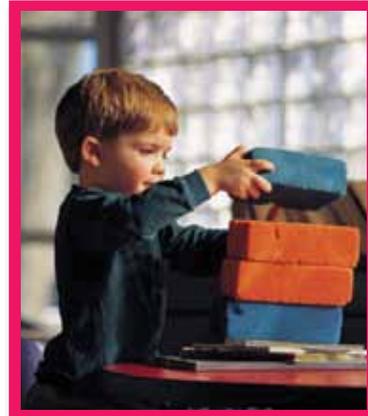
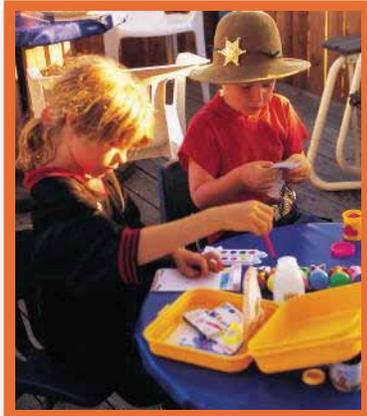


# Idaho Early Learning eGuidelines:



## In The Preschool Classroom





# **Idaho Early Learning eGuidelines: In the Preschool Classroom**

Idaho Department of Health and Welfare  
Idaho Head Start Collaboration

Carolyn F. Kiefer, M.S.

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# Acknowledgments

We are very pleased to introduce the first in a series of supplemental materials to the Idaho Early Learning eGuidelines (ELeG). The Idaho ELeG describe children’s development in five age groups: 6-18 months, 16-38 months, 36-60 months, 60 months through Kindergarten, and in Domains 1 and 3, primary grades. This publication is designed for use by those who teach 3-5 year olds—pre-school aged children. Materials are also available at this time to support the development of babies and toddlers.

While the ELeG organize information by developmental domain and age, this booklet explores how the eGuidelines look in preschool classroom practice. Focused on curriculum spaces, such as Art and Blocks, this publication gives some examples of what children are actively learning in the 5 Domains and 64 Goals of the Idaho eGuidelines. We hope this will be an inviting and practical way to see the ELeG “in action”!

This publication is rooted in research and best practices about how young children learn and how quality early childhood environments look. If this booklet sounds familiar, it is because it is based on an earlier publication, *Learning Through the Eyes of a Child* (2004). This booklet fulfills many of the same functions, but reflects the content of the new Idaho eGuidelines and updated resources and research. It is also familiar because both of these Idaho publications were authored by Carolyn F. Kiefer, M.S.

This booklet is enhanced with the ideas and insights of generous early childhood colleagues! Our gratitude to the following contributors:

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We dedicate this book to the many wonderful early childhood teachers who enrich Idaho children’s lives!

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# Introduction to Idaho's Early Learning eGuidelines

Each child has unique characteristics embedded in the context of family, culture, and community. Idaho's Early Learning eGuidelines acknowledge and embrace the diversity and variation that exists among young children. Diversity includes socioeconomic, cultural, racial, linguistic, ethnic, gender, ability, family composition, and regional variations.

The Idaho Early Learning eGuidelines are not grounded in any single theoretical perspective or in any single cultural context. They are based on research from various theoretical perspectives and are specifically intended to acknowledge and accommodate cultural differences. The eGuidelines include goals for young children's development that reflect the perspectives, values, and recommended practices of a diverse range of people, institutions, and communities throughout Idaho.

The eGuidelines emphasize that young children's learning is individual, interconnected, and multidimensional. Young children develop at individual rates physically, socially, emotionally, linguistically, and cognitively. All of these dimensions of development are critical to healthy development.

Parents are part of a child's cultural fabric. Effective teachers are familiar with the different cultures of the children they serve, especially those cultures that differ from their own.

Recognizing that development and learning are influenced by social and cultural contexts helps sensitize teachers to acknowledge how their own cultural experience shapes their perspective. Early childhood teachers can understand the influence of sociocultural contexts on learning, recognize children's developing competence, and accept a variety of ways for children to express their developmental achievements.

Children are capable of learning to function in more than one cultural context simultaneously. The goal is that all children learn to function well in the society as a whole and move comfortably among groups of people who come from both similar and dissimilar backgrounds.

The eGuidelines are specifically intended to accommodate, support, and build upon individual family characteristics and cultural heritage. Efforts were made to acknowledge the learning needs of children with developmental delays and disabilities, and children who have a home language other than English.

*Parents, Child Care Givers, and Early Childhood Educators all have important uses for Idaho Early Learning eGuidelines.*

Embracing the right of every child to learn, grow, and play with children their own age in community settings, these eGuidelines endorse natural and least restrictive environments for all young children. The definition of "children with special needs" includes those who are medically fragile, delayed in one or more developmental domains, have a known medical condition that may lead to a delay, and/or a disability. Concerns about a child's development may warrant a screening by a physician or early childhood educator. If the screening shows concern, the child must be referred for a developmental evaluation/assessment.

*CULTURE is defined as the customary beliefs and patterns of and for behavior, both explicit and implicit, which are passed on to future generations by the society they live in and/or by a social, religious, or ethnic group within it. Because culture is often discussed in the context of diversity or multiculturalism, people fail to recognize the powerful role that culture plays in influencing the development of all children.*

# Scope

Families, early childhood educators and programs, the community, and policy makers share responsibility for all children’s development. The Idaho Early Learning eGuidelines underscore shared responsibility and shared accountability for development in terms of both learning opportunities and outcomes for children.

The eGuidelines are arranged by “domains” that organize the broad sweep of child development theory, research, and practice. The five developmental and learning domains include:

<b>Domain 1</b>	<b>Approaches to Learning and Cognitive Development*</b>
<b>Domain 2</b>	<b>Physical Well-Being, Health, and Motor Development</b>
<b>Domain 3</b>	<b>Social and Emotional Development</b>
<b>Domain 4</b>	<b>General Knowledge</b>
<b>Domain 5</b>	<b>Communication, Language, and Literacy</b>

**\*Domain 1 addresses aspects of development that permeate all domains.  
All five domains are interdependent.**

# Purpose and Use

This foundational document is designed as a resource to support the growth and development of young children from birth through third grade. The information in the document applies regardless of the setting: children’s own homes, others’ homes, child care programs, early intervention programs, Head Start programs, or in schools (private, faith-based, or public).

Some people will work from the resource document itself, while others will use collateral products to inform their specific inquiry and interest. The Idaho Early Learning eGuidelines are intended to:

- **Inform** and **Guide** adult practices in working with young children.
- **Describe** typical milestones about the child’s development process.
- **Develop** a common, research-based guide that describes the development of young children from birth to five.
- **Provide** social and emotional developmental characteristics and approaches to learning materials that supplement Idaho Content Standards for children K-3.
- **Integrate** early learning guidelines as a component to the larger system of services including quality initiatives, professional development, personnel preparation; and curriculum for higher education, professional development, vocational education, and pre-service training.
- **Empower** Idaho’s families to enrich childhood.
- **Help** adults understand, nurture, support, and teach young children during the critical years of birth to five.

*Idaho’s Early Learning eGuidelines are grouped by Domains that are divided by ages, and then described by Goals, Developmental Growth, Child Indicators, and Caregiver Strategies.*

Within each domain, the Idaho Early Learning eGuidelines present a set of goals, developmental growth, and child indicators that reflect how young children develop at different stages in their lives.

Age divisions are intended only as a means to capture the discussion about development, and are not intended to be absolute. The overlap in ages, as indicated in the table below, is a deliberate acknowledgement of variations in child development.

Domains	Age Ranges					
1. Approaches to Learning	0-8 months	6-18 months	16-38 months	36-60 months	60 months through Kindergarten	First, Second, and Third Grade
2. Physical Well-Being, Health, and Motor Development	0-8 months	6-18 months	16-38 months	36-60 months	60 months through Kindergarten	K-12 Standards Apply
3. Social and Emotional Development	0-8 months	6-18 months	16-38 months	36-60 months	60 months through Kindergarten	First, Second, and Third Grade
4. General Knowledge	0-8 months	6-18 months	16-38 months	36-60 months	60 months through Kindergarten	K-12 Standards Apply
5. Communication, Language, and Literacy	0-8 months	6-18 months	16-38 months	36-60 months	60 months through Kindergarten	K-12 Standards Apply

The Idaho Early Learning eGuidelines provide links to educational standards for children in Idaho’s Head Start, kindergarten, and elementary school programs. Two domains, Approaches to Learning and Cognitive Development, and Social and Emotional Development, carry through first, second, and third grades.

The Idaho Early Learning eGuidelines include an update and revision of existing standards (The Idaho Early Learning Standards: Resource Guide (2004)) and align with Head Start Standards and K-12 Standards.

## Organization

Each domain is categorized by age range. Each domain may be further divided by sub-domain. For each domain or sub-domain, the Idaho Early Learning eGuidelines provide the following:

- **Goal statement**
- **Age range**
- **Developmental growth**
- **Child indicators** that describe what parents and others might observe about the child’s development respective to that task
- **Caregiver strategies** to stimulate development related to that goal

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
Birth through 8 months	Seek, initiate, and respond to interactions with people and objects.	<ul style="list-style-type: none"> <li>• Shows interest in people by kicking legs, reaching, and looking at the person.</li> <li>• Reacts to new voices or sounds by turning in the direction of sound, becoming more quiet or active, or changing facial expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a safe, secure, and attractive environment for children to explore toys, books, and caregiver.</li> <li>• Respond to and initiate play with the child during the course of everyday routines (diaper changing, bathing).</li> <li>• Observe child to understand unique temperament, learning styles, and ways of showing curiosity.</li> <li>• Introduce child to new people, places, objects, and experiences.</li> <li>• In group child care settings, establish a primary caregiver to create a trusting relationship from which the child can explore.</li> </ul>

# Essential Practices

The following strategies are helpful to value learning styles and to embrace children's rich diversity of predispositions, attitudes, habits, and cultural patterns for all children from birth to school entry. These examples of strategies reflect learning opportunities and experiences to support children's individual needs:

## Health and Safety

- Ensure that children are provided with caregivers who interact in consistent and caring ways.
- Provide adult supervision and guidance for children's health and safety.
- Promote trust, security, and exploration through nurturing relationships and safe, consistent, and stimulating environments.
- Seek medical or developmental expertise if concerned about a child's learning and development.
- Gain access to comprehensive health care (Medical Home) including preventive medical and dental check-ups, mental health, immunizations, and care for acute and chronic health problems.
- Be aware of risk factors and signs of child abuse and neglect, and the responsibilities for reporting incidences.
- Have access to nutritious foods and feeding strategies that promote children's optimal health and development.

## Interaction and Activities

- Engage and play with children, supporting and encouraging their exploration.
- Provide multiple strategies to include the senses (sight, hearing, touch, smell, and taste).
- Engage children in open-ended activities for learning, including play around dramatic themes, artistic creations, and sensory play. Encourage children to expand and elaborate their experiences.
- Use supportive verbal, visual, and physical cues in interactions and activities.
- Immerse children in environments rich in language and print.
- If the child needs extra support, simplify complicated tasks by breaking them into smaller parts or reducing the number of steps.
- Encourage child to play and form relationships with other children.

## Cultural Context

- Observe, recognize, and support children’s unique ways of approaching new information and expressing themselves, taking into consideration their temperaments, inclinations, and attitudes.
- Provide a range of experiences to all children, even though their responses may differ and some children may need adaptations.
- Strive for an environment that respects all people and is free of biases.
- Individualize experiences, activities, interactions, and instructions to meet the needs of each child.
- Take time to learn about children’s everyday experiences at home and in their community. Incorporate traditional (or long-standing) effective strategies used by children’s home cultures to support learning and development.
- Provide continued acknowledgements in ways that reflect children’s cultural beliefs and traditions so that all children feel valued. Support a sense of competence.
- Incorporate teaching and learning strategies from children’s cultural background (e.g., use culturally and linguistically appropriate song games, stories, changes, music, dance, and movement) and culturally specific knowledge in coordination with cognitive development.

## Problem-Solving Skills

- Help children learn to accept, understand, and manage their emotions.
- Model and teach conflict resolution and problem-solving skills.

## Family Support

- Build strong relationships with and among families, teachers, caregivers, and community programs.

# Guiding Principles

Idaho Early Learning eGuidelines are developed according to the following guiding principles:

## **Children are active learners who learn through play.**

Play is fundamental to a child's learning. Children learn through experiences and relationships with the people and objects in their world. Experience through play, shared knowledge, curiosity, and sense of wonder are foundations for children's learning.

## **Each child learns in unique ways.**

Children have unique characteristics that influence learning. The rate of development and learning varies for individuals, and is not the same for every child of the same age. Learning may be uneven or occur in spurts. An individual's learning is impacted by genetics, culture, environment, experiences, interests, motivation, and approaches to learning.

## **Children receive learning opportunities that support their unique needs in inclusive environments.**

All children, who are developing both typically and atypically, are supported with opportunities to grow and learn in inclusive settings in child care, school, and community activities.

## **Learning is most meaningful when it is integrated across all areas of development.**

Children construct knowledge and integrate new ideas and concepts into their existing understanding. Their achievements in language and learning are influenced by the social and emotional aspects of their development. Communication influences mathematical and scientific understanding. There are no clear lines between the domains of development or areas of learning.

## **Learning is continuous and sequential.**

Children's understanding grows from simple to complex, and from concrete to abstract. New knowledge is built on previous experience and understanding. Young children learn best in safe, content-rich environments with supportive adults. Successful programs, teachers, and caregivers base their decisions and plans on accepted child development principles, research, and best practices to support and enhance children's growth.

## **Development and learning are rooted in culture and supported by the family.**

A child's language, knowledge, traditions, and family expectations are the primary influences on development. Learning is enriched by stable, nurturing relationships within the family and community.

## **Parents want their children to be happy and part of their community.**

Early learning is the groundwork for learning from age five through the high school years and into adult, life-long education. Early learning opportunities are best when children are healthy, well nourished, and safe. Engaged, healthy, and happy children are ready to explore through listening, watching, smelling, touching, and tasting.

## **Children are supported by the greater community.**

Children are regarded and respected as unique, competent individuals who have individual temperaments, learning styles, home environments, cultures, and ways of understanding. The health and well-being of families and children is a community priority. The community supports children's growth with high quality early learning and development opportunities.

# Introduction to this Book

Preschool teachers have asked for information that “translates” the many pages of goals, indicators and strategies of the Idaho Early Learning eGuidelines into “how they work in my classroom”. This book will hopefully capture the ELeG in action and practice!

Research and best practice informs us that 3-5 year olds learn best in enriched, well-organized classrooms that recognize the importance of play and process for children’s understanding. We know that children develop understanding and thinking skills when encouraged to actively explore while building a deep sense of themselves as curious, competent learners.

The instruction, exploration, and discovery that take place in an experience-based classroom mean much more than many people realize. With a focus on nurturing the whole child—socially, emotionally, physically and intellectually—the classroom provides a safe, stimulating environment that supports brain development and school readiness. All five Domains and 64 Goals of the Idaho Early Learning eGuidelines are critical elements in readiness for school and life!

This book is based on the important areas of an early childhood learning environment. We offer some basics, lists, stories and ideas for eleven areas of a classroom. Each chapter then gives examples of Goals from each Domain of the ELeG (you can find many more applicable Goals in the web-based eGuidelines!). The Goals, Indicators and Strategies in this book are focused on only one age group (36-60 months) of the 6 age groups found in the Idaho ELeG. Hopefully this book will give you a starting point and pique your curiosity to delve deeper into the eGuidelines.

Early childhood classrooms and playgrounds are planned and physically arranged to meet the developmental needs of all children. Routines and schedules can thoughtfully accommodate children with disabilities and other special needs. Curriculum modifications can be integrated into the areas of the classroom with the addition of specific toys and equipment to provide embedded learning opportunities.

This book starts with the key documents in the Early Learning eGuidelines. The Idaho eGuidelines are a foundational document that encompasses typical child development from birth to school age. The critical Domains of Approaches to Learning and Cognitive Development, and Social and Emotional Development include 1st through 3rd grade, as these aspects of development are not addressed in the K-12 Standards. As the Idaho Early Learning eGuidelines encompass the ages of birth through 60 months in all Domains, a teacher can easily move to an earlier age range to find goals and indicators to support a child who functions at an earlier developmental level.

The Idaho ELeG are web-based so that they can grow and evolve with new research and information. This book is also posted on the website and might change with time as well. We hope this book and the ELeG become important, functional “tools” in your teaching practice. Best wishes as you and the children you teach grow and reach your full potential!

# Art Area

Working with art materials benefits all aspects of a child's development. As they draw, paint, and make collages, children experiment with color, line, shape, and size. By mixing colors, they learn about change and cause-effect relationships. In making lines and shapes with markers and crayons, they develop the fine motor control needed for writing. While cutting and tearing paper, shaping play dough, and squeezing clay, they strengthen their hand muscles and refine small muscle movements. When making sculptures and mobiles, they explore dimensions and spatial relationships.

Drawing and painting are important forerunners to writing, as well as unique expressions of self. Making lines and shapes and assigning meaning to them is the first step in writing. Creating invented letters that the child can "read", or ascribe meaning to, is indeed writing—just not conventional writing. Knowing that information or a name can be conveyed with a drawn line is an amazing human skill—the leap into literacy! The Art Area is an important part of the classroom that supports literacy development.

Artistic expression is all about the process and experience for the young child. It is truly the child's own expression, and the child is in control! It helps to build self-esteem and confidence in a safe, comfortable, and stimulating environment while allowing children to explore new ways to express their emotions and ideas.

## In the Art Area, children learn...

- Color, shape, texture, and dimensions by seeing and feeling art materials
- Experimentation and experience with a variety of art materials
- Beginning grasping and manipulation skills while simultaneously strengthening their hands and neurological system
- To use their senses to gain information about the environment
- About representation and expressing experiences and emotions through art materials such as paint, clay, pencils, and crayons
- How to express themselves creatively
- To make choices and decisions
- To develop independence
- About sequencing and organizational skills
- To look at and talk about artwork
- About experimenting with art materials while exploring physical properties and cause-effect relationships
- Early eye-hand coordination
- To respond to storytelling by drawing or painting



## Getting Organized

Plan strategically for art activities! It is preferable to work in an uncarpeted area with a sink for easy clean-up. Think about creating zones for different kinds of artistic and social experiences. Start with a protected space with a “paint friendly” floor for easels, which can be either wall-mounted or free standing with 2 sides to paint on. Aprons must be close by, along with a source of paper and a drying rack.

A big table is essential to provide enough room for several children to participate in art activities while supporting social interaction. If space is available, another table (maybe smaller) makes a great center for play dough, potter’s clay, and other tactile materials. Child-accessible shelves with labeled spaces for markers, crayons, glue, tape, scissors, and a variety of paper and collage materials are important so children can easily find the materials they need, and return them to their space during “pick-up” time.

## Basic Equipment

- Easels, work tables, and low shelves
- Storage bins for individual materials (such as baskets or clear plastic boxes) with picture and word labels
- Collage materials: colored and/or textured papers, wallpaper, ribbons, and items from nature (or a collection of collage materials from the “teacher’s closet”)
- Child-sized scissors (sharp! with rounded tips) and hole punches
- Play dough and potter’s clay in airtight tubs
- Tools for play dough: small rolling pins, plastic knives, and tools from the kitchen
- Crayons, markers, and chalk
- Various kinds, colors, and sizes of paper
- Easel paper—large and heavy (60-80 lb.)
- Paint (tempera and watercolor), good brushes, and reusable containers for water and paint
- A drying rack or clips for paintings and glued artwork
- Glue, paste, and tape
- Aprons or smocks
- A recycle box for reusable scraps



## The Artist's Statement

**"Chicka chicka, boom, boom..." sang the swaying four year old at the easel. Big, bold lines flowed from the paint brush as a narrative evolved in color and self-talk. More colors appeared as the "coconut tree" erupted into a volcano, and dinosaurs and witches battled... Soon a pie pan was employed as a pallet to mix the muddied colors into new tones. Fragments of a story emerged with exclamations of sound as paint documented the plot. The classroom had all but disappeared in the intensity of the process.**

**Finally, gooey brushes plopped in the water bucket and the artist asked for help moving the painting to the drying rack. The paper was saturated in shades of khaki, not a trace of white left on the surface. When asked about putting a name on the back of the painting, the artist didn't care—"Done now" was the reply.**

**Mom needed a "translation" from the teacher when she pulled the painting from the art file. I couldn't recount the whole story or the creative process that was the essence of the painting. The "real painting", the best part, was hidden in the layers of caked, mud-colored tempera. Neither the artist nor the mom wanted the paper—the wonderful experience was "done now". The product didn't matter, but the artist was ready for the next creative explosion!**

## High Praise

Although praising children's artwork or talent may always seem called for, the way in which adults give praise is key to supporting artistic development and expression. Blanket statements like, "Oh, that's so pretty!" or "I like that--you are so talented!" may in fact discourage a child who wasn't thinking about "pretty", but was trying to line up the edges of collage pieces or express a feeling. Recent research shows that children are more likely to persist and to value their work when given credit for their efforts rather than for talent.

Encourage an explanation: "Tell me how you made the paint colors change," or "I see that you used three red pieces of paper—was it hard to get them in just the right places?" Give the artist the opportunity to explain or comment on their work.

## Think About...

- Easels need to have enough space around them to allow children to move a bit—gross motor movement encourages creativity!
- High quality brushes are worth the investment. They last longer and rinse cleaner. Teach children to rinse the brushes between colors.
- A recycled pie pan makes a good palette for mixing colors when children are ready to move past “the basics”.
- Heavy paper makes a huge difference in satisfaction, and it is able to hold more paint.
- Collage projects need to be thoughtfully arranged by the teacher. Too many materials can overwhelm young artists. Start with a few colors of paper and encourage tearing, dabbing paste or glue on the pieces, and placing them on the “base”. A small plate with a small “single serving” cup of paste makes a good setup--add a damp piece of sponge for wiping fingers.
- At the play dough and clay table, children explore changes in shape and mass while building fine motor skills and eye-hand coordination. Potter’s clay provides more resistance, strengthening hands and arms and releasing tension as it is pounded, pinched, and molded.
- Learning to cut with scissors is a crucial school readiness skill for 3-5 year olds. Blunt tipped, sharp scissors that easily cut paper are critical for success. Watch for correct hand and finger placement and progression to opening and closing the hand. You might see little mouths opening and closing, or both hands making the cutting motion as growing brains figure out this new complex coordination.
- Portfolios, or a large narrow box with sections for each child, are a great way to store children’s art work (names and dates are essential!). Let the child choose which pieces to save, or to scan for a portfolio copy if the original needs to go home. Try to collect art pieces frequently throughout the year. Portfolios provide strong visual examples of thinking and sensory development over time. Consider including photos of the child creating the artwork in their portfolio.
- Display children’s art in the classroom at their eye level. Let the artists choose which of their art pieces to display. Mats or contrasting background paper send an important message to children about the value of their artwork! The visual character of a room indicates to children that the teacher values their work.
- As expressive language skills grow, art materials play an important role in exploring feelings and observations, and integrating thinking and motor skills. For the dual language learner, artistic forms of expression can be especially critical to establish a common ground with other children. Art is a universal form of communication!



**How Goals, Indicators and Strategies Look in Art Area**  
 (A small sample of Goals and Indicators from the Idaho Early Learning Guidelines)

**Domain 1: Approaches to Learning and Cognitive Development**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 2: CHILDREN ARE ABLE TO GENERATE NEW IDEAS, APPROACHES, AND ACTIVITIES IN DAILY ROUTINES.</b></p>	<p>Expand personal expression through inventive language and play.</p>	<ul style="list-style-type: none"> <li>• Uses imagination to create a variety of ideas.</li> <li>• Makes up words, songs, or stories.</li> <li>• Expresses ideas through art, construction, movement, or music.</li> <li>• Engages in open-ended exploration of raw materials (messy play).</li> <li>• Uses materials in a new or novel way.</li> <li>• Chooses new and different materials to represent thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an environment and a range of materials where child is encouraged to experiment and use their imagination.</li> <li>• Ask open-ended questions to encourage creative thinking.</li> <li>• Provide opportunities for child to create and complete projects in their own way.</li> <li>• Engage child in creating and completing projects using different media (clay, collage, paint, music, dance, chalk, box construction).</li> <li>• Provide child with access to artists and artwork from their own and other cultures.</li> <li>• Maintain files of a child’s creative work for the child to revisit and comment on.</li> <li>• Display a variety of child’s creative work instead of mass-produced or teacher-created display.</li> <li>• Engage child in drawing a series of pictures that represent or illustrate experiences.</li> </ul>
<p><b>Goal 16: CHILDREN REPRESENT EXPERIENCES AND THOUGHT THROUGH SYMBOLIC REPRESENTATION SUCH AS MOVEMENT, DRAWING, SINGING/VOCALIZING, AND PLAY.</b></p>	<p>Use symbolic expression in arts, communication, and quantity.</p>	<ul style="list-style-type: none"> <li>• Uses symbols or pictures as a representation of oral language.</li> <li>• Uses creative means to express emotions when vocabulary is inadequate.</li> <li>• May use shapes and letters to “write messages.”</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for child to draw pictures of people, feelings, family, animals, and objects.</li> <li>• Tell stories without pictures and encourage child to visualize, imagine, and express what he/she feels.</li> <li>• Encourage child to draw a story, with caregiver as “scribe,” writing dictated words. Dictates the story and makes the illustrations.</li> </ul>

**Domain 2: Physical Well-Being, Health, Motor Development**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 18: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF SMALL MOTOR MUSCLES.</b></p>	<p>Use fingers and hands for purposeful tasks.</p>	<ul style="list-style-type: none"> <li>• Uses various drawing and art materials (crayons, brushes, finger paints).</li> <li>• Opens and closes blunt scissors with one hand.</li> <li>• Cuts a piece of paper on a straight line and on a curve. Child needs sharp scissors to cut accurately.</li> <li>• Writes some recognizable letters or numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage child in activities that strengthen hand grasp (molding play dough, using a hand-held hole punch).</li> <li>• Encourage child to strengthen grasp of thumb/forefinger (gluing small pieces of paper, peeling/sticking stickers, picking up small objects with fingers).</li> <li>• Encourage use of precision grasp (using writing utensils such as crayons, pencils, markers, paints).</li> <li>• Demonstrate and provide opportunities for child to use scissors safely (include adaptive scissors).</li> <li>• Modify activities to ensure participation of each child (attach rubber grips to pencils and pens).</li> </ul>
<p><b>GOAL 19: CHILDREN USE THEIR SENSES (SIGHT, HEARING, SMELL, TASTE, AND TOUCH) TO GUIDE AND INTEGRATE THEIR INTERACTIONS.</b></p>	<p>Coordinate motor activities based on sensory input.</p>	<ul style="list-style-type: none"> <li>• Coordinates motor activity based on visual input.</li> <li>• Holds materials at an appropriate distance.</li> <li>• Moves eyes rather than head to track objects.</li> <li>• Demonstrates concepts through movement (imitates an animal through movement, sounds, dress, dramatization, dance).</li> <li>• Improves eye-hand coordination for precise movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for the child to explore natural surroundings through the senses.</li> <li>• Provide opportunities for the child to integrate rhythm, sounds, and music with motor activity; like striking a drum to the beat or marching with the rhythm.</li> <li>• Provide opportunities to use touch, pressure, and texture to learn to push, pull, or lift an object effectively.</li> </ul>

**Domain 3: Social and Emotional Development**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 28: CHILDREN DEVELOP FRIENDSHIPS WITH PEERS.</b></p>	<p>Engage in mutual social play that involves cooperation and shared purpose.</p>	<ul style="list-style-type: none"> <li>Plays beside and interacts with peers.</li> <li>Shows enjoyment in playing with other children.</li> <li>Engages with other children in play involving a common idea.</li> <li>Has at least one other friend.</li> <li>Initiates conversations with other children; asks questions and responds.</li> <li>Can wait briefly for a turn when playing with other children.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for child to engage in a variety of play activities with other children (dramatic play, art projects, block building, free play outside, and dance class).</li> <li>Give child ample time to solve own problems before intervening.</li> <li>Help child join other children in ongoing play.</li> <li>Engage child in conversations with another child.</li> <li>Support the child who is nonverbal with sign language, photos, and other visual supports for communication.</li> <li>As appropriate, provide opportunities and support for families and children to explain a disability to other children in a class or in a small group.</li> </ul>
<p><b>GOAL 37: CHILDREN DEMONSTRATE BELIEF IN THEIR ABILITIES.</b></p>	<p>Develop sense of competence.</p>	<ul style="list-style-type: none"> <li>Expresses delight with mastery of a skill (e.g., "I did it myself!").</li> <li>Asks others to view own creations (e.g., "Look at my picture!").</li> <li>Expresses own ideas and opinions.</li> <li>Enjoys the process of creating.</li> <li>Demonstrates pride and pleasure when someone reacts to his/her own reaction.</li> <li>Will use private or inner speech to help remember rules and standards for behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for child to try a task and offer assistance, as appropriate.</li> <li>Provide plenty of time and opportunities for child to play, explore, experiment, and accomplish tasks and develop a sense of competence.</li> <li>Invite child to share ideas, skills, or ways to solve a problem.</li> <li>Offer opportunities for children to watch each other trying new skills.</li> <li>Assist children begin activities at a level where they previously displayed skill, and provide encouragement for each little bit of the skill they achieve.</li> </ul>

**Domain 4: General Knowledge**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 46: CHILDREN USE CREATIVE ARTS TO EXPRESS AND REPRESENT WHAT THEY KNOW, THINK, BELIEVE, OR FEEL.</b></p>	<p>Use artistic expression and language to communicate emotions and make meaning of experiences.</p>	<ul style="list-style-type: none"> <li>• Tries one type of art many times (painting at easel several days in a row, using different colors, or covering the whole paper with paint).</li> <li>• Uses a variety of media and tools to create original works of art.</li> <li>• Creates art work with details representing ideas, experiences, and feelings.</li> <li>• Uses clay and other medium to create three-dimensional sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>• Point out various types of art and materials found in books, photographs, and on the computer.</li> <li>• Engage the child in daily creative art activities using a variety of materials (watercolors, collage materials, paints, paper, scissors, glue, crayons).</li> <li>• Provide opportunities for child to express feelings and recreate experiences through art, movement, and drama.</li> <li>• Provide a variety of supplies, time, and space for artistic exploration and expression.</li> </ul>
<p><b>GOAL 47: CHILDREN DEMONSTRATE UNDERSTANDING AND APPRECIATION OF CREATIVE ARTS.</b></p>	<p>Respond to and create symbolic and representation art, music, dance, and dramatic themes.</p>	<ul style="list-style-type: none"> <li>• Shares various forms of art found in own environment.</li> <li>• Wonders about or asks questions about works of art, paintings, songs, dance, and theatre.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage child in the observation and expression of what was seen when watching people from a variety of cultures creating art.</li> <li>• Provide opportunities for child to watch people creating arts and crafts.</li> <li>• Arrange for long-term art projects (mural, beading, music, dance, weaving, carving, and mask-making) with guest artists from child's own and other cultural backgrounds.</li> </ul>

**Domain 4: General Knowledge**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 61: CHILDREN DEMONSTRATE KNOWLEDGE AND USE OF LETTERS AND SYMBOLS.</b></p>	<p>Begin to write and draw to communicate language.</p>	<ul style="list-style-type: none"> <li>• Uses horizontal scribbling with breaks or separate marks to represent writing.</li> <li>• Creates representational drawings.</li> <li>• Uses scribbling to represent their name.</li> <li>• Knows the difference between printed letters and drawings.</li> <li>• Attempts to copy one or more letters of the alphabet.</li> <li>• Labels pictures using letter-like marks.</li> <li>• Knows that alphabet letters are a special category of graphics that can be individually named.</li> <li>• Works at writing own name.</li> <li>• Shows awareness of the difference between own writing and conventional print.</li> <li>• Shows awareness of two or more different writing systems (especially appropriate for ELL and bilingual/multilingual children).</li> <li>• Uses pictures, symbols, and letters to convey meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a variety of writing and drawing tools with different kinds of paper (tablets, shopping lists, loose paper, sandpaper, etc.).</li> <li>• Model writing by writing lists, letters, daily log of classroom activities, and notes stating the words as they are written.</li> <li>• Encourage the use of creative spelling to label pictures, write name, and write notes to family and community members.</li> <li>• Draw letters in sand, shaving cream, finger paint, and play dough.</li> <li>• Give child a special journal to write their name and draw pictures.</li> <li>• Provide opportunities for child to write letters, lists, invitations, cards, and notes.</li> <li>• Encourage child to describe their artwork and label it with letters to represent sounds they hear.</li> </ul>

# Block Area

Unit blocks\* are an essential part of an early childhood classroom. All domains of development are encouraged in a thoughtful Unit Block Area! The “virtual world” of computers and games cannot surpass good block play in richness of real experiences, creativity and imagination, socialization, and the physical development of children. From a 2½ year-old lining up rectangular blocks to make a “road” or “fence for the cows” to the group of 5 year olds building a city with streets, houses, skyscrapers, and airports complete with land use disputes that rival any city council meeting—blocks are where real learning happens!

