

# Social-Emotional

## Objective 1: Regulates own emotions and behaviors

**a. - Manages feelings-** Shalai (kindergarten) tells a girl that he's not her buddy anymore, but he does not tell her why. This demonstrates an emerging ability to control strong emotions in an appropriate manner most of the time.

**b. - Follows limits and expectations-** During a small-group activity, Grace (5 years old) sits on her bottom and leaves the seeds on the tray when the teacher tells her to. This shows that Grace is able to accept redirection from adults.

**c. - Takes care of own needs appropriately-** Mee Yong (30 months) demonstrates confidence in taking care of her own needs by staying involved in the painting activity and then letting the teacher know when she was done.

## Objective 2: Establishes and sustains positive relationships

**a- Forms relationships with adults-** Kyla (4 years old) engages in personal conversation with the teacher while making bread during a small group activity. This demonstrates how Kyla has formed a relationship with an adult and shares interests with her.

**b- Responds to emotional cues-** Giovanni (4 years old) stops taking apart the legos after the other boy says "no, no". This demonstrates his concern about the feeling of others as he responds to the emotional cues.

**c. - Interacts with peers-** Jonathan (3 years old) joins two other children as they play with the wooden ramp and plays cooperatively with them for a long time. This shows that he can sustain positive interactions with a small group of children.

**d. - Makes friends-** Grace (5 years old) plays at the water table with Alexis, whom she chooses to play with often. This shows that Grace is able to play with one or two preferred playmates.

## Objective 3: Participates cooperatively and constructively in group situations

**a. - Balances needs and rights of self and others-** Grace (5 years old) gives the drill to Adam, with support and prompting from the teacher. This shows Grace's emerging ability to balance the needs and rights of herself and others.

**b. - Solves social problems-** Sara (27 months) expresses her frustration when the boys knock over the toy dishes she is using. She also looks at the teacher when she is frustrated. This demonstrates her emerging ability to solve social problems.

# Physical

**Objective 4: Demonstrates traveling skills-** Malcolm (27 months) rides on the scooter, propelling it forward with his feet. This demonstrates his traveling skills as he experiments with different ways of moving.

**a. - Walks**

**b. - Runs**

**c. - Gallops and skips**

Objective 4: Demonstrates traveling skills

Read about the Strategies for Objective 4

- Provide push toys, e.g., toy shopping carts and doll strollers, in the classroom and outside to help children who are learning to walk maintain balance.
- Provide time every day for outdoor play. Make sure there is sufficient space for running, jumping, skipping, and galloping.
- Play music during movement activities. Incorporate dances that may be familiar to families in your program. Model, describe, and suggest ways for children to respond to music by using a variety of movements.
- Use traveling movements to transition children from one activity to another. Invite children to walk slowly, quickly, sideways, or backwards.
- Provide riding toys for children to push with their feet and eventually pedal.
- Provide movement activities that involve all children actively. Avoid activities where children spend much time waiting or watching others participate.
- Include activities that have a range of appropriate ways to participate so that every child is successful most of the time.
- Use movement activities to enhance stories, e.g., encourage a wild rumpus as in *Where the Wild Things Are* or together act out *Going on a Bear Hunt*.
- Set up an obstacle course so preschool and older children can practice particular skills, e.g., hopping, skipping, running. Help children who need assistance with a skill or to be safe. Adjust the difficulty of tasks to match and slightly challenge children's current ability levels.
- Involve older children in traveling games where they start, stop, and change directions quickly, e.g., hopscotch or "Travel, Stop, Change." For "Travel, Stop, Change," call out a traveling movement (e.g., spin, jump, gallop, run). When the whistle blows, children immediately stop that movement and change quickly to the next movement called.

- Use traveling cards to direct their movements. For example, the card might indicate, “Gallop 6 steps with right foot,” “Walk backwards 10 steps,” or “Skip to the end of the sidewalk.”

**Objective 5: Demonstrates balancing skills-** Tara and Anna (both 24 months) walk along the balance beam, Tara by herself and Anna holding the teacher’s hand. This demonstrates their varying skill levels as they experiment with balancing during simple movement experiences.

**a-Sits and stands**

**b-Walks on beam**

**c-Jumps and hops**

**Objective 5: Demonstrates balancing skills**

**Read about the Strategies for Objective 5**

- Provide supervised opportunities for young infants to play on their stomachs to build strength.
- Play games with toddlers to promote balance. Place a few objects, such as beanbags, several feet away from a large bucket. Encourage the child to walk from the bucket to the beanbags, pick one up, walk back to the bucket, and drop it in.
- Modify the environment and learning experiences to accommodate a range of abilities.
- Stay close to catch or support a child if he or she loses balance. Use soft surfaces, such as rugs or mats, to help cushion falls indoors.
- Encourage children to stop, change directions, or walk up and down low ramps to promote their balance as they walk.
- Place masking tape or brightly colored yarn on the floor and encourage children to practice balancing by walking on it. Coach children about how to hold their arms out to steady themselves. Hold their hands as needed to provide support.
- Encourage twos and older children to practice walking with bean bags on different body parts, e.g., on head, shoulder, elbow, or under the chin.
- Introduce balance beam activities to twos and older children by offering a wide, low (not more than 4-5 inches off floor) beam. Have children walk with arms out to the side. Increase the challenge by having children walk forward, backward, or sideways, or walk forward while carrying a light object in their hands. Tilt the beam slightly so children can walk up or down the beam. Provide support as needed, such as holding a hand for the first few times a child walks along the beam.
- Provide opportunities for preschool and older children to practice static balance. Have children stand on one foot. Give the cue freeze when you want the children to hold their positions (for at

least 3 seconds). When they can do that, ask them to balance on the other foot or with their eyes closed.

