

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
60 Months through Kindergarten	Plans individual and shared activities.	<ul style="list-style-type: none"> ▪ Anticipates an activity (after class, a friend comes to play and will build with blocks and play outside). ▪ Makes plans for play with friends and has some idea about time and arrangements ("You can play at my house when school is over."). ▪ Knows that rules and negotiation will help them get a turn in a group of children. ▪ Wants others to follow rules of games. ▪ Uses narratives to plan, review, and fantasize. ▪ Uses intentional, goal directed activities. ▪ Displays a willingness to try increasingly complex tasks. ▪ Can keep an activity or game going over several days with friends, including scenarios with rules, or building and construction play. 	<ul style="list-style-type: none"> ▪ Provide many and various activities and materials where child makes choices within boundaries. ▪ Offer environments where child can independently plan and carry-out plans. ▪ Offer structured group planning times for children to work together on projects. ▪ Offer unstructured time for children to plan spontaneously. ▪ Have low shelves with materials readily available for children to access as their plans evolve. ▪ Provide an array of raw materials for play, such as paper, fabric, string, tape, and magazine pictures. ▪ Schedule uninterrupted time for making and "inventing." ▪ Help children make plans for playing together outside school or home ("You can play at my house after we go to church this Sunday." "What is your phone number?" "Ask your parents to tell my parents."). ▪ Plan an environment where child can make choices within boundaries. ▪ Ask children about plans, and extend thinking with "who," "what," "where," "why," and "how" questions. ▪ Start a project based on children's interests, and listen to their ideas for planning, altering, or adapting the project. ▪ Brainstorm and generate lists of "what we know" and

			"what we want to know" when starting a new project or curriculum theme.
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