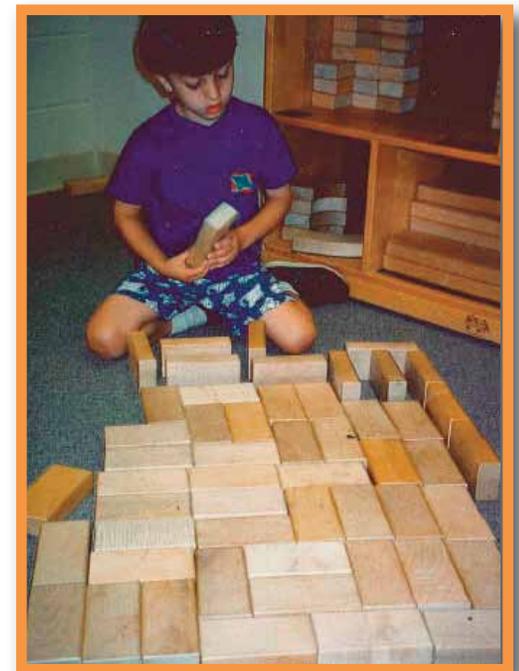
In our “wordy” culture, children need many opportunities to express themselves visually as they make sense of their world. Block play gives children a means of expressing their experiences and ideas in a hands-on way while becoming abstract thinkers. While playing with blocks, children acquire a concrete understanding of the concepts crucial to logical thinking. As they choose, build with, and pick up blocks, they learn about sizes, shapes, numbers, order, area, length, and weight. Blocks invite play with others and they promote social interaction with meaningful conversations. Children who are English Language Learners can build their experiences and ideas while developing new language skills with peers in block play.

Unit blocks are not like Lego bricks and other plastic toys that snap together to make shapes. Plastic blocks often limit angles to “straight” (180 degrees) or “corners” (90 degrees), and the emphasis is on small muscle and eye-hand coordination. These are important skills and they play a valuable role in the early childhood classroom. By contrast, unit blocks encourage a whole range of angles and spatial relationships that challenge stability, architectural expression, and imagination. Whole body motion and strength are developed in the Unit Block Area.

**\* Unit Blocks are hardwood blocks in a variety of shapes that are all relational in size.**

## In the Unit Block Area, Children Learn:

- Length, width, height, and depth
- Social language skills in a variety of situations
- Social skills to cooperate, share, negotiate, and plan
- To match objects to each other (one-to-one correspondence)
- To demonstrate concepts of parts/whole and same/different
- To form groups by sorting and matching sizes and shapes
- Addition and subtraction, and the concepts of *more* and *less*, *higher* and *lower*
- The names of shapes
- To create three-dimensional structures and spatial relationships
- Understanding gravity, stability, balance, and cause and effect
- Coordination of large and small muscles, eye-hand coordination, and balance
- To create and build their ideas and stories in an expressive, tangible way
- To develop a deep sense of self-confidence and motivation
- To create and negotiate real-world problems of roles, territory, and situations



## Getting Organized

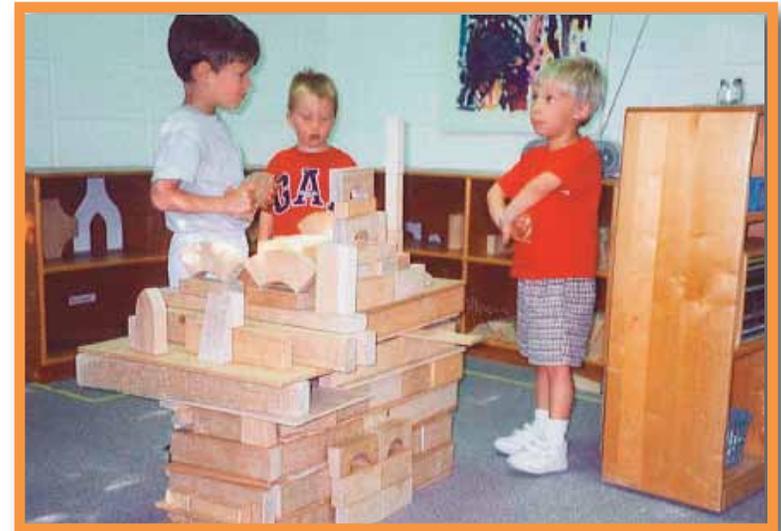
The Unit Block Area encompasses so much essential learning that it needs to be given as much room as possible. The space should be large enough for at least 4-6 children to build at once—allowing room for the builders' bodies as well as the buildings.

- Low, smooth carpeting makes the area inviting and comfortable without being unstable for big buildings, and it helps soften the noise of falling blocks.
- Low shelves for storing blocks can help define the area and prevent disruptive "traffic" through the area.
- Shelves labeled with block outlines make clean-up easier. The sorting, organizing, and matching of the blocks when they are returned to the shelves provides important learning, as well as the completion of the block building.
- A "No Building Zone" 8-10 inches in front of the shelves (this can be marked with tape on the rug) prevents conflicts of access to the shelves of blocks. Children need to build on the floor or at a table away from the shelves so others can get the blocks.

When children clearly see the shapes and organization of the blocks marked neatly on the shelves, it is easier to choose specific blocks and stimulate building. A jumbled pile or haphazard stack is neither inviting nor supportive of learning opportunities.

## Basic Equipment

- 500-750 wooden unit blocks in a variety of shapes and sizes (check equipment catalogues for sets). Blocks are a long-term investment and can last more than a generation with proper care.
- At least three shelves at children's eye level for blocks and props.
- Baskets/bins to hold toys and props.
- Cars, trucks, and other vehicles of sizes that fit the blocks or serve to transport blocks.
- Sets of people scaled for blocks (families and community helpers representing various ethnic groups).
- Sets of farm and zoo animals.
- Pieces of colored paper and cloth for furnishings and landscaping.
- Paper, pencils, markers, crayons for making signs.
- A camera to document the building.



## Thinking INSIDE the Blocks

"A castle built by Sam, Will, Allen, and Jim and we are inside of it. And these are special buildings, yeah! And if we knock it down we have to build it up. And we are GOOD builders!"

The castle building engaged these four-year-old boys for about 45 minutes. There was intense negotiation with each other (and with gravity) as they worked and spun an elaborate story. The narrative was a rich combination of building instructions, needed blocks, warnings of what might fall down, territory, good guys, bad guys, battles, and monsters. They were fully engaged--the rest of the classroom had vanished (except when they needed something like paper, string, or hard hats). They were motivated learners! No need for stars or rewards--the job of solving real problems with blocks and words was powerful. By setting up a learning environment with enough space, materials, and time, we saw many "great ideas" take shape. Pick-up time required some careful deconstruction, but also allowed for talk about what happened in the story--building, balance and shapes, and plans for the next building. The builders became "delivery guys" as blocks were sorted by shape and carried to their marked place on the shelf.

"Yeah! And tomorrow we can build..."

## Think About...

Conflict and problem solving are an important part of the social skills learned with blocks, but a well-organized area can head off many frustrating problems. Some teachers (especially those with 3 year olds) start the school year with a limited number of blocks and shapes. More blocks can be gradually added when children

- Become familiar with three to five shapes (halves, units, doubles, triangles, ramps)
- Have satisfied initial building, and want more blocks
- Learn the basic rules of the block area (safety, putting away, etc.)

Observing the children's block play and noting their readiness for more can help the teacher figure out when to expand.

Children value their structures whether or not they represent specific things.

- Asking questions such as "Tell me about what you made" encourages dialogue and offers new opportunities to explore.
- Ask if the child needs something else for their building/story by adding props such as cars, trucks, animals, community helpers, and families.

The Unit Block Area is another great place to encourage literacy! Roads, stores, and buildings need signs. If your space and program schedule allow for structures to be built over more than one building time, children can make "SAVE" signs. Narratives and stories can be dictated to willing adults and illustrated with drawings or photographs.

For a child who has difficulty entering social play (either by barging in and knocking down buildings or watching wistfully), the Unit Block Area provides a teacher an opportunity to support social skills. An arm around the shoulders and a soft voice allows child and teacher to look at what is happening. Many children benefit from some support when learning to "read" social cues and join in on existing play. The teacher asks:

- "What do you think they are building?", "What do you want to build?"
- "What is happening in this game?"
- "Do you want to build with James and Rosalie?"
- "Is there a space for you right now?"
- "Do you want some help asking them if you can play too?"

The open-ended quality of block play allows children of different developmental levels to play next to each other and eventually enjoy building together. Play in the Unit Block Area will become more elaborate as children become skilled "players" and mature in their building.



**How Goals, Indicators and Strategies Look in Block Area**  
 (A small sample of Goals and Indicators from the Idaho Early Learning Guidelines)

**Domain 1: Approaches to Learning and Cognitive Development**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 3: CHILDREN ARE CONFIDENT TO INITIATE AND COMPLETE ACTIVITIES USING A VARIETY OF APPROACHES.</b></p>	<p>Display initiative and confidence interacting in a variety of social and physical settings.</p>	<ul style="list-style-type: none"> <li>• Joins a play activity already in progress, with assistance.</li> <li>• Finds and uses materials to follow through on an idea (blocks for building a tower...).</li> <li>• Makes decisions about activities and materials to work with from the selection offered.</li> <li>• Shows completed projects to others, and explains what they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate play in groups, offer props to extend play.</li> <li>• Modify group activities to ensure participation of children with special needs.</li> <li>• Provide environments that create opportunities for child to initiate activities where failure is acceptable.</li> <li>• Create opportunities to "save" art, blocks, or process activities so child can return to them later.</li> <li>• Offer opportunities to display work, including three-dimensional structures.</li> </ul>
<p><b>GOAL 11: CHILDREN FIND MULTIPLE SOLUTIONS TO QUESTIONS, TASKS, PROBLEMS, AND CHALLENGES, INCLUDING TRIAL AND ERROR.</b></p>	<p>Increasingly confident in interacting in a variety of social and physical settings as they try new things. Use emerging perspective-taking experiments.</p>	<ul style="list-style-type: none"> <li>• Seeks assistance from another child or adult to solve problems.</li> <li>• Modifies actions based on new information and experiences (change block structure when the tower continues to fall).</li> <li>• Uses emerging perspective taking to think of multiple situations for problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Be available to assist child with challenges, questions, and tasks to solve.</li> <li>• Guide child through the problem-solving process (e.g., "The wagon is struck. What can we do?").</li> <li>• Apply the problem-solving process to social problems at the child's level.</li> </ul>
<p><b>GOAL 15: CHILDREN PARTICIPATE IN PRETEND OR SYMBOLIC PLAY.</b></p>	<p>Use elaborate plots, shared scripts, and multiple sequences and roles, with a mixture of reality and fantasy.</p>	<ul style="list-style-type: none"> <li>• Takes on pretend roles and situations. Uses appropriate language, tone, and movements</li> <li>• Engages in complex make-believe play.</li> <li>• Can return to favorite play themes with friends.</li> <li>• Plays out social and emotional issues (power, loss, fears).</li> <li>• Extends and consolidates understanding through play.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage the child in activities and interactions that develop fantasy characters while helping them differentiate between make-believe and reality.</li> <li>• Provide environment and time for dramatic play.</li> <li>• Scaffold entrance into dramatic play for child who needs support to join play.</li> <li>• Clarify scripts and roles as part of conflict resolution.</li> </ul>

**Domain 2: Physical Well-Being, Health, Motor Development**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 18: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF SMALL MOTOR MUSCLES.</b></p>	<p>Use fingers and hands for purposeful tasks.</p>	<ul style="list-style-type: none"> <li>• Manipulates small objects with ease (fits small objects into holes).</li> <li>• Builds increasingly complex buildings with props.</li> <li>• Puts blocks back on shelf, matching shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage child in activities that strengthen hand grasp.</li> <li>• Encourage child to strengthen grasp of thumb/forefinger (picking up small objects with fingers).</li> <li>• Modify activities to ensure participation of each child.</li> </ul>

**Domain 3: Social and Emotional Development**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 29: CHILDREN DEMONSTRATE POSITIVE NEGOTIATION SKILLS.</b></p>	<p>Solve problems and communicate ideas with a peer, with adult supervision.</p>	<ul style="list-style-type: none"> <li>• Uses simple strategies to solve problems, either individually or in a group (with assistance from an adult).</li> <li>• Uses different turn-taking strategies (bartering, trading, and beginning to share).</li> <li>• Without using physical aggression, negotiates with other children to solve a problem, with some adult assistance.</li> <li>• States a position with reasons.</li> <li>• Seeks out adult when needing help to solve solutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide activities that allow child to negotiate social conflicts.</li> <li>• Give child ample time to solve own problems before intervening.</li> <li>• Model appropriate strategies for conflict resolution and use questions to stimulate thinking. (e.g., "What's happening here?")</li> <li>• Build problem solving skills by engaging children in conversations to make decisions and find solutions.</li> <li>• Model and provide child with words to use when in a conflict. (e.g., "Tell him he can have it when you're done." "May I have that when you're done?")</li> </ul>

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<b>GOAL 38: CHILDREN REGULATE THEIR FEELINGS AND IMPULSES.</b>	Become increasingly able to control actions, words, and emotions in response to a situation or an adult request, with some adult assistance.	<ul style="list-style-type: none"> <li>Expresses strong emotions constructively at times, and with assistance.</li> <li>Sticks with difficult tasks without becoming overly frustrated.</li> <li>Follows simple rules without reminders (handles toys with care).</li> <li>Demonstrates increasing ability to use materials purposefully, safely, and respectfully.</li> <li>Uses pretend play to understand and respond to emotions.</li> <li>Associates emotions with words, and facial and body expressions.</li> </ul>	<ul style="list-style-type: none"> <li>Anticipate and provide guidance when child needs assistance regulating emotions.</li> <li>Prepare child for changes in daily schedule by providing advance warning, talking with, and listening to child.</li> <li>Provide opportunities for child to understand and discuss own and others' feelings.</li> <li>Be aware of cultural and gender differences in expressing feelings.</li> <li>Avoid stereotyping a child's expression of emotion (validate boys when they cry, girls when they get angry).</li> <li>Acknowledge child for expressing and regulating feelings.</li> </ul>

**Domain 4: General Knowledge**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<b>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).</b>	Use geometric modeling and spatial reasoning according to different dimensions.	<ul style="list-style-type: none"> <li>Engages in activities that explore and develop vocabulary for measurable properties such as length and weight, or capacity.</li> <li>Compares amongst several objects based on one or more attributes (length, size, weight) using words such as "shorter", "bigger", or "lighter".</li> <li>Understands positional terms such as "between", "inside", "over", "under", and "behind".</li> <li>Sorts and classifies objects based on one or more attributes.</li> <li>Orders objects by size, volume, height, weight, and length; with assistance.</li> <li>Uses some vocabulary in relationship to measurement tools. Estimates size. (e.g., "I'm as tall as the tower!")</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate, explain, and engage child in activities that use nonstandard measurement.</li> <li>Provide a variety of measuring tools (tape measures, rulers, balance scales, measuring cups) for child to use in purposeful ways.</li> <li>Continue to model language involving comparisons according to size, volume, weight, and height (length) of people, toys, and objects.</li> <li>Play measuring games with child (e.g., "Which is heavier?" "Which is longer?").</li> <li>Display information using measurement graphs to visually compare activities and experiences (such as a growth chart of all the children in the class).</li> <li>Model language and use body and objects using positional terms (behind, inside, on top, under).</li> </ul>

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 43: CHILDREN FURTHER 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.</b></p>	<p>Investigate unfamiliar phenomena and both trial and error (sometimes systematic trials), with assistance.</p>	<ul style="list-style-type: none"> <li>Eagerly observes, describes, and predicts the world around them.</li> <li>As child investigates new phenomena, makes progress from trial and error toward a more systematic approach to problem-solving.</li> <li>Makes simple predictions and inferences about cause and effect relations based on observations, explorations, and experimentations with objects and events in the blocks area.</li> <li>Compares their predictions with actual observations.</li> </ul>	<ul style="list-style-type: none"> <li>Create an environment that inspires child to have ideas and figure out how to do something.</li> <li>Encourage child to try out ideas, make mistakes, and develop contradictions.</li> <li>Encourage child to observe patterns and offer possible predictions through questions (e.g., "What will happen if...?").</li> <li>Provide different toys with wheels or differently shaped objects and slopes to observe and question how they might move.</li> <li>Encourage child to act on their own observations of patterns and make predictions.</li> <li>Encourage child to compare their predictions with what they see.</li> </ul>
<p><b>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.</b></p>	<p>Demonstrate awareness of group membership across family, community, program, and culture as they recognize physical characteristics of self and others within daily activities and routines.</p>	<ul style="list-style-type: none"> <li>Observes, describes, and predicts events around them as they connect new experiences to past experiences.</li> <li>Begins to recognize familiar community helpers and their association with activities, routines, and locations (firefighters, fire truck, fire station; doctor, clinic; policeman, police car).</li> <li>Constructs geographic concepts and meanings in relation to self and community (uses blocks to construct buildings on Main Street).</li> <li>Role-plays with simple machines and transportation toys (using tape measure in road construction with blocks).</li> </ul>	<ul style="list-style-type: none"> <li>Find ways to build a sense of community through activities that respect and reflect each child's home environment.</li> <li>Talk to and listen respectfully to all children.</li> <li>Explore how individuals have similarities and differences.</li> <li>Ask children about different cultural words or expressions (e.g. Chinese or Spanish) used to describe stories or events.</li> <li>Provide a variety of materials and toys for pretend role play.</li> <li>Provide community props for children to explore and pretend play.</li> <li>Take walks around the neighborhood or field trips to experience places in the community.</li> </ul>
<p><b>GOAL 46: CHILDREN USE CREATIVE ARTS TO EXPRESS AND REPRESENT WHAT THEY KNOW, THINK, BELIEVE, OR FEEL.</b></p>	<p>Uses artistic expression and language to communicate emotions and make meaning of experiences.</p>	<ul style="list-style-type: none"> <li>Participates freely in dramatic play activities (re-enacts events from his/her own life).</li> <li>Creates artwork with details representing ideas, experiences, and feelings.</li> <li>Uses blocks and other medium to create three-dimensional sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for child to express feelings and recreate experiences through art, movement, and blocks.</li> <li>Provide a variety of supplies, time, and space for artistic exploration and expression.</li> </ul>

**Domain 5: Communication, Language, and Literacy**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 49: CHILDREN COMMUNICATE EFFECTIVELY.</b></p>	<p>Use communication with purpose to convey a message.</p>	<ul style="list-style-type: none"> <li>• Asks and answers simple questions (what, where, when).</li> <li>• Speaks clearly enough to be understood by most listeners.</li> <li>• Initiates conversation by making statements or asking questions (why, how, what, where).</li> <li>• Expresses an idea in more than one way.</li> <li>• Uses character voices when retelling a story or event.</li> <li>• Responds meaningfully in conversation with adults and peers.</li> <li>• Starts to dictate stories or messages for adult to write out.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions about familiar stories and events.</li> <li>• Speak clearly to child.</li> <li>• Encourage child to express opinions, feelings, and ideas.</li> <li>• Provide opportunities to make choices and plans.</li> <li>• Ask open-ended questions that can be answered by child in his/her own way, to eliminate the need for right or wrong answers.</li> <li>• Accept child's response to your open-ended questions.</li> <li>• Provide opportunities for self-expression and creative representation (drawing materials, blocks).</li> <li>• Recognize and encourage alternate forms of communication (dance, drumming, sign, storytelling).</li> <li>• Provide opportunities for socialization in home language.</li> </ul>
<p><b>GOAL 51: CHILDREN USE RECEPTIVE VOCABULARY.</b></p>	<p>Use responses that demonstrate an increased knowledge of specific concepts.</p>	<ul style="list-style-type: none"> <li>• Identifies objects by category and attribute.</li> <li>• Responds to "who", "what", "where", "why", and "when" questions.</li> <li>• Understands relationships expressed by "if", "then", or "because" sentences.</li> <li>• Responds appropriately to a request (e.g., "Bring me the pillar.&gt;").</li> <li>• Has a receptive vocabulary of several hundred words in home language.</li> <li>• Shows interest in why and how things work.</li> <li>• Follows simple directions.</li> <li>• Recognizes and follow routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Use adult-like language when conversing.</li> <li>• Help the child better understand his/her world through the use of descriptive language.</li> <li>• Use increasingly complex words in context, and explain their meaning when talking with child.</li> <li>• Play "placement games" to show understanding of prepositions (e.g., "Put the block under/on top of/beside...").</li> <li>• Converse naturally about what child is doing, listening to, and seeing.</li> <li>• Facilitate and encourage peer language interactions in activities, pretend play, and outings.</li> </ul>

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 52: CHILDREN USE EXPRESSIVE VOCABULARY.</b></p>	<p>Use phrases and sentences with functional and descriptive vocabulary.</p>	<ul style="list-style-type: none"> <li>• Uses sentences three to seven words in length.</li> <li>• Answers “why”, “what”, and “where” questions.</li> <li>• Retells an event or story.</li> <li>• Uses words to further describe actions or adjectives (“building high!”).</li> <li>• Uses words to express emotions (“happy”, “sad”, “tired”, and “scared:”).</li> <li>• Uses more complex vocabulary to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage a child in conversation and give wait time for a response.</li> <li>• Support English Language Learner (ELL) in acquiring another language by avoiding translating everything for child and by using props, gestures, role-plays, pictures, physical movements, and demonstrations.</li> <li>• Respond to child’s descriptive talk with synonyms (child says, “big,” adult says, “huge.”).</li> </ul>
<p><b>GOAL 61: CHILDREN DEMONSTRATE KNOWLEDGE AND USE OF LETTERS AND SYMBOLS.</b></p>	<p>Begin to write and draw to communicate language.</p>	<ul style="list-style-type: none"> <li>• Begins to recognize letters in their name.</li> <li>• Recognizes and identifies letters in the environment (fast-food restaurants, stop signs, local stores).</li> <li>• Recognizes written name.</li> <li>• Begins to recognize letters in familiar words and names them.</li> <li>• Begins to make letter sound connections.</li> <li>• Recognizes the difference between numbers and letters.</li> <li>• Follows simple directions.</li> <li>• Recognizes and follow routines.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage child to notice letters in their environment.</li> <li>• Point out letters and symbols in the environment (fast-food restaurants, familiar cereal names/logos, local stores).</li> <li>• Start with the beginning letter in the child’s name. Point to objects in the environment that begin with the same letter.</li> <li>• Post children’s names and pictures.</li> <li>• Label areas in environment (table, chair, door).</li> </ul>
<p><b>GOAL 64: CHILDREN DEMONSTRATE COMPETENCY IN HOME LANGUAGE WHILE ACQUIRING BEGINNING PROFICIENCY IN ENGLISH.</b></p>	<p>Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Communicates with purpose to convey information, and uses phrases and sentences with more complex vocabulary in home language.</p>	<ul style="list-style-type: none"> <li>• Occasionally inserts words from home language while speaking English.</li> <li>• Relies on non-verbal cues to communicate in English, but does not rely on non-verbal cues to communicate in home language.</li> <li>• Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate.</li> <li>• A bilingual child adjusts their language and communication form according to person with whom he/she is speaking or place where he/she is at.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach school concepts in both languages.</li> <li>• Encourage the use of English in school by providing a safe, responsive audience.</li> <li>• Help child develop reasoning skills through use of home language.</li> <li>• Model positive vocabulary learning strategies (reading cues from the context).</li> <li>• Help native, English-speaking children understand the English language learner’s speech and vocabulary.</li> </ul>

# Books and Reading Area

*"Read me a story!"*

*"Once upon a time..."*

*"Every living creature needs..."*

*"Brown bear, brown bear what do you see?..."*

We all have favorite opening lines or stories that instantly transport us to a special place or time.

Reading and literacy are essential elements of school readiness and success in life. The Idaho Early Learning eGuidelines' Domain 5 specifically addresses communication, language, and literacy development. The Books and Reading Area promotes these kinds of learning through looking at books, listening to and retelling stories, and enjoying the expanding world of books. Learning "how books work" is an important part of literacy: from front to back, from the top of the page to the bottom, the continuity of information from page to page, the fact that the same book can be read again with the same words and pictures. It is a big learning "A-ha!" when a child realizes that the spoken word has a written counterpart. It takes lots of time, experience, expanding vocabulary, stages, and maturation to become a reader!

The life experiences and expressive vocabulary that a child brings to text are important links to the growth of understanding contained in print and stories. The delight of reading and learning can enrich a childhood and a lifetime!

## In the Reading Area, Children Learn...

- The delight of favorite stories
- Recognition of the sounds and rhythms of language
- To follow story lines from simple to complex
- About joining familiar repetitive phrases
- About "reading" pictures
- Verbal and listening skills
- To expand their vocabularies
- New words to express feelings and ideas
- Interpretation of what is read or heard
- About new ideas, people, and places
- To recognize and retell familiar stories
- To distinguish between real and make-believe stories
- That printed words have meaning and can be read again and again
- The names of the parts of books
- How books work
- About authors and illustrators as the unique creators of a story



## Getting Organized

Set up an inviting and relatively quiet space dedicated to reading. While print and writing materials saturate the early childhood classroom, a special reading area invites children to immerse themselves in the world of books, favorite stories, and discovery of information. If the space is large, it can serve for daily group reading and writing. Many early childhood classrooms use the group meeting space as a place for the teacher to read to all of the children, and a smaller space for their “library”. Carpet, cushions, and a visually inviting display of books and pictures at children’s eye level contribute to a welcoming environment.

