

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

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>36 to 60 Months</p>	<p>Becomes inquisitive; seeks information and vocabulary to build understanding.</p>	<ul style="list-style-type: none"> ▪ Asks others for information (e.g. "What is that?" "Why is the moon round?"). ▪ Investigates and organizes materials (e.g. uses matching, sorting, and grouping). ▪ Shows interest in how and why others do things. ▪ Builds a vocabulary of nouns, verbs, and descriptors including adjectives and adverbs, to bring understanding to words and actions. ▪ Uses "wh" questions to get additional information about how their world works (why, who, what, where, and when). ▪ Develops personal interests (trains, animals, dinosaurs). ▪ Actively engages in play and putting materials together to test end results. ▪ Uses fantasy and reality to explain phenomenon. 	<ul style="list-style-type: none"> ▪ Offer many sensory play opportunities using textures, mixing substances, block play, and dramatic play. ▪ Provide opportunities for child to explore a variety of activities and materials, including those in the larger community and those from diverse cultures. ▪ Schedule adequate time for child initiated play and exploration. ▪ Identify and build on child's individual interests. ▪ Teach children to be observers and recorders of what they observe. ▪ Offer writing tools and art materials for recording observations. ▪ Provide open-ended materials such as blocks and building materials, liquids for pouring and mixing, various art mediums, digital technologies (cameras, recording devices), and microscopes/magnifiers. ▪ Offer time and settings for child to talk about and display ideas where adults and other children listen and respond. ▪ Help child use vocabulary that leads to exploration (e.g. exploring together), offer open-ended questions and comments (e.g. "I wonder...?" "How could that work?" "What do you think about...?" or "What ideas do you have?"). ▪ Read about topics of interest with the child (trucks, insects, and gardening) to demonstrate how and where

			<p>people find information.</p> <ul style="list-style-type: none"> ▪ Learn about internet resources that are child-appropriate for finding answers to questions and finding images that offer exploration opportunities. ▪ Play question-and-answer games that inspire child's curiosity. ▪ Elaborate and embellish a child's utterances (Child says, "I rode the trike." Adult responds, "Yes, you rode on the tricycle with two small wheels and one large wheel.").
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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
36 to 60 Months	Expands personal expression through language, play, and creative exploration.	<ul style="list-style-type: none"> ▪ Imitates roles and creates scenarios for those roles. ▪ Invents activities and games. ▪ Uses imagination to create experiments, art projects, constructions, physical challenges, dances, structures, stories, and solutions. ▪ Creates and negotiates acceptable rules for group activities. ▪ Makes up words, songs, or stories. ▪ Engages in open-ended exploration of raw materials (messy play). ▪ Uses materials in novel ways. 	<ul style="list-style-type: none"> ▪ Ask open-ended questions to encourage creative thinking. ▪ Offer various media for creating projects that extend over time (clay, collage, paint, music, dance, chalk, box construction). ▪ Provide tasks where the goal is trying different strategies rather than right or wrong answers. ▪ Ask child how a story may have ended differently (e.g. "What if...?"). ▪ To document and extend learning, take many pictures of children in creative activities. Encourage children to tell about the pictures, and to label and dictate stories about the pictures. ▪ Provide opportunities for child to create and complete projects in their own way. ▪ Engage child in drawing a series of pictures that represent or illustrate experiences or a story they have made up. ▪ Offer places and times for children to display their products, if they desire. ▪ Demonstrate and explain how to be flexible about changes in routines and plans. Some children will prefer or need structure to help them stay on task, or make changes in plans. Tell children ahead of time when a change will occur. Help them know what happens before, during, and after transitions. During

