

# IDAHO EARLY LEARNING EGUIDELINES

## DOMAIN 4: GENERAL KNOWLEDGE

### SUB-DOMAIN: MATHEMATICS AND NUMERACY

- Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.
- 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).
- Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.

### SUB-DOMAIN: SCIENCE

- Goal 42: Children observe, describe, and collect information by exploring the world around them.
- Goal 43: Children 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.

### SUB-DOMAIN: SOCIAL STUDIES

- Goal 44: Children differentiate between people, places, activities, and events in the past and present that relate to self, group identity, and a sense of their community.
- 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).

### SUB-DOMAIN: CREATIVE ARTS

- Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel.
- Goal 47: Children demonstrate understanding and appreciation of creative arts.

**DOMAIN 4: GENERAL KNOWLEDGE****SUB-DOMAIN: MATHEMATICS AND NUMERACY****NUMBER SENSE AND OPERATIONS**

**GOAL 39: CHILDREN DEMONSTRATE UNDERSTANDING OF NUMBERS, WAYS OF REPRESENTING NUMBERS, RELATIONSHIPS AMONG NUMBERS, AND NUMBER SYSTEMS.**

| Age Range                            | Developmental Growth                         | Child Indicators  | Caregiver Strategies   |
|--------------------------------------|--|---|--|
| <p><b>Birth through 8 Months</b></p> | <p>Begins to show awareness of quantity.</p> | <ul style="list-style-type: none"> <li>▪ Shows cues of hunger and fullness</li> <li>▪ Begins to show awareness of differences between people and objects.</li> <li>▪ Responds by focusing on an object pointed to by someone.</li> <li>▪ Begins to show awareness of small quantity differences; looking at or reaching for two or more people or holds an object in each hand.</li> <li>▪ Begins to respond to the spoken concept, "more" in reference to food or play.</li> <li>▪ Uses gestures to request "more."</li> </ul> | <ul style="list-style-type: none"> <li>▪ Feed infants in relation to hunger and fullness cues.</li> <li>▪ Respond to child's hunger and fullness cues with either more food or by withdrawing food.</li> <li>▪ Pair words for "more" with action around hunger, fullness, reaching for more toys, more hugs, or more music.</li> <li>▪ Talk about the size of everyday objects (e.g. big, little, tall, short, heavy, light).</li> <li>▪ Engage children in activities that show "more." Eating, dressing, and singing or play times are good times to talk about concepts of more.</li> <li>▪ Use number games and vocabulary with child, using numerical terms (e.g. two eyes, one nose, two hands, one belly button).</li> <li>▪ Comment on socks and shoes as they are put on the infant (e.g. say, "One shoe . . . two shoes").</li> <li>▪ Count objects in child's environment "out loud" in the home language.</li> <li>▪ Use counting finger-plays, songs, and number rhymes (e.g. "One, Two, Buckle My Shoe").</li> <li>▪ Tell stories and read books about amounts.</li> </ul> |

| DOMAIN 4: GENERAL KNOWLEDGE  |  |   |  |
|--|--|---|--|
| SUB-DOMAIN: MATHEMATICS AND NUMERACY   |  |   |  |
| 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). |  |   |  |
| Age Range  | Developmental Growth   | Child Indicators  | Caregiver Strategies   |
| Birth through 8 Months   | Uses sensory exploration to investigate environment and spatial relationships. | <ul style="list-style-type: none"> <li>▪ Shows awareness of own body space.</li> <li>▪ Holds, handles, mouths, and plays with toys and objects of different sizes and shapes.</li> <li>▪ Moves to get a toy.</li> <li>▪ Reaches for and grasps toy.</li> <li>▪ Finds toy that is partially hidden.</li> <li>▪ Uses senses to explore and distinguish objects' attributes (e.g. sucking, turning head toward sounds, looking, throwing, moving, grasping, dropping, touching, and rubbing.)</li> <li>▪ Moves items across midline without intention, and later with intentionality.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Provide defined areas that allow for movement and exploration of personal space with materials and activities.</li> <li>▪ Provide opportunities to reach and grab adult fingers and objects.</li> <li>▪ Use vocabulary that describes spatial relationships such as "in" and "out" as baby explores items.</li> <li>▪ Gently stretch baby's arms over head or wide from sides saying "SO BIG!"</li> <li>▪ While baby watches, cover a toy with a clear cup and ask where is the ...? You can find it." Then, let baby find it under the cup.</li> <li>▪ Describe and make simple comparisons such as more, less, same, as you interact with the baby in daily routines.</li> <li>▪ Provide baby with toys that have incremental sizes (nesting cups, stackable rings) from own and other cultural backgrounds.</li> <li>▪ During daily care routines, talk with the baby about their surroundings, their body movements, and what will happen next.</li> <li>▪ Describe baby's sensory explorations (e.g. you moved the rattle and it made a tinkling sound; you held the bear in your hand and then dropped it; you found your thumb!; you touched the book's page; you tasted that doll's head; or, you saw your hand when it came over your chest).</li> </ul> |