When stocking the shelves, consider the interests of the children in your class, your curriculum, and the range of different kinds of books. Big books make it easier for children to see pictures and words during group reading, and they give teachers the opportunity to point to letters, sounds, and story details. Rotate books and refresh the choices frequently. Utilize your center’s and school’s collections, as well as public libraries!

The Computer Area could be near the Reading Area or incorporated into it to build the connection between various forms of literacy and finding resources for learning. Some classrooms integrate the Writing Area into the Book and Reading Area: this is a classroom/school-specific decision dependent on the curriculum framework, teacher preference, classroom space, and the ages and skills of the children.

## Basic Equipment

- A display shelf or bookcase where children can see the covers of books for easy selection
- A variety of books, refreshed regularly
- Books of fiction, non-fiction, picture books, and cultural books
- Books in the languages of children in the class
- A child’s CD player (maybe headphones) and stories on CD
- Puppets that match the stories
- Flannel board/magnetic board and story characters
- A big book stand and access to big books
- Comfortable places to sit
- Your public library and children’s librarian!



## Sweet Moments

**Two 3 year old “bestest friends” sit in a cozy nest of pillows and dolls they have built in the Book Area. Each has her own favorite storybook. Today they are reading to each other. They snuggle and giggle, then “read” with great expression all the pages of the story they have memorized. Occasionally they correct one another about turning the page.**

**This is a favorite and often repeated activity. Sometimes there are variations, such as reading “just like the teacher” with gestures, inflections, and smiles. Such wonderful moments are the tender beginnings of what might be a long friendship, and these moments certainly build their view of themselves as happy successful readers!**

## Think About...

Reading aloud to a group of children creates the opportunity to build vocabularies, topic understanding and relationships. Think about someone you have heard who was a mesmerizing reader—the different voices, the intensity, and the way they drew you into the story. Think about your group of children: their attention spans, current interests, and languages they speak. Daily group book reading enriches and expands all parts of a child's development, the group experience and the learning environment.

- Pause to ask: "What do you think will happen next?"; "Do you think he feels happy?" "Is this story real or pretend?" "Do bears really wear hats?" This engages children and extends their thinking and language skills.
- Invite participation: "Chicka-chicka-boom-boom"; "...and he was still hungry". Young children usually delight in books with rhymes or word patterns. A pause by the teacher with a prompting look invites the class to join in the rhyme or response.
- Repeated phrases are helpful to dual language learners as they use the pictures to understand and join "the chorus". Children learning a second language need books that support their "home language," as well as books in English for their full language development and learning!
- Picture books with photographs and clear pictures appeal to younger children who are building their understanding of people, animals, and life situations. As children mature, they are ready for more abstract or imaginative drawings. Photographs are great for non-fiction books about science, places, and how things work. Look for both good text and well-matched illustrations.
- Books (fiction and non-fiction) can address social and emotional issues for children: books can be funny, they can address families, culture, disabilities, and new situations.
- Alphabet books help make the connections between letters and their sounds and shapes.
- Poems and rhymes use sound and rhythm to convey meaning or nonsense.



An extension of reading books is the re-telling of stories and folk tales--a rich oral tradition. For children, the re-telling of stories becomes a window into their understanding and feelings as well as their thinking. Telling or acting *The Three Billy Goats Gruff* gives a child the chance to be big, small, or the scary Troll, while also repeating the key phrases. ("Trip, trop, trip, trop came...") Puppets and flannel/velcro boards support this kind of dramatization and re-telling.

Teachers need to tell parents about the power and pleasure of reading to their children. Reading together is about much more than building school skills of speaking, listening, hearing sounds, and comprehending ideas. Mister Rogers said, "Attitudes are caught, not taught". Taking delight in reading is a contagious attitude! Reading together can build family closeness, create a bedtime routine, and build thinking skills.

## How Goals, Indicators and Strategies Look in Books and Reading Area

(A small sample of Goals and Indicators from the Idaho Early Learning Guidelines)

### Domain 1: Approaches to Learning and Cognitive Development

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<b>GOAL 10: CHILDREN SHOW EMERGING ABILITY TO IMITATE BEHAVIORS THAT THEY HAVE OBSERVED.</b>	Use imitation as a foundation for symbolic play and sequencing.	<ul style="list-style-type: none"> <li>• Imitates sequences of action (songs with gestures, movement games).</li> <li>• Uses phrases or plays out plots from favorite books or movies.</li> <li>• Sings and gestures to songs with both actions and words (<i>Wheels on the Bus</i>, folk songs with gestures).</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage child to participate in everyday tasks (stirring, pouring, and wiping up).</li> <li>• Use longer action songs with sequences of motions (use a slow pace as children first learn to do both words and actions).</li> <li>• Use picture cards to help child see actions they can imitate.</li> </ul>

### Domain 3: Social and Emotional Development

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<b>GOAL 27: CHILDREN TRUST, INTERACT WITH, AND SEEK ASSISTANCE FROM ADULTS.</b>	Show confidence in seeking assistance from familiar adults.	<ul style="list-style-type: none"> <li>• Approaches adults for assistance and offers to assist adults.</li> <li>• Carries out actions to please adults, at times.</li> <li>• Tells feelings about adults (e.g., "I love Grandpa!").</li> <li>• Asks questions of adults, as needed, to obtain information.</li> <li>• Follows caregiver's guidance for appropriate behavior in different environments.</li> <li>• Brings simple problem situations to adult's attention.</li> <li>• Works cooperatively with an adult to plan and organize activities and solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate expectations clearly by modeling and showing the child how to respond.</li> <li>• Show respect for child's choices and attempts at solving problems (trade with child).</li> <li>• Offer support and social cues for child who is working to establish peer relationships.</li> <li>• Provide one-on-one time when a child can confide in a care provider/teacher daily.</li> <li>• Provide opportunities for child to help and participate in routines such as "picking up."</li> <li>• Provide activities that encourage child to interact with an adult, such as setting up the indoor and outdoor environments (planning and cooperation).</li> </ul>

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 33: CHILDREN DEVELOP A SENSE OF HUMOR.</b></p>	<p>Use novel language, sounds, and meanings to initiate interaction with adults and peers. Use physical humor for social purposes.</p>	<ul style="list-style-type: none"> <li>• Likes simple verbal jokes/riddles, although may not be able to replicate format (Knock-Knock); pre-riddle stage.</li> <li>• Participates in group glee.</li> <li>• Mimics impersonation.</li> <li>• Laughs for the delight of laughing.</li> <li>• Makes up sounds and rhymes without meaning.</li> <li>• Combines nonsense and real words.</li> <li>• Uses distortions of familiar attributes/concepts (man's head/dog's body, changes in size, shape).</li> <li>• Laughs at gender reversals and incongruous actions (a cow on skates).</li> </ul>	<ul style="list-style-type: none"> <li>• Expect jokes and group silliness, know how to guide.</li> <li>• Monitor intensity of experience.</li> <li>• Use humor as a behavior management strategy.</li> <li>• Read silly books and sing silly songs.</li> <li>• Understand role of humor in cognition and social development.</li> <li>• Use humor as a tool for language development.</li> <li>• Clarify social humor between children.</li> <li>• Use joint attention, social referencing, and reciprocation with child when humor is tentative.</li> <li>• Clarify and support joking/humor between peers.</li> </ul>
<p><b>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.</b></p>	<p>Demonstrate awareness of group membership across family, community, program, and culture as they recognize physical characteristics of self and others within daily activities and routines.</p>	<ul style="list-style-type: none"> <li>• Begins to demonstrate awareness of group membership according to different environments, activities, and routines (farmers grow food on the farm; identifies family members to include mom, dad, siblings, aunts, uncles).</li> <li>• Observes, describes, and predicts events around them as they connect new experiences to past experiences (when we go to the park; Sunday, yesterday, we went to church).</li> <li>• Begins to understand own life experience and the different roles of family members.</li> <li>• Recognizes and uses spatial concepts concerning the beginning and end of an event.</li> <li>• Uses vocabulary associated with time and sequence (now, today, later) during daily routines and activities.</li> <li>• Constructs geographic concepts and meanings in relation to self and community (the library book is returned to the library...).</li> <li>• Discusses different people, places, and regions as experienced through books, videos, television.</li> </ul>	<ul style="list-style-type: none"> <li>• Find ways to build a sense of community through activities that respect and reflect each child's home environment.</li> <li>• Provide opportunities to draw pictures or paint to depict child's own family and identify members.</li> <li>• Talk to and listen respectfully to all children.</li> <li>• Explore how each person is special and unique within the classroom (children who are taller, shorter, wear glasses or hearing aides).</li> <li>• Ask children about different cultural words or expressions (Chinese or Spanish) used to describe stories or events.</li> <li>• Encourage children to talk about family routines during circle time or sharing.</li> <li>• Encourage child to bring family photos, identifying members and describing special events.</li> <li>• Provide picture books illustrating community workers or activities (someone shopping at a shoe store, visiting the dentist office).</li> <li>• Take walks around the neighborhood or field trips to experience places and community.</li> </ul>

## Domain 5: Communication, Language, and Literacy

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 48: CHILDREN DEMONSTRATE THE MEANING OF LANGUAGE BY LISTENING.</b></p>	<p>Understand messages in conversations, directions, music, and stories.</p>	<ul style="list-style-type: none"> <li>• Attends to simple stories.</li> <li>• Gains information and understanding through listening.</li> <li>• Understands messages in conversation.</li> <li>• Listens to finger plays, stories, and nursery rhymes.</li> <li>• Selects specific details in a story and repeats them.</li> <li>• Responds to questions with appropriate answers.</li> <li>• Attends to an adult or peer who is speaking.</li> <li>• Attends to complex stories.</li> <li>• Has a growing ability to discern fantasy from reality.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the length and complexity of books you read and stories that you tell the child.</li> <li>• Talk with child about pictures and accompanying stories in books, magazines, and catalogs.</li> <li>• Provide English Language Learners (ELL) or child learning any other language with opportunities to participate in and understand a second language without translation (use gestures, props, pictures, demonstration).</li> <li>• Provide tape-recorded stories from the child’s home culture and in the child’s home language.</li> <li>• Create times when children in groups come together to listen to information.</li> <li>• Provide a listening center for child to listen to books, music, or other media.</li> </ul>
<p><b>GOAL 54: CHILDREN DEMONSTRATE COMPREHENSION AND MEANING IN LANGUAGE.</b></p>	<p>Respond verbally and non-verbally to verbal and gestural communication.</p>	<ul style="list-style-type: none"> <li>• Understands new words rapidly.</li> <li>• Responds to simple questions.</li> <li>• Responds to “wh” questions (“what”, “when”).</li> <li>• Begins to understand and recall information from stories.</li> <li>• Recognizes and responds appropriately to nonverbal cues.</li> <li>• Extends/expands the thoughts or ideas expressed by another.</li> <li>• Understands and recalls information in books and stories.</li> <li>• Recognizes and responds in a culturally appropriate way to more subtle nonverbal cues.</li> <li>• Understands complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk, sign, sing, and read to child.</li> <li>• Read colorful books to child.</li> <li>• Use the environment to encourage discussion of familiar objects, places, and people.</li> <li>• Use adult-like language when conversing.</li> <li>• Help the child explain experiences through the use of descriptive language.</li> <li>• Discuss concepts from stories read.</li> <li>• Establish routines in the child’s world.</li> <li>• Compare and contrast objects and actions for the child.</li> </ul>

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 56: CHILDREN DEVELOP PHONOLOGICAL AWARENESS.</b></p>	<p>Manipulate phonemes to make new words and to rhyme.</p>	<ul style="list-style-type: none"> <li>• Discriminates sounds that are the same and different.</li> <li>• Discriminates one sound out of many.</li> <li>• Joins in and repeats rhyming songs, finger plays, and poems.</li> <li>• Listens for a particular word or phrase.</li> <li>• Fills in the missing rhyming word in a song or story. Shows beginning understanding of rhyme and alliteration.</li> <li>• Makes three or more letter-sound correspondences (e.g., identifies that "David," "day," and "dog" all begin with "d").</li> <li>• Finds objects in a picture with the same beginning sound, with assistance.</li> <li>• Differentiates between similar-sounding words ("three" and "tree").</li> <li>• Fills in the missing rhyming word in a song or story.</li> <li>• Identifies the beginning sound of familiar words.</li> <li>• Claps syllables of own name and of familiar words.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage child in rhythm activities.</li> <li>• Listen for sounds and words in a book or story.</li> <li>• Have child complete sentences in familiar and predictable books and stories ("Brown Bear, Brown Bear, What Do You See?").</li> <li>• Play rhyming games, (e.g., "berry, hairy, scary" or "rain, pain, lane").</li> <li>• Sing word songs, leaving out parts as you sing along (BINGO, and in each consecutive paragraph leave out a letter but mark the spot with silence or a clap).</li> <li>• When reading to child or children, include them by involving them in the storytelling (omit a word that they fill in, encourage them to make appropriate sounds and hand motions, ask them to answer open-ended questions).</li> <li>• Use structured opportunities to practice rhyming.</li> <li>• Play sound matching and discrimination games.</li> <li>• Use rhythm instruments to beat out syllables in words (drums, sticks, pans, spoons).</li> <li>• Have child complete sentences in familiar and predictable books and stories.</li> </ul>
<p><b>GOAL 54: CHILDREN DEMONSTRATE COMPREHENSION AND MEANING IN LANGUAGE.</b></p>	<p>Understand information from oral stories, reading books, and pictures.</p>	<ul style="list-style-type: none"> <li>• Imitates the act of reading a book by looking at pictures, reciting from memory, or retelling of familiar stories.</li> <li>• Orally fills in or completes familiar text when looking at picture books.</li> <li>• Begins to make predictions for what comes next in the story.</li> <li>• Explores characters in stories with puppets, dramatic play, and flannel board figures.</li> <li>• Begins to make personal connections to character and events in a story.</li> <li>• Matches pictures with spoken words in the home language.</li> </ul>	<ul style="list-style-type: none"> <li>• Read daily to child.</li> <li>• Plan to read and re-read books with patterns and repetition.</li> <li>• Share enthusiasm and love for reading.</li> <li>• Provide child with literary props.</li> <li>• Ask child to make predictions about a story and draw connections to themselves.</li> <li>• Show the cover of a book and ask child to predict what will happen in the story.</li> <li>• When reading or telling stories with child, change roles; have the child become the storyteller and "read" to you.</li> </ul>

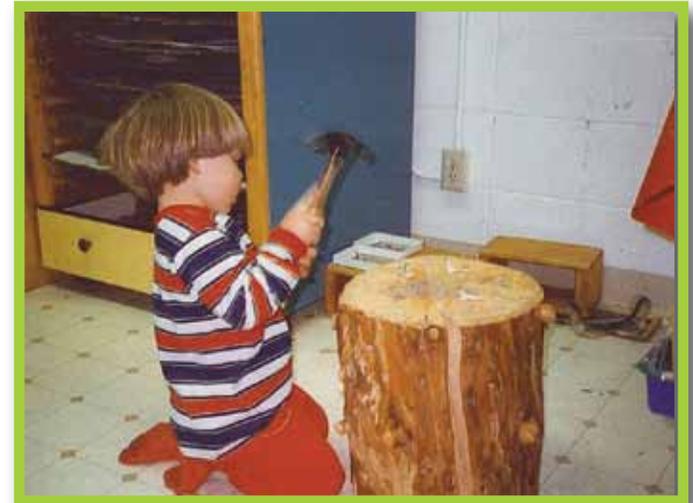
Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
		<ul style="list-style-type: none"> <li>• Recites some words in familiar books from memory.</li> <li>• Identifies major characters in story.</li> <li>• Begins to understand the sequence of a story (beginning, middle, and end).</li> <li>• Makes up an ending for a story.</li> <li>• Pretends to read a familiar book.</li> <li>• Recognizes that oral language has a written counterpart (a spoken phrase can be written and read).</li> <li>• Describes character and events in stories.</li> <li>• Relates stories to real life experiences.</li> <li>• Retells sequence of events in a story using illustrations in a book or literary props.</li> <li>• Recalls specific details or events in a story.</li> </ul>	<ul style="list-style-type: none"> <li>• When reading a favorite story with child, pause before an often repeated word and give him/her the opportunity to say the word.</li> <li>• Engage with child in retelling a recently read or listened to story.</li> <li>• Assist child in illustrating verses from popular children’s songs.</li> <li>• Engage child in looking at wordless picture books, tell the story in your own words, and then encourage child to tell their own version of the story based on the pictures.</li> <li>• Encourage child to discuss their ideas, feelings, and opinions about a book or story.</li> </ul>
<p><b>GOAL 64: CHILDREN DEMONSTRATE COMPETENCY IN HOME LANGUAGE WHILE ACQUIRING BEGINNING PROFICIENCY IN ENGLISH.</b></p>	<p>Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Communicates with purpose to convey information, and uses phrases and sentences with more complex vocabulary in home language.</p>	<ul style="list-style-type: none"> <li>• Recalls words from simple songs in home language and recognizes words from songs in English.</li> <li>• Demonstrates understanding that there are languages other than the home language (identifies sentence spoken in home language in comparison to one spoken in English).</li> <li>• Relies on non-verbal cues to communicate in English, but does not rely on non-verbal cues to communicate in home language.</li> <li>• Focuses on the meaning of words rather than grammar in acquiring spoken English language competency.</li> <li>• Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate.</li> <li>• A bilingual child adjusts language and communication form used according to person with whom he/she is speaking or place where he/she is at.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide picture books in child’s native language and in English.</li> <li>• Teach school concepts in both languages.</li> <li>• Teach songs and finger plays in child’s native language and in English.</li> <li>• Model new concepts with pictures and actions paired with English words.</li> <li>• Provide a lot of repetition when introducing new concepts.</li> <li>• Devise strategies that build a home-school collaboration to reinforce home language competency and promote learning English.</li> <li>• Model positive vocabulary learning strategies (reading cues from the context).</li> <li>• Help native, English-speaking children understand the English language learner’s speech and vocabulary.</li> <li>• Establish a consistent daily routine that promotes a sense of security.</li> </ul>

# Carpentry Area

Children love to “make stuff” and figure out how things work! They like to imitate adults and use “real tools” like their parents. A satisfying sense of competence comes from pounding a nail or sawing a piece of wood. When using carpentry tools, children use their hands and large muscles and work on balance, coordination, and motor planning skills. Pounding nails can be soothing for children who feel frustrated, angry, or overstimulated, allowing them to rejoin the group. For younger children, pounding nails and sawing are usually solitary activities, but four and five year-olds often plan and negotiate projects or work side by side. Layers of learning and new skills are constructed along with airplanes, boats and inventions in the Carpentry Area.

## In the Carpentry Area, Children Learn...

- About working independently
- Motor skills, coordination, and strength
- Hand-eye coordination
- Resiliency--to try new things and to try again
- About working with tools
- Safety skills and awareness
- Stability and balance
- To explore force, and cause and effect
- About the properties of different materials
- To be creative with construction
- About taking apart (deconstructing) to understand how things work
- A sense of competence
- To plan and sequence



## Getting Organized

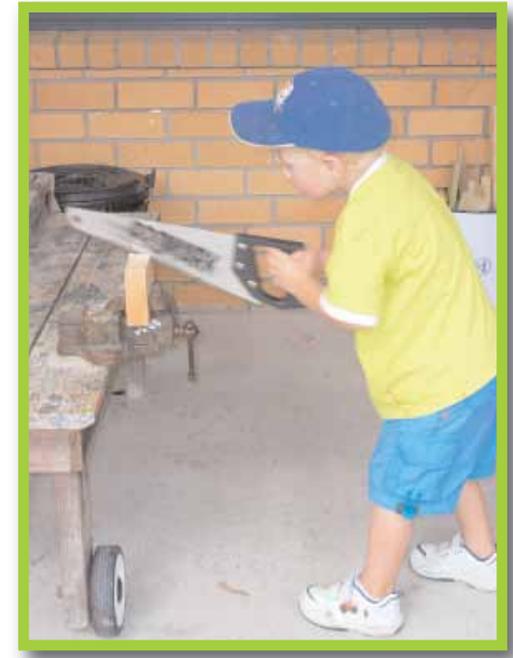
Clear boundaries (sheltered from other classroom areas) and safety are prime concerns when arranging a room with a Carpentry Area. A round of wood, a hammer, and nails can work in a visible corner; however, a workbench needs space for children’s movements, a display area for tools and wood, and storage. In good weather, a carpentry bench can be placed outside under a covered porch, or near a dry, locked storage shed. Perhaps your carpentry area changes with the seasons as well as with children’s skills.

Like other curriculum areas, labeled spaces for equipment are important and support children’s learning and completion of tasks. A peg board with hooks and outlines of the saw, hammer, and other tools makes tools visible and inviting. Labeled cans or clear containers for different kinds of nails support discrimination skills and the selection process. Wood is bulky and usually needs an array of containers—these can be sorted by dimensions. Good carpenters organize their tools and supplies!

An area with carpet or even just a defining piece of a rug helps minimize noise. Visibility for supervision is an important safety consideration. Limits to the number of children at the carpentry bench and in the area are other organizational and safety decisions.

## Basic Equipment

- A sturdy work bench or low table with a vise
- A tool rack with hooks, and outlines and labels for the tools
- Thick rigid foam, golf tees, and wooden mallets for beginning pounding skills
- Real tools:
  - ◆ 14-inch crosscut saw (sharpen annually for safety)
  - ◆ 6 oz. hammer
  - ◆ Crescent wrench
  - ◆ Screw drivers: mid-sized, flathead, and Phillips
- Wood: pine or other "soft" woods (no plywood!)
  - ◆ 1" x 1"
  - ◆ 2" x 4"
  - ◆ Boards less than 24" (find scraps)
- Nails with heads, including short, large-headed roofing nails
- Safety goggles
- Sandpaper
- Paint brushes and tempera paint
- Paper and pencils to draw plans, labels, etc.
- Tape measures and rulers
- A round pine stump for pounding nails
- Washable glue



## "New Vocabulary!"

**Alicia had a plan: she wanted to build a boat for the lions so she chose the Carpentry Area after morning meeting. She had been doing a lot of pounding nails and gluing wood scraps, cork, and cardboard on boards. She went to the carpentry bench, put on her safety goggles and carefully selected a 2x4 piece of wood. You could almost see the "wheels turning" as she looked over the board. It must have been too long, for she put it in the vise and took the saw off its hook.**

**She had some trouble getting the cut started, and so she asked the teacher to help. Some instruction about positioning the wood in the vise, how to stand, and aligning her arm and saw perpendicular to the board supported her success. After a few pulls and tries, Alicia was sawing. As she got "the feel," she sawed faster. Suddenly she stopped and looked at her progress, and exclaimed: "Look, it makes crumbs!"**

**"Sawdust" became a favorite word in her vocabulary.**

## Think about...

Carpentry skills follow a sequence. The use of some tools is dependent on the development of strength, grasp, and eye hand coordination. You don't need to begin with the carpentry bench.

- A good starting point for children 2 ½ years and older is to pound golf tees into a piece of rigid foam (recycled foam works well) with a light hammer or wooden mallet. This builds strength in the arms and hand grasp, and helps develop the coordination to hit the tee with the hammer. Children usually use both hands when they start--this can be a good time to introduce safety goggles and talk about safety.
- The next step is to pound nails into a stump. A round of pine with a diameter wide enough to provide good stability and high enough (less than waist high) for a child to kneel and pound into is the foundation. Roofing nails are short and have wide heads (good targets) and they don't take long to pound all the way into the stump. Teach children how to pinch the nail and gently start it into the wood, then put both hands on the handle of the hammer to pound the nail.
- When a child comes to you with a building plan, it is time to move to the carpentry bench. Say, for example, the task is to nail two pieces of wood together. Again, learning how to pinch the nail and start it into the wood is important to protect fingers and ensure success. Pounding the nail into the top piece of wood until it just pokes through, then placing it on the base can reduce frustration while building logic. At first, using both hands to pound helps with accuracy, stability, and success. In time, children will feel how to use the weight of the hammer by using one hand and moving it further up the handle for more force—the physics of feel and experience.
- Sawing skills require greater development of grasp, coordination, and a stable stance. Start with pieces of 1x1 or 2x2 pine secured in the vise. Explain the importance of allowing enough length to ensure that the saw doesn't cut the work table. Show children the "teeth" of the saw and let them feel the sharpness of a real saw. Talk about safety, and let them offer suggestions for being safe in carpentry. Help each child stand with their arm and the saw in a straight line at a right angle to the wood. If they are pulling or pushing at a different angle, the saw blade will get stuck. Use the hand that is not grasping the saw to hold on to the wood for stability.
- Children who have mastered the basics can take on projects. A teacher and children can make plans to make "rhythm shakers" from a 1x1 length of sanded wood, with bottle caps nailed on the wood. Group decisions can be made about the length, the number of caps, and ideas about painting and decorating the shakers. The plan can be written and illustrated, then posted in the Carpentry Area.

Tools invite exploration of how everyday objects work. Along with construction, deconstruction can take place on the carpentry bench. The best "take aparts" are mechanical devices rather than electronic devices: most electronics contain toxins and are best safely recycled. Old wind-up clocks have parts to explore and moving parts that can be seen. A seasoned preschool teacher advises looking for old sewing machines as the "ultimate take apart" for four to six year olds. With the outer screws loosened, children spend focused time unscrewing, finding gears, and seeing how the drive wheel makes the inside parts turn. Using a screwdriver takes many skills: hand grasp and wrist rotation are specific motions. Finding screws and connecting pieces takes careful scrutiny, as does the identification of which kind of screwdriver to use. Sorting small gears and pieces can lead to the creation of new inventions or sculptures!

