

Arkansas Early Childhood Education Framework Handbook For Three & Four Year Old Children 2013



ARKANSAS DEPARTMENT OF
HUMAN SERVICES



Division of Child Care and
Early Childhood Education

Framework:

A document containing the necessary components to shape and guide the design and development of quality early childhood education programs.

ARKANSAS
EARLY CHILDHOOD EDUCATION
FRAMEWORK HANDBOOK
FOR THREE AND FOUR YEAR OLD CHILDREN

Developed by

The Early Childhood Education Task Force

of the

Arkansas Early Childhood Commission

2013
Revision

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PREFACE

The *Arkansas Early Childhood Education (AECE) Framework Handbook* is a guide for early educators. The term *framework* is used in the field of education to describe an overall outline. The purposes of this document are:

- to shape and guide quality programs in early childhood education,
- to guide the growth and development of children through a successful transition to a kindergarten curriculum based on the K Frameworks,
- to assist in the design and development of curricula for three and four year old children, and
- to provide an assessment method through the use of the Developmental Rating Scale.

The *AECE Framework Handbook* contains three sections:

Section I: *Arkansas Early Childhood Education Framework for Three and Four Year Old Children*

Section II: *Benchmarks with Strategies and Activities for Three and Four Year Old Children*

Section III: *Developmental Rating Scale for Three and Four Year Old Children*

A review of the history of the development of the *AECE Framework* is helpful to understanding its development.

- 1991** As a result of Act 236 in 1991, curricula frameworks were to be developed at the state level and used by local school districts to develop curriculum guides for K-12.
- 1995** *AECE Framework* was developed when the Arkansas Early Childhood Commission was part of the Department of Education. A task force of more than 30 educators was appointed by the Arkansas Early Childhood Commission. A framework was needed at the preschool level to guide curriculum.
- 1996** Arkansas Early Childhood Education Framework (Section I) was completed, accepted and published by the Department of Education.
- 1997** Arkansas Early Childhood Commission became a part of the new Division of Child Care and Early Childhood Education.
- 1998** *Benchmarks* (Section II) and *Developmental Rating Scale* (Section III) were developed by a work group. The work group was careful to use the original *AECE Framework* (Section I) as the foundation of the document as it was expanded into three sections.
- 1999** Sections I, II and III are combined into one document and published.
- 2004** *The AECE Framework* was revised slightly with the addition of phonological awareness and was published as the *Arkansas Early Childhood Education Framework Handbook 2004*.
- 2013** New and revised Benchmarks were added to the Benchmark Summary Table. The *Arkansas Early Childhood Education Framework Handbook* was edited to reflect the new and revised Benchmarks.

The *AECE Framework Handbook* was developed by Arkansas educators who are widely recognized throughout the state for their professional contribution, insight, experience, and quality of work in Early Childhood Education. This document contains up to date information about curriculum, strategies, and assessment in developmentally appropriate quality early childhood education programs. The *AECE Framework Handbook* is a user-friendly guide which will assist early educators in the development of local programs.

Kathy Stegall, Program Support Administrator
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GLOSSARY OF TERMS

This Glossary of Terms contains words which are used in a special sense in the *Arkansas Early Childhood Education Framework Handbook*. These terms are intended to assist the user in understanding the intent and purpose of the content in the *Handbook* rather than to restate a dictionary definition. The bolded terms in Section II are words that are defined in the glossary.

Aesthetic learning — The development and demonstration of an appreciation of the arts.

Attribute blocks — Blocks in five geometric shapes, three colors, two sizes and two thicknesses that provide children with opportunities to sort, classify and match.

Classification — The ability to recognize likenesses and differences between objects and to group them accordingly. For example by common characteristics such as color or shape.

Concepts about print (CAP) — Concepts appropriate for three and four year old children about the different ways that print works which include the following: directionality (that readers and writers move from left to right and top to bottom); spacing (used to separate words); recognition of words and letters; connection between spoken and written language; and understanding the function of punctuation.

Concrete materials — Any physical object that can be touched.

Curriculum — Experiences and activities that provide and meet children's needs and stimulate learning in all developmental areas: creative, physical, social, emotional, and intellectual.

Early childhood benchmark — A level of performance that can be supported through observations, descriptions and documentation of a child's performance or behavior, and by samples of a child's work. Some educators may also refer to these as *learner outcomes*.

Element — A basic part or principle of something.

Embedded — Established, firmly fixed in practice.

Environmental print — Print and other graphic symbols, in addition to books, that are found in the physical environment, such as street signs, billboards, television commercials, building signs, etc. Note: Environmental print affords opportunities for learners in early phases of emerging literacy to discover and explore the nature and function of graphic symbols as conveyors of meaning, even when they are not able to read in a formal sense.

ESL — English as a second language.

Expressive language — The ability to communicate verbally and nonverbally.

Fine motor skills — The ability to use the small muscles of the hand to manipulate materials in the environment. For example, stringing beads or working a puzzle.

Framework — A document containing the necessary components to shape and guide the design and development of quality early childhood education programs.

Gross motor skills — The ability to use the large muscles of the body, the arms, legs and torso to control body movement such as bending, walking and throwing.

Inclusive — Nurturing and providing for the needs of all children.

Independent reading — Children select books on their own, usually in the library center, and imitate reading. Usually they *picture read*. They may read to another child or to a stuffed animal.

Language experience approach (LEA) — The process whereby the teacher writes children’s dictated experiences, thoughts and ideas. The teacher records exactly what each child says and reads it back to the children with them participating in the activity. For example, after a field trip the children might dictate a sentence telling what they like about the experience or what they learned.

Learning centers/activity areas — A system for organizing the environment so that related materials are placed in a specific area of the classroom. For example, all materials children use for art are located in an area designated as the *Art Center*.

LEP (Limited English Proficiency) — One whose ability to understand and use English is limited, especially one from a home where English is not spoken or where English is used as a second language.

Manipulative materials — Hands-on, concrete materials that are used to develop a concept. For example, two piece number/numeral puzzles or colored pegs and peg boards.

Modeled writing — The teacher demonstrates his or her own writing process by thinking out loud and writing a real piece as children listen and observe. For example, the teacher writes a brief note about classroom activities to send home to parents.

Modeling — Setting an example to be followed.

Number — How many. For example, three bears.

Numeral — The symbol for how many. For example, 3 is a symbol for three items, such as three bears.

One-to-one correspondence — The process of pairing of items or objects. For example, a cup for every child at the table.

Open-ended questions — Questions that have no right or wrong answer.

Open-ended/unstructured materials — Materials such as play dough and unit blocks, that children can use independently and play with in their own way.

Parquetry blocks — Wooden or plastic blocks, several inches in size and of varying colors and shapes such as squares and triangles.

Patterning — The process of creating repetitions such as a clapping pattern.

Phonological awareness — The ability to recognize spoken words as a sequence of sounds. Phonological awareness refers to the whole spectrum from primitive awareness of speech sounds and rhythms to rhyme awareness and sound similarities.

Portfolio — A collection of representative samples documenting children’s progress over a period of time.

Problem solving — The process of identifying a problem or a goal, generating ideas to solve the problem or reach the goal, and testing and analyzing solutions.

Prop box — A collection of materials relevant to a particular theme, such as doctor’s office, usually placed in the home living center to promote dramatic play.

Rating Scale — A tool used to document an individual child’s developmental progress over an extended period of time.

Read aloud — The teacher reads a story to three and four year old children, modeling proficient, fluent reading for the purpose of promoting enjoyment of the story and/or appreciation of literature.

Receptive language — The ability to understand verbal and nonverbal communication.

Sequencing — The process of putting things in order (ordering). For example, by size.

Shared book — A method in which children ages three and four and the teacher read together. The teacher reads from an enlarged text (big book) a predictable story with pictures closely related to print. As she reads, children are able to see the print and illustrations and are free to participate in the process.

Spatial relations — The ability to make logical connections about surroundings and the objects in them. For example, using a hoop or ring, a child is able to follow directions such as “walk *around* the circle” or “step *inside* the circle.”

Storytelling/retelling — The teacher tells a story, sometimes using related props, and involves the children in retelling the story, sequencing the major events.

Strand — Any part of something bound together to form a whole.

Talk pictures — Pictures of interest to children that can be used to stimulate them to talk, to develop vocabulary and to explore concepts.

Temperament — A person’s nature or customary frame of mind; personality.

Transitions — Activities such as songs and fingerplays used by teachers to move children from one activity to another. For example, from circle time to outdoors.

Unit blocks — Wooden blocks ranging in size proportionally from a few inches to several feet.

Visual discrimination — The ability to see likenesses and differences. This skill is necessary for reading.

SECTION I

Arkansas Early Childhood Education Framework For Three and Four Year Old Children

Framework:

A document containing the necessary components to shape and guide the design and development of quality early childhood education programs.

ACKNOWLEDGMENTS

The Arkansas Early Childhood Education Framework was developed by the Early Childhood Education Task Force, appointed by the Arkansas Early Childhood Commission to develop a document to guide the design and development of local early childhood education programs. The project was supported by funds from the Commission and facilitated by Steele and Associates, 8017 Ascension Road, Little Rock, AR 72204.

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INTRODUCTION

The passage of Act 236 in 1991 had a profound impact on education in Arkansas, redirecting and refocusing reform efforts which had begun in the mid 1980's. One of the most significant changes resulting from this Act was the requirement that curriculum frameworks be developed at the state level and used by local districts to develop curriculum guides to meet the needs of their students.

Presently, local school districts have access to curriculum frameworks in the core content areas which span grade levels from kindergarten through grade twelve. Until now, nothing has been available from the state to assist educators of three and four year olds in the designs of early childhood curricula. Nor has there been a document to guide the growth and development of children through a successful transition to a kindergarten curriculum based on the K-12 frameworks. This document seeks to address that void. It contains a mission, essential elements, and developmental learning strands which should be evident in quality early childhood education programs. It includes vignettes (examples) illustrating various learning strands, addresses related issues such as assessment and professional development, and incorporates a glossary of significant terms and concepts.

Like the K-12 Arkansas Curriculum Frameworks, this framework should be used to shape and guide, not dictate, quality programs in Early Childhood Education. It is presented with the belief that local administrators, teachers and caregivers are best suited to make decisions which directly affect the children and families they serve.

What these decision makers need is a thoughtfully designed, concise document containing state of the art information about quality early childhood education programs. Such a document should be a clear, user-friendly guide to assist educators and caregivers in the development of local programs. This framework seeks to meet that requirement.

The **Early Childhood Education Framework** was developed by more than thirty educators from Arkansas, selected by the Arkansas Early Childhood Commission. These individuals are widely recognized throughout the state for their professional contribution, insight, experience, and the quality of their work in Early Childhood Education. The Commission and members of the Task Force invite your comments and suggestions as this documents is used at the local level.

MISSION

The mission of Early Childhood Education Programs, in collaboration with family and community, is to provide learning opportunities that promote growth of the whole child. In recognition of individual uniqueness, programs should reflect attention to each child's pattern and timing of growth. A safe, nurturing, interactive environment is essential in order to maximize the potential and individuality of all children.

ELEMENTS OF QUALITY EARLY CHILDHOOD EDUCATION PROGRAMS

The following elements are essential to quality early childhood education programs. These elements are evident in all aspects of the program and therefore must be thoughtfully and deliberately developed with the same reflection and attention as that given to the development of quality learning for young children.

ELEMENT 1 — ENVIRONMENT

A. Physical Environment

1. An appropriate physical environment for children provides learning spaces which are arranged in centers, accessible to all children and developed with attention to safety and health considerations, time, and scheduled activities. The atmosphere is clearly child-oriented, inclusive, and comfortable for children, with child-level and child-size equipment and materials. In all respects, the physical environment is a resource for supporting and encouraging self-expression, interaction, and opportunities for involvement.

B. Social/Emotional Environment

1. An appropriate social/emotional climate for children is positive, responsive, accepting, and supportive. Adults encourage and promote interaction and assist children in a positive adjustment to the program's setting. The climate is inclusive, accommodating, and accessible to all children.
2. The social/emotional environment addresses interpersonal relations in a very broad sense, establishing and maintaining a climate which provides unhurried time for the development of cooperative relationships between adults and children, children and children, staff and staff, and staff and family caregivers. Administrators, staff and family members actively initiate the establishment of cooperative relationships in order to support children.

ELEMENT 2 — DIVERSITY

A. Culture

1. In quality early childhood programs, cultural diversity is honored. Programs support, appreciate and respect family and home experiences, language, beliefs, values and patterns of interaction reflective of diverse cultures.
2. All staff recognize, accept, and honor cultural diversity. They share with and inform others about the cultural diversity of children. As they do so, appreciation for cultural diversity is reflected in decisions relative to the physical environment, the social/emotional environment, interpersonal relations, personnel selection, and the strategies which support learning.

Section I

B. Individual Differences

1. Quality early childhood programs recognize and support differences in children. Such differences may be described in terms of temperament, preferences, culture, development, and interaction.
2. Staff, administrators, and family members use their observations of children to support learning experiences in ways that accommodate each child's unique characteristics and needs.

ELEMENT 3 — FAMILY

A. Resources

1. Attention to the child's family (structure, circumstances, relationships) cannot be separated from the success of a quality early childhood program. As curriculum is developed and implemented, the family is an important resource and partner.

B. Partnerships

1. Early childhood professionals and family members develop partnerships through regular and continuous sharing of knowledge and expertise. Staff and administrators are sensitive to the dynamics of the family, recognize the elements of the relationship, honor and support the nature and extent of the family's participation, and respect their need for privacy.

ELEMENT 4 — STRATEGIES THAT SUPPORT LEARNING

A. Experiences

1. Learning experiences are carefully planned and flexible with selection of materials and experiences reflecting cultural diversity, individual differences, and the unique interests and preferences of the group. An appropriate balance of child initiated, adult-directed, hands-on, sensory experiences is included. Play is the context for learning.

B. Observations

1. Observations guide adjustment in group and individual learning experiences. Observation of children and adults are formally and informally conducted in order to gain information, make program improvements, and assess development and growth.

C. Technology

1. Learning strategies incorporate opportunities for children to use interactive technology (such as computers and tape recorders) as tools and resources for learning.

FRAMEWORK: DEVELOPMENTAL LEARNING STRANDS

Developmental learning strands are defined as a part of something bound together to make a whole. The developmental learning strands encompass the five areas of children’s development. The developmental learning strands when bound together make up the Framework for Arkansas Early Childhood Education and are the foundation for the Benchmarks in Section II and Developmental Rating Scale in Section III.

Following each developmental learning strand is a vignette. A vignette is an explanation or illustration of something. (This is similar to an anecdotal which is a short account of an incident.) The vignettes were written as examples to make it clear how the developmental learning strands are promoted through children’s everyday life experiences in quality early childhood programs.

■ STRAND 1 — SOCIAL/EMOTIONAL DEVELOPMENT enhances self-concept and promotes acceptance.

Staff and administrators support the child’s efforts and provide opportunities for children to:

A. Act Independently

Examples include putting on clothes (shoes, hat, coat), washing hands, making choices, and engaging in free play.

B. Experience Success

Examples include having access to suitable materials and activities, receiving frequent, appropriate praise, and receiving positive direction and redirection.

C. Interact Socially

Examples include playing in small groups/centers, sharing and taking turns, developing (with adults) simple social rules, and adjusting to the early childhood setting.

STRAND 1 VIGNETTE (Classroom Example of Social/Emotional Development)

As the children listen to a story in circle time, Chuck, the table helper, chooses a friend to help him get ready for lunch. They wash their hands before setting the table. The rolls made by the class during center time smell wonderful. Chuck and Lakesha, with the help of the teacher, count the number of children present at school today. After they work together to clean the tables, Chuck and Lakesha decided who will pass out the appropriate eating utensils and materials. Once the table is set, Chuck and Lakesha inform the class that it is time to wash hands.

After hands are washed, the children seat themselves and begin passing the rolls they made earlier and pouring milk from pitchers. The small group size permits conversations as the children choose what they eat from their plate, discussing foods they like and dislike.

Section I

As the children and teacher sit and engage in conversation, the teacher observes and models appropriate table behaviors and provides positive praise and redirection throughout the meal. During the meal, Dion accidentally spills his cup of milk. Hope jumps up and helps gather paper towels and helps Dion clean up the spilled milk. After the children have finished the meal, they clean their plates and utensils, wipe their table area clean, and push their chairs to the table in proper position.

Later, during center time, children play in small groups in their centers. Bo, Harry, Amanda, and Erica choose the dramatic play area where they role play dinner time. Using appropriate props, they serve each other in their restaurant.

■ **STRAND 2 — CREATIVE/AESTHETIC LEARNING enhances self-expression through awareness and sensitivity to the arts.**

In quality early childhood programs, children are given the opportunity to:

- A. Engage in innovative and imaginative expressions through various art forms including: movement, music, painting, constructing, viewing, and listening.
- B. Express themselves through activities such as: pantomime, song, dramatic play, puppetry, and creative movement.

STRAND 2 VIGNETTE **(Classroom Example of Creative/Aesthetic Learning)**

Upon entering the classroom, one can hear a hum of activity. John is painting at the easel, while Sue prefers to paint at the table. Tyrone is showing Maria how to play *Twinkle, Twinkle, Little Star* on the keyboard using a color-coded song sheet. Mei Li joins them in singing and moving with pre-cut stars. Amy and Yolanda are constructing a house using blocks and large pieces of cardboard. Yolanda remembers the plastic vegetables in the housekeeping center and brings them to their house. Sammy sees the constructed house and decides to draw his new house currently under construction. Just this morning, Sammy's dad agreed to bring in scraps from the new home construction site for the children to use. Alfonso has been retelling the story *The Three Little Pigs* in the book center when he spies the washcloth puppets beside the puppet theater. Alfonso asks Juan to join him in putting on a puppet show. Soon it will be time for clean-up and the children will have the opportunity to share what they have done during this free choice time.

■ **STRAND 3 — COGNITIVE/INTELLECTUAL LEARNING enhances communication, problem solving, making choices, exploring, experimenting, and questioning.**

Such learning supports or links later learning experiences in language arts, mathematics, science, social studies, and fine arts. In programs where quality cognitive/intellectual learning occurs, children are provided opportunities to:

- A. Participate in learning centers to establish or build a foundation for learning in content areas which include language arts, mathematics, science, social studies, and fine arts.

- B. Relate a story to an expressive activity (art, music, drama), and/or to a science or mathematics concept (weather, counting, cooking, measuring).
- C. Listen to, act out, and draw a picture of a story.

STRAND 3 VIGNETTE
(Classroom Example of Cognitive/Intellectual Learning)

In this preschool classroom, children are studying transportation. The learning centers address the theme through activities which coordinate with the theme and integrate the learning concepts.

Three children are involved in a group discussion about transportation. The teacher is seated on the floor, sharing a big book about different types of transportation. The teacher asks, "How do you come to school, Aaron?" Aaron says, "I walk to school." The teacher says, "Then, can our feet be transportation?" Aaron nods. Carol says, "I ride the bus." John says, "My Great Grandma Ruth used to ride a horse to school." The teacher says, "What can we say about different types of transportation?" The children think for a minute, but make no response. The teacher says, "Why don't we each say something we have learned about transportation."

The assistant teacher is seated at a table with four children in the math center. Using an instructional chart which has pictures of a car, bus, feet, truck, and motorcycle, the assistant asks the children to find the object showing the type of transportation they use to come to preschool. Each child places his/her object on the chart. The group then counts to determine how many children come to school using each mode of transportation.

At another center labeled *Art*, four children are using art paper, magazines, newspapers, glue, and scissors to make transportation collages. These children are interacting with each other. Both adults are observing these children while they work somewhat independently on this activity. Two children are painting at an easel which is also in the art center. Posters and pictures of transportation are displayed to stimulate art work design around the theme of transportation.

From the manipulative center, three children have chosen to play with play dough, puzzles, and interlocking blocks. Although these three children are in the same center and are interacting with each other, they are not playing cooperatively, nor working toward a common goal.

Jamal and Erica are in the block center making roads and bridges of blocks. They have cars, trucks, buses, and vehicles to use while playing in the block center. These two children appear to be playing cooperatively and working toward a common goal.

