

IDAHO EARLY LEARNING EGUIDELINES

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT

SUB-DOMAIN: LEARNING APPROACHES

- Goal 1: Children show curiosity and interest in learning and experimenting.
- Goal 2: Children generate/create new ideas, approaches, and activities in daily routines.
- Goal 3: Children are confident to initiate and complete activities using a variety of approaches.
- Goal 4: Children demonstrate persistence and sustain attention when faced with challenges or frustration.
- Goal 5: Children develop and carry out plans.
- Goal 6: Children change or adapt thought processes, applying previously learned concepts and skills to new situations.
- Goal 7: Children interact, understand, and view the world influenced by temperament.

SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES

- Goal 8: Children demonstrate awareness of cause and effect relationships.
- Goal 9: Children use prior relationships, experiences, and knowledge to build foundational memory.
- Goal 10: Children imitate behaviors that they have observed.
- Goal 11: Children find multiple solutions to questions, tasks, problems, and challenges, including trial and error.
- Goal 12: Children use conjecture, hypothesizing, and guessing.
- Goal 13: Children build knowledge using comparison, contrasts, examination, and evaluation.
- Goal 14: Children participate in exploratory play.
- Goal 15: Children participate in pretend or symbolic play.
- Goal 16: Children represent experiences and thought through symbolic representation including play, movement, arts, numeracy, and literacy.

| DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT | | | |
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| SUB-DOMAIN: LEARNING APPROACHES | | | |
| CURIOSITY, MOTIVATION, EXPLORATION, AND EXPERIMENTATION | | | |
| GOAL 1: CHILDREN SHOW CURIOSITY AND INTEREST IN LEARNING AND EXPERIMENTING. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| <p>First, Second, and Third Grades</p> | <p>Uses hypothesis testing in a structured and focused approach.</p> | <ul style="list-style-type: none"> ▪ Explores self-directed interests. ▪ Uses a variety of means to gather new information. ▪ Uses a variety of means to report and document information. ▪ Knows where to find needed information, including seeking adult help. ▪ Extends and elaborates ideas and conversation with peers and adults. ▪ Uses basic "if, then" logic to explore a question. ▪ Uses humor to express understanding of the multiple meanings of words and phrases. ▪ Asks complex questions about an issue or problem. | <ul style="list-style-type: none"> ▪ Encourage sensory exploration, conversation, written and oral presentations, art media, technology, theatre, music, and physical activities that give children opportunity to try out multiple ways of thinking. ▪ Recognize children's differing levels of knowledge and thinking skills. Start where the learner is in offering activities and project starters. ▪ Build on child's interests by providing opportunities and time for child to collaborate with peers on group projects of interest to them. ▪ Model reading a variety of books, poetry, websites, both fiction and nonfiction. ▪ Encourage child to talk about and document their discoveries and discuss their ideas with others. ▪ Provide opportunities for child to observe and listen to adult presentations on topics of interest. ▪ Encourage fantasy play, as well as opportunity for reasoned logic in play. |

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**SUB-DOMAIN: LEARNING APPROACHES****CREATIVITY AND INVENTIVENESS****GOAL 2: CHILDREN GENERATE/CREATE NEW IDEAS, APPROACHES, AND ACTIVITIES IN DAILY ROUTINES.**

| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
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| First, Second, and Third Grades | Uses systematic thinking and perspective taking to generate new ideas and solve problems. | <ul style="list-style-type: none"> ▪ Relates past, present, and future activities engaging in "What if?" scenarios. ▪ Generates multiple solutions to problems/projects. ▪ Generates creative solutions with peers. ▪ Takes into account others' views and perspectives. ▪ Strives to represent reality. ▪ Uses basic knowledge of the physical world to try out new ideas. ▪ Takes risks to try new ways of using materials and objects. | <ul style="list-style-type: none"> ▪ Provide experience with novel materials (e.g. computer graphics, oil paints, music, language, and mechanical tools). ▪ Offer time and space for child to create objects of their own choosing by experimentation with materials. ▪ Use visual arts for learning about various cultures. ▪ Provide opportunities for the child to develop personal stories and poems. ▪ Provide opportunities for children to work on projects together. ▪ Offer a range of problem solving tasks from simple to complex (logical to abstract). ▪ Teach children to observe, ask "what if" questions, predict outcomes, carry out experiments, and document their findings. |