| <b>DOMAIN 4: GENERAL KNOWLEDGE</b>  |   |  |  |
|---|---|--|--|
| <b>SUB-DOMAIN: MATHEMATICS AND NUMERACY</b>   |   |  |  |
| <b>PROPERTIES OF ORDERING</b>   |   |  |  |
| <b>GOAL 41: CHILDREN DEMONSTRATE UNDERSTANDING OF PATTERNS, RELATIONS, AND FUNCTIONS USED TO ORGANIZE THEIR WORLD AND FACILITATE PROBLEM SOLVING.</b> |   |  |  |
| Age Range   | Developmental Growth  | Child Indicators   | Caregiver Strategies   |
| <b>Birth through 8 Months</b>   | Develops awareness of sounds, sights, or motor activities that occur regularly in daily routines. | <ul style="list-style-type: none"> <li>▪ Responds to variations in visual patterns, sounds, smells, tastes, and touch.</li> <li>▪ Develops awareness of familiar sequences of events in daily routines.</li> <li>▪ Begins to show expectations for familiar sequences of events in daily routines.</li> <li>▪ Feels, handles, and explores objects with a variety of textures, shapes, and sizes.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Provide visual patterns, variations in light, variation in music, and a variety of tactile materials both indoors and outside in the child's environment.</li> <li>▪ Describe patterns and sequences during routines such as diaper changing and feeding.</li> <li>▪ Offer toys that involve shapes (blocks, jar lids, plastic containers).</li> <li>▪ Sing songs, use finger-plays, and read books with repeatable action patterns, familiar objects, colors, and shapes; noting similarities and differences.</li> <li>▪ Offer a variety of touches (gentle, firm) and textures.</li> <li>▪ Gently massage baby's arms and legs or gently rub the baby's head or forehead with a variety of textures such as a silky cloth or a cool washcloth.</li> <li>▪ When feeding, use words such as "beginning" and "all done," or "full" and "empty."</li> <li>▪ Talk about the sequence you use as you dress and undress the baby, as you change a diaper, clean, and feed.</li> </ul> |

| DOMAIN 4: GENERAL KNOWLEDGE  |  |   |   |
|--|--|---|---|
| SUB-DOMAIN: SCIENCE  |  |   |   |
| SCIENTIFIC INQUIRY   |  |   |   |
| GOAL 42: CHILDREN OBSERVE, DESCRIBE, AND COLLECT INFORMATION BY EXPLORING THE WORLD AROUND THEM. |  |   |   |
| Age Range  | Developmental Growth   | Child Indicators  | Caregiver Strategies  |
| Birth through 8 Months   | Shows interest in familiar people, objects, and events in the immediate environment. | <ul style="list-style-type: none"> <li>▪ Indicates personal needs (hunger, thirst).</li> <li>▪ Observes physical relationships using the senses (e.g. turns head toward sounds, mouthing, grasping, and reaching for objects).</li> <li>▪ Shows interest in surroundings by tracking toward and focusing on familiar faces, objects in close proximity (including plants and animals), and events.</li> <li>▪ Begins to show awareness that people or objects exist after they are no longer present (beginning of object permanence).</li> <li>▪ Visually tracks attachment figure and reaches for or communicates verbally to them.</li> <li>▪ Ceases to cry upon hearing attachment figure's voice or seeing their face.</li> <li>▪ Social responses become more selective near the end of this stage, and saved for known individuals.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Provide appropriate space, time, and materials for child to explore (play on the floor with babies and get face-to-face with them; provide easy to grasp objects for them to hold).</li> <li>▪ Safeguard the environment; maximizing freedom for exploration.</li> <li>▪ Provide opportunities to look at "the baby in the mirror."</li> <li>▪ Describe observable natural events (e.g. raindrops forming puddles or a squirrel climbing up a tree).</li> <li>▪ Support and encourage child's exploration by smiling, nodding, and describing what the child is doing.</li> <li>▪ Provide a changing variety of familiar and novel materials that can be used in different ways (e.g. containers for scooping, putting objects into, and for banging).</li> <li>▪ Read a variety of picture books with real-life photos and drawn/painted illustrations of familiar living and nonliving things.</li> <li>▪ Provide opportunities to play jointly with caregivers, other children, and objects.</li> <li>▪ Respect child's explorations without predetermined outcomes or expectations.</li> </ul> |

