



LIFELONG LEARNING

EARLY LEARNING

AGES 3 to 5



STRATEGIES AND ACTIVITIES

For Early Learning Utah
Core Standards Ages 3 to 5

LIFELONG LEARNING

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LIFELONG LEARNING PRACTICES

INTRODUCTION

Lifelong Learning Practices are key to student success and include skills to foster children’s social and academic interactions as well as support a child’s desire for learning. Approaches to Learning includes the concepts of curiosity, engagement, interest in learning, independence, flexibility, perseverance, imagination, and problem-solving. Social development includes self-awareness, regulation and recognition of emotions, emotional responsiveness, and the ability to interact with others effectively in social settings. These foundational skills are essential for learning success. Early childhood is a sensitive time period to acquire these lifelong learning skills (National Scientific Council on the Developing Child, 2007).

“There is abundant evidence that when districts and schools explicitly and meaningfully commit to focusing on the students’ comprehensive development as a central part of their academic growth, the academic success and the welfare of students rise powerfully together” (National Commission on Social, Emotional, and Academic Development, 2019). When children are actively engaged through play, exploration, and inquiry, it supports the social, emotional, physical, and academic needs of the whole child.

Learning occurs naturally through play and has many benefits for children to enhance their overall development. Play promotes joyful learning that fosters self-regulation, language, cognitive, and social competencies as well as content knowledge across disciplines and is essential for all children, birth through age 8 (Yogman, et al. (2018). All young children need daily sustained opportunities for play, both indoors and outdoors. In all its forms—including physical play, object play, pretend or dramatic play, constructive play, and games with rules—play supports children’s learning (National Association for the Education of Young Children [NAEYC] 2020).

Promoting fundamental approaches to learning and healthy social interaction prepares the architecture and development of the brain. These skills provide a foundation for optimal learning.

The Early Learning Standards support the Utah State Board of Education’s aspirations for Lifelong Learning Practices identified in Utah’s Portrait of a Graduate (2019). In the Early Learning Standards, two areas of Lifelong Learning Practices are addressed: Approaches to Learning and Social Interaction and Development.

Approaches to Learning describes the underlying processes involved in effective learning in the early childhood years (Vitiello & Greenfield, 2017) and throughout life (McCoy et al., 2019). Engaging in learning opportunities that challenge children to advance their

knowledge and skill promotes learning motivation and persistence. As children are given opportunities to joyfully engage and explore, they develop a lifelong love of learning (Hyson, 2008). As children grow, they develop increasingly organized and complex strategies for engaging and focusing attention on learning experiences, processing information, regulating behavior, and coordinating these processes to construct new knowledge (National Research Council, 2000).

The Approaches to Learning Standards provide opportunities for children to develop initiative and persistence, creativity and curiosity, and effective strategies for self-regulation.

The Social Interaction and Development Standards are essential for children’s learning success. Ho and Funk (2018) identify research suggesting that children with healthy social emotional skills “tend to be happier, show greater motivation to learn, have a more positive attitude toward school, more eagerly participate in class activities, and demonstrate higher academic performance than less mentally healthy peers.” For many children, preschool may be their first experience in a nonfamilial structured social environment. They are beginning to acquire those abilities which will allow them to become self-aware, recognize and regulate emotions, build relationships, develop social engagement, and practice conflict resolution. Although many of these skills will be learned and refined by interacting with peers, children benefit from the guidance of knowledgeable and caring adults to develop a sense of belonging.



ADULTS SUPPORT LIFELONG LEARNING WHEN THEY:

- Encourage balance and healthy lifestyles.
- Teach strategies to develop critical thinking and problem solving.
- Help children develop citizenship skills to be responsible, accountable, and helpful.
- Create a learning environment that inspires a sense of wonder, delight, curiosity, and creativity.
- Recognize and honor variations in cultural contexts relating to how children play and make sense of their experiences. Provide materials that are culturally relevant and inclusive of children that make up the learning community.
- Use open-ended activities and questions to provide opportunities for children to make choices, encourage reflection, and solve problems.
- Provide daily opportunities and materials for open-ended, child-directed play.
- Use appropriate observation, assessment, and documentation strategies to identify prior knowledge and interest to intentionally plan inquiry experiences.
- Acknowledge the processes and effort children use when they engage in learning or experience success.
- Engage with children individually on a regular basis.
- Gain an understanding of children's preferences, interests, background, and culture.
- Embed opportunities throughout the day to provide positive, affirming, and supportive, feedback to children.
- Provide direct instruction on appropriate social interaction skills.
- Design activities that require social interaction.
- Demonstrate problem-solving techniques in relationships.
- Acknowledge, respect, and validate children's expression of all emotions as teaching opportunities.