## How Goals, Indicators and Strategies Look in the Carpentry Area

(A small sample of Goals and Indicators from the Idaho Early Learning Guidelines)

### Domain 1: Approaches to Learning and Cognitive Development

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 3: CHILDREN ARE CONFIDENT TO INITIATE AND COMPLETE ACTIVITIES USING A VARIETY OF APPROACHES.</b></p>	<p>Display initiative and confidence interacting in a variety of social and physical settings.</p>	<ul style="list-style-type: none"> <li>• Selects new activities during play time.</li> <li>• Finds and uses materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience).</li> <li>• Makes decisions about activities and materials to work with from the selection offered.</li> <li>• Plans time for completing activities.</li> <li>• Shows completed projects to others, and explains what they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage child to pursue favorite activities.</li> <li>• Demonstrate and explain to child that taking reasonable risks is acceptable.</li> <li>• Modify group activities to ensure participation of children with special needs.</li> <li>• Provide environments that create opportunities for child to initiate activities where failure is acceptable.</li> <li>• Recognize that child may not demonstrate and express initiative in the same way in all settings (may take initiative with peers but not in presence of elders).</li> <li>• Create opportunities to “save” art, blocks, or process activities so child can return to them later.</li> <li>• Offer opportunities to display work, including three-dimensional structures.</li> </ul>
<p><b>GOAL 11: CHILDREN FIND MULTIPLE SOLUTIONS TO QUESTIONS, TASKS, PROBLEMS, AND CHALLENGES, INCLUDING TRIAL AND ERROR.</b></p>	<p>Is increasingly confident in interacting in a variety of social and physical settings as they try new things. Use emerging perspective-taking experiments.</p>	<ul style="list-style-type: none"> <li>• Explores various ways to solve a problem and select one option.</li> <li>• Seeks assistance from another child or adult to solve problems.</li> <li>• Modifies actions based on new information and experiences (change block structure when the tower continues to fall).</li> <li>• Uses emerging perspective taking to think of multiple situations for problem solving.</li> <li>• Solves an increasing number of problems within everyday activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Be available to assist child with challenges, questions, and tasks to solve.</li> <li>• Demonstrate several alternatives to solving a problem.</li> <li>• Guide child through the problem-solving process (e.g., “The wagon is stuck. What can we do?”).</li> <li>• 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?”).</li> </ul>

**Domain 2: Physical Well-Being, Health, Motor Development**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 20: CHILDREN DEMONSTRATE THE STAMINA AND ENERGY TO PARTICIPATE IN DAILY ACTIVITIES.</b></p>	<p>Sustain strength for increased periods of time.</p>	<ul style="list-style-type: none"> <li>• Carries light objects, bags, or backpacks for a short distance.</li> <li>• Repetitively practices new skills.</li> <li>• Engages in sustained unstructured physical activity on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a variety of daily opportunities for the child to engage in noncompetitive physical activities.</li> <li>• Provide at least 60 minutes of unstructured physical activities each day.</li> <li>• Make physical activity interesting and challenging (set up a simple and safe obstacle course outside or inside where child climbs over, under, and through things; incorporate movement to music).</li> </ul>
<p><b>GOAL 26: CHILDREN DEMONSTRATE AWARENESS AND UNDERSTANDING OF SAFETY RULES.</b></p>	<p>Follow safety rules, with and without assistance.</p>	<ul style="list-style-type: none"> <li>• Understands and anticipates the consequences of not following rules.</li> <li>• Identifies safety signs posted indoors and outdoors.</li> <li>• Follows basic safety rules, with assistance (bus, bicycle, boat, plane, playground, crossing the street, stranger awareness, using sidewalk).</li> <li>• Shows an interest in participating in setting rules for indoor and outdoor play in a classroom setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss personal safety rules with child.</li> <li>• Provide basic safety equipment for all of child's activities.</li> <li>• Model safe practices (personal floatation, helmets, fire safety).</li> <li>• Provide opportunities for child to learn and practice water safety.</li> <li>• Encourage participation in setting rules for the classroom.</li> </ul>

**Domain 3: Social and Emotional Development**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 38: CHILDREN REGULATE THEIR FEELINGS AND IMPULSES.</b></p>	<p>Become increasingly able to control actions, words, and emotions in response to a situation or an adult request, with some adult assistance.</p>	<ul style="list-style-type: none"> <li>• Expresses strong emotions constructively, at times and with assistance.</li> <li>• Expresses ownership of feelings and desires to control self, with assistance.</li> <li>• Calms self after having strong emotions, with guidance (goes to quiet area or requests favorite book to be read when upset).</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipate and provide guidance when child needs assistance regulating emotions.</li> <li>• Provide child with schedules and routines.</li> <li>• Prepare child for changes in daily schedule by providing advance warning, talking with, and listening to child.</li> </ul>

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
		<ul style="list-style-type: none"> <li>• Sometimes waits for turn and shows patience during group activities.</li> <li>• Sticks with difficult tasks without becoming overly frustrated.</li> <li>• Follows simple rules without reminders (handles toys with care).</li> <li>• Demonstrates increasing ability to use materials purposefully, safely, and respectfully.</li> <li>• Names and talks about own emotions.</li> <li>• Associates emotions with words, and facial and body expressions.</li> <li>• Uses drawing, painting, and clay to express emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for child to understand and discuss own and others' feelings.</li> <li>• Model appropriate expression of emotions and talk about how you feel (singing when you are happy, sighing when you are frustrated, pounding clay when angry).</li> <li>• Be aware of cultural and gender differences in expressing feelings.</li> <li>• Avoid stereotyping a child's expression of emotion (validate boys when they cry, girls when they get angry).</li> <li>• Acknowledge child for expressing and regulating feelings.</li> </ul>

**Domain 4: General Knowledge**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 41: CHILDREN DEMONSTRATE UNDERSTANDING OF PATTERNS, RELATIONS, AND FUNCTIONS USED TO ORGANIZE THEIR WORLD AND FACILITATE PROBLEM SOLVING.</b></p>	<p>Sort, classify, and order objects by color, number, size, or shape. Form simple patterns involving color, number, size, and shape.</p>	<ul style="list-style-type: none"> <li>• Compares shape and size of familiar objects.</li> <li>• Sorts and builds with two- and three-dimensional shapes (sphere, cube, cone).</li> <li>• Identifies and labels different kinds of two-dimensional shapes (square, circle, rectangle, triangle).</li> <li>• Draws and creates pictures using various shapes.</li> <li>• Describes characteristics of familiar geometric and non-geometric shapes in the environment, with assistance.</li> <li>• Puts together and takes apart shapes to make other shapes (use two triangles to make a rectangle with blocks).</li> <li>• Makes and describes patterns including serialization based on numbers, shapes, and size.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for child to create art projects that use shapes (e.g., "You can draw a house by putting a triangle on top of a square..." ).</li> <li>• Provide materials that can be connected and combined to create new shapes.</li> <li>• Provide picture recipes for children to follow and complete.</li> <li>• Play games that challenge the child to describe and identify shapes.</li> <li>• Encourage child to explore ordinal numbers (first, second, third, etc., and last) used to describe members of a sequence of objects or events.</li> <li>• Ask child to describe or explain a sequence used during a familiar activity or routine and ask, "What comes next?" "What comes last?"</li> <li>• Provide storage for materials that encourage sorting clean up (labeled separate containers for pencils or markers).</li> </ul>

**Domain 5: Communication, Language, and Literacy**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 52: CHILDREN USE EXPRESSIVE VOCABULARY.</b></p>	<p>Use phrases and sentences with functional and descriptive vocabulary.</p>	<ul style="list-style-type: none"> <li>• Uses sentences three to seven words in length.</li> <li>• Takes turns in conversation.</li> <li>• Answers “why”, “what”, and “where” questions.</li> <li>• Uses new vocabulary in spontaneous speech.</li> <li>• Asks the meaning of unfamiliar words and then experiments with using them.</li> <li>• Uses words to further describe actions or adjectives (running fast, playing well).</li> <li>• Uses multiple words to explain ideas (e.g., when talking about primary caregiver says “mother/father” and/or “parent”).</li> <li>• Uses words to express emotions (happy, sad, tired, scared).</li> <li>• Uses more complex vocabulary to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage a child in conversation and give wait time for a response.</li> <li>• Provide multiple experiences in the community and discuss them.</li> <li>• Talk, sign, sing, and read to young child.</li> <li>• Support English Language Learner (ELL) or any second language learner in acquiring another language by avoiding translating everything for child and by using props, gestures, role-plays, pictures, physical movements, and demonstrations.</li> <li>• Engage child in play for using a varied vocabulary to describe emotions (frustrated, discouraged, thrilled, confused).</li> <li>• Model good grammar and avoid baby talk.</li> <li>• Provide materials and opportunity to use prewritten language and discuss written communication.</li> </ul>

# Cooking Experiences Area

Cooking provides the kind of “real life” experiences that delight young children. Talking, sharing, passing, serving, and pouring are important experiences for a child’s healthy development. Setting the table with napkins, cups, and chairs builds number sense and a sense of caring for others. The sense of competence that comes from making, sharing, and enjoying food enhances sense of self and relationships with others. Parents who visit to share traditional foods expand cultural understanding and widen children’s sense of taste and food. In addition, health and good nutrition become part of everyday experience. The Idaho Early Learning eGuidelines have specific goals and references for nutrition and health. Good eating habits are supported in the classroom!

## When Cooking, Children Learn...

- About eating healthy food
- Sequences and how to follow directions
- Measuring and counting
- To use their senses of taste, touch, and smell
- To try new foods
- How to watch ingredients change
- New words and vocabulary
- About cooperation and working together
- To use real kitchen tools
- About safety
- To match pictures, numbers, and words
- New problem solving skills

## Basic Equipment

- Mixing bowls of several sizes
- Large spoons (some wooden) for mixing
- Measuring cups and spoons
- Potato mashers
- Whisks
- Graters and peelers
- A sieve/colander
- Funnels
- Tongs
- Small clear plastic pitchers
- Knives: sharp ones, silverware ones, and sharp blunt-ended “spreader knives”
- Cutting boards
- Pizza cutters
- Muffin pans and paper liners, and cookie sheets
- Hot pads
- A dishpan and drainer, scrubbers, paper towels, and dish soap
- Disinfectant wipes or bleach solution for tables and food preparation surfaces



## Getting Organized

The first big question: does your classroom have access to a stove and refrigerator? If not, an electric frying pan and a microwave or toaster oven are alternatives to kitchen equipment. Food prepared without heat can also provide experience and healthy snacks for young children. (If your school has a commercial kitchen, sanitation code usually doesn't allow children in the kitchen because safety is an issue.) A sink is important for hand washing, as a water source, and for clean-up. Some classrooms have space for a Cooking Center, but many classrooms set up a snack table for cooking experiences. "Cooking boxes" (storage bins with lids) organize tools and ingredients for specific kinds of cooking (pancakes, scrambled eggs, biscuits, etc.). For occasional use, coolers can keep ingredients and prepared foods at a safe temperature.

It is critical to know about the food allergies and sensitivities of the children in your class! Peanut allergies can be life-threatening--they require vigilance by teachers, cooks, and parents who bring treats. Children with special needs may need adaptations for chewing, swallowing, specific food textures, and choking hazards.

Simple, healthy recipes that children enjoy making and eating are worth collecting! Write them on large cards (or posters) using pictures (3 measuring cups, 2 eggs), numbers, and words (color code for languages). Laminate them for classroom use. Children can read the pictures and become quite skilled at following the recipes.

Real kitchen tools are important. Children enjoy using "grown-up" utensils, and these utensils can develop skills and help children understand some safety rules.

- Thinking skills develop when using a hand egg beater (compared to a whisk) when mixing eggs or pancake batter.
- Small muscles and eye-hand coordination are involved with spreading, cutting, and peeling.
- Pouring from a small pitcher is an important skill to develop when filling a bowl or cup.
- Concepts like *more*, *enough*, *go*, and *stop* are observed.
- Getting a small sponge to wipe up the spills is an important self-sufficiency skill.

Decide if you want children to help with clean-up and dish washing. Washing the bowls, whisks, and measuring cups in a sudsy dishpan can be a part of the food preparation experience, and can become an extension of water play. (Cooking equipment will still need to be run through a dishwasher, or sanitized.)

## "Mmm, this tastes good!"

**Cooking with a group of three year-olds is a wonderful (untidy) adventure! We started with "smashed potatoes": warm boiled potatoes were put on the table in flat bottomed pans with several kinds of "smashers". Children washed their hands, chose their tool, and took turns mashing and watching the others.**

**They were excited and amazed as they transformed the chunks of spuds into nice lumpy mashed potatoes. The potatoes were happily eaten after being garnished with shredded cheese and/or butter. "What tastes good?" "How do the potatoes feel on your tongue?" "How did you change the potatoes?" "Can you smell them?" became the snacktime conversation.**

**Young children often don't know where food comes from, or how it changes when cooked and prepared. Children usually like foods they have helped prepare, forming a foundation for healthy eating.**

## Think about...

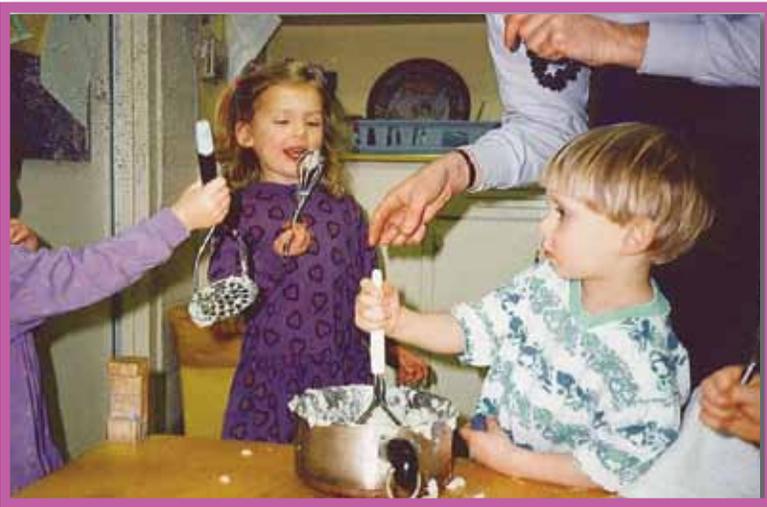
How can cooking and snack preparation support your goals for children's learning and development? How does food enhance curriculum and focused projects? What is your personal comfort level with cooking experiences for young children—is this a new area for your professional growth?

- Safety and sanitation are key considerations in children's cooking. Close adult supervision is critical! Safety, both with food and tools, helps keep everyone healthy. Teach children to wash their hands, rubbing them with soap for 20 seconds (try singing a song while washing). A picture sequence of washing and drying can also be posted over every sink.
- Three to five year-olds can be taught to use sharp knives, pizza cutters, graters, and peelers. Serrated spreading knives with rounded ends can cut fruit and vegetables. Children can then learn to hold the food with their fingers curled (in a "claw" grip) and away from the knife blade, and to cut with a sawing or slicing motion. Start with foods with softer textures like oranges, and advance to crisp apples or carrots. A short (5-6 inch) chef's knife or paring knife with a sturdy non-slip grip works well and can be the next step in cutting. Focus on a secure, safe grip and keeping fingers away from the blade--and don't hurry!
- Use a clean cutting board and cut round fruits and vegetables to create a flat, stable side to place on the board.
- When cooking food like scrambled eggs or soup, wooden spoons won't get hot. Use great care with hot pans, talk with children about what they think is safe, and discuss safety rules. Self-regulation is supported by safe sensory experiences.

There are many wonderful books with food themes—some even have recipes (a good example is *Thunder Cake*, by P. Palocco). Many curriculum themes can be enhanced with cooking experiences: spring, garden, and growing themes can benefit from planting a "salad bar" garden or pot. Watching seeds (like beans or corn) sprout in a cup, and then eating beans, corn, or dried seeds connects science to everyday life. A restaurant in the Dramatic Play Area can include "menu items" for cooking and snacks.

Children's health and obesity have become issues of national focus. Nutrition education and enjoyment of healthy foods are important elements in health curricula.

Social development and peer relationships are strengthened when children "sign-up" as a pair to make pancakes for each other and then eat together.



## How Goals, Indicators and Strategies Look in the Cooking Experiences Area

(A small sample of Goals and Indicators from the Idaho Early Learning Guidelines)

### Domain 1: Approaches to Learning and Cognitive Development

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 5: CHILDREN DEMONSTRATE AN EXPANDING ABILITY TO DEVELOP AND CARRY OUT PLANS.</b></p>	<p>Develop schemas for how things work and attempt more complex tasks requiring problem-solving strategies.</p>	<ul style="list-style-type: none"> <li>• Waits briefly for desired object or turn, and knows they will have a turn.</li> <li>• Develops analogical thinking; schemas for what has worked and what to try.</li> <li>• Increases intentional, goal directed activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Help child understand sequences (e.g., “What do we do first?”).</li> <li>• Assist child in explaining plans and the outcomes of plans.</li> <li>• Extend child's explanations and stories with open-ended questions.</li> <li>• Encourage child to look at the possible.</li> </ul>
<p><b>GOAL 12: CHILDREN EXPAND ABILITIES FOR CONJECTURE, HYPOTHESIZING, AND GUESSING.</b></p>	<p>Testing ideas about how things work in a variety of social and physical settings.</p>	<ul style="list-style-type: none"> <li>• Asks questions to get more information about why something happens.</li> <li>• Explains the effects that simple actions have and their outcomes.</li> <li>• Answers “what next?” questions.</li> <li>• Can categorize objects into groups.</li> <li>• Changes from magical thinking to understanding causation and planned actions.</li> <li>• Uses “why” most often to ask questions as they hypothesize.</li> <li>• Begins to ask “Who,” “What,” “Where,” and “When” to gain information to form hypothesis.</li> </ul>	<ul style="list-style-type: none"> <li>• Support cause and effect activities by asking extending questions (e.g., “What do you think will happen next?”), or offering another prop.</li> <li>• Help child know when to use “wh” questions; “Why,” “Who,” “What,” “Where,” and “When”.</li> <li>• Enrich the environment with enough open-ended materials and time for exploration (blocks, water table, outdoors sand, digging tools).</li> </ul>

**Domain 2: Physical Well-Being, Health, Motor Development**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 23: CHILDREN DEMONSTRATE PERSONAL HEALTH AND HYGIENE SKILLS.</b></p>	<p>Demonstrate independence in personal hygiene skills.</p>	<ul style="list-style-type: none"> <li>• Washes and dries hands before eating and after toileting, without assistance.</li> <li>• Cooperates and assists caregiver with tooth brushing.</li> <li>• Identifies health products (shampoo, toothpaste, soap).</li> <li>• Covers mouth and nose when coughing and sneezing with elbow or tissue.</li> <li>• Uses tissue to wipe own nose and throws tissue in wastebasket.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish hand washing routines (wash hands using liquid soap, running water, and disposable towels) for appropriate times throughout the day (on arrival, after handling pets, before and after eating, after toileting and blowing nose, after outdoor play).</li> <li>• Provide opportunities for child to select personal hygiene items for self and others (select own toothbrush, washcloth).</li> <li>• Make a place for child’s personal grooming.</li> <li>• Provide child with enough time to take care of personal hygiene.</li> </ul>
<p><b>GOAL 24: CHILDREN EAT A VARIETY OF NUTRITIOUS FOODS.</b></p>	<p>Participate in mealtime routines with increasing independence and become more consistent at using utensils to eat and serve self. Eat a variety of foods and learn about food through observation and modeling during mealtimes.</p>	<ul style="list-style-type: none"> <li>• Accepts a greater variety of foods, displays greater acceptance of textures and flavors.</li> <li>• Expresses food preferences using increasingly descriptive vocabulary.</li> <li>• Uses spoon and fork, but continues to use fingers for efficiency.</li> <li>• Begins to have accuracy with a knife for spreading soft foods such as butter or jelly.</li> <li>• Knows and uses routines for passing, serving, cleaning up spills, and clearing their place after meals.</li> <li>• Uses serving utensils to self-serve food, with increasing accuracy.</li> <li>• Passes food at the table and takes appropriate-sized portions, or participates in other culturally-specific family serving styles.</li> <li>• Expresses hunger and fullness using words such as “I’m hungry” or “My tummy is full.”</li> <li>• Begins to identify sources of food.</li> </ul>	<ul style="list-style-type: none"> <li>• Serve meals that include foods with a variety of textures, shapes, temperatures, sizes, and colors.</li> <li>• Talk with child about food choices in relation to allergies, religion, culture, family choices, and overall health.</li> <li>• Offer food at least every 3 hours so that child’s hunger does not overwhelm their ability to self-regulate food intake.</li> <li>• Establish the expectation for the child to join with family or group at mealtime.</li> <li>• Resist forcing child to eat.</li> <li>• Provide child-sized utensils.</li> <li>• Provide child-sized serving utensils that help child to serve child-sized portions.</li> <li>• Provide adequate space for each child to pass, serve, pour, and eat.</li> <li>• Provide opportunities for child to serve themselves from common bowls and pitchers.</li> <li>• Involve child in planting, growing, and harvesting a vegetable garden.</li> <li>• Provide opportunities for child to help prepare meals and snacks.</li> <li>• Talk about food and nutrition concepts including texture, vocabulary, appearance, and preferences during meal times.</li> </ul>

### Domain 3: Social and Emotional Development

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 35: CHILDREN RECOGNIZE, APPRECIATE, AND RESPECT SIMILARITIES AND DIFFERENCES IN PEOPLE.</b></p>	<p>Are curious about why they are different or similar to others.</p>	<ul style="list-style-type: none"> <li>Develops awareness, knowledge, and appreciation of own gender and cultural identity.</li> <li>Includes other children in his/her activities who are of a different gender, ethnic background, who speak other languages, or who have special needs; with guidance.</li> <li>Asks questions about other families, ethnicity, language, cultural heritage, and differences in physical characteristics.</li> <li>Demonstrates an understanding of inclusion or fairness through words and actions.</li> </ul>	<ul style="list-style-type: none"> <li>Celebrate cultural, linguistic, and physical similarities and differences of all children and families.</li> <li>Demonstrate and explain that one person may play different roles (father and teacher).</li> <li>Invite parents and others from the community to tell stories and read books to children.</li> <li>Host volunteer visitor days where people of all abilities, age, race, and gender are included.</li> </ul>

### Domain 4: General Knowledge

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>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).</b></p>	<p>Use geometric modeling and spatial reasoning according to different dimensions.</p>	<ul style="list-style-type: none"> <li>Engages in activities that explore and develop vocabulary for measurable properties such as length and weight, or capacity.</li> <li>Compares amongst several objects based on one or more attributes (length, size, weight) using words such as "shorter", "bigger", or "lighter".</li> <li>Understands positional terms such as "between", "inside", "over", "under", and "behind".</li> <li>Measures objects using variable nonstandard units.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate, explain, and engage child in activities that use nonstandard measurement (use handfuls to measure rice, use footsteps to measure distance).</li> <li>Demonstrate, explain, and engage child in activities that measure with standard measuring units. (measure a wooden block using paper clips – is this a standard measuring unit?)</li> <li>Provide a variety of measuring tools (tape measures, rulers, balance scales, measuring cups) for child to use in purposeful ways.</li> </ul>

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
		<ul style="list-style-type: none"> <li>• Begins to measure objects using standard unit (one-inch cubes, paper clips).</li> <li>• Uses measuring tools in play activities (measuring tape, measuring cups).</li> <li>• Measures sand or water using a variety of containers.</li> <li>• Uses picture cookbook to follow sequence and measures amounts for cooking projects, with assistance.</li> <li>• Uses some vocabulary in relationship to measurement tools (scale, cup, ruler). May not have accurate understanding of meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Model and engage use of conventional measuring tools and methods in every day situations (during cooking, art projects, grocery shopping).</li> <li>• Continue to model language involving comparisons according to size, volume, weight, and height (length) of people, toys, and objects.</li> <li>• Play measuring games with child (e.g., "Which is heavier?" "Which is longer?").</li> <li>• Display information using measurement graphs to visually compare activities and experiences (such as a growth chart of all the children in the class).</li> </ul>
<p><b>GOAL 43: CHILDREN FURTHER 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.</b></p>	<p>Investigate unfamiliar phenomena and both trial and error (sometimes systematic trials), with assistance.</p>	<ul style="list-style-type: none"> <li>• Uses senses and develops strategies (from trial and error) to solve problems.</li> <li>• Eagerly observes, describes, and predicts the world around them.</li> <li>• As child investigates new phenomena, makes progress from trial and error toward a more systematic approach to problem solving.</li> <li>• More apt to verbalize observations than ask meaningful questions.</li> <li>• Makes simple predictions and inferences about cause and effect relations based on observations, explorations, and experimentations with objects and events in the natural world.</li> <li>• Compares their predictions with actual observations.</li> <li>• Begins making predictions about changes in the environment that lead to generalizations based on understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an environment that inspires child to have ideas and figure out how to do something.</li> <li>• Encourage child to try out ideas, make mistakes, and develop contradictions.</li> <li>• Encourage child to observe patterns and offer possible predictions through questions (e.g., "What will happen if we put this flower in a vase without water?").</li> <li>• Provide child sand, water, mud, pebbles, and grain for pouring and help child question what will happen.</li> <li>• Encourage child to act on their own observations of patterns and make predictions (add more milk to pancake batter during cooking activity).</li> <li>• Encourage child to compare their predictions with what they see (e.g., "Did the pancakes turn out the way you wanted when you added more milk?").</li> </ul>

**Domain 5: Communication, Language, and Literacy**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 51: CHILDREN USE RECEPTIVE VOCABULARY.</b></p>	<p>Use responses that demonstrate an increased knowledge of specific concepts.</p>	<ul style="list-style-type: none"> <li>• Identifies objects by category.</li> <li>• Responds to “who”, “what”, “where”, “why”, and “when” questions.</li> <li>• Understands simple time concepts (tonight, tomorrow, yesterday).</li> <li>• Understands relationships expressed by “if”, “then”, or “because” sentences.</li> <li>• Understands number concepts (one, all, sets).</li> <li>• Correctly answers yes and no questions.</li> <li>• Responds appropriately to a request (e.g., “Bring me the green towel.”).</li> <li>• Has a receptive vocabulary of several hundred words in home language.</li> <li>• Shows interest in why and how things work.</li> <li>• Follows simple directions.</li> <li>• Understands full adult sentences.</li> <li>• Responds to opposites, comparatives, and superlatives.</li> <li>• Appreciates absurdities.</li> <li>• Responds to how questions.</li> <li>• Follows a change in a routine that has been described.</li> </ul>	<p>No caregiver/teacher strategies are listed, but consistent with ELeG.</p>

# Dramatic Play Area

Play is process.

Play is purposeful and active.

Play is child-selected, child-directed, and pleasurable.

Play expresses what a child is feeling and thinking.

Play is how a child constructs meaning from their experiences.

Play can be fantasy/symbolic, representational, and functional.

Play is how a child generates, adapts, and establishes rules and roles.

In our busy work- and product-oriented society, a child's self-directed play can easily be dismissed as the opposite of "learning". The value of play is hard to measure; it can be messy and doesn't conform well to schedules. However, there is both a research foundation and a cultural history of the importance of play. It is more than "the child's work"—it is at the heart of healthy development, understanding, and relating to others. Play is where the child explores what is real and what is pretend; it spans the range of fantasy and reality which matures over time, age, and experience.

Play is often divided into social and emotional stages during early childhood: Solitary, Parallel, Associative, and Cooperative.

- **Solitary Play:** An infant will play happily alone, turning and mouthing a toy.
- **Parallel Play:** Toddlers will play next to each other in the sand, and look at each other occasionally, perhaps trying what the other child does.
- **Associative Play:** Three year olds feed their babies, smile at each other, and pass bottles and cups to one another.
- **Cooperative Play:** A group of children playing with shared themes and agreed-upon roles that can negotiate the script and sustain the game.

While the stages are developmental, once they are established the child can move between kinds of play. A four year-old can play alone, engrossed with imaginative characters, or play with a younger child showing her how to make cars "zoom"; yet she can still join with a group of friends to play "pizza restaurant".

Dramatic play is one of the richest and most complex sources of learning in the preschool classroom. It can be incorporated into curriculum through children's interests and can promote learning in all domains of development!

## In the Play Area, Children Learn...

- Engagement in creative dramatic activities
- To enhance their imaginations
- To "read" social skills
- About working cooperatively, negotiating, and observing rules
- The consequences of actions in social relationships
- Concepts of family by practicing roles and sequences of family routines
- To participate in leader/follower roles and work on issues of power
- About making choices and decisions
- To explore roles of adult work and jobs
- About self-help skills such as dressing, pouring, and using utensils
- New vocabulary in a variety of imaginative play situations
- To match objects in one-to-one correspondence
- Sorting and classification skills
- Expanded cognitive skills



## Getting Organized

The Dramatic Play Area needs sufficient space, time, equipment, and a range of materials to stimulate role playing, self-expression, and initiative. It should be a clearly defined space. Placement near the Unit Block Area offers the opportunity for thematic play to stretch between the dramatic play and the blocks depending on the teacher's planning and the age and skill of the children. Shelves, cupboards, and dividers can provide the play area with some protection, while still allowing the teacher to monitor activities.

Time is a critical element in rich dramatic play. Some children choose dramatic play quickly; others need to see the action unfolding to be drawn into the plot and to find roles. Research indicates that children need at least 35 minutes of free choice time for dramatic play to be successful. With more experienced players (4-5 year-olds), 45 minutes is more realistic.

The Dramatic Play Area is prime area for interest-driven curriculum to develop! A quick change of props and a "house" can become a hospital, restaurant, store, post office, space capsule, or other theme location. "What do you know about...?" and "What do you want to know about...?" questions can lead to inquiry or project-based learning with thematic books, props, field trips, and demonstrable outcomes in learning.

## Basic Equipment

- Child-sized table and chairs
- Child-sized stove, sink, refrigerator, and kitchen supplies (dishes, cups, pans, etc.)
- Cupboards, shelves, and hooks for hanging clothes
- Play food (multicultural, especially linked to the cultures of children in class)
- Dress-up clothes including hats, shoes, scarves, purses, uniforms--both male and female
- Full-length mirror
- Doll bed and child-sized rocking chair
- A variety of dolls
- Telephones
- Toy cash register
- Printed materials: maps, phone books, coupons, magazines
- Writing materials: notepads, pencils
- Several theme "Prop Boxes": hospital, restaurant, space lab, store, etc.



## The Misread Script

**The busy hum of the three year-olds' classroom is broken by shrieks from the housekeeping area. The teacher wraps an arm around each of the crying children: "What are you playing?"**

**"Well, I'm the mother and these are my babies..."**

**"No way! This is Superman's house!" sobs the caped boy.**

**A conflict has emerged: imaginative three-year-olds playing together who think that other children know the script of the play. Yet, the urge to play--and to play together--triumphs through supported clarification and negotiation. Soon Superman is flying around the room, coming home to eat dinner and washing the baby with the "poopy bottom". Witness the power of dramatic play and another step toward peer communication!**

## Think about...

For young children, play is the mechanism used to figure out the world, its roles, and how things work. Consider how you want to structure the environment to support dramatic play, social development, and curriculum goals.

- Think about the ages and needs of your students when starting the school year. Basic, familiar house or family play, perhaps with fewer children in the area, can give a teacher a prime opportunity to observe each child's development, skills, and level of understanding. It also gives children the play time needed to start social relationships.
- The teacher becomes the questioner, stage manager, resource for props, coach, mediator, and scribe. The teacher's support is important to help some children learn to enter a game or dramatic play. If a socially inexperienced child runs in and demands or tries to be "the mother", she will often be rejected by the existing players. A teacher can help her to quietly observe the scene before joining: "What do you think they're playing?" "Who do you think is the mother?" "Who could you be in this game?—Do they need a pet?" If language is an issue in joining play, the teacher can clarify in the child's own language or scaffolds a role that enhances the child's inclusion.
  - o With younger children, an adult might need to play a "supporting role" to start or enhance the play and the children's pretend roles: "Mmm, this tea is delicious! Please pour me another cup."
  - o Other times, the teacher is the person who clarifies the script and helps children learn to resolve conflicts (some of them age-related). Three year-olds can have multiple "mommies" in the house; however, four year-olds vie and fight for the supreme power of the one and only "Mother"!



