities • Complete surveys for likes/ dislikes (e.g., survey children's favorite ice cream flavor) and graph results • Record daily lunch count or weather forecast and complete data analysis to reveal patterns • Help children draft/illustrate picture recipes for other children to use • Play classification games that encourage children to describe, compare/contrast, match, and identify objects simultaneously • Children use ordinal numbers (first, second, third, etc. and last) to describe or retell stories and events (e.g., recalling a trip to the zoo) • Challenge children to make predictions concerning functional patterns in daily routines and activities (e.g., What can happen if we don't count how many want chocolate milk?) • Provide opportunities for children to observe functional patterns when adding/subtracting

SUBDOMAIN: SCIENCE

Scientific Inquiry. Goal 42: *Children observe, describe, and collect information by exploring the world around them.*

Early Learning Guidelines	0 to 8 months	6 to 18 months	16 to 38 months	36 to 60 months	60 months through Kindergarten
Developmental Task	Begin to show interest in exploring familiar people, objects, and events in their immediate environment.	Continually expand interest in their environment by observing; begin to describe new or unfamiliar toys, objects, people, and events.	Explore objects, constructing and describing simple observable characteristics among toys, objects, people, and events.	With increased curiosity, enjoy calling attention to, describing, discussing, and explaining (often in preoperational terms) observable similarities and differences among animate and inanimate objects or events.	With increased observation skills, collect, organize, and display results of observations used to construct relationships that help them to organize and make sense of the natural world.
Indicators	<ul style="list-style-type: none"> • Observe physical relationships using the senses (turning head toward sounds, mouthing, grasping, reaching) • Show interest in surroundings by focusing on familiar faces, objects in close proximity (including plants and animals), and events • Demonstrate/indicate individual needs (hunger, thirst) • Begin to demonstrate an awareness that people or objects exist after they are no longer present (beginning of object permanence) 	<ul style="list-style-type: none"> • Demonstrate interest in surroundings by focusing on familiar and unfamiliar faces, objects in different environmental settings (including plants and animals), and events • Notice and begin to express individual wants and needs • After repeated exposure to the same toys and objects, begin to explore new ways of using these materials • Begin to notice and label objects and events in the environment • Enjoy outdoor play • Observe and may play with and describe water, sand, and mud • Observe and describe sun and clouds (Sun is bright; clouds are white.) • Begin to integrate the simultaneous use of more than one sense (use sight, touch, and hearing by examining and shaking a toy) • Use senses to explore characteristics of certain living things (scent of flower, rough texture of tree bark) • Show some understanding of object permanence, looking for people and objects that have disappeared, with assistance 	<ul style="list-style-type: none"> • With continued exposure to the same toys and objects, explore new and multiple ways of using these materials • Enjoy and expand on choices for outdoor play • Enjoy playing with, exploring, and experimenting with water, sand, and mud • Notice, understand, and express individual wants and needs • Demonstrate curiosity about the natural environment and identify or label the earth's materials • Use all five senses to identify details of similarities and differences through observation and exploration • Explore and investigate physical properties of living and nonliving things • Demonstrate increased understanding of object permanence, looking for people and objects that have disappeared 	<ul style="list-style-type: none"> • Show increased interest and curiosity in exploring, investigating, and understanding living and nonliving things • Use senses to explore materials, objects, and natural phenomena (e.g., sand, pine cones, crawling ants) • Make comparisons, calling attention to details and exploring with adult assistance the ways in which things are alike and different (e.g., noticing how shells are same or different; noticing objects that float or sink; listening to different sounds animals make) • Notice, describe, and predict changes in the environment (e.g., dark clouds mean possible rain) • Observe, compare, classify, measure, and communicate observations of events and objects • Explore earth science, physical science, and life science through observations and experimentation with concrete objects • Begin to use simple tools (such as magnifiers, lenses, droppers) for exploration and investigation • Predict the outcome of an investigation based on observation or experience • Demonstrate respect for living things (e.g., watering plants; trying to avoid stepping on anthills) • Explore answers to questions and form new questions or form conclusions 	<ul style="list-style-type: none"> • Use observations, descriptions, and predictions to understand the natural world around them • Increase awareness and understanding of physical world as they collect, organize, and display results of observations and experimentations • Make comparisons based on organized observations • Make inferences, drawing more meaning than what is visible and predict future events • By describing events, now compare predictions with what was observed • Use scientific tools that are not limited to observations but also include locomotion devices (e.g., gears and pulleys), technological tools, and measurement devices