Nicholas, sitting on a pillow in a cubbyhole, is using headphones listening to a story about a train. He is following along in the children's book as he listens. Nicholas is involved in a solitary play activity, is being observed by both teachers, and may choose to go to another center when he finishes listening to a story.

■ **STRAND 4 — PHYSICAL DEVELOPMENT promotes good health, nutrition, fitness, and fine and gross motor coordination.**

Children are given the opportunity to:

- A. Engage in activities related to the development of good health and nutrition.
Examples include exercise, cooking, tasting experience, rest, and personal care.

Section I

- B. Participate in appropriate fine motor activities.
Examples include cutting, and working with puzzles, and manipulatives.
- C. Participate in appropriate gross motor activities. Examples include climbing, jumping, hopping, and balancing.

STRAND 4 VIGNETTE **(Classroom Example of Physical Development)**

During the daily scheduled outdoor time, many choices are available on the playground. A small group is playing on the superstructure, which includes a totem climb, a slide, a tire climber and a balance beam. Two children are riding wheel toys on the conveyor belt pathway. They have set up a *road system* using traffic signs that require stopping and yielding.

Another new activity on the playground is a refrigerator box decorated as part of a class activity and being used as a gas station. Several children are bending and stretching as they put gas into their *cars* or work as mechanics to fix problem vehicles.

Four children are playing in the sand and water area. Two are using sand tools and buckets to construct a small farm. Two children are washing dolls and doll clothes they brought from the classroom.

In a quiet area underneath a shade tree, several children are sitting on a quilt looking at picture books and working puzzles they selected to bring from the classroom.

Using a combination of boards and planks, bicycle tires, and boxes covered with contact paper, Shanita, Marcus, and Josh are creating a house for their teacher, Ms. Donna. Ms. Donna interacts with the children, asking them questions as they build. She and the children are closely and actively engaged in construction and conversation.

A large area of the playground is covered with grass and has no embedded equipment. This area is filled with materials, including hoops, balls, nets, and buckets. The children initiate play by tossing balls into a variety of materials. A favorite is throwing the ball through a hoop. As Ms. Sue observes the children, she can tell that they are beginning to look for a greater challenge in the game. The children are moving closer and closer to the tall fence surrounding the playground. When the first child suggests throwing the ball over the fence, Ms. Sue is ready to intervene. She reminds them of the playground rules and asks them what can be done with the balls to challenge them more. The children begin talking among themselves and then share their ideas with Ms. Sue who supports their choice to practice throwing and catching the balls. The children then begin to pair off to play games of catch.

■ STRAND 5 — LANGUAGE enhances the development of children in all areas.

Staff and administrators support and create opportunities for language development in children through:

- A. Engaging them in conversation.
- B. Developing vocabulary.
- C. Listening, understanding, and responding (receptive and expressive).

Strand 5 Vignette **(Classroom Example of Language)**

As Sally and her dad enter the classroom, they are greeted with a smile and a verbal “Hello” from the teacher. The teacher acknowledges Sally rubbing her hands together and comments on the cold weather. She encourages Sally to hang up her coat and choose an interest center. Dad offers the news that Grandma will be visiting soon. (The teacher will remember this information to use in conversation with Sally.) As Sally packs the suitcase in dramatic play, the teacher uses this opportunity to ask Sally, “What do you think your Grandma Ruth will pack to bring to your house?” Sally names clothing items, but most important—a surprise for her.

Later, a song motivates and directs the children to clean-up and come to circle time. The teacher tells a story using puppets. At the conclusion of the story, puppets are used by the children to help retell the story. The teacher writes the children’s responses on a chart and together they share their story. This chart will remain available with the puppets to encourage the children’s use throughout the week.

Juan, a student whose native language is not English, seems especially interested in sharing the new story with his family. When Juan’s mother comes to eat lunch today, the teacher will invite her to share the same story version in Spanish with the class.

As the children leave, they are encouraged to retell this story at home with their families and are asked to bring a story reminder (for example, a photo of a picture from a magazine) to class the next day. A note will be sent home with each child to explain this activity.

APPENDIX A: ASSESSMENT

As educators and caregivers provide learning opportunities for children in the five major strands in the **Framework**, the question of how to assess growth and development naturally arises. How do we determine whether the children in our care are developing appropriately? This question is open-ended; there is no single, right answer which by itself can provide an adequate solution.

Effective assessment of children's progress is ongoing and requires obtaining and using the most reliable information available from many different sources. In the context of the **Framework**, assessment will require skill from teachers and caregivers in observing children's involvement, participation, and progress in activities which support the five developmental learning strands.

Basic principles which should guide assessment practices both for individual children and programs are presented for use by local educators who use this **Framework**. These principles are as follows:

Principle 1 — Effective assessment elicits and uses the most reliable information possible to judge the progress and growth of children. Portfolios and samples are used to maintain records and exhibits of children's growth and development.

Principle 2 — One of the most important processes in assessment is to observe children in activities related to each of five developmental learning strands. Thus, educators and caregivers must develop thoughtfulness and skill in the practice of observation.

Principle 3 — Assessment, when used to monitor children's progress, should be for and with them, not to them. Assessment should contribute to, not interrupt, developmental learning and therefore differs significantly from testing in the traditional sense of the term.

Principle 4 — Program adaptations to better meet the developmental needs of children should occur naturally and easily from information gained in the assessment process.

Principle 5 — Educators, caregivers, and the child's family should participate fully in the assessment process.

Principle 6 — Assessment should focus on the individual child's progress and growth, not comparisons with the progress and growth of other children.

Principle 7 — Assessment tools such as screening devices, rating scales, classifications, or checklists are not advocated as the only means of evaluating the growth and development of children. Such tools may be helpful, however, in specific contexts, for clearly defined purposes, and in conjunction with the other ideas embedded in these principles.

APPENDIX B: PROFESSIONAL DEVELOPMENT AND TRAINING

The Early Childhood Education Framework Task Force members believe that educators and caregivers are professionally trained to provide excellent programs for the children they serve. However, as in all professions, the knowledge base is constantly expanding, and some issues should be addressed in ongoing professional development and training. To implement the Early Childhood Education Framework effectively, staff members shall be knowledgeable of the contents of the document.

Professional development topics may include:

1. The Role of the Teacher in Early Childhood Education
2. Program Planning and Implementation
3. Growth and Development of the Whole Child
4. Creating an Environment that Promotes Social Interaction
5. Establishing and Maintaining a Safe, Healthy Environment
6. Acquiring Language and Enhancing Language Development (including meeting needs of Limited English Proficient students)
7. Promoting Creativity, Self-Expression, and Awareness of the Arts
8. Helping Children Experience Success
9. Resources and Strategies for Children with Special Needs
10. Classroom and Playground Arrangement
11. Guidance and Positive Discipline
12. Planning for Learning Experiences and Transitions
13. Incorporating Technology in Learning Experiences
14. Implementing Ongoing Assessment Strategies
15. Creating a Partnership with the Family

SECTION II

Benchmarks with Strategies and Activities for Three and Four Year Old Children

Benchmark:

A level of performance that can be supported through observations, descriptions and documentation of a child's performance or behavior, and by samples of a child's work.

ACKNOWLEDGMENTS

The 2013 revisions were completed by the staff from the Early Care and Education Projects with input from many other professionals. The K-12 Common Core State Standards for English Language Arts and Mathematics and the Head Start Child Development and Early Learning Framework were referred to during the revision process as were many other documents (which are listed in the reference section). The original structure of the Arkansas Early Childhood Education Framework Handbook remains the same with revisions to seven benchmarks and the addition of 23 new benchmarks. The hope is that this document will help guide programs in curriculum implementation and the ongoing assessment of children's progress.

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The Arkansas Early Childhood Education Framework, written in 1995, has been expanded with this 1999 document of early childhood benchmarks with strategies/activities. This document was completed by Dot Brown and Beverly C. Wright, two early childhood education consultants, with guidance from a group of educators in Arkansas.

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INTRODUCTION

In 1995 the Arkansas Early Childhood Education Framework was developed. The purpose of this document was to shape and guide quality programs in early childhood education and to guide the growth and development of children through a successful transition to a kindergarten curriculum based on the K-12 Frameworks.

When the K-12 Frameworks were revised in 1998, a decision was made to build on the existing Early Childhood Education Framework, using a format that will bridge to the revised K-12 Frameworks. This expansion of the Early Childhood Education Framework was completed by Dot Brown and Beverly C. Wright, two early childhood consultants, with guidance from a group of educators in Arkansas.

As the suggested strategies/activities were selected, care was taken to include the elements of quality early childhood education programs that were a part of the original Framework. These elements are environment, diversity, and family. The list of suggested references and resources offers additional information to support the development of early childhood programs that include these elements.

The Framework identified three specific strategies for supporting learning: experiences, observations and technology. This document includes many suggested learning experiences which are labeled as strategies/activities in keeping with the language of the K-12 Frameworks. The use of observations as a strategy is addressed later in this introduction. While technology was identified by the developers of the original Framework as a strategy to support learning, focus here is on a hands-on approach with concrete materials and experiences.

This hands-on approach is in keeping with recognized appropriate practice and, through training of staff can become a part of many early childhood programs as they now exist. In order for technology to be considered as a strategy, it would be necessary that programs have access to technology and have the ability to make decisions about what is appropriate for use with three and four year olds. Since it is not feasible to accomplish this in this expansion of the Framework, the issue of technology as a learning strategy will be addressed in a separate document.

The five developmental learning strands contained in the original document are the basis for the expansion of the Framework. These strands are social/emotional development, creative/aesthetic learning, cognitive/intellectual learning, physical development and language. For each of the strands, developmental benchmarks were identified and strategies/activities to promote development in each strand suggested. Both general and specific strategies/activities are included, and where possible, follow a sequence of learning. Some of the suggested strategies/activities are specific to children who are learning English as a second language (ESL), children who have limited English proficiency (LEP), and children with special needs. However, it may be necessary to make additional modifications based on the needs of the children enrolled in a particular program. The Early Childhood Environment Rating Scale-Revised (ECERS-R) was used as a resource so that there is consistency between suggested strategies/activities and program evaluation.

In discussing developmental learning strands and benchmarks, the following issues should be considered as they relate to assessment of children. While the benchmarks within each learning strand are intended for three and four year olds there can often be a range in the development or functioning age of children within a group who are the same chronological age. It is also normal for a child to function at several developmental levels within each of the areas, and to not consistently attain all of the benchmarks.

Section II

In the original framework, seven basic principles for guiding assessment practices were advocated. In support of these principles, let it be emphasized that teacher observation of children should be the primary method of assessing development and for planning curriculum appropriate for individual and groups of children. An additional element of assessment and portfolios, is also supported in both documents.

In the original document, rating scales are mentioned as another means of evaluating growth and development of children. Based on the expanded Early Childhood Education Framework, a developmental rating scale has been developed and is included in this document. A summary report of these three components of assessment: teacher observations, portfolios and developmental rating scales, can help teachers understand and plan for each child. It is also an excellent method for sharing information with parents, co-workers and others with a need to know.

There remained a commitment throughout the Framework expansion efforts to retain the intent of the developers of the original Framework. In addition, care was taken to create a document that is practical, user-friendly, applicable to most early childhood settings serving three and four year old children, and adheres to the recognized principles of appropriate practice.

Early childhood benchmark — A level of performance that can be supported through observations, descriptions and documentation of a child's performance or behavior, and by samples of a child's work. Some educators may also refer to these as *learner outcomes*.

DEVELOPMENTAL LEARNING STRAND 1 — SOCIAL/EMOTIONAL

Social/Emotional Development enhances self-concept and promotes acceptance

Benchmarks	Strategies/Activities
ACT INDEPENDENTLY	
<p>1.1 Demonstrates ability to make choices</p>	<p>Provide learning centers/activity areas stocked with interesting and inviting toys and materials: art, blocks, home living, sand, library, water, table toys, and discovery.</p> <p>Provide sufficient play spaces so that children have real choices. For each 10 children, for example, have at least 15 interesting activities from which children can choose.</p> <p>Offer choices in activities and materials:</p> <ul style="list-style-type: none"> • Choice of learning centers in which to play. • Selection of materials with which to play. • Amount of time to spend in a center. <p>Allow children to decide when they are finished playing in a center and give them the opportunity to move to another center of their choice.</p> <p>Plan the schedule to allow large blocks of time, from 45 to 60 minutes each, for independent play.</p>
<p>1.2 Demonstrates independence in personal care</p>	<p>Help children acquire and practice skills when eating, getting dressed, washing hands, brushing teeth, toileting.</p> <p>Allow enough time for children to be independent in taking care of personal needs such as washing hands and faces, brushing own teeth, and zipping and unzipping coats.</p> <p>For LEP or ESL children, learn and use words from the child’s home language for personal care needs such as toileting.</p>
<p>1.3 Demonstrates ability to play independently</p>	<p>Provide play materials that children can use successfully and independently. For example: crayons, markers, paper, play dough, dress-up clothes, dolls, blankets, unit blocks, small wheeled toys, books, and flannel board with flannel pieces.</p> <p>Offer opportunities at mealtime for children to be independent. For example: Plan family style meals so children can serve their own plates. Provide child-sized eating and serving utensils (small plastic pitchers, baskets, and sturdy serving utensils) so children can be independent and successful. If possible, allow children to eat in their own classrooms rather than the school cafeteria, which is designed for older children.</p> <p>Organize the environment so children can easily select and put away materials:</p> <ul style="list-style-type: none"> • Provide labeled, low, open shelves. • Store like-materials together and near area of intended use. For example, art materials stored together on art shelf located near tables and easels. • Avoid stacking tubs and boxes on top of one another. <p>Learn as much as possible about the special needs of the child or children in the group and modify materials so each child can experience success. For example, provide:</p> <ul style="list-style-type: none"> • Special spoons or cups. • Puzzle pieces with handles or knobs. • Storage containers labeled with samples of real objects. (Bristle Blocks™, for example) • Handrails in bathroom.

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DEVELOPMENTAL LEARNING STRAND 1 — SOCIAL/EMOTIONAL

Benchmarks	Strategies/Activities
EXPERIENCE SUCCESS	
1.4 Shows curiosity and desire to learn	<p>Model curiosity with a “Let’s find out about...” and “I wonder what would happen if...” attitude.</p> <p>Call children’s attention to beauty in nature. For example, the color of a flower or a leaf; a dewy spider web glistening in the sun; markings on the wings of a butterfly; or the white, fleecy clouds in the sky.</p>
1.5 Enjoys experimenting and problem solving with ideas as well as with concrete materials	<p>Ask children to think of a variety of ways to solve problems. “What ideas do you have for...?” or “How do you think we can...?”</p> <p>Include open-ended/unstructured materials that invite children to explore and manipulate them. For example: sand and water with props such as measuring cups, sieves, sifters, scoops, egg beaters, unit blocks of various shapes, and manipulative materials that link and interlock.</p> <p>Bring in safe materials for eager and curious learners. For example: an old toaster with dangerous parts removed, a clock to take apart, and hole punchers.</p> <p>Respond to children’s “What,” “Who,” and “How come” questions, giving clear, understandable explanations to their questions.</p>
1.6 Demonstrates confidence in growing abilities	<p>Provide many opportunities for success while challenging children to work on the edge of their developing capabilities.</p>
1.7 Demonstrates willingness to try new things	<p>Offer a wide range of activities, with different degrees of difficulty, to match wide range of children’s abilities:</p> <ul style="list-style-type: none"> • Puzzles with a wide range in the number of pieces, some with knobs and/or handles, jumbo floor puzzles for ages four and up. • Books ranging from those with little text to those with expanded text and more complex plots. • Cardboard brick blocks, unit blocks with 14 shapes, expanding to unit blocks with 28 shapes. • Art materials ranging from crayons and markers and large sheets of paper for collage and assemblage projects. <p>Guide children to select materials with which they can experience success.</p> <p>Allow children to handle responsibilities they are capable of doing independently. For example: wash their hands, hang up coats, and put away toys.</p> <p>Support children who are experiencing difficulty in completing a task. For example, sit next to a child who is unable to complete a puzzle. Offer suggestions that will help the child focus on the colors or shapes of puzzle pieces.</p>
1.8 Uses planning in approaching a task or activity	<p>Introduce new materials to children before placing them in interest areas and guide them to discuss ideas for their use. (Planning)</p> <p>Involve children in discussing what they plan to do before they go into an area. (Planning)</p> <p>Provide opportunities for children to <i>review</i> or <i>recall</i> what they did as they played with materials and participated in activities.</p>
1.9 Shows persistence in approaching tasks	<p>Notice and make specific comments about children’s efforts and accomplishments. Share in their pride. Make comments such as “You really worked hard on...” and “You must really be proud of yourself for...”</p> <p>Support children’s internal motivation to do well rather than rewarding stars or candy for <i>good</i> behavior such as resting quietly on their cots or cleaning up the play areas.</p>

DEVELOPMENTAL LEARNING STRAND 1 — SOCIAL/EMOTIONAL

Benchmarks	Strategies/Activities
INTERACT SOCIALLY	
1.10 Trust adults for help and comfort	<p>Be in the classroom at consistent times each day, letting children know if you will be absent and who will be caring for them while you are out.</p> <p>Be available to greet each child and parent and to say good-bye to them.</p> <p>Keep promises to children.</p> <p>Let children know that adults in the classroom are there to protect each of them.</p>
1.11 Shows ability to separate from parents	<p>Be available to assist parents and child with separation:</p> <ul style="list-style-type: none"> • Encourage parents to stay in the classroom until child is settled into an activity. • Ask that parents say goodbye to their child rather than <i>sneaking out</i> when their child is not looking. • Suggest that parents reassure their children that they will return for them each day.
1.12 Demonstrates interest and participates in classroom activities	<p>Be available to help children become involved in activities upon arrival at the center, while being sensitive to each child's ability to become involved in the group.</p> <p>Honor a child's need for quiet time to absorb the new environment and make the transition from home to the center. The quiet time will vary with children.</p>
1.13 Participates in routine activities easily	<p>Have a schedule that is dependable so children know what to expect, especially for routines such as eating and resting.</p> <p>Give children advance notice when changes are planned. When the children leave the classroom to go to the playground or gym, for example, be sure to tell them where they are going.</p>
1.14 Socializes with adults and children	<p>Be available to children at all times during the day, focusing on them and their needs.</p> <p>Give children time to share stories of their experiences.</p> <p>Children experience many types of crises in their lives such as death, divorce, serious illness or natural disaster. Be sensitive and spend time with a child who may need special attention. Locate books to use with that child on an individual basis. A variety of resources are available to help in selecting books appropriate for individual situations.</p>
1.15 Understands and respects differences	<p>Help children understand how people are alike and different. For example: hair, eye color, clothing, where we live, what we eat, members of family, different abilities, etc. This can be done in a variety of ways, depending on the age of the children, resources available, and individual teaching styles. For example:</p> <ul style="list-style-type: none"> • Use discussion. • Use graphs: <ul style="list-style-type: none"> – Graph family members using pictures cut out of catalogs and magazines. – Graph eye color. Have children look in a mirror, discover eye color, and record it on a graph. – Graph the places in which children live: house, apartment, mobile home. • Use children's books such as: <ul style="list-style-type: none"> – <i>The Relatives Came</i> by Cynthia Rylant, illustrated by Stephen Gammell. – <i>Families are Different</i> by Nina Pellegrini. – <i>Bread, Bread, Bread</i> by Ann Morris, photo illustrated by Ken Heyman. – <i>Houses and Homes</i> by Ann Morris, photo illustrated by Ken Heyman. – <i>Mama Zooms</i> by Jane Cowen-Fletcher. – <i>The Patchwork Quilt</i> by Valerie Flourney, illustrated by Jerry Pinkney.
1.16 Helps others in need	<p>Respond sympathetically to children who are upset, hurt or angry. Offer physical and verbal comfort. (Modeling)</p>