## How Goals, Indicators and Strategies Look in the Dramatic Play Area

(A small sample of Goals and Indicators from the Idaho Early Learning Guidelines)

### Domain 1: Approaches to Learning and Cognitive Development

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 7. MEDIATED BY INDIVIDUAL TEMPERAMENT, CHILDREN LEARN TO UNDERSTAND AND APPRECIATE INDIVIDUAL STYLE IN APPROACHING AND INTERACTING WITH THE WORLD.</b></p>	<p>Display different levels of initiative and confidence in exploring a wider variety of social and physical settings. Can recognize emotional states in themselves and others and problem solve around emotional issues, with adult assistance.</p>	<ul style="list-style-type: none"> <li>• Seeks shared experiences.</li> <li>• Begins to allow peers to impact how they see themselves.</li> <li>• Explains and problem-solves issues of emotion (label emotions of self and others).</li> <li>• Can observe and respond to a friend or family members' ideas, likes, or dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize child's increasing range of complexity in emotional expressions and processing.</li> <li>• Support child's learning to adapt by mediating stressful situations for them.</li> <li>• Model language, labels, feelings, thoughts, and experiences for child.</li> <li>• Continue to respond to child's individual temperament traits to support interactions and transitions.</li> </ul>
<p><b>GOAL 15: CHILDREN PARTICIPATE IN PRETEND OR SYMBOLIC PLAY.</b></p>	<p>Use elaborate plots, shared scripts, and multiple sequences and roles, with a mixture of reality and fantasy.</p>	<ul style="list-style-type: none"> <li>• Explores experience by taking on familiar roles in the home and community (firefighters, restaurant, doctor's office).</li> <li>• Takes on pretend roles and situations. Uses appropriate language, tone, and movements.</li> <li>• Engages in complex make-believe play (theme-oriented play that involves multiple characters and settings).</li> <li>• Believes objects, events, and characters can be "magic" or have "powers."</li> <li>• Understands that conflict can arise from "misunderstanding" each other.</li> <li>• Can return to favorite play themes with friends.</li> <li>• Uses dramatic play to recreate a real situation with self involvement.</li> <li>• Plays out social and emotional issues (power, loss, fears).</li> <li>• Uses block and dramatic play areas for imaginative settings and extended play.</li> <li>• Extends and consolidates understanding through play.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage the child in activities and interactions that develop fantasy characters while helping them differentiate between make-believe and reality.</li> <li>• Help child distinguish between cartoons, puppets, characters in books and movies, and real people.</li> <li>• Provide environment and time for dramatic play.</li> <li>• Scaffold entrance into dramatic play for child who needs support to join play.</li> <li>• Clarify scripts and roles as part of conflict resolution.</li> <li>• 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.</li> </ul>

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 16: CHILDREN REPRESENT EXPERIENCES AND THOUGHT THROUGH SYMBOLIC REPRESENTATION SUCH AS MOVEMENT, DRAWING, SINGING/VOCALIZING, AND PLAY.</b></p>	<p>Use symbolic expression in arts, communication, and quantity.</p>	<ul style="list-style-type: none"> <li>• Provides a complex description of a person or object that is not present (child describes the dog is black, soft, and runs around; child gestures to show how big).</li> <li>• Uses objects to represent real items in make-believe play.</li> <li>• Uses creative means to express emotions when vocabulary is inadequate.</li> <li>• May use shapes and letters to "write messages."</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for child to engage in symbolic play.</li> <li>• Tell stories without pictures and encourage child to visualize, imagine, and express what he/she feels.</li> <li>• Identify and point out symbols during daily activities; demonstrating and explaining what they mean.</li> <li>• Read stories and provide props for dramatizing the plot (<i>Three Billy Goats Gruff</i> and make a block bridge).</li> </ul>

**Domain 2: Physical Well-Being, Health, Motor Development**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 22: CHILDREN PRACTICE BASIC PERSONAL CARE ROUTINES.</b></p>	<p>Initiate and carry out personal care routines, with and without assistance.</p>	<ul style="list-style-type: none"> <li>• Feeds self with fork and spoon; and spreads with a blunt knife, without assistance.</li> <li>• Gets a drink of water from an appropriate tap, without assistance.</li> <li>• Dresses and undresses, with minimal help.</li> <li>• Chooses own clothes/costumes to wear,</li> <li>• Puts shoes on, without assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer plenty of guidance and opportunities for child to take care of self (put on own coat, clean up after spills and messy projects).</li> <li>• Give child enough time to take care of personal needs such as zipping and unzipping coat. Putting on dress-ups.</li> <li>• Help child recognize personal signs of fatigue and need for rest.</li> <li>• Provide opportunities for child to help younger siblings and other children with appropriate personal care routines.</li> </ul>

### Domain 3: Social and Emotional Development

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 28: CHILDREN DEVELOP FRIENDSHIPS WITH PEERS.</b></p>	<p>Engage in mutual social play that involves cooperation and shared purpose.</p>	<ul style="list-style-type: none"> <li>Plays beside and interacts with peers.</li> <li>Sometimes share toys with other children as they play.</li> <li>Engages with other children in play involving a common idea.</li> <li>Tries a variety of strategies to engage a peer.</li> <li>Initiates conversations with other children; asks questions and responds.</li> <li>Makes decisions with other children, with adult prompts as needed (making rules).</li> <li>Leads or participates in planning cooperative play with others.</li> <li>Uses play as a vehicle to build relationships and develops an appreciation for their own ability and accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for child to engage in a variety of play activities with other children (dramatic play, art projects, blocks ),</li> <li>Help child join other children in ongoing play.</li> <li>Engage child in conversations with another child.</li> <li>Support the child who is nonverbal with sign language, photos, and other visual supports for communication.</li> <li>As appropriate, provide opportunities and support for families and children to explain a disability to other children in a class or in a small group.</li> <li>Cooperate with child and others in daily tasks.</li> <li>Demonstrate and explain how to be inclusive based on gender, culture, language, and abilities.</li> </ul>
<p><b>GOAL 32: CHILDREN DEMONSTRATE SYMPATHY AND EMPATHY.</b></p>	<p>Recognize and respond to another's emotions and situation.</p>	<ul style="list-style-type: none"> <li>Notifies and shows concern for peers' feelings.</li> <li>Continues to observe others' reactions.</li> <li>Adopts a variety of roles and feelings during pretend play.</li> <li>Communicates appropriate feelings for characters in stories.</li> <li>Considers what is alive, not alive, and dead.</li> <li>Keenly aware of what is unfair to themselves.</li> <li>Labels own emotions and, increasingly, the emotions of others.</li> </ul>	<ul style="list-style-type: none"> <li>Model a friendly, positive, and respectful manner when listening and responding to child's comments and suggestions.</li> <li>Name and discuss feelings (e.g., "I see that you're sad because...").</li> <li>Provide opportunities for child to play with friendly and gentle animals, with close supervision.</li> <li>Promote play with other children to promote understanding of others' intentions and feelings, with adult support.</li> <li>Acknowledge a child's interest in things that die (plants, pets, butterflies).</li> </ul>

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 33: CHILDREN DEVELOP A SENSE OF HUMOR.</b></p>	<p>Use novel language, sounds, and meanings to initiate interaction with adults and peers. Use physical humor for social purposes.</p>	<ul style="list-style-type: none"> <li>• Participates in group glee.</li> <li>• Mimics impersonation.</li> <li>• Uses slapstick, physical humor.</li> <li>• Laughs for the delight of laughing.</li> <li>• Uses body function humor.</li> <li>• Makes rude noises.</li> <li>• Makes up sounds and rhymes without meaning.</li> <li>• Combines nonsense and real words.</li> <li>• Laughs at gender reversals and incongruous actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Expect jokes and group silliness, know how to guide.</li> <li>• Monitor intensity of experience.</li> <li>• Use humor as a behavior management strategy.</li> <li>• Understand role of humor in cognition and social development.</li> <li>• Use humor as a tool for language development.</li> <li>• Clarify social humor between children.</li> <li>• Use joint attention, social referencing, and reciprocation with child when humor is tentative.</li> <li>• Clarify and support joking/humor between peers.</li> </ul>
<p><b>GOAL 35: CHILDREN RECOGNIZE, APPRECIATE, AND RESPECT SIMILARITIES AND DIFFERENCES IN PEOPLE.</b></p>	<p>Are curious about why they are different or similar to others.</p>	<ul style="list-style-type: none"> <li>• Develops awareness, knowledge, and appreciation of own gender and cultural identity.</li> <li>• Includes other children in his/her activities who are of a different gender, ethnic background, who speak other languages, or who have special needs; with guidance.</li> <li>• Asks questions about other families, ethnicity, language, cultural heritage, and differences in physical characteristics.</li> <li>• Demonstrates an understanding of inclusion or fairness through words and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for child to describe own physical characteristics.</li> <li>• Celebrate cultural, linguistic, and physical similarities and differences of all children and families.</li> <li>• Demonstrate and explain that one person may play different roles (father and teacher).</li> <li>• Invite parents and others from the community to tell stories and read books to children.</li> </ul>

## Domain 4: General Knowledge

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>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.</b></p>	<p>Demonstrate awareness of group membership across family, community, program, and culture as they recognize physical characteristics of self and others within daily activities and routines.</p>	<ul style="list-style-type: none"> <li>Begins to demonstrate awareness of group membership according to different environments, activities, and routines (farmers grow food on the farm; identifies family members to include mom, dad, siblings, aunts, uncles).</li> <li>Observes, describes, and predicts events around them as they connect new experiences to past experiences.</li> <li>Begins to recognize familiar community helpers and their association with activities, routines, and locations (firefighters, fire truck, fire station; doctor, clinic; policeman, police car).</li> <li>Begins to understand own life experience and the different roles of family members.</li> <li>Understands knowledge and mental relationships used during role play based on home and family themes.</li> <li>Begins to use play money for items in role play situations (play store).</li> <li>Recognizes that people rely on others for goods and services (mail delivery, health care, market).</li> </ul>	<ul style="list-style-type: none"> <li>Talk to and listen respectfully to all children.</li> <li>Model respect for diversity.</li> <li>Explore how individuals have similarities and differences.</li> <li>Ask children about different cultural words or expressions (Chinese or Spanish) used to describe stories or events.</li> <li>Provide a variety of materials and toys for pretend role play (pretending to nurture the doll by feeding and talking to it) in the dramatic play area.</li> <li>Provide community props (community worker dolls or puppets) for children to explore and pretend play.</li> <li>Encourage children to talk about family routines during circle time or sharing special events.</li> <li>Provide picture books illustrating community workers or activities (someone shopping at a shoe store; visiting the dentist office).</li> <li>Take walks around the neighborhood or field trips to experience places and community.</li> </ul>
<p><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></p>	<p>Follow simple rules and limits. Begin to participate cooperatively in organized, culturally acceptable ways with familiar people, objects, settings, and events.</p>	<ul style="list-style-type: none"> <li>Shows increased ability to recognize own feelings, control behavior, and follow simple rules and limits.</li> <li>Shows increasing ability to choose acceptable behaviors in group situations.</li> <li>Manages most transitions and changes in routines.</li> <li>Recognizes their roles as part of a group.</li> <li>Shows awareness of group rules and the ability to follow rules.</li> <li>Observes that people have needs and wants.</li> <li>Begins to initiate sharing with the support of adults.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a consistent, predictable, caring, responsive environment for child.</li> <li>Talk to and listen respectfully to all children.</li> <li>Model respect for diversity.</li> <li>Encourage child to verbally express and respond to others' emotions in socially and culturally appropriate ways.</li> <li>Give child appropriate words to express emotions.</li> <li>Introduce sharing.</li> <li>Encourage conflict resolution through active listening and simple questioning.</li> <li>Help to ensure that child's messages are understood by others through discussion and questioning.</li> </ul>

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
			<ul style="list-style-type: none"> <li>• Conduct group meetings, modeling listening and turn-taking skills within discussions related to justice, fairness, community welfare, and individual rights based on real-life contexts (taking away toys or materials without permission; knocking over block structure).</li> <li>• Create meaningful community jobs that foster respect and responsibility.</li> </ul>
<p><b>GOAL 46: CHILDREN USE CREATIVE ARTS TO EXPRESS AND REPRESENT WHAT THEY KNOW, THINK, BELIEVE, OR FEEL.</b></p>	<p>Uses artistic expression and language to communicate emotions and make meaning of experiences.</p>	<ul style="list-style-type: none"> <li>• Participates freely in dramatic play activities (re-enacts events from his/her own life).</li> <li>• Creates art work with details representing ideas, experiences, and feelings.</li> <li>• Uses blocks and other mediums to create three-dimensional sculptures.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for child to express feelings and recreate experiences through art, movement, and blocks.</li> <li>• Provide a variety of supplies, time, and space for artistic exploration and expression.</li> </ul>

**Domain 5: Communication, Language, and Literacy**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 50: CHILDREN COMPREHEND AND USE CONVENTIONS OF SOCIAL COMMUNICATION.</b></p>	<p>Actively seek and engage in social interactions.</p>	<ul style="list-style-type: none"> <li>• Attends to speaker during a conversation.</li> <li>• Seeks interaction with others.</li> <li>• Interprets subtle, nonverbal cues.</li> <li>• Asks for help.</li> <li>• Initiates and takes turns in group conversations.</li> <li>• Recognizes appropriate time to enter conversation.</li> <li>• Begins to demonstrate understanding of nonverbal cues (facial expressions for pride, displeasure, encouragement).</li> <li>• A bilingual child can adjust language and communication form according to the person with whom he/she is speaking.</li> <li>• Communicates appropriately with peers during play.</li> <li>• Defines the expectations during play.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk and play frequently.</li> <li>• Set up dramatic play opportunities.</li> <li>• Create some situations where child needs to ask for help.</li> <li>• Use props and role-play to encourage child to participate in group conversations.</li> <li>• Read or tell stories that involve children sharing ideas.</li> <li>• Provide opportunities for interaction within child's own social conventions and also other languages and cultural groups.</li> <li>• Provide child with opportunities for problem solving.</li> <li>• Ask child to describe their play.</li> <li>• Use peer models especially for more reticent children.</li> </ul>

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 54: CHILDREN DEMONSTRATE COMPREHENSION AND MEANING IN LANGUAGE.</b></p>	<p>Respond verbally and non-verbally to verbal and gestural communication.</p>	<ul style="list-style-type: none"> <li>• Understands new words rapidly.</li> <li>• Responds to simple questions.</li> <li>• Understands location phrases.</li> <li>• Follows simple commands.</li> <li>• Begins to understand and recall information from stories.</li> <li>• Recognizes and responds appropriately to nonverbal cues.</li> <li>• Follows directions that involve a two- or three-step sequence of actions, which may not be related.</li> <li>• Engages in conversation that develops a thought or idea.</li> <li>• Recognizes and responds in a culturally appropriate way to more subtle nonverbal cues.</li> <li>• Understands complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk, sign, sing, and read to child.</li> <li>• Play advanced word games (I Spy).</li> <li>• Use the environment to encourage discussion of familiar objects, places, and people.</li> <li>• Use adult-like language when conversing.</li> <li>• Help the child explain experiences through the use of descriptive language.</li> <li>• Discuss concepts from stories read.</li> <li>• Establish routines in the child’s world.</li> <li>• Compare and contrast objects and actions for the child.</li> <li>• Play games that involve two- and three-step directions (e.g. “Crawl through the tunnel, run to the fences, and sit down.”).</li> </ul>
<p><b>GOAL 55: CHILDREN USE LANGUAGE FOR A VARIETY OF PURPOSES.</b></p>	<p>Follow social conventions to access, gain, and share information.</p>	<ul style="list-style-type: none"> <li>• Uses words and phrases to relate observations, concepts, ideas, and relationships.</li> <li>• Takes turns in conversation.</li> <li>• Talks in sentences.</li> <li>• Responds to questions.</li> <li>• Uses words to protest.</li> <li>• Asks questions to obtain information.</li> <li>• Participates in conversations about a variety of topics.</li> <li>• Engages in conversation with peers and adults.</li> <li>• Uses language to interpret the world.</li> <li>• Uses words to express feelings of self and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage a child in conversation and give wait time for response.</li> <li>• Introduce rhyming words through word play.</li> <li>• Encourage and model dramatic play (pretend play).</li> <li>• Tell child stories from diverse cultures.</li> <li>• Talk about daily events with child.</li> <li>• Provide opportunities for child to create, act out, or tell make believe stories. Write them down as the child tells the story out loud.</li> <li>• Encourage child to express feelings verbally.</li> <li>• Introduce a variety of new experiences to child (library, zoo, parks, shopping).</li> <li>• Establish routines in the child’s world.</li> <li>• Compare and contrast objects and actions for the child.</li> </ul>

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 60: CHILDREN DEMONSTRATE AWARENESS THAT WRITTEN MATERIALS CAN BE USED FOR A VARIETY OF PURPOSES.</b></p>	<p>Use books and written materials to gain information and enjoyment.</p>	<ul style="list-style-type: none"> <li>• Uses maps, menus, cookbooks, dictionaries during play.</li> <li>• Uses printed materials for entertainment (pretending to read).</li> <li>• Recognizes that different text forms have different purposes (grocery list is different than a written story).</li> <li>• Imitates common reading activities appropriately in play (pretends to use directions while putting something together, pretends to write a list or message).</li> <li>• Follows pictorial directions for cooking, assembling toys, and building models.</li> <li>• Recognizes that printed materials have power (addresses, phone numbers, last name, knowledge).</li> <li>• Cares appropriately for books and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Read a variety of print including magazines, maps, menus, recipes, environmental print.</li> <li>• Make homemade books using logos, cereal box fronts, and other print forms.</li> <li>• Use reference books to look up information in response to child's questions (e.g., "I don't know; let's look it up.").</li> <li>• Use cookbooks with pictures instead of words to give a recipe.</li> <li>• Provide opportunities for child to help put something together based on printed directions. Let child help you and show the child the instructions.</li> <li>• Provide opportunities for child to write and read messages to other children (put SAVE sign on a block or building bricks construction).</li> <li>• Refer to repair manuals, menus, cookbooks, phone books, and internet sites for information; and place in play areas.</li> </ul>
<p><b>GOAL 63: CHILDREN USE WRITING FOR A VARIETY OF PURPOSES.</b></p>	<p>Make scribbles, pictures, and symbols with meaning.</p>	<ul style="list-style-type: none"> <li>• Uses representational scribbles and marks during play.</li> <li>• Asks an adult to label a picture.</li> <li>• Uses letter-like symbols to make lists, letters, and stories.</li> <li>• Copies some environmental print/symbols.</li> <li>• Talks out loud about creative ideas and stories, and asks adult to write them out.</li> <li>• Creates notes and messages for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a variety of art mediums (finger paint, poster paint with easel, pudding to paint with).</li> <li>• Encourage use of creative spelling to label pictures, write name, and write notes to family and community members.</li> <li>• Write notes to the child and read them together.</li> <li>• Write a story as a small group, writing down children's exact ideas and words.</li> </ul>

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 64: CHILDREN DEMONSTRATE COMPETENCY IN HOME LANGUAGE WHILE ACQUIRING BEGINNING PROFICIENCY IN ENGLISH.</b></p>	<p>Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Communicates with purpose to convey information, and uses phrases and sentences with more complex vocabulary in home language.</p>	<ul style="list-style-type: none"> <li>Occasionally inserts words from home language while speaking English.</li> <li>Relies on non-verbal cues to communicate in English, but does not rely on non-verbal cues to communicate in home language.</li> <li>Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate.</li> <li>A bilingual child adjusts language and communication form used according to person with whom he/she is speaking or place where he/she is at.</li> </ul>	<ul style="list-style-type: none"> <li>Teach school concepts in both languages.</li> <li>Encourage the use of English in school by providing a safe, responsive audience.</li> <li>Help child develop reasoning skills through use of home language.</li> <li>Model positive vocabulary learning strategies (reading cues from the context).</li> <li>Help native, English-speaking children understand the English language learner's speech and vocabulary.</li> </ul>

# Manipulatives Area

Manipulatives is an area of the classroom focused on the development of specific skills. This is the area of puzzles, sorting and matching materials, pattern blocks, board games, and toys with interlocking pieces. With these materials, children often work alone or in pairs. Teachers can use this area to promote individualized learning for a child. Careful selection of the skill levels and range of materials makes it an area where children seek a favorite activity, or where the teacher can direct a child to observe a specific task.

A rich Manipulative Area contains both “closed-ended” activities, where the materials guide the child to the correct answer, and “open-ended” materials which can be used in a variety of combinations with multiple “right ways”. Closed-ended toys include puzzles, shape sorter balls, and Montessori seriation cylinders where each piece fits in a particular hole or space. Open-ended materials are toys such as patterning blocks, locking shapes, sorting materials, and gears that fit together in different configurations. Open-ended materials are needed for children to develop logic and creative thinking skills. The closed-ended toys support specific skill development and understanding of shapes and properties. Both categories of toys engage children in satisfying play and are valuable for a child’s development. Children return again and again to favorite manipulatives to consolidate thinking or expand their ideas with new elaborations.

## In the Manipulatives Area, Children Learn...

- Concepts such as “part” and “whole” by sorting, matching, sequencing, and classifying
- Vocabulary to define quantities, relationships, and to make comparisons
- About groups by sorting and matching
- Perceptual awareness skills
- To practice counting
- About similarities and differences
- About basic addition and subtraction skills through experiences
- To strengthen small muscles, and grasp and wrist rotation with puzzles and connecting pieces
- Three dimensional eye-hand coordination skills
- To use objects to make and repeat simple patterns using
- To identify and name geometric shapes
- About persistence, attention, and problem-solving skills
- Foundational thinking and reasoning skills through tactile experiences



## Getting Organized

A well-organized and defined area of the room supports children's successful use of puzzles and other manipulative materials. Low shelves that store and display materials can be used to shelter the play for individuals or a small group of children. A small table and chairs, and floor space with a rug for activities works well. Mats or small trays can define an individual workspace. Many varied and interesting activities can be assembled for use in this area--anything that invites children to construct, match, sort, sequence, put together, or make patterns works well here.

With so many small pieces, this is an area that needs to be well organized! Shelves at the child's level with picture and word labels on both the game box and the shelf make putting away another matching activity and promote completion. Word labels can be printed in specific colors for different languages to support bilingual literacy. A few toys may be displayed on top of the shelves to create interest in the area. Puzzles need to be stacked so children can identify them and know where to return them when completed. Materials need to be rotated to meet the skill level of the children and lead them to the next level of challenge.

## Basic Equipment

- Puzzles of varying difficulty and a puzzle rack
- Matching or lotto games
- Pattern blocks and patterns to complete
- Objects that link or snap together
- Beads of varying sizes, with laces for stringing
- Objects to sort such as buttons, keys, plastic teddy bears, and others
- Button, lace, zip, and snap clothing boards for self-help skills
- Objects to sequence by size or color
- A "light table" or board with clear colorful sorting and patterning items
- Counting and alphabet games
- Pegs and "geo" boards
- Tongs and large tweezers for picking up and sorting objects
- Building sets with many pieces (table blocks, Legos)
- Simple games with rules

In some areas, supplemental manipulative toys can be checked out from your local Child Care Resource and Referral toy lending library, from public libraries, or shared among classrooms for greater variety or specific skills. There are many games and manipulatives that can be created by teachers.



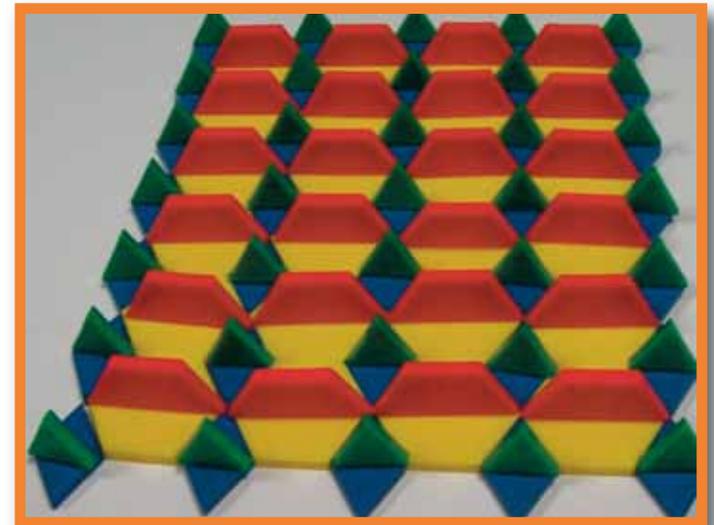
## Zac Fills the Space

Children who struggle with representational skills often benefit from being given physical work boundaries when using open-ended manipulative materials. Zac, a four year old with developmental and speech delays, demonstrated the benefit of this strategy while working with pattern blocks on 8x10 inch white boards. Limiting the workspace and defining the boundaries freed Zac to focus on the attributes of the materials and explore the building possibilities they presented.

And focus he did! Starting with yellow hexagons laid end to end, he began to fill his space. Coming to the second row, Zac realized the blue diamond fit the 'puzzle hole' created by the yellow hexagons. His excitement grew as he recognized the stability of his repeating pattern and his classmates, joining in his excitement, offered up their yellow hexagons and blue diamonds to add to his grand design.

After the first layer of yellow and blue carpet was laid, Zac started standing red trapezoids, long side down, on each yellow hexagon. When each hexagon was complete with its red "house" he carefully planted green "trees" on each blue diamond.

An hour later, Zac's town was finished and his diligence and design were rewarded with the highest possible acknowledgement. A classmate propelled Zac into the role of 'Parquetry Block Expert' by announcing, "That's cool, Zac! You did it again and again."



## Think About...

- A thoughtful range of manipulative toys creates a great place to observe children's skills and interests.
- Puzzles need to be put away with all pieces in place so children can see the whole picture before taking it apart (except for boxed jigsaw puzzles for older children).
- Younger children benefit from puzzles in which each piece is a whole object—a cow, truck, etc.—as their first puzzles. The pieces with a tiny knob encourage a "neat pincer grasp," but may be too difficult for little fingers. Watch carefully for small muscle dexterity and the ability to rotate a puzzle piece.
- It's important to sequence puzzles for gradual degrees of difficulty. Too many pieces can overwhelm a child, while one that is "too easy" isn't fun.
- Puzzles with missing pieces are just frustrating—replace them.
- Encourage children to use one game or toy at a time so pieces don't get mixed, and the skill required by each toy is developed. Put a stop to "dumping" to ensure that toys are complete, the area is inviting, and the children are respectful of each other's work. Children often need help to get started with "pickup" in this area: giving a two minute warning for completion before "pickup time" helps children finish and anticipate the next task.
- Clear storage bins with a picture label (a photo or cutout from a catalog) and a printed word label on the bin and shelf support learning about completion and order, as well as providing another matching activity.
- Pattern blocks are an important learning tool. Children can start by freely exploring the shapes, maybe sorting by color or shape. Making their own increasingly complex patterns follows. Matching a pattern shape by placing the pieces on the pattern develops eye-hand coordination, shape recognition, and the ability to see parts to whole. Making the pattern while just looking at the card is the next step. Pattern blocks can be used for children to replicate simple patterns—triangle, square, triangle (A-B-A), circle, circle, rectangle (A-A-B), and other more complicated repetitions. Such patterns support both literacy and mathematical conceptual skills. Some pattern blocks come with templates for duplicating the shapes with construction paper, so children can make a pattern and then replicate it with paper shapes and glue.
- Documentation as well as replication! Photos of children's patterns and completion of other manipulatives documents their development and provide useful content for portfolios.