Early Learning Guidelines	0 to 8 months	6 to 18 months	16 to 38 months	36 to 60 months	60 months through Kindergarten
<p>Caregiver Strategies</p>	<ul style="list-style-type: none"> • Provide appropriate space, time, and materials for children to explore (play on the floor with babies and get face to face with them; provide easy to grasp objects for them to hold) • Safeguard the environment, maximizing freedom for exploration • Describe observable natural events such as the raindrops forming puddles or a squirrel climbing up a tree • Support and encourage children's exploration by smiling, nodding, and talking with interest • Provide a variety of familiar and new materials that can be used in different ways (containers for scooping, putting objects into, and for banging) • Read a variety of picture books with real-life photos and drawn/painted illustrations of familiar living and nonliving things • Provide opportunities to play jointly with caregivers and objects such as hiding games • Respect children's explorations without predetermined outcomes or expectations 	<ul style="list-style-type: none"> • Provide appropriate space, time, and materials for children to explore (place children on the floor with multi-dimensional objects and open ended toys like blocks, containers, pots and pans, sand, mud and water) • Safeguard the environment, maximizing freedom for exploration indoors and outdoors • Encourage children to label and describe observable natural events such as falling leaves and butterflies landing on flowers • Support and encourage children's descriptions, discussions, and exploration by smiling, nodding, and asking questions • Read a variety of picture books with real-life photos or drawn/painted illustrations of familiar and unfamiliar living and nonliving things and encourage child to point to and describe • Provide opportunities to play jointly with caregivers, other children, and objects such as participating in an indoor/outdoor obstacle course • Respect children's explorations without predetermined outcomes or expectations 	<ul style="list-style-type: none"> • Encourage children to explore new and unfamiliar toys and objects to find multiple ways for using them • Provide children with varied opportunities to describe and discuss the similarities and differences observed with water, sand, and mud • Provide children with varied opportunities to play, explore, and experiment with water, sand, and mud and describe and discuss what they observe using funnels, tubes, containers, utensils • Provide children with bubble solution and a variety of wands and household items (ladles with holes, spatulas, funnels, strawberry baskets, straws) and encourage them to describe the bubbles each item makes • Support, encourage, and guide children's observations and explorations by discussing and asking questions about their findings without predetermined expectations • Provide opportunities to label and describe earth's materials while on nature walks • Provide opportunities to explore and investigate physical properties of living and nonliving things 	<ul style="list-style-type: none"> • Provide opportunities to explore, describe, and classify materials, objects, and natural phenomena using various senses (e.g., touching snow and how cold it feels; listening to the sounds that different machines make at a construction site) • Provide opportunities to make and describe nature collages • Provide opportunities to observe and explore different physical characteristics of nonliving and living things using investigative tools such as magnifiers and droppers with assistance • Provide opportunities to examine and create nature collections such as rocks, shells, and insects • Play "I Spy" by describing living and nonliving items in the immediate surroundings for the child to figure out • Provide opportunities for children to select items and place in a sensory bag for others to explore, describe, and identify • Discuss which food items come from plants during snack time • Compare different seeds found in fruit during snack or cooking • Compare and describe different flower and vegetable seeds to be planted in a garden or pots • Provide children with bubble solution and a variety of wands and household items (e.g., ladles with holes, spatulas, funnels, strawberry baskets, straws) and encourage them to describe and predict the bubbles each item makes • Use lighting and different objects and describe their different shadows • Provide opportunities to compare and describe the similarities and differences of living and nonliving things with photos or illustrations in books • Provide opportunities for children to describe living and nonliving items during "show and tell" 	<ul style="list-style-type: none"> • Continue to encourage curiosity and interest through experiences that encourage children to explore, describe, and classify living and non living items using various senses (e.g., sand and water as it runs through fingers; sounds of different animals; making different size bubbles with household items) • Provide opportunities to organize, discuss, and draw conclusions based on observations about living and nonliving things using investigative tools (e.g., looking at a caterpillar's sections through magnifier; using different household items to make bubbles) • Provide children with bubble solution and challenge them to find items in the classroom that will make bubbles • Encourage children to make own drawings, stories, or books about nonliving and living things • Provide opportunities for children to describe living and nonliving items during "show and tell" for others to figure out • Provide children with an assortment of investigative tools and devices to explore and describe, draw, and write about (e.g., magnifiers, binoculars, telescopes, and microscopes; weights and balancing scales; tubes and funnels; bicycle chain and gear sprockets; animal guide books) • Encourage children to discuss which food items come from plants during snack time and cooking activities (e.g., strawberry jam comes from strawberries) • Encourage children to locate books that describe and depict the origins of various food items (e.g., The Little Red Hen; Jamerry) • Encourage children to assemble the needed materials and describe different flower and vegetable seeds and soil mixture needed to plant seeds in a garden or pots • Encourage children to observe patterns and make predictions (e.g., what will happen to the lima bean planted in soil if it does not get any water) • Help children organize needed materials (paper, markers, crayons, scissors) to draw or create collage life cycles of insects, animals, and plants • Continue to read life cycle books like, "The Hungry Caterpillar" • Provide children with the needed writing materials to document, visually organize (charts, graphs, tables), and display observation results (e.g., measuring the height of a sprouted lima bean; daily temperature pattern for one week)

Scientific Inquiry—Thinking, Asking, Acting, and Solving Problems. Goal 43: Children further engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.

Early Learning Guidelines	0 to 8 months	6 to 18 months	16 to 38 months	36 to 60 months	60 months through Kindergarten
<p>Developmental Task</p>	<p>Begin to learn about cause and effect relations by observing the results of their actions .</p>	<p>Continue to explore cause and effect relations through observation, trial and error</p>	<p>Intentionally vary their actions through trial and error to carefully observe what happens as a result (cause and effect).</p>	<p>Investigate new phenomena and begin to progress from trial and error to solving problems more systematically, which increases understanding of cause and effect, with assistance.</p>	<p>With an increased understanding of cause and effect relations, begin to plan and conduct simple investigations according to conceptualized questions or problems, making predictions through experimentation and the use of data to construct reasonable explanations/generalizations or invent solutions to solve problems.</p>
<p>Indicators</p>	<ul style="list-style-type: none"> • Use senses to begin understanding cause and effect during daily experiences and routines • Show surprise when events occur that do not follow expected sequences (surprise when a ball rolls into a tube and does not roll out at the opposite end) that may suggest the beginning of object permanence • Begin to observe and predict the people, objects, and events in the world around them 	<ul style="list-style-type: none"> • Use senses and initial attempts at trial and error to solve problems • Attempt to repeat cause and effect events • Observe, describe, and begin to predict the world around them • Show surprise when events occur that do not follow expected sequences • With increase motor skills, actively pursue an object that disappears in an unusual location (object permanence) • Begin to problem solve when they use a series of actions, object, or caregiver to reach a goal pulling a string to reach an attached toy) • Imitate a caregiver's action to solve a problem • Begin using trial and error to find a solution to a problem 	<ul style="list-style-type: none"> • Use senses and trial and error to solve problems • Expand on their ability to observe, describe, and predict the world around them • Increase problem solving as they use a series of actions, object, or caregiver to reach a goal (pulling a string to reach an attached toy) or intentional outcome • Imitate and begin to vary a caregiver's action to solve a problem • Use trial and error to find possible solutions to a problem (moving a puzzle piece around to find the right place) 	<ul style="list-style-type: none"> • Use senses and develop strategies (from trial and error) to solve problems • Explore the use of investigative tools to extend the senses in a trial and error fashion • Eagerly observe, describe, and predict the world around them • As children investigate new phenomena, progress from trial and error toward a more systematic approach to problem solving • More apt to verbalize observations than ask meaningful questions • Use questioning as a way to engage conversation rather than as an intended means for gathering information • Shows curiosity and interest about familiar/unfamiliar and living/nonliving things • Begin to demonstrate respect for living things • Explore the intentional use of investigative tools to gather information and extend the senses • Eagerly observe, describe, and predict the world around them • Make simple predictions and inferences about cause and effect relations based on observations, explorations, and experimentations with objects and events in the natural world • Compare their predictions with actual observations • Begin making predictions about changes in the environment that lead to generalizations based on understanding 	<ul style="list-style-type: none"> • Use senses combined with specific strategies to solve problems and make predictions that lead to generalizations about the world around them • Use investigative tools to gather information and extend the senses • Make inferences, predictions, and generalizations based on observations and experiences • Compare predictions with actual observations • Actively asks questions about objects, organisms, and events in the environment • Make predictions about changes in the environment that lead to generalizations about the natural world • Eagerly act on curiosity and interest to organize and plan observations, explorations, and experiments with living and nonliving things and events in the environment • Respect for living things becomes a personal responsibility • Begin using gathered information (data) to construct and communicate reasonable explanation