			<p>the changing routine, talk about what is happening.</p> <ul style="list-style-type: none">▪ Provide child with access to artists and artwork from their own and other cultures.▪ Maintain files of a child's creations for the child to revisit and comment on.▪ Offer designated spaces where children choose what and how they want to display their creative projects and ideas.
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DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**SUB-DOMAIN: LEARNING APPROACHES****CONFIDENCE AND INITIATIVE****GOAL 3: CHILDREN ARE CONFIDENT TO INITIATE AND COMPLETE ACTIVITIES USING A VARIETY OF APPROACHES.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Initiates and sustains interactions and activities with increasing independence.	<ul style="list-style-type: none"> ▪ Asks a peer to join in play. ▪ Joins a play activity already in progress, with assistance. ▪ Selects new activities during playtime (e.g. selects characters for dress up, tries a new scooter, or creates art with an unfamiliar medium). ▪ Offers to help with chores (e.g. sweeping sand from the floor, helping to clean up juice spills). ▪ Finds and uses materials to follow through on an idea (e.g. blocks for building a tower, blank paper and crayons for drawing about a story or experience). ▪ Makes decisions about activities and materials to work with from the selection offered. ▪ Plans time for completing activities. ▪ Shows completed projects to others, and explains what they did. 	<ul style="list-style-type: none"> ▪ Encourage child to pursue favorite activities. ▪ Demonstrate and explain to child that taking reasonable risks is acceptable. ▪ Facilitate play in groups. ▪ Offer props to extend play. ▪ Protect children's projects and activities from other children's interruptions and interference. ▪ Teach children about finding enough space to do their activity or project (e.g. build with the blocks away from the shelves, so others will not be stepping to get blocks where you are building). ▪ Modify group activities to ensure participation of each child, including those with special needs. ▪ Acknowledge when child initiates pro-social activities and point out the positive outcomes. ▪ Provide environments that create opportunities for child to initiate activities where failure is acceptable. ▪ Help children learn the meaning of beginning, middle, and ending, as they carry out projects. ▪ Recognize that child may not demonstrate and express initiative in the same way in all settings (e.g. may take initiative with peers but not in presence of adults; may try out a swing, but not when peers are close by). ▪ Create opportunities to "save" art, blocks, or process activities so child can return to them later. ▪ Offer opportunities to display work, including three-

			<p>dimensional structures.</p> <ul style="list-style-type: none">▪ Structure classroom environment so children select materials, work with them, and return materials to designated place.▪ Label containers and shelves with words and sentences that help children match items with words.
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DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**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
36 to 60 Months	Uses a variety of approaches to master complex challenging tasks.	<ul style="list-style-type: none"> ▪ Sustains focus on tasks of interest to them, when few distractions exist. ▪ Remains engaged in an activity for at least 5 to 10 minutes, much of the time. ▪ Manages tasks with sequences of three to four steps. ▪ Persists in trying to complete a task after previous attempts have failed (completes a puzzle, builds a structure, redoes a failed painting). ▪ Uses at least two different strategies to solve a problem. ▪ Uses self-talk to guide action when solving a problem. ▪ Participates in basic routines of daily living (meal time, circle time, or nap routines). ▪ Finds missing or hidden objects by searching in more than one place. 	<ul style="list-style-type: none"> ▪ When a child encounters difficulty, be available and responsive, but not intrusive. Watch for the child's cues of wanting help. ▪ Comment positively on child's persistence and concentration. ▪ Acknowledge and facilitate child's suggested interventions when problems are encountered. ▪ Talk with children about what worked and what did not. ▪ Ask what child would like to try first when solving problems. ▪ Help child focus attention (e.g. "Look at this!" "See the picture?" "Look at the orange cat."). Change your voice, point to pictures, ask questions, and repeat words. ▪ Help children stay focused by breaking tasks into manageable pieces, giving visual and spoken cues, and helping children return to a task after distractions. ▪ Keep distractions to a minimum (e.g. sounds, crowded, littered floors, interruptions in physical space, and physical and verbal interruptions by people). ▪ Modify expectations for persistence to meet individual variations for temperament, age, stage, or ability. ▪ Provide means for child to return to project at a later time (e.g. "save" signs on projects, low shelves with designated spaces for storage, and taped lines on the floor for project sites)

