

IDAHO EARLY LEARNING EGUIDELINES

GOAL 5: CHILDREN DEVELOP AND CARRY OUT PLANS.

Domain 1: Approaches to Learning and Cognitive Development

Sub-Domain: Learning Approaches

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

[First, Second, and Third Grades](#)

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
Birth through 8 Months	Responds to pleasurable experiences and repeats actions that stimulate pleasure.	<ul style="list-style-type: none"> ▪ Maintains interest in facial expressions and people (laughing, talking, crying). ▪ Indicates needs with distinctive cries and sounds. ▪ Calms when needs are met. ▪ Seeks out and acquires desirable objects within reach (reaches for or touches breast or bottle when offered). ▪ Wiggles, rolls, or crawls to get to a desired visible object. ▪ Shows interest in objects presented to them by kicking, swatting, reaching, cooing, or increased breathing. 	<ul style="list-style-type: none"> ▪ Provide opportunities for baby to see others' faces directly. ▪ Respond to baby's attempt to reach and play with objects. ▪ Watch for and respond to baby's initial cues as transitions occur (e.g. searching for nipple at feeding time, rubbing ear when sleepy, kicking vigorously when clothes are changed). ▪ Provide a variety of safe toys within baby's reach to help them explore. ▪ Play with baby while they show interest in objects (describe the object and their actions and your own actions). ▪ Talk joyfully, gently, softly, gleefully to baby; sing songs and rhymes.

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6 to 18 Months	Initiates intentional action to meet personal wants and needs.	<ul style="list-style-type: none"> ▪ Wiggles with anticipation and reaches for caregiver in anticipation of being picked up. ▪ Peeks around objects to play peek-a-boo. ▪ May wave as someone comes and goes. ▪ Looks for a familiar object after watching it being hidden. ▪ Uses trial and error attempts in carrying out routines, exploration, and play (tries different ways to put on coat; use a variety of tools – bucket, sponge, and/or hose to wash trike). ▪ Starts to use objects to solve problems and carry out task (e.g. drags a stool to the shelf to reach object from the shelf). ▪ Remembers where familiar and favorite items are kept and seeks them out (e.g. where books or toys are stored). ▪ Uses adult as a tool to get desired objects or actions. ▪ Uses two to three steps to carry out a task or activity (e.g. gets coat and boots and goes to the door; gets doll, wraps in a blanket, and puts in the cradle). 	<ul style="list-style-type: none"> ▪ Play repeating games with visual and word cues, such as peek-a-boo and so big. ▪ Create routines and greetings for “hello” and “goodbye.” ▪ Support child’s efforts for problem solving and self-sufficiency. ▪ Provide safe experiences for child to explore indoor and outdoor environment. ▪ Place toys and books at child’s level. ▪ Expand on child’s ideas by describing what you see (e.g. “You are rolling the ball - can you roll it to me?”). ▪ Give directions both verbally and using gestures to cue a child to do a sequence of movements (e.g. “Get your coat and boots.”). ▪ Ask clarifying questions, “Do you want the ball?” ▪ Provide child sized furniture, chair, stools, and shelves so child can take action.

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16 to 38 Months	With assistance, uses multiple steps and strategies to plan for and persist in activities.	<ul style="list-style-type: none"> ▪ Uses and responds to trial and error attempts to carry out a task or activity (tries several tools for digging: scoop, spoon, and shovel). ▪ Starts to transfer problem-solving strategies across situations (e.g. uses a variety of objects to reach an object, or uses a blanket or coat to carry items or to drag them). ▪ Seeks adult’s help in getting an object or solving a problem (take adult’s hand to lead her to where assistance is needed). ▪ Increasingly follows through with own ideas in play and interactions. ▪ Plays independently adding self-chosen props to enlarge play. ▪ Sees the world primarily from their own perspective. ▪ Uses a variety of strategies to carry out play, exploration, and interactions. 	<ul style="list-style-type: none"> ▪ Setup a safe physical environment for child to explore, try, and have successes. ▪ Provide child sized furniture and materials so child can sometimes arrange the environment. ▪ Provide a variety of materials for exploration and play indoors and outdoors. ▪ Allow enough time for toddlers to try activities and to explore materials and settings, including the natural world. ▪ Provide descriptions to give child more information (e.g. “You found a shovel and a bucket in the closet. The sandbox is outside. What would you like to do next?”). ▪ Describe child’s actions and verbalize possible thoughts and plans during play. ▪ Check with the child before intervening. Use eye contact, physical closeness, and ask before intervening in problem solving or offering props or ideas.

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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.

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<p>60 Months through Kindergarten</p>	<p>Plans individual and shared activities.</p>	<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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<p>First, Second, and Third Grades</p>	<p>Independently develops and carries out plans for complex tasks, and seeks adult and peer feedback.</p>	<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.