- Create balancing cards that show animals, objects, or people in various positions. For example, you might have a stork standing on one foot, a frog squatting, a toy soldier, an airplane, a person in yoga position, etc. Children select a card and then carry out the act.

## Objective 6: Demonstrates gross-motor manipulative skills

Lucy Bea (5 months) grasps the rattle with both hands and then transfers the rattle from one hand to another. This demonstrates her gross motor manipulative skills as she grasps and releases an object.

**a. - Throws**

**b. - Catches**

**c. - Kicks**

### Objective 6: Demonstrates gross-motor manipulative skills

#### Read about the Strategies for Objective 6

- Avoid activities that encourage competition or that eliminate children from participating.
- Provide sufficient equipment for each child to participate. Include a variety of shapes, sizes, textures, and weights to encourage experimentation and active participation.
- Ensure children's safety by helping them adjust their position in space in relation to other children and objects. Some children need particular guidance about how to notice and move around other people and objects. Teach the safe use of each piece of equipment.
- Provide balls of various sizes, textures, and grips to explore. Include balls with chimes, bells, and visible items rolling inside.
- Provide opportunities for toddlers to practice releasing balls into targets such as large baskets, buckets, or a small basketball hoop.
- Use scarves or mylar balloons to practice catching. These items are easier to catch than balls because they move slowly and give children time to position themselves for a catch.
- Provide lightweight clubs or mallets and balls of various sizes for toddlers and older children to practice hitting along the ground.

- Provide equipment that is appropriate in scale. Young preschool children like to throw and catch large rubber or beach balls. Smaller, softer balls are good for kicking. Also provide yarn balls or beanbags for catching or for throwing against a wall with varying force. Use short-handled, oversized plastic or foam paddles or bats for striking.
- Make modifications for children with disabilities or who have less developed manipulative skills. Use lower targets; provide easy-to-see, bright objects to strike; or reduce the distance between the child and target. Offer balls or similar materials that are lightweight. Hang paper balls for children to hit without having to retrieve them.
- Use specific cues with individual children to help them increase proficiency, e.g., “Look at the target before you throw.” Use consistent terminology to avoid confusion.
- Provide kindergarten children with plastic cups and tennis or foam balls to practice throwing and catching skills. Increase difficulty by having children throw and catch sitting down, standing up, crouched over, or while walking.

## **Objective 7: Demonstrates fine-motor strength and coordination**

**a. - Uses fingers and hands Information** Alicia (16 months) successfully stacks cups. This shows that she is able to use her hands to manipulate small objects

**b. - Uses writing and drawing tools** Kyla (4 years old) uses a three finger grasp when holding the marker to write a note. This demonstrates her ability to use a writing tool with efficient hand placement.

# Language

## **Objective 8: Listens to and understands increasingly complex language**

**a. - Comprehends language Information** Lucy Bea (5 months) looks up at the speaker when she is talking and responds to her name. This demonstrates her comprehending language by showing an interest in the speech of others.

**b. - Follows directions** Grace (5 years old) finds her name tag and, with her mother's direction, gets the pin and pins her name on the board. This shows that she is able to follow directions of two or more steps that relate to familiar objects and experiences.

## **Objective 9: Uses language to express thoughts and needs**

**a. - Uses an expanding expressive vocabulary Information** Alicia (16 months) says a few words while she stacks cups. This shows that she is starting to use an expanding expressive vocabulary.

**b. - Speaks clearly Information** Jonathan (3 years old) speaks clearly enough to be understood by the teacher and the other children.

**c. - Uses conventional grammar Information** Grace (5 years old) directs Alexis to put the bubbles in the water as they play together at the water table. This shows that Grace is able to use three- or four-word sentences to express herself.

**d. - Tells about another time or place** Shalai (kindergarten) talks about his drawing as the teacher writes his words. His comments show that he is able to tell about another time or place.

## **Objective 10: Uses appropriate conversational and other communication skills**

**a. - Engages in conversations Information** Alicia (16 months) initiates a brief conversation with the teacher while playing peek-a-boo.

**b. - Uses social rules of language** Jonathan (3 years old) uses social rules of language during his conversation with the teacher. He makes appropriate eye contact with her, pauses in between responses, and takes turns talking.

# Cognitive

## Objective 11: Demonstrates positive approaches to learning

**a. - Attends and engages Information** Kyla (4 years old) sustains her engagement and interest in the island/Mississippi River and tries to find a solution to help the water flow through the mud.

**b. - Persists Information** Grace (5 years old) cuts magnetic fruit with Alexis until the task is complete. This shows that Grace is able to persist.