Early Learning Guidelines	0 to 8 months	6 to 18 months	16 to 38 months	36 to 60 months	60 months through Kindergarten
<p>Caregiver Strategies</p>	<ul style="list-style-type: none"> • Create an environment that inspires children to have ideas and figure out how to do something • Encourage children to try out ideas, make mistakes, and develop contradictions • Describe safe natural materials (leaves, shells, snow, and food items) and allow for free exploration • Begin to promote development of scientific reasoning by providing safe environments and responsive materials to explore • Promote development of reasoning and problem-solving skills by making available problem-solving opportunities using a variety of materials (hiding a rattle under a blanket or box for child to find) • Provide toys and materials that can be used in different ways to demonstrate and describe problem solving and exploration (balls bounce, roll, catch, tossed through hoops and into containers) • Refrain from intervening too quickly as children explore problem-solving experiences and verbally describe the results of children's actions • Caregivers wait for child to gesture or motion a signal for help or assistance • Smile, nod, and verbally acknowledge children's observations and explorations • Allow and encourage repetitive activities such as "peek-a-boo" • Talk with children about objects and events (Is that soft, warm?) 	<ul style="list-style-type: none"> • Create an environment that inspires children to have ideas and figure out how to do something to cause a reaction(i.e. drop a toy from the table) • Encourage children to try out ideas, make mistakes, and develop contradictions • Encourage children to explore, compare, and describe safe natural materials (leaves, shells, snow, and food items) • Actively promote development of scientific reasoning by providing safe environments and responsive materials to explore • Promote development of reasoning and problem-solving skills by making available problem-solving opportunities to observe, experience, and discuss using a variety of materials and encourage experimentation with possible solutions (using containers and utensils to scoop items out of water or hidden in sand) • Provide toys and materials that can be used indifferent ways to encourage problem solving and exploration (e.g. several sizes of container, funnels , sieve at water play) • Refrain from intervening too quickly as children explore problem-solving experiences and help point out, describe, and discuss the results of their actions • Wait for child to gesture, motion, or verbally signal for help or assistance • Acknowledge, encourage, and support explorations and attempts at problem-solving • Emphasize freedom to explore learning and problem-solving opportunities rather than providing solutions • Allow and encourage repetitive activities such dropping and picking up objects • Model problem-solving behaviors that are developmentally within children's ability to imitate • Talk with child about natural objects and everyday events (how does food smell, taste, etc.) 	<ul style="list-style-type: none"> • Create an environment that inspires children to have ideas and figure out how to do something (e.g. provide open-ended materials, combinations of materials and access to a variety of materials) • Encourage children to try out ideas, make mistakes, and develop contradictions • Encourage children to explore, compare, and describe safe natural materials (leaves, shells, snow, and food items) according to observable similarities and differences • Actively promote development of scientific reasoning by providing safe environments and responsive materials to explore • Promote development of reasoning and problem-solving skills by making available problem-solving opportunities to observe, experience, and discuss using a variety of materials that further encourage experimentation with possible solutions • Provide toys and materials that can be used indifferent ways to encourage intentional problem solving and exploration • Refrain from intervening too quickly as children explore problem-solving experiences and discuss and experiment with solutions and the results of their experiments • Wait for child to gesture, motion, or verbalize a request for help or assistance • Acknowledge, encourage, and support explorations and attempts at problem-solving and new learning • Emphasize freedom to explore learning and problem-solving opportunities rather than providing or emphasizing predetermined solutions or outcomes • Ask questions such as "what do you think the ball will do when I drop it?" 	<ul style="list-style-type: none"> • Create an environment that inspires children to have ideas and figure out how to do something • Encourage children to try out ideas, make mistakes, and develop contradictions • Encourage children to actively explore, compare, and describe safe natural materials (leaves, shells, snow, and food items) according to observable similarities and differences • Encourage children to observe patterns and offer possible predictions through questions (What will happen if we put this flower in a vase without water?) • Provide children with bubble solution and a variety of wands and household items (ladles with holes, spatulas, funnels, strawberry baskets, straws) and encourage them to question and predict what kind of bubbles different items will make • Provide children sand, water, mud, pebbles, and grain for pouring and help children question what will happen • Provide children with simple machines to take apart and put back together (flashlight) • Provide different toys with wheels or differently shaped objects and slopes to observe and question how they might move • Provide children opportunities to explore, observe, describe the different properties of magnets with different materials (cloth, plastic toys, nuts and bolts, coins) • Provide a variety of natural experiences that encourage children to explore, describe, and classify according to interests (e.g., Which of these insects crawl and which ones fly?) • Encourage children to act on their own observations of patterns and make predictions (e.g., add more milk to pancake batter during cooking activity) • Encourage children to compare their predictions with what they see (e.g., Did the pancakes turn out the way you wanted when you added more milk?) • Provide opportunities for children to mix colors using paint, play dough, colored water) 	<ul style="list-style-type: none"> • Create an environment that inspires children to have ideas and figure out how to do something • Encourage children to try out ideas, make mistakes, and develop contradictions • Encourage children to act on their own observations of patterns, make predictions and draw pictures, write stories or recipes that reflect outcomes (how to make thicker pancakes; how to make thinner pancakes) • Provide children with an assortment of investigative tools and devices to explore and make predictions and generalizations about observations (magnifiers, binoculars, telescopes, and microscopes; weights and balancing scales; tubes and funnels; bicycle chain and gear sprockets; animal guide books) • Provide children with an assortment of investigative tools to draw and write about their observations, predictions, and generalizations (Which items are magnetic and which items are not?) • Listen to and discuss stories that illustrate changes (seasons, growing plants, animals) and draw pictures and write stories based on generalizations • Provide children with bubble solution and a variety of wands and household items that will make bubbles (ladles with holes, spatulas, funnels, strawberry baskets, straws) and items that will not and ask to display observation results using drawings, tables, or charts

SUBDOMAIN: SOCIAL STUDIES

Culture; time, continuity, and change; people, places, and environments; individual development and identity; and individuals, groups, and institutions are the first five out of the ten thematically based curriculum standards or statements recommended by the National Council for the Social Studies. Humans create, learn, and adapt culture. It helps us to understand ourselves as both individuals and members of various groups. Human cultures exhibit both similarities and differences with systems of beliefs, knowledge, values, and traditions. As humans, we seek to understand our historical roots and to locate ourselves in time in order to understand things in the past and how things change and develop. Studying people, places, and human-environment interactions assists learners as they create their spatial views and geographic perspectives of the world. Examination of specific human behavior within social institutions such as schools, churches, and families enhances understanding and development of various relationships according to social norms and emerging personal identities, social processes, and ethical principles used to guide action (National Council for the Social Studies, 1994).