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**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
36 to 60 Months	Develops ideas for how things work and attempts tasks that have unknown outcomes.	<ul style="list-style-type: none"> ▪ Adapts plans as new knowledge is gained through exploration. ▪ Uses goal directed activities in play and routines. ▪ Verbalizes intentional plans to peers and/or adults during play. ▪ Invites peers to join in developing an activity or play ("I've got a great idea! Let's get the trikes and wagons..."). ▪ Recalls how problems were solved and can brainstorm additional strategies to use. ▪ May ask adult for materials or help for an activity. 	<ul style="list-style-type: none"> ▪ Help child understand sequences (e.g. "What do we do first?"). ▪ Assist child in explaining plans and the outcomes of plans. ▪ Extend child's explanations and stories with open-ended questions. ▪ Encourage child to look at the possible outcomes of plans. ▪ Provide open-ended materials and opportunities for play. ▪ Offer plenty of time for child-initiated projects. ▪ Help children document their ideas, then, use their ideas and documentation to plan for additional activities to expand and embellish their learning. ▪ Encourage children to predict the possible outcomes of their plans, and to explain their roles in plans. Review their predictions and discuss future plans.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**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>36 to 60 Months</p>	<p>Takes risks in novel situations, extending previous learning to the exploration of new settings, people, and objects.</p>	<ul style="list-style-type: none"> ▪ Shows empathy and concern for others. ▪ Plays beside others, using the same kinds of toys or materials. ▪ Takes turn in using toys and materials. ▪ Sometimes plans and carries out play themes cooperatively with others. ▪ Shows interest by asking about new things and people around them. ▪ Can stop and shift activities, but sometimes needs help when deeply engaged. ▪ Seeks out new experiences. ▪ Tells others about events that happened in the past. ▪ Represents things in the environment with available materials; moving from simple to complex representations. ▪ Thinks out loud and talks self through a situation. Works out problems mentally, using past experiences and trial and error. 	<ul style="list-style-type: none"> ▪ Provide many and varied safe toys and activities for children to play with alone and in adult-mediated groups. ▪ Talk with child about what they have seen, heard, and done. ▪ Rotate toys as child appears to lose interest. Later, re-introduce toy to spark renewed interest. ▪ Provide opportunities and time for child to explore nature and the outdoors. ▪ Provide time for and materials to process experiences and information. ▪ Help child remember experiences with photos, mementos, found objects, and written stories. ▪ Use perspective taking with stories ("If you were the Big Billy Goat Gruff, what you would do?"). ▪ Ask open-ended questions to encourage reflection (e.g. "What if?" "How else...?"). ▪ Talk with children about their likes and interests, and point out how people are different. ▪ Interpret a peer's intentions or point of view as part of conflict resolution.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**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
36 to 60 Months	Adapts personal style to self-regulate behavior and explore a variety of social and physical settings.	<ul style="list-style-type: none"> ▪ Begins to use personal strategies to control emotional responses (e.g. "When I'm really mad, I yell, not hit!"). ▪ Seeks shared experiences. ▪ Begins to see peers as impacting their actions and self-view. ▪ Begins to calm self from strong emotional situations, with support (e.g. walks away from conflict, seeks teacher, tries to problem solve). ▪ Observes, listens to, and responds to a friend or family members' ideas, likes, or dislikes. ▪ Uses a variety of strategies to cope with transitions, new experiences, and a wider range of people. ▪ Focuses attention on a project or game, sustaining the attention. 	<ul style="list-style-type: none"> ▪ Explain what is happening and how it will happen. Discuss "what comes next." ▪ Establish routines to help children as they learn to control impulsive reactions. ▪ Support child's learning to adapt by mediating stressful situations with each child's temperamental characteristics in mind. ▪ Model language, labels, feelings, thoughts, and experiences with the child. ▪ Anticipate and respond to child's individual temperament traits to support interactions and transitions. ▪ Make sure each child has access to all experiences. ▪ Support individual differences in children as they try new activities and situations. ▪ Support and clarify imaginative play roles that appeal to children with different temperaments (e.g. "instigator," "group joiner," or "watchful"). ▪ Provide activities that offer differing levels of focus and attention (e.g. magnifying glasses and microscopes; studying pictures for clues; or playing lotto games).