## How Goals, Indicators and Strategies Look in the Manipulatives Area

(A small sample of Goals and Indicators from the Idaho Early Learning Guidelines)

### Domain 1: Approaches to Learning and Cognitive Development

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 4: CHILDREN SUSTAIN ATTENTION TO TASKS EVEN WHEN FACED WITH CHALLENGES AND FRUSTRATION.</b></p>	<p>Use trial and error skills and attention for more complex tasks.</p>	<ul style="list-style-type: none"> <li>• Sustains focus on tasks of interest to them, when few distractions exist.</li> <li>• Remains engaged in an activity for at least 5 to 10 minutes, much of the time.</li> <li>• Completes favorite tasks repeatedly.</li> <li>• Manages tasks with sequences of three to four steps.</li> <li>• Persists in trying to complete a task after previous attempts have failed (completes a puzzle, builds a tower).</li> </ul>	<ul style="list-style-type: none"> <li>• Be available and respond when child encounters problems, without being intrusive.</li> <li>• Comment positively on child’s persistence and concentration, when appropriate.</li> <li>• Try child’s suggested interventions when problems are encountered; talk with them about what worked and what did not.</li> <li>• Ask what child would like to try first when solving problems.</li> <li>• Help child stay on task, break activity into manageable pieces, give visual and spoken cues, and help them return to tasks.</li> <li>• Modify expectations for persistence to meet individual variations for temperament, age, stage, or ability.</li> </ul>
<p><b>GOAL 9: CHILDREN USE PRIOR RELATIONSHIPS, EXPERIENCES, AND KNOWLEDGE TO EXPAND UNDERSTANDING.</b></p>	<p>Connect current behavior and past experience to new situations, relationships, and problem solving.</p>	<ul style="list-style-type: none"> <li>• Represents things in environment with available materials; moving from simple to complex representations.</li> <li>• Thinks out loud and talks themselves through a situation.</li> <li>• Works out problems using information from prior experiences rather than through trial and error.</li> <li>• Points to objects that are out of place.</li> <li>• Points out objects in complex pictures and puzzles.</li> <li>• Completes a sequence of three to six pictures or pieces of a sequence puzzle.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage child about what he/she has seen, heard, or done.</li> <li>• Provide child with time to respond in conversation where they want to offer experiences and information.</li> <li>• Ask open-ended questions that encourage reflection (e.g., “What if...?” “How else could you do this?”).</li> <li>• Rotate toys and activities based on input from children and their comments about past experiences.</li> </ul>

**Domain 2: Physical Well-Being, Health, Motor Development**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 18: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF SMALL MOTOR MUSCLES.</b></p>	<p>Use fingers and hands for purposeful tasks.</p>	<ul style="list-style-type: none"> <li>• Copies shapes and geometric designs.</li> <li>• Manipulates small objects with ease (strings beads, fits small objects into holes).</li> <li>• Fastens large buttons.</li> <li>• Uses large zippers.</li> <li>• Completes increasingly complex puzzles (single, cut-out figures to 10-piece puzzles).</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage child to strengthen grasp of thumb/forefinger (picking up small objects with fingers).</li> <li>• Encourage use of precision grasp.</li> <li>• Modify activities to ensure participation of each child (attach rubber grips to pencils and pens).</li> <li>• Provide opportunities for child to practice tying</li> </ul>
<p><b>GOAL 19: CHILDREN USE THEIR SENSES (SIGHT, HEARING, SMELL, TASTE, AND TOUCH) TO GUIDE AND INTEGRATE THEIR INTER-ACTIONS.</b></p>	<p>Coordinate motor activities based on sensory input.</p>	<ul style="list-style-type: none"> <li>• Coordinates motor activity based on visual input.</li> <li>• Holds materials at an appropriate distance.</li> <li>• Moves eyes rather than head to track objects.</li> <li>• Improves eye-hand coordination for precise movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for the child to explore natural surroundings through the senses.</li> <li>• Provide opportunities to use touch, pressure, and texture to learn to push, pull, or lift an object effectively.</li> <li>• Not included in ELeG, but consistent with strategies.</li> <li>• Gives child verbal or sensory cues to rotate a puzzle piece or pattern block.</li> <li>• Gives child verbal hints about what comes next in sequence.</li> </ul>

**Domain 3: Social and Emotional Development**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 27: CHILDREN TRUST, INTERACT WITH, AND SEEK ASSISTANCE FROM ADULTS.</b></p>	<p>Show confidence in seeking assistance from familiar adults.</p>	<ul style="list-style-type: none"> <li>• Approaches adults for assistance and offers to assist adults.</li> <li>• Carries out actions to please adults, at times.</li> <li>• Asks questions of adults, as needed, to obtain information.</li> <li>• Follows caregiver’s guidance for appropriate behavior in different environments.</li> <li>• Brings simple problem situations to adult’s attention.</li> <li>• Works independently and asks for help only when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate expectations clearly by modeling and showing the child how to respond.</li> <li>• Show respect for child’s choices and attempts at solving problems (trade with child).</li> <li>• Offer support and social cues for child who is working to establish peer relationships.</li> <li>• Provide opportunities for child to help and participate in routines such as “picking up.”</li> <li>• Offer increasing choices within safe boundaries.</li> <li>• Provide activities that encourage child to interact with an adult such as setting up the indoor and outdoor environments (planning and cooperation).</li> </ul>
<p><b>GOAL 36: CHILDREN PERCEIVE THEMSELVES AS UNIQUE INDIVIDUALS.</b></p>	<p>Use strategies to differentiate themselves from others, and to get their needs met.</p>	<ul style="list-style-type: none"> <li>• Demonstrates awareness of their abilities, characteristics, and preferences.</li> <li>• Refers to self by first and last name and uses appropriate pronouns (I, me) rather than referring to self in the third person.</li> <li>• Chooses individual activities (doing puzzles, painting).</li> <li>• Compares self with others.</li> <li>• Exerts will and preferences.</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledge child’s accomplishments.</li> <li>• Encourage child to experiment with growing competence and individuality by providing child opportunities to make choices or decisions.</li> <li>• Engage child in drawing pictures of self and others and talk about similarities and differences.</li> </ul>

**Domain 4: General Knowledge**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>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).</b></p>	<p>Use geometric modeling and spatial reasoning according to different dimensions.</p>	<ul style="list-style-type: none"> <li>Engages in activities that explore and develop vocabulary for measurable properties such as length and weight, or capacity.</li> <li>Compares amongst several objects based on one or more attributes (length, size, weight) using words such as "shorter", "bigger", or "lighter".</li> <li>Understands positional terms such as "between", "inside", "over", "under", and "behind".</li> <li>Sorts and classifies objects based on one or more attributes.</li> <li>Orders objects by size, volume, height, weight, and length; with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate, explain, and engage child in activities that use nonstandard measurement (use handfuls to measure rice, use footsteps to measure distance).</li> <li>Demonstrate, explain, and engage child in activities that measure with standard measuring units.</li> <li>Continue to model language involving comparisons according to size, volume, weight, and height (length) of people, toys, and objects.</li> <li>Play measuring games with child (e.g., "Which is heavier?" "Which is longer?").</li> <li>Display information using measurement graphs to visually compare activities and experiences (such as a growth chart of all the children in the class).</li> <li>Model language and use body and objects using positional terms (behind, inside, on top, under).</li> </ul>
<p><b>GOAL 41: CHILDREN DEMONSTRATE UNDERSTANDING OF PATTERNS, RELATIONS, AND FUNCTIONS USED TO ORGANIZE THEIR WORLD AND FACILITATE PROBLEM SOLVING.</b></p>	<p>Sort, classify, and order objects by color, number, size, or shape. Form simple patterns involving color, number, size, and shape.</p>	<ul style="list-style-type: none"> <li>Compares shape and size of familiar objects.</li> <li>Sorts and builds with two- and three-dimensional shapes (sphere, cube, cone).</li> <li>Identifies and labels different kinds of two-dimensional shapes (square, circle, rectangle, triangle).</li> <li>Describes characteristics of familiar geometric and non-geometric shapes in the environment, with assistance.</li> <li>Puts together and takes apart shapes to make other shapes (use two triangles to make a rectangle with blocks).</li> <li>Makes and describes patterns including serialization based on numbers, shapes, and size.</li> <li>Predicts what comes next in a pattern and completes the pattern.</li> <li>Creates or extends a complex pattern with more than two repeating elements.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a variety of increasingly complex materials related to patterns such as puzzles and stringing beads.</li> <li>Provide materials that can be connected and combined to create new shapes.</li> <li>Play classification games with child (gather a group of items that include pairs of objects that go together - shoe/sock, flower/vase - find the items that go together).</li> <li>Play matching games that challenge the child to recognize what is missing.</li> <li>Play games that challenge the child to describe and identify shapes.</li> </ul>

# Outdoor Play Area

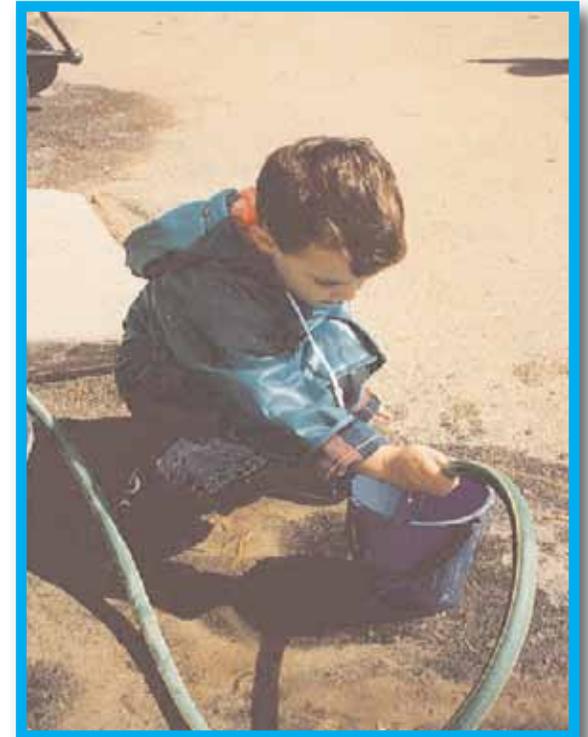
Playing outside; feeling the wind; watching the weather; experimenting with sand, mud and water; exploring; chasing; and squealing with delight--these are some of the essentials of an Idaho childhood. Healthy development includes active outdoor play and fresh air. A well-designed outdoor learning environment stimulates the a child's senses and imagination while allowing them to test their abilities in the physical world.

As adults plan and structure outdoor play environments, they often strip away some reasonable challenges in the name of safety and convenience. Safety is critical, but so is learning to take risks and feel competent to move and experiment. A sense of trust in one's own body, strength, and ability to play "like the big kids" is an important source of resilience and motivation.

Helpful supervision not only keeps children safe, it supports the natural opportunities for children to discover how physical play and social play coexist. For younger children, this can happen as they realize that the laughing glance given while running is an invitation to play "chase". Opportunities to learn about fairness are presented as older four and five year-olds negotiate the "rules" of games, often spending more time on "fairness" than playing the game. Fitness, fairness, fantasy, competence, exploration, and "getting out the wiggles" are the wonderful benefits of outdoor play!

## When Playing Outdoors, Children Learn....

- About using their bodies to increase strength, balance, and endurance
- About practicing new physical skills: kicking, throwing, riding, climbing, and jumping
- About taking some risks
- How to initiate play with other children
- About taking turns and playing with peers
- About negotiation and problem-solving
- To invent their own games and rules
- Concepts about nature
- How to make scientific observations
- Verbal expression and communication skills
- Self confidence and a sense of competence
- About developing an appreciation for the environment



# Getting Organized

Start by thinking about safety, access, and capacity. Safety starts with a hard look at surfaces and falls: what kind of materials buffer falls? Are they deep enough? Have they gotten compacted through use? Is the area fenced and secure from outsiders? Is all of the area clearly visible to the teacher? Is there a daily/weekly inspection for safety (Sharp or broken equipment, pinching and entrapment, etc.)?

Is there enough space for the groups(s) of children who use the play area? The bare minimum is 75 square feet per child. Is there an assortment of surfaces and spaces for outdoor play: running, digging, water play, a climbing structure, a space for tricycles and wagons, a mix of sun and shade? How many children can be safely engaged at one time on all of the equipment?

Think of zones and ratios of children to equipment/activities—are there choices? A variety of equipment suitable for a number of children to use at once is preferable to one large structure that limits participation.

How and where will you store outdoor equipment and props (both the large and smaller toys)? Tricycles, wagons, and scooters are great for the physical development of 3-5 year-olds, but they need secure storage space. Can you set up a “parking” area with yellow parking lines to use between classes, and a space to lock them up at night? Sand toys like buckets, shovels, sieves, trucks, and cars need containers that allow sand and water to drain or sift out. All storage bins need labels with a format consistent with indoor toys.

Do you have an outdoor water supply? A hose can be invaluable for filling water tables and buckets, for watering gardens, and for cooling (or cleaning) equipment and hot pavement. A drinking fountain is also important, especially during warm weather, and it helps to save on cups and pitchers.

Is your play yard accessible to children with disabilities? What spaces and activities are available to include them in play? Are there ramps from the classroom to the play yard? If the climbing structure is the main activity, look at other options and equipment for inclusive play.

# Basic Equipment

- A climbing structure with numerous parts to encourage a range of physical skills
- Safe, impact-absorbing material under the climbing structure
- Enough equipment options to allow all children in class to be engaged
- Some paved areas and some grass or softer areas
- Different elevations with ramps or inclines
- Adaptive materials and surfaces for children with disabilities
- Sand, water, and garden dirt (and a cover for the sand pit)
- A water source
- Picnic or other child-sized table and benches
- Tubs, buckets, small shovels, scoops, and other sand and water toys
- Tricycles, scooters, wagons, and other wheeled toys
- Storage for outdoor toys
- Balls of varying sizes and types
- A garden box/big pots and/or garden plot and tools
- Covered areas for shade and outdoor extensions of curriculum areas (art, music, carpentry)
- A place to make a fort or “play house”
- Materials for dramatic play
- A tire swing
- Sun hats and sunscreen



## An Idyllic Moment

A perfect sunny morning on the playground-- the kind of day that delights children and teachers alike! Bright faces, happy loud voices, active bodies—a great time to just observe the action...

Rosa is part of the chase game, speeding around with the tricycle riders in her wheelchair. The sand pit is awash with buckets of water being carried to fill a lake and make 'cakes' in a sandy bakery. Peter and Ashley are in the garden area with the student teacher figuring out how many bean plants they need to make a "Bean Tepee". The playhouse is being "painted" by a group of girls with big brushes and bucket of water. The tricycle traffic seems to be getting a little wild. Hmm, maybe time to not only revisit the rules, but talk about making some traffic safety signs. Where is the outdoor drawing box?

Dr. Sally Provence, a legendary early childhood professor once said: "Don't just do something! Stand there and watch!" Sometimes as teachers we just need to stop, savor the moment, watch and think about what is going on. Then act.



# Think About...

The outdoor play environment needs to be as thoughtfully designed, equipped, and utilized as the classroom—it is an extension of the room and part of the learning environment!

Think about the kinds of vigorous play you want to encourage for your group of children. Peer relationships are important, and can be supported outdoors. However, too few tricycles, wagons, and scooters will create conflicts and long waits for a turn. The same goes for sand toys and balls. Thoughtfully plan to avoid conflicts with enough equipment and space.

Areas for complex play that accommodate several children with multiple options are needed. A big sand pit with access to water (to carry in buckets), shovels, sieves, scoops, pans, and tools that sand and water flow through (big funnels, sieves, and PVC pipe) can accommodate multiple children at a variety of skill levels. Tire swings usually hold one to three children and are fun to share with a friend. Single child equipment like tricycles can be balanced with the complex activity spaces.

Zones are important:

- A paved track with a designated traffic pattern is great for the wheeled toys.
- Climbing structures need impact-absorbing materials beneath them, and they must be separated from the main running areas.
- Grass or turf of some kind is best for the running/chase game areas. Such a space works for many organized/team games as well.
- Spaces for painting easels or a water table need to be out of the main paths of “traffic”—a quieter space that is still visible to teachers.
- A place for dramatic play, maybe with sheets and tarps for making “tents” and having prop boxes, helps to extend imaginative play and invite small group involvement.
- An outside Carpentry Area also works as an extension of indoor curriculum, and handles the noise of hammering well. Perhaps having a nail pounding stump (or small cable spool) and a hammer and nail bin in a sheltered area can make carpentry a more readily available activity than it is indoors.

Science activities can and should be a constant part of outdoor play! Wet experiments work well outdoors.

- A bin with lengths of PVC pipe and “elbow” and “T” joints promotes experiments about how water flows and how it can be diverted. Plastic rain gutter lengths also promote “water works” and endless exploration and variations.
- Keep a few bags for “collections” handy. Rocks, seed pods, and other “found objects” can be collected. Some sturdy hand lenses allow for the observation of insects and plants.
- Gardens and planting tubs are part of science as children plant and observe growth. Planting “salad bar” plots with favorite healthy veggies combines the delight of growing with healthy eating.

Be alert for the wondering looks and the “what” and “why” questions engendered in outside experiences!

## How Goals, Indicators and Strategies Look in the Outdoor Play Area

(A small sample of Goals and Indicators from the Idaho Early Learning Guidelines)

### Domain 1: Approaches to Learning and Cognitive Development

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 1: CHILDREN SHOW CURIOSITY AND INTEREST IN LEARNING AND EXPERIMENTING.</b></p>	<p>Become inquisitive; seeking information to build understanding and gaining descriptive vocabulary to seek understanding.</p>	<ul style="list-style-type: none"> <li>• Asks others for information (e.g., "What is that?" "Why is the moon round?").</li> <li>• Shows interest in how and why others do things.</li> <li>• Uses "wh" questions to get additional information about how their world works ("why", "who", "what", "where" and "when").</li> <li>• Develops personal interests (trains, animals, dinosaurs).</li> <li>• Develops sense of competence by actively engaging in play and putting materials together in new ways to test end results.</li> <li>• Builds a vocabulary of adjectives and adverbs to describe and categorize words and actions.</li> <li>• Uses fantasy and reality to explain phenomena.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities and time for child to explore a variety of activities and materials, including those in the larger community and those from diverse cultures.</li> <li>• Identify and build on child's individual interests.</li> <li>• Provide a variety of stimulating, open-ended materials reflecting child's expressed interests, and self-directed time to use them.</li> <li>• Help child find answers to their questions by exploring together and asking open-ended questions (e.g., "I wonder...?" "How could that work?" "What do you think about...?" or "What ideas do you have?").</li> <li>• 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.&gt;").</li> <li>• Offer many sensory play opportunities using textures, mixing substances, block play, and dramatic play.</li> </ul>
<p><b>GOAL 2: CHILDREN ARE ABLE TO GENERATE NEW IDEAS, APPROACHES, AND ACTIVITIES IN DAILY ROUTINES.</b></p>	<p>Expand personal expression through inventive language and play.</p>	<ul style="list-style-type: none"> <li>• Uses dramatic play to take on roles.</li> <li>• Invents new activities or games.</li> <li>• Uses imagination to create a variety of ideas.</li> <li>• Creates and negotiates acceptable rules for group activities.</li> <li>• Expresses ideas through art, construction, movement, or music.</li> <li>• Engages in extensive pretend play that includes role play (play house or explorers).</li> <li>• Engages in open-ended exploration of raw materials (messy play).</li> <li>• Uses materials in a new or novel way.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an environment and a range of materials where child is encouraged to experiment and use their imagination.</li> <li>• Ask open-ended questions to encourage creative thinking.</li> <li>• Provide tasks where the goal is trying different strategies rather than right or wrong answers.</li> <li>• Provide opportunities for child to create and complete projects in their own way.</li> <li>• Engage child in creating and completing projects using different media (clay, collage, paint, music, dance, chalk, box).</li> <li>• Engage child in drawing a series of pictures that represent or illustrate experiences or a story they have made up.</li> </ul>

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<b>GOAL 14. CHILDREN PARTICIPATE IN EXPLORATORY PLAY.</b>	Explore materials and actions.	<ul style="list-style-type: none"> <li>• Climbs, swings, jumps, dances, and hops to test skills.</li> <li>• Aims, throws, catches, and kicks balls to explore projectile management.</li> <li>• Uses tools, hammers, saws, shovels, and levers to explore the physical properties of moving masses.</li> <li>• Plays with wheeled toys (tricycles, scooters, wagons) to explore velocity.</li> <li>• Uses senses to explore physical environment (sand and water, sweet and sour, loud and soft, identify smells).</li> </ul>	<ul style="list-style-type: none"> <li>• Provide manipulative toys for sorting, classifying, and arranging in groups and sequences, by attribute.</li> <li>• Understand functional play and its relationship to math and science foundations.</li> <li>• Provide time for outdoor activities and play with digging tools, buckets, wheel toys, and balls</li> </ul>

**Domain 2: Physical Well-Being, Health, Motor Development**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<b>GOAL 17: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF LARGE MOTOR MUSCLES.</b>	Coordinate whole body to move in complex ways with strength, agility, and balance.	<ul style="list-style-type: none"> <li>• Walks and runs following circular paths (around obstacles and corners).</li> <li>• Runs, pivots to change direction, and stops as appropriate.</li> <li>• Crawls through a play tunnel or under tables.</li> <li>• Climbs on play equipment.</li> <li>• Throws large beanbags or ball with some accuracy.</li> <li>• Catches large balls with two hands.</li> <li>• Kicks ball forward.</li> <li>• Balances on one foot; hops forward on one foot.</li> <li>• Jumps on two feet and jumps over small objects with balance and control.</li> <li>• Jumps from a height.</li> <li>• Gallops.</li> <li>• Pedals consistently when riding a tricycle.</li> <li>• Starts and stops a tricycle intentionally.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide safe equipment and environments that vary in skill levels (tricycles, tires, hoops, balls, balance beam, climbing equipment).</li> <li>• Teach child new skills (skip, throw overhand, jump rope, hula hoop, swim).</li> <li>• Provide activities in which only one side of the body is used at a time (hopping, standing on one foot).</li> <li>• Provide opportunities for dance and other movement activities that use both sides of the body (bending, twisting, stretching, balancing).</li> </ul>

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 20: CHILDREN DEMONSTRATE THE STAMINA AND ENERGY TO PARTICIPATE IN DAILY ACTIVITIES.</b></p>	<p>Sustain strength for increased periods of time.</p>	<ul style="list-style-type: none"> <li>• Carries light objects, bags, or backpacks for a short distance.</li> <li>• Repetitively practices new skills.</li> <li>• Engages in sustained unstructured physical activity on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a variety of daily opportunities for the child to engage in noncompetitive physical activities.</li> <li>• Provide at least 60 minutes of unstructured physical activities each day.</li> <li>• Make physical activity interesting and challenging (set up a simple and safe obstacle course outside or inside where child climbs over, under, and through things; incorporate movement to music).</li> <li>• Provide balance between stimulating and restful activities.</li> </ul>
<p><b>GOAL 21: CHILDREN ENGAGE IN A VARIETY OF PHYSICAL ACTIVITIES.</b></p>	<p>Participate in a variety of age appropriate movement and physical daily activities.</p>	<ul style="list-style-type: none"> <li>• Participates in different physical activities (walking, climbing, throwing, dancing) with varying levels of engagement.</li> <li>• Initiates structured and unstructured physical activities throughout the day.</li> <li>• Incorporates various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom).</li> <li>• Participates in cooperative games with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage child in group exercise times/activities (bike rides, family walks).</li> <li>• Engage child in different kinds of physical activities (throwing balls, climbing playground equipment, helping with chores, dancing).</li> <li>• Provide child the opportunity to play in different settings (neighborhood park with outdoor play equipment, play groups with other children).</li> </ul>
<p><b>GOAL 25: CHILDREN DEMONSTRATE KNOWLEDGE ABOUT AND AVOID HARMFUL OBJECTS AND SITUATIONS.</b></p>	<p>Demonstrate an awareness and understanding of harmful objects and situations and respond, with and without assistance.</p>	<ul style="list-style-type: none"> <li>• Communicates to peers and adults when seeing dangerous behaviors (throwing rocks on the playground).</li> <li>• Looks both ways before crossing street or road, and knows to cross with adult assistance.</li> <li>• Recognizes danger and poison symbols and avoids those objects or areas.</li> <li>• Identifies appropriate clothing and sunscreen for various weather conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide constant close adult supervision and guidance.</li> <li>• Be vigilant about appropriate clothing and skin protection.</li> <li>• Provide role-playing situations for child to practice personal safety.</li> <li>• Demonstrate clear and consistent boundaries about harmful objects and situations (always put child in car safety seat, helmets for bikes).</li> </ul>

### Domain 3: Social and Emotional Development

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 30: CHILDREN DEMONSTRATE AWARENESS OF BEHAVIOR AND ITS EFFECTS ON OTHERS.</b></p>	<p>Anticipate the impact of behaviors on others.</p>	<ul style="list-style-type: none"> <li>Asks “what” questions to understand effects of behavior.</li> <li>Recognizes other children’s kind behaviors.</li> <li>Demonstrates understanding of the consequences of own actions on others (“If I share my toy, they will be happy.”).</li> <li>Shows sympathy and/or empathy for physically hurt or emotionally upset child.</li> <li>Understands the need to wait for a short period of time for a fun game or activity.</li> <li>Understands the reasons for rules and routines within the group and accepts them.</li> <li>Begins to accept the consequences of behavior.</li> <li>Logically connects actions and reactions.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for dramatic play so that he/she can practice taking others’ role or perspective.</li> <li>Have child create “if-then” scenarios (e.g., “If I pick up my toys, then we will go for a walk.”).</li> <li>When there is a conflict between two children, demonstrate empathy and understanding for both children and clarify their feelings and the situation.</li> <li>Provide opportunities for children to participate in developing rules for the environment (e.g., “We walk inside.” “We keep our hands on our own bodies.”) using “what” and “why” questions.</li> </ul>
<p><b>GOAL 37: CHILDREN DEMONSTRATE BELIEF IN THEIR ABILITIES.</b></p>	<p>Develop sense of competence.</p>	<ul style="list-style-type: none"> <li>Expresses delight with mastery of a skill (e.g., “I did it myself!”).</li> <li>Asks others to view own creations (e.g., “Look at my picture!”).</li> <li>Demonstrates confidence in own abilities (e.g., “I can climb to the top of the big slide!”, a child in leg braces has a big smile on their face when using a walker by themselves.).</li> <li>Expresses own ideas and opinions.</li> <li>Enjoys the process of creating.</li> <li>Demonstrates pride and pleasure when someone reacts to the child’s action or creation.</li> <li>May argue with caregiver about what they are supposed to do.</li> <li>May show a few signs of feelings associated with actions.</li> <li>Are more consistent in sharing and view it as an obligation.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for child to try a task and offer assistance, as appropriate.</li> <li>Provide plenty of time and opportunities for child to play, explore, experiment, and accomplish tasks and develop a sense of competence.</li> <li>Invite child to share ideas, skills, or ways to solve a problem.</li> <li>Offer opportunities for children to watch each other trying new skills.</li> <li>Assist children begin activities at a level where they previously displayed skill and provide encouragement for each little bit of the skill they achieve.</li> </ul>

**Domain 4: General Development**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 42: CHILDREN OBSERVE, DESCRIBE, AND COLLECT INFORMATION BY EXPLORING THE WORLD AROUND THEM.</b></p>	<p>Call attention to, describe, discuss, and explain observable similarities and differences among objects or events.</p>	<ul style="list-style-type: none"> <li>Shows interest and curiosity in exploring, investigating, and words to describe living and nonliving things.</li> <li>Uses senses to explore materials, objects, and natural phenomena (sand, pine cones, crawling ants).</li> <li>Notices, describes, and predicts changes in the environment (dark clouds mean possible rain).</li> <li>Explores earth science, physical science, and life science through observations and experimentation with concrete objects.</li> <li>Begins to use simple tools (magnifiers, lenses, droppers) for exploration and investigation.</li> <li>Predicts the outcome of an investigation based on observation or experience.</li> <li>Demonstrates respect for living things (watering plants, trying to avoid stepping on anthills).</li> <li>Explores answers to questions, and forms new questions or conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities to explore, describe, and classify materials, objects, and natural phenomena using various senses (touch snow and feel how cold it is; listen to the sounds that different machines make at a construction site).</li> <li>Provide opportunities to observe and explore different physical characteristics of living and nonliving things using investigative tools (magnifiers, droppers), with assistance.</li> <li>Provide opportunities to examine and create nature collections such as rocks, shells, and insects.</li> <li>Compare and describe different flower and vegetable seeds to be planted in a garden or pots.</li> <li>Provide child with bubble solution and a variety of wands and household items (ladles with holes, spatulas, funnels, strawberry baskets, straws), and encourage them to describe and predict the bubbles each item makes.</li> </ul>
<p><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></p>	<p>Follow simple rules and limits. Begin to participate cooperatively in organized, culturally acceptable ways with familiar people, objects, settings, and events.</p>	<ul style="list-style-type: none"> <li>Shows increased ability to recognize own feelings, control behavior, and follow simple rules and limits.</li> <li>Shows increasing ability to choose acceptable behaviors in group situations.</li> <li>Uses most materials safely and purposefully in different contexts and settings.</li> <li>Manages most transitions and changes in routines.</li> <li>Recognizes their roles as part of a group.</li> <li>Shows awareness of group rules and the ability to follow rules.</li> <li>Observes that people have needs and wants.</li> <li>Begins to initiate sharing with the support of adults.</li> <li>Demonstrates the ability to make choices and take responsibility for own actions.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a consistent, predictable, caring, responsive environment for child.</li> <li>Talk to and listen respectfully to all children.</li> <li>Model respect for diversity.</li> <li>Encourage child to verbally express and respond to others' emotions in socially and culturally appropriate ways.</li> <li>Encourage child to actively discuss, establish, and remind others to follow through on simple rules and limits within the learning community.</li> <li>Model empathy, understanding, and self control.</li> <li>Give child appropriate words to express emotions.</li> <li>Encourage conflict resolution through active listening and simple questioning.</li> <li>Help to ensure that child's messages are understood by others through discussion and questioning.</li> </ul>

## Domain 5: Communication, Language, and Literacy

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 50: CHILDREN COMPREHEND AND USE CONVENTIONS OF SOCIAL COMMUNICATION.</b></p>	<p>Actively seek and engage in social interactions.</p>	<ul style="list-style-type: none"> <li>• Attends to speaker during a conversation.</li> <li>• Seeks interaction with others</li> <li>• Interprets subtle, nonverbal cues.</li> <li>• Asks for help.</li> <li>• Begins to demonstrate understanding of nonverbal cues (facial expressions for pride, displeasure, encouragement).</li> <li>• A bilingual child can adjust language and communication form according to the person with whom he/she is speaking.</li> <li>• Communicates appropriately with peers during play.</li> <li>• Defines the expectations during play.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk and play frequently.</li> <li>• Create some situations where child needs to ask for help.</li> <li>• Make special time to sit down for leisurely conversations that are of interest to the child.</li> <li>• Provide opportunities for interaction within child's own social conventions and also other languages and cultural groups.</li> <li>• Provide child with opportunities for problem solving.</li> <li>• Ask child to describe their play.</li> <li>• Use peer models especially for more reticent children.</li> </ul>
<p><b>GOAL 64: CHILDREN DEMONSTRATE COMPETENCY IN HOME LANGUAGE WHILE ACQUIRING BEGINNING PROFICIENCY IN ENGLISH).</b></p>	<p>Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Communicates with purpose to convey information, and uses phrases and sentences with more complex vocabulary in home language.</p>	<ul style="list-style-type: none"> <li>• Occasionally inserts words from home language while speaking English.</li> <li>• Relies on non-verbal cues to communicate in English, but does not rely on non-verbal cues to communicate in home language.</li> <li>• Focuses on the meaning of words rather than grammar in acquiring spoken English language competency.</li> <li>• Follows linguistic rules of home language and constructs own rules for English.</li> <li>• Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate.</li> <li>• A bilingual child adjusts language and communication form used according to person with whom he/she is speaking or place where he/she is at.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach school concepts in both languages.</li> <li>• Encourage the use of English in school by providing a safe, responsive audience.</li> <li>• Model new concepts with pictures and actions paired with English words.</li> <li>• Provide a lot of repetition when introducing new concepts.</li> <li>• Help child develop reasoning skills through use of home language.</li> <li>• Devise strategies that build a home-school collaboration to reinforce home language competency and promote learning English.</li> <li>• Identify and explain patterns in errors of spoken English to help child acquire language competency (Note: Do not correct child but guide child by example).</li> <li>• Model positive vocabulary learning strategies (reading cues from the context).</li> <li>• Help native, English-speaking children understand the English language learner's speech and vocabulary.</li> <li>• Establish a consistent daily routine that promotes a sense of security.</li> </ul>

# Sand and Water Area

Playing in sand and water has intrigued young children across time and cultures. From splashing in a bath to a group of children digging channels and building castles, water and sand play are important indoor and outdoor experiences for young children. Through sand and water exploration, children begin to learn basic scientific and mathematical concepts such as “empty” and “full”, “floating” and “sinking”, volume, mass, and changes in solids and liquids. It takes many experiments and pouring repetitions to understand overflowing and filling “to the brim”. How big is a splash? What happens to water poured into sand? How heavy is wet sand? How heavy is a bucket of water? Young scientists thrive physically and intellectually in the messy play of sand and water.

