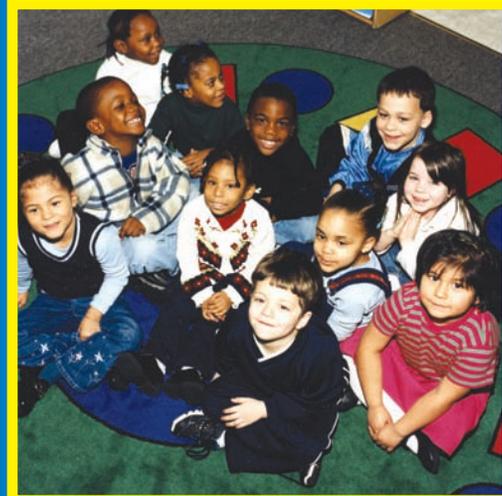


Delaware Early Learning Foundations:



Preschool

Delaware Department of Education
Sept. 2010

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http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/default.shtml

Delaware Early Learning Foundations: Preschool

Dear Early Childhood Professional:

Having children come to kindergarten prepared to be successful is an important aspect to early childhood services. The State of Delaware is committed to supporting early childhood development for young children. Many individuals, families, groups, organizations, and agencies are focused on activities and services designed to ensure that young children have available what they need to development to their best potential. We know there are sets of experiences that we call learning opportunities that strengthen the ready learning process. This updated and revised document will be your guide to these learning opportunities.

The Delaware Early Learning Foundations were originally created in 2003. Since that time much new information has become available about children's development. It became clear that it was appropriate to update the Foundations to reflect this new information. In the process of updating the Foundations we received considerable feedback from professionals who wanted more information to help with planning their work with children. You will see that the format of the document has changed to reflect what professionals said was important.

Early Success, Delaware's plan created to strengthen the system of early care and education throughout the state, has a goal that targets having *Ready Children*. One of the critical components that will help the state reach that goal is an objective within the plan that reads: *Each Child will be provided the opportunity to learn as outlined in the Delaware Early Learning Foundations. These opportunities will be developmentally appropriate and individualized for each child.*

When the Foundations were first created, the question was asked: "What is it that is expected developmentally of a child prior to kindergarten?" Considerable time and effort was made by the many groups that have participated in the development and revision of the Foundations towards identifying those outcomes. Broad input was received to identify developmentally appropriate skills and accompanying activities that would support a child's success. Careful consideration was given to linking the Foundations with Delaware's K-12 standards and kindergarten-level expectations. The Advisory group adapted and revised the expectations for children and then transformed that information into establishing broad sets of learning opportunities that would support learning. Rather than have a listing of "readiness skills" the Foundations document is a curricular planning guide. The focus of the Foundations is to provide a structure and guide for planning experiences [opportunities] that are important to facilitating children's development.

Research has demonstrated that high-quality early education does have a positive impact on children's later school achievement. We hope the Foundations will be one tool professionals will use to support quality early learning. It is the intent of this work to ensure that Delaware's children are ready to begin school with the skills they need to be successful.

Dr. Jim J. Lesko

*Director, Early Development and Learning Resources
Delaware Department of Education*

Directions for Use

Plans for How the Document Will Be Used

The Foundations is a document intended to be a curriculum framework and used as a guide for daily, weekly and monthly planning. The purpose is to provide an outline of the types of learning opportunities children need before they come to kindergarten.

The Foundations are linked to the skill expectations children need as they enter kindergarten. It is the hope that the Foundations will provide a curricular guide for programs. Learning opportunities are intended to be sets of broad-based activities through which children are exposed to new learning concepts, thus having the “opportunity” to acquire new skills, practice those skills as well as master previously learned skills. As development progresses children build upon earlier skills and develop more complex skill sets. While certainly not complete, the Foundations provide a solid basis upon which professionals can plan their daily, weekly, monthly, and annual instructional activities.

It was necessary to divide the document into eight domains listed below for organizational purposes and ease of use for professionals. However, it is important to remember that professionals typically do not plan a math or a language activity in isolation. Instead, activities are planned in which children are engaged in tasks that support learning across multiple areas of development. A cooking activity can (and should) support children’s learning in the areas of Mathematics (measuring), Language and Literacy (recipes and directions), Science (mixing together ingredients to form

something else), Social Emotional (sharing), Approaches to Learning (inferences and motivation), and Physical Development and Health (healthy foods). Children naturally learn by engaging in interesting and motivating activities – most often through play experiences. While the Foundations are organized by content domain they are intended to be implemented through integrated and engaging activities.

Activities that are carefully planned and implemented constitute intentional teaching. Intentional teaching has been demonstrated to be a powerful learning tool. While involvement in materials and with peers is essential for learning, it is the careful planning of those tasks to ensure engagement supports learning that is critical to the learning process. An important component to the planning process is the concept of making sure that the environment is adequately ready to support learning. Professionals need to make sure there are a sufficient number of materials across learning domains and the materials are in good shape and vary across time.

This document is primarily intended for professionals. However, it cannot be emphasized enough the necessity to involve families in young children’s learning. Families are always the first teachers. Professionals often need additional information and support. Sharing information about what is happening in the program/setting and then providing suggestions of activities caregivers can do at home to reinforce and share in the process is crucial.

Organization of the Document

The Foundations document is organized into eight domains:

- Social Emotional
- Approaches to Learning
- Language and Literacy
- Mathematics
- Science
- My Family, My Community, My World
- Creative Expression
- Physical Development and Health

Each Domain (section) begins with a brief summary of the key messages about development for that topic area. This is followed by a chart containing the subdomains, learning opportunities, listing of actions children might do, and a listing of supportive practices.

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
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The first column, “Sub-Domain,” involves breaking down the topic areas into smaller subsections. An example can be found in Mathematics. In the Sub-Domain column the learning opportunities are divided into subsections: Number and Operations, Geometry and Spatial Sense, Patterns, Measurement, and Data Analysis. The purpose is to help the early childhood professional to see the different topic areas within domains.

The second column, that starts with “To support children’s preparation . . .,” is the listing of the learning opportunities. In this revised Foundations document, there are some new learning opportunities and in some cases a revision of previous learning opportunities. The learning opportunities are not listed in any hierarchical order though they may be grouped by subdomain topical areas as indicated above. It is important to remember that the learning opportunities are learning situations that the early

childhood professional will plan for and implement with children. In the Language and Literacy area, one of the learning opportunities is: “Play with language such as rhyming.” With this learning opportunity the professional will plan for many different activities for children to “play” with language. This may include singing “BINGO”, reading nursery rhymes, chanting during circle or outside, and making up nonsense words that sound the same.

The third column, – “What you might see children do,” – came as a result of responses from the field. Professionals wanted to know what they should see children doing as a result of the learning opportunities. It is important to note that these are not definitive lists, – but are instead brief examples of some skills you might see children demonstrating after having participated in a learning opportunity. The skills listed in this column should NOT be used as a checklist as it is not inclusive of all skills children will demonstrate. Instead, they are intended to be a “check-in” for professionals to see that children are acquiring some of the skills they should be taking away from the activities.

The fourth column, – “What you can do to support a child’s development,” – is a listing of some possible activities that professionals can provide that are linked with the learning opportunities. It is important to remember that this list is only a brief sample of some practices and there are MANY more activities that professionals can plan for and provide to support children’s learning.

Summary

The Foundations document is intended to be used as an instructional guide for early childhood educators. As individuals plan annual and short-term lesson plans for preschool-age children, the Foundations can be used to assist in the development of instructional activities. It is hoped that early educators will use the Foundations and the information contained within, as they plan their daily, weekly, and year-long classroom activities.

Delaware Early Learning Foundations: Preschool for School Success

Guiding Principles

- ✓ All children are learners.
- ✓ Children learn through play.
- ✓ All children who turn five on or before August 31 are eligible to attend kindergarten.
- ✓ All age-eligible children may enroll in kindergarten regardless of their developmental level or prior experiences.
- ✓ Every child is unique and is accepted for his/her differences in development, culture, home environment, and learning style.
- ✓ Schools will be accessible and ready to meet the individual physical and developmental needs of all children.
- ✓ Parents/families are the child's first teachers—they play a key role in preparing children for success in school through being involved in their child's education from birth.
- ✓ Quality early learning experiences are essential to prepare a child for success in school.
- ✓ The learning opportunities provided need to be developmentally appropriate for preschool-age children.
- ✓ A developmentally appropriate learning environment fosters kindergarten readiness.
- ✓ It takes partnerships among families, early care and education professionals, schools, health care providers, and other community resources to promote children's development and school success.