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**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
36 to 60 Months	Experiments with and uses words to describe simple causal relationships.	<ul style="list-style-type: none"> ▪ Identifies objects that have an effect on other objects (e.g. dirt makes the water muddy, the cat's dirty paws leave marks on the floor, jelly makes my hands sticky, chili makes my tongue feel spicy). ▪ Asks questions to gain words and understanding of causation ("If I do this, why does that happen?"). ▪ Predicts the effect of simple actions ("It will be dark when you turn off the light." "Her mommy is coming to get her because she is sick."). ▪ Recognizes which element of an object causes the effect in simple relationships (Those beads inside the box make the noise.). ▪ Uses "What?" "Who?" "When?" and "Where?" questions, though not always correctly. ▪ Engages in pretend play, though explains that pretend objects, people, and places are fantasy. ▪ Can explain some causal relationships, but may explain complex reactions as magic (e.g. blue and yellow colors blend to make green, or when liquid soap and a bubble blower make bubbles). 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to play without adult interruption, where results of causal relationships can be observed and repeated. ▪ Engage child in activities that demonstrate cause and effect (e.g. sand and water table activities, pulleys and inclines, riding toys, weights and balances, cooking projects, planting seeds and watching them grow). ▪ Demonstrate, explain, and provide opportunities for child to explore cause and effect in nature (e.g. plants, foods, eating, digestion, and energy; animal behaviors; weather, liquids, and solids). ▪ Provide opportunities for child to engage in efforts to address the effects of local issues (pollution, littering). ▪ Use observation, prediction, and experimenting to extend cause and effect thinking. Be certain to debrief, reflect, and document results. ▪ In child care, help child make connections about cause (actions) and effect when resolving social conflicts. ▪ Engage in conversations about make believe with children; and help clarify what is real and what is pretend or wishful.

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
<p>36 to 60 Months</p>	<p>Combining past experiences and familiar situations, explores, plans, problem solves, and carries out plans.</p>	<ul style="list-style-type: none"> ▪ Explains events that happened in the past. ▪ Represents things in environment with available materials; moving from simple to complex representations (e.g. recreate picture of a house, build road with blocks, or make a tree with modeling clay). ▪ Thinks out loud and talks self through a plan or situation. ▪ Works out problems using information from prior experiences rather than through trial and error. ▪ Tells a story or recounts an event from photographs of self and others (e.g. "We made a big tent with boxes and blankets."). ▪ Points to and tells about objects that are out of place. ▪ Asks or tells when a parent goes away to work and asks or predicts when they will return. ▪ Completes sequence puzzles and pictures. ▪ Uses words for yesterday, today, and tomorrow even though the timing may be incorrect. ▪ Tells others about their acquaintances and experiences without considering the other person's lack of knowledge with the topic or person. 	<ul style="list-style-type: none"> ▪ Engage child about what he/she has seen, heard, or done. ▪ Be certain a child gets to respond by intentionally waiting for the child to respond. ▪ Help child remember experiences using photographs, mementos, and re-told stories. ▪ Ask open-ended questions that encourage reflection (e.g. "What if...?" "How else could you do this?"). ▪ Provide play interactions with children and props that elicit previous experiences. ▪ Use photos to prompt routines such as hand washing, brushing teeth, putting away toys. ▪ Sing songs and tell/read stories with repeating lines or sequences of activities. ▪ Play "remember when" games. ▪ Write down family stories and read them back to the children. ▪ Play name word games and sing name songs to help children know one another's names. ▪ Rotate toys and activities based on input from children and their comments about past experiences.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT

SUB-DOMAIN: COGNITION AND COGNITIVE PROCESSES

IMITATION

GOAL 10: CHILDREN IMITATE BEHAVIORS THAT THEY HAVE OBSERVED.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Use imitation as a foundation for symbolic and constructive play.	<ul style="list-style-type: none"> ▪ Imitates sequences of action (songs with gestures, movement games). ▪ Observes and replicates use of common everyday tools in a functional way (e.g. sweeps up spilled sand with a small broom and dust pan, sets a table in dramatic play, and then puts dishes onto it). ▪ Uses phrases or plays out plots from favorite books or movies. ▪ Sings and gestures to songs with both actions and words (e.g. Wheels on the Bus, folk songs with gestures). ▪ Constructs play themes based on routines and activities from their daily lives (e.g. makes a fire truck from big block to represent the one they saw on a field trip, attending to the details the firefighter showed). 	<ul style="list-style-type: none"> ▪ Encourage child to participate in everyday tasks (stirring, pouring, and wiping up). ▪ Use action songs with sequences of motions (use a slow pace as children first learn to do both words and actions). ▪ Post picture cards to help child see actions they can imitate. ▪ Offer puppets and stages where children can create plays and themes. ▪ Teach children to observe others as they play, and then help them enter into that play. ▪ In child care, be certain there are ample props so that children can practice play without undue waiting or pressure to hurry. ▪ Provide music and props that children can access independently for creating their own dancing and marching schemes.

DOMAIN 1: APPROACHES TO LEARNING AND COGNITIVE DEVELOPMENT**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
36 to 60 Months	Tries multiple ways to solve problems and create play.	<ul style="list-style-type: none"> ▪ Explores various ways to solve a problem and tries out options until satisfied. ▪ Seeks assistance from another child or adult to solve problems. ▪ Modifies actions based on new information and experiences (e.g. changes block structure when the tower continues to fall). ▪ Uses emerging perspective taking to think of multiple situations for problem solving. ▪ Shows surprise and sometimes frustration when previously successful solutions do not work. 	<ul style="list-style-type: none"> ▪ Be available and watchful to know when a child needs an assist with challenges, questions, and tasks to solve. ▪ Avoid interrupting children as they try varying ways to solve problems and created play. Intervene when the challenge becomes too great and the child begins to be frustrated or lose interest, and when the child asks for help. ▪ Offer the least amount of assistance needed by the child. This may be a full physical assist, a partial physical assist, words, or just a gesture. ▪ Demonstrate several alternatives to solving a problem if a child gets stuck and asks for help. ▪ Guide child through the problem-solving process (e.g. "The wagon is stuck. What can we do?"). ▪ Apply the problem-solving process to social problems at the child's level (e.g. "Enrique and you both want to paint at the easel. What needs to happen for you to share the easel and paint together?").

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
36 to 60 Months	Uses a repertoire of thinking and language skills for testing ideas about things and relationships.	<ul style="list-style-type: none"> ▪ Asks questions to get more information about why something happens. ▪ Explains the effects that simple actions have and their outcomes. ▪ Recognizes which object or element of an object causes the effect in simple relationships. ▪ Answers "what next" questions. ▪ Holds more than one attribute in mind. ▪ Becomes aware that other people can have different ideas or thoughts from their own. ▪ Categorizes objects into groups. ▪ Makes, recognizes, and extends patterns. ▪ Uses less magical thinking and more thinking about causation and planned actions. ▪ Uses "why" more than other question words, to ask questions as they hypothesize. ▪ Begins to correctly use "Who," "What," "Where," and "When" to gain information to form hypothesis. 	<ul style="list-style-type: none"> ▪ Use child-centered play, for the child to discover and practice cause and effect, where the adult direction is limited. ▪ Support cause and effect activities by asking extending questions (e.g. "What do you think will happen next?"), or offering another prop or problem statement into the activity. ▪ Help child know when to use "wh" questions; "Why," "Who," "What," "Where," and "When." ▪ Enrich the environment with enough open-ended materials and time for exploration (blocks, water table, outdoors, sand, and digging tools). ▪ Pose questions when children are experimenting (e.g. "What do you think will happen if..." "Can you make that happen again?").