**c. - Solves problems Information** Kyla (4 years old) thinks about how to make the water go around the “island,” and considers the teacher’s comments and questions in coming up with her idea to make a track. This demonstrates her ability to think problems through and solve them.

**d. - Shows curiosity and motivation Information** Grace shows curiosity at the water table as she explores how to make the bubbles. This shows her motivation to make something happen.

**e. - Shows flexibility and inventiveness in thinking** Grace (5 years old) predicts what is inside the juggling ball and then identifies its contents when they are revealed. Her comments show that she can be flexible and inventive in her thinking

## Objective 12: Remembers and connects experiences

**a. - Recognizes and recalls Information** Alicia (16 months) demonstrates her ability to recall as she looks for the maraca where she last saw it.

**b. - Makes connections Information** Grace (5 years old) remembers the sequence of events during morning transition, finding her name and pinning it on the “Who’s Here?” chart with adult support. This shows how she remembers the sequence of routines and experiences.

## Objective 13: Uses classification skills

Annalee (4 years old) sorts buttons into two categories: those that have two holes and those that have four holes. This demonstrates her ability to classify objects into two groups.

Objective 13: Uses classification skills

Read about the Strategies for Objective 13

- Provide materials that are safe for infants and toddlers to explore by using all of their senses. As they explore objects, describe the characteristics, “That fabric is soft and bumpy” and “Your block is hard and smooth.”
- Model sorting and classifying, and provide opportunities for children to practice, e.g., prompt and model, “Let’s pick up all the toys that are trucks.”
- Play simple classification games with toddlers by gathering items that people use together, e.g., sock/ shoe, flower/vase, plate/fork, and coat/hat.
- Sing, recite fingerplays, and read books that focus on colors, shapes, machines, animals, or other categories.
- Play sorting and matching games, using materials that are familiar to the child. Think about the child’s family background, neighborhood, and community as you choose familiar materials, e.g., toys, clothing, utensils, food labels.
- As preschool and kindergarten children sort objects, name the categories and use gestures and statements to point out the similarities of the items in each group. Ask children about the groups, e.g., ask, “Why do these things belong together?”
- Provide preschool and kindergarten children with opportunities to arrange collections into groups by using various rules that you and the children make together.
- Use “mystery boxes” to help preschool children develop classification skills. Put one item into the box. Have each child ask one “yes” or “no” question about what is in the box, e.g., “Is it an animal? Is it brown? Does it have four legs?” Support children’s efforts by periodically summarizing what is known about the object, e.g., “We know it is a brown animal with four legs. What else do we need to know?”
- Record older preschool and kindergarten children’s ideas about each of two groups, e.g., cats and dogs. Ask them to find similarities between the two groups. Present their ideas in a Venn diagram.

## **Objective 14: Uses symbols and images to represent something not present**

**a. - Thinks symbolically Information** Bella (3 years old) identifies the things she draws (“It’s my eyes.” “It’s my nose.”) as she is drawing them. This shows her ability to draw something and then identify what it is.

**b. - Engages in sociodramatic play** Jonny (4 years old) takes on the role of a firefighter as he walks around the classroom in a home-made fire truck and then pretends to put out a fire with an imaginary hose. He demonstrates his ability to act out a familiar scenario.



# Literacy

## **Objective 15: Demonstrates phonological awareness**

**a. - Notices and discriminates rhyme Information** Shalai (kindergarten) generates rhyming words when he describes his picture. When the teacher points out the rhyming words and asks him if they rhyme, he says yes. This shows that Shalai is able to decide whether two words rhyme.

**b. - Notices and discriminates alliteration Information** Klaudia (5 years old) shows awareness that Klaudia, Kimberly, K-mart and kite start with the same sound. This demonstrates his ability to notice alliteration.

**c. - Notices and discriminates smaller and smaller units of sound** Johanna claps out the syllables in her name, demonstrating her awareness of separate syllables in words.

## **Objective 16: Demonstrates knowledge of the alphabet**

**a. - Identifies and names letters Information** Sam (age 5) makes and identifies a lower case “a” out of dough. This demonstrates his emerging letter knowledge

**b. - Uses letter-sound knowledge** When the teacher makes the /t/ sound several times, Shayna correctly identifies the letter T. This demonstrates knowledge of letter/sound correspondence

## **Objective 17: Demonstrates knowledge of print and its uses**

**a. - Uses and appreciates books Information** Lucy Bea (5 months) looks at the book as it is being read to her. This shows her interest in books.

**b. - Uses print concepts** Kyla (age 4) writes each line of the note, starting on the left and moving to the right and going from the top of the page to the bottom. This shows her knowledge of print concepts and the direction to follow when reading and writing.

## **Objective 18: Comprehends and responds to books and other texts**

**a. - Interacts during read-alouds and book conversations Information** While the teacher reads Goldilocks and the Three Bears, Jonathan (3 years old) re-enacts a familiar scene from the book. This shows that he is able to interact during read-alouds.

**b. - Uses emergent reading skills Information** Taylor (4 years old) uses emergent reading skills to correctly identify Franky’s name on the mail.