Section II

DEVELOPMENTAL LEARNING STRAND 1 — SOCIAL/EMOTIONAL

Benchmarks	Strategies/Activities
INTERACT SOCIALLY	
1.17 Stands up for rights	<p>Establish with children the rights that each child in the classroom has.</p> <ul style="list-style-type: none"> • The right to be safe from harm. • The right to be treated with respect. • The right to have personal possessions protected. • The right to privacy. • The right to play with all toys and in all areas of the classroom. For example, the right for a boy to wear an apron, carry a purse, and play in the home living area and for a girl to be a truck driver and play in the block area.
1.18 Respects the rights of others	<p>Give children the words to use when standing up for their rights.</p> <ul style="list-style-type: none"> • “Girls can play with blocks, too.” • “I don’t like it when you hit me. It hurts. Don’t do it anymore.” • “Don’t call me a baby. My name is _____.” <p>Provide a quiet, private space where children can go to be by themselves.</p> <p>Treat all children and adults with respect and kindness. This includes co-workers, parents, and other family members.</p>
1.19 Works cooperatively with others on completing a task	<p>Cooperate with all staff members in planning for the children.</p> <p>Provide lots of opportunities for small groups of children to play together. For example, set up the learning centers to accommodate two to four children.</p> <p>Help children become aware of how friends treat each other. This can be done through discussion, games, songs, and books, for example.</p> <p>Allow sharing to develop spontaneously. Forcing it will not work.</p> <p>Provide many opportunities for children to work together to complete a task. For example: a group of children work to cover a large mural paper with many drawings, cooperate to bring chairs to the table, or to put away toys.</p>
1.20 Uses compromise and discussion to resolve conflicts	<p>Include words such as <i>sharing</i>, <i>cooperating</i>, and <i>working together</i> as you model these behaviors and comment when children are observed demonstrating these behaviors.</p> <p>Eliminate frustrating situations to reduce the possibility of conflicts. For example, do not expect children to wait quietly in line or sit at tables with nothing to do.</p>
1.21 Becomes involved in solving social problems (conflicts)	<p>Help children become aware of how their behavior affects others. This can be done using different techniques, such as:</p> <ul style="list-style-type: none"> • Verbalize to children: “When you took that book away from Lionel, it made him sad.” • Problem solving activities: If a problem occurs that needs to be addressed by the group, call a class meeting, state the problem, ask the children to suggest solutions, then guide them to choose the best one. • Collect talk pictures that show children in conflict. Guide the children to discuss the problem, the feelings of the children in the picture, and suggest solutions. <p>Teach and practice conflict resolution skills.</p>
1.22 Shares, take turns	<p>Provides activities and opportunities for children to collaborate on projects with intentionality toward teaching how to share—large floor puzzle, simple manipulatives, murals and charts. For example: teach how to share the glue by putting only one bottle of glue at a table where there are three children—an adult should remain close to guide children with the proper words to use, “Please pass the glue.” The adult should demonstrate and model patience while waiting.</p> <p>Have center areas with plenty of material for more than one child (most center areas should have more than one child at one time) so children can play together, but still be able to exchange and share some toys/items.</p> <p>Eat family style during meals, to provide children opportunities to share/take turns serving food for themselves.</p> <p>Provide opportunities for children to have jobs/ responsibilities in the classroom (John is table setting helper on Monday, Oliver is the animal caretaker on Tuesday, etc.).</p>

DEVELOPMENTAL LEARNING STRAND 1 — SOCIAL/EMOTIONAL

Benchmarks	Strategies/Activities
INTERACT SOCIALLY	
1.23 Follows rules	<p>Create classroom rules with and by the children</p> <p>Post visuals for children to assist them in following the rules (example, create a sign/graphic with 2 children in the block center)</p> <p>Explain and model safe and appropriate behavior for the classroom (for example, sitting on the table is not safe even for teachers, use an inside voice when talking in the classroom)</p>
1.24 Expresses care and concern for others	<p>Have discussions with children about which friends are not at school for the day.</p> <p>Provide an attendance chart in a convenient location for the children to use. Each day when they come in, they select their marker and place it in the appropriate place. This will lead to determining how many boys/girls, how many children all together, how many are absent. Talk about hoping the children who are absent are feeling well and hope they return to school soon.</p> <p>Sing songs. For example: <i>Mary's Here Today (improvise a tune) Mary's here today, Mary's here today, We'll all clap our hands and say, Mary's here today. (Repeat using other children's names)</i></p> <p>Create get well cards for children and teachers who are ill.</p> <p>Encourage children to assist in helping others when they are hurt or sad. Some examples include: holding ice packs on hurt children, getting band-aids or helping a child who has fallen stand up.</p> <p>Encourage children to greet or say goodbye to other children as they enter or leave the classroom for the day.</p>
EMOTIONAL LITERACY	
1.25 Identifies one's own feelings	<p>Create emotion activities for children to identify feeling in themselves</p> <p>Model using feeling words- angry, disappointed, sad, happy, surprised</p> <p>Encourage children to use and expand their feeling word vocabulary, give examples of feeling words beyond happy, sad, mad.</p> <p>Provide mirrors for children to see their faces when they have particular emotions</p> <p>Sing songs about different emotions For example: Feelings - sung to Twinkle, Twinkle, Little Star. <i>I have feelings, so do you, let's all sing about a few.</i> <i>I am happy, I am sad, I get scared, I get mad.</i> <i>I am proud of being me, that's a feeling too, you see.</i> <i>I have feelings, you do too. We just sang about a few</i></p> <p>Create an emotion/feelings attendance chart where children identify their feelings as they arrive (this is both helpful to verbal and nonverbal children)</p> <p>Read a variety of books with children feelings and emotions:</p> <ul style="list-style-type: none"> - <i>Feelings</i> by Aiki - <i>Guess How Much I Love You</i> by Sam McBratney - <i>No, David!</i> By David Shannon - <i>The Pigeon Has Feelings, Too!</i> By Mo Willems - <i>I was so Mad</i> by Mercer Mayer - <i>Glad Monster, Sad Monster</i> by Ed Emberley - <i>How are you Peeling?</i> by Saxton Freymann and Joost Elffers

Section II

DEVELOPMENTAL LEARNING STRAND 1 — SOCIAL/EMOTIONAL

Benchmarks	Strategies/Activities
EMOTIONAL LITERACY	
<p>1.26 Expresses thoughts and feelings in words</p>	<p>Help children to express their feelings. For example, “Jay, I get sad when you take my toys.”</p> <p>Encourage children to talk to each other about problems.</p> <p>Problem solve with children on ways to express their feelings during play For example: <i>Child screaming in dramatic play, teacher approaches child to find out why she is upset.</i> <i>Child to teacher: I wanted that hat!</i> <i>Teacher: Maybe you can ask Jimmy if you can play with it next.</i> <i>Child: Jimmy, can I wear the hat when you are done?</i> <i>Jimmy: Sure.</i> <i>Teacher to child: Next time just use your words to ask to wear the hat. When you scream, it is hard to understand what you need.</i></p> <p>Model problem solving techniques with children or with puppets.</p> <p>Validate children’s feelings.</p> <p>Encourage children to talk about feelings and ideas</p> <p>Introduce <i>feeling</i> words through books, songs, fingerplays, pictures, puppets, and role playing.</p> <p>Ask children to tell about <i>things that scare me, make me happy, make me sad, or make me angry</i> and make a list of what they say.</p> <p>Relate discussions with children to observations or problems children may be having with each other. For example, you have observed children grabbing toys from each other. In group discussion, you might ask the question, “How do you feel when someone takes a toy from you without asking “ Can you think of another way you might get the toy without grabbing?” Guide them to discuss using words to ask for things and to settle differences.</p> <p>Read and discuss with children books related to feelings. Suggested titles include:</p> <ul style="list-style-type: none"> – <i>Ira Sleeps Over</i> by Bernard Waber. – <i>The Quarreling Book</i> by Charlotte Zolotow. – <i>Sam</i> by Ann Herbert Scott. – <i>Feelings</i> by Alikei. <p>Use songs such as <i>If You’re Happy and You Know It</i> to start a discussion about different emotions.</p>
<p>1.27 Identifies and understands others’ emotions and intentions</p>	<p>Use language to support children in their identification of emotions.</p> <p>Provide books, charts and games to help children identify the emotion of others. An appropriate book for helping children identify feelings is <i>On Monday When it Rained</i> by Cheryl Kachenmeister.</p>
EMOTIONAL REGULATION	
<p>1.28 Seeks support from others when needs assistance</p>	<p>Provide support when children need help or assistance.</p> <p>Be consistent with the care you provide for children.</p> <p>Provide a safe environment for children to be successful at activities.</p> <p>Encourage children to come to you for help.</p> <p>Assist children when they talk to other children and adults For example: <i>Child: Susie hit me</i> <i>Teacher: Did you tell Susie you didn’t like that?</i> <i>Child: No, I’m scared she will not play with me.</i> <i>Teacher: I will go with you to help you use your words to talk to her</i></p>

DEVELOPMENTAL LEARNING STRAND 1 — SOCIAL/EMOTIONAL

Benchmarks	Strategies/Activities
EMOTIONAL REGULATION	
<p>1.29 Expresses strong emotions constructively</p>	<p>Assist children to communicate in a manner that is understandable to others For example: Child: Begins Yelling Teacher: When I hear you using that voice (yelling), it makes me think you may be angry. Are you angry? Child: No, I'm mad! Teacher: Tell me about it in a soft voice, so I can understand you. When I can understand you, it easier for me to help you.</p> <p>Provide a space for children to voluntarily go to express emotions (for example, quiet area, anger expression area, etc.).</p> <p>Have classroom rules for children to have guidelines for behavior (for example, when angry use the angry towel, feel free to go to the alone box anytime you are sad).</p>
<p>1.30 Pays attention</p>	<p>Provide opportunities for children to focus on a particular activity at an appropriate length (for example, small group, whole group, block play, fine motor activities).</p> <p>Read books of various length to practice attentiveness.</p> <p>When telling stories, encourage children to listen for the next portion of the plot. In addition, have children contribute to the plot line.</p> <p>Provide various material for extended concentration (for example, acing beads, tweezer pick up, puzzles)</p> <p>Play gross motor games where children need to listen to directions to figure out what to do next (red light/green light, play music then when music stops you "freeze" in place)</p>
<p>1.31 Accepts consequences</p>	<p>Use appropriate consequences</p> <ul style="list-style-type: none"> • Explain to children the reasoning for the consequence (for example, the center is already full, you will need to wait until someone leaves the area) • Use logical natural consequences (for example, when the rule is to walk inside and the child runs and falls -first make sure they are not hurt - then remind the child the rule to walk inside is to keep them safe).
<p>1.32 Practices new skill</p>	<p>Provide various and fresh material with which children can experiment and work.</p> <p>Add more challenging material and activities for children when you have observed they are ready for them.</p> <p>Assist children with accomplishing tasks on their own (for example, putting on their coats, putting on shoes, buttoning pants, and taking care of bathroom needs).</p> <p>Encourage children to try new areas to play (for example, child rarely plays with art material, add interesting material to encourage activity in the area).</p> <p>Recognize children's efforts and specific progresses.</p>
<p>1.33 Delays gratification</p>	<p>Provide opportunities for children to take turns with their friends</p> <p>For limited equipment such as tricycles, provide a timer so the children have a concrete way to measure how long a turn might be.</p> <p>Teach children to say to a peer, "Can I have that puzzle when you are finished with it?" Then teach the peer to respond as to when that might be.</p> <p>When children have a conflict, help them talk through a problem solving sequence where each is guided to talk and then listen to the other.</p>

Section II

DEVELOPMENTAL LEARNING STRAND 2 — CREATIVE/AESTHETIC

Creative/Aesthetic learning enhances self-expression through awareness and sensitivity to the arts.

Benchmarks	Strategies/Activities
EXPRESSION THROUGH ART FORMS AND ACTIVITIES	
2.1 Shows creativity and imagination in play with materials and props	<p>Provide unstructured materials:</p> <ul style="list-style-type: none"> • Art media such as crayons, markers, collage materials, paper, and play dough that children can select and use independently. • Dress-up clothes such as purses, shoes, dresses, ties, and jackets. • Small transportation toys, puppets, and musical instruments.
2.2 Participates in dramatic play themes that become more involved and complex	<p>Include props for dramatic play that reflect diversity in gender, culture, ability, and occupations. Some examples include:</p> <ul style="list-style-type: none"> • Cooking, eating, and storage utensils: tortilla presses, frying pans, kettles, ladles, woks, steamers, rice bowls, chopsticks, tin plates, baskets, mesh bags, pottery, and plastic plates. • Clothes: dresses; skirts; clip-on ties; jackets; dance costumes; overalls; plaid shirts; aprons; and large pieces of fabric for clothing in squares, rectangles, and triangles. Select patterns such as batik, tie-dyed, and madras prints. Include saris, kimonos, serapes, woven vests, dashikes, shawls, ponchos, purses, and wallets. • Shoes and hats: sandals, clogs, moccasins, huraches, boots, slippers, dress shoes, hard hats, baseball caps, cowboy hats, straw hats, turbans, and felt hats. • Special needs: cane, leg brace, crutch, and elevated shoes.
2.3 Assumes various roles in dramatic play situations	<p>Allow children to dress in clothing of their choice. For example, a child may choose to dress in clothing specific to the opposite gender.</p> <p>Develop prop boxes around dramatic themes based on your children’s interest and experiences in family and community occupations. Some examples include: shoe store, barbershop/hairdresser, office, garage/repair shop, laundromat, supermarket, camping, picnicking, dance studio, and fantasy. Rotate the prop boxes in the home living area.</p> <p>Join in dramatic play when invited. Suggest ways to extend play, but avoid directing it.</p> <p>Introduce new dramatic play props prior to placing them in the home living area. Guide children to suggest ways to use them rather than dictating how they are to play with them.</p>
2.4 Participates freely in music activities	<p>Show an enjoyment of music and participate in the activities with the children.</p> <p>Do not be concerned about the quality of your singing voice. Children are not critical.</p> <p>Be willing to accept different levels of participation and response to a musical activity.</p> <p>Use music as a way to ease children through transitions and routines such as:</p> <ul style="list-style-type: none"> • Coming to the table for snack or lunch. • Calming down for rest time. • Cleaning up the classroom. • Putting on clothes to go outside.
2.5 Enjoys singing games, dramatizing songs and moving to music 2.6 Expresses through movement what is felt and heard in various musical tempos and styles	<p>Use music in group/circle time to help children feel a part of the group. Group singing, movement activities and action games help children learn to cooperate with the group. Suggested types of songs to include:</p> <ul style="list-style-type: none"> • Songs with lots of repetition: <i>Ole McDonald Had a Farm</i> and <i>Skip to My Lou</i>. • Songs with fingerplays: <i>Eency Weency Spider</i>, <i>Where is Thumbkin</i>, and <i>Wheels on the Bus</i>. • Singing games and action songs: <i>Hokey-Pokey</i>, <i>Farmer in the Dell</i>, <i>Looby Loo</i>, and <i>Did You Ever See a Lassie?</i> • Music with different tempos and styles: waltz, jazz, folk, lullaby, spirituals, classical, reggae, etc. • Old traditional and folk songs: <i>She'll Be Coming 'Round the Mountain</i>, <i>Pop Goes the Weasel</i>, <i>This Old Man</i>, and <i>Bingo</i>. • Nursery rhyme songs: <i>Baa Baa Black Sheep</i>, <i>Jack and Jill</i>, and <i>Little Jack Horner</i>. • Songs from other cultures. Begin with music from the cultures represented in your classroom, then expand to other cultures. Include songs in other languages.

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DEVELOPMENTAL LEARNING STRAND 2 — CREATIVE/AESTHETIC

Benchmarks	Strategies/Activities
EXPRESSION THROUGH ART FORMS AND ACTIVITIES	
	<ul style="list-style-type: none"> • Select books about music to read to the children and to include in the library. Some suggested titles: • <i>This Old Man</i> by Pam Adams. • <i>There Was an Old Lady Who Swallowed a Fly</i> by Simms Taback. • <i>Over the River and Through the Woods</i> by Lydia Child, illustrated by Brinton Turkle. • <i>The Little Drummer Boy</i> by Ezra Jack Keats. • <i>Frog Went a-Courtin'</i> by John Langstaff and Feodor Rojankovsky. • <i>The Rooster Crows</i> by Maude and Miska Petersham • <i>Umbrella</i> by Taro Yashima. • <i>The Wheels on the Bus</i> by Maryanne Kovalski. • <i>What a Wonderful World</i> by George D. Weiss and Bob Thieve, illustrated by Ashley Bryan.
<p>2.7 Experiments with a variety of musical instruments and sound sources</p>	<p>Include a variety of rhythm instruments, either purchased or made. For example: drums, rhythm sticks, cymbals, kazoos, tambourines, triangles, maracas, shakers, rattles, bells/bell bands, gourds, and castanets.</p> <p>Use the rhythm instruments for rhythm bands. Remember to keep all band participation informal, working for expression and creativity, not a concert.</p> <p>Use instruments when marching, to accompany songs, records, tapes, and CDs for individual enjoyment during times when children play in activity centers.</p>
<p>2.8 Identifies the source of a variety of sounds</p>	<p>Make or purchase a tape or CD of sounds heard in the environment. For example: home, school, outdoors, and community. Play the tape and have children listen carefully to identify the sounds.</p> <p>Make sound cans by filling film cans with items that make different sounds. For example: rice, beans, paper clips, and buttons. Make pairs of sound cans for children to match. Let children suggest items to add to cans and allow them to experiment with and make sound cans.</p>
<p>2.9 Moves in time to the beat</p>	<p>Collect materials for a band prop box, which may include a band uniform, a baton, cassette player, and tapes with marching music.</p> <p>Add a microphone to the dramatic play area.</p> <p>Extend children's understanding of music by:</p> <ul style="list-style-type: none"> • Inviting a guest to play a musical instrument. • Taking children to watch a school marching band as they practice on the football field.
<p>2.10 Explores and manipulates art media</p>	<p>Designate one area of the room as the art center. Locate it near a water source and natural light, if possible. Place child size table(s) and chairs in the area. Include a low, open shelf and storage containers.</p> <p>Begin by stocking the art center with the following basics:</p> <ul style="list-style-type: none"> • Painting materials: <ul style="list-style-type: none"> – Easels, either free-standing or wall easel. – Paints: liquid tempera, powdered tempera, water-based paint, and finger paint. – Brushes of different widths. – Paper: manila, newsprint, construction, butcher, wall paper samples, wrapping paper, and newspaper. • Drawing and pasting materials: <ul style="list-style-type: none"> – Crayons. • Water-based markers in a variety of colors. • Chalk in white and colors. • Paper in a variety of colors, sizes and textures. • Chalkboards. • Scissors for both left-handed and right-handed children. • White glue that is water based and school paste.