SOCIAL EMOTIONAL DEVELOPMENT

Social emotional development begins at birth and progresses rapidly during the preschool years. Effectively supporting the development of emotional and social skills is complex. Children's social behavior may vary for a variety of reasons including, but not limited to a child's personality, temperament, family relationships, cultural context, and early experiences. Teachers have a responsibility to be proactive in creating a classroom community that accepts and supports all children including providing regular extended opportunities for spontaneous, child-initiated play. The area of social emotional development outlines the learning opportunities needed to help children develop these key skills.

The three sub-domains of Social Emotional include:

- Self-Concept – focuses on how the child feels about him/her self and views him/her self as a learner
- Self-Regulation – targets the child's ability to adjust his/her emotions and to focus his/her attention
- Social Relationships and Cooperation – focuses on the child's awareness of responsibility to him/her self and others and his/her ability to get along with others

Social Emotional Development

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you may see children do:	What adults can do to support a child’s development:
Self-Concept	SE31 Be with adults who are consistent, responsive, and caring	<ul style="list-style-type: none"> • Show pride in achievements • Describe self using several basic characteristics (Ex: gender, age, ethnicity, hair color, eye color, etc.) • Show ability to adjust to new situations • Use materials in self-directed manner • Demonstrate appropriate trust in adults • Stand up for rights • Make appropriate eye contact 	<ul style="list-style-type: none"> • Greet child on arrival, call by name • Communicate with child on eye level • Show respect, consideration, warmth to all children • Provide opportunities for child to share information and stories about their family, their home, and their interests • Invite families into the classroom • View problems as teaching opportunities, provide child with time to come up with solutions: “It looks like two people want the same car. I wonder how you can solve that problem?”
	SE32 Make meaningful choices and experience the outcomes of those choices in a safe and supportive environment		
	SE33 Participate in activities that are challenging but within their reach		
	SE34 Assume a role in determining how they will learn		

Social Emotional Development

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you may see children do:	What adults can do to support a child’s development:
Self-Concept	SE35 Participate in meaningful responsibilities	<ul style="list-style-type: none"> • Identify likes and dislikes 	<ul style="list-style-type: none"> • Take action to support and enhance play • Encourage and allow child to initiate and regulate his/her own learning and interaction with peers • Provide child with materials and equipment that reflects the lives of children and families, as well as diversity found in society • Actively listen to child, tune into his/her interests and ideas, build on these when planning • Set appropriate expectations based on knowledge of individual child and his/her family keeping in mind what is appropriate or effective social behavior in one culture or setting may not be in another • Establish mealtime routines with child (Ex: taking turns washing hands, setting the table, passing foods and beverages family style) • Provide opportunities for child to assist in caring (Ex: feeding pets, cleaning tables, taking attendance)
	SE36 Explore and participate in activities and materials designed to build understanding of individual characteristics and of diversity in culture, family structure, ability, language, age and gender in non-stereotypical ways		
	SE37 Be a part of the classroom community so that each child feels accepted and gains a sense of belonging		

Social Emotional Development

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you may see children do:	What adults can do to support a child’s development:
Self-Regulation	SE38 Recognize, label and express a range of feelings and needs appropriately (Ex: happy, sad, frustrated, angry, fearful, etc.)	<ul style="list-style-type: none"> • Recognize and label feelings in self and others • Increasingly express feelings through appropriate gestures, actions, and language • Avoid common dangers • Demonstrate appropriate use of toys • Show some creativity in the use of toys • Follow routines • Adapt to changes in daily routines • Answer questions related to safety • Use thinking skills to resolve conflicts • Respect and care for environment and materials • Demonstrate some self-direction and independence • Follow rules • Associate emotions with words and facial expressions 	<ul style="list-style-type: none"> • Make play and games important parts of curriculum • Establish and maintain predictable, consistent routines • Model appropriate emotional responses • Model self-control and self-regulation in words and actions • Encourage open expression of feelings • Provide activities that support self-control (Ex: stop-start games) • Provide opportunities to practice stopping activities on request • Provide opportunities to work on projects over a period of time • Use logical consequences and guidance practices that support self-control • Give advance notice so child can bring their play to an end • Give clear directions, expect that the child will do what you have asked them to do, follow through as appropriate • Create opportunities for child to practice rules and to apply those rules in new situations
	SE39 Begin to understand that feelings are separate from actions and that it is acceptable to have a range of feelings (Ex: from frustrated to really mad)		
	SE40 Express feelings through play and artistic representation		
	SE41 Begin to understand that actions have consequences		
	SE42 Follow simple rules and routines with minimal help		

Social Emotional Development

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you may see children do:	What adults can do to support a child’s development:
Self-Regulation	SE43 Experience logical and natural consequences	<ul style="list-style-type: none"> • Stop actions when necessary 	<ul style="list-style-type: none"> • Offer child visual and concrete reminders about self-regulation (Ex: visual schedules, stop signs, picture of raising quiet hand) • Provide child with chance to decide on appropriate action before stopping or stepping in • Teach child skills that foster self-control (Ex: taking deep breathes, body relaxation) • Teach child to reflect and plan • Take opportunities to talk about daily activities and feelings • Label child’s feelings: “You’re sad because Daddy had to leave.” • Describe your own feelings: “I’m frustrated because I can’t open the glue.”
	SE44 Complete activities that he/she has started		
	SE45 Use materials purposefully, safely, and respectfully		
	SE46 Attempt to solve problems in a positive manner		

Social Emotional Development

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you may see children do:	What adults can do to support a child’s development:
Social Relationships and Cooperation	SE47 Develop trust in familiar adults and close peers	<ul style="list-style-type: none"> • Play well with other children • Recognize feelings of others and respond appropriately • Share and respect rights of others • Work collaboratively toward goals with peers • Enjoy interacting with peers as well as with adults • Label feelings of peers and respond to them • Play group games with other children without constant adult supervision • Listen to peers and discuss ideas or observations, including verbalizing solutions to problems • Demonstrate understanding that different people have different feelings, attitudes, or beliefs through role playing in pretend play 	<ul style="list-style-type: none"> • Create sensitive and responsive relationships with each child • Set aside large blocks of uninterrupted time for child-directed play • Actively listen to child • Act the way you would like child to act so he/she can learn by observing • Teach child strategies to stay calm, give voice to what child might be feeling or thinking by saying out loud how he/she might feel and why he/she might feel that way • Encourage friendships by describing or commenting on friend's play, providing special materials or activities to encourage child to play or to complete a task together, interpreting for a child who is having a difficult time being understood, inviting two children to play together, inviting two or more children to join you in play • Use understanding of child’s abilities to decide how to help child solve problems
	SE48 Receive guidance, support and directions from a range of familiar adults		
	SE49 Develop and maintain friendships with peers		
	SE50 Develop awareness of other’s perspectives and gain an understanding of how their actions impact those around them		
	SE51 Develop and demonstrate positive social skills (Ex: please, thank you, helping a friend, sharing, etc.)		

Social Emotional Development

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you may see children do:	What adults can do to support a child’s development:
Social Relationships and Cooperation	SE52 Develop ability to initiate and sustain play with peers	<ul style="list-style-type: none"> • Begin to use compromise, negotiation, and discussion in working, playing and resolving conflicts at first with adult support 	<ul style="list-style-type: none"> • Step in and solve problem, give hint or assistance, or watch and do nothing, giving he/she opportunity to solve problems independently
	SE53 Be a helpful member of a group or household through sharing tasks or chores	<ul style="list-style-type: none"> • Begin to demonstrate ability to give and take during peer interactions by helping, sharing, and discussing with peers 	<ul style="list-style-type: none"> • Read stories that show children treating each other with respect and kindness • Talk about emotions shown by characters in stories
	SE54 Develop turn taking and negotiation skills	<ul style="list-style-type: none"> • Demonstrate ability to take turns in games or using materials 	<ul style="list-style-type: none"> • Describe different perspectives for child
		<ul style="list-style-type: none"> • Manage emotions during conflicts • Assert self in socially acceptable ways 	<ul style="list-style-type: none"> • Create routines that help child to get to know others • Incorporate games that require pro-social behavior (Ex: parachute) • Provide daily opportunities for child to participate in dramatic play • Model empathy and respect for others’ feelings • Interpret and give voice to feelings of other children (Ex: “Jamie cried because she was scared when you yelled loudly.”)