| <p>DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT</p> | | | |
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| <p>SUB-DOMAIN: LEARNING APPROACHES</p> | | | |
| <p>CONFIDENCE AND INITIATIVE</p> | | | |
| <p>GOAL 3: CHILDREN ARE CONFIDENT TO INITIATE AND COMPLETE ACTIVITIES USING A VARIETY OF APPROACHES.</p> | | | |
| <p>Age Range</p> | <p>Developmental Growth</p> | <p>Child Indicators</p> | <p>Caregiver Strategies</p> |
| <p>First, Second, and Third Grades</p> | <p>Sustains independent work and contributes to group efforts, applying social conventions and rules.</p> | <ul style="list-style-type: none"> ▪ Comments on self-competence or self confidence in social, physical, or cognitive situations. ▪ Compares self to others, including skills and abilities. ▪ Shows awareness of gender and cultural differences in perceived competence. ▪ Shows assertiveness toward rules and social conventions (older children can resolve conflicts between groups). ▪ Shares interests with peers, and displays mutual understanding of situations. ▪ Takes initiative in selecting activities. ▪ Takes initiative in choosing ways to solve problems. ▪ Sustains interest in and returns to creative projects over time. ▪ May insist or argue about “rules” or how things must be done. | <ul style="list-style-type: none"> ▪ Provide opportunities to extend projects related to themes over a period of time. ▪ Provide opportunities for children to work on projects in groups. ▪ Be sensitive to children's emerging ability to compare their competencies to others (social comparison), which can negatively influence their confidence. ▪ Involve children in resolving conflicts when they occur between individuals and groups. ▪ Respect cultural differences in the value placed on competition and cooperation. ▪ Help child see progress in personal growth and skill development, rather than focusing on group competition. ▪ Encourage children to solve their problems and acknowledge their efforts. ▪ Support conflict negotiation and help children see different points of view and resolve problems. |

| DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT | | | |
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| SUB-DOMAIN: LEARNING APPROACHES | | | |
| PERSISTENCE AND ATTENTIVENESS (MASTERY, MOTIVATION, CONCENTRATION) | | | |
| GOAL 4: CHILDREN DEMONSTRATE PERSISTENCE AND SUSTAIN ATTENTION WHEN FACED WITH CHALLENGES OR FRUSTRATION. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| First, Second, and Third Grades | Considers and resolves difficult or frustrating situations with attentiveness and persistence. | <ul style="list-style-type: none"> ▪ Adapts in response to a difficult problem. ▪ Might need adult support to return to a difficult task or problem. ▪ Tries variations on previous schema for problem solving. ▪ Can describe what works and what might not work in finding solutions. ▪ Generalizes solutions based on past experience. ▪ Negotiates rules in games and structured play. ▪ Listens to and responds to others ideas for solving conflicts or frustrations. | <ul style="list-style-type: none"> ▪ Provide sufficient time for closure and transition between projects. ▪ Recognize child's ability to adapt problem-solving techniques. ▪ Provide many and varied opportunities for child to use their own strategies to pursue goals, with adult assistance. ▪ Provide opportunities for child to work on projects in peer groups for extended periods of time. ▪ Provide activities with different levels of complexity and time requirements. ▪ Provide opportunities for generalizing skills across people, materials, and settings (e.g. small group projects). |