**c. - Retells stories Information** Jonathan (3 years old) successfully re-enacts an extended scene from Goldilocks and the Three Bears and recites his lines at the right time. This shows that he is able to retell familiar story in the proper sequence.

## **Objective 19: Demonstrates emergent writing skills**

**a. - Writes name Information** Aniyah (4 years old) writes her name using letter strings with some letters written correctly. This demonstrates her emergent writing skills.

**b. - Writes to convey meaning** Jonathan (3 years old) makes a sign using controlled linear scribbles and then tells the teacher what it says.

# **Mathematics**

## **Objective 20: Uses number concepts and operations**

**a. - Counts Information** Shalai (kindergarten) correctly counts the number of children in the group while waiting for the teacher to hand out seeds.

**b. - Quantifies Information** Savannah (3 years old) recognizes the set of 3 dots on the dice without having to count each one and says, "Three!". This demonstrates her ability to recognize and name the number of items in a small set

**c. - Connects numerals with their quantities** Jonathan (3 years old) recognizes the numerals 1, 2, and 3. This shows that he is able to recognize and name a few numerals.

## **Objective 21: Explores and describes spatial relationships and shapes**

**a. - Understands spatial relationships Information** Jonathan (3 years old) follows the teacher's instructions to line up the bottle caps in a column. This shows that he is able to follow simple directions related to proximity.

**b. - Understands shapes Information** Piper (3 years old) matches shapes to the corresponding spaces on the shape cube. This demonstrates her ability to match identical shapes.

**Objective 22: Compares and measures** Jonathan (3 years old) is stacking the cups, determining which cup can fit inside another based on size. This demonstrates his emerging ability to compare and order a small set of objects.

### **Objective 22: Compares and measures**

#### **Read about the Strategies for Objective 22**

- Take advantage of daily opportunities to talk about comparing and measuring. Extend children's visual comparisons of length, height, weight, and area. For example, when children debate about who found the longest rope or who has the biggest leaf, encourage them to compare by laying them side by side or placing one on top of the other.

- Provide many opportunities for children to measure using non-standard measures. For example, offer plastic snap cubes, plastic chains, paper clips, blocks, paper strips, straws, plastic cups, or large spoons. Encourage children to think of other materials they can use to measure.
- Plan activities that allow children to compare measuring with non-standard and with standard measures. For example, make a small batch of play dough using cups and spoons from dramatic play. Make another batch using standard measuring cups and spoons. As children compare the products, guide them to discover the advantages of standard measuring tools.
- Encourage children to use measuring tools in their own ways during measurement activities and during dramatic play. Model the conventional use of measuring tools during class activities. Explain tools and methods as you engage in real measurement activities. Use measurement vocabulary to describe the process.
- Offer a variety of standard measuring tools for children to investigate and use. Include rulers, yardsticks, measuring tapes, thermometers, balance scales, measuring cups, and centimeter grid paper.
- Use estimation vocabulary. Use words such as about, approximate, nearly, almost, and close to in the context of real-life situations. Encourage children to check their estimations by measuring.
- Involve older preschool and kindergarten children in using recipes and measuring tools to make their own snacks independently.
- Provide opportunities for kindergarten children to compare and record how much something will hold (capacity). For example, use a snack-size zip bag and see how many snap cubes, bottle tops, or counting bears it will hold when full. Have children record and compare their results.

## **Objective 23: Demonstrates knowledge of patterns**

Lakita (5 years old) creates a structure that includes several simple repeating patterns.

### **Objective 23: Demonstrates knowledge of patterns**

#### **Read about the Strategies for Objective 23**

- Identify patterns in daily routines. For example, you might say, “Every day we follow the same pattern. After choice time, we have cleanup, then snack, then story.”
- Call attention to patterns in the environment. For example, you might say, “Magnus, you have a pattern in your shirt: blue stripe, red stripe; blue stripe, red stripe; blue stripe, red stripe...” or “Sai, you made a pattern with your blocks: up, down; up, down; up, down...”

- Support children as they copy and extend patterns. Begin with simple repeating color patterns. Use objects that are identical except for their color. Progress to shape patterns where objects are the same color, same size, but vary in shape. Continue by using same-colored, same-shaped, but differently sized objects. Encourage children to repeat their patterns at least five times.
- Describe patterns with words, sounds, movements, and objects rather than with letters. Using letters, e.g., ab, abb, abc patterns, can be confusing to children who are learning letters and their sounds.
- Encourage children to talk about and identify patterns. For example, children can become “pattern detectives” as they describe and represent patterns they identify in the environment. Include their discoveries in a class book titled, Patterns Discovered by Our Class.
- Read patterning stories and verses. For example, Mrs. McTats and Her Houseful of Cats (Alyssa S. Capucilli), The Napping House (Audrey Wood), and The Relatives Came (Cynthia Rylant) are books that include patterns that can be acted out by children.
- Encourage kindergarten children to compare patterns and to find similarities and differences among them. For example, two patterns may use the same colors, but one is a yellow, green; yellow, green; yellow, green pattern and the other is a yellow, green, green; yellow, green, green; yellow, green, green pattern.
- Have kindergarten children create growing patterns using materials such as small cube blocks, stacking cubes, or linking chains. They can represent their patterns through drawings.