| DOMAIN 4: GENERAL KNOWLEDGE   |  |   |   |
|---|--|---|---|
| SUB-DOMAIN: SCIENCE   |  |   |   |
| SCIENTIFIC INQUIRY—THINKING, ASKING, ACTING, AND SOLVING PROBLEMS   |  |   |   |
| GOAL 43: CHILDREN 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. |  |   |   |
| Age Range   | Developmental Growth                                 | Child Indicators  | Caregiver Strategies  |
| Birth through 8 Months  | Engages and explores the physical and natural world. | <ul style="list-style-type: none"> <li>▪ Uses senses to begin understanding cause and effect during daily experiences and routines.</li> <li>▪ Uses sucking, holding, looking, touching, throwing, and dropping in sensory explorations.</li> <li>▪ Kicks, reaches, rolls, and makes sounds to gain a desired object.</li> <li>▪ Shows interest and surprise when events occur that do not follow expected sequences (e.g. shows surprise when a ball rolls into a tube and does not roll out at the opposite end).</li> <li>▪ Watches and predicts the actions of people, objects, and events in the world around them.</li> <li>▪ Shows preference or discomfort given specific sensory experiences (e.g. vigorously moving toward or away from objects and people).</li> </ul> | <ul style="list-style-type: none"> <li>▪ Be certain the environment is absolutely safe for the baby to explore (e.g. make certain the crib is free of hazards, the floor during floor time is clear of hazards, mealtime environments are hygienic and clear of hazards, and adult supervision is close and constant).</li> <li>▪ Offer safely suspended toys to bat and kick, especially those that make sounds.</li> <li>▪ Provide toys that change colors, patterns, or sounds when rolled or moved.</li> <li>▪ Take babies outside to see different light, longer distances, and feel temperature changes and breezes.</li> <li>▪ Wait for child to gesture or motion or make a sound as a signal for help or assistance.</li> <li>▪ Smile, nod, and verbally acknowledge the child's observations and explorations.</li> <li>▪ Encourage child to try out ideas, make mistakes, and develop contradictions.</li> <li>▪ Offer safe natural materials (leaves, shells, snow, and food items) for free exploration, being sure to closely supervise.</li> <li>▪ Offer responsive materials to explore.</li> <li>▪ Create an environment that inspires child to figure out how to do something.</li> <li>▪ Offer opportunities for infants to use two or more senses simultaneously (e.g. put a rattle in a box for the baby to</li> </ul> |

|  |  |  |   |
|--|--|--|---|
|  |  |  | <p>discover as you shake it).</p> <ul style="list-style-type: none"> <li>▪ Provide toys and materials that can be used in different ways (balls bounce and roll and can be tossed into a container).</li> <li>▪ Refrain from intervening too quickly as child explores sensory experiences. Wait for the child's looks for help or verbalizations, then, offer help immediately.</li> <li>▪ Verbally describe the results of child's actions (e.g. "You dropped the spoon." or "Feel the dog's soft fur.").</li> <li>▪ Encourage repetitive activities such as "peek-a-boo."</li> <li>▪ Talk with child about objects and events (e.g. "Is that soft? Is that warm?").</li> </ul> |
|--|--|--|---|

## DOMAIN 4: GENERAL KNOWLEDGE

### SUB-DOMAIN: SOCIAL STUDIES

*Social studies are defined as the integrated study of the social sciences. The social studies curriculum draws upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, sociology, and world affairs (Idaho State Department of Education Social Studies Position Statement, 2010-2016).*

Children learn about society, government, and civic behavior 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. Early childhood 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.