APPROACHES TO LEARNING

All children approach learning in different ways, regardless of their abilities. How a child acquires and understands knowledge is dependent upon the child's unique attitudes, skills, learning styles, and culture. Learning can be influenced by a child's willingness to take initiative, and their openness to and curiosity about new tasks and challenges. Learning is also influenced by a child's imagination, persistence, attentiveness, and problem solving skills. Adults in children's environments can do a lot to help support the development of these critical skills. The learning environment should be well-planned and carefully designed to support individual differences while helping children to take initiatives, try new things, show persistence and problem solve. Some children are naturally

outgoing and are verbal; others are more comfortable observing and communicating in nonverbal ways. Children can be visual or auditory learners. The learning environment will need to accommodate to a variety of learning styles based upon the broad range of children's interests.

The three sub-domains of Approaches to Learning include:

- Initiative and Curiosity
- Engagement and Persistence
- Reasoning and Problem Solving

Approaches to Learning

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Initiative and Curiosity	AL31 Participate in a variety of tasks and activities using all five senses	<ul style="list-style-type: none"> • Independently choose to participate and play in available centers 	<ul style="list-style-type: none"> • Offer exploration of materials/activities appealing to variety of senses and learning styles, for small and larger group experiences
	AL32 Make independent choices during play and throughout the daily routine	<ul style="list-style-type: none"> • Select new and different materials 	<ul style="list-style-type: none"> • Provide child with opportunities to make and follow their plans (Ex: describing what he/she plans to do with materials for an art activity or what he/she will do during center/choice time)
	AL33 Approach tasks and activities with flexibility, imagination, inventiveness, and confidence	<ul style="list-style-type: none"> • Volunteer to share new ideas and experiences • Initiate movement and play 	<ul style="list-style-type: none"> • When child is trying to solve problem (Ex: doing puzzle) encourage he/she to try different solutions (flexibility)
	AL34 Show eagerness and curiosity to learn about and discuss a variety of topics, ideas, and tasks		<ul style="list-style-type: none"> • Provide play-based learning environment with clearly defined interest areas and labeled materials that invite child to explore, discover and participate to enhance learning • Provide variety of materials, photographs, artwork, and music to stimulate experiences, knowledge, and interests • Build on child’s own ideas and interests (Ex: project or curriculum unit, what story to read) • Be aware of child who shows limited interests, invite child to participate in variety of experiences that may expand his/her play ideas • Provide child with opportunities to communicate about his/her ideas, experiences, and feelings — both in group times and informally at other times throughout the day • Vary active and quiet activities throughout the day (Ex: rhythm and movement, followed by a quiet story time)

Approaches to Learning

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Engagement and Persistence	AL35 Begin to develop the ability to focus and complete a variety of tasks, activities, projects, and experiences	<ul style="list-style-type: none"> • Initiate, follow through, and complete activities and projects • Assign roles when engaged in dramatic play scenarios • Participate in activities that encourage following directions and steps to complete tasks 	<ul style="list-style-type: none"> • Ask open-ended questions to encourage and develop play ideas • Use small-group activities when possible, as child will find it easier to become engaged when group is small • Comment on and encourage efforts child puts into his/her work, not just final results • Record child’s plans to facilitate follow-through and recall of steps/progress • Document, label/describe, display steps, talk about play with photos whenever possible • Include activities to encourage following directions and steps to complete tasks (Ex: cooking recipes, written directions, pictures to follow sequence to complete projects) • Develop warm, secure relationships with child, to help child become more engaged and persistent in his/her learning • Work with child who quickly becomes disengaged or give up on tasks, encouraging them to persist
	AL36 Begin to develop and follow through with plan for play and other activities		
	AL37 Begin to demonstrate the ability to follow a sequence of steps to create a finished project		

Approaches to Learning

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Reasoning and Problem Solving	AL38 Develop the ability to recognize and solve problems through active exploration, including trial and error, interactions and discussions with peers and adults	<ul style="list-style-type: none"> • Make predictions of outcomes in stories and answer “What if?” questions • Engage in problem solving in variety of developmental areas • Describe and explain different ways to solve problems • Demonstrate awareness of ways to get help in solving problems 	<ul style="list-style-type: none"> • Help child learn how to function in a group, relate positively to others and solve problems peacefully • Throughout the day, provide a variety of materials and experiences to support child’s abilities to understand cause and effect, sequencing, comparisons, and problem solving • Give recognition to child who helps others solve problems • Help child think about what he/she does to help others • Model problem-solving for child (Ex: think out loud, brainstorm problem solving options with child)
	AL39 Develop the ability to classify, compare, and contrast objects, events, and experiences		
	AL40 Demonstrate the ability to sequence events		
	AL41 Begin to develop the ability to explain and demonstrate strategies to solve problems		

LANGUAGE AND LITERACY

Language is defined as human speech, written symbols for speech, or any means of communication. The development of language begins at birth, follows a predictable sequence, and develops at each child's individual rate. Language and literacy involves reading, writing, listening/viewing, and speaking/signing. These skills are developed when children's efforts at language are supported by the adults in their environments. Children should be provided opportunities to participate in play experiences that support language and literacy development. The role of the adult is to facilitate a wide variety of developmentally appropriate materials and experiences inside and outside of the classroom in addition to providing a print-rich environment that nurtures the child's efforts in emergent language and literacy skills.

Attention needs to be given to English Language Learners since they face many issues as they are learning two languages at the same time. Preschoolers who have a strong foundation in their first language generally are able to learn a second language easier. Best practices

indicate that instruction for language and literacy development should be given in the child's primary language first. When this is not possible, parents are strongly encouraged to use their primary language at home while the preschooler learns a second language outside the home. Many languages differ in their structure from English. Therefore, early childhood professionals should be aware of such differences as they plan their instruction and should avoid referring students to special education programs. Overall, a rich multicultural variety of materials such as signs, posters, books, and pictures in two or more languages should surround the English Language Learners as much as possible.

The four sub-domains of Language and Literacy include:

- Receptive Communication
- Expressive Communication
- Emergent Reading
- Emergent Writing

Language and Literacy

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Receptive Communication	LL31 Respond to their names, requests for action, or information	<ul style="list-style-type: none"> • Look at or point to objects when named 	<ul style="list-style-type: none"> • Watch or listen to child and model good attending skills
	LL32 Develop listening, watching, attention, and comprehension skills	<ul style="list-style-type: none"> • Go to a specific center area and explore a specific item, when asked 	<ul style="list-style-type: none"> • Give direction to child and time to respond
	LL33 Follow two- or three-step directions	<ul style="list-style-type: none"> • Follow directions to string red-colored beads, blue-colored beads, and yellow-colored beads in sequence 	<ul style="list-style-type: none"> • Provide activities that allow child to distinguish between variety of sounds or hand shapes
	LL34 Identify particular sounds in the environment through different media	<ul style="list-style-type: none"> • Act out characters in story read aloud or signed 	<ul style="list-style-type: none"> • Explain simple steps in tasks
	LL35 Respond to questions	<ul style="list-style-type: none"> • Listen to a story and respond to questions (Ex: “What color was the wagon? What might the farmer be thinking?”) 	<ul style="list-style-type: none"> • Ask open-ended questions to encourage more than a one-word answer
	LL36 Increase vocabulary to include prepositions and basic concepts	<ul style="list-style-type: none"> • Sit and attend to activity or story 	<ul style="list-style-type: none"> • Ask different types of questions starting with choices, yes-no questions, who, what, where, followed by why and when • Recognize and reinforce positive attending behaviors during story time