# Science and Technology

## **Objective 24: Uses scientific inquiry skills Information**

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Read about the Strategies for Objective 24

- Model focused observation by showing curiosity about things in the environment, observing intently, using multiple senses, and calling attention to details. For example, when children wonder in what part of the tank a fish usually stays, encourage them to observe to find out. Involve the children in making a chart to record their observations.
- Support children as they practice scientific inquiry. Use scientific terms like observe, hypothesize, predict, and estimate. Guide children as they revisit and extend their investigations. For example, you might document their inquiry with photographs taken with a digital camera. Help children to think about their experiences, talk about the strategies they used, and analyze and synthesize the information they collected. • Help children connect new discoveries to what they already know. For example, compare children's drawings before and after a field trip. Ask openended questions such as, "How is this magnet like/ different from the magnet we used last week?"
- Conduct in-depth investigations with preschool and kindergarten children, using living things, objects, and materials from the local environment. Encourage children to communicate their discoveries in multiple ways. For example, they might draw, dictate, write, take photos, dramatize, make models, or graph their findings. Support children's use of explanatory language as they talk about their discoveries.
- Support kindergarten children as they record their scientific predictions and observations in their science notebooks or journals. For example, they might predict what will happen over time to the pumpkin they picked from their garden, how tall the tomato plant will grow, or what will dissolve in water. Children can record their observations using a digital camera, drawings, and/or writing and then report and discuss their findings.

## **Objective 25: Demonstrates knowledge of the characteristics of living things Information**

Objective 25: Demonstrates knowledge of the characteristics of living things

Read about the Strategies for Objective 25

- Include opportunities for children to care for living things. For example, they might care for a pet fish or grow a small garden in the play yard. Discuss what living things need to grow and stay healthy.

- Provide opportunities for children to observe the life cycle of living things. For example, they might observe the life cycle of a frog and record changes that occur by drawing pictures or taking photographs.
- Sing, recite fingerplays, and read stories about how living things grow and change.
- Go on nature walks to look for worms, ladybugs, roly-polies (pill bugs), grasshoppers, or other living things to observe. Use magnifying glasses to get a better look.
- Use correct terminology when discussing living things. Use words like germinate, sprout, bud, or stalk when talking about plants. Use words like habitat, camouflage, herbivore, antennae, or predator when talking about animals.
- Help children understand animal behavior. After observing and talking about specific behaviors, encourage children to act like their favorite animals. For example, they might dramatize how cats stalk, preen themselves, or play.
- Encourage children to categorize living things. They might group according to appearance, behavior, or whether things are plants or animals. Have children explain their classifications.
- Guide kindergarten children to look up information on the Internet about the habitats or environments of different animals and to record findings in their science journals.

## **Objective 26: Demonstrates knowledge of the physical properties of objects and materials Information**

Objective 26: Demonstrates knowledge of the physical properties of objects and materials

### Read about the Strategies for Objective 26

- Use everyday activities as opportunities for children to learn about the physical properties of objects and materials and the natural forces that affect them. Talk about what children observe throughout the day. For example, when children paint with water they learn about evaporation. When they cook, they learn about changes that occur in matter. When they push trucks up a ramp or move boats in water, they learn about how objects can be moved in space.
- Use appropriate vocabulary to describe phenomena. Use words like sink, float, dissolve, melt, absorb, adhere, attract, repel.
- Offer a variety of substances for children to explore and learn their characteristics. Include objects made from metal, wood, plastic, and paper.
- Plan experiences where children can observe changes in the physical properties of objects and materials. For example, leave an ice cube outside in the sun and observe as it becomes a liquid. Mix different materials in water to see if they dissolve.
- Repeat experiences often so children can extend their understandings. For example, use different bubble solution recipes. Offer different materials for children to use as bubble wands.

Encourage them to compare their new experiences with what they learned from previous experiences.

- Make charts and/or graphs about the physical properties of objects and materials. For example, children might explore concepts such as absorb/ repel, sink/float, hot/cold, or rough/smooth.

## **Objective 27: Demonstrates knowledge of the Earth's environment Information**

### **Objective 27: Demonstrates knowledge of the Earth's environment**

#### **Read about the Strategies for Objective 27**

- Investigate properties of rocks, soil, and water. For example, children may dig in the dirt, explore puddles, or examine rocks of different hardnesses and talk about their discoveries.
- Point out changes you notice in the environment. For example, you might look out the window during diaper changing and say, "It's snowing outside. Soon the ground will be covered with white snow."
- Use collections of natural objects to help children learn more about the environment. For example, children might collect rocks, shells, leaves, or pinecones and group them by characteristics such as size, color, shape, or texture.
- Observe the Earth's environment during different times of the day and different times of the year. For example, observe the sky at different hours. Talk about what the children see. Go on nature walks at different times of the year. Document and discuss how things are the same and different during each visit.
- Use words such as evaporation, condensation, atmosphere, windy, overcast, partly cloudy, environment, recycling, pollution, and litter when talking about the Earth's environment.
- Recite fingerplays, sing, and read seasonal or weather-related books. Compare and contrast the information in books with the current season and weather.
- Go on a litter hunt. Talk about the appropriate place for various kinds of litter (recycling bin or trash can) and how children can help to keep the Earth's environment clean.
- Observe shadows during different times of the day. Measure and compare how they are alike and different.
- Involve older children in making their own recycled paper. Tear scraps of construction paper and put them in a blender with water. Blend and then pour the solution through a rectangular mesh screen. Spread so that the liquid drains and the pulp is left on the screen. During the process, talk about changes that occur. Let the pulp dry for several days, and then use the recycled paper for writing or drawing.