Social Studies. Goal 44: *Children differentiate between people, places, activities, and events in the past and present which relate to self, group identity and sense of their community.*

draft

Early Learning Guidelines	0 to 8 months	6 to 18 months	18 to 38 months	36 to 60 months	60 months through Kindergarten
<p>Developmental Task</p>	<p>Demonstrate a sense of comfort with the familiar.</p>	<p>Begin to select and actively engage in and respond to familiar people, places, activities, and events within their family, program, community, and culture.</p>	<p>Actively select and participate in daily activities and routines reflecting cultural traditions, values, and beliefs with adults and peers to develop eventual awareness of group membership.</p>	<p>Begin to demonstrate awareness of group membership across family, community, program, and culture as they start to recognize physical characteristics of self and others within daily activities and routines.</p>	<p>Construct mental relationships about group membership across family, community, school, and culture as they recognize and generalize shared and different characteristics of self and others during daily activities and routines</p>
<p>Indicators</p>	<ul style="list-style-type: none"> • Begin to recognize and respond to familiar people, places, activities, and events (smile when dad enters the room) • Begin to demonstrate awareness of self (gazing at mirror image) • Begin to anticipate and demonstrate enjoyment in response to a familiar setting, group, or routines with trusted primary caregivers • Develop awareness of familiar sequence of events in daily routines • Begin to develop expectations for familiar sequence of events in daily routines • Begin to demonstrate awareness and response to familiar activities (songs and stories) from the home culture • Begin to develop a trusting relationship dependent on wants and needs satisfied by caregivers • Begin to develop awareness of where things are located in the environment • Begin to recognize that people move in and out of their immediate environment • Show preferences for one adult over another • Responds to others emotions, such as happy, sad, etc. 	<ul style="list-style-type: none"> • Recognize and respond to familiar people, places, activities, and events (runs to mother for comfort; reaches out for favorite toy) • Demonstrate awareness of self and body image (enjoys mirror image and movement) • Anticipate, demonstrate, and begin to express enjoyment in response to a familiar setting, group, or routines with trusted primary caregivers • Demonstrate expectations for familiar sequence of events in daily routines • Demonstrate awareness and response to familiar activities (songs and stories) from the home culture • Develop and maintain trusting relationships with primary caregivers and family members • Begin to engage in cooperative, pretend play with peers around familiar activities and routines (cooking, cleaning, yard work) • Increase awareness of where things are located in the environment • Recognize that people move in and out of their immediate environment • Begin to explore familiar environments (within home, child care, familiar spaces). • Pay attention to adult use of common technological devices and begin to imitate use of devices (computer, cell phone) • May show interest in daily community routines (lawn mowers, road construction, garbage trucks, trains, planes) 	<ul style="list-style-type: none"> • Begin to recognize and associate different environments, activities, and routines with different people needed to develop awareness of group membership • Point to, identify, and describe self and others' mirror images • Begin to make predictions about what may happen and may connect new experiences to past experiences (understand that a parent goes to work and later returns home) • Show recognition of simple sequence in events (naptime after lunch and quiet story) • Actively select and participate in enjoyable activities and routines with peers and adults • Increase understanding of where things are located in the environment (Outdoor shoes are kept in cubbies; dishes are stored in the kitchen.) • Maintain trusting relationships with caregivers and begin developing trusting relationships with peers • Actively select and engage in cooperative, pretend play with peers around familiar activities and routines (cooking, cleaning, yard work) • Demonstrate an awareness of daily routines (gets coat because it is cold outside) • Begin to recognize the beginning and end of an event and may recall information about the immediate past • Begin to identify items in the store that they want • Begin to develop sense of self in relation to the environment (recognizes house as "my home;" building as "my school") • Begin to role-play with simple objects and transportation toys (pushing doll stroller; feeding doll with plastic formula bottle) 	<ul style="list-style-type: none"> • Begin to demonstrate awareness of group membership according to different environments, activities and routines (farmers grow food on the farm; identifies mom and dad in picture) • Recognize physical characteristics of self and others around them (two eyes; one nose; black hair; child who is deaf uses sign language) • Observe, describe, and predict the world around them as they connect new experiences to past experiences (Saturday we go to the park; Sunday, yesterday, we went to church) • Begin to recognize familiar community helpers and their association with activities, routines, and locations (firefighters, fire truck, and fire station) • Begin to develop and maintain trusting relationships with familiar and unfamiliar peers and adults across settings, routines, and activities • Begin to understand their own life experience and the different roles of family members • Increase understanding, knowledge, and mental relationships used during role play based on home and family themes (playing house, using tools, caring for those who are sick) • Begin to use play money for items in role play situations (play store) • Use the term "buy" • Recognize that people rely on others for goods and services(e.g. mail delivery, health care, market) • Recognize and use spatial concepts concerning the beginning and end of an event • May recall information about the immediate past • Begin to use vocabulary associated with time and sequence (now, today, later) during daily routines and activities • Construct geographic concepts and meanings in relation to self and community (The library book is returned to the library a block from home; use blocks to construct buildings on 	<ul style="list-style-type: none"> • Construct mental relationships about group membership between people, places, activities, and events (identify teammates; recognize classmates) • Recognize and generalize shared and different characteristics in relation to others (Everyone has hair but with different colors, textures, length; some children run fast; some children have trouble running.) • Make inferences, predictions, and generalizations about people, activities, and events based on observations and participation in past and present activities and routines (Joey's birthday; David celebrates Hanukah) • Demonstrate an understanding of own personal history as part of family, school, and community • Demonstrate increased interest in understanding the multiple roles and jobs of community workers within systems of service (mail delivery system; waste disposal system) • Recognize and associate different relatives with different locations Share and discuss similarities and differences in family travel with peers and adults <hr/> <ul style="list-style-type: none"> • Expand on and maintain trusting relationships with familiar and unfamiliar peers and adults across settings, routines, and activities • Examine and explore various family roles in other families to see how they differ from or are the same as their own • Engage in more sophisticated role play (police, firemen, teachers, doctors) that demonstrate mental relationships, knowledge and understanding of family, community workers, and activities • Negotiate role play activity and responsibility according to logic and perspective taking (You be the mommy because you are a girl; I'll be the daddy because I'm a boy.) • Express increased understanding of different people, places, and regions as experienced through books, videos, television • Expand use of vocabulary associated with time (now, then, before, after, today, yesterday, and tomorrow) • Identify current events in the community and in other areas or regions • Use common technological devices (cell phone, gears, hinges, microwave, computers) for designed purpose (use a calculator in a play store or lemonade stand) • Describe and explain how machines, inventions and technology are used in the home (toaster; vacuum; can opener) • Record and discuss calendar and historical events