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
<p>36 to 60 Months</p>	<p>Combines observation, past experiences, and knowledge to address novel or unfamiliar situations.</p>	<ul style="list-style-type: none"> ▪ Applies new information or vocabulary to an activity. ▪ Uses information gained through one modality and applies it to a new context via another modality (tries to build a tower of blocks like the one seen in a book, draws pictures after a field trip). ▪ Generates a strategy based on one learning event and extends it to a new learning opportunity (learns that mixing red and yellow paint makes orange, later tries coloring yellow crayon over red crayon). ▪ Uses concepts and words to characterize same and different. ▪ Labels aspects of an event. ▪ Uses “why” as a generic question to add to knowledge base, though child may intend to ask who, what, where, when, or how. ▪ Matches, sorts, and classifies objects based on one or more attributes (e.g. shape, size, textures, or color). ▪ Uses basic adjectives and some comparative adjectives (e.g. tall, taller, big, bigger). ▪ Compares and contrasts experiences, with or without prompting and/or drawbacks of choosing one course of action, with/without prompting. 	<ul style="list-style-type: none"> ▪ Engage the child in activities and interactions that make connections by recalling past learning and events (e.g. “remember when…” games and discussions). ▪ Engage child in generalizing by asking open-ended questions (e.g. “Where else would this work?” “What if…?”). ▪ Offer games, puzzles, discussions, and physical activities where children match, sort, and classify objects and events (e.g. sorting socks and finding all those that dad might wear, making collages, cleaning out the dramatic play clothes and putting like items in a box, or planning together for weekly menus for lunchtime). ▪ Play games where the child identifies and describes similarities, differences, and contrasting concepts (e.g. “What happens on rainy days and what happens on snowy days?”). ▪ Expand and embellish children’s vocabulary for descriptive words such as “darker,” “not quite red, but almost orange” “You saw a comet in the sky, and it moved across the sky and looked brighter than a star. What a treat for your eyes!”). ▪ Document children’s observations and explanations using digital videos and pictures, and written dictation. ▪ Offer dramatic play, puppet play, and enacting stories for role playing. ▪ Read or tell stories and lead discussions where children compare and contrast characters’ similarities and differences.

			<ul style="list-style-type: none">▪ Use open-ended questions and comments that give children opportunity to express their evaluation of things and situations.▪ Document children's opinions about what works or what they think about something.▪ When engaging in conversation with children, recognize that "why" may mean who, what, when, where, or how?
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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
36 to 60 Months	Explore materials and actions with an intended purpose.	<ul style="list-style-type: none"> ▪ Matches, sorts, and groups like objects. ▪ Uses seriation and simple patterning. ▪ Climbs, swings, jumps, dances, and hops to test skills. ▪ Aims, throws, catches, and kicks balls to explore projectile management and imitate skills of others. ▪ Uses tools, hammers, saws, shovels, and levers to explore the physical properties of moving masses. ▪ Plays with wheeled toys (tricycles, scooters, wagons) to explore velocity. ▪ Uses art materials to explore attributes of the materials and how the materials can communicate an idea or action. ▪ Constructs with and manipulates objects to explore spatial relationships. ▪ Creates tests to explore the physical environment (e.g. builds a sand structure with water and sand, pours orange juice in cereal to see how it tastes, or dams up a flowing stream building a rock dam). 	<ul style="list-style-type: none"> ▪ Provide manipulative toys for sorting, classifying, and arranging in groups and sequences, by attribute. ▪ Provide opportunities for children to explore and play with materials that promote skills in math and science foundations (e.g. puzzles, tangrams, magnifying glasses, balances, and counting bears). ▪ Provide time for outdoor activities and play with digging tools, buckets, wheel toys, and balls. ▪ Provide fine motor opportunities during free play times and structure activities based on children's interests and skills. ▪ Add building magazines, blue prints, or pictures to block areas to promote intentional use of materials. ▪ Use books or models to engage children in purposeful use of classroom materials. ▪ Outdoors, have props nearby, including access to water, for easy access when ideas occur.