## **Objective 28: Uses tools and other technology to perform tasks**

### **Information**

#### Objective 28: Uses tools and other technology to perform tasks

#### Read about the Strategies for Objective 28

- Offer a variety of tools and other technology for children to use during explorations. For example, you might offer ramps, pulleys, water wheels, egg beaters, and magnets for children to explore their physical world. Include magnifying glasses, tape recorders, and a digital camera as children study living things. Offer sifters, balance scales, plastic thermometers, or rain gauges as they explore the Earth's environment.
- Encourage children to try different tools to accomplish a task. Have them evaluate and compare the results.
- Talk with children about how tools and other technology are used in daily living. For example, you might say, "The hearing aid helps Benny hear what others are saying," or "The mixer helps Mrs. Horton stir the ingredients together to make bread."
- Model technology applications in daily activities. For example, check the weather forecast for the day or look up information about ants on the Internet.
- Demonstrate the appropriate use of tools and other technology, emphasizing safety and proper care. For example, show children how to navigate a software program or operate a digital camera.
- Provide discarded items for children to take apart and find out what is inside or how they work. For example, offer record players, radios, clocks, or telephones. Remove the electrical cord and other unsafe parts before children explore. Offer different sizes and kinds of screwdrivers, pliers, and other tools. As they take these and other things apart, they discover pulleys, magnets, levers, springs, and circuit boards. Remind children not to take things at home apart unless they are given permission.
- Support older children as they write and illustrate stories using simple word processing programs, computer art programs, and digital cameras.
- When children find an interesting object outdoors, e.g., rock, fur, pine needles, dandelion helicopters, get them to observe it carefully with their naked eye and then draw what they see. Provide magnifying tools, e.g., magnifying glass, scope on a rope, microscope, jeweler's loupe, for closer study, and discuss how the magnifying devices made their observation better. Have children draw the object again and compare and discuss their drawings.



# Social Studies

## Objective 29: Demonstrates knowledge about self Information

### Objective 29: Demonstrates knowledge about self

#### Read about the Strategies for Objective 29

- Offer multiple ways for children to express their individuality and preferences. For example, they might communicate their ideas and feelings through painting, drawing, storytelling, song, or dance.
- Encourage children to recognize their unique characteristics as well as characteristics they share with others. For example, use transition times to call attention to similarities and differences by saying, “If you have curly hair, you may go to the rug.”
- Use photographs of children involved in classroom activities. Display photos in accessible places so children can refer to them throughout the day. For example, place individual photos in a basket or on rings for children to use during art or writing activities. Create charts or graphs showing children’s likenesses and differences (eye color, hair, favorite class activity). Make puzzles using different class pictures.
- Create short stories about children in the class. Take photographs of each child involved in daily activities. Write a short sentence or two about what the child is doing. Make the books accessible during the day. Send them home so children can share them with family members. Encourage kindergarten children to create their own short stories about their daily school activities.
- Encourage families to share traditions, songs, games, or special stories they read at home with their children.
- Include materials that demonstrate awareness of differences among children in the program. For example, include various shades of skin tone paint, crayons, markers, and construction paper. Offer dolls that represent different ethnicities, props, musical instruments, puzzles, books, and other materials that recognize diversity.
- Support the home languages of children in your program. For example, learn a few words in the home languages of the children. Write children’s names, hello and goodbye, or names of familiar objects in English and in the home languages. Involve children and families in the process.
- Help older preschool and kindergarten children to learn their full names, addresses, and phone numbers.
- Guide older children to illustrate and write books about themselves. Topics might include “My Family,” “Things I Like to Do,” “Foods I Like to Eat,” or “Places in My Neighborhood.” Teachers can take dictation for younger children or children who cannot write.

## **Objective 30: Shows basic understanding of people and how they live** **Information**

Objective 30: Shows basic understanding of people and how they live

Read about the Strategies for Objective 30

- Include puzzles, block people, props, and other materials representing a range of jobs and cultures. As children play, comment on the tools people use in their jobs.
- Take frequent walks in the neighborhood. Help children notice the patterns of life and work as they see people going about their daily activities. For example, they might see street vendors selling their wares, roofers repairing a roof, a delivery person delivering a package, sanitation workers collecting trash, or a bus driver picking up passengers.
- Take trips to visit workplaces in the community. Before the trip read books, introduce new vocabulary words, and discuss what children might see. During the trip ask workers to demonstrate and talk about what they do. Point out how people work together. Follow up trips by talking about the experience, adding new materials to support play, or documenting through art, writing, or making maps.
- Support older preschool and kindergarten children in interviewing people in the school, program, and community to learn more about their jobs. Guide children as they generate questions. For example, they might ask, “Why do you wear a uniform?” or “What tools do you use to do your job?”
- Help children expand their understanding of how children and families in other places are alike and different from themselves. For example, create e-mail partners with children in another part of the country or world. Guide children as they share information about themselves and generate questions to ask.
- Develop a “pen-pal” relationship with a kindergarten class in another part of the country. Share information through photographs, drawings, and writings about the activities in which the children in the class are involved or community activities that are particularly meaningful to them.
- Include books that show people from other cultures or people in unfamiliar jobs dealing with issues or doing things that are similar to the issues and activities