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Section II

DEVELOPMENTAL LEARNING STRAND 2 — CREATIVE/AESTHETIC

Benchmarks	Strategies/Activities
EXPRESSION THROUGH ART FORMS AND ACTIVITIES	
	<ul style="list-style-type: none"> – Play dough and clay. – Accessories such as rolling pins, cookie cutters, and tongue depressors. <p>Display and store materials so that children can easily use and put them away. Store near the art center and label the storage containers and shelves with picture and word labels.</p> <p>Provide a place for drying and displaying children’s artwork.</p> <p>Introduce the children to the art materials so that they understand proper use and storage.</p>
<p>2.11 Creates drawings and paintings that gradually become more detailed and realistic</p>	<p>Allow children on a daily basis, to select the art materials and use them on their own and in their own way (independent expression) and set their own time limits for using the materials. For older children (four and up), allow them to extend art activities over several days.</p> <p>For children with special needs it may be necessary to:</p> <ul style="list-style-type: none"> • Adapt materials so children can experience painting and other art media. • Limit choices to only two items, for example crayons or markers. • Allow extra time for activities. <p>Avoid coloring books, patterns, pre-cut models, adult models or drawing for the children. All of these have a negative effect on creativity.</p>
<p>2.12 Preplans art project and then works with care</p>	<p>Extend beyond the basics:</p> <ul style="list-style-type: none"> • Discuss with parents the colors, designs, types of materials that are representative of their culture and stock the art area with these materials. • Use different types of tools for painting. For example: rollers, straws, sponges cut into various shapes, corks, string, plastic squeezable dispenser bottles, roll top deodorant bottles, etc. • Encourage children to mix colors of tempera or white paint to see what happens. • Include collage activities: <ul style="list-style-type: none"> – Introduce collage materials such as wallpaper samples, fabric scraps, ribbons, wood scraps, feathers, and seeds. – Have a variety of paper on which to assemble the items: cardboard, heavy corrugated paper, construction paper, and poster board. – Provide glue, white paste, and scissors.
<p>2.13 Recognizes and responds to beauty in the environment</p>	<p>Call children’s attention to beauty in nature. For example, the color of a flower or a leaf; a dewy spider web glistening in the sun; markings on the wings of a butterfly; or white, fleecy clouds in the sky.</p> <p>Select books about art to read to the children and to include in the library. Some suggested titles:</p> <ul style="list-style-type: none"> • <i>A Color of His Own</i> by Leo Lionni. • <i>Little Blue and Little Yellow</i> by Leo Lionni. • <i>Mouse Paint</i> by Ellen Stoh Walsh. • <i>Planting a Rainbow</i> by Lois Ehlert. • <i>Draw Me a Star</i> by Eric Carle. • <i>A Rainbow of My Own</i> by Don Freeman. • <i>A Child’s Book of Lullabies</i> by Shona McKellar, combines both art and music with paintings by Mary Cassatt. <p>Display children’s individual artwork at their eye level and so that it is predominate in the classroom. Include three-dimensional child created work such as play dough, clay, and carpentry, as well as flat work.</p> <p>Display art, (for example: reproductions and postcards), sculptures, needlework, and artifacts that are representative of various cultures.</p>

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DEVELOPMENTAL LEARNING STRAND 2 — CREATIVE/AESTHETIC

Benchmarks	Strategies/Activities
EXPRESSION THROUGH ART FORMS AND ACTIVITIES	
	<p>Display the work of famous artists through prints, posters, paintings, art books, and art postcards. For example:</p> <ul style="list-style-type: none"> • Vincent van Gogh’s <i>Sunflowers</i> and <i>Starry Night</i>. • Claude Monet’s <i>Gardens at Giverny</i> and <i>Waterlilies</i>. • Mary Cassatt’s <i>Playing at the Beach</i> and <i>Children on the Beach</i>. • Winslow Homer’s <i>Fishin’</i> and <i>Snap the Whip</i>. • Pierre-Auguste Renoir’s <i>Two Girls Reading</i> and <i>Girl with a Watering Can</i>. • Marc Chagall’s <i>Circus</i> and <i>I and the Village</i>. <p>(Note: Posters can be purchased inexpensively online. Search by artists’ name and title of painting.)</p>

DEVELOPMENTAL LEARNING STRAND 3 — COGNITIVE/INTELLECTUAL LEARNING

Cognitive/Intellectual learning enhances communication problem solving, making choices, exploring experimenting, and questioning.

Benchmarks	Strategies/Activities
LANGUAGE ARTS	
3.1 Shows enjoyment of books and stories and discussion of them	<p>Read to children several times daily. Read in small or large groups and to individual children, depending on the ability of the children to attend to the story. (Read Aloud or Shared Reading)</p> <p>Read to the children informally, for example during child initiated play.</p> <p>Gradually increase the length and complexity of stories you read or tell.</p>
3.2 Uses pictures cues to tell a story	<p>Allow time after the story for discussion or for children to retell the story (story retelling) following the pictures in the book. Model storytelling with or without props. If the story is new to children, the use of props is very useful in helping them remember the story. There are different types of storytelling visuals: Story boards (felt, flannel, velcro or magnetic story boards), puppets, story aprons, story bag, and clothesline stories. Recycle old worn picture books into storytelling props.</p> <p>Arrange for children with visual impairment or hearing loss to sit close to the reader during story time so they can see the pictures or hear the words as the book is read.</p> <p>Include a wide selection of books that are accessible to children for a substantial portion of the day for independent reading.</p> <p>Include books that reflect diversity.</p> <p>Include books with large print for children with visual impairments.</p> <p>Include books in children’s primary language.</p> <p>Display the books in the library center so children can see the covers, thus making selection easier for them.</p> <p>Spend some time in the library center during that part of the day when children select areas in which to play.</p>
3.3 Demonstrates knowledge of how to use a book	<p>Model and discuss with children how to use and care for books. For example:</p> <ul style="list-style-type: none"> • Introduce the parts of a book: cover, title page, pages, title, author, and illustrator. • Demonstrate starting at the beginning and turning each subsequent page. • Demonstrate how to turn the pages. • Demonstrate how to return books to the display area.

Section II

DEVELOPMENTAL LEARNING STRAND 3 — COGNITIVE/INTELLECTUAL LEARNING	
Benchmarks	Strategies/Activities
LANGUAGE ARTS	
3.4 Demonstrates visual discrimination skills and visual memory skills	<p>Provide materials that promote the development of visual discrimination skills. Some examples include:</p> <ul style="list-style-type: none"> • Puzzles. • Pegs and pegboards. • Stringing beads and laces; adding pattern cards. • Parquetry blocks and pattern cards or boards. <p>Play games that involve children in visual discrimination activities. Some examples include:</p> <ul style="list-style-type: none"> • Bingo games with matching pictures, colors, and shapes. • Dominoes with either matching pictures or numbers of dots. <p>Play <i>What's Missing?</i> Have three to five items in a box. Show the items to children and spread them on the floor. Ask children to close their eyes as you remove one item from the pile, mixing up the pile. Ask children to identify what is missing. Continue to play the game, removing different items.</p> <p>Play <i>Memory</i>. Have 12 pairs of matching cards; for example, 12 pairs of animal cards. The ability of the group will determine the number of pairs to use. Play the game as follows: Shuffle the cards and lay face down in rows. Each child, in turn, turns up two cards. If the cards match, the child gets to keep them. If the cards don't match, the child replaces them in the same place. Emphasize to children to remember where the cards are. The game continues until all pairs have been matched.</p>
3.5 Understands that print conveys a message	<p>Let children see you write their names, attendance records, and notes to parents, for example. (Modeled writing)</p> <p>Make and post signs, charts, and labeled pictures in the classroom at children's eye level. Write signs in the languages spoken by the children. Read signs with the children.</p> <p>Link children's spoken communication with written language (LEA — Language Experience Approach). For example:</p> <ul style="list-style-type: none"> • After an experience such as a listening walk on the playground, or a field trip to a point of local interest, have children dictate a story that you write down for them. • Invite children to dictate stories to go with their artwork and write what they say. <p>Add printed materials such as telephone books, magazines, grocery store ads, grocery list pads, and menus to home living area. (Environmental print)</p> <p>Use pictures and words on recipe cards or charts for use in nutrition experiences.</p>
3.6 Demonstrates an interest in using writing for a purpose	<p>Establish a writing center in the classroom. Include a variety of writing tools, types of paper, and printing tools. Some examples to include are:</p> <ul style="list-style-type: none"> • Writing tools: thick pencils with black and colored lead, washable magic markers, chalk and chalkboards, and crayons. • Paper: computer printout, magazines, index cards, small blank books, unlined and lined paper, construction paper, carbon paper, envelopes, and stationery. • Printing tools: alphabet letter stamps and ink pad. • Other tools: hole punch, scissors, paper clips, and stapler. <p>Keep paper and writing tools in various areas of the classroom. For example, in the block area to make signs and in the home living center to write a grocery list or take a restaurant order.</p> <p>Let children write whenever they are interested, while never forcing them to practice writing.</p> <p>Comment on the child's attempts to write. For example, "You made a whole row of C's, then a row of M's."</p>

DEVELOPMENTAL LEARNING STRAND 3 — COGNITIVE/INTELLECTUAL LEARNING	
Benchmarks	Strategies/Activities
LANGUAGE ARTS	
<p>3.7 Identifies letters and signs in the environment</p> <p>3.8 Uses known letters or approximation of letters to represent written language</p> <p>3.9 Identifies some letters and makes some letter-sound matches</p>	<p>Use letters as they come up in real situations. Some examples include:</p> <ul style="list-style-type: none"> • Write children’s names on their art work and to label their cubbies. • Make and laminate a name card for each child and use for activities such as roll call or for placing on helper’s chart. • Write signs upon request by children. For example, a child may want a <i>Do Not Disturb</i> sign for his block structure. • Call attention to names of children that begin with the same letter of the alphabet and have the same initial sound. <p>Use appropriate upper and lower case letters when writing.</p> <p>When reading with children the language experience stories (LEA) they have dictated, call attention to words that begin with the same letters of the alphabet. Let them pick out the letters in their names. (CAP — Concepts About Print)</p> <p>Include alphabet books to be read to the children and to place in the library. Suggested titles include:</p> <ul style="list-style-type: none"> • <i>Jambo Means Hello: Swahili Alphabet Book</i> by Muriel Feelings, illustrated by Tom Feelings. • <i>A My Name is Alice</i> by Jane Bayer, illustrated by Steven Kellogg. • <i>Chicka Chicka Boom Boom</i> by Bill Martin, Jr. and John Archambault, illustrated by Lois Ehlert. • <i>Growing Vegetable Soup</i> by Lois Ehlert.

DEVELOPMENTAL LEARNING STRAND 3 — COGNITIVE/INTELLECTUAL LEARNING	
Benchmarks	Strategies/Activities
MATHEMATICS AND SCIENCE	
<p>3.10 Classifies objects by physical features such as shape or color</p>	<p>Provide materials of the same shape and color. Some examples include: unit blocks, attribute blocks, parquetry blocks, pegs, stringing beads, counting bears, and crayons.</p> <p>Store children’s materials by color or shape. For example:</p> <ul style="list-style-type: none"> • Place all crayons of same color in a container of the same color, all counting bears in bowls of the same color. When children are putting away materials, remind them to “Put all the blue bears in the blue bowl.” • Store all blocks of the same shape together. To make this easier for children to do, make labels by tracing the outlines of blocks onto solid-colored contact paper. Cut out the outlined shapes and place on the shelves. Place the shapes on the shelf lengthwise so children can see which block is which. Demonstrate, model, and assist children to put blocks away by shape.
<p>3.11 Classifies objects conceptually (things that go together)</p>	<p>Play classification games. Call this one <i>Things That Go Together</i>. Play it as follows: Gather a group of items that include pairs of objects that go together. Some example are: shoe and sock, comb and brush, hammer and nail, pencil and paper, knife and fork, and flower and vase. Place the items in front of the children, separating pairs. Ask the children, one at a time, to select the items that go together and to explain their choice. After children have had lots of experience with real objects, play classification games with photos or pictures of items that go together.</p> <p>Provide commercial or teacher-made, two-piece puzzles of paired items. Puzzles are self-correcting.</p>

Section II

DEVELOPMENTAL LEARNING STRAND 3 — COGNITIVE/INTELLECTUAL LEARNING

Benchmarks	Strategies/Activities
MATHEMATICS AND SCIENCE	
<p>3.12 Recognizes patterns and can repeat them (patterning)</p>	<p>Introduce children to auditory patterns through hand claps, foot taps, and leg slaps. Begin with a three-part pattern, gradually increasing the complexity.</p> <p>Bring in a piece of wallpaper with a repeating pattern and show it to the children, guiding them to notice the patterns.</p> <p>Introduce children to visual patterns with concrete materials such as beads, pegs, cubes or parquetry blocks, for example:</p> <ul style="list-style-type: none"> • Allow children to explore the objects, such as beads with strings, over a period of time. They probably will make <i>necklaces</i> in a random pattern. • Copy their bead pattern, describing what you are doing. "I'm going to make one just like yours." • Begin to create a bead pattern, again describing what you are doing. "I'm creating a bead pattern with red and blue. First, I'll put on a red bead, then I'll put on a blue bead." Invite children to copy your pattern. Gradually increase the complexity of the pattern. • When children have had lots of hands-on patterning experiences with real objects, make a pattern by drawing and coloring a string of bead shapes on a card. Encourage the children to string real beads to duplicate the pattern.
<p>3.13 Demonstrates one-to-one correspondence</p>	<p>Provide first-hand experiences with matching one-to-one in daily activities. Some examples include:</p> <ul style="list-style-type: none"> • Pegs and peg boards where children put one peg in each hole. • After using a felt-tip marker, a child puts a cover on a marker. The markers and covers are the same color. • Provide an equal number of nuts and bolts for children to put together. • Ask one child to give each child in the group a scarf to use for dancing. • At lunch, guide the helpers to place one napkin, one fork, and one carton of milk at each child's place at the table. <p>Read the children the story <i>The Three Little Pigs</i>, by Paul Galdone, and talk about a house for each pig. To extend the activity, make felt figures of the three pigs and the three houses. Allow the children to retell the story using the felt figures on a felt board.</p>
<p>3.14 Demonstrates the ability to order and sequence</p>	<p>Read the story <i>The Three Bears</i>, by Paul Galdone, and have the children retell the story (story retelling). Discuss that each bear has a bowl, a chair, and a bed. To extend the activity, provide three sizes of bears and discuss with the children the sizes, labeling the bears as <i>baby</i>, <i>mama</i>, and <i>papa</i>. Ask the children to put the bears in order from smallest to largest (sequencing). Add three sizes of bowls and suggest that the children give each bear the correct bowl.</p> <p>Introduce a fishing game to the children. Procedures are:</p> <ul style="list-style-type: none"> • Cut cardboard fish in different lengths. For example, 3", 4", 5", and 6". • Attach a paper clip to each fish. • Make a fishing pole with a dowel and a magnet tied to the end of the string. • Create a pond with a shallow box or a piece of blue construction paper on the floor. • Let children <i>go fishing</i> by touching the magnet to the paper clip. • Have the children arrange the fish from smallest to largest. • They can also count the number of fish caught.

DEVELOPMENTAL LEARNING STRAND 3 — COGNITIVE/INTELLECTUAL LEARNING

Benchmarks	Strategies/Activities
MATHEMATICS AND SCIENCE	
<p>3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration)</p>	<p>Introduce numbers (how many) with people and real objects.</p> <ul style="list-style-type: none"> Count the number of children in the group. Count the number of boys and the number of girls. Discuss which group (set) has the most. Count the number of crackers each child has for snack. <p>Provide number/numeral materials. For example, counting bears, magnetic numerals, number stamps, and rulers and tapes for measuring.</p> <p>Include commercial or teacher-made number/numeral two-piece puzzles. Each puzzle contains one piece with a numeral and the other piece contains a corresponding number of objects. Purchase or make 10 puzzles, from 1 to 10. Children can also put puzzles in numerical order.</p> <p>Introduce games such as number bingo and dominoes with dots.</p> <p>Include counting songs, fingerplays and chants. Some examples include:</p> <ul style="list-style-type: none"> <i>This Old Man.</i> <i>Three Blind Mice.</i> <i>Five Little Monkeys.</i> <i>Six Little Ducks.</i> <i>Five Little Speckled Frogs.</i> <i>One Elephant Went Out to Play.</i> <i>The Number Rock</i> by Steve and Greg. <p>Learn to count from one to ten in another language, such as Spanish, and teach this to the children.</p>
<p>3.16 Demonstrates an understanding of addition and subtraction, using manipulatives</p>	<p>Model and encourage children to use fingers to act out fingerplays such as <i>Five Little Monkeys</i> so they can visually see the results of one being eliminated (subtraction).</p> <p>Introduce graphing to demonstrate more than and less than.</p> <p>Include number books. Suggested titles include.</p> <ul style="list-style-type: none"> <i>Anno's Counting Book</i> by Mitsumasa Anno <i>One Was Johnny</i> by Maurice Sendak. <i>Ten, Nine, Eight</i> by Molly Bang. <i>Fish Eyes: A Book You Can Count On</i> by Lois Ehlert. <i>Ten Black Dots</i> by Donald Crews. <p>Make a chant or song chart on cards that include number of characters and the corresponding numeral. Make the cards large enough for children to see in the group. For example, for the chant, <i>Five Little Monkeys</i>:</p> <ul style="list-style-type: none"> Make five cards. Make a card with five monkeys and the numeral 5. Make a card with four monkeys and the numeral 4, etc. Show the cards, one at a time, so the children can <i>read the card</i>, say the chant, and use fingers to act it out. <p>Take the children on a walk, giving each child a small bag in which to collect items from nature. After returning to the classroom, suggest that the children sort the objects. Record how many items in each group (set) the child has collected. For example, 5 pinecones and 10 leaves. Discuss which group has more or less items.</p> <p>Avoid written addition and subtraction exercises in favor of child-directed, hands-on experiences with real objects and real problems to solve. As children are playing with manipulatives, introduce subtraction and addition words. Here is an example: To a child who has stacked five Ring-a-Majigs™, count the rings with the child and ask, "If you add one more, how many will you have?" Encourage the child to add and subtract and verbalize the results.</p> <p>Present stories such as <i>The Gingerbread Man</i>, by Paul Galdone, and <i>Mr. Gumpy's Outing</i>, by John Burningham, in which characters are added to the story one at a time. Use felt figures to tell the story. After each character is added, ask, "How many people (or animals) are in the story now?" Allow the children to use the figures to tell the story.</p>

Section II

DEVELOPMENTAL LEARNING STRAND 3 — COGNITIVE/INTELLECTUAL LEARNING

Benchmarks	Strategies/Activities
MATHEMATICS AND SCIENCE	
<p>3.17 Shows understanding of different relationships of objects in space (spatial relations)</p>	<p>Include chants or songs to teach location words. For example:</p> <ul style="list-style-type: none"> • The traditional, “The bear went over the mountain to see what he could see,” can be expanded to include, “The bear went around the mountain,” or “The bear went through the mountain.” • The children’s favorite <i>Going on a Bear Hunt</i> contains many words that relate to space: over, under, through, around, up, and down, for example. • Play a game using hoops or rings approximately 18" in diameter. Hula hoops can be used. Give directions related to space. For example “Walk around the circle. Jump inside the circle. Put one foot in the circle. Stand inside the circle.” Hap Palmer’s record, cassette, or CD entitled <i>Learning Basic Skills Through Music</i> includes <i>Circle Games</i> in which children are directed to assume positions in space as noted above. • Songs and games such as <i>Hokey Pokey</i>, <i>Looby Loo</i>, and <i>Go In and Out the Window</i> direct children’s movements in space.
<p>3.18 Shows an awareness of time concepts</p>	<p>Use time words in daily conversation with children. For example, as you review plans for the day, note which activities follow the other. Discuss what happened yesterday and what is planned for tomorrow.</p> <p>Talk about seasonal changes and the movement of the sun and moon.</p> <p>Use photos or drawings to illustrate each time period of the daily schedule. For example, arrival time, group time, snack time, etc. Review the illustrated schedule with the children. Allow them to put the schedule in sequential order. Post the schedule in the room where children can easily see it.</p> <p>Give children <i>time</i> reminders. For example, tell them “You have five more minutes to play in learning centers, then it is time to clean up.”</p> <p>Let children see you write the date. For example, when you use the date on attendance reports, lunch counts or other notices, write where children can see what you are doing. Say aloud what you are writing. (Modeled writing)</p> <p>Write short notes home to parents and date each one.</p> <p>Date the experience stories that you write as children dictate them to you.</p> <p>Combine movement and time concepts. The following example is an activity you might call <i>How Will We Move Today</i>.</p> <ul style="list-style-type: none"> • Repeat the following with the children adding the appropriate movements. <ul style="list-style-type: none"> – Today is Monday so let’s march and march today. – Today is Monday so let’s march and march today. <ul style="list-style-type: none"> – Let’s march the day away. • Add a different movement for each day. For example, jump on Tuesday, hop on Wednesday, etc. Let the children suggest movements to go with the days. <p>Include books that relate to time. Suggested titles include:</p> <ul style="list-style-type: none"> • <i>The Very Hungry Caterpillar</i> by Eric Carle. • <i>Today Is Monday</i> by Eric Carle. • <i>The Very Quiet Cricket</i> by Eric Carle. • <i>Chicken Soup With Rice: A Book of Months</i> by Maurice Sendak. • <i>A Year of Beasts</i> by Ashley Wolff. • <i>Night in the Country</i> by Cynthia Rylant, illustrated by Mary Szilagyi. • <i>Cookie’s Week</i> by Cindy Ward, illustrated by Tomie dePaola. <p>Incorporate food/nutrition experiences into the curriculum as a method of introducing math and science concepts such as: ordering and sequencing, numeration, measuring, time, one-to-one correspondence, cause and effect, and change.</p>