Language and Literacy

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Expressive Communication	LL37 Be aware that people communicate in a variety of ways (verbal and non-verbal)	<ul style="list-style-type: none"> • Ask to join play group or share materials 	<ul style="list-style-type: none"> • Use indirect methods (repeating the correct form) to correct child’s grammatical errors
	LL38 Communicate so they will be understood by peers and adults	<ul style="list-style-type: none"> • Make up nonsense words 	<ul style="list-style-type: none"> • Reinforce child’s native language
	LL39 Play with language such as rhyming		
	LL40 Use language to enter play situation	<ul style="list-style-type: none"> • Play with ASL signs and hand shapes 	<ul style="list-style-type: none"> • Extend child’s comments by adding descriptive words
	LL41 Participate in turn taking conversations	<ul style="list-style-type: none"> • Identify objects, people, and actions from pictures 	<ul style="list-style-type: none"> • Ask child about his/her work (Ex: art, block structures, etc.)
	LL42 Dictate a story to an adult		
	LL43 Communicate using multiple words/phrases including nouns, verbs, descriptive phrases, prepositions and/or American Sign Language (ASL) grammatical features	<ul style="list-style-type: none"> • Respond to questions • Describe what he/she did during the previous day 	<ul style="list-style-type: none"> • Find ways to connect motion to words/language
	LL44 Use volume and tone or ASL facial grammar appropriate to the situation	<ul style="list-style-type: none"> • Describe ideas 	<ul style="list-style-type: none"> • Restate and expand what child says/signs
	LL45 Respond appropriately to messages in conversation	<ul style="list-style-type: none"> • Express feelings, needs, and wants 	<ul style="list-style-type: none"> • Model correct tone and volume while speaking
	LL46 Express emotions through language		
LL47 Use language appropriately during play situations	<ul style="list-style-type: none"> • Recall details in a story 	<ul style="list-style-type: none"> • Model correct facial grammar and speed when signing • Ask open-ended questions 	

Language and Literacy

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Expressive Communication	LL48 Experiment with patterns in words	<ul style="list-style-type: none"> • Use new vocabulary words • Communicate when information is not understood • Describe daily events and experiences • Engage in extended and meaningful verbal and nonverbal exchange with others • Ask questions what, when, where, why, and who 	<ul style="list-style-type: none"> • Model language for social situations • Teach child by using “word play” • Teach child by using “word play” songs like “<i>Banana Fana Fo Fana.</i>” • Use full sentences rather than one-word sentences • Use rich, complex vocabulary
Emergent Reading	LL49 Show an interest in rhymes, songs, books, stories, writings, and other literacy or reading-related activities	<ul style="list-style-type: none"> • Pick up a book and look through it 	<ul style="list-style-type: none"> • Let child see you enjoy reading
	LL50 Show increasing awareness of print, familiar signs, labels, and symbols	<ul style="list-style-type: none"> • Say aloud/sign names of pictures seen on classroom wall, books, or other media 	<ul style="list-style-type: none"> • Provide books and other reading materials throughout environment
	LL51 Identify and name letters of the alphabet		<ul style="list-style-type: none"> • Provide activities to match, identify, name letters
	LL52 Recognize their first name in print written with the first letter in upper case followed by lower-case letters	<ul style="list-style-type: none"> • Request favorite stories or books 	<ul style="list-style-type: none"> • Add props such as puppets, flannel boards, and costumes
	LL53 Recognize common letter sounds at the beginning, middle, and end of words	<ul style="list-style-type: none"> • Recognize own name in various places 	<ul style="list-style-type: none"> • Tell stories without books
	LL54 Know the difference between upper- and lower-case letters		<ul style="list-style-type: none"> • Re-read books • Read books and poems every day

Language and Literacy

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Emergent Reading	LL55 Show comprehension by answering questions related to an age-appropriate story that has been read or told	<ul style="list-style-type: none"> • Open book and flip through pages front to back • Identify pictures or objects with same beginning sounds or letters • Point to an upper-case letter • Name some upper-case letters • Recognize and say words that begin with same sounds • Stomp words in a sentence • Clap syllables in words 	<ul style="list-style-type: none"> • Read big books, tracking print as book is read • Help children make their own books and place in book corner for others to view • Use tactile experience with letters (Ex: sandpaper backed, flannel, magnetic) • Display variety of books • Label everything using upper- and lower-case letters • Engage in playing with words in sentences, syllables in words, and phonemes in words
	LL56 Understand the parts of a book and how it is used		
	LL57 Hold a book upright, turn the pages starting at the front of the book, and scan pages left to right and top to bottom		
	LL58 Explore different types of literature such as narrative (story) and informative (non-fiction)		
	LL59 Demonstrate that print represents someone’s thoughts and ideas		
	LL60 Interpret pictures		
	LL61 Hear words in a sentence and syllables in words		
	LL62 Know that print is read and pictures are not		

Language and Literacy

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Emergent Writing	LL63 Use scribbles, symbols, or drawings to share experiences	<ul style="list-style-type: none"> • Write on paper with crayon or pencil 	<ul style="list-style-type: none"> • Model writing and explain why you write
	LL64 Use a variety of writing tools and materials	<ul style="list-style-type: none"> • Draw pictures to describe experiences 	<ul style="list-style-type: none"> • Provide activities to develop hand-eye coordination, visual memory, copying forms, and practice left to right, top to bottom
	LL65 Trace and copy shapes and letters	<ul style="list-style-type: none"> • Write his/her name 	<ul style="list-style-type: none"> • Take dictation from child
	LL66 Begin to print the letters of their first name	<ul style="list-style-type: none"> • Trace letters or shapes 	<ul style="list-style-type: none"> • Relate writing to needs (Ex: shopping list, recipes, etc.)
	LL67 Express self through pretend writing	<ul style="list-style-type: none"> • Copy letters or shapes 	<ul style="list-style-type: none"> • Provide practice materials (Ex: wipe-off cards, sand trays, and erasable pads)
	LL68 Write in a variety of formats	<ul style="list-style-type: none"> • Write and/or draw letters or shapes 	<ul style="list-style-type: none"> • Use terms “upper” and “lower” rather than “big” and “little”
	LL69 Practice writing left to right and top to bottom	<ul style="list-style-type: none"> • Use pretend writing to make shopping list during dramatic play 	<ul style="list-style-type: none"> • Provide child with variety of writing materials (Ex: postcards, writing paper, and envelopes)
	LL70 Use inventive spelling		<ul style="list-style-type: none"> • Provide writing materials in all the centers throughout the room
	LL71 Develop strength, dexterity, and control needed to use writing tools and materials		
	LL72 Develop hand-eye coordination required for written communication		

MATHEMATICS

Mathematical learning begins with children making sense of their world when provided with opportunities to describe and explore the relationships of objects and materials. Mathematics is embedded in authentic, hands-on activities that occur naturally during real-life situations. Adults facilitate this learning by encouraging children's critical thinking skills through open-ended questions to develop concept knowledge in number and operations, geometry and spatial relationships, patterns, measurement, and data analysis.

The five sub-domains of Mathematics include:

- Number and Operations
- Geometry and Spatial Sense
- Patterns
- Measurement
- Data Analysis

Mathematics

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Number and Operations	MA31 Develop an awareness of numbers and counting as a means for understanding quantity	<ul style="list-style-type: none"> • Count blocks in the correct sequence in block area 	<ul style="list-style-type: none"> • Model counting throughout each day (Ex: How many boys are sitting in circle?) • Ask questions to encourage child to count during daily activities (Ex: How many more cups will we need?) • Incorporate music, stories, and rhymes that involve counting • Provide variety of manipulatives to encourage counting concepts • Ask child to give each person one of something (Ex: napkins, crayons, paper, etc.)
	MA32 Recite numbers in sequence	<ul style="list-style-type: none"> • State which child (or object) is first, second, or third 	
	MA33 Recognize numbers		
	MA34 Use one-to-one correspondence when counting	<ul style="list-style-type: none"> • Count 6 objects and say, “I have 6” 	
	MA35 Use language to compare numbers of objects (Ex: more, less, same)	<ul style="list-style-type: none"> • Give each child one napkin or cracker or straw during snack 	
	MA36 Determine quantity or “how many”		
	MA37 Understand numbers and number concepts as they relate to everyday life	<ul style="list-style-type: none"> • Correctly identify numbers seen in environment 	
	MA38 Use ordinal number words to describe the position of objects (Ex: “first,” “second,” “third,” etc.)		
MA39 Understand the concept of how numbers relate to quantity			
Geometry and Spatial Sense	MA40 Begin to recognize, name, describe, build, and draw two and three dimensional shapes	<ul style="list-style-type: none"> • Build with blocks and describe structures • Recognize and name shapes in their environment 	<ul style="list-style-type: none"> • Provide puzzles of varying difficulty • Provide manipulatives that can be sorted by color, size, and shape • Display and read books about shapes • Look for and point out shapes with the child inside and outside
	MA41 Put together and take apart increasingly more difficult puzzles	<ul style="list-style-type: none"> • Draw shapes to create pictures • Put together and take apart puzzles 	