## **Objective 31: Explores change related to familiar people or places** **Information**

Objective 31: Explores change related to familiar people or places

Read about the Strategies for Objective 31

- Use children in the class to demonstrate change over time. For example, have children place photos of themselves and their friends at different ages in a series from youngest to oldest. Create scrapbooks of each child's life. Include photographs, art, dictations, notes, or other artifacts about important events and accomplishments. Talk about changes over time.
- Take photos of children engaged in the same activity or in the same location during different times of the year. Discuss changes the children notice.
- Provide opportunities for children to recall family memories or events in the community. For example, children might tell a story about something that happened when they were babies or make collages that illustrate a recent visit to grandparents.
- Involve grandparents or other senior citizens in the program. For example, ask them to tell simple stories of what life was like when they were young. Support children to generate interview questions as they talk with elders. They might ask, "What did you like to play when you were little?" or "What was your favorite fruit when you were little?" or "What is your favorite fruit now?"
- Display photographs of buildings in the community. As the year progresses, look for changes that occur. For example, children might notice that a building was painted or another had a "Going out of business" sign in the window. Talk about the changes and about what may have contributed to the changes.
- Avoid spending long periods on "calendar time" activities. Use calendars with preschool and kindergarten children in ways that are meaningful and functional. For example, you might mark special upcoming events at the beginning of the week or month. Indicate special recurring events such as, every other Thursday an elder volunteer reads a story. Indicate daily jobs such as who feeds the pet. Show what group project was completed. Involve children in determining what should be marked on the calendar and ways to do it.

## **Objective 32: Demonstrates simple geographic knowledge**

### **Information**

#### Objective 32: Demonstrates simple geographic knowledge

#### Read about the Strategies for Objective 32

- Invite children to build, construct, or create various geographic landscapes. Provide materials to support their ideas. For example, you might offer sea shells, large rocks, or grasses for children to use in the sand and water table as they create mountains, the sea shore, or rivers and levees.
- Take walks in the neighborhood. Take photos of landmarks that children can use to create representations of their immediate environment. For example, you might take a picture of a nearby bridge or a hill or large mountain seen from the play yard. Attach photos with laminating paper onto blocks for children to use in block play.

- Support children as they create maps of familiar places. For example, provide chalk and encourage children to make a map of the play yard on the concrete. Offer blocks and landscape toys for children to make a map of the classroom.
- Read books and plan activities that focus on a variety of geographical regions. For example, after reading *Make Way for Ducklings* (Robert McCloskey), support children to work together to create a mural or diorama of the pond and island where the ducklings went to live.
- Use children’s personal travels as a springboard for discussion of other places. With younger children, talk about possible landmarks such as a lake or tall mountain. With older preschool and kindergarten children, refer to the city and state, and locate children’s travels on a map or globe.
- Assist older children in creating a “Where does it come from?” web or diagram. For example, kindergarten children might study how the milk they have a school gets to the cafeteria. They might use observation, books, the Internet, and interviews to help them get the needed information.

## The Arts

### **Objective 33: Explores the visual arts Information**

Objective 33: Explores the visual arts

#### Read about the Strategies for Objective 33

- Offer diverse, open-ended materials for children to explore. Include materials with different patterns, textures, and colors.
- Encourage children to explore various art media, tools, and processes. Provide opportunities to draw, paint, print, stitch, sculpt, photograph, and make collages.
- Encourage children to use various media to express their ideas. For example, they may represent the ideas expressed in a drawing by using blocks or collage materials.
- Incorporate technology. For example, offer drawing and painting software. Provide a camera. Invite children to paint while listening to different types of music.
- Encourage close observation as part of creative work. Model the examination of objects from different angles before drawing. Show children how to look from time to time to compare their drawings with the object, and to check when finished to see if anything else needs to be added.
- Demonstrate manipulative skills and how to use and care for art materials. For example, model how to cut and how to wipe a paintbrush on the edge of the cup.
- Display children’s art creations attractively and prominently in the room, as much as possible at children’s eye level. Show collaborative as well as individual work. Remove displays before the room becomes cluttered or when children lose interest.

- Talk about art techniques used by illustrators. For example, after reading books by Leo Lionni, discuss how he uses torn paper collage in his illustrations. Offer materials for children to experiment with and encourage them to try new techniques.
- Invite family members or local artists to share their work with the children. Get them to talk about the materials, tools, and techniques they use to create their work; how their work has changed over time; and if and where they display or sell their art.
- Ask open-ended questions that invite children to think about their creations and why they made particular choices. Take photos of their work, and record or audiotape their explanations.
- After exploring various art media, provide kindergarten children with opportunities to classify photographs of art by its medium. For example, they might sort photographs of clay sculptures, wood sculptures, fabric collages, mixed media collages, line drawings, and paintings into piles.