				<p>Main Street)</p> <ul style="list-style-type: none"> Point to and discuss different people, places, and regions as experienced through books, videos, television Role-play with simple machines and transportation toys (using tape measure in road construction with blocks) 	<p>(yesterday, last week, month, or year)</p> <ul style="list-style-type: none"> Recognize that people meet their needs by sharing, trading, and using money to buy goods and services Identify different means of transportation used today to travel from place to place (airplanes, boats)
Caregiver Strategies	<ul style="list-style-type: none"> Build a sense of community by respecting and reflecting each child's home environment Talk to and listen respectfully to all children Model respect for diversity Provide opportunities to begin exploring awareness of self, family and others through touch, photographs, mirrors, and video and sound recordings Point to and describe physical similarities and differences among familiar children and adults during daily activities and routines Share books with photos and illustrations of children and adults from different regions, cultures, or countries Provide ongoing opportunities for children to observe other children and interact with caregivers in familiar settings Arrange the room, space and materials/toys so that two or more children (including those with special health concerns/needs) can play alongside each other Provide space, time, and materials from the home culture for each child to use and explore as they imitate or attempt to reproduce actions Demonstrate, describe, and play pretend play (pretending to eat or drink) Provide labeled space with child's printed name and current photo where child's possessions are kept Demonstrate finger-plays and sing songs from the child's home language or culture Display and talk with children about family photos (point to, members, and describe what is happening in the picture) 	<ul style="list-style-type: none"> Find ways to build a sense of community through activities that respect and reflect each child's home environment Talk to and listen respectfully to all children Model respect for diversity Continue to provide opportunities to begin exploring awareness of self and familiar others through touch, photographs, mirrors, and video and sound recordings Encourage children to point as the adult describes physical similarities and differences among familiar children and adults during daily activities and routines Show books and encourage children to point to photos and illustrations of children and adults from different regions, cultures, or countries Provide ongoing opportunities for children to observe and interact with other children and caregivers in familiar settings Arrange the room, space, and materials/toys so that two or more children (including those with special health concerns/needs) can play alongside each other and begin to interact and share the toys/materials Provide space, time, and materials from the home culture for each child to use in imitating actions, simple roles, and in pretend play Describe and encourage children to play pretend play (pretending to eat or drink) Provide labeled space with child's printed name and current photo where child's possessions are kept and demonstrate how child can retrieve and store personal items Demonstrate and encourage children to participate in finger-plays and sing songs from the child's home language or culture Display children's family photos and encourage children to point to and name family members 	<ul style="list-style-type: none"> Find ways to build a sense of community through activities that respect and reflect each child's home environment Talk to and listen respectfully to all children Model respect for diversity Provide opportunities to explore, identify, and discuss self and familiar others using photos, mirrors, video and sound recordings Encourage children to recognize and discuss similarities and differences among children and adults (hair color, gender) Encourage children to identify and describe photos and illustrations of children and adults from different regions, countries, or cultures Read books and encourage children to point to and describe photos and illustrations of children and adults from different regions, cultures, or countries Arrange the room, space and materials/toys so that two or more children (including those with special health concerns/needs) can play alongside each other and interact through play Provide space, time, and materials from the home culture for each child to select and use in imitating actions, simple roles, and in pretend play Provide opportunities for each child to play and interact with others during pretend play (such as washing baby dolls) Provide labeled space with child's printed name and current photo where child's possessions are kept and encourage child to actively retrieve and store personal items Demonstrate and encourage children to actively select and participate in finger-plays and sing songs from the child's home language or culture Display or make a class book of children's family photos and encourage children to point to and name family members Make a class book of students' photos for children to name and describe 	<ul style="list-style-type: none"> Find ways to build a sense of community through activities that respect and reflect each child's home environment Provide opportunities to draw pictures or paint to depict own family and identify members Talk to and listen respectfully to all children Model respect for diversity Encourage children to observe and discuss common physical attributes (such as eyes, ears, and hair) Explore how individuals have similarities and differences Explore how each person is special and unique within the classroom (such as children who are taller, shorter, wear glasses or hearing aides) Ask children about different cultural words or expressions (Chinese or Spanish) used to describe stories or events Discuss food preferences and sample different cultural foods during snack or lunch Provide a variety of materials and toys for pretend role play (pretending to nurture the doll by feeding and talking to it) in the dramatic play area Provide community props (community worker dolls or puppets) for children to explore and pretend play Encourage children to talk about family routines during circle time or sharing Encourage children to bring family photos, identifying members and describing special events Provide picture books illustrating community workers or activities (someone shopping at a shoe store; visiting the dentist office) Take walks around the neighborhood or field trips to experience places and community 	<ul style="list-style-type: none"> Find ways to build a sense of community through activities that respect and reflect each child's home environment Talk to and listen respectfully to all children Model respect for diversity Encourage children to explore and discuss physical commonalities and differences (Everyone has two eyes but in different colors, shapes, and seeing ability or limitations) Provide opportunities to explore how each person is special and unique within the classroom Explore and record different heights of students on a chart and different advantages or disadvantages of being tall or short Observe and discuss how different children walk or run and explore the use of canes, walkers, or wheelchairs Prepare, sample, and discuss different cultural foods and relationship to holidays and special occasions Explore and discuss different family structures (size and type of members) using family photos Share stories, pictures, and music of one's own personal life, family and culture Describe and explore through dramatic play families' varied habits, celebrations, and lifestyles experienced in their homes Continue to provide a variety of literature, field trips, visitors, daily schedule, and calendar activities Provide stories and books that reflect the cultural heritage of the United States—present, past, real, and fiction Invite older family members (such as parents or grandparents) to describe and discuss historical lifestyles or events (What it was like when grandpa was in grade school?) Identify various community workers (sales clerk, mail carrier) and ask questions regarding how these jobs are performed and the tools they use Use various art forms (dramatic play, blocks, sand, painting, or music) to express different roles and tools needed Explore simple machines in guided learning centers (toaster, microwave, egg beater, or turkey baster) Make a collage of machines used at school and at home Provide opportunities to describe what they see and pass on their way to school Use flannel board or building blocks to show location of items in a room or show how the playground looks Make and use a map of a familiar area such as child's neighborhood, school, or classroom

					<ul style="list-style-type: none"> Identify the globe as a model of the earth Graph ways that self and others have traveled
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The study of power, authority, and governance and the ideals, principles, and practices of citizenship in a democratic republic are also identified as important thematically based curriculum standards or statements recommended by the National Council for the Social Studies (National Council for the Social Studies, 1994). Children learn about government/civics through personal experiences as a family member, as a classroom member, and as a member of the community in which they live. Children start to learn about democracy by having many opportunities to live, work, and resolve problems with others. Preschool experiences help children understand and respect their own history, how people are similar and different from each other, and how people in communities help each other.