DEVELOPMENTAL LEARNING STRAND 3 — COGNITIVE/INTELLECTUAL LEARNING

Benchmarks	Strategies/Activities
MATHEMATICS AND SCIENCE	
<p>3.19 Shows interest in exploring the environment</p>	<p>Designate a special place that is easily accessible to the children as the science, discovery or exploration area in the classroom.</p> <p>Locate the area near a window, if possible, so items such as plants can benefit from the sunlight and so children can easily observe the outdoor environment.</p> <p>Place a low table in the area so children can either stand or sit as they explore and experiment with the materials in the center.</p> <p>Locate a low, open shelf near the table for storage of extra equipment and materials. Store like materials together on the shelf and in labeled, see-through containers.</p> <p>Include equipment and materials in the center that children can use independently and that invite participation, exploration, discovery, and experimentation. Suggested equipment includes: magnifiers, metal mirrors, prisms, thermometers, kaleidoscopes, plastic flashlights, binoculars, balance scales, assorted magnets, color paddles, and pulley and wheels.</p> <p>Materials to include will vary with interests and abilities of the children, with seasons, and with what is available in the local environment. Some suggested collections of materials include rocks, stones, seedpods, gourds, nests, pinecones, assorted feathers, fossils, horns, and antlers.</p>
<p>3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing)</p>	<p>Encourage children to use their senses to learn about the outdoor environment. For example:</p> <ul style="list-style-type: none"> • Experience the weather as you go for walks. • Observe the movement of leaves on a windy day. • Listen for sounds of nature and the neighborhood. • Lie on their backs and watch the clouds go by. • Watch small things like bugs and ants. • Look for bird or animal tracks. • Observe water on the sidewalk evaporate when the sun comes out after a shower. • Smell freshly mowed grass. <p>Plan indoor sensory experiences. Suggested activities include:</p> <ul style="list-style-type: none"> • Provide a <i>feely</i> bag in which items are placed. Children reach in, describe and identify the objects by touch. • Play an audio tape of the voices of the children in the classroom. Children listen and try to recognize whom they hear. • Allow children to assist in the preparation and use of scented play dough. <p>Take advantage of every day events to help children learn about nature and science. For example, the changing weather and watching snow melt and freeze.</p>

Section II

DEVELOPMENTAL LEARNING STRAND 3 — COGNITIVE/INTELLECTUAL LEARNING

Benchmarks	Strategies/Activities
MATHEMATICS AND SCIENCE	
<p>3.21 Uses words to describe the characteristics of objects (scientific process: communicating)</p>	<p>Plan a tasting activity that includes foods that are salty—pretzels; foods that are sour—pickles; foods that are sweet—bananas. Encourage children to talk about how the foods taste and to decide on their favorite. Record their choice on a graph and write a summary story.</p> <p>Involve children in outdoor science experiences. Some examples include:</p> <ul style="list-style-type: none"> • Use a pulley somewhere on the playground. Use it to hang a bird feeder or flag so children can use it purposefully. • Take a <i>feely</i> walk to discover the different textures outdoors. • Use binoculars to watch birds, planes, and people. • Plant and care for a vegetable or flower garden. • Examine flowers and plants with a magnifying glass. • Make and hang windsocks or wind chimes. • Blow bubbles and fly kites on windy days. <p>Plan nutrition experiences where children can observe change. Examples include:</p> <ul style="list-style-type: none"> • Make lemonade or orange juice. • Make juice popsicles. • Make Jell-O™. • Make pudding by stirring milk into dry instant pudding mix. • Make butter by vigorously shaking heavy whipping cream in a jar. <p>Record children’s dictated stories about their science and nutrition experiences.</p>
<p>3.22 Makes comparisons (scientific process: comparing)</p> <p>3.23 Shows awareness of cause-effect relationships</p>	<p>Involve children in simple science experiments such as:</p> <ul style="list-style-type: none"> • What floats? What sinks? • What objects will light shine through? • What materials absorb water? • What will happen if we mix two colors? • What objects are attracted to magnets? • What happens when we mix different liquids with water? • What happens when we mix different solids with water? <p>Concepts such as <i>sink</i> and <i>float</i> can be introduced to children as a guided experience at circle time. Children can then experiment with the activity later either in the science area or outdoors.</p> <p>Prepare a prediction chart for the planned experiment ahead of time. The chart can be made and used as follows:</p> <ul style="list-style-type: none"> • Write the science question that is the focus of the experiment across the top of the page. For example, <i>What Floats? What Sinks?</i> • Make two columns on the chart: one for children’s predictions on the left and one for results on the right. • Label the left column <i>Predictions</i> and the right column <i>Results</i>. Divide each column into a <i>Yes</i> column and a <i>No</i> column large enough for children to make their own tally marks in the appropriate place. • List the items to be tested down the left side of the chart and tape a picture of the object next to the appropriate word. • One at a time, ask children to choose an object and predict whether it will sink or float. If they think the object will float, ask them to make a check with the green crayon in the <i>Yes</i> column. If they think it won’t float, ask them to make a red X in the <i>No</i> column. • Allow each child an opportunity to test the predictions with a different object, marking the results in the appropriate column. • Together examine the <i>Predictions</i> chart and discuss the results. Write a summary story of the results of the experiment.

DEVELOPMENTAL LEARNING STRAND 3 — COGNITIVE/INTELLECTUAL LEARNING

Benchmarks	Strategies/Activities
MATHEMATICS AND SCIENCE	
<p>3.24 Finds more than one solution to a problem</p> <p>3.25 Applies information or experience to a new context (scientific process: applying)</p>	<p>Pose problem-solving situations to the children. Suggested procedures to follow:</p> <ul style="list-style-type: none"> • Begin by helping children identify a problem such as: “We need to get the water from the sink to the water table. How many different ways can we do that?” • Encourage children to generate more than one solution to the problem. Ask open-ended questions such as “Can you think of another way?” • Have children select a method and test it and evaluate it. Ask: Did it work? Was it effective? • Try another method, evaluate it, and decide which method works best. You may later observe children experimenting with other methods of moving water from one place to another. <p>Include science books in the classroom. Place them in the science area, in the library center, and read and discuss them with the children. Some suggested titles include.</p> <ul style="list-style-type: none"> • <i>The Snowy Day</i> by Ezra Jack Keats. • <i>The Wind Blew</i> by Pat Hutchins. • <i>Gilberto and the Wind</i> by Marie Hall Ets. • <i>Umbrella</i> by Taro Yashima. • <i>I Am Water</i> by Jean Marzolla. • <i>My Five Senses</i> by Alikei. • <i>The Reason for Seasons</i> by Gail Gibbons. • <i>The Great Kapok Tree</i> by Lynne Cherry. • <i>A Busy Year</i> by Leo Lionni. • <i>Our Yard is Full of Birds</i> by Anne Rockwell. • <i>Color Dance</i> by Ann Jonas. <p>Collect resources for science activities. Some examples include:</p> <ul style="list-style-type: none"> • <i>1-2-3 Science</i> by Gayle Bittinger. • <i>Bubbles, Rainbows and Worms</i> by Sam Ed Brown. • <i>Learning Through Play: Science</i> by Susan Bromberg Kleinsinger. • <i>Hug a Tree</i> by Robert Rockwell. • <i>Early Childhood Today</i>, a magazine published by Scholastic, Inc. that is available by subscription and often has science activity plans. • <i>Investigating Science with Young Children</i> by Rosemary Althouse.
<p>3.26 Discusses natural events in the environment</p>	<p>Provide thermometer, rain gauge and wind sock to make and discuss weather observations.</p> <p>Draw attention to weather changes and discuss what they see, hear and feel.</p> <p>Take walks and observe nature and discuss – collecting items on the walk.</p> <p>Adopt a tree and note the changes during the seasons. (If possible, keep a blanket or pallet to sit under the tree for story time; lay on your back with the children to observe the tree, sky, clouds, in the different seasons; Use sketch pad to draw the tree).</p> <p>Plant a garden and observe the changes.</p> <p>Notice shadows.</p> <p>Observe freezing and thawing in cold weather.</p> <p>Provide nature books and magazines.</p> <p>Follow children’s interests in bugs, butterflies, birds, plants, rocks, etc.</p>

Section II

DEVELOPMENTAL LEARNING STRAND 3 — COGNITIVE/INTELLECTUAL LEARNING

Benchmarks	Strategies/Activities
MATHEMATICS AND SCIENCE	
<p>3.27 Uses number in daily activities</p> <p>3.28 Describes the characteristics of both two-dimensional shapes and geometric solids</p>	<p>Count concrete objects for a meaningful purpose (for example, selecting three crackers for snack, number of glasses needed for each table, number of children in a learning center)</p> <p>Count objects in a collection. For example: "How many pine cones did Samuel bring today? Let's count, one, two, three. Samuel brought three pine cones. Let's place them in the science area."</p> <p>Refer to the number of items when it's time to pick up toys. For example: "There should be five balls, we are missing two. Jeremy, there are two balls behind you."</p> <p>Provide matching games and books to help children learn the names of two-dimensional shapes (circles, triangles, squares and rectangles) and 3-dimensional shapes (cylinders, spheres and cone).</p> <p>Include the names of shapes in everyday experiences, such as a can is a cylinder and a ball is a sphere.</p> <p>Provide different shapes in the block area.</p> <p>Draw shapes on the floor or carpet with masking tape. Have children stand beside the shape or on the shape when singing a song. Sit in the shape while reading a story.</p> <p>Provide geometric solids in block area or manipulative area.</p> <p>Discuss attributes of shapes. Place shapes in a sack and have child name the shape by feeling.</p> <p>Include geometric shape game which matches the 3-D models and picture of a 3-D shape on a card.</p> <p>Draw shapes on a placemat with a marker, and encourage children to make shape with playdough.</p> <p>Take shapes outside and ask children what shapes they see.</p> <p>Go on a shape walk to find triangles or other shapes on the playground.</p>
<p>3.29 Manipulates and combines two-dimensional shapes</p>	<p>Provide geometric connecting shapes in manipulative area.</p> <p>Provide puzzles for children at different difficulty levels.</p> <p>Engage children in conversation about their work as they play with pattern blocks, parquetry blocks, and tangram puzzles.</p> <p>Provide strips of paper, lengths of yarn, craft sticks, and chenille stems for children to create and combine two-dimensional shapes.</p>
<p>3.30 Participates in exploratory measurement activities</p>	<p>Cut food in two equal parts.</p> <p>Measure circumference of a watermelon or pumpkin by using a piece of string or a flexible measuring tape.</p> <p>Model how measuring tapes and rulers are used and make available for children to use for their own purposes.</p> <p>Provide different measurement containers in the sand and water areas.</p> <p>Provide cooking activities to use measuring cups and spoons.</p> <p>Play measurement games. For example: "Which is heavier?" "Which is longer?"</p> <p>Use measuring tools in everyday situations.</p>

DEVELOPMENTAL LEARNING STRAND 3 — COGNITIVE/INTELLECTUAL LEARNING

Benchmarks	Strategies/Activities
SOCIAL STUDIES	
<p>3.31 Identifies self as a boy or girl</p>	<p>Refer to children as <i>boys</i> and <i>girls</i> as you are talking.</p> <p>Provide props and dress-up clothes for both males and females.</p> <p>Include books that show males and females in non-traditional roles. Suggested titles include:</p> <ul style="list-style-type: none"> • <i>William's Doll</i> by Charlotte Zolotow, illustrated by William Pene DuBois. • <i>Amazing Grace</i> by Mary Hoffman. • <i>Daddy Makes the Best Spaghetti</i> by Anna Grossnickle Hines • <i>Ten, Nine, Eight</i> by Molly Bang. <p>Fill the environment with pictures of boys and girls of many racial and ethnic backgrounds doing a wide range of activities. Post these pictures at children's eye level.</p> <p>Plan activities that require children to identify themselves as a girl or a boy.</p> <p>The following classification activity is an example:</p> <ul style="list-style-type: none"> • Place a strip of masking tape on the floor. • Have a boy stand on one side of the tape line and a girl on the other. • Ask the children what is different about the two people. • When children identify one as a boy and one as a girl, bring another child up and ask where he or she should go. • Allow each child a turn.
<p>3.32 Identifies self as a member of a specific family and cultural group</p>	<p>Include props such as sets of small figures that represent families of different structures and cultures, males and females in diverse roles, and individuals with different abilities. These are available in school supply catalogs.</p> <p>Model respect for each child and that child's family members.</p> <p>Display photos of children and their families in the classroom at children's eye level.</p>
<p>3.33 Shows pride in heritage and background</p>	<p>Get to know each family: its structure, occupations, celebrations, activities, holidays or family events that are important to the family.</p> <p>Invite families to come in throughout the year and share the ways they celebrate cultural holidays and family celebrations, as well as family activities such as trips and family photos.</p> <p>Plan food experiences around the cultures of the children in your class.</p> <p>Ask families to share their favorite music tapes or records to play for the children.</p> <p>Integrate authentic materials and activities from different cultures throughout your program and throughout the year as opposed to a <i>tourist approach</i> to culture in which the focus is exclusively on celebrations, holidays or festivals from around the world. Begin with the culture of the children in the group and expand to other cultures. Examples of cultural objects to include are; weaving, woodwork, pottery, basketry, beadwork, and cooking utensils.</p> <p>Learn key words and phrases of the child's home language and integrate them into daily and group-time routines such as greeting, singing, story time, and transitions. Use them throughout the day one-on-one with the child.</p>

Section II

DEVELOPMENTAL LEARNING STRAND 3 — COGNITIVE/INTELLECTUAL LEARNING

Benchmarks	Strategies/Activities
SOCIAL STUDIES	
<p>3.34 Shows awareness of the roles people play in society</p>	<p>Introduce to children an awareness of the roles people play in society. To help in planning appropriate activities related to this topic, determine what children already know and can find out more about. Some ways to do this might be:</p> <ul style="list-style-type: none"> • Ask the children about their ideas of <i>People Who Help Us</i> and list their responses. • Know the families and invite children to discuss the roles of their various family members. • Take a walk around the neighborhood and encourage children to stop, look, and listen. They may see neighborhood stores, construction sites, someone working in a garden, hanging clothes to dry, pushing a baby in a stroller, or driving a bus. Upon returning to the classroom, have the children recall their observations and write them down. • Take a walk around the center, especially if it has a large number of staff in different roles, or is located on a school campus. Introduce the children to the various people and discuss the jobs they do. • Show children pictures of community helpers and ask them to guess who they are and what they are doing. • Ask children questions such as, “What do you want to be when you grow up?” and “What kinds of work do you like to do?” • Talk to children about jobs related to nature and the environment. Examples: those that care for parks, those who work for the Game and Fish Commission; those who collect garbage. <p>Provide clothing and props for dramatic play that represents different roles in society. Allow children to dress in clothing of their choice.</p> <p>Invite guests to the classroom or take field trips in the community to increase awareness of roles people play. For example, invite a children’s librarian to bring in books to read to the children. Visit a nursery where children can be involved in potting plants. Invite family members to share their occupations with the children.</p>
<p>3.35 Functions as a member of the classroom community</p>	<p>Use whole group time to build on the idea of the classroom as a community. Discuss and include activities children can do as a group. Some examples include: storytelling and book reading, singing and dancing, taking attendance and discussing who is absent, problem solving of classroom situations that arise, and writing a thank you note to a class visitor.</p> <p>Discuss how each person, including the adults, can share in classroom responsibilities. Some tasks might include cleaning up play areas together, serving as classroom helpers, and being both leaders and followers.</p> <p>Involve children in establishing rules or guidelines for behavior and discussion of reasons for the rules. Include rules related to the safety of self and others.</p> <p>Create opportunities for cooperation. For example:</p> <ul style="list-style-type: none"> • Ask two children to do a task together, such as carrying in the tub of sand toys from outdoors. Comment on how much easier it is when two people work together. • Include parachute play where children are required to work together to keep the ball on the uplifted parachute. • Create a group mural with each child contributing a drawing of his or her family or favorite community helper, for example.
<p>3.36 Shows awareness of safe behavior</p>	<p>Show children how to use equipment and materials in a safe manner. For example:</p> <ul style="list-style-type: none"> • Sit at a table when using scissors. • Sit in the seat and hold on while swinging. <p>Comment positively when safe behavior of children is observed.</p> <p>Model safe behavior.</p> <p>Add props to encourage children to engage in play related to safety. For example, adding a fire hat and a piece of hose to trike play invites children to role-play putting out a fire.</p>

DEVELOPMENTAL LEARNING STRAND 3 — COGNITIVE/INTELLECTUAL LEARNING

Benchmarks	Strategies/Activities
SOCIAL STUDIES	
<p>3.37 Cares for the environment</p>	<p>Maintain an orderly classroom environment as a model for the children.</p> <p>Make taking care of the indoor and outdoor environment a normal part of the daily routine in which everyone participates.</p> <p>Be involved in cleaning up the classroom with the children.</p> <p>Use recycled materials to create props for play. Involve families in saving these materials for the classroom.</p> <p>Include books related to families and community for reading to children and to place in the library. Suggested titles include:</p> <ul style="list-style-type: none"> • <i>Bigmama’s</i> by Donald Crews. • <i>The Relatives Came</i> by Cynthia Rylant, illustrated by Stephen Gammell. • <i>The Patchwork Quilt</i> by Valerie Flournoy, illustrated by Jerry Pinkney. • <i>Families are Different</i> by Nina Pellegrini. • <i>Abuela</i> by Arthur Dorros. • <i>Peter’s Chair</i> by Ezra Jack Keats. • <i>Who Uses This?</i> by Margaret Miller.
TECHNOLOGY AND TOOLS	
<p>3.41 Independently applies technology and tools to address a variety of tasks and problems</p>	<p>Provide materials and resources for children to create drawings, paintings, or stories using computer or tablet, pencils, crayons, paints, paper, glue, tape and stapler.</p> <p>Design situations where children must use technology or tools to get something done For example:</p> <ul style="list-style-type: none"> • If a ball rolls under a cabinet and it can’t be reached by the child, he or she is able to find a solution to how to get the ball out from under the cabinet. One solution might be to get a yard stick or broom with a long handle). Children might help solve the following problems and decide which tools would help with the problem: • Getting water from the sink to the water table. • Cleaning up sand from the floor around the sand table.
<p>3.42 Shows awareness of technology and tools and their impact on how people live</p>	<p>Discuss and model with children that technology is used to solve problems.</p> <p>Listen to children explain the ways parents use computers or other technology at work or at home.</p> <p>Listen to children explain the kinds of technology they have in their homes.</p> <p>Provide books and manipulatives at the computer center that link to the content of the software programs.</p> <p>Provide geometric blocks to recreate structures designed on the computer.</p> <p>Read the book <i>Mouse Paint</i> by Ellen Stoll Walsh or <i>Harold and the Purple Crayon</i> by Crockett Johnson before children use the paint program on the computer. This offers children a way to represent what they have heard and seen in those books.</p> <p>Discuss different technologies used everyday (for example, washer, dryer, dishwasher, cars, oven, air conditioner/heater, MP3 player, CD player, telephone, camera, and cell phone).</p>
<p>3.43 Identifies purposes of common technologies and tools</p>	<p>Discuss with children the purpose of technology and tools. For example:</p> <ul style="list-style-type: none"> • The printer is for printing something created on a computer. • A camera is for taking pictures. • Scissors are for cutting. • A pencil or marker are for writing or drawing. • Knows that a dictionary (whether in book form or on the internet) is for looking up the meanings and spelling of words. <p>Help children understand the Internet is a source of information.</p>

Section II

DEVELOPMENTAL LEARNING STRAND 3 — COGNITIVE/INTELLECTUAL LEARNING

Benchmarks	Strategies/Activities
TECHNOLOGY AND TOOLS	
3.44 Demonstrates the safe and cooperative use of technology and tools	<p>Consider the potential safety issues (both physical and psychological) which might harm children. Place computers near electrical outlets so cords are not causing a trip hazard. Avoid placing computers near the sink, sand table, art, or playdough areas. Make sure child safety protection levels are set on the computer to limit access to the World Wide Web.</p> <p>Assist children with understanding the following:</p> <ul style="list-style-type: none"> • Keep foreign materials away from equipment. • State and follow rules for using the computer. • Follow simple directions to use the computer (for example, knows how to turn the computer and monitor on and how to start certain programs). <p>Set up situations where one student helps another student with the cooperative use of software or computer tools.</p> <p>One student can create a pattern with the letters and the other student can repeat the pattern on the next line.</p> <p>Create a collaborative drawing, story or other digital presentation with a classmate.</p> <p>Encourage children to play a game together.</p> <p>Discuss and address the safety of tools in the classroom.</p>
3.45 Communicates about technology and tools using developmentally appropriate and accurate terminology	<p>Have children tell how they use technology or tools to help them at home or at school.</p> <p>Discuss with children the accurate name of technology and tools (for example, printer, monitor, keyboard, CD, scissors, hole punch, camera, tablet, smart phone, tablet)</p> <p>Consider including two computers and a shared printer to facilitate social interaction.</p> <p>Have children send a message or email to a parent, relative, or friend.</p>

DEVELOPMENTAL LEARNING STRAND 4 — PHYSICAL DEVELOPMENT

Physical development promotes good health, nutrition fitness, and fine and gross motor coordination.

