

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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