Social Studies: Goal 45: Children demonstrate awareness and understanding of individual fairness, group rights and responsibilities (democratic ideals) for membership and participation in group activities (successful citizenship).

Early Learning Guidelines	0 to 8 months	6 to 18 months	16 to 36 months	36 to 60 months	60 months through Kindergarten
Developmental Task	Develop awareness of emotions, which serves as the foundation needed to eventually respond in organized, culturally acceptable ways to familiar people, objects, and events.	Show increasing awareness of emotions. Begin to respond and participate in organized, culturally acceptable ways with familiar people, objects and events.	Are increasingly able to regulate their behavior to participate in organized, culturally acceptable ways with familiar people, objects, and events within varying group arrangements.	Show increasing ability to regulate their behavior and feelings, and follow simple rules and limits. Begin to participate cooperatively in organized, culturally acceptable ways with familiar people, objects, settings, and events.	Monitor and regulate behavior, emotions, and actions needed to successfully and cooperatively participate in organized, culturally acceptable ways with familiar and unfamiliar people, objects, settings, and events in varying group arrangements.



<p>Indicators</p>	<ul style="list-style-type: none"> • Show awareness of change and routine—may object to changes • Begin to watch familiar people • Begin to indicate need for assistance (crying, vocalizing, gesturing) to adults and caregivers 	<ul style="list-style-type: none"> • Indicate need for assistance (crying, vocalizing, gesturing) to adults and caregivers • Comfort self by sucking, stroking, or hugging familiar objects (blankets or toys) • Respond to emotions expressed by others (crying when others cry) • Follow simple directions or requests made by caregivers • Look to caregivers for assistance and guidance when needed • Begins to become aware of boundaries (must sit in stroller; dog walks on leash) across people, objects, activities, and settings • May show interest in self help skills like feeding and dressing themselves • May show interest in helping with household and classroom chores like clearing their spot, feeding the dog, sweeping and cleaning dishes. 	<ul style="list-style-type: none"> • Actively seek assistance by approaching adults and using words to express emotions • Comfort self as needed using familiar objects • Respond to others' expressed emotions in more complex ways (comforting another child) • Begin to participate as a group member of a family or classroom community, (help cleanup; help prepare snack) • Increase awareness of physical/spatial boundaries (must stay in nursery room; sit at table to eat snack) • Demonstrate ways to be helpful to family, school, and community with adult assistance and encouragement • May engage in pretend "house" play helping with cleaning, cooking and mowing, painting. • May show interest in community or neighborhood routines like the garbage truck, mail truck, lawn mowing, street sweeper. 	<ul style="list-style-type: none"> • Show increased ability to recognize own feelings, control behavior, and follow simple rules and limits • Shows increasing ability to recognize a variety of group situations and how to behave • Show increased capacity to monitor own behavior, following and contributing to classroom procedures • Use most materials safely and purposefully in different contexts and settings • Manage most transitions and changes in routines • Recognizes their roles as part of a group • Show awareness of group rules and ability to follow rules • Begin to understand reasons or logic assigned to different rules • Begin to demonstrate respect for rules at home, school, and community • Observe that people have needs and wants • Begin to initiate sharing with the support of adults • Begin to identify individuals who are helpful to people in their everyday lives (principal, police officer). • Begin to take own initiative to be helpful to family, school, and community • Demonstrate understanding of the need for leadership in the family, school, and community. • Begin to demonstrate respect for the opinions, feelings, and actions of others. • Demonstrate the ability to make choices and take responsibility for own actions 	<ul style="list-style-type: none"> • Actively monitor and regulate own behavior, emotions, and actions needed to successfully participate cooperatively in a variety of activities • Cannot only state own feelings, needs, and opinions but recognize others' feelings, needs, and opinions (perspective taking) • Use perspective taking to resolve conflict without harming self, others, or property • Demonstrate respect and appreciation for the opinions and recognize others' feelings and actions • Name rules and the reasons for them • Discuss how groups make decisions and solve problems • Identify ways to be helpful to family and school • Participate cooperatively with self-direction in classroom events that promote community interdependence • Manage transitions and changes in routines throughout the day • Demonstrate ways to be helpful to the environment and the community and why it is important • Demonstrate understanding of how people in the community help each other and encourage others to help • Take initiative to be helpful and encourage others' cooperation within the family, school, and community • Name rules and demonstrate understanding reason reasons for rules and the need to follow them in relation to self and others
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<p>Caregiver Strategies</p>	<ul style="list-style-type: none"> • Provide a consistent, predictable, caring, responsive environment • Talk to and listen respectfully (Give children your undivided attention, eye contact and wait time to model the give and take in conversation) • Model respect for diversity by responding to children with manners of their culture • Respond promptly to needs • Encourage the expression of emotions • Model emotional expressions in socially and culturally appropriate ways • • Provide materials (photographs, books, posters, games, puzzles, foods, dolls) that reflect home, family, community, and world 	<ul style="list-style-type: none"> • Provide a consistent, predictable, caring, responsive environment • Talk to and listen respectfully to all children by giving them your undivided attention, eye contact and wait time • Model respect for diversity • Respond promptly to needs • Encourage expression of emotions in socially and culturally appropriate ways • Set, discuss, remind, and follow through on simple rules and limits • Play turn-taking games (rolling a ball) individually or in small group • Play turn-taking games or activities (putting objects in a container; going down the slide) individually or in small groups • Provide materials (photographs, books, posters, games, puzzles, foods, dolls) that reflect home, family, community, and world • Provide child sized house hold items for children to play and work with (cleaning cloths, brooms, kitchens items, garden tools) 	<ul style="list-style-type: none"> • Provide a consistent, predictable, caring, responsive environment • Talk to and listen respectfully to all children • Model respect for diversity • Respond promptly to requests for assistance • Encourage expression, recognition, and response to others' emotions in socially and culturally appropriate ways • Establish, discuss, remind, and follow through on simple rules and limits • Encourage conflict resolution through active listening • Help to ensure that children's messages are understood by others • Provide materials (photographs, books, posters, games, puzzles, foods, dolls) that reflect home, family, community, and world • Provide opportunities for child to assist and help with daily routines (clearing their spot, pouring their milk, wiping the table, sweeping the floor) 	<ul style="list-style-type: none"> • Provide a consistent, predictable, caring, responsive environment for young children • Talk to and listen respectfully to all children • Model respect for diversity • Encourage children to verbally express and respond to others' emotions in socially and culturally appropriate ways • Encourage children to actively discuss, establish, and remind others to follow through on simple rules and limits within the learning community • Model empathy, understanding, and self control • Give children appropriate words to express emotions • Introduce sharing • Encourage conflict resolution through active listening and simple questioning • Help to ensure that children's messages are understood by others through discussion and questioning • Conduct group meetings, modeling listening and turn-taking skills within discussions related to justice, fairness, community welfare, and individual rights based on real-life contexts (taking away toys or materials without permission; knocking over block structure) • Create meaningful community jobs that foster respect and responsibility • Provide opportunities to be "the leader" or "helper" • Provide materials (photographs, books, posters, games, puzzles, foods, dolls) that reflect home, family, community, and world 	<ul style="list-style-type: none"> • Provide a consistent, predictable, caring, responsive environment for children • Talk to and listen respectfully to all children • Model respect for diversity • Take the lead when identifying, explaining, and discussing group procedures used within the learning community, elaborating on their own thoughts, feelings, reactions, and ideas • Consistently model empathy, understanding, and self-control • Emphasize socially and culturally appropriate ways to express emotions • Encourage children to coach active conflict resolution with peers, modeling empathy and understanding • Conduct group meetings, encourage active selection of topics and participation in discussions related to justice, fairness, community welfare, and individual rights within real-life contexts that allow for leadership experiences • Create, discuss, and negotiate meaningful community jobs that foster respect and responsibility • Create community projects (cleanup playground; recycling) • Provide materials (photographs, books, posters, games, puzzles, foods, dolls) that reflect home, family, community, and world • Observe and discuss real-world rules and regulations (traffic signs; public library lending rules) • Identify and discuss community leaders and responsibilities (mayor, police captain, librarian, fire station captain)
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SUBDOMAIN: CREATIVE ARTS