Benchmarks	Strategies/Activities
HEALTH AND NUTRITION	
4.1 Identifies body parts and understands their functions	<p>Include activities, songs, games, and fingerplays that introduce body parts and their functions. Examples are:</p> <ul style="list-style-type: none"> • <i>Head, Shoulders, Knees, and Toes.</i> • <i>Hokey Pokey.</i> • <i>Looby Loo.</i> • <i>Eye Winker.</i> <p>Ask open-ended questions such as:</p> <ul style="list-style-type: none"> • “What are some things hands can do?” • “What are all the things feet can do?” <p>Integrate sense awareness with body parts. Write children’s ideas on chart paper or chalkboard. For example:</p> <ul style="list-style-type: none"> • Say to children “Look out the window. What do your eyes see right now?” • Take the children on a walk and suggest that they use their ears. Call it a <i>listening walk</i>. After the children look out the window, or go on a listening walk, as they share things they saw or heard, make a chart/list as dictated by the children. • Ask children. “Suppose you could not see. How would you be able to identify the food you are eating?”

Continued on next page

DEVELOPMENTAL LEARNING STRAND 4 — PHYSICAL DEVELOPMENT	
Benchmarks	Strategies/Activities
HEALTH AND NUTRITION	
	<p>Create a mural of each child's hand prints.</p> <ul style="list-style-type: none"> • Have each child dip a hand in finger paint, then press on a large sheet of butcher paper. • Write each child's name below his/her hand print if the child cannot write their own name. • Mount the mural on the wall and have children find their hand print. <p>Include books about the body and the senses. Some suggested titles are:</p> <ul style="list-style-type: none"> • <i>My Hands</i> by Aliki. • <i>The Listening Walk</i> by Paul Showers. • <i>Here Are My Hands</i> by Bill Martin Jr. and John Archambault, illustrated by Ted Rand.
4.2 Demonstrates health and personal care habits	<p>Model health and personal care practices such as washing hands and eating only healthy foods in the children's presence.</p> <p>Provide time daily for rest as required in licensing.</p> <p>Teach children to manage health and personal care practices independently. For example: proper handwashing and tooth brushing techniques, taking care of toileting needs, flushing toilet, putting on and taking off own coat, proper use and disposal of tissues used for blowing nose.</p> <p>Share with parents children's accomplishments in health and personal care practices and encourage them to follow through with this at home.</p> <p>Include health related books, pictures, songs, and games. For example:</p> <ul style="list-style-type: none"> • Collect pictures related to health and personal care and use them to encourage children to discuss the practices. • Place health care items such as a bar of soap, toothbrush, wash cloth, and comb in <i>feely</i> bag or box. Let children take turns identifying an object in the bag by touch. Then have them bring the item out of the bag and talk about what it is, how it is used, and how it helps keep them healthy. • Sing songs such as <i>This Is The Way We Wash Our Hands</i>, making accompanying motions. Encourage children to contribute additional health and personal care practices to the song.
4.3 Tries new foods before deciding whether he/she likes them	<p>Serve a variety of healthy foods to the children.</p> <p>When adding a food to the menu that is new to the children, include in the meal other foods that are the children's favorites.</p> <p>Model for children by sitting at the table with them during meals and snacks, eating the same food as they do, including new foods.</p>
4.4 Recognizes different types of food	<p>Plan nutrition/food experiences that allow children to be actively involved in the preparation, serving and eating of healthy foods. Some examples are:</p> <ul style="list-style-type: none"> • Spreading butter on bread or cream cheese on bagels. • Plan a fruit tasting activity: <ul style="list-style-type: none"> – Involve children in washing, cutting, and tasting fruits such as apples, bananas, and strawberries. – Label the items as <i>fruits</i>. – After the children have tasted the fruits, guide them to decide on their favorite and record their choices on a graph. – Upon completion of graph, write a story summary, and read it with the children. – Do this tasting activity with other groups of food. For example, different kinds of bread: pita, bagels, and tortillas. <p>Involve children in planting, growing, harvesting, preparing, and tasting vegetables such as tomatoes, squash, and cucumbers.</p>

Continued on next page.

Section II

DEVELOPMENTAL LEARNING STRAND 4 — PHYSICAL DEVELOPMENT	
Benchmarks	Strategies/Activities
HEALTH AND NUTRITION	
	<p>Take children on a field trip and buy food and take it back to the classroom to prepare and eat. Suggested field trip sites include fruit and vegetable market, supermarket, bakery, pumpkin patch, and fruit orchard.</p> <p>Include local, regional, ethnic, and cultural foods in your menu. For example: bagels and cream cheese, burritos, chili, lasagna, and black-eyed peas and cornbread.</p>
4.5 Shows awareness that some foods are better for your body than others	<p>After children have had many first hand experiences with healthy foods, plus discussions contrasting the value of nutritious foods vs. junk foods, include activities using symbols such as pictures and flannel/felt backed pictures of food. Use these for classroom activities. For example introduce food classification activities:</p> <ul style="list-style-type: none"> • Have children create a mural that is divided into appropriate sections. Label one section <i>Fruits</i> and one section <i>Vegetables</i> and have children select pictures of fruits and vegetables and place in the appropriate section. • Divide a mural into sections labeled <i>Healthy Foods</i> and <i>Junk Foods</i>. Children select pictures of foods and place them in the proper section of the mural. Guide them to discuss the reasons for their choice. Post the mural in the kitchen area of the home living center. <p>Include books about food for reading and discussing with the children and to place in the library, home living, and science centers.</p> <ul style="list-style-type: none"> • Some suggested titles: • <i>Apples and Pumpkins</i> by Anne Rockwell. • <i>Bread, Bread, Bread</i> by Ann Morris, photo illustrated by Ken Heyman. • <i>Growing Vegetable Soup</i> by Lois Ehlert. • <i>Pumpkin, Pumpkin</i> by Jeanne Titherington. • <i>Stone Soup</i> by Marcia Brown. • <i>The Little Red Hen</i> by Paul Galdone. • <i>Tops and Bottoms</i> by Janet Stevens. <p>Share with parents information about healthy foods. For example:</p> <ul style="list-style-type: none"> • Suggest healthy snacks parents can bring for birthday celebrations. • Compile a recipe book for parents of children's favorite healthy snacks. • At open house, serve healthy snacks. • At a parent meeting, involve parents in preparing healthy snacks. • Invite parents to send a favorite family recipe and compile in a recipe book, making enough copies for each family.
4.6 Coordinates eye and hand movements to complete tasks	<p>Include puzzles, pegs and pegboards, beads to string, construction sets, sewing and lacing cards, and linking and interlocking sets.</p>
4.7 Uses small muscles for self-help skills	<p>Teach children to button, zip, and snap and allow time for them to use and practice these skills.</p>
4.8 Uses writing and drawing tools with control and intention	<p>Offer a variety of writing and drawing tools: pencils, crayons, markers, chalk, and blank and lined paper.</p> <p>Make accessible materials on different levels of difficulty for children with varying fine motor skills. For example, regular and knobbed puzzles.</p>

DEVELOPMENTAL LEARNING STRAND 4 — PHYSICAL DEVELOPMENT

Benchmarks	Strategies/Activities
GROSS MOTOR	
<p>4.9 Freely participates in gross motor activities</p> <p>4.10 Throws, kicks, bounces, and catches</p> <p>4.11 Runs, jumps, hops, and skips</p> <p>4.12 Shows balance and coordination</p>	<p>Participate in children’s gross motor play.</p> <p>Provide adequate space outdoors and some space indoors for gross motor play.</p> <p>Allow plenty of time in the outdoors and in open spaces for children to run, jump, gallop and skip. Help children learn how to gallop and skip if they do not know how.</p> <p>Include daily activities that involve movement and exercise. For example, use records, cassettes, or CDs. Some titles include:</p> <ul style="list-style-type: none"> • <i>Kids in Motion</i> by Greg and Steve. • <i>Boogie Woogie Bear</i>. • <i>All Time Favorite Dances</i>. • <i>Hokey Pokey</i>. • <i>Aerobic Power for Kids</i>. • <i>Mousercize</i> by Disney. <p>Allow time each day for children to acquire and practice gross motor skills: run, jump, gallop, and skip.</p> <p>Provide equipment to stimulate a variety of skills: low beam, or tape on floor for balancing, tricycles for steering and pedaling, balls to toss, catch and kick, and ladders and ramps for climbing.</p> <p>Include indoor gross motor activities, especially on days when children are unable to go outdoors because of inclement weather. Have readily available plans and materials and equipment for indoor gross motor activities. Some examples: bean bags to toss into a bucket or basket, or to use with a record or tape of guided activities, exercise and movement tapes and records, balls and Velcro™ mitts, ring toss, and obstacle courses created in the classroom.</p> <p>Play games that include motor activities. For example:</p> <ul style="list-style-type: none"> • <i>Skip to My Lou</i> • Simon says, “Jump up and down three times. Hop on one foot.” <p>Include daily warm-ups such as stretching, jumping jacks, running in place, and exercises you and the children create.</p> <p>Include exercises that incorporate the movement of animals:</p> <ul style="list-style-type: none"> • Hopping. (grasshoppers, frogs, rabbits, kangaroos) • Running. (dogs, foxes, squirrels, wolves) • Galloping. (horses, donkeys, zebras) • Crawling. (snakes, lizards, caterpillars) <p>Provide space that is easily accessible for all children in the group; for example, no barriers for children with disabilities.</p> <p>Adapt or provide equipment for children in the group with disabilities.</p>
<p>4.13 Climbs up and down equipment</p>	<p>Include gross motor equipment that stimulates skills on different levels. For example: different sizes of balls, ramp and ladder access to climbing structure, and tricycles with different wheel sizes.</p>

Section II

DEVELOPMENTAL LEARNING STRAND 5 — LANGUAGE

Language enhances the development of children in all areas.

Benchmarks	Strategies/Activities
LANGUAGE	
<p>5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language)</p>	<p>Provide children with a variety of listening activities. For example:</p> <ul style="list-style-type: none"> • Have children listen to different sounds in their environment. • Have children listen to specific sounds in a story. In <i>The Listening Walk</i> by Paul Showers, the little girl listens to many sounds such as a lawn mower, birds, crickets, traffic, ducks, and a jet while walking with her father and her dog. <p>Engage children in a variety of rhyming activities. For example:</p> <ul style="list-style-type: none"> • Use rhyming fingerplays, chants, and songs with children. • Read nursery rhymes, poems, and stories with rhyming texts with children. • Substitute words and children’s names in nursery rhymes or familiar phrases such as “Luis be nimble, Luis be quick, Luis jump over the candlestick.” <p>Provide children with a variety of alliteration activities. For example:</p> <ul style="list-style-type: none"> • Repeat chants, nursery rhymes, tongue twisters, poems, and songs with repeating beginning sounds with children. • Play name games with children such as, “Cantrell likes candy, Ben likes bunnies, and Jack likes juice.” • Read alliterative story books to children such as <i>A My Name Is Alice</i> by Jane Bayer. <p>Pause before a predictable word when reading to allow children to complete the sentence.</p> <p>Clap out each word in a sentence with children.</p> <p>Clap out syllables of words with children, such as their name or other familiar words.</p>
<p>5.2 Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar</p>	<p>Model effective communication skills such as speaking in complete sentences and speaking with appropriate grammar.</p> <p>Listen to the children and allow time for them to respond.</p> <p>Honor quiet time for children who may need time to absorb the new environment and will not speak.</p>
<p>5.3 Expands vocabulary</p>	<p>Verbalize for children with limited communication skills.</p> <p>For LEP or ESL children:</p> <ul style="list-style-type: none"> • Model language usage by using gestures with words and objects as much as possible. • Maintain eye contact so children can see how words are formed. • Learn and use key words in the child’s home language; words for greetings and good-byes, for food, toileting, clothing, and family members, for example. • Introduce the child’s home language to the other children in the group. • Include songs from the child’s home language. • Include puppets that represent the culture of the child. For example, puppets made from fabric and needle work of the child’s culture. <p>Learn and use some sign language and introduce it to the children in your group.</p>
<p>5.4 Recognizes and identifies by name most common objects and pictures</p>	<p>Introduce and label new materials before adding them to the environment. Invite the children to share their ideas about how they might use the new materials.</p> <p>Collect and use talk pictures with individual or small groups of children to stimulate them to talk, to develop vocabulary, and to explore concepts.</p>
<p>5.5 Participates in songs, fingerplays, rhyming activities, and games</p>	<p>Plan many daily opportunities for children to use and expand language. For example: nursery rhymes, fingerplays, poetry, records, tapes, CDs, songs, games, field trips, classroom visitors, language experience stories (LEA), reading of books (read aloud) followed by discussion, storytelling, and lotto and bingo games.</p>

DEVELOPMENTAL LEARNING STRAND 5 — LANGUAGE	
Benchmarks	Strategies/Activities
LANGUAGE	
5.6 Uses words to communicate ideas	<p>Encourage children to talk about their thoughts and ideas</p> <p>Introduce vocabulary words to children, which will help them to express thoughts and ideas</p> <ul style="list-style-type: none"> • Use songs, fingerplays, books, poetry, nursery rhymes to build vocabulary <p>Discuss with children the unusual or interesting words found in quality children’s books</p> <ul style="list-style-type: none"> • <i>Caps for Sale</i> by Esphyr Slobodkina: ordinary, refreshed, imitate • <i>Harry the Dirty Dog</i> by Gene Zion: except, strange, wonder • <i>The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear</i> by Don and Audrey Wood: guarding, disguised, sharing • <i>Miss Tizzy</i> by Libby Moore Gray: peculiar, caboose, friendship, playful
5.7 Engages in two-way conversation with children and adults	<p>Use routines such as meal and snack time for conversation with children. Encourage children to talk about events of the day and things in which they are interested.</p> <p>Include materials in the environment that encourage children to communicate. Some examples include: puppets and felt board and felt pieces in the library area; telephones in the home living area; and small people figures, animal figures, and vehicles in the block area.</p> <p>Add natural materials to indoor and outdoor spaces which encourage discussion. Provide seasonal changes to the outdoor play space. Discuss with and listen to children as they observe these changes.</p>
5.8 Participates in group discussion	<p>Allow each child an opportunity to be heard in group discussion. Stress listening when others are talking. Limiting the size of groups to 8 to 10 children can best do this.</p>
5.9 Uses language to problem solve	<p>Ask open-ended questions with individual children or in group discussion; questions that can be answered by each child in his/her own way; questions with no right or wrong answer. Accept each child’s answer. For example:</p> <ul style="list-style-type: none"> • Have a ball for the children to explore at circle time. As you show it to the children say, “Tell me what you can do with a ball.” As the children begin to express ideas ask, “Can you think of something else you can do with a ball?” to stimulate further responses. Accept all responses.
5.10 Follows directions in sequence	<p>Have children tell in sequence routine things they do such as dressing, going to bed, or getting up.</p> <p>Read books or tell stories (storytelling) to children and have them recall (story retelling) the sequence of events. Some stories that are appropriate include:</p> <ul style="list-style-type: none"> • <i>The Three Bears</i> by Paul Galdone • <i>The Three Billy Goats Gruff</i> by Janet Stevens <p>Play a game with children that involves following directions in sequence. For example:</p> <ul style="list-style-type: none"> • Simon says: “Touch your toes, then your nose.” • Gradually increase the number of directions in the sequence to be followed. Simon says: “Walk to the door, knock three times, then hop back to the circle.” <p>Use photos or drawings on cards of the daily schedule of activities. Review with the children. Suggest that they put the photos or drawings in order, from arrival to the time they leave.</p>
5.11 Tells a story	<p>Have children use drawings to tell stories or give information (children may want to dictate words/sentences or spell phonetic words in order to share their stories or give information).</p> <p>Help children create original books from a story starter or other experiences, using the following techniques:</p> <ul style="list-style-type: none"> • Once upon a time, there was. . . • Brown Bear, Brown Bear. . . • Describe their experiences • Tell about their likes, dislikes or capabilities • Describe things seen on a field trip

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SECTION III

Developmental Rating Scale for Three and Four Year Old Children

Rating Scale:

A tool used to document an individual child's developmental progress over an extended period of time.

USING THE DEVELOPMENTAL RATING SCALE

The Developmental Rating Scale is designed as a companion piece to the original and expanded Arkansas Early Childhood Education Framework. It is based on the five developmental learning strands contained in the Framework. For each learning strand, early childhood benchmarks are identified, along with examples of skills and behaviors that may be observed in any area of the room or outdoors, and in a wide range of activities.

The Developmental Rating Scale IS intended to be:

- A practical way of documenting each child's development over an extended period of time; from the beginning to the end of the year, for example.
- A tool that can be used to develop a complete picture of individual children in order to plan a program and design appropriate strategies and activities to promote each child's growth and development.
- A comfortable way to help parents recognize emerging skills and abilities of their child.
- A method of documenting skills and behavior that can be shared with support staff and specialists.

The Developmental Rating Scale IS NOT intended to be:

- A means of comparing the progress of one child with that of another.
- A measure for assessing a child's readiness to enter kindergarten.

RATING CATEGORIES

The Developmental Rating Scale includes three categories for identifying where children are in their development with regard to each item on the scale. The categories are:

- **Not yet** — Evidence of this skill is rarely or never seen.
- **Emerging** — Some evidence of this skill has been observed.
- **Consistently** — The skill or behavior is one that the child has mastered and demonstrated consistently.

Section III

HOW TO USE THE DEVELOPMENTAL RATING SCALE

- Make at least one copy of the Developmental Rating Scale for each child.
- Complete the Developmental Rating Scale at least twice a year, once about a month after the child enters the program and again near the end of the year.
- Complete the Developmental Rating Scale based on your daily observations of each child over a period of time. It is not necessary to complete every item in one observation period.
- Should there be areas of concern for certain children, make another copy of the Developmental Rating Scale in order to do an extra observation, perhaps mid-year.

COMMENTS SECTION

This space allows the user to add other examples, note any discrepancies, and make notes about the specific context in which a child does and does not demonstrate a skill or behavior. For example, for the benchmark *Participates freely in music* you might note in the *Comments* section that “Child selects the music center and dances alone to music, but does not join in group creative movement activities.” Thus there is a discrepancy in behavior observed. These comments also tell you that the child participates freely in music in one context (alone in the music center), but not in another context (group music). From the information you have included in the *Comments* section, you may need to think of ways to help the child be more comfortable in large groups.

References:

Dodge, D. T., & Colker, L. J. (1999). *The creative curriculum® for preschool* (3rd ed.). Washington, DC: Teaching Strategies. Used with permission.

The Creative Curriculum Child Development and Learning Checklist found in the appendix (pages 361-373) of *The Creative Curriculum for Preschool* (3rd ed.) was a primary resource for creating the Developmental Rating Scale. The same approach is used, but the Developmental Rating Scale is specifically oriented to the five developmental learning strands contained in the Arkansas Early Childhood Education Framework.