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
<p>36 to 60 Months</p>	<p>Develops plots, scripts, and takes on roles, with a mixture of reality and fantasy.</p>	<ul style="list-style-type: none"> ▪ Takes on pretend roles and situations. Uses appropriate language, tone, and movements (e.g. pretends to be a kitty, meows and purrs pretending to be a kitty, or has a “fire” on the stove playing in housekeeping). ▪ Often plays independently exploring nuances of roles and characters without regard to cooperation from others. ▪ Uses primarily solitary, parallel, or associative play styles, with cooperative play sometimes occurring. ▪ Explores experience by taking on familiar roles in the home and community (firefighters, restaurant, doctor’s office). ▪ Engages in complex make-believe play with others, uses theme-oriented play that involves multiple characters and settings). ▪ Makes connections between characters in books, stories, or movies, with people in real-life. ▪ Questions if characters in books, family, and traditional oral stories and movies are real or not. ▪ Believes objects, events, and characters can be “magic” or have “powers.” ▪ May need help with conflict that arises when child does not take on roles or play within the expectations of another child. ▪ Uses dramatic play to recreate a real situation with 	<ul style="list-style-type: none"> ▪ Engage the child in activities and interactions that develop fantasy characters while helping them differentiate between make-believe and reality. ▪ Help child distinguish between cartoons, puppets, characters in books and movies, and real people. ▪ Provide environment and time for sustained dramatic play. ▪ In child care, respect and protect each child’s right to dramatic play. Assure that children who are taking on big, very active physical role playing, do not interfere in the space where children are carrying out less physically active role playing. ▪ Provide props that can be adapted to various themes (e.g. hospital, firefighters, restaurant, airport, cooking). ▪ Scaffold entrance into dramatic play for child who needs support to join play. ▪ Clarify scripts and roles as part of conflict resolution. ▪ Provide opportunities for pretend play outdoors with materials such as sand, water, buckets and pans, fabric for tents, play scripts, balls, and opportunities to invent games. ▪ Keep books and writing materials that support dramatic play and literacy nearby pretend play areas. ▪ Know the difference between styles of play, and provide protection for those children who are not yet proficient in playing cooperatively for a common goal.

		<p>self involvement.</p> <ul style="list-style-type: none"> ▪ Plays out social and emotional issues (power, loss, fears). ▪ Uses block and dramatic play areas for imaginative settings and extended play. ▪ Extends and consolidates understanding through play. 	<ul style="list-style-type: none"> ▪ In child care or groups, expect children to have some success in taking turns in playing roles and with equipment and props. Independently exploring equipment and roles gives children a chance to learn the characteristics of the equipment and roles before they are expected to play cooperatively. Protect that solitary play.
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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
<p>36 to 60 Months</p>	<p>Use symbols in arts, communication, and numeracy.</p>	<ul style="list-style-type: none"> ▪ Provides a description of a person or object that is not present (e.g. child describes the toy bear as big, soft, and brown). ▪ Uses symbols or pictures as a representation of oral language. ▪ Uses many gestures to represent meaning (e.g. stop!, rain, points for desired objects, shakes head vigorously, claps hands to show enthusiasm, holds hands up to show they are sticky, or folds hand across chest to show negativity). ▪ Uses objects to represent real items in make-believe play, but also chooses real objects when available. ▪ Recognizes objects, places, and ideas by symbols (gender signs for restrooms, commercial signs, stop signs). ▪ May use shapes and letters to “write messages.” ▪ May use movement and drama to recreate experiences or express emotions. 	<ul style="list-style-type: none"> ▪ Provide opportunities for child to engage in symbolic play (act happy, imitate a sad puppy). ▪ Provide opportunities for child to draw pictures of people, feelings, family, animals, and objects. ▪ Tell stories without pictures and encourage child to visualize, imagine, and express what he/she feels. ▪ Identify and point out symbols during daily activities; demonstrating and explaining what they mean. ▪ Encourage child to draw a story, with caregiver as “scribe,” writing dictated words. Child tells the story and draws to represent the story. ▪ Read stories and provide props for dramatizing the plot (e.g. Three Billy Goats Gruff with blocks, pictures of bridges, and some writing utensils and paper for signs).