| DOMAIN 4: GENERAL KNOWLEDGE   |                                 |   |  |
|---|---------------------------------|---|--|
| SUB-DOMAIN: SOCIAL STUDIES  |                                 |   |  |
| SOCIAL STUDIES  |                                 |   |  |
| GOAL 44: CHILDREN DIFFERENTIATE BETWEEN PEOPLE, PLACES, ACTIVITIES, AND EVENTS IN THE PAST AND PRESENT THAT RELATE TO SELF, GROUP IDENTITY, AND A SENSE OF THEIR COMMUNITY. |                                 |   |  |
| Age Range   | Developmental Growth            | Child Indicators  | Caregiver Strategies   |
| Birth through 8 Months  | Show comfort with the familiar. | <ul style="list-style-type: none"> <li>▪ Recognizes and responds to familiar people, places, activities, and events (e.g. calms when dad enters the room).</li> <li>▪ Anticipates familiar setting, group, or routines with trusted primary caregivers, as demonstrated by turning toward caregiver or tracking toward caregiver.</li> <li>▪ Responds to a familiar sequence of events in daily routines.</li> <li>▪ Shows awareness of and responds to familiar</li> </ul> | <ul style="list-style-type: none"> <li>▪ Build a sense of connection by respecting and reflecting child's home environment.</li> <li>▪ Use clothing and blanket from home for familiar feel and smell.</li> <li>▪ Post picture collages of family members and refer to them as you walk and hold the baby. Talk with child about family photos (point to members and describe what is happening in the picture).</li> <li>▪ Talk to and listen respectfully to infants sounds, and attend to their gazes and movements with comment and</li> </ul> |

|  |  |  |   |
|--|--|--|---|
|  |  | <p>activities (songs, stories, or lullaby) from the home culture.</p> <ul style="list-style-type: none"> <li>▪ Calms when wants and needs are satisfied by caregivers.</li> <li>▪ Looks to where things are located in the environment.</li> <li>▪ Shows preferences for one adult over another.</li> <li>▪ Responds to emotions of adults and other children (e.g. happy, sad, angry, excited, and tense).</li> </ul> | <p>respect.</p> <ul style="list-style-type: none"> <li>▪ Model respect for diversity among children and their characteristics.</li> <li>▪ Provide opportunities to begin exploring awareness of self, family, and others through touch, photographs, mirrors, and sound recordings.</li> <li>▪ Point to and describe physical similarities and differences among familiar children and adults during daily activities and routines.</li> <li>▪ Share books with photos and illustrations of children and adults from different regions, cultures, or countries.</li> <li>▪ Provide ongoing opportunities for child to observe other children.</li> <li>▪ Be certain that children have access to familiar adults on a regular basis when rotating staff. Assigning one primary caregiver to each child increases trust.</li> <li>▪ 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.</li> <li>▪ Provide space, time, and materials from the home culture for each child to use and explore as they imitate or attempt to reproduce actions.</li> <li>▪ Provide personal space for each child's items, and post the child's name and a current photo where child's possessions are kept.</li> <li>▪ Demonstrate finger-plays and sing songs from the child's home language or culture.</li> <li>▪ When children show concern about a family member leaving, help them watch as the parent leaves, and assure them that the parent will return. Have the parent wave bye-bye and smile as they leave.</li> </ul> |
|--|--|--|---|

| <b>DOMAIN 4: GENERAL KNOWLEDGE</b>   |                         |   |  |
|--|-------------------------|---|--|
| <b>SUB-DOMAIN: SOCIAL STUDIES</b>  |                         |   |  |
| <b>SOCIAL STUDIES</b>  |                         |   |  |
| <b>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).</b> |                         |   |  |
| Age Range  | Developmental Growth    | Child Indicators  | Caregiver Strategies   |
| <b>Birth through 8 Months</b>  | Show range of emotions. | <ul style="list-style-type: none"> <li>▪ Indicates need for assistance (crying, making sounds, or gesturing) to adults and caregivers.</li> <li>▪ Watches familiar people and responds in relation to their emotions.</li> <li>▪ Shows awareness of change and routine with emotional response. May object to changes.</li> <li>▪ Communicates likes and dislikes.</li> <li>▪ Smiles and laughs with known adults.</li> <li>▪ Participates in interactive games (e.g. peek-a-boo) with others.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Provide a consistent, predictable, caring, responsive environment.</li> <li>▪ Talk to and respond respectfully by giving the infant attention and eye contact.</li> <li>▪ Give baby a chance to show a reaction by maintaining eye contact with the baby as he/she shows a reaction.</li> <li>▪ Use give and take in gazing at and talking with the child (e.g. return a gaze from a child, and look away when the child looks away, or take turns making sounds with each other).</li> <li>▪ Model respect for diversity by responding to children with the customs and manners of their culture.</li> <li>▪ Respond promptly to children’s needs, especially when the child gives sound cues or visual cues that a need exists.</li> <li>▪ Acknowledge and name the expression of emotions from the infant.</li> <li>▪ Model emotional expressions in social and cultural norms.</li> <li>▪ Provide materials (photographs, books, posters, games, puzzles, foods, dolls) that reflect home, family, community, and the world.</li> </ul> |