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| SUB-DOMAIN: LEARNING APPROACHES | | | |
| PERSISTENCE AND ATTENTIVENESS (MASTERY, MOTIVATION, CONCENTRATION/ATTENTION, CONTROL) | | | |
| GOAL 5: CHILDREN DEVELOP AND CARRY OUT PLANS. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| First, Second, and Third Grades | Independently develops and carries out plans for complex tasks, and seeks adult and peer feedback. | <ul style="list-style-type: none"> ▪ Plans and carries out activities in structured and unstructured settings. ▪ Uses hypothesizing and observation to solve problems and create solutions. ▪ Uses if/then and trial and error thinking to address problem solving and creating projects or play themes. ▪ Seeks acknowledgement and feedback from adults and peers. ▪ Revises plans based on feedback from others, trial and error results, and reflection. ▪ Has a sense of time when making and carrying out plans (e.g. estimates time needed, and then meets time constraints without undue stress). | <ul style="list-style-type: none"> ▪ Acknowledge individual ways of learning. ▪ Create an environment that allows for a range of experiences that are simple to complex. ▪ Provide opportunities to explore many perspectives, including cultural perspectives. ▪ Allow child to problem solve for themselves and with peers. Expand or elaborate with child as they need help. ▪ Introduce new props, concepts, and activities to expand skills. ▪ Assist child in documenting their plans and results (pictures, graphs, stories, notebooks). ▪ Offer supervised use of technologies to document plans, find resources, and develop products from the results of the completed activity. |

| DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT | | | |
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| SUB-DOMAIN: LEARNING APPROACHES | | | |
| REFLECTION AND INTERPRETATION | | | |
| GOAL 6: CHILDREN CHANGE OR ADAPT THOUGHT PROCESSES, APPLYING PREVIOUSLY LEARNED CONCEPTS AND SKILLS TO NEW SITUATIONS. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| <p>First, Second, and Third Grades</p> | <p>Uses complex mental models including observation, hypothesis testing, prediction, estimation, evaluation, and perspective taking to understand and explain how the world works.</p> | <ul style="list-style-type: none"> ▪ Expresses multiple perspectives, including those of others. ▪ Considers the past, present, and future and reason about what might happen. ▪ Increasingly uses rules and conventions to interpret new situations. ▪ Imagines and explains multiple solutions. ▪ Interprets and ascribes intent to others' actions ("He did it on purpose."). ▪ Uses varying sources of information for further understanding. ▪ Considers more than one element while making a decision. ▪ Generalizes learning to new settings and activities. ▪ Usually, independently solves problems using peer negotiation. ▪ Generalizes skills used in previous situations to solve new problems. | <ul style="list-style-type: none"> ▪ Provide many opportunities for child to explore complex subjects and processes. ▪ Plan activities where children work in groups to predict outcomes, solve problems, and evaluate results. ▪ Help children consider multiple solutions and teach them to document those ideas. ▪ Ask real questions to help children think about hypothesizing, prediction, and evaluation. ▪ Acknowledge child's imagination and abilities by providing props and resources that help them talk about and write about their thoughts. ▪ Help child resolve conflicts with peers, support perspective taking. ▪ Provide opportunities for child to explore different cultures and unfamiliar traditions and events. ▪ Provide opportunities for hands-on experiences activities (e.g. construction, pulleys and levers, measuring instruments, temperature, art mediums, or digital music making). ▪ Document, document, document, so children can revisit and critique their efforts (keep notes from your observations, keep children's art work and writing, and take and post pictures of children's experiments, efforts, and products.). |