By digging sand and scooping water, children improve strength and physical dexterity. When they work together at sand and water tables, they are faced with problems of sharing, compromising, and negotiating. Sand and water play can be two separate activities, but wet sand play allows children to encounter wider principles of math, science, and creativity firsthand. Both indoors and outdoors, sand and water remain universal and essential play experiences for children.

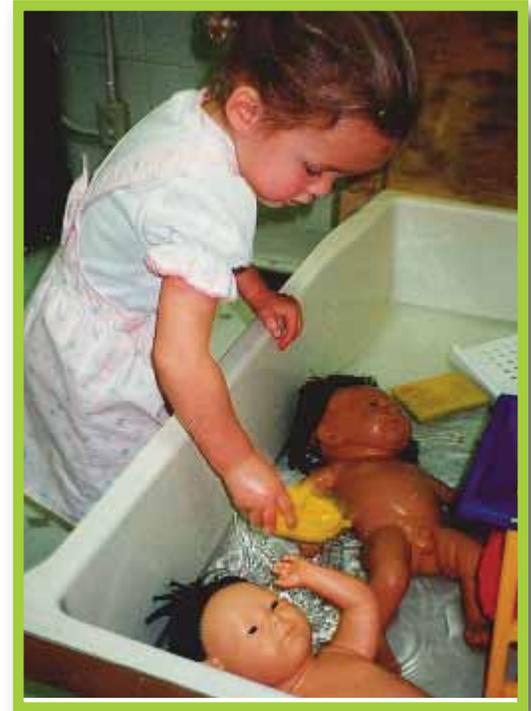
## In the Sand and Water Area, Children Learn...

- About volume, mass, and measurement
- To make predictions, comparisons, and estimates
- To explore force, cause and effect, solids and liquids
- About gravity, stability, weight, and balance
- To use small and large muscle groups along with strength and balance
- About relationships between materials and how to effect change
- To soothe and manage frustration and upset feelings
- Social skills, problem solving, and discovery with peers
- Vocabulary for quantity and spatial relationships such as *more/less than, equal to, over, under, through, and deeper.*

## Getting Organized

A water supply is an essential item for sand and water play, both indoors and outside. Drainage and safe surrounding surfaces are the next big logistical issues.

- In an indoor setting, a waterproof, nonskid surface is important, and space for toys, mop, sponges, broom, and dustpan are vital. Child-sized tools allow children to clean up spills as part of the play.
- It is preferable to have both sand and water tables with space for several children. Adjustable table heights allow flexibility for the ages and needs of the children.
- Outdoors, a sand pit with a cover and a place for shovels, buckets, sieves, and sand toys are needed.
- A water/sand table enhances the outdoor play space by providing a quieter play area as well as access for children with special needs who use a wheelchair or can't get into the sand box.
- Waterproof aprons can be an asset for vigorous water play.
- Other mediums such as potting soil, pea gravel, rabbit food pellets, cornmeal, beans, or rice (depending on the school's policy about food as play materials and choking hazards) can be used in the table for a variety of textures and experience.
- Think of props that encourage scientific thinking and language such as, “What holds sand or water?” and “What can water go through?”



## Basic Equipment

- An outdoor sand pit with a cover and clean, masonry grade sand
- Water and sensory tables indoors (additional for outside)
- Clean, fine sand and other tactile mediums
- Buckets, shovels, scoops, whisks, and pitchers
- Sieves, funnels, big clear plastic tubing, and funnels
- Measuring cups, spoons, basters, squirt bottles, and sponges
- An assortment of items that float and sink (corks, shells, rocks)
- Toy people and animals
- Toy cars, trucks, boats, and waterwheels
- Various lengths of PVC pipe and plastic gutter for "waterworks"
- Sturdy plastic tubs for equipment storage (those outdoors should have drainage holes)
- Waterproof apron
- Liquid soap for bubbles, and food coloring to show change of color and flow patterns



## Making a Splash - What May Be Going On

**Several four year-olds are looking in a tub of plastic pipes and fittings:**

**"Hey, let's put these together and make water come out..."**

**"Yeah, we can make it come out lots of places."**

**"I'm going to hook these pieces together. This 'T' will make the water go both ways."**

**"We can stick this 'bendy one' on and make it go out this way..."**

**"It needs to be bigger! Get more pipes!"**

**Much connecting and negotiating continue, and finally...**

**"Let's pour in a bucket of water."**

**Water splashes all over, some goes into the pipes--but not enough.**

**"Go find a big funnel-we need to get more in!"**

**Bucket after bucket of water is poured, leaks are repaired, and more pieces are added. The teacher asks if she can take a picture of their "waterworks invention," as it's almost time to pick up and go inside. Later she invites the "team of inventors" to write a caption for the photo, and asks if anyone wants to dictate a longer description of what happened, how they built it, and how the water flowed and changed.**

## Think about...

At the beginning of the school year, Sand and Water Areas can be fairly simple to encourage basic sensory exploration chosen for the ages and needs of the children in the group.

- Three year olds need time for simply messing, exploring, and learning to manage the newness of a group. Scooping, pouring, and splashing water while standing with another child may be a starting point.
- Patting sand, digging, dumping buckets, and squeezing squirt bottles require hand strength and some grasp and/or wrist rotation skills.
- Watching others, imitating another child, and playing next to each other are important steps in social learning.

Older children who have some group experience can manage a wider range of materials, tools, and experiences both inside and outside.

Think about how the outdoor environment can be an extension of the indoor curriculum. The scale, complexity, and messiness of scientific experience can expand outdoors with some thoughtful planning.

- Full buckets of sand or water strengthen large muscles, and build balance and coordination as lakes, rivers, and bakeries are organized.
- Shovels and large tools use different muscle groups and make different physical demands on growing bodies than cups, small scoops, and spoons. Both the large muscle and small muscle activities are important for sensory growth and healthy bodies.
- An outdoor sand/water table can support the work of children who want a quieter, smaller space, or who need a physically accessible space to play. Experiments can occur on a different scale and be compared between the table and the sand pit.

Children build a deep sense of competence—a “can do” attitude—working individually and in groups as wet sand becomes cakes, water is carried, lakes and rivers are dug, and “sinking” is explored. The teacher’s role is to pose questions and offer new vocabulary to extend and tie this learning to curriculum goals and objectives.

- Children can be challenged to figure out what floats and what sinks—are they always the same?
- Teachers can use mathematical terms like “more” and “less”, “many” and “few”, “empty” and “full”, “how many?”, and “how much?”
- Questions that start and develop scientific thinking are wonderful supports from interested adults: “Why do you think that happened? How do you know? Does it always do that?”
- Older children can learn to count or record their observations, or maybe write their experiences and explanations.

Indoor or outside sand and water play provide an array of learning opportunities and experiences that enhance a child’s whole development. It is worth the mess!



## How Goals, Indicators and Strategies Look in the Sand and Water Area

(A small sample of Goals and Indicators from the Idaho Early Learning Guidelines)

### Domain 1: Approaches to Learning and Cognitive Development

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 6. CHILDREN SHOW ABILITY TO CHANGE OR ADAPT THOUGHT PROCESSES, APPLYING PREVIOUSLY LEARNED CONCEPTS AND SKILLS TO NEW SITUATIONS.</b></p>	<p>Take more risks by extending previous learning to the exploration of new settings, people, and objects.</p>	<ul style="list-style-type: none"> <li>• Plays beside others and uses common materials.</li> <li>• Begins to plan play themes cooperatively with others.</li> <li>• Plays with shared meaning and evolving scripts.</li> <li>• Seeks out and engages in new experiences and with toys that are unfamiliar.</li> <li>• Thinks out loud and talks themselves through a situation.</li> <li>• Works out problems mentally, or remembers past experience as well as using trial and error.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide many and varied safe toys and activities for children to play with alone and in adult-mediated groups.</li> <li>• Talk with child about what they have seen, heard, and done.</li> <li>• Rotate toys as child appears to lose interest. Later, re-introduce toy to spark renewed interest.</li> <li>• Provide opportunities for child to explore nature and the outdoors.</li> <li>• Provide time for and materials to process experiences and information.</li> <li>• Ask open-ended questions to encourage reflection (e.g., "What if?" "How else?").</li> </ul>
<p><b>GOAL 12: CHILDREN EXPAND ABILITIES FOR CONJECTURE, HYPOTHESIZING, AND GUESSING.</b></p>	<p>Testing ideas about how things work in a variety of social and physical settings.</p>	<ul style="list-style-type: none"> <li>• Explains the effects that simple actions have and their outcomes.</li> <li>• Recognizes which object or element of an object causes the effect in simple relationships.</li> <li>• Answers "what next" questions.</li> <li>• Uses self talk when solving a difficult problem.</li> <li>• Changes from magical thinking to understanding causation and planned actions.</li> <li>• Uses "why" most often to ask questions as they hypothesize.</li> <li>• Begins to "Who," "What," "Where," and "When" to gain information to form hypothesis.</li> </ul>	<ul style="list-style-type: none"> <li>• Use child-centered play for the child to discover and practice cause and effect, where the adult direction is limited.</li> <li>• Support cause and effect activities by asking extending questions (e.g., "What do you think will happen next?"), or offering another prop.</li> <li>• Help child know when to use "wh" questions; "Why," "Who," "What," "Where," and "When".</li> <li>• Enrich the environment with enough open-ended materials and time for exploration (blocks, water table, outdoors sand, digging tools).</li> </ul>

**Domain 2: Physical Well-Being, Health, Motor Development**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 20: CHILDREN DEMONSTRATE THE STAMINA AND ENERGY TO PARTICIPATE IN DAILY ACTIVITIES.</b></p>	<p>Sustain strength for increased periods of time.</p>	<ul style="list-style-type: none"> <li>• Carries light objects, bags, or backpacks for a short distance. In water play this might be buckets of water or sand.</li> <li>• Repetitively practices new skills.</li> <li>• Engages in sustained unstructured physical activity on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a variety of daily opportunities for the child to engage in noncompetitive physical activities.</li> <li>• Provide at least 60 minutes of unstructured physical activities each day.</li> <li>• Make physical activity interesting and challenging (set up a simple and safe obstacle course outside or inside where child climbs over, under, and through things; incorporates movement to music).</li> <li>• Provide balance between stimulating and restful activities.</li> </ul>
<p><b>GOAL 19: CHILDREN USE THEIR SENSES (SIGHT, HEARING, SMELL, TASTE, AND TOUCH) TO GUIDE AND INTEGRATE THEIR INTERACTIONS.</b></p>	<p>Coordinate motor activities based on sensory input.</p>	<ul style="list-style-type: none"> <li>• Coordinates motor activity based on visual input.</li> <li>• Holds materials at an appropriate distance.</li> <li>• Moves eyes rather than head to track objects.</li> <li>• Physically reacts appropriately to the environment (bends knees to soften a landing, moves quickly to avoid obstacles).</li> <li>• Improves eye-hand coordination for precise movement.</li> <li>• Demonstrates sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding.</li> </ul>	<ul style="list-style-type: none"> <li>• Set up an obstacle course of chairs, sticks, boxes, and give directions; go over the box, under the chair, and beside the stick.</li> <li>• Provide opportunities for the child to explore natural surroundings through the senses.</li> <li>• Provide opportunities to use touch, pressure, and texture to learn to push, pull, or lift an object effectively.</li> </ul>

### Domain 3: Social and Emotional Development

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 28: CHILDREN DEVELOP FRIENDSHIPS WITH PEERS.</b></p>	<p>Engage in mutual social play that involves cooperation and shared purpose.</p>	<ul style="list-style-type: none"> <li>Plays beside and interacts with peers.</li> <li>Shows enjoyment in playing with other children.</li> <li>Engages with other children in play involving a common idea.</li> <li>Has at least one other friend.</li> <li>Initiates conversations with other children; asks questions and responds.</li> <li>Can wait briefly for a turn when playing with other children.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for child to engage in a variety of play activities with other children.</li> <li>Give child ample time to solve own problems before intervening.</li> <li>Help child join other children in ongoing play.</li> <li>Engage child in conversations with another child.</li> <li>Support the child who is nonverbal with sign language, photos, and other visual supports for communication.</li> </ul>
<p><b>GOAL 30: CHILDREN DEMONSTRATE AWARENESS OF BEHAVIOR AND ITS EFFECTS ON OTHERS.</b></p>	<p>Anticipate the impact of behaviors on others.</p>	<ul style="list-style-type: none"> <li>Asks "why" questions to understand effects of behavior ("If I do this, why does that happen?").</li> <li>Asks "what" questions to understand effects of behavior ("What will happen if I do this?").</li> <li>Demonstrates understanding of the consequences of own actions on others ("If I share my toy, they will be happy").</li> <li>Understands the reasons for rules and routines within the group and accepts them.</li> <li>Begins to accept the consequences of behavior.</li> <li>Logically connects actions and reactions.</li> </ul>	<ul style="list-style-type: none"> <li>Have child create "if-then" scenarios (e.g., "If I pick up my toys, then we will go for a walk.").</li> <li>When there is a conflict between two children, demonstrate empathy and understanding for both children and clarify their feelings and the situation.</li> <li>Provide opportunities for children to participate in developing rules for the environment (e.g., "We walk inside" "We keep our hands on our own bodies.") using "what" and "why" questions.</li> </ul>

**Domain 4: General Knowledge**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>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).</b></p>	<p>Use geometric modeling and spatial reasoning according to different dimensions.</p>	<ul style="list-style-type: none"> <li>Engages in activities that explore and develop vocabulary for measurable properties such as length and weight, or capacity.</li> <li>Compares amongst several objects based on one or more attributes (length, size, weight) using words such as “shorter”, “bigger”, or “lighter”.</li> <li>Understands positional terms such as “between”, “inside”, “over”, “under”, and “behind”.</li> <li>Sorts and classifies objects based on one or more attributes.</li> <li>Measures sand or water using a variety of containers.</li> <li>Uses some vocabulary in relationship to measurement tools (scale, cup, ruler). May not have accurate understanding of meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate, explain, and engage child in activities that use nonstandard measurement (use handfuls to measure rice, use footsteps to measure distance).</li> <li>Demonstrate, explain, and engage child in activities that measure with standard measuring units.</li> <li>Continue to model language involving comparisons according to size, volume, weight, and height (length) of people, toys, and objects.</li> <li>Play measuring games with child (e.g., “Which is heavier?” “Which is longer?”).</li> <li>Model language and use body and objects using positional terms (behind, inside, on top, under).</li> </ul>
<p><b>GOAL 43: CHILDREN FURTHER 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.</b></p>	<p>Investigate unfamiliar phenomena and both trial and error (sometimes systematic trials), with assistance.</p>	<ul style="list-style-type: none"> <li>Uses senses and develops strategies (from trial and error) to solve problems.</li> <li>Explores the use of investigative tools to extend the senses in a trial and error fashion.</li> <li>As child investigates new phenomena, makes progress from trial and error toward a more systematic approach to problem solving.</li> <li>Makes simple predictions and inferences about cause and effect relations based on observations, explorations, and experimentations with objects and events in the natural world.</li> <li>Compares their predictions with actual observations.</li> </ul>	<ul style="list-style-type: none"> <li>Create an environment that inspires child to have ideas and figure out how to do something.</li> <li>Encourage child to try out ideas, make mistakes, and develop contradictions.</li> <li>Encourage child to actively explore, compare, and describe safe natural materials (leaves, shells, snow, and food items) according to observable similarities and differences.</li> <li>Provide child with bubble solution and a variety of wands and household items (ladles with holes, spatulas, funnels, strawberry baskets, straws) and encourage them to question and predict what kind of bubbles different types of wands will make.</li> <li>Provide child sand, water, mud, pebbles, and grain for pouring and help child question what will happen.</li> </ul>

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<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>	Follow simple rules and limits. Begin to participate cooperatively in organized, culturally acceptable ways with familiar people, objects, settings, and events.	<ul style="list-style-type: none"> <li>Shows increased ability to recognize own feelings, control behavior, and follow simple rules and limits.</li> <li>Shows increasing ability to choose acceptable behaviors in group situations.</li> <li>Shows awareness of group rules and the ability to follow rules.</li> <li>Begins to understand reasons or logic assigned to different rules.</li> <li>Observes that people have needs and wants.</li> <li>Begins to initiate sharing with the support of adults.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a consistent, predictable, caring, responsive environment for child.</li> <li>Talk to and listen respectfully to all children.</li> <li>Encourage child to actively discuss, establish, and remind others to follow through on simple rules and limits within the learning community.</li> <li>Model empathy, understanding, and self control.</li> <li>Give child appropriate words to express emotions.</li> <li>Introduce sharing.</li> <li>Encourage conflict resolution through active listening and simple questioning.</li> <li>Provide opportunities to be “the leader” or “helper.”</li> </ul>

**Domain 5: Communication, Language, and Literacy**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<b>GOAL 49: CHILDREN COMMUNICATE EFFECTIVELY.</b>	Use communication with purpose to convey a message.	<ul style="list-style-type: none"> <li>Asks and answer simple questions (“what”, “where”, “when”).</li> <li>Relays a simple message.</li> <li>States opinions and preferences using words, signs, or picture boards.</li> <li>Speaks clearly enough to be understood by most listeners.</li> <li>Describes objects and events in detail.</li> <li>Initiates conversation by making statements or asking questions (why, how, what, where).</li> <li>Responds meaningfully in conversation with adults and peers.</li> <li>Adjusts communication style appropriately to a variety of settings.</li> </ul>	<ul style="list-style-type: none"> <li>Speak clearly to child.</li> <li>Encourage child to express opinions, feelings, and ideas.</li> <li>Provide opportunities to make choices and plans.</li> <li>Ask open-ended questions that can be answered by child in own way, to eliminate the need for right or wrong answers.</li> <li>Accept child’s response to your open-ended questions.</li> <li>Provide opportunities for socialization in home language.</li> </ul>
<b>GOAL 55: CHILDREN USE LANGUAGE FOR A VARIETY OF PURPOSES.</b>	Follow social conventions to access, gain, and share information.	<ul style="list-style-type: none"> <li>Uses words and phrases to relate observations, concepts, ideas, and relationships.</li> <li>Takes turns in conversation.</li> <li>Responds to questions.</li> <li>Uses words to protest.</li> <li>Asks questions to obtain information.</li> <li>Participates in conversations about a variety of topics.</li> <li>Engages in conversation with peers and adults.</li> </ul>	<ul style="list-style-type: none"> <li>Engage a child in conversation and give wait time for response.</li> <li>Provide multiple experiences in the community and discuss them.</li> <li>Engage child in conversations that lend themselves to expressing different ideas (explanatory talk, conversations).</li> <li>Use expanded adult language when conversing.</li> <li>Establish routines in the child’s world.</li> <li>Compare and contrast objects and actions for the child.</li> </ul>

# Science and Discovery Area

The Science and Discovery Area nurtures children's curiosity about how things work and the natural world around them. It can be the place to bring collections and "found objects" from home and walks—the items children bring from nature to the classroom. Plants and living creatures can be cared for and observed. Plants require watering and perhaps a stick to measure growth. Ant colonies or fish need tending and quickly show growth and change. The Science and Discovery Area includes the living and dead (the living class guinea pig, the dead butterfly), natural and man-made objects, and the tools to explore, draw, and record changes. It is a place of displays, experiments, and wonder!

## In the Science and Discovery Area, Children Learn to...

- Classify materials and make predictions
- Observe change and learn about cause and effect
- Develop curiosity about the natural world
- Ask questions and search for answers
- Develop eye-hand skills by using magnifiers and balances
- Count and graph
- Expand their vocabulary
- Use senses (sight, hearing, touch, smell, taste) to gain information
- Compare similarities and differences between objects
- Observe color, texture, size, shape, and other attributes of objects
- Match, sort, classify, and group objects
- Share, display, and observe "found objects" (rocks, insects, birds' nests)



## Getting Organized

A well-equipped Science and Discovery Area should contain an assortment of materials that require looking, probing, caring, and all types of exploration. A space near a window provides the light needed for lenses and growing plants. A window also offers the opportunity to observe a bird feeder or insect-attracting plants. Use both indoor and outdoor settings and situations for scientific observations. A space for the attractive displaying of collections (rocks, shells) or special objects like an animal skull or skin draws observations and questions from children. Both natural and physical science play an important role in a child's thinking about scientific principles and how the world works.

## Basic Equipment

- A well-lit wide shelf or table with a display space and work area
- Weighing devices: balances and small scales with items to be weighed (rocks, shells)
- Hand lenses and stand lenses
- Small mirrors and flashlights
- Magnets and magnetic materials
- Plants, seeds, watering cans
- Clipboards with paper for drawing and recording observations (indoors and outdoors)
- Plain paper and graph paper
- Markers, pencils, scissors, dowels
- A terrarium, fish tank, bug cages, small animal cages
- Insects and small animals
- Collections of natural objects
- Thermometer and weather board
- Pulleys and simple machines
- Science-related books and posters



## Up Close Observation

**Annie (4 ½) discovered a chrysalis hanging from the milkweed plant in a corner of the play yard. For three days she took a clipboard with paper to make drawings and wondered about it. Her teacher helped her find a book with pictures of moths and butterflies, including their cocoons and chrysalis. Other children were interested at first, but were soon busy on the climber and playing chase.**

**On the fourth day, there was big change--lines were appearing and the shape had changed! Annie shared her exciting news with her teacher, who photographed the chrysalis and promised that she could come out and make another observation before lunch. It changed more and she made another drawing.**

**After lunch, when her mom came to pick her up, they looked again. There was the newly hatched butterfly, drying its wings! Another photo was taken, and the following day Annie dictated some descriptions, organized her drawings and photographs, and stapled them into a book. She proudly shared the book at circle time, and then placed it with the library book on the Science Table. Real science!**

## Think About...

The Science and Discovery Area is always changing as new discoveries are displayed--additional items are added by children or teachers. Complexity grows over the course of the school year. Teachers can respond to an individual child's interests.

- Preschool teachers tend to build "collections" of natural objects such as shell, animal bones, bits of fur and skins, and items with different textures, shapes, and sizes.
- Some materials can remain constant for observation over time: a fish tank, a weather board/graph, and plants.
- Small animals or live insects can give children experience with pets and their care. Feeding, cleaning cages, and gentle handling of living creatures supports classroom routines and caring. Some children build relationships with animals and then use the shared classroom pet as a "bridge" to relationships with other children.
- Give thought to the aesthetics of the display area. Make it visually inviting.
- Organize the experimentation space with observation tools. Rotate or respond to curriculum themes and children's interest in the more temporary items. Plant seeds or bulbs and watch them grow, perhaps with a way to measure their daily growth on a simple graph.
- A weather chart supports daily observation of what is happening outdoors. Charting if it is sunny, cloudy, raining, windy, or snowing with picture symbols introduces graphing, concepts of time and change, and becomes part of the group's routine. It also supports children's decisions about how to dress for outside play.

Outdoors is another place of wonderful discoveries and observations.

- Perhaps there is room for a small garden, or at least a large tub that can be planted, watered, and harvested.
- Walks in the neighborhood can provide times to observe changes in leaves, plants, trees, birds, and squirrels. Ask questions like, "What do they eat?", or "Can you find a nest they might have for their babies?" Ants in the cracks of the sidewalk or playground are also worth observing!
- The outdoors is a great source of physical science experiments with water, ice, weather, balances and weights, pulleys, and figuring out how to make the tricycle pull a wagon.
- A small group of children might develop an idea about an experiment with a teacher and try their plan outdoors. Clipboards with plain paper to draw observations help to support scientific observation skills.



## How Goals, Indicators and Strategies Look in the Science and Discovery Area

(A small sample of Goals and Indicators from the Idaho Early Learning Guidelines)

### Domain 1: Approaches to Learning and Cognitive Development

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<b>GOAL 1: CHILDREN SHOW CURIOSITY AND INTEREST IN LEARNING AND EXPERIMENTING.</b>	Become inquisitive; seeking information to build understanding and gaining descriptive vocabulary to seek understanding	<ul style="list-style-type: none"> <li>Asks others for information (e.g., "What is that?" "Why is the moon round?").</li> <li>Investigates and experiments with materials; matching, sorting, and grouping.</li> <li>Uses "wh" questions to get additional information about how their world works (why, who, what, where and when).</li> <li>Develops personal interests (trains, animals, dinosaurs).</li> <li>Develops sense of competence by actively engaging in play and putting materials together in new ways to test end results.</li> <li>Builds a vocabulary of adjectives and adverbs to describe and categorize words and actions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and build on child's individual interests.</li> <li>Provide a variety of stimulating, open-ended materials reflecting child's expressed interests, and self-directed time to use them.</li> <li>Provide opportunities for child to explore ideas and ask questions where adults and other children listen and respond.</li> <li>Help child find answers to their questions by exploring together and asking open-ended questions (e.g., "I wonder...?" "How could that work?" "What do you think about...?" or "What ideas do you have?").</li> <li>Read about topics of interest with the child (trucks, insects, gardening) to demonstrate how and where people find information.</li> </ul>
<b>GOAL 5: CHILDREN DEMONSTRATE AN EXPANDING ABILITY TO DEVELOP AND CARRY OUT PLANS.</b>	Develop schemas for how things work and attempt more complex tasks requiring problem-solving strategies.	<ul style="list-style-type: none"> <li>Develops analogical thinking; schemas for what has worked and what to try.</li> <li>Increases intentional, goal directed activities.</li> </ul>	<ul style="list-style-type: none"> <li>Help child understand sequences (e.g., "What do we do first?").</li> <li>Assist child in explaining plans and the outcomes of plans.</li> <li>Extend child's explanations and stories with open-ended questions.</li> <li>Encourage child to look at the possible outcomes of plans.</li> </ul>
<b>GOAL 8: CHILDREN DEMONSTRATE AWARENESS OF CAUSE AND EFFECT RELATIONSHIPS.</b>	Are aware of and interested in simple causal relationships. Uses magical thinking.	<ul style="list-style-type: none"> <li>Identifies objects that influence or affect other objects (food coloring makes the water blue).</li> <li>Asks "why" questions to show effort at understanding causation ("If I do this, why does that happen?").</li> <li>Explains the effects that simple actions may have on objects ("It will be dark when you turn off the light").</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for child to play without adult guidance; discovering causal relationships.</li> <li>Engage child in activities that demonstrate cause and effect (cooking projects, planting seeds and watching them grow).</li> <li>Demonstrate, explain, and provide opportunities for child to explore cause and effect.</li> </ul>

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
		<ul style="list-style-type: none"> <li>Recognizes which element of an object causes the effect in simple relationships (the beads inside the box make the noise).</li> <li>Begins to use "What?" "Who?" "When?" and "Where?" questions.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for child to engage in efforts to address the effects of local issues (pollution, littering).</li> <li>Help child make connections about cause (actions) and effect when resolving social conflicts.</li> </ul>
<p><b>GOAL 11: CHILDREN FIND MULTIPLE SOLUTIONS TO QUESTIONS, TASKS, PROBLEMS, AND CHALLENGES, INCLUDING TRIAL AND ERROR.</b></p>	<p>Are increasingly confident in interacting in a variety of social and physical settings as they try new things. Use emerging perspective-taking experiments.</p>	<ul style="list-style-type: none"> <li>Explores various ways to solve a problem and select one option.</li> <li>Seeks assistance from another child or adult to solve problems.</li> <li>Modifies actions based on new information and experiences (change block structure when the tower continues to fall).</li> <li>Uses emerging perspective taking to think of multiple situations for problem solving.</li> <li>Solves an increasing number of problems within everyday activities.</li> </ul>	<ul style="list-style-type: none"> <li>Be available to assist child with challenges, questions, and tasks to solve.</li> <li>Demonstrate several alternatives to solving a problem.</li> <li>Guide child through the problem-solving process (e.g., "The wagon is stuck. What can we do?").</li> </ul>
<p><b>GOAL 13: CHILDREN COMPARE, CONTRAST, AND EVALUATE EXPERIENCES, TASKS, AND EVENTS BUILDING ON PRIOR KNOWLEDGE.</b></p>	<p>Are eager to explore a wider variety of people, objects, and situations and can use past experience and observations in novel ways in unfamiliar situations.</p>	<ul style="list-style-type: none"> <li>Applies new information or vocabulary to an activity.</li> <li>Uses information gained through one modality and applies it to a new context via another modality.</li> <li>Generates a strategy based on one learning event and extends it to a new learning opportunity.</li> <li>Shows an understanding of same and different.</li> <li>Recognizes and labels aspects of an event.</li> <li>Compares experiences, with or without prompting.</li> <li>Explains simple benefits and/or drawbacks of choosing one course of action, with/without prompting.</li> </ul>	<ul style="list-style-type: none"> <li>Engage the child in activities and interactions that make connections by recalling past learning and events (engage child in "remember when..." games and discussions).</li> <li>Demonstrate, explain, and engage child in activities that recall past events and relate what he/she learned from it.</li> <li>Engage child in generalizing by asking open-ended questions (e.g., "Where else would this work?" "What if...?").</li> <li>Provide opportunities to sort objects for fun or as a chore.</li> <li>Use open-ended questions.</li> </ul>