## **Objective 34: Explores musical concepts and expression Information**

### Objective 34: Explores musical concepts and expression

#### Read about the Strategies for Objective 34

- Include music and movement experiences and activities throughout the day. Use musical activities as you transition children from one activity to another. Include songs or movement activities as part of most large-group activities. Sing or use musical instruments during outdoor activities.
- Encourage children to make up new lyrics and actions to familiar tunes or to create their own songs. Include software that enables children to create tunes.
- Personalize songs. For example, sing the child's name or the name of a favorite food.
- Create songbooks or song charts with pictures to illustrate songs children frequently sing.
- Play a variety of music. Offer different genres, such as jazz, country, classical, or rock and roll. Include music that inspires children to move quickly (polka) or slowly (lullaby). Discuss differences and how each type of music makes them feel.
- Include songs and lullabies from many cultures. Teach children songs that are familiar to their families so they can sing them together.
- Encourage children to focus on particular musical elements through your comments and questions. Use words such as pitch (high, low, up, down); rhythm or beat (steady, fast, slow); volume (loud, soft); and duration (long, short).
- Provide a variety of musical instruments from various cultures for children to explore.

- Involve children in making their own musical instruments. Encourage them to explore sounds by modifying their instruments. For example, compare the sounds of empty coffee can drums to those of drums with water in them.
- Invite musicians to bring instruments. Have them play and talk about their instruments.
- Transform the Dramatic Play area into a musical stage or recording studio. Include musical instruments, a toy microphone, an audio recorder, and other appropriate props.
- Make printed music available to children. Support older preschool and kindergarten children's experimentation with musical symbols and notations. For example, provide staff paper for beginners and encourage children to "write" music. Encourage children to "read" their music and to perform by singing or playing an instrument. Audiotape their creations.

## **Objective 35: Explores dance and movement concepts Information**

### Objective 35: Explores dance and movement concepts

#### Read about the Strategies for Objective 35

- Encourage children to participate in various creative movement activities. For example, they might move like an elephant, a swan, falling leaves, a kite, a windstorm, or growing plants.
- Model movements and invite children to join you. Suggest new movements and techniques or ways to combine different actions.
- Use pretend imagery. Have children first imagine the movement and then carry it out. For example, they might close their eyes and imagine reaching for a small bird in a tree, and then they carry out the movements they envisioned.
- Use objects and props to help children focus. For example, use a blue mat as a pond and have children leap over the pond as if they were deer, rabbits, or frogs.
- Provide space and materials for dance and movement activities indoors and outdoors. Use large open spaces to support their exploration of movement and direction. Use small spaces for isolated movement and specific patterns. Offer streamers, ribbons, scarves, balloons, blankets, or parachutes.
- Use vocabulary that supports children's understanding of movement concepts. Describe how their bodies move in space (fast, slow, heavy, light). Tell where their bodies can move (forward, backward, low, middle, high, straight, curved, zigzag). Describe the relationship of their bodies to other people or objects (near, far, leading, following, mirroring, together, apart).
- Ask movement experts to visit. For example, invite a member of a dance troupe to demonstrate dance techniques and how to control body movements.
- Watch videos that show examples of a wide variety of dances in other cultures. Take children to see a children's ballet or other dance performance.

- Involve children in designing and making scenery or stage sets for performances.

## **Objective 36: Explores drama through actions and language**

### Objective 36: Explores drama through actions and language

#### Read about the Strategies for Objective 36

- Extend the play of children by encouraging additional scenarios. Provide a variety of props for the exploration of different roles.
- Extend children's play by helping them to see a range of actions, solutions, and possibilities. Provide opportunities to act out different characters and feelings. For example, have children make angry, fierce, sad, joyful, kind, and brooding faces. Provide an imaginary bag with imaginary costumes and have children use them in their play.
- Provide verbal prompts to support children's dramatizations. For example, to help children get started you might say, "Act as though...", "Imagine you are...", or "Once there was a..." To help them continue, say, "Then what happened?" or "What happened next?" To help them close, you might prompt, "How did it end?" or "What happened last?"
- Invite children to dramatize stories you read. Read the story, calling attention to the setting, mood, characters, and plot. Provide puppets or other props for children to use to enact the story. Read the story a second time, pausing so children can act out the various parts.
- Invite children to act out familiar stories such as Caps for Sale.
- Encourage children to build scenery and props for dramatization. For example, they might create houses to act out The Three Little Pigs or make masks to dramatize The Three Billy Goats Gruff.
- Encourage children to dictate stories to act out later. Send copies of stories home for children to enact with their families.
- Attend a children's theater performance or arrange for a mime, actor, or storyteller to visit.
- Provide opportunities for children to try different theater roles. For example, they might be the writer, actor, director, designer, or audience member. Support them as they develop knowledge and skills in the use of props, movement, pantomime, sound, speech, character, and storytelling.