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| SUB-DOMAIN: LEARNING APPROACHES | | | |
| REFLECTION AND INTERPRETATION | | | |
| GOAL 7: CHILDREN INTERACT, UNDERSTAND, AND VIEW THE WORLD INFLUENCED BY TEMPERAMENT. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| <p>First, Second, and Third Grades</p> | <p>Modifies personal ways of creating ideas, solving problems, and managing situations to align with cultural and social expectations of the greater community.</p> | <ul style="list-style-type: none"> ▪ Is aware of other’s perspectives. ▪ Competently negotiates with others in diverse groups. ▪ Chooses compatible playmates. ▪ Is aware of other children’s temperament characteristics (e.g. “He gets mad easily.” “She likes people and laughs a lot.” “Brannon never gives up.”). ▪ Expresses likes and dislikes, and opinions to others. ▪ Recognizes the classroom as a community and demonstrates an increasing ability to work within the group as a whole. ▪ May try to please adults and peers. ▪ Makes and states rules, though may be more adept at making rules than following rules. | <ul style="list-style-type: none"> ▪ Teach conflict resolution skills both before conflicts happen and as they happen. Recognize that some children need greater support for resolving conflict than others. ▪ Resist interrupting children as they work out conflicts and problems. Intervene when children run out of strategies to solve the issue. ▪ Provide support when needed, being sure to help children debrief and reflect on problem solving issues. ▪ Discuss differing perspectives and options for future problem solving. ▪ Provide reassurance and safety for child in stressful situations. ▪ Be responsive to each child’s individual approach to learning. ▪ Incorporate opportunities for community building into daily routine. Give children responsibilities during daily routine such as working together to stack chairs or put up art work, as well as in larger community efforts such as recycling or putting on a community play. ▪ Help children document ways they work together in the classroom and community. ▪ Assure that all children have a role in classroom activities. ▪ Support and clarify play roles with children’s different temperament characteristics as a guide (e.g. |

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| | | | <p>“instigator,” “group joiner,” or “watchful”).</p> <ul style="list-style-type: none">▪ Support individual differences in children as they try new activities and situations. |
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| DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT | | | |
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| SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES | | | |
| REASONING AND LOGIC | | | |
| GOAL 8: CHILDREN DEMONSTRATE AWARENESS OF CAUSE AND EFFECT RELATIONSHIPS. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| First, Second, and Third Grades | Uses knowledge of causal relationships to inform behavior and to initiate increasingly complex explorations of objects and relationships. | <ul style="list-style-type: none"> ▪ Uses rule-based testing of social situations (e.g. "That's not fair!" "We can't go in the gym until a teacher is with us." "In the cafeteria, the first graders sit at the first table, then we sit at the bigger tables."). ▪ Uses scientific thinking including conjecture, hypothesizing, and guessing. ▪ Uses if/then hypotheses and explanations. | <ul style="list-style-type: none"> ▪ Use scaffolding, thinking by asking questions, or posing hypotheses (e.g. "Are you wondering about the rule?" "Is it safe?"). ▪ Clarify problem so that child can solve (e.g. "What happens next?" "What do you think will happen if..." "What happened the last time? Do you think things are the same or different this time?"). ▪ Provide opportunities for multi-step experiments, both indoors and outside. ▪ Integrate causality with scientific thinking. ▪ Provide a variety of open-ended materials for experimentation. ▪ Provide opportunities and suggestions for scientific exploration. ▪ Help develop lists and steps for complex activities (cooking, event planning, and experiments). ▪ Make materials such as writing utensils, art supplies, musical instruments, and internet available for documenting findings. |

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES****CONCEPT FORMATION/MEMORY****GOAL 9: CHILDREN USE PRIOR RELATIONSHIPS, EXPERIENCES, AND KNOWLEDGE TO BUILD FOUNDATIONAL MEMORY.**

| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
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| First, Second, and Third Grades | Chooses among multiple past experiences, as well as imagined experiences, to plan for, interpret, and act on complex situations and decisions. | <ul style="list-style-type: none"> ▪ Usually considers what others are thinking, their intentions, or motivations. ▪ Can recall at will. ▪ Plans activities and sets goals based on past experience. ▪ Uses concepts of time, including functional vocabulary to express time concepts. ▪ Sequences events and objects, using both forward and backward sequencing. ▪ Use conventional methods of measuring time to aid memory. ▪ Uses a wide vocabulary to facilitate the encoding/retrieving of memory. ▪ Chooses objects/documents for a journal or portfolio of special events or art work. ▪ Uses “What happened when?” and “What if” thinking to solve problems and gain information. ▪ Focuses on key ideas amid complex information (e.g. “If we want to study about this praying mantis, then we better look for insects with long legs.”). | <ul style="list-style-type: none"> ▪ Support child's autonomous exploration. ▪ Provide many and varied opportunities to use concepts about time, including vocabulary. ▪ Set up props and activities where children use hypothesis making, prediction, and experimentation. ▪ Involve child in selecting and planning field trips, speakers, and resources. ▪ Encourage child to draw on past experience to set goals and find solutions to problems. ▪ Plan time for children to play games where rules, negotiation, and conflict resolution demand problem solving. ▪ Introduce familiar and unfamiliar cultural experiences and customs. ▪ Select books, web resources, and classroom activities that offer a range of complexity. ▪ Encourage journals, photos, drawings, and collections to document travels or interests. |

| DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT | | | |
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| SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES | | | |
| IMITATION | | | |
| GOAL 10: CHILDREN IMITATE BEHAVIORS THAT THEY HAVE OBSERVED. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| <p>First, Second, and Third Grades</p> | <p>Imitates, expands, explains, alters, and rejects or accepts behaviors they observe.</p> | <ul style="list-style-type: none"> ▪ Elicits adults' explanations of what they are doing (as authorities) rather than simply imitating them. ▪ Creates word plays and rhymes to narrate and explain their actions. ▪ Explains and defends the behaviors they are imitating. ▪ Predicts what will happen if they imitate a behavior (e.g. "If I ski with my knees bent, I can turn better."). | <ul style="list-style-type: none"> ▪ Expose child to many and varied adult models and roles (stories, visitors, field trips). ▪ Provide opportunities for child to re-enact historical events or retell stories. ▪ Provide engaging literature rich with word play, rhymes, and contradictions. ▪ Provide many and varied activities that draw on child's imagination (musical experience, literature, science, nature). ▪ Provide time to listen to children's real and imagined experiences imitating other's behaviors. ▪ Provide reading, writing, speaking, and listening activities for children to explain what they observed and how they replicated that behavior or action. |

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| SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES | | | |
| REASONING AND LOGIC/ PROBLEM SOLVING | | | |
| GOAL 11: CHILDREN FIND MULTIPLE SOLUTIONS TO QUESTIONS, TASKS, PROBLEMS, AND CHALLENGES, INCLUDING TRIAL AND ERROR. | | | |
| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
| First, Second, and Third Grades | Independently tries a variety of problem solving strategies. | <ul style="list-style-type: none"> ▪ Increases ability to identify problems independently and to generate multiple solutions. ▪ Uses and develops multiple strategies to solve a problem. ▪ Uses tools appropriately as well as trying new uses (e.g. uses a knife to cut cheese, but might use it to tighten a screw). ▪ Remembers and refers to past experiences when solving a problem. ▪ Can shift from one solution to a new idea. ▪ Works with and negotiates with peers independently. ▪ Uses more reality-based problem solving. ▪ Figuring out manageable problems. ▪ Chooses activities for fixing things and expresses confidence in the resulting outcomes. ▪ Starts using “exceptions to rules” and finding options to rules. | <ul style="list-style-type: none"> ▪ Acknowledge child’s approaches to problem solving, and reinforce strategic and positive approaches. ▪ Be available. Intervene in the process only when a child asks for help, shows undue frustration, or nears the point of giving up. ▪ Provide opportunities for child to work with other children and adults to find solutions to the problems. ▪ Make resources available, including books and technology. ▪ Ask questions that pose new information or possible solutions to support thinking about complex problems. ▪ Talk through a child’s problem-solving, rather than giving a quick answer. ▪ Teach children a variety of ways to record their findings as they try out solutions to problems (lists, check marks, notes, graphs). ▪ Routinely document children’s progress as they formally experiment. |