**Domain 2: Physical Well-Being, Health, Motor Development**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 19: CHILDREN USE THEIR SENSES (SIGHT, HEARING, SMELL, TASTE, AND TOUCH) TO GUIDE AND INTEGRATE THEIR INTERACTIONS.</b></p>	<p>Coordinate motor activities based on sensory input.</p>	<ul style="list-style-type: none"> <li>• Coordinates motor activity based on visual input.</li> <li>• Holds materials at an appropriate distance.</li> <li>• Moves eyes rather than head to track objects.</li> <li>• Improves eye-hand coordination for precise movement</li> <li>• Coordinates motor activity based on auditory input.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for the child to explore natural surroundings through the senses.</li> <li>• Provide opportunities for the child to integrate rhythm, sounds, and music with motor activity; like striking a drum to the beat or marching with the rhythm.</li> <li>• Provide opportunities to use touch, pressure, and texture to learn to push, pull, or lift an object effectively.</li> </ul>

**Domain 3: Social and Emotional Development**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 37: CHILDREN DEMONSTRATE BELIEF IN THEIR ABILITIES.</b></p>	<p>Develop sense of competence.</p>	<ul style="list-style-type: none"> <li>• Expresses delight with mastery of a skill (e.g., "I did it myself!")</li> <li>• Expresses own ideas and opinions.</li> <li>• Enjoys the process of creating.</li> <li>• Demonstrates pride and pleasure when someone reacts to the child's action or creation.</li> <li>• May argue with caregiver about what they are supposed to do.</li> <li>• May show a few signs of feelings associated with actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for child to try a task and offer assistance, as appropriate.</li> <li>• Provide plenty of time and opportunities for child to play, explore, experiment, and accomplish tasks and develop a sense of competence.</li> <li>• Invite child to share ideas, skills, or ways to solve a problem.</li> <li>• Offer opportunities for children to watch each other trying new skills.</li> <li>• Assist children begin activities at a level where they previously displayed skill and provide encouragement for each little bit of the skill they achieve.</li> </ul>

**Domain 4: General Knowledge**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 39: CHILDREN DEMONSTRATE UNDERSTANDING OF NUMBERS, WAYS OF REPRESENTING NUMBERS, RELATIONSHIPS AMONG NUMBERS, AND NUMBER SYSTEMS.</b></p>	<p>Use number words and concepts to explore and manipulate quantity, size, and relationships.</p>	<ul style="list-style-type: none"> <li>• Develops understanding of counting process (recognition and naming numerals one, two and three); counting up to ten from memory in home language (e.g., recites, “one, two, three”), without assistance.</li> <li>• Develops understanding that when counting items they must be counted only once, and that none should be left out.</li> <li>• Begins recognizing that the last number counted represents the “total objects” (for quantities up to ten). Counting is cumulative.</li> <li>• Applies numbers and counting concepts within daily routines.</li> <li>• Applies counting to new situations (counting objects, counting groups).</li> <li>• Uses math concepts (more, less, some, many, all, a few, none, huge, tiny, small, smaller, large, larger) to compare quantities.</li> <li>• Differentiates numerals from letters.</li> <li>• Uses meanings of numbers to create strategies for solving problems and responding to practical situations, with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk aloud and engage child in meaningful counting and activities that incorporate simple math computations during daily routines</li> <li>• Pose math questions relevant to daily life.</li> <li>• Estimate how many objects you have or will see and then count out loud (e.g., “How many children are here, and who is not?”).</li> <li>• Engage the child in activities and interactions that use numbers and counting</li> <li>• Make available daily puzzles and manipulative materials that link numerals to pictures to represent quantity.</li> <li>• Post numerals and icons (simple pictures) in the room to indicate group size limits for each learning center.</li> <li>• Describe and explain how printed numbers have different meanings (speed limits, temperature, clock, prices).</li> <li>• Use pictures to represent real life situations involving mathematical concepts (such as simple addition used in cooking recipes).</li> <li>• Provide a variety of objects for the child to collect, handle, and group (buttons, stones, pine cones).</li> </ul>
<p><b>GOAL 42: CHILDREN OBSERVE, DESCRIBE, AND COLLECT INFORMATION BY EXPLORING THE WORLD AROUND THEM</b></p>	<p>Call attention to, describe, discuss, and explain observable similarities and differences among objects or events.</p>	<ul style="list-style-type: none"> <li>• Shows interest and curiosity in exploring, investigating, and words to describe living and nonliving things.</li> <li>• Uses senses to explore materials, objects, and natural phenomena.</li> <li>• Makes comparisons and calls attention to details; and with adult assistance, explores the ways in which things are alike and different.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities to explore, describe, and classify materials, objects, and natural phenomena using various senses (touch snow and feel how cold it is; listen to the sounds that different machines make at a construction site).</li> <li>• Provide opportunities to observe and explore different physical characteristics of living and nonliving things using investigative tools (magnifiers, droppers), with assistance.</li> <li>• Provide opportunities to examine and create nature collections such as rocks, shells, and insects.</li> </ul>

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
		<ul style="list-style-type: none"> <li>• Notices, describes, and predicts changes in the environment (dark clouds mean possible rain).</li> <li>• Observes compares, classifies, measures, and communicates observations of events and objects.</li> <li>• Explores earth science, physical science, and life science through observations and experimentation with concrete objects.</li> <li>• Begins to use simple tools (magnifiers, lenses, droppers) for exploration and investigation.</li> <li>• Predicts the outcome of an investigation based on observation or experience.</li> <li>• Demonstrates respect for living things</li> <li>• Explores answers to questions, and forms new questions or conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for child to select items and place them in a sensory bag for others to explore, describe, and identify.</li> <li>• Compare and describe different flower and vegetable seeds to be planted in a garden or pots.</li> <li>• Provide child with bubble solution and a variety of wands and household items (ladles with holes, spatulas, funnels, strawberry baskets, straws), and encourage them to describe and predict the bubbles each item makes.</li> <li>• Use lighting and different objects and describe their different shadows.</li> <li>• Provide opportunities to compare and describe the similarities and differences of living and nonliving things with photos or illustrations in books.</li> </ul>
<p><b>GOAL 43: CHILDREN FURTHER 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</b></p>	<p>Investigate unfamiliar phenomena and both trial and error (sometimes systematic trials), with assistance.</p>	<ul style="list-style-type: none"> <li>• Uses senses and develops strategies (from trial and error) to solve problems.</li> <li>• Explores the use of investigative tools to extend the senses in a trial and error fashion.</li> <li>• Eagerly observes, describes, and predicts the world around them.</li> <li>• As child investigates new phenomena, makes progress from trial and error toward a more systematic approach to problem solving.</li> <li>• More apt to verbalize observations than ask meaningful questions.</li> <li>• Shows curiosity and interest about familiar/unfamiliar and living/nonliving things.</li> <li>• Eagerly observes, describes, and predicts the world around them.</li> <li>• Makes simple predictions and inferences about cause and effect relations based on observations, explorations, and experimentations with objects and events in the natural world.</li> <li>• Compares their predictions with actual observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an environment that inspires child to have ideas and figure out how to do something.</li> <li>• Encourage child to try out ideas, make mistakes, and develop contradictions.</li> <li>• Encourage child to actively explore, compare, and describe safe natural materials (leaves, shells, snow, and food items) according to observable similarities and differences.</li> <li>• Encourage child to observe patterns and offer possible predictions through questions (e.g., "What will happen if we put this flower in a vase without water?").</li> <li>• Provide child sand, water, mud, pebbles, and grain for pouring and help child question what will happen.</li> <li>• Provide child with simple machines to take apart and put back together (flashlight).</li> <li>• Provide different toys with wheels or differently shaped objects and slopes to observe and question how they might move.</li> <li>• Provide child opportunities to explore, observe, and describe the different properties of magnets with different materials.</li> <li>• Provide a variety of natural experiences that encourage child to explore, describe, and classify according to interests (e.g., "Which of these insects crawl and which ones fly?").</li> </ul>

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
		<ul style="list-style-type: none"> <li>• Begins making predictions about changes in the environment that lead to generalizations based on understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage child to act on their own observations of patterns and make predictions (add more milk to pancake batter during cooking activity).</li> </ul>

**Domain 5: Communication, Language, and Literacy**

Goals	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<b>GOAL 63: CHILDREN USE WRITING FOR A VARIETY OF PURPOSES.</b>	Make scribbles, pictures, and symbols with meaning.	<ul style="list-style-type: none"> <li>• Makes scribbles and pictures to express an idea.</li> <li>• Uses representational scribbles and marks during play.</li> <li>• Asks an adult to label a picture.</li> <li>• Uses letter-like symbols to make lists, letters, and stories.</li> <li>• Copies some environmental print/symbols.</li> <li>• Talks out loud about creative ideas and stories, and asks adult to write them out.</li> <li>• Creates notes and messages for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a variety of art mediums (finger paint, poster paint with easel, pudding to paint with).</li> <li>• Encourage use of creative spelling to label pictures, write name, and write notes to family and community members.</li> <li>• Write notes to the child and read them together.</li> <li>• Write a story as a small group, writing down children's exact ideas and words.</li> </ul>
<b>GOAL 64: CHILDREN DEMONSTRATE COMPETENCY IN HOME LANGUAGE WHILE ACQUIRING BEGINNING PROFICIENCY IN ENGLISH.</b>	Demonstrate varying competency in learning English depending on age, onset, and amount of language exposure. Communicates with purpose to convey information, and uses phrases and sentences with more complex vocabulary in home language.	<ul style="list-style-type: none"> <li>• Occasionally inserts words from home language while speaking English.</li> <li>• Relies on non-verbal cues to communicate in English, but does not rely on non-verbal cues to communicate in home language.</li> <li>• Uses sentences in home language and begins to use single word or telegraphic speech in English to communicate.</li> <li>• A bilingual child adjusts language and communication form used according to person with whom he/she is speaking or place where he/she is at.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach school concepts in both languages.</li> <li>• Encourage the use of English in school by providing a safe, responsive audience.</li> <li>• Model new concepts with pictures and actions paired with English words.</li> <li>• Provide a lot of repetition when introducing new concepts.</li> <li>• Help child develop reasoning skills through use of home language.</li> <li>• Devise strategies that build a home-school collaboration to reinforce home language competency and promote learning English.</li> <li>• Model positive vocabulary learning strategies (reading cues from the context).</li> <li>• Help native, English-speaking children understand the English language learner's speech and vocabulary.</li> </ul>

# Writing Area

Writing, like speaking, is a developmental process. It begins with scribbles and proceeds to lines, circles, and intentional drawings, then letter-like shapes, then letters, and finally to strings of letters that become words. The link between letters and their sounds, spaces between words, and writing conventions are eventually learned. Reading and writing are as closely linked as words and their meanings. A group of letter- and number-like shapes read by a four year old as a story or a label is indeed that child's unique writing and reading. The leap has been made to literacy!

Drawing is a critical stage and part of learning to write. Drawing comes before writing and remains an important expression for children, even after they have mastered the skill of writing. It is a way of representing experience and feelings while words are still emerging as a form of communication, and it is especially important for dual language learners.

Young children need lots of time to draw with a variety of materials. The "feel" or tactile experience of using crayons on construction paper is different than markers on smooth paper, but both have value. The size of paper also changes the drawing or writing experience: big pieces of paper invite whole arm motions, or lots of detail within the space, while smaller pieces of paper and pencil or pens require greater hand and finger dexterity. The development of the hand, fingers, and grasp grow from the larger arm motions to the finer finger-controlled marks.

Print and writing opportunities saturate early learning classrooms for three to five year olds, but devoting a special desk or space to writing especially encourages written expression. When they see writing as necessary, purposeful, and enjoyable, children pursue it eagerly. Given opportunities and materials, they can produce lists, labels, cards, letters, stories, and books while learning the many forms of written language and communication.

## In the Writing Area, Children Learn...

- To strengthen and develop small muscles in their hands and arms
- To use oral language in a variety of situations
- Expression with drawings as a precursor to writing and dictation
- That spoken language has a written counterpart
- To communicate with squiggles, letters, and words
- That writing can entertain and inform
- To use a variety of writing tools
- How to convey thoughts, feelings, and meaning with writing
- That letters have sounds
- To create stories using drawing, dictation, and invented letters and spelling
- Letters and numbers and how to write them
- The conventions of writing



## Getting Organized

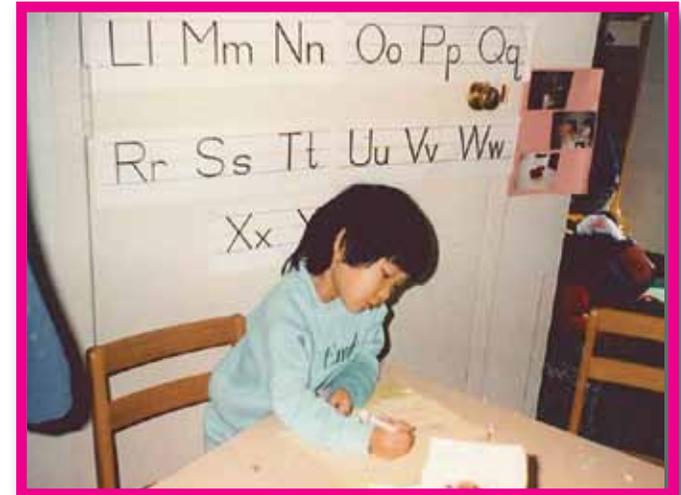
The Writing Area needs a quiet space with a table or small desks for several children. Paper, from small cards to full sheets, invites children to make labels for block structures, messages to friends, and drawings that can be combined into books. Folded construction paper stapled with a few sheets of blank paper inspires book writing.

Markers, pencils, pens, and crayons can be neatly organized for drawing and writing. Staplers, glue sticks, and tape enhance the creativity. Small chalk boards or white boards also stimulate writing. Picture name cards for children in the class encourage the printing of the child's own name, as well as written notes and messages to friends.

This area needs to be kept well organized and well stocked to be inviting. In some classrooms this area is combined with the Reading Area to create a Reading and Literacy Area. It can also be a separate space, or one shared with computers.

## Basic Equipment

- Table/desks and chairs for children
- A variety of papers, cards, envelopes, and sizes and shapes of paper
- Pencils, markers, crayons, chalk, and other writing tools
- Scissors, hole punch, stapler
- Tape and glue sticks
- Yarn, ribbon, and string for book binding
- Small chalk or white boards
- Clipboards



## The Scribe's Comeuppance

**Emily, a four year old adopted as a baby from China, was drawing a very detailed picture of a family with children, pets, and a house. She made a number of angular square marks in a vertical line along one side of the drawing. She could competently print her name with letters in the correct order moving from left to right. She often "wrote messages" using a few letters and shapes that looked like letters. She was definitely "a writer".**

**This particular day, Emily asked me to be her "scribe" and write her dictated story on the bottom of the page. When we had finished, she gave me a serious look and pronounced that the other symbols she had written were Chinese, but that I couldn't read them since I wasn't Chinese. (Had her mother shown her Chinese characters? How did she know how they looked?) I agreed, and she reassured me that "we could still write stories together". However, she had clearly demonstrated what she knew about Chinese characters: they are block-like, are written vertically, and can't be read by teachers who don't know Chinese!**

## Think About...

Early childhood classrooms need multiple spaces for writing and writing materials in addition to the Art Area.

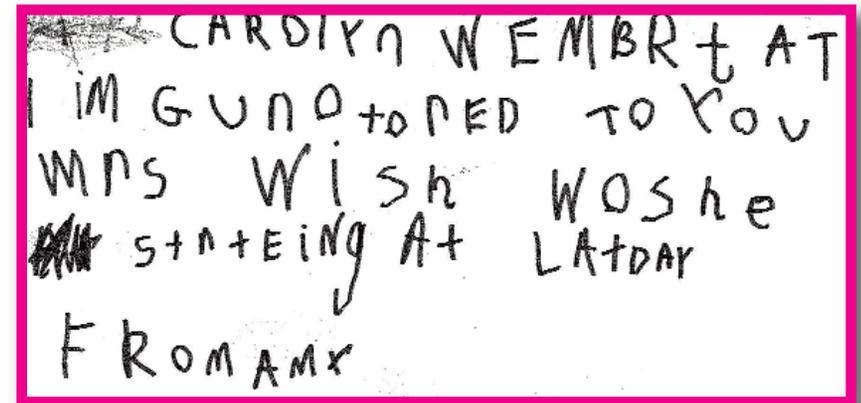
- Where is the best space for your Writing Area?
- What kind of area or combination of areas fits best with your curriculum and teaching style?
- Do you have the space to combine it with the Reading Area or with computers?
- Would a separate small area be more appealing to some of the reluctant writers in your group?

Perhaps you plan to start the school year with one kind of arrangement, and move to another configuration as the school year progresses and the children become more competent and confident writers.

Consider your current curriculum areas;

- When dramatic play is centered on a restaurant, suggest creating menus and using note pads for taking orders.
- The Block Area can use writing materials for making road and building signs, as well as "Keep Out" and "SAVED" signs.
- Cooking experiences can use picture-word recipes which can be copied for home.

Look around your classroom. Is it thoughtfully saturated with print? Are shelves and containers labeled with pictures and words? Are words color-coded for languages spoken in your class—one color for English, another color consistently used for another language? Do you need Braille labels? Are there writing and drawing materials in key areas to support and extend play? Periodically through out the school year, stop and re-assess your literacy materials. It will remind you of the incredible growth of literacy understanding that is occurring with your class!



*"Carolyn remember that I'm going to read to you  
Mrs. Wishy Washy starting at late day.  
From Amy" (4 1/2 years old)*

**How Goals, Indicators and Strategies Look in the Writing Area**  
 (A small sample of Goals and Indicators from the Idaho Early Learning Guidelines)

**Domain 1: Approaches to Learning and Cognitive Development**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 3: CHILDREN ARE CONFIDENT TO INITIATE AND COMPLETE ACTIVITIES USING A VARIETY OF APPROACHES.</b></p>	<p>Display initiative and confidence interacting in a variety of social and physical settings.</p>	<ul style="list-style-type: none"> <li>• Finds and uses materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience).</li> <li>• Makes decisions about activities and materials to work with from the selection offered.</li> <li>• Plans time for completing activities.</li> <li>• Shows completed projects to others, and explains what they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage child to pursue favorite activities.</li> <li>• Provide environments that create opportunities for child to initiate activities where failure is acceptable.</li> <li>• Recognize that child may not demonstrate and express initiative in the same way in all settings (may take initiative with peers but not in presence of elders).</li> <li>• Create opportunities to “save” art, blocks, or process activities so child can return to them later.</li> <li>• Offer opportunities to display work, including three-dimensional structures.</li> </ul>
<p><b>GOAL 9: CHILDREN USE PRIOR RELATIONSHIPS, EXPERIENCES, AND KNOWLEDGE TO EXPAND UNDERSTANDING.</b></p>	<p>Connect current behavior and past experience to new situations, relationships, and problem solving.</p>	<ul style="list-style-type: none"> <li>• Represents things in environment with available materials; moving from simple to complex representations (recreate picture of a house, build road with blocks).</li> <li>• Thinks out loud and talks themselves through a situation.</li> <li>• Tells a story or recounts an event from photographs of self and others (e.g., “We made a big tent with boxes and blankets.”).</li> <li>• Completes a sequence of three to six pictures or pieces of a sequence puzzle.</li> <li>• Uses words for yesterday, today, and tomorrow even though the timing may be incorrect.</li> <li>• Tells others about their acquaintances and experiences without considering the other person’s lack of knowledge with the topic or person.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage child about what he/she has seen, heard, or done.</li> <li>• Provide child with time to respond in conversation where they want to offer experiences and information.</li> <li>• Help child remember experiences using photographs, mementos, and re-told stories.</li> <li>• Ask open-ended questions that encourage reflection (e.g., “What if...?” “How else could you do this?”).</li> <li>• Use photos to prompt routines such as hand washing, brushing teeth, putting away toys.</li> <li>• Sing songs and tell/read stories with repeating lines or sequences of activities.</li> <li>• Play “remember when” games, family stories.</li> </ul>

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 16: CHILDREN REPRESENT EXPERIENCES AND THOUGHT THROUGH SYMBOLIC REPRESENTATION SUCH AS MOVEMENT, DRAWING, SINGING/VOCALIZING, AND PLAY.</b></p>	<p>Use symbolic expression in arts, communication, and quantity</p>	<ul style="list-style-type: none"> <li>• Uses symbols or pictures as a representation of oral language.</li> <li>• Uses objects to represent real items in make-believe play.</li> <li>• Recognizes objects, places, and ideas by symbols (recognize which is the men's room and which is the women's room by looking at the stick figure symbols).</li> <li>• Uses creative means to express emotions when vocabulary is inadequate.</li> <li>• May use shapes and letters to "write messages."</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for child to draw pictures of people, feelings, family, animals, and objects.</li> <li>• Tell stories without pictures and encourage child to visualize, imagine, and express what he/she feels.</li> <li>• Identify and point out symbols during daily activities; demonstrating and explaining what they mean.</li> <li>• Encourage child to draw a story, with caregiver as "scribe," writing dictated words. Dictates the story and makes the illustrations.</li> <li>• Read stories and provide props for dramatizing the plot (<i>Three Billy Goats Gruff</i> and make a block bridge).</li> </ul>

**Domain 2: Physical Well-Being, Health, Motor Development**

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 18: CHILDREN DEMONSTRATE STRENGTH AND COORDINATION OF SMALL MOTOR MUSCLES.</b></p>	<p>Use fingers and hands for purposeful tasks.</p>	<ul style="list-style-type: none"> <li>• Uses various drawing and art materials (crayons, brushes, finger paints).</li> <li>• Copies shapes and geometric designs.</li> <li>• Opens and closes blunt scissors with one hand.</li> <li>• Manipulates small objects with ease (strings beads, fits small objects into holes).</li> <li>• Uses stapler or paper punch.</li> <li>• Writes some recognizable letters or numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage child in activities that strengthen hand grasp (molding play dough, using a hand-held hole punch).</li> <li>• Encourage child to strengthen grasp of thumb/forefinger (gluing small pieces of paper, peeling/sticking stickers, picking up small objects with fingers).</li> <li>• Encourage use of precision grasp (using writing utensils such as crayons, pencils, markers, paints).</li> <li>• Demonstrate and provide opportunities for child to use scissors safely (include adaptive scissors).</li> <li>• Modify activities to ensure participation of each child (attach rubber grips to pencils and pens).</li> </ul>

### Domain 3: Social and Emotional Development

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<b>GOAL 37: CHILDREN DEMONSTRATE BELIEF IN THEIR ABILITIES.</b>	Develop sense of competence.	<ul style="list-style-type: none"> <li>Expresses delight with mastery of a skill (e.g., "I did it myself!").</li> <li>Asks others to view own creations (e.g., "Look at my picture!").</li> <li>Demonstrates confidence in own abilities (e.g., "I can climb to the top of the big slide!" A child in leg braces has a big smile on their face when using a walker by themselves.).</li> <li>Expresses own ideas and opinions.</li> <li>Enjoys the process of creating.</li> <li>Demonstrates pride and pleasure when someone reacts to the child's action or creation.</li> <li>Will use private or inner speech to help remember rules and standards for behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for child to try a task and offer assistance, as appropriate.</li> <li>Provide plenty of time and opportunities for child to play, explore, experiment, and accomplish tasks and develop a sense of competence.</li> <li>Invite child to share ideas, skills, or ways to solve a problem.</li> <li>Offer opportunities for children to watch each other trying new skills.</li> <li>Assist children begin activities at a level where they previously displayed skill and provide encouragement for each little bit of the skill they achieve.</li> </ul>

### Domain 5: Communication, Language, and Literacy

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<b>GOAL 53: CHILDREN DEMONSTRATE PROGRESSION IN GRAMMAR AND SYNTAX.</b>	Use basic conventions of grammar and syntax.	<ul style="list-style-type: none"> <li>Uses articles in sentences (the ball, a cat).</li> <li>Begins to use correct question forms.</li> <li>Begins to use prepositions.</li> <li>Talks in sentences with five to six words to describe people, places, and events.</li> <li>Uses more complex grammar and parts of speech.</li> <li>Describes a task, project, and/or event sequentially in three or more sentences.</li> <li>Asks questions for information/clarification.</li> <li>Begins to correctly use subject and verb tense.</li> </ul>	<ul style="list-style-type: none"> <li>Engage child in conversation and give wait time for a response.</li> <li>Talk, sign, sing, and read to child.</li> <li>Model adult sentences in conversation.</li> <li>Ask open-ended questions (e.g., "What do you think?" "What do you think will happen if ...?" "What if...?") After child answers, repeat the answer in a complete sentence or sentences.</li> <li>Engage child in meaningful conversations during daily routines.</li> <li>Set aside a regular time during daily routine to engage child in meaningful conversation (if child is bilingual, in both languages separately, at different times of the day).</li> </ul>

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
		<ul style="list-style-type: none"> <li>• Strings multiple sentences together in logical order.</li> <li>• Uses complex grammar and parts of speech.</li> <li>• Combines more than one idea using complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Let child know that you recognize all languages and means of expression as a valid means of communication.</li> <li>• When reading with child, point out how text progresses from word to sentence to paragraphs.</li> <li>• Model good grammar.</li> </ul>
<p><b>GOAL 57: CHILDREN DEMONSTRATE AWARENESS OF LETTERS AND SYMBOLS.</b></p>	<p>Recognize letters as special symbols to represent spoken language.</p>	<ul style="list-style-type: none"> <li>• Sings alphabet songs.</li> <li>• Knows that letters are symbols with individual names.</li> <li>• Begins to recognize letters in their name.</li> <li>• Recognizes and identifies letters in the environment (fast-food restaurants, stop signs, local stores).</li> <li>• Recognizes beginning letters in familiar words (Mom, classmates' names).</li> <li>• Names and recognizes several letters beginning with letters in their own name.</li> <li>• Recognizes written name.</li> <li>• Begins to make letter sound connections.</li> <li>• Recognizes the difference between numbers and letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage child to notice letters in their environment.</li> <li>• Encourage child to experiment and play with letters.</li> <li>• Provide alphabet letter in blocks and magnets.</li> <li>• Make letters with a variety of materials (play dough, sand, shaving cream, blocks).</li> <li>• Point out letters and symbols in the environment (fast-food restaurants, familiar cereal names/logos, local stores).</li> <li>• Play letter games with child. Start with the beginning letter in the child's name, their siblings, mom, dad, etc. Point to objects in the environment that begin with the same letter.</li> <li>• Read alphabet books with child.</li> <li>• Solve alphabet puzzles with child.</li> <li>• Immerse child in age-appropriate songs that focus on letter-sound recognition.</li> </ul>

Goal	Developmental Growth	Child Indicators	Caregiver/Teacher Strategies
<p><b>GOAL 61: CHILDREN DEMONSTRATE KNOWLEDGE AND USE OF LETTERS AND SYMBOLS.</b></p>	<p>Begin to write and draw to communicate language.</p>	<ul style="list-style-type: none"> <li>• Uses horizontal scribbling with breaks or separate marks to represent writing.</li> <li>• Uses scribbling to represent their name.</li> <li>• Knows the difference between printed letters and drawings.</li> <li>• Attempts to copy one or more letters of the alphabet.</li> <li>• Labels pictures using letter-like marks.</li> <li>• Knows that alphabet letters are a special category of graphics that can be individually named.</li> <li>• Works at writing own name.</li> <li>• Shows awareness of two or more different writing systems (especially appropriate for ELL and bilingual/multilingual children).</li> <li>• Uses pictures, symbols, and letters to convey meaning.</li> <li>• Uses letters to represent sounds in words.</li> <li>• Prints some alphabet letters for given letter names.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a variety of writing and drawing tools with different kinds of paper (tablets, shopping lists, loose paper, sandpaper, etc.).</li> <li>• Model writing by writing lists, letters, daily log of classroom activities, and notes stating the words as they are written.</li> <li>• Encourage the use of creative spelling to label pictures, write name, and write notes to family and community members.</li> <li>• Use the letters of the alphabet as they come up in real life situations.</li> <li>• Call attention to names of children that begin with the same alphabet letter.</li> <li>• Guide the child in writing his or her own name.</li> <li>• Draw letters in sand, shaving cream, finger paint, and play dough.</li> <li>• Give child a special journal to write their name and draw pictures.</li> <li>• Provide opportunities for child to write letters, lists, invitations, cards, and notes.</li> <li>• Encourage child to describe their artwork and label it with letters to represent sounds they hear.</li> </ul>

# Resources

## Classroom Design

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