Mathematics

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Geometry and Spatial Sense	<p>MA42 Describe how shapes are the same or different (Ex: size, shape, color)</p> <p>MA43 Demonstrate and describe positions of objects</p>	<ul style="list-style-type: none"> • Create designs using pattern blocks • Describe shapes in the environment using the words “same” and “different” • Use words such as “in,” “on,” and “under” to describe where an object is • Sort objects by size, shape, or color 	<ul style="list-style-type: none"> • Provide child with writing materials to encourage drawing shapes • Use intentional words to describe location of item (Ex: “I see some animals are inside the zoo you built and others are outside.”)
Patterns	<p>MA44 Recognize, copy, and extend simple patterns with a variety of materials</p> <p>MA45 Arrange objects in a series according to one attribute (Ex: shape, size, tex-</p> <p>MA46 Develop an awareness of concepts of time as it relates to daily lives (Ex: snack, circle, bedtime)</p> <p>MA47 Sort and match a variety of concrete objects according to attributes (Ex: color, size, shape</p>	<ul style="list-style-type: none"> • Predict and create what comes next in a pattern made with blocks • Notice patterns in stories and music • Sort objects by color, shape, size • Talk about what comes next in daily schedule 	<ul style="list-style-type: none"> • Read and display books that contain visual and auditory patterns • Encourage child to look for patterns inside, outside and on clothing • Sing songs with repeating patterns • Provide materials that child can copy and extend patterns • Discuss patterns in events (Ex: days of the week, day/night, breakfast/lunch/dinner)
Measurement	<p>MA48 Use non-standard (feet, hands, shoes, blocks, yarn) and standard (ruler, yardstick, measuring tape) measures</p> <p>MA49 Explore concepts of measurable attributes (Ex: weight, volume, length, time, and temperature)</p> <p>MA50 Begin to compare and sort according to measurement attributes (length, size, weight)</p>	<ul style="list-style-type: none"> • Measure objects such as a carpet using his/her feet, hands, yarn, blocks • Measure objects such as a table with a ruler, yardstick, tape measure • Use words such as shorter, taller, bigger, smaller, heavier, lighter to compare and sort objects 	<ul style="list-style-type: none"> • Model and encourage child to measure objects using non-standard and standard units of measure • Provide child with pan balances and different types of materials to explore concept of volume/weight (Ex: cotton balls, marbles, counting bears, etc.)

Mathematics

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Measurement		<ul style="list-style-type: none"> • Fill and empty different size containers with sand and/or water • Use smaller containers to fill up larger containers 	<ul style="list-style-type: none"> • Provide variety of toys in sand and water areas to encourage exploration of volume and weight (Ex: measuring cups, pitchers and bottles of different sizes, funnels, etc.)
Data Analysis	MA51 Begin to represent data using concrete objects, pictures, and simple graphs	<ul style="list-style-type: none"> • Participate in recording specific information about self (Ex: favorite color, ice cream or other topic of interest) • Display information collected on simple graph (Ex: collect leaves, sort leaves by color on graph or pie chart) • Engage in task that involves collecting information and creating strategy to show the data (Ex: ask group of children their favorite color, graphing responses — 5 like orange, 3 like purple, etc.) • Participate in group task that involves children identifying which graph represents “more” or “less” or “the same” • Make inferences from graphic examples (Ex: “Nobody likes broccoli and a lot of us like carrots.”) 	<ul style="list-style-type: none"> • Pose questions of interest to group of children learning about animals (Ex: “What is your favorite animal?”) • Provide child with simple graph and display information • Model and encourage child to talk about data collected
	MA52 Begin to compare and interpret data collected		

SCIENCE

Science is a curricular content area, important to children's cognitive development and supportive of all other areas of development. In the process of exploring science, children will also develop language skills, math knowledge, social cooperation, and physical dexterity. From infancy, children are curious and explore using their senses, which are foundations of scientific exploration. Children's interactions with, and questions about, events in the physical world and the living and non-living things in it, form the beginnings of emerging science. During the preschool years, children begin to make observations, practice scientific inquiry, draw conclusions, and use tools to extend their investigations. Adults and educational programs can provide children with materials, technology, tools, and learning opportunities that promote their sense of

wonder, their curiosity, and their development of scientific knowledge and reasoning skills.

The seven sub-domains of Science include:

- Sensory Awareness
- Scientific Exploration
- Scientific Inquiry
- Scientific Knowledge – Living Things
- Scientific Knowledge – Non-Living Things
- Scientific Knowledge – Earth and Sky
- Scientific Knowledge – Environment

Science

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Sensory Awareness	SC31 Use senses in purposeful ways to gather information and explore the environment	<ul style="list-style-type: none"> • Use senses to explore how things in the environment look, feel, sound, taste, and smell • Describe what he/she sees, feels, hears, tastes, or smells 	<ul style="list-style-type: none"> • Provide access to sand, water, mud, paint, rice, clay • Provide developmentally appropriate access through play to variety of materials to explore taste, touch, sight, smell, and sound • Create texture and temperature experiences: feel box, hot and cold items to touch and compare, make collages of rough and smooth items • Provide opportunities to smell and identify spices, foods, flowers • Taste various foods that allow child to experience and identify flavors such as sweet, salty, and sour • Identify sounds: play “Sound Lotto” using tapes, match sounds to pictures of objects, take a walk to identify sounds • Investigate vibrations and sounds by playing instruments or making their own out of pots, pans, and bowls
	SC32 Begin to identify and recognize the differences among the senses, their functions, and the kinds of information they get from each sense	<ul style="list-style-type: none"> • Compare and contrast features of different objects; describe which senses are used (Ex: shell is rough, pickle is sour, kiwi is green inside) 	

Science

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Scientific Exploration	SC33 Express their curiosity and investigate questions of interest through play and exploration	<ul style="list-style-type: none"> • Look at, feel, and describe a variety of objects (Ex: shells, pebbles, smooth sea glass, and egg cases from the beach) • Use tools such as shovels, rakes, spoons, measuring cups for dirt or sand • Explore objects that attract and repel magnets • Use magnifiers to carefully observe details of insects, leaves, shells, and other small objects • Explore funnels, sieves, and tubing during water and sand play 	<ul style="list-style-type: none"> • Provide developmentally appropriate access through play so that child can touch, manipulate, build and take apart objects • Display and rotate materials (Ex: rocks, stones, seed pods, gourds, nests, pine cones, fossils, shells, feathers) • Provide tools for exploration (Ex: magnifying glasses, magnets, color paddles, tweezers, eye droppers, specimen jars, scales and other measurement tools) • Collect objects during walks and discuss or chart the similarities and differences among the items in your collection (Ex: leaves, pebbles, or seeds)
	SC34 Use materials and tools appropriate for problem solving and exploration		

Science

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Scientific Inquiry	SC35 Ask scientific questions	<ul style="list-style-type: none"> • Ask “how” or “why” an event or phenomenon occurred • Observe and describe changes that happen to materials in the environment (Ex: when food coloring is added to liquids, water is added to dirt, or apples are cooked to become applesauce) • Make predictions about the color change when a new food color is added to a substance, about changes that occur when water is added to sand or dirt, or how heat changes foods during cooking • Describe changes that occur and communicate an understanding of results verbally and/or through drawing 	<ul style="list-style-type: none"> • Provide developmentally appropriate opportunities to act on objects; explore the world around them; and to communicate their questions, ideas, explanations, and findings • Use open-ended questions (Ex: who, what, where, how, why) • Assist in discussing and charting observations • Support child as he/she formulates predictions, conclusions, and explanations (Ex: “what comes next,” “what if”) • Encourage child to communicate his/her ideas and findings verbally, with graphs, and by drawing in science journals
	SC36 Investigate and explore their questions using observations and previous experience to make predictions		
	SC37 Provide their own explanations for “how” and “why” things happen		
	SC38 Use data from an investigation or exploration to draw conclusions and communicate results		