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES****REASONING AND LOGIC/ PROBLEM SOLVING****GOAL 12: CHILDREN USE CONJECTURE, HYPOTHESIZING, AND GUESSING.**

| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
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| First, Second, and Third Grades | Uses the scientific method routinely, including hypothesis making and testing, prediction and estimation, evaluation, and conclusion documentation. | <ul style="list-style-type: none"> ▪ Transfers and generalizes some kinds of problem-solving patterns and schemas to new situations and predicts outcomes. ▪ Has clearer understanding of other peoples' actions and emotions, as separate from own. ▪ May predict intent of other child's actions. ▪ Uses problem-solving process, which includes classifying and reframing within co-constructed meaning. ▪ Uses problem solving, which includes planning and mental representations of tasks, and is able to focus on the most relevant information. ▪ Develops the capacity for purposeful experimentations and plans for a range of solutions. ▪ Can delay gratification to find a solution. | <ul style="list-style-type: none"> ▪ Recognize the impact of children teaching one another. ▪ Ask real questions to help children expand and explain their thinking (e.g. "Have you figured out why the vinegar in your mixture smells so strong?" "What was the difference when you used the watercolor on wet paper and when you tried it on dry paper?"). ▪ Guide the children to explain their thoughts in relationships to solving activities, problems, experiments, and situations. ▪ Arrange opportunities for children to work in small groups or teams. ▪ Engage children in "if/then" scenarios that are both fanciful and realistic (e.g. "If cows could fly, then ..." or "If a car has a flat tire, then ..."). ▪ Offer a variety of starter ideas and materials to create experiments. ▪ Observe activities and listen to children's comments to determine what you might include in lesson plans to expand their ability to think using the scientific method. ▪ Demonstrate, explain, and engage child in taking steps to cause an outcome. |

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES****REASONING AND LOGIC/CRITICAL AND ANALYTIC THINKING****GOAL 13: CHILDREN BUILD KNOWLEDGE USING COMPARISON, CONTRASTS, EXAMINATION, AND EVALUATION.**

| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
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| First, Second, and Third Grades | Use if-then reasoning to explain social and natural phenomena. | <ul style="list-style-type: none"> ▪ Combines, separates, orders, and transforms information and objects. ▪ Knows that physical aspects of objects (size, quantity, and number) remain the same even when some aspects of their appearance change. ▪ Considers multiple elements of a problem (e.g. can think about alternatives when solving problems). ▪ Mentally retraces steps when appropriate to solve a problem. ▪ Plays games with rules, though sometimes remakes rules to fit own needs. ▪ Considers behavior and psychological states when interpreting people's intentions. ▪ Describes an experience or experiment, giving logical reasons for the results. ▪ Succeeds in solving problems cooperatively with peers. ▪ Can think about past, present, and future states of objects and people. ▪ Organizes collections according to multiple criteria (e.g. sorting baseball cards according to league, team, and position). | <ul style="list-style-type: none"> ▪ Provide child many and varied in familiar activities and objects to stimulate new abilities in problem solving. ▪ Provide time for children to arrive at conclusions through experimentation. ▪ Plan small group time for children to work together to generate multiple ideas and solutions. ▪ Plan activities where shared stories and solutions represent a variety of people, roles, and cultures. ▪ Read stories and offer scenarios with moral dilemmas and encourage child to generate multiple solutions. ▪ Ask child to relate their own stories and experiences to current topics or books in class. ▪ Document children's explanations of things and revisit the documentation daily to discuss adjustments and new ideas for solving problems or creating new concepts. ▪ Provide learning games that promote systematic thinking such as chess, checkers, Trouble, Sorry, etc. ▪ Introduce history and compare to the present and future. ▪ Provide opportunities to collect and classify objects. |