Expression and Representation. Goal 46: *Children use creative arts to express and represent what they know, think, believe, or feel.*

Early Learning Guidelines	0-8 months	6-18 months	16-36 months	36- 60 months	60 months through– K entry
Developmental Task	Develop awareness and responds to light, color, sound, texture and motion	Develop increasing awareness of, and response to visual, auditory, tactile stimulation with kinesthetic and sensory exploration	Use all forms of artistic (singing, drawing/painting and movement) expression to develop self and make meaning of experiences, before language is a sufficient medium	Uses artistic expression and language in increasingly complex ways to communicate emotions and make meaning of experiences	Art forms become another means of communication for the growing sense of self and understanding of culture and world.
Indicators	<ul style="list-style-type: none"> • Gazes at pictures, photographs, and mirror images Seeks visual complexity such as light and dark or strong patterns Visually tracks moving colorful objects or person • Enjoys repetition • Imitates sounds, facial expressions, and gestures of another person Responds to music and dancing in caregivers arms 	<ul style="list-style-type: none"> • Experiments with a variety of sound sources (e.g., rattles, bells) • Explores sound by making animal sounds, changes in pitch and loudness • Exhibits an increased variety of movements to express self using different body parts -Dances or moves to music • Imitates sounds or actions of an animal or object -Uses color (markers, finger paint, brush painting) to explore lines, sense of self creating change through medium • Experiments with a variety of art materials (e.g., paint, markers, crayons, pencils) • Shows preferences for certain colors -Tries on dress-ups and simple costumes for play or dancing 	<ul style="list-style-type: none"> • Uses a variety of materials for tactile experience and exploration (e.g., paint, glue, 3-dimensional materials, musical instruments, dance) • Engages in the artistic process with enthusiasm • Explores various ways of moving with or without music • Explores simple songs using voice and/or instruments, Makes up songs and uses the voice as primary instrument • Engages in pretend play with dress-ups Enjoys picture books-especially with photographs of familiar objects or places • May engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences. • Uses objects for more than one purpose (ex. Block for phone) 	<ul style="list-style-type: none"> • Participates in group music experiences (e.g., singing, finger plays, chants, musical instruments) • Explores simple songs using voice and/or instruments • Remembers the words to an oft-repeated song -Makes up songs and uses the voice as primary instrument • Asks to sing a particular song • Participates freely in dramatic play activities (e.g., pantomimes movement of familiar things, acts out stories, re-enacts events from his/her own life) • Tries one type of art many times (e.g., painting at easel several days in a row, using different colors, or covering the whole paper with paint) -Uses a variety of media and tools to create original works of art Creates art work with details representing ideas, experiences and feelings • Performs simple elements of drama (e.g., audience, actors, stage) • Pretends to be on stage and uses a microphone to sing Uses clay and other medium to create 3 dimensional sculptures 	<ul style="list-style-type: none"> • Uses music to express thoughts, feelings, and energy • Expresses his/her feelings and ideas through creative art, drama, and movement • Uses simple instruments such as rhythm sticks, tambourines, or drums to create rhythm, beat, and patterns • Shows interest in more complicated instruments (e.g., piano, guitar, marimba, drums) • Enjoys singing, making up silly and rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings • Develops ability to plan, work both alone and with others, and demonstrate care and persistence and elaboration in a variety of art projects -Illustrates dictated books_ adds words to illustrations and then illustrations to dictated words. -Uses a variety of media to express ideas, experiences and emotions -Finds new ways to use objects and media for creative expression (i.e. combining paper cups, collage scraps and carpentry to make a mobile)
Caregiver Strategies	<ul style="list-style-type: none"> • Actively describe to child what you see • Imitate and respond appropriately to child's sounds • Sing songs to and with child (e.g., while working around the house or classroom or waiting for the bus) • Provide visual and tactile textures for child to see and touch 	<ul style="list-style-type: none"> • Engage the child in experiments with safe materials like sand, water, colored paper, crayons, markers, flannel, natural materials like grass, snow, sticks -Provide simple choices of medium for exploration -Provide safe bells, rattles and sound makers • Provide creative movement experiences using toys and materials like scarves and musical instruments (free dance, imitate animals, recreate favorite stories and routines, finger plays) • Provide open ended toys that foster creativity that can be multi-purpose. (blocks, scarves, dress up clothing that represents more than one theme) • <p>Sing and dance while holding child</p> <p>--</p>	<ul style="list-style-type: none"> • Express a sense of appreciation of works or art, those that the child creates and those that others create • Exhibit child's artwork in places it can be viewed by the child and admired easily • View art materials as meaningful and provide a space for their use • Introduce child to a variety of art materials and allow open-ended exploration -Provide opportunities to finger paint with non-toxic colors - Provide opportunities to paint with a large brush and 1-2 colors at a low easel, • Engage the child in the use of simple musical instruments (e.g., rhythm sticks, drums, and tambourine) • Display local and classic art forms from child's cultural background • Expose child to a variety of live and recorded music • Provide puppets, dress-up clothing and other props to encourage dramatic play and family and career play • Provide creative movement experiences using toys and materials like scarves and musical instruments (free dance, imitate animals, recreate favorite 	<ul style="list-style-type: none"> • Point out various types of art and materials found in books, photographs, and on the computer • Engage the child in daily creative art activities using a variety of materials (e.g., watercolors, collage materials, paints, paper, scissors, glue, crayons) -Provide opportunities for children to express their feeling and recreate experiences through art , movement and drama -Provide a variety of supplies, time and space for artistic exploration and expression • Involve child in diverse musical activities (e.g., song, dance, rhythm, playing musical instruments) from his/her own and other cultural backgrounds 	<ul style="list-style-type: none"> Provide child with and assortment of art materials which are readily available to the child on a daily basis • Display art projects completed by child as well as copies of classic art, if possible • Take child on trips to museums and community centers to view what other people have created and to share ideas and feelings about art • Take child to music, dance, and theatre performances • Encourage child to draw, paint, sing, or move the way he/she feels • Introduce child to more complex musical instruments (e.g., guitar, piano) and instruments from diverse cultures