BENCHMARK SUMMARY TABLE

Learning Strand	Benchmark
Social/Emotional Development	<p>Act Independently</p> <p>1.1 Demonstrates ability to make choices 1.2 Demonstrates independence in personal care 1.3 Demonstrates ability to play independently</p> <p>Experience Success</p> <p>1.4 Shows curiosity and desire to learn 1.5 Enjoys experimenting and problem-solving with ideas as well as with concrete materials 1.6 Demonstrates confidence in growing abilities 1.7 Demonstrates willingness to try new things 1.8 Uses planning in approaching a task or activity 1.9 Shows persistence in approaching tasks</p> <p>Interact Socially</p> <p>1.10 Trust adults for help and comfort 1.11 Shows ability to separate from parents 1.12 Demonstrates interest and participates in classroom activities 1.13 Participates in routine activities easily 1.14 Socializes with adults and children 1.15 Understands and respects differences 1.16 Helps others in need 1.17 Stands up for rights 1.18 Respects the rights of others 1.19 Works cooperatively with others 1.20 Uses compromise and discussion to resolve conflicts 1.21 Becomes involved in solving social problems (conflicts) 1.22 Shares, takes turns 1.23 Follows rules 1.24 Expresses care and concern for others</p> <p>Emotional Literacy</p> <p>1.25 Identifies one’s own feelings 1.26 Expresses thoughts and feelings in words 1.27 Identifies and understands others’ emotions and intentions</p> <p>Emotional Regulation</p> <p>1.28 Seeks support from others when needs assistance 1.29 Expresses strong emotions constructively 1.30 Pays attention 1.31 Accepts consequences 1.32 Practices new skill 1.33 Delays gratification</p>

Section III

Learning Strand	Benchmark
Creative/Aesthetic Learning	<p>Expression Through Art Forms and Activities</p> <ul style="list-style-type: none"> 2.1 Shows creativity and imagination in play with materials and props 2.2 Participates in dramatic play themes that become more involved and complex 2.3 Assumes various roles in dramatic play situations 2.4 Participates freely in music activities 2.5 Enjoys singing games, dramatizing songs and moving to music 2.6 Expresses through movement what is felt and heard in various musical tempos and styles 2.7 Experiments with a variety of musical instruments and sound sources 2.8 Identifies the source of a variety of sounds 2.9 Moves in time to the beat 2.10 Explores and manipulates art media 2.11 Creates drawings and paintings that gradually become more detailed and realistic 2.12 Preplans art project and then works with care 2.13 Recognizes and responds to beauty in the environment
Cognitive/Intellectual Learning	<p>Language Arts</p> <ul style="list-style-type: none"> 3.1 Shows enjoyment of books and stories and discussion of them 3.2 Uses picture cues to tell a story 3.3 Demonstrates knowledge of how to use a book 3.4 Demonstrates visual discrimination and visual memory skills 3.5 Understands that print conveys a message 3.6 Demonstrates an interest in using writing for a purpose 3.7 Identifies letters and signs in the environment 3.8 Uses known letters or approximation of letters to represent written language 3.9 Identifies some letters and makes some letter-sound matches <p>Mathematics and Science</p> <ul style="list-style-type: none"> 3.10 Classifies objects by physical features such as shape or color 3.11 Classifies objects conceptually (things that go together) 3.12 Recognizes patterns and can repeat them (patterning) 3.13 Demonstrates one-to-one correspondence 3.14 Demonstrates the ability to order and sequence 3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration) 3.16 Demonstrates an understanding of addition and subtraction, using manipulatives 3.17 Shows understanding of different relationships of objects in space (spatial relations) 3.18 Shows an awareness of time concepts 3.19 Shows interest in exploring the environment 3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing) 3.21 Uses words to describe the characteristics of objects (scientific process: communicating) 3.22 Makes comparisons (scientific process: comparing) 3.23 Shows awareness of cause-effect relationships 3.24 Finds more than one solution to a problem 3.25 Applies information or experience to a new context (scientific process: applying) 3.26 Discusses natural events in the environment 3.27 Uses numbers in daily activities 3.28 Describes the characteristics of both two-dimensional shapes and geometric solids 3.29 Manipulates and combines two-dimensional shapes 3.30 Participates in exploratory measurement activities

Learning Strand	Benchmark
Cognitive/Intellectual Learning	<p>Social Studies</p> <ul style="list-style-type: none"> 3.31 Identifies self as a boy or girl 3.32 Identifies self as a member of a specific family and cultural group 3.33 Shows pride in heritage and background 3.34 Shows awareness of the roles people play in society 3.35 Functions as a member of the classroom community 3.36 Shows awareness of safe behavior 3.37 Cares for the environment <p>Technology and Tools</p> <ul style="list-style-type: none"> 3.41 Independently applies technology and tools to address a variety of tasks and problems 3.42 Shows awareness of technology and tools and their impact on how people live 3.43 Identifies purpose of common technologies and tools 3.44 Demonstrates the safe and cooperative use of technology and tools 3.45 Communicates about technology and tools using developmentally appropriate and accurate terminology
Physical Development	<p>Health and Nutrition</p> <ul style="list-style-type: none"> 4.1 Identifies body parts and understands their functions 4.2 Demonstrates health and personal care habits 4.3 Tries new foods before deciding whether he/she likes them 4.4 Recognizes different types of food 4.5 Shows awareness that some foods are better for your body than others <p>Fine Motor</p> <ul style="list-style-type: none"> 4.6 Coordinates eye and hand movements to complete tasks 4.7 Uses small muscles for self-help skills 4.8 Uses writing and drawing tools with control and intention <p>Gross Motor</p> <ul style="list-style-type: none"> 4.9 Participates in gross motor activities 4.10 Throws, kicks, bounces, and catches 4.11 Runs, jumps, hops, and skips 4.12 Shows balance and coordination 4.13 Climbs up and down equipment
Language	<p>Language</p> <ul style="list-style-type: none"> 5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language) 5.2 Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar 5.3 Expands vocabulary 5.4 Recognizes and identifies by name most common objects and pictures 5.5 Participates in songs, fingerplays, rhyming activities, and games 5.6 Uses words to communicate ideas 5.7 Engages in two-way conversation with children and adults 5.8 Participates in group discussion 5.9 Uses language to problem solve 5.10 Follows directions in sequence 5.11 Tells a story

DEVELOPMENTAL RATING SCALE FOR THREE AND FOUR YEAR OLD CHILDREN

OBSERVATION #1

OBSERVATION #2

Child's Name _____ Date Completed _____ Date Completed _____

Date of Birth _____ Child's Age When Completed _____ Child's Age When Completed _____

Observer's Signature _____ Observer's Signature _____

Developmental Learning Strand 1 — Social/Emotional Development

ACT INDEPENDENTLY					
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
1.1 Demonstrates ability to make choices Examples: <ul style="list-style-type: none"> • Chooses between two offered activities • Selects materials/props for play • Selects learning centers in which to play • Moves self independently from one learning center to another 	1				
	2				
1.2 Demonstrates independence in personal care Examples: <ul style="list-style-type: none"> • Washes hands without assistance • Takes care of toileting needs • Brushes teeth without assistance • Buttons/unbuttons, zips/unzips, snaps clothing 	1				
	2				
1.3 Demonstrates ability to play independently Examples: <ul style="list-style-type: none"> • Plays without adult participation • Selects and puts away materials • Serves own plate at mealtime 	1				
	2				

Developmental Learning Strand 1 — Social/Emotional Development

EXPERIENCE SUCCESS					
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
1.4 Shows curiosity and desire to learn Examples: <ul style="list-style-type: none"> Notifies and shows an interest in objects outdoors such as flowers, bugs, birds, acorns and clouds Explores new possibilities for using art materials Asks questions about events in a story 	1				
	2				
1.5 Enjoys experimenting and problem-solving with ideas as well as with concrete materials Examples: <ul style="list-style-type: none"> Asks "What," "Who," and "How come" questions Selects open-ended/unstructured materials for play Responds to open-ended questions with original ideas 	1				
	2				
1.6 Demonstrates confidence in growing abilities Examples: <ul style="list-style-type: none"> Shows pleasure (smiles, claps) in practicing new skills Brings attention to what he/she has done (drawing, building, completed puzzle) Comments on accomplishments and skills. ("I did it all by myself.") 	1				
	2				
1.7 Demonstrates willingness to try new things Examples: <ul style="list-style-type: none"> Selects new materials placed in the learning environment Tries a new food Participates in a new song or fingerplay Selects increasingly more difficult materials after experiencing success with simpler ones 	1				
	2				
1.8 Uses planning in approaching a task or activity Examples: <ul style="list-style-type: none"> Places a bowl below funnel before beginning to pour Indicates what he/she plans to build or make Collects several items for a task before starting 	1				
	2				

Developmental Learning Strand 1 — Social/Emotional Development

EXPERIENCE SUCCESS					
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
1.9 Shows persistence in approaching tasks Examples: <ul style="list-style-type: none"> • Works for sustained periods of time, sometimes leaving and returning to a task • Persists in a task even after encountering a difficulty or problem, such as block bridge falling down • Finishes a puzzle or task once it is started 	1				
	2				

Developmental Learning Strand 1 — Social/Emotional Development

INTERACT SOCIALLY					
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
1.10 Trust adults for help and comfort Examples: <ul style="list-style-type: none"> • Asks for help in completing a new puzzle • When appropriate, seeks adult help in dispute with peer • Acts on teacher's suggestions for approaching a problem 	1				
	2				
1.11 Shows ability to separate from parents Examples: <ul style="list-style-type: none"> • Shows pleasure at seeing teacher and other children on arrival • Says goodbye to parent without undue distress • When parent has gone, gets involved in classroom activities 	1				
	2				
1.12 Demonstrates interest and participates in classroom activities Examples: <ul style="list-style-type: none"> • Gets involved with classroom materials without teacher prompting • Participates in group activities such as singing • Is willing to try new activities such as a new fingerplay 	1				
	2				

Developmental Learning Strand 1 — Social/Emotional Development

INTERACT SOCIALLY					
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
1.13 Participates in routine activities easily Examples: • Comes to circle time, snack time, nap, or other routine activities without much delay or protest • Follows expectations, such as sitting in the circle and listening when someone is speaking	1				
	2				
1.14 Socializes with adults and children Examples: • Joins other children playing in the activity areas • Starts conversation with teacher • Asks another child to join in play	1				
	2				
1.15 Understands and respects differences Examples: • Helps another child with a task • Invites a child with a physical or mental disability to join in play • Shows interest in how people in different cultures live	1				
	2				
1.16 Helps others in need Examples: • Gives a pat, friendly word or toy to a distressed child • Helps someone pick up something he/she dropped • Invites a child to play when other children have rejected him/her	1				
	2				
1.17 Stands up for rights Examples: • States that "it's my turn" when appropriate • Tells peer not to knock down his/her block structure • Defends self when challenged	1				
	2				
1.18 Respects the rights of others Examples: • Plays beside other children without taking their toys • Allows others to finish their turns (on swings, tricycles) instead of crying or trying to get them off	1				
	2				

Developmental Learning Strand 1 — Social/Emotional Development

INTERACT SOCIALLY					
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
1.19 Works cooperatively with others Examples: <ul style="list-style-type: none"> • Pours water into bowl that another child holds • Works with other children in making a group mural • Joins a playmate in making a sand construction (one scooping the sand into a truck and one hauling it away) 	1				
	2				
1.20 Uses compromise and discussion to resolve conflicts Examples: <ul style="list-style-type: none"> • Trades one toy for another • Asks teacher for help when dealing with others who are less able to resolve a conflict • When a playmate rejects being the baby, suggests a different role 	1				
	2				
1.21 Becomes involved in solving social problems (conflicts) Examples: <ul style="list-style-type: none"> • Verbalizes feelings of self and others in conflict situations • Suggests solutions to social problems • Listens to other's point of view • Accepts solution selected by group 	1				
	2				
1.22 Shares, takes turns Examples: <ul style="list-style-type: none"> • Allows other children to enter play • Willingly takes turns with other children on an activity ("Let's do this puzzle together") • Problem solves with other children for roles in play ("You can be the Mommy this time") • Takes turn being the leader and follower in play • Works as a class community helper to assist with class responsibilities ("Today is Oliver's job to feed the fish, my day is tomorrow") 	1				
	2				

Developmental Learning Strand 1 — Social/Emotional Development

INTERACT SOCIALLY					
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
1.23 Follows rules Examples: <ul style="list-style-type: none"> Only enters a center if there is enough room in the center (when provided guidance on how many is appropriate) Practices safe behavior as has been modeled and suggested for classroom rules Understands rules for different settings- classroom, hallway, lunchroom, field trip 	1				
	2				
1.24 Expresses care and concern for others Examples: <ul style="list-style-type: none"> Shows concern for other children when they are sad or hurt (for example, helps a child up when child falls) Tries to comfort children ("Maybe this toy will make Sarah feel better") Helps/assists children with tasks ("I'm good at puzzles, may I help you?") 	1				
	2				

Developmental Learning Strand 1 — Social/Emotional Development

EMOTIONAL LITERACY					
Benchmark	Obs. #	Not Yet	Emerging	Consistently	Comments
1.25 Identifies one's own feelings Examples: <ul style="list-style-type: none"> Child says "I'm mad!" when he or she is angry Seeks the alone area when feeling he or she needs to be alone (sad, lonely, feelings are hurt, etc.) Expresses feelings about a certain activity or action ("I feel so excited when we go on a field trip!") Chooses an emotion on the emotion attendance chart to express how he or she is feeling 	1				
	2				

Developmental Learning Strand 1 — Social/Emotional Development

EMOTIONAL LITERACY					
Benchmark	Obs. #	Not Yet	Emerging	Consistently	Comments
1.26 Expresses thoughts and feelings in words Examples: <ul style="list-style-type: none"> • Problem solves with others to express ideas, "I really want to be a superhero." • Expresses feelings by using words, instead of screaming, crying or yelling (says comments like: "This puzzle is hard!" or "I'm sad because I miss my mommy") 	1				
	2				
1.27 Identifies and understands others' emotions and intentions Examples: <ul style="list-style-type: none"> • Shows understanding when others are expressing intense feelings (for example: field trip, entering the classroom, trying something new) • Understands when another child wants to enter the play (Child might say, "Do you want to play?") • Communicates with children about how they may be feeling (Child might ask, "Are you sad?") 	1				
	2				

Developmental Learning Strand 1 — Social/Emotional Development

EMOTIONAL REGULATION					
Benchmark	Obs. #	Not Yet	Emerging	Consistently	Comments
1.28 Seeks support from others when needs assistance Examples: <ul style="list-style-type: none"> • Asks another child to work on a block building to create a more elaborate structure • Finds comfort and support from teachers when in need • Relies on the teacher for safety related guidance ("Can you help me in the bathroom?") 	1				
	2				

Developmental Learning Strand 1 — Social/Emotional Development

EMOTIONAL REGULATION

Benchmark	Obs. #	Not Yet	Emerging	Consistently	Comments
1.29 Expresses strong emotions constructively Examples: • Seeks an area of solitude when feeling overwhelmed (sad, angry, etc.) • Uses taught models of regulation (angry towel, bubble pop, turtle technique) • Uses words to identify feelings	1				
	2				
1.30 Pays attention Examples: • Focuses on a task of some difficulty and length of time (appropriate length time and difficulty level will depend on child) • Attends in small and/or whole group • Contributes to stories based on listening and prompting • Plays games with age appropriate rules	1				
	2				
1.31 Accepts consequences Examples: • Waits his or her turn • Accepts appropriate consequences, based on action (if children spill milk when serving themselves, they clean the spill) Note: Consequences should be reasonable, related, and appropriate for children	1				
	2				
1.32 Practices new skill Examples: • Seeks out new activities and areas of play • Tries to put on shoes or coat himself, before asking for assistance • Sticks with a task, even with challenges, until completion	1				
	2				

Developmental Rating Scale

Child's Name _____

Developmental Learning Strand 1 — Social/Emotional Development

EMOTIONAL REGULATION					
Benchmark	Obs. #	Not Yet	Emerging	Consistently	Comments
1.33 Delays gratification Examples: <ul style="list-style-type: none"> • Waits his or her turn • Waits for an anticipated outcome (for example: teacher reads a story and delays reading the much anticipated ending for a brief period) • Waits for his or her turn for acknowledgment (for example: waiting his or her to talk to the teacher, or waiting to get back patted at nap time) • Is able to make a different choice when unable to play in first choice area or material • Is able to negotiate roles (for example;peer wants to be the mommy in the housekeeping so decides to be sister this time and mommy next time) 	1				
	2				

Developmental Learning Strand 2 — Creative/Aesthetic Learning

EXPRESSION THROUGH ART FORMS AND ACTIVITIES					
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
2.1 Shows creativity and imagination in play with materials and props Examples: <ul style="list-style-type: none"> • Uses art media independently and in own way • Uses an object to represent another. (A block as a telephone) • Holds hand to ear and pretends to dial a phone • Builds a sand castle and puts a shell on top of it for the satellite dish 	1				
	2				
2.2 Participates in dramatic play themes that become more involved and complex Examples: <ul style="list-style-type: none"> • Suggests a play theme and discusses who will do what • Suggests play themes that move beyond family • Explains a detailed plot for a play theme to peers 	1				
	2				

Developmental Learning Strand 2 — Creative/Aesthetic Learning

EXPRESSION THROUGH ART FORMS AND ACTIVITIES

Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
2.3 Assumes various roles in dramatic play situations Examples: • Joins in dramatic play with other children • Dresses in clothing of opposite gender • States the role that he/she intends to play. ("I'm the mommy" or "I'm a doctor!")	1				
	2				
2.4 Participates freely in music activities Examples: • Joins in music activities without coaxing • Suggests songs to sing • Sings while playing • Selects music center during time when children choose where to play	1				
	2				
2.5 Enjoys singing games, dramatizing songs and moving to music Examples: • Smiles while singing and moving to music • Joins in music and movement activities with other children • Requests that singing and movement activities be repeated • Tries new music and movement activities introduced by teacher	1				
	2				
2.6 Expresses through movement what is felt and heard in various musical tempos and styles Examples: • Finds own way of moving body in a music activity • Moves body to correspond to various tempos and styles (waltz and reggae) changing speed of dancing as musical tempo changes • Says how a musical selection makes him/her feel	1				
	2				
2.7 Experiments with a variety of musical instruments and sound sources Examples: • Plays instruments while participating in a rhythm band • Plays instrument to accompany songs, records, tapes and CDs • Chooses to play in music center when selecting an area in which to play	1				
	2				

Developmental Learning Strand 2 — Creative/Aesthetic Learning

EXPRESSION THROUGH ART FORMS AND ACTIVITIES

Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
2.8 Identifies the source of a variety of sounds Examples: <ul style="list-style-type: none"> • Listens and names sounds heard on a tape or record, or in the environment • Matches pairs of sound cans • Places items in cans to make matching pairs of sound cans • Identifies musical instruments by sound only 	1				
	2				
2.9 Moves in time to the beat Examples: <ul style="list-style-type: none"> • Claps to the beat • Marches to the beat 	1				
	2				
2.10 Explores and manipulates art media Examples: <ul style="list-style-type: none"> • Chooses art activities without coaxing • Chooses art activities when there are other available play choices • Uses art media in own way • Uses messy materials such as paints, play dough and glue or paste • Uses new art media placed in the art center 	1				
	2				
2.11 Creates drawings and paintings that gradually become more detailed and realistic Examples: <ul style="list-style-type: none"> • Announces that a circle in a painting is the sun • Puts arms, legs, or facial features on person • Makes a drawing with several people or objects 	1				
	2				
2.12 Preplans art project and then works with care Examples: <ul style="list-style-type: none"> • Collects necessary materials before beginning the project • States in advance what is planned • Shows finished product to teacher or peers • Requests that teacher write dictated comments about the project 	1				
	2				