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES****REPRESENTATIONAL THOUGHT AND PLAY****GOAL 14: CHILDREN PARTICIPATE IN EXPLORATORY PLAY.**

| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
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| First, Second, and Third Grades | Expresses ideas and takes risks to explore materials and ideas independently and in common exploration with others. | <ul style="list-style-type: none"> ▪ Develops plans and models that can be built. ▪ Participates in physical activities with others, including organizing and playing games with rules. ▪ Creates inventions. ▪ Plans and carries out projects, often with peers. ▪ Takes responsibility when working with a group. ▪ Tests self with practice and training; will practice a specific skill. | <ul style="list-style-type: none"> ▪ Ask questions to further exploration and experimentation. ▪ Provide time and space for indoor and outdoor exploration. ▪ Protect each child's time to access equipment and materials, and that ample sustained time is available for the child to explore and practice with the equipment or material. ▪ Make opportunities for children to engage in rule making and negotiation of "what's fair" in structured, supervised settings so that strategies learned in these settings can be generalized in unstructured settings. ▪ Offer role playing and scenario discussions to support each child's access to group play and group explorations. ▪ Provide an array of raw materials for constructions, de-constructions, and inventions. |

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES****REPRESENTATIONAL THOUGHT AND PLAY****GOAL 15: CHILDREN PARTICIPATE IN PRETEND OR SYMBOLIC PLAY.**

| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
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| First, Second, and Third Grades | Creates and carries out elaborate fantasy and real play themes. | <ul style="list-style-type: none"> ▪ Engages in games with formalized rules; sometimes based on shared current culture characters or movies. ▪ Formalizes plots and actions into presentations as plays, video productions, or puppet shows. ▪ Uses logical thinking and explanations about what is fictional in stories and games. ▪ Directs others in carrying out plots and roles. | <ul style="list-style-type: none"> ▪ Help child articulate and develop rules for games/play. ▪ Encourage peer groups to develop shared plans for creating play and developing presentations. ▪ Help children learn strategies and skills for documenting their ideas, plays, and stories using art and digital presentation tools. ▪ Offer opportunities for discussions about fantasy and reality in stories, movies, and daily topics. ▪ Use a variety of questions to guide discussions including who, what, where, when, why, and how. ▪ Help child distinguish fantasy and reality in media, especially around commercials and advertising. |

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES****REPRESENTATIONAL THOUGHT AND PLAY**

GOAL 16: CHILDREN REPRESENT EXPERIENCES AND THOUGHT THROUGH SYMBOLIC REPRESENTATION INCLUDING PLAY, MOVEMENT, ARTS, NUMERACY, AND LITERACY.

| Age Range | Developmental Growth | Child Indicators | Caregiver Strategies |
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| <p>First, Second, and Third Grades</p> | <p>Uses symbols to operate on, represent, and communicate creative thought, number concepts, and to express ideas.</p> | <ul style="list-style-type: none"> ▪ Recognizes self and personal feelings as being similar to a character in a book, movie, or play. ▪ Uses unique ways of expressing emotion and thoughts through art, literature, movement, singing, and drama. ▪ Takes multiple perspectives when drawing or map drawing (e.g. child can draw both a floor plan "bird's eye view," and an elevation or frontal view and know they both represent the same object). ▪ Uses humor with the realization that words have multiple meanings. | <ul style="list-style-type: none"> ▪ Provide stories that have more than one meaning and talk about multiple meanings with child. ▪ Provide folk tales and cultural stories for dramatic presentations or artistic representation. ▪ Provide opportunities for perspective taking when drawing, building, and creating, including some models. ▪ Use map making and symbol drawing sequences (story pictures) as a means of extending child's thinking and perspective taking. ▪ Engage child in playing with the sounds and meanings of words for expressing humor (e.g. offer and respond to riddles and jokes such as knock-knock jokes). ▪ Provide structured activities for making up songs, dances, and poetry. ▪ Bring artists to the classroom for performances that include child participation. ▪ Offer field trips to museums, galleries, and concerts. ▪ Offer literature rich activities throughout the curriculum. ▪ Offer plenty of hands-on building and manipulation activities to represent number and number concepts, measurement, and geometry. |