			stories and routines, finger plays)		
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Understanding and Appreciation. Goal 47: *Children demonstrate understanding and appreciation of creative arts.*

Early Learning Guidelines	0-8 months	6-18 months	16-36 months	36-60 months	60 months through K entry
Developmental Task	Develop awareness and responds to light, color, sound, texture and motion	Develop increasing awareness of, and response to visual, auditory, tactile stimulation with kinesthetic and sensory exploration	Responds to a variety of aesthetic forms of light ,color, image, music, movement, textures and cultural expressions	Sense of wonder and delight in visual arts, music, dance, dramatic expression and story-telling forms	Chooses and has opinions about aesthetic likes and dislikes ,recognizes familiar cultural forms and shows willing to explore new forms
Indicators	<ul style="list-style-type: none"> Shows interest in sounds, tones, voices, music, colors, and shapes Interacts with others through touch and motion 	<ul style="list-style-type: none"> May enjoy looking at children's books of dance, music, theatre, and visual arts May enjoy rhythms and songs Prefers repetition of familiar songs and rhythmic patterns Responds to light, color, patterns and textures <ul style="list-style-type: none"> May show interest in tactile experiences like sand, water, mud, soft or hard surfaces May show interest in art materials such as crayons, markers, pens, paper, notebooks 	<ul style="list-style-type: none"> Observes and responds to artwork produced by other individuals and/or cultures Imitates movement after participating in or watching others perform games, dance or songs Exhibits interest when watching musical, dance, or theatre performances by other individuals Identifies favorite storybook characters <ul style="list-style-type: none"> May show interest and work with different art materials like play dough, crayons, markers, scissors, pens, paper, notebooks, book making. 	<ul style="list-style-type: none"> Watches other children dance, then tries to mimic the dance steps Listens attentively at a children's concert, play, or puppet show Hums or moves to the rhythm of recorded music Shares various forms of art found in own environment Wonders about or asks questions about works of art, paintings, songs, dance, and theatre 	<ul style="list-style-type: none"> Describes all art forms and considers potential intentions of the artist Appreciates the artistic creations of others, the skill of a dancer, or someone's ability to play a musical instrument, sing, or act Exhibits excitement when a picture or sculpture reminds him/her of people, objects, or events in own life Comments on the artwork of other children, asking simple questions about methods used and noticing details
Caregiver Strategies	<ul style="list-style-type: none"> Expose child to a range of voice sounds (e.g., singing, speaking, and humming) Show an enjoyment of music and participate in musical activities around child (e.g., sing aloud) Sing songs with child <ul style="list-style-type: none"> Dance and move with the child Provide visual stimulation with a variety of colors, patterns and pictures within child's visual spaces. Provide a range of safe textures for child to explore 	<ul style="list-style-type: none"> Expose child to music from a variety of cultures and styles (e.g., jazz, rock, world beat, Latin, classical) Take walks with child and explore shapes, color and light in the immediate environment Comment aloud when you see interesting colors, pictures, or a nice view Provide a thoughtful and aesthetic environment. Provide cultural images within the child's environment Dance and move with the child <ul style="list-style-type: none"> Provide opportunities for children to work with and explore art materials like natural materials and art materials 	<ul style="list-style-type: none"> Engage the child in daily musical activities, games, instruments, singing, and books Display the work of artists through prints, posters, paintings, and books from child's own and other cultural backgrounds Provide multiple opportunities for child to listen to music of all cultures and styles Provide multiple opportunities for child to dance and move to music of many cultures <ul style="list-style-type: none"> Provide opportunities for children to work with and explore art materials like natural materials. art materials, and open ended materials like paper cups, cotton balls, pipe cleaners 	<ul style="list-style-type: none"> Attend and view live musical performances with child Engage the child in various forms of dramatic expression (e.g., puppetry, story-telling, dance, plays, pantomime, theater) Engage the child in the observation and expression of what was seen when watching people from a variety of cultures creating art Provide opportunities for child to watch people creating arts and crafts Involve child in musical experiences that reflect diverse cultures (e.g., singing, dancing, listening, acting) Arrange for long-term art projects (e.g., mural, beading, music, dance, weaving, carving, and mask-making) with guest artists from child's own and other cultural backgrounds 	<ul style="list-style-type: none"> Take child on field trips to museums, or street fairs and encourage child to identify his/her favorite painting or object and discuss why Talk about feelings and opinions after seeing a performance or looking at a piece of art Provide children with experiences of art forms and performing groups from their own and other cultural backgrounds Take child on field trips to dance, musical and theatre events and performances (e.g., community programs, school performances, fairs, and traditional cultural presentations)