| DOMAIN 4: GENERAL KNOWLEDGE   |   |  |  |
|---|---|--|--|
| SUB-DOMAIN: CREATIVE ARTS   |   |  |  |
| EXPRESSION AND REPRESENTATION   |   |  |  |
| GOAL 46: CHILDREN USE CREATIVE ARTS TO EXPRESS AND REPRESENT WHAT THEY KNOW, THINK, BELIEVE, OR FEEL. |   |  |  |
| Age Range   | Developmental Growth                                  | Child Indicators   | Caregiver Strategies   |
| Birth through 8 Months  | Responds to light, color, sound, texture, and motion. | <ul style="list-style-type: none"> <li>▪ Seeks visual complexity such as light and dark or strong patterns.</li> <li>▪ Visually tracks moving colorful objects or persons.</li> <li>▪ Gazes at pictures, photographs, and mirrors.</li> <li>▪ Calms to repetition, but shows interest when repetition ceases and a new sensation is offered (e.g. sucks harder on a pacifier, turns toward new sensation, or makes sounds).</li> <li>▪ Mimics sounds, facial expressions, and gestures of another person.</li> <li>▪ Responds with smiles, sounds, or calming to music and when rhythmically moving in caregiver's arms.</li> <li>▪ Responds to preferred and non-preferred textures and sensory experiences.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Provide visual contrasts of colors, patterns, contrast, and light in baby's environment.</li> <li>▪ Imitate and respond to child's sounds and visual cues.</li> <li>▪ Actively describe to child what you see.</li> <li>▪ Make up and sing songs to and with child during daily routines and activities (e.g. "Rain, rain, little clouds" sung to the tune of Twinkle, Twinkle Little Star" or "The wheels on the stroller go bump, bump, bump").</li> <li>▪ Provide visual and tactile textures for child to see and touch.</li> <li>▪ Provide environmental supports during routines that are specific (e.g. mobiles or pictures in the diapering area).</li> </ul> |

| DOMAIN 4: GENERAL KNOWLEDGE  |  |   |   |
|--|--|---|---|
| SUB-DOMAIN: CREATIVE ARTS  |  |   |   |
| UNDERSTANDING AND APPRECIATION   |  |   |   |
| GOAL 47: CHILDREN DEMONSTRATE UNDERSTANDING AND APPRECIATION OF CREATIVE ARTS. |  |   |   |
| Age Range  | Developmental Growth                         | Child Indicators  | Caregiver Strategies  |
| Birth through 8 Months   | Responds reflexively to sensory stimulation. | <ul style="list-style-type: none"> <li>▪ Turns toward sounds, tones, voices, music, colors, and shapes.</li> <li>▪ Interacts with others through touch and motion.</li> <li>▪ Reacts to changes in light, sound, color, texture, and movement.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Be mindful of the visual and auditory environments in a child's near environment.</li> <li>▪ Offer variation in light, sounds, and touch.</li> <li>▪ Protect baby's eyes and ears from bright lights and very loud sounds, so that exploring with senses is pleasant and stimulating, rather than frightening and painful.</li> <li>▪ Regularly vary the range and rhythms of sounds in the child's environment (e.g. singing, speaking, and humming).</li> <li>▪ Move to a variety of rhythms with the child in arms.</li> <li>▪ Provide visual stimulation with a variety of colors, patterns, and pictures within child's visual spaces.</li> <li>▪ Plan a stimulating sensory environment near the floor, as children have floor time and begin sitting on the floor or creeping/crawling.</li> <li>▪ Provide a range of textures for child to safely explore.</li> <li>▪ Show your enjoyment of music and participation in musical activities around child (sing aloud).</li> </ul> |