Developmental Learning Strand 2 — Creative/Aesthetic Learning

EXPRESSION THROUGH ART FORMS AND ACTIVITIES

Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
2.13 Recognizes and responds to beauty in the environment Examples: • Hangs own art for display • Comments on observations in environment. (Child says, "Look at that pretty butterfly.") • Brings a flower for teacher to see, smell and display	1				
	2				

Developmental Learning Strand 3 — Cognitive/Intellectual Learning

LANGUAGE ARTS

Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
3.1 Shows enjoyment of books and stories and discussion of them Examples: • Joins in story time without coaxing • Asks teacher to read book • Makes comments about pictures and/or story • Asks questions about aspects of story	1				
	2				
3.2 Uses picture cues to tell a story Examples: • Talks about what is happening in pictures on each page • Tells a connected narrative using pictures as clues • Retells a flannel board story using characters	1				
	2				
3.3 Demonstrates knowledge of how to use a book Examples: • Turns pages, looking at each one • Looks at book from front to back • Reads pages from top to bottom and left to right	1				
	2				

Developmental Learning Strand 3 — Cognitive/Intellectual Learning

LANGUAGE ARTS					
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
3.4 Demonstrates visual discrimination skills and visual memory skills Examples: • Matches picture in Lotto game • Locates correct puzzle piece by examining the puzzle and pieces • Finds an object or person in a complex illustration	1				
	2				
3.5 Understands that print conveys a message Examples: • Asks teacher to "Write my name." • Asks teacher to write dictated comments to go with artwork • Contributes to language experience activity (LEA) and observes as teacher writes what he/she says • Looks at page in telephone directory in home living area and dials a telephone number	1				
	2				
3.6 Demonstrates an interest in using writing for a purpose Examples: • Uses writing tools placed in the classroom • Scribbles or dictates a sign to label something or state message • Uses scribbles, letter-like shapes, or words to make list • Creates some sort of written product and labels it a letter	1				
	2				
3.7 Identifies letters and signs in the environment Examples: • States that letter on sign or chart that is same as beginning letter of own name is "My name." • Recognizes own name when shown name cards • Recognizes names of other children when shown name cards • Reads familiar signs in the environment such as McDonald's	1				
	2				
3.8 Uses known letters or approximation of letters to represent written language Examples: • Writes disconnected letters of alphabet • Incorporates letters of alphabet into drawings • Writes own name	1				
	2				

Developmental Learning Strand 3 — Cognitive/Intellectual Learning

LANGUAGE ARTS

Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
3.9 Identifies some letters and makes some letter-sound matches Examples: • Names some letters while manipulating plastic letters on magnetic board • Picks out letters in own name from alphabet chart • Recognizes letters when playing alphabet bingo. • Places the letter <i>b</i> on a picture of a book or baby	1				
	2				

Developmental Learning Strand 3 — Cognitive/Intellectual Learning

MATHEMATICS AND SCIENCE

Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
3.10 Classifies objects by physical features such as shape or color Examples: • Finds the one in a collection of things that does not belong • Sorts objects according to common physical features such as color • Comments on similarities or differences among objects in shape, color, size, or texture	1				
	2				
3.11 Classifies objects conceptually (things that go together) Examples: • From a pile of toys, selects food items to play grocery • Points out a fish, boat, and duck as things that go in the water • Makes a verbal comment about things going together. ("Kites and balloons go up in the air.")	1				
	2				
3.12 Recognizes patterns and can repeat them (patterning) Examples: • Extends a row of blocks alternating in size (big-small-big-small) by placing another big and small • Strings beads in a repeated pattern of colors • Imitates the rhythm of a repeated series of claps	1				
	2				

Developmental Learning Strand 3 — Cognitive/Intellectual Learning

MATHEMATICS AND SCIENCE					
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
3.13 Demonstrates one-to-one correspondence Examples: <ul style="list-style-type: none"> • Puts one peg in each hole in peg board • Places one napkin for each cup at snack time • Touches each object in a row and says each number in sequence 	1				
	2				
3.14 Demonstrates the ability to order and sequence Examples: <ul style="list-style-type: none"> • Anticipates what comes next in a familiar story • Retells a story, such as <i>The Three Bears</i>, in order of events • Lines up three sizes of measuring spoons from smallest to largest • Performs, in proper sequence, three steps in cooking 	1				
	2				
3.15 Demonstrates an understanding of number (how many) and numeral (3 is a numeral) relationship (numeration) Examples: <ul style="list-style-type: none"> • Holds up five fingers when teacher begins <i>Five Little Monkeys</i> • Puts two-piece number/numeral puzzles together by counting number of objects on one piece and recognizing numeral on other piece • Places three counting bears on card with 3 written on it (numeral card) • Arranges numeral cards in order 	1				
	2				
3.16 Demonstrates an understanding of addition and subtraction, using manipulatives Examples: <ul style="list-style-type: none"> • While saying, <i>Five Little Monkeys</i>, holds up correct number of fingers as monkeys are subtracted • Says how many characters are in a story, such as <i>The Gingerbread Boy</i>, after each new character is added • Answers "Three" when asked how many crackers he will have when he takes one more. (He already has two.) • Participates in graphing with the rest of the class 	1				
	2				

Developmental Learning Strand 3 — Cognitive/Intellectual Learning

MATHEMATICS AND SCIENCE					
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
3.17 Shows understanding of different relationships of objects in space (spatial relations) Examples: • Follows a verbal direction, such as "Put the cup on the plate." • Follows directions in songs such as <i>Hockey Pokey</i> • Describes spatial relationships correctly. ("The ball is under the table.")	1				
	2				
3.18 Shows an awareness of time concepts Examples: • Demonstrates an awareness of sequence of day's activities. (Going outdoors after morning snack) • Can anticipate what will happen in the afternoon • Asks upon arrival "What are we going to do today?" • Refers appropriately to doing something <i>yesterday</i> or <i>tomorrow</i>	1				
	2				
3.19 Shows an interest in exploring the environment Examples: • Asks to go to an interest area where new materials have been added • Notices own shadow on sidewalk and asks where it came from • Shows other children what a rock (or other interesting item) looks like with magnifying glass	1				
	2				
3.20 Uses senses to learn about the characteristics of the environment and to collect data (scientific process: observing) Examples: • Observes crawling ants (or other items) on playground • Comments that a fabric is soft, scratchy, smooth, bumpy • Notices that outdoor area smells different after rain • Notices that an empty bowl floats and a full one sinks	1				
	2				

Developmental Learning Strand 3 — Cognitive/Intellectual Learning

MATHEMATICS AND SCIENCE					
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
3.21 Uses words to describe the characteristics of objects (scientific process: communicating) Examples: • Labels object <i>big</i> • Describes characteristics more fully, such as "Big, red, round, has ridges..." • Comments that lemons and pickles taste sour	1				
	2				
3.22 Makes comparisons (scientific process: comparing) Examples: • Says one ball is big and another is little • Describes one stick as longer than another • Makes a three-way comparison. ("You have a little juice, I have a lot, but she has the most.")	1				
	2				
3.23 Shows awareness of cause-effect relationships Examples: • Observes what happens when red paint is added to blue • Notices that it is harder to pull a wagon with two children in it than with one • Puts more rice in cans to produce different sounds	1				
	2				
3.24 Finds more than one solution to a problem Examples: • Goes over, around, and under a barrier • Tries trading for a desired toy when asking for it doesn't work • Uses a shovel to tunnel under a sand hill and, when none is available, uses a cup or hand	1				
	2				
3.25 Applies information or experience to a new context (scientific process: applying) Examples: • Piles up pillows to jump on. ("It'll be softer, like leaves.") • Having seen teacher tape a torn book, asks for tape to mend a torn drawing • Draws on knowledge and experience in dramatic play. ("Don't touch the iron—it's hot.")	1				
	2				

Developmental Learning Strand 3 — Cognitive/Intellectual Learning

MATHEMATICS AND SCIENCE					
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
3.26 Discusses natural events in the environment Examples: <ul style="list-style-type: none"> • Observes and discusses changes in the environment, including weather and seasonal changes • Expresses through talk, movement and art the observation of sun, moon, stars, clouds, soil, plants, and animals • Uses weather vocabulary (for example: "I hear the (rain, thunder, wind" or "I see snow.") • Notices and discusses activity in the environment (ex. ants around an ant hill; or other bugs, birds, etc). 	1				
	2				
3.27 Uses numbers in daily activities Examples: <ul style="list-style-type: none"> • Counts items taken for snack (for example: crackers taken for snack). • Places a napkin at each place • Counts how many blocks have been stacked • Child may say "I'm first or I'm last in line." 	1				
	2				
3.28 Describes the characteristics of both two-dimensional shapes and geometric solids Examples: <ul style="list-style-type: none"> • Describes shapes for others to guess: "I see a shape that has four straight sides that are all the same length and four right angles" • Identifies a hidden shape by touch, and then describes the shape: "It was round and didn't have any corners." • Names a shape after feeling it • Observes and names shapes in the indoor or outdoor environment (Tells the teacher that the door is a rectangle.) 	1				
	2				
3.29 Manipulates and combines two-dimensional shapes Examples: <ul style="list-style-type: none"> • Draws a picture combining lines, circles and other shapes • Builds with geometric shapes in manipulatives • Plays with a puzzle • In manipulative center, combines geometric shapes to create pictures and designs 	1				
	2				

Developmental Rating Scale

Child's Name _____

Developmental Learning Strand 3 — Cognitive/Intellectual Learning

MATHEMATICS AND SCIENCE					
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
3.30 Participates in exploratory measurement activities Examples: <ul style="list-style-type: none"> • Uses words to describe big/little, long, short • Measures sand or water using a variety of containers • Fills container with solids or liquids • Uses measuring tools in play activities • Uses a string or tape measure to measure length • Uses toy thermometer to measure patient's temperature • Measures ingredients for a cooking activity 	1				
	2				

Developmental Learning Strand 3— Cognitive/Intellectual Learning

SOCIAL STUDIES					
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
3.31 Identifies self as a boy or girl Examples: <ul style="list-style-type: none"> • Refers to self by name • Refers to self as a girl or boy • Describes characteristics of self correctly • Draws pictures of self 	1				
	2				
3.32 Identifies self as a member of a specific family and cultural group Examples: <ul style="list-style-type: none"> • Talks about family members • Draws pictures of family members and own cultural group • Points out dolls or people-pictures in room that look like self 	1				
	2				
3.33 Shows pride in heritage and background Examples: <ul style="list-style-type: none"> • Talks about a family holiday • Shares songs and traditions from cultural group • Shares recipe, shows how to eat a special food 	1				
	2				

Developmental Learning Strand 3— Cognitive/Intellectual Learning

SOCIAL STUDIES

Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
3.34 Shows awareness of the roles people play in society Examples: • Talks about the roles of various family members • Plays roles demonstrating relevant behaviors, such as feeding baby or doctor giving shot • Describes the jobs of community helpers (ex. firefighters, grocery clerks, doctors, veterinary, etc).	1				
	2				
3.35 Functions as a member of the classroom community Examples: • Participates in whole group activities • Helps establish rules for behavior • Helps someone pick up something he/she has dropped • Invites a child to play when other children have rejected him/her	1				
	2				
3.36 Shows awareness of safe behavior Examples: • Uses equipment and materials in a safe way • States reasons for safe behavior • Notices and reminds another child of unsafe behavior	1				
	2				
3.37 Cares for the environment Examples: • Puts materials back in proper places • Throws away trash after snack time • Helps to take care of a classroom pet	1				
	2				

Developmental Learning Strand 3 — Cognitive/Intellectual Learning

TECHNOLOGY AND TOOLS					
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
3.41 Independently applies technology and tools to address a variety of tasks and problems Examples: <ul style="list-style-type: none"> • Investigates uses of computer or tablet • Understands the computer as a learning tool • Pretends to use plastic card as money • Uses a broom and dust pan to clean up the sand area • Uses camera to take photo of block structure 	1				
	2				
3.42 Shows awareness of technology and tools and their impact on how people live Examples: <ul style="list-style-type: none"> • Recognizes familiar tools and knows how to use them safely (with help from an adult, as needed) such as scissors, a hammer, a paintbrush or a cookie cutter to help in everyday activities • Communicates how technology and tools are used by community helper- ladders help firefighters, cell phones help people communicate if they need help, stethoscopes help doctors and nurses. 	1				
	2				
3.43 Identifies purpose of common technologies and tools Examples: <ul style="list-style-type: none"> • Uses words to identify common uses for computer-play games, write letters, find information, connect with family and friends • Pretends to use cell phone in dramatic play to call family or friends • Understands that clothes go in the dryer to dry clothes • Explains in words how to use a tool to solve a problem—an adult could use a chainsaw to cut the wood 	1				
	2				
3.44 Demonstrates the safe and cooperative use of technology and tools Examples: <ul style="list-style-type: none"> • Uses technology or tools to explore learning (for example: uses technology to design, then builds design out of blocks) • Communicates with others rules for technology and tools • Uses technology and tools in a safe manner • Offers assistance to others who may need help with technology or tools 	1				
	2				

Developmental Learning Strand 3 — Cognitive/Intellectual Learning

TECHNOLOGY AND TOOLS					
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
3.45 Communicates about technology and tools using developmentally appropriate and accurate terminology Examples: • Uses words to describe technology and tools (mouse, keyboard, printer, camera, scissors, hole punch) • Uses technology to send a message or e-mail • Discusses technology used at home, school, and in the community • Discusses how technology is used by community helpers	1				
	2				

Developmental Learning Strand 4 — Physical Development

HEALTH AND NUTRITION					
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
4.1 Identifies body parts and understands their functions Examples: • Participates in activities such as songs and games related to body parts and their functions • Names body parts and discusses their functions • Distinguishes toys/objects of different textures without seeing them • Notices that outdoor area smells different after grass is cut	1				
	2				
4.2 Demonstrates health and personal care habits Examples: • Takes care of toileting needs • Washes hands after toileting and before meals • Puts on and takes off own coat • Rests during designated daily time	1				
	2				
4.3 Tries new foods before deciding whether he/she likes them Examples: • Tastes a new food • Comments about liking or disliking a new food after tasting	1				
	2				

Developmental Learning Strand 4 — Physical Development

HEALTH AND NUTRITION					
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
4.4 Recognizes different types of food Examples: <ul style="list-style-type: none"> • Takes part in food experiences • Names different food item • Distinguishes food by taste • Calls an apple or orange a <i>fruit</i> 	1				
	2				
4.5 Shows awareness that some foods are better for your body than others Examples: <ul style="list-style-type: none"> • Talks about foods that are good for you • Gives reasons for eating healthy foods 	1				
	2				

Developmental Learning Strand 4 — Physical Development

FINE MOTOR					
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
4.6 Coordinates eye and hand movements to complete tasks Examples: <ul style="list-style-type: none"> • Works puzzles • Strings beads • Places pegs in pegboards • Links units in linking and interlocking sets • Moves the cursor to a desired place on a computer screen 	1				
	2				
4.7 Uses small muscles for self-help skills Examples: <ul style="list-style-type: none"> • Uses eating utensils competently • Pours without spilling • Zips and buttons clothing 	1				
	2				

Developmental Learning Strand 4 — Physical Development

FINE MOTOR

Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
4.8 Uses writing and drawing tools with control and intention Examples: • Makes a variety of lines and shapes in drawing • Uses a crayon or marker with preferred hand while using the other hand for keeping the paper in place • Copies shapes from a model or letters of own name	1				
	2				

Developmental Learning Strand 4 — Physical Development

GROSS MOTOR

Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
4.9 Freely participates in gross motor activities Examples: • Joins in movement and exercise activities and games • Uses much of outdoor time in active play	1				
	2				
4.10 Throws, kicks, bounces, and catches Examples: • Throws a ball or bean bag in intended direction • Catches a ball or bean bag • Tosses a bean bag into a bucket or basket • Tosses a ring onto dowel base • Kicks a stationary ball	1				
	2				
4.11 Runs, jumps, hops and skips Examples: • Runs with control over direction and speed • Jumps over a small object such as a line, string, or low beam • Skips, alternating feet	1				
	2				

Developmental Learning Strand 4 — Physical Development

GROSS MOTOR					
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
4.12 Shows balance and coordination Examples: <ul style="list-style-type: none"> • Walks along a line or on a low beam • Rides and steers a tricycle • Swings independently 	1				
	2				
4.13 Climbs up and down equipment Examples: <ul style="list-style-type: none"> • Climbs and descends steps to climber platform • Climbs and descends ladder to climber platform 	1				
	2				

Developmental Learning Strand 5 — Language

LANGUAGE					
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
5.1 Demonstrates phonological awareness (hearing and recognizing the sounds of language) Examples: <ul style="list-style-type: none"> • Is aware of different sounds in the environment • Repeats sounds, words, rhymes, songs and chants • Makes up sayings and rhymes • Recognizes words that begin the same way • Is aware of separate sounds in words 	1				
	2				

Developmental Learning Strand 5 — Language

		LANGUAGE				
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments	
5.2 Uses effective oral communication skills: speaking in complete sentences, speaking with appropriate grammar (It is not unusual for children to use some incorrect grammar when speaking. For example, they may confuse some pronouns such as I, me, he, she and her or him. They may use verb tenses in an unusual manner. For example, "it broke" instead of "it broke." Gradually, sentences increase in length and speech becomes more adult like.)	1					
	2					
5.3 Expands vocabulary Examples: <ul style="list-style-type: none"> • Asks what an object is • Uses new words that have been introduced by the teacher 	1					
	2					
5.4 Recognizes and identifies by name most common objects and pictures Examples: <ul style="list-style-type: none"> • Points to objects, animals, body parts, etc., when label is given • Names objects, animals, body parts, etc., when asked, "What's this?" • Uses correct names of objects in speech • Responds to questions about what is seen and what is happening in talk pictures. ("She's carrying an umbrella because it's raining.") 	1					
	2					

Developmental Learning Strand 5 — Language

		LANGUAGE				
Benchmarks		Obs. #	Not Yet	Emerging	Consistently	Comments
5.5 Participates in songs, fingerplays, rhyming activities, and games Examples: <ul style="list-style-type: none"> • Joins with group in singing, saying nursery rhymes and fingerplays, and in playing games • Recognizes that <i>cat</i> and <i>hat</i> rhyme 	1					
	2					
5.6 Uses words to communicate ideas Examples: <ul style="list-style-type: none"> • Explains reasons for actions. ("We're putting on coats because it's cold.") • States feelings with reasons for them. ("I was scared when it got dark.") • Says, "I'm angry" or "I feel sad." 	1					
	2					
5.7 Engages in two-way conversation with children and adults Examples: <ul style="list-style-type: none"> • Discusses with others information, events, and daily activities ("We had green beans for supper last night") • Uses new vocabulary which has been introduced • Discovers new information through conversation • Problem solves with another child during an activity • Introduces himself to a visitor and asks his or her name, and continues asking questions (Younger children may pay little attention to each other's remarks. Older children may engage in extensive dialogue.)	1					
	2					
5.8 Participates in group discussion Examples: <ul style="list-style-type: none"> • Offers a word or phrase in response to teacher's questions • Joins in group discussion without coaxing • Presents an idea in sentences • Listens while others talk 	1					
	2					

Developmental Learning Strand 5 — Language

LANGUAGE					
Benchmarks	Obs. #	Not Yet	Emerging	Consistently	Comments
5.9 Uses language to problem solve Examples: <ul style="list-style-type: none"> • Gives an original answer to the question, "Tell me what you can do with a ball," rather than repeating what another child has said • Responds verbally to problem of how to fill the water table. ("We can use a bucket.") • Asks another child for a turn at the computer instead of asking the teacher to intervene 	1				
	2				
5.10 Follows directions in sequence Examples: <ul style="list-style-type: none"> • Tells about "Going to Wal-Mart, then to church, then home." • Retells <i>The Three Bears</i> in sequence • Follows rules of the game in playing, <i>Duck, Duck, Goose</i>. • Puts photos of daily schedule in order 	1				
	2				
5.11 Tells a story Examples: <ul style="list-style-type: none"> • Uses a complete thought to tell about their weekend, trip to grandma's, going to the store, etc. • Can tell a few details about what they did at home the prior evening • Relates overheard conversations during play time. • Uses a complete thought to tell you what food they like or dislike 	1				
	2				