Science

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Scientific Knowledge – Living Things	SC39 Observe, describe, and discuss the natural world of people, animals and plants	<ul style="list-style-type: none"> • Share observations about living things 	<ul style="list-style-type: none"> • Provide developmentally appropriate access through play to explore living things
	SC40 Recognize categories of people, plants and animals; describe similarities and differences among them	<ul style="list-style-type: none"> • Distinguish farm animals from wild animals or desert plants from forest plants 	<ul style="list-style-type: none"> • Collect seedpods and leaves on walks • Play nature or leaf lotto
	SC41 Recognize people, plants and animals grow and change over time and need certain things to survive	<ul style="list-style-type: none"> • Identify adult animals and their offspring 	<ul style="list-style-type: none"> • Read and discuss books about plants, animals, lifecycles
	SC42 Demonstrate respect for living things	<ul style="list-style-type: none"> • Handle animals and plants gently and approach carefully 	<ul style="list-style-type: none"> • Plant seeds or plants; visit gardens to learn about plant parts and life cycles
		<ul style="list-style-type: none"> • Recognize pet’s need for food and water or plant’s need for water and sun 	<ul style="list-style-type: none"> • Use resources from the environment to create objects and art (Ex: nature bracelets, wreaths, collages) • Discuss how plants and animals are used by people as resources for food and other products (Ex: wood, cotton, and wool) • Explore how human beings, plants, and animals interact with each other in the environment • Identify animal tracks, sounds, colors, and parts

Science

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Scientific Knowledge – Non-Living Things	SC43 Observe, describe, and discuss physical properties of non-living things, both natural and human-made	<ul style="list-style-type: none"> • Share observations about non-living things such as rocks are hard, ice is cold 	<ul style="list-style-type: none"> • Provide developmentally appropriate access through play to explore the properties of non-living objects and materials
	SC44 Recognize categories of non-living things and describe similarities and differences among them	<ul style="list-style-type: none"> • Sort objects by properties such as heavy vs. light, cold vs. hot 	<ul style="list-style-type: none"> • Explore simple machines (wheels, pulleys, levers, and ramps/inclines), woodworking tools, cooking tools (eggbeaters, whisks, potato mashers), motorized (fan) and non-motorized (tricycle) objects that move, building materials, kinds of movement (roll, slide, flight, float), and equipment to explore how water moves (funnels, tubes, water wheels)
	SC45 Explore objects, machines, technology and structures	<ul style="list-style-type: none"> • Show curiosity and manipulate objects and machines such as blocks and LEGOs, flashlights and battery toys; tricycles and wagons; telephones and computers 	<ul style="list-style-type: none"> • Provide experiences with observation and measuring tools such as magnets, prisms and mirrors, magnifiers, tape measures, rulers, measuring cups and spoons
	SC46 Experiment with effects of their own actions on objects	<ul style="list-style-type: none"> • Observe how their actions create change: switches turn lights on and off, changing the height of ramps effects how fast objects roll or slide, placing a large heavy block on a tower of small ones causes a collapse 	<ul style="list-style-type: none"> • Investigate sinking and floating
			<ul style="list-style-type: none"> • Explore simple technology: cash register, telephone, computer, CD player, tape recorder, microwave, LED clock • Help child to safely take apart a machine such as an old telephone or a wind-up toy • Explore balance, weight, and structures by creating horizontal bridges and spans • Experiment with and explore liquids and solids: absorb, dissolve, melt, freeze, mix, separate

Science

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Scientific Knowledge – Earth and Sky	SC47 Observe, describe, and discuss changes in the seasons and the weather	<ul style="list-style-type: none"> • Observe that it is raining or note that trees are turning colors in the fall 	<ul style="list-style-type: none"> • Provide developmentally appropriate access through play to the earth’s elements, stars, planets, and weather
	SC48 Observe, describe and discuss landforms, bodies of water, and the properties of earth’s materials (Ex: rocks, dirt, sand and water)	<ul style="list-style-type: none"> • Mix dirt and water to make mud; describe how sand and dirt feel different; discuss how oceans are different from ponds 	<ul style="list-style-type: none"> • Graph/chart temperatures over time and relate this to changes in their clothing (short vs. long sleeves or needing to wear a coat)
	SC49 Observe, describe, and discuss the characteristics of the sun, moon, stars, and sky	<ul style="list-style-type: none"> • Observe stars and moon can be seen best at night and that the sun goes down as it becomes night; notice that the moon isn’t always the same shape 	<ul style="list-style-type: none"> • Explore wind direction using sails, wind wheels, or streamers
			<ul style="list-style-type: none"> • Explore water's effects on other materials by pouring water on piles of rocks, sand, and dirt • Provide science journals for child to draw his/her observations about weather and seasonal changes • Observe and describe the sky during the day and at night • Collect rain or measure snow to find out how much fell during a storm • Classify rocks, crystals, geo rocks • Explore and describe landforms and bodies of water: hills, mountains, oceans, sand dunes, ponds, rivers • Look at dirt, rocks, and sand more closely using magnifying glasses

Science

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Scientific Knowledge – Environment	SC50 Explore how the environment is affected by what people do	<ul style="list-style-type: none"> • Observe trash or litter where it does not belong and suggest picking it up • Pick up trash on playground; use both sides of paper; turn off water when brushing teeth; use recycling bins 	<ul style="list-style-type: none"> • Provide developmentally appropriate access through play to the environment • Model recycling and discuss the different materials that can be recycled • Model and discuss ways to save water and electricity • Reuse materials such as paper towel tubes, jar lids, juice cartons or magazines for art projects • Take nature walks and focus on the different plants and animals that live together in your neighborhood • Pick up trash (if it is safe to do so) during your walks • Compost, rake leaves, plant trees and flowers
	SC51 Describe and engage in activities that preserve the environment		

MY FAMILY, MY COMMUNITY, MY WORLD

My Family, My Community, My World is the study of how we live, work, and play. Beginning at birth, children learn about themselves, their families, their communities, and their world. Early childhood professionals can encourage curiosity and expand knowledge by providing learning opportunities through play. Children are eager to talk about themselves and their daily experiences at home, in their communities, and in their learning environments. Conversations about similarities and differences are a vital part of becoming respectful citizens within the community.

In their daily experiences, children encounter many cultures. Specific cultures should not be a focus of a weekly theme but instead should be incorporated into daily discussions and activities. Children begin to learn about the past, present, and future through discussions about their experiences. Knowledge of places and spaces begins within their own residence, expanding to their community and learning environment.

When working together, children should be a part of creating rules and learning to problem solve. Within a learning environment, children learn about money and resources through planned learning opportunities and pretend play. The social study of a child's family, community, and world is important to prepare children for success in both kindergarten and in the multicultural world.

The five sub-domains of My Family, My Community, My World include:

- My Family and My Community Culture
- Past, Present and Future History
- Places and Spaces – Geography
- Working Together – Government and Communities
- Money and Resources – Economics

My Family, My Community, My World

SUB-DOMAIN	To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
My Family and My Community Culture	MM31 Understand the concept of belonging to a family	<ul style="list-style-type: none"> • Draw family picture • Communicate information about family and events • Pretend to build structures to represent different types of homes during block play • Pretend to make various types of food during dramatic play • Respond to similarities or differences of others in a respectful way • Use positive words to describe characteristics of children (Ex: hair, skin tone, clothes, language) • Talk about his/her friends 	<ul style="list-style-type: none"> • Introduce vocabulary words such as community, respect, and words for multicultural utensils, dances, or foods • Display family pictures in room and label with names and family relationships • Read stories about different families and groups of people in the community followed by discussions • Ask family member for suggestions for activities (Ex: multicultural stories, dances, or foods) • Make word charts of everyday words (with pictures) in English and languages spoken by children • Include props in play centers for child to take on family roles such as “Mom” or “Dad” • Include variety of play foods, utensils, and clothes in dramatic play center to represent various cultures • Display print that is representative of language and culture of children in the group • Elicit family assistance to provide music, language, food and games to introduce other cultures
	MM32 Begin to develop an awareness of their family’s culture		
	MM33 Begin to develop an awareness of the cultures of other children and adults in their group and community		
	MM34 Build an awareness and respect for differences in people (Ex: language, skin tone, race, abilities/disabilities, family structure, age, clothing)		
	MM35 Understand the concept of belonging to different groups (Ex: family, early childhood group, friends, community)		

My Family, My Community, My World

SUB-DOMAIN	To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Past, Present and Future History	MM36 Develop emerging concept of time through daily schedule and routines	<ul style="list-style-type: none"> • Communicate using terms to describe time (Ex: yesterday, today, tomorrow; and morning, afternoon; and before nap, after nap) 	<ul style="list-style-type: none"> • Introduce vocabulary including yesterday, today, tomorrow, morning, afternoon
	MM37 Share their personal history including people, places, and events that take place in the past and the present	<ul style="list-style-type: none"> • Convey information about personal history and/or family heritage from birth to present 	<ul style="list-style-type: none"> • Post daily schedule to refer to throughout the day • Provide props that represent multigenerational families
	MM38 Talk about events that may happen in the near future	<ul style="list-style-type: none"> • Talk about current events in his/her family and community 	<ul style="list-style-type: none"> • Refer to a clock throughout the day • Invite grandparents to visit and share family stories
	MM39 Begin to understand that things, people, and places change over time	<ul style="list-style-type: none"> • Recall information about past events • Make predictions about future events (Ex: what will happen next) 	<ul style="list-style-type: none"> • Have discussions about stages of growth (Ex: “You were a baby, and now you are three years old.”) • Make a photo album to tell a child’s story, beginning with his/her birth • Sequence story events after reading
		<ul style="list-style-type: none"> • Sequence events in order that they occurred 	<ul style="list-style-type: none"> • Provide opportunities for child to predict what is going to happen next in the schedule, or while reading a story

My Family, My Community, My World

SUB-DOMAIN	To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Places and Spaces – Geography	MM40 Be familiar with information about where they live, including their address	<ul style="list-style-type: none"> • Name street address • Name city and state in which he/she lives 	<ul style="list-style-type: none"> • Introduce vocabulary including apartment, map, globe, soil, air, lake, ocean, desert • Discuss with child location of his/her “buildings” or “vehicles” in relation to other objects he/she is playing with • Use map or globe to see where multicultural story takes place • Take walks in neighborhood; discuss directions and locations of landmarks and buildings that child sees • Use Internet Web site maps to see satellite views of the neighborhood • Help child make a map of the classroom, center, or playground • Use map or globe to locate where out-of-town family members live • Use an internet map or GPS to follow directions to a destination
	MM41 Develop concepts and describe location, directionality, and spatial relationships (Ex: on top of/ under, inside/outside, next to, beside, up/down, left/right)	<ul style="list-style-type: none"> • Describe directionality and location (Ex: up, down, inside, outside, left, right) • Describe some features of environment in which he/she lives (Ex: house, apartment) 	
	MM42 Understand the world around them by using tools such as maps and globes, GPS (Global Positioning Satellite)	<ul style="list-style-type: none"> • Describe features of earth (Ex: rocks, soil, air) 	
	MM43 Develop an awareness of the natural environment surrounding them outdoors	<ul style="list-style-type: none"> • Explore natural resources (Ex: rocks, soil, plants, etc.) • Place trash in trash can rather than littering indoor or outdoor environment • Participate in activities to pick up or reduce amount of trash, including reusing and recycling materials 	

My Family, My Community, My World

SUB-DOMAIN	To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Places and Spaces – Geography	MM44 Begin to understand the relationship between humans and the natural environment	<ul style="list-style-type: none"> • Use blocks, clay, and other materials to represent the natural environment 	<ul style="list-style-type: none"> • Take walks to identify and record natural vs. man-made objects • Provide accessories including people, vehicles, and small buildings in the block area to help child re-create neighborhoods • Introduce vocabulary/concepts to help child learn to protect the environment (reduce, recycle, and reuse) • Created “recycle” and “reuse” box for discarded items that can be used for projects (Ex: scraps of colored paper, ribbons) • Take a “trash walk” to clean up the playground
Working Together – Government and Communities	MM45 Develop awareness of community people, including the services and products they provide, and the skills needed to perform their jobs	<ul style="list-style-type: none"> • Pretend to be different community helpers in the dramatic play center (dress up) • Help set table before snack 	<ul style="list-style-type: none"> • Introduce vocabulary such as take turns, share, cooperate, responsibility, rules, compromise • Provide opportunities for child to participate in voting process (Ex: create class rules, games/activities, choose favorite foods)
	MM46 With support begin to develop problem solving skills	<ul style="list-style-type: none"> • Assist another child, clean up toys 	<ul style="list-style-type: none"> • Have opportunities for peer support and teamwork (Ex: pair two or more children to work on a task together)
	MM47 Help to create rules	<ul style="list-style-type: none"> • Help to develop classroom/early childhood group rules 	<ul style="list-style-type: none"> • Accessorize dramatic play area with “work uniforms,” hats, shoes/boots, and props, to pretend to be different community helpers
	MM48 Develop an awareness that people living in a family, early childhood group, or community have roles, responsibilities, and rules to help each other	<ul style="list-style-type: none"> • With support begin to problem solve solutions to problems that happen in the early childhood group (Ex: take turns or work out simple agreements using words instead of hands) 	

My Family, My Community, My World

SUB-DOMAIN	To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Working Together – Government and Communities	MM49 Perform simple tasks within the home, early childhood group, or community	<ul style="list-style-type: none"> • Help with simple chores (Ex: prepare for snack by placing napkins on the table, or replace blocks on the shelf) 	
	MM50 Participate in group decision making		
Money and Resources – Economics	MM51 Explore the concept of money, including what it is and how it is used	<ul style="list-style-type: none"> • Use pretend money in dramatic play area to buy pretend food • Trade toys while playing • Discuss where things come from (Ex: milk comes from the grocery store; the grocery store gets the milk from the cow that lives on the farm) 	<ul style="list-style-type: none"> • Provide cash register, coins, bills, and other props to create a “store” in the dramatic play area • Introduce vocabulary words such as penny, nickel, dime, quarter, dollar • Provide various uniforms in dramatic play area for child to act out jobs • Assign and chart weekly or daily jobs • Discuss different jobs that family members perform • Have child dictate or help write list of things “needed” before beginning an activity or project
	MM52 Develop an awareness that people work for money in order to provide for basic necessities, including the concept that people can trade and barter to get goods and services		
	MM53 Begin to understand how people make and consume goods and services		
	MM54 Begin to understand wants versus basic necessities		

CREATIVE EXPRESSION

The Creative Expression domain builds on the Infant/Toddler domain of Discoveries. Creative expression includes the areas of music, movement/dance, visual arts, and dramatic play. Fostering children's creativity is an essential component in children's early learning experiences. Early childhood professionals provide opportunities for active and passive participation as well as embracing the unique characteristics of each child. Children's learning in all domains is

enhanced by the integration of creative expression with the other areas of the curriculum.

The four sub-domains of Creative Expression include:

- Music
- Movement and Dance
- Visual Arts
- Dramatic Play

Creative Expression

SUB-DOMAIN	To support children's preparation for kindergarten families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child's development:
Music	CE31 Develop awareness of different musical instruments, tones patterns/rhythms and tempos	<ul style="list-style-type: none"> • Sing songs, finger-plays, and rhymes 	<ul style="list-style-type: none"> • Provide various types of CDs (Ex: classical, jazz, instrumental, vocal)
	CE32 Initiate and recall patterns, songs, rhythms, and rhymes	<ul style="list-style-type: none"> • Play rhythm instruments 	<ul style="list-style-type: none"> • Invite musical guests and/or performers
	CE33 Be exposed to music from other cultures	<ul style="list-style-type: none"> • Listen to variety of CDs, include CDs from other cultures 	<ul style="list-style-type: none"> • Lead singing experiences
	CE34 Sing a variety of simple songs in various keys	<ul style="list-style-type: none"> • Compose and recite rhymes • Clap, stomp, snap in patterns or to rhythm of music • Sing and move to <i>"If You're Happy and You Know It"</i> 	<ul style="list-style-type: none"> • Lead finger-playing experiences • Introduce and teach songs by repetition
Movement and Dance	CE35 Express through movement what is felt and heard in various rhythmic patterns	<ul style="list-style-type: none"> • Use rhythm sticks and rhythm instruments 	<ul style="list-style-type: none"> • Provide various CDs with music from different cultures for listening and moving to rhythm
	CE36 Demonstrate an awareness of different musical tempos, patterns, and beats through movement	<ul style="list-style-type: none"> • Dance to CDs with music from variety of cultures 	<ul style="list-style-type: none"> • Provide supplementary materials to use with dance (Ex: scarves, hoops, rhythm instruments)
	CE37 Gain awareness of different cultures through experiences with a variety of music and movement activities	<ul style="list-style-type: none"> • Clap, stomp, and sway to music 	<ul style="list-style-type: none"> • Invite musical guests and/or performers
	CE38 Experience and use movement to reinforce learning in other curricular areas	<ul style="list-style-type: none"> • Clap syllables for his/her name 	<ul style="list-style-type: none"> • Invite musical guests and/or performers

Creative Expression

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Visual Arts	CE39 Show interest using different art media and materials in a variety of ways for creative expression and representation	<ul style="list-style-type: none"> • Paint with different materials (Ex: paint brush, tooth brush, feather, leaf) • Sculpt with variety of materials (Ex: play dough, clay, pipe cleaners) • View examples of classic works of art • Respond to prompts (Ex: “How does this picture make you feel?”) 	<ul style="list-style-type: none"> • Provide variety of collage materials • Provide variety of sculpture materials (Ex: clay, play dough, wood) • Display artwork by creating an “art show” at child’s eye level • Provide variety of painting materials • Provide pictures of other artists’ work • Provide example of classic works of art (Ex: museum postcards, library books, old calendars)
	CE40 Plan and create original drawings, paintings, models, and other art creations using a variety of media		
	CE41 Share experiences, ideas, and thoughts about artistic creations		
	CE42 Use a variety of art materials and activities for sensory experiences		
	CE43 Express interest in and show respect for the creative work of others		
	CE44 Express experiences and feelings through a variety of artistic processes and creations		
Dramatic Play	CE45 Represent fantasy and real-life experiences through pretend play	<ul style="list-style-type: none"> • Take restaurant orders • Converse with other adults and children • Engage in pretend play by acting out stories or real-life scenarios • Dress-up and engage in imaginative play 	<ul style="list-style-type: none"> • Provide clothing, materials, and props (Ex: pots, pans, food boxes, stethoscopes, mirrors, baby dolls, baby bottles, menus, cookbooks, cash registers) • Provide various settings (Ex: doctor’s office, White House Oval Office, camp site, restaurant, and salon)
	CE46 Show imagination and creativity in play		
	CE47 Participate in adult-guided dramatic activities		
	CE48 Engage in cooperative pretend play with another child		

PHYSICAL DEVELOPMENT AND HEALTH

Physical development and health are linked to lifelong well being and provide the foundation for exploration and learning that help to build school readiness. This domain connects to and supports all of the other domains as children explore and interact with their environment. It is important for young children to be active, to explore their environments, and interact and engage with a wide range of safe materials. Children grow, develop, and learn in a predictable sequence, but at their own individual pace. When planning activities, it is important to respect the cues, interests and needs of each individual child, adapting appropriately to support successful learning. Early childhood professionals can provide daily opportunities for young children to respect, learn about and care for their own bodies as they experience and then begin to practice healthy habits, hygiene, and safety skills. As children grow, their physical development and health becomes a strong foundation for learning.

As preschoolers, children's motor development continues to offer opportunities for increasing confidence and competence as they continue to explore, learn across domains, and take more responsibility for their own health and safety. Preschool children need time and daily opportunities to engage in indoor and outdoor play so that they can develop to their full potential, ready for success in school and life. This domain connects to and supports all of the other domains as children explore and interact with their environment.

The three sub-domains of physical development and health include:

- Fine Motor
- Gross Motor
- Health Awareness and Practice

Physical Development and Health

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to :	What you might see children do:	What you can do to support a child’s development:
Fine Motor	PD31 Develop strength, small-motor control, and coordination through daily activities	<ul style="list-style-type: none"> • Shaping clay, hammering wood, using a paper punch, finger painting, stapling, cutting, using tableware, buttoning and snapping • Building with blocks, putting together puzzles, making collages, stringing beads, reproducing shapes and patterns, using scissors and developing dressing skills (Ex: buttons, snaps, zippers, buckles) • Using crayons, pencils, markers, chalk, pencils, paintbrushes, keyboard and mouse 	<ul style="list-style-type: none"> • Provide activities that strengthen hand grasp using wide variety of tools and materials, such as clay, sand, water • Provide activities to use pincher grasp, (Ex: gluing, making collages, sorting small objects using clothespins, tweezers, or tongs) • Develop manipulative learning area that includes stringing beads, interlocking blocks, magnetic boards, small blocks, puzzles, and musical instruments • Support child’s attempts to zip, button, snap and tie • Provide time and opportunities to use variety of writing and art materials • Demonstrate and provide opportunities to use scissors safely • Model writing in everyday activities • Modify activities to ensure participation of child with special needs
	PD32 Develop and use eye-hand coordination to perform a variety of tasks		
	PD33 Explore and experiment with a variety of tools		
Gross Motor	PD34 Increase strength, balance, coordination, flexibility, stamina, and control in motor activities	<ul style="list-style-type: none"> • Walking, climbing, running, jumping, hopping, galloping, pedaling, skipping, marching, and lying on stomach while doing fine-motor activities 	<ul style="list-style-type: none"> • Provide safe equipment and environments that vary in skill levels (Ex: balls, climbing equipment, slides, hoops, balance beam, tricycles, crawling, and stairs) • Modify activities to ensure participation of child with special needs

Physical Development and Health

SUB-DOMAIN	To support children's preparation for kindergarten families and programs will provide children the opportunity to :	What you might see children do:	What you can do to support a child's development:
Gross Motor	PD35 Demonstrate body and space awareness, to move and stop with control over speed and direction	<ul style="list-style-type: none"> • Moving smoothly between different surfaces, such as moving from carpet to tile or concrete to grass on playground; navigating obstacle courses; playing freeze tag or follow the leader • Navigate person space with peers • Participate in throwing, catching, kicking, bouncing balls, riding a tricycle, using slide and swings 	<ul style="list-style-type: none"> • Support child's need to be active and develop their motor skills by planning at least one hour of physical activity daily • Provide opportunities for children to engage in regular physical activity indoors (Ex: dancing, obstacle courses, beanbag toss, yoga, or stepping) • Provide activities that use only one side of the body at a time (Ex: such as hopping or standing on one foot) • Provide opportunities for activities that use both sides of the body at the same time and to cross the midline of the body (Ex: dancing, bending, twisting, stretching, balancing) • Teach new skills (Ex: skipping, throwing overhand, jumping rope, hopping)
	PD36 Develop the ability to coordinate increasingly complex movements		

Physical Development and Health

SUB-DOMAIN	To support children's preparation for kindergarten families and programs will provide children the opportunity to :	What you might see children do:	What you can do to support a child's development:
Health Awareness and Practice	PD37 Expand knowledge and respect for their bodies	<ul style="list-style-type: none"> • Play simple games like “<i>Head, Shoulders, Knees and Toes,</i>” listen to body signals of fullness and hunger in order to choose how much to eat, care for his/her body in daily routines, and learn about body parts, systems, and functions • Actively play, dance to music, run, ride tricycles, climb on playground equipment or activities that increase his/her pulse and cause breathe deeply • Independently blow nose, using the toilet, washing their hands, brushing their teeth, and coughing and sneezing into their elbows • Choosing fruits and vegetables, engaging in physical activities to builds strong and healthy bodies, identifying the purpose of advertising, and beginning to cooperate with limited screen time and rest time 	<ul style="list-style-type: none"> • Have conversations with child that show respect and appreciation for their growing abilities to keep themselves strong and healthy • Model and discuss good nutrition, health and safety practices during regular activities • Support need to move by planning at least 60 minutes of moderate to vigorous physical activity daily • Limit screen time to less than 2 hours a day, except for videos that engage children in dance, fitness and physical activity • Include time in routine schedule for building hygiene and self-help skills • Provide cooking and food preparation experiences using healthy and culturally appropriate foods, especially fruits, vegetables, and whole grains • Help child recognize individual signs of hunger, thirst, fatigue, and need for physical activity
	PD38 Engage in daily physical activity, both indoors and outdoors		
	PD39 Learn about and practice health and hygiene routines		

Physical Development and Health

SUB-DOMAIN	To support children’s preparation for kindergarten families and programs will provide children the opportunity to:	What you might see children do:	What you can do to support a child’s development:
Health Awareness and Practice	PD40 Experience and learn about healthy lifestyle practices	<ul style="list-style-type: none"> • Wash hands before eating and after using the toilet; stay safe distance from swings; be aware of traffic when crossing streets and in parking lots; know when and how to call 911; grow increasingly aware of potential risks and ways to keep self and others safe 	<ul style="list-style-type: none"> • Discuss safety rules • Use discussions, stories, puppets, and role playing to encourage child’s sense of capability for their own safety and prepare to handle emergencies • Provide classroom resources to support child’s exploration of health, nutrition, and safety issues (Ex: books, music, dramatic play props and costumes) • Modify activities to ensure participation of child with special needs
	PD41 Learn about and demonstrate safe behaviors and accident prevention		



**DELAWARE HEALTH
AND SOCIAL SERVICES**



Department of Services
for Children, Youth and
Their Families