Strategies & Activities for 3-YEAR-OLDS

LIFELONG LEARNING PRACTICES – APPROACHES TO LEARNING

In the Approaches to Learning Standards, children develop self-regulation and executive functioning, learning engagement (initiative and persistence), and creativity and curiosity.

Strand 1: SELF-REGULATION AND EXECUTIVE FUNCTIONING

Self-Regulation, which is the ability to regulate one’s own behavior while engaging with others and in the learning environment, is a key developmental task of the preschool years. Executive Functioning includes the essential learning skills of attention focusing, working memory, information processing, and reflection.

STANDARDS	STRATEGIES & ACTIVITIES
<p>LLP 3 yr.1.1: With prompting and support, begin to develop the ability to self-regulate external behaviors (for example, during music and movement, students will learn how to start and stop their own body, notice when they are tired, or need to be active).</p>	<ul style="list-style-type: none"> ■ Engage children in songs and games involving starting and stopping behavior (for example, “Freeze Dance,” “Red Light/Green Light”). ■ Engage in conversations with children by asking how they are feeling physically (for example, ask students if they are feeling tired, hungry, excited, etc.).
<p>LLP 3 yr.1.2: With prompting and support, begin to develop the ability to focus attention on key components of an object or task (<i>Attention focusing</i>, for example, follow the sequence of a story or conversation).</p>	<ul style="list-style-type: none"> ■ While reading with children in large and small groups, encourage them to listen for repeated phrases in books. Ask them to retell key events of that story in sequence. ■ Draw children’s focus to the action of a story by having them retell what just happened in the section you read. ■ While reading with children in large and small groups, encourage children’s awareness about what actions will come next (for example, “The porridge is all gone, I wonder what Goldilocks is going to do now?”).

STANDARDS	STRATEGIES & ACTIVITIES
<p>LLP 3 yr.1.3: With prompting and support, begin to develop strategies for connecting and remembering information (<i>Working memory and information processing</i>, for example, review the pictures on the daily schedule to see what activity comes before recess).</p>	<ul style="list-style-type: none"> ■ Create and use visual schedules to remind children about classroom routines and tasks (for example, outside time, lunch, cleanup). ■ Intentionally connect new activities and learning to previous lessons (for example, “Remember how we made color patterns yesterday? Today, we are going to add more colors to make longer patterns.”)
<p>LLP 3 yr.1.4: With prompting and support, begin to develop the ability to recognize and show awareness of thinking processes (<i>Reflection</i>, for example, the child explains that she took a deep breath to help herself calm down).</p>	<ul style="list-style-type: none"> ■ Using visuals, assist children in identifying their current emotional state, such as an emotion chart, steps to calming down, etc. ■ Invite children to tell you the process they used to put a simple puzzle together.

Strand 2: LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)

Learning Engagement is the way children continue to develop the ability to actively explore and participate in the learning environment. This engagement involves supporting the child as the child develops self-directed, goal-oriented exploration and discovery.

Sub-strand: INITIATIVE

Initiative involves children continuously developing the skills for engaging in learning, planning, and implementing strategies for accomplishing their goals.

STANDARDS	STRATEGIES & ACTIVITIES
<p>LLP 3 yr.2.1: With prompting and support, begin to express a simple plan and identify steps to accomplish a task or sustain play (for example, children draw or describe what they want to do during play).</p>	<ul style="list-style-type: none"> ■ Using visuals, help children plan what centers they want to visit during choice time. ■ When children in the block area show interest in building a zoo, encourage them to describe what structures they will build and what steps they will take to build them.
<p>LLP 3 yr.2.2: With prompting and support, develop an increasing ability to explore the immediate environment through observation, manipulation, or asking simple questions (for example, notice, explore, and talk about how plants on the playground change with the seasons).</p>	<ul style="list-style-type: none"> ■ Plan an activity to encourage children to look for changes occurring in the outdoor environment. ■ When a special event is planned (for example, a classroom visitor), add the event to the visual classroom schedule and ask children to look for how the schedule of the day is different.
<p>LLP 3 yr.2.3: With prompting and support, develop an increasing ability to connect new information or experiences to previous knowledge (for example, make connections about similarities across home and classroom experiences).</p>	<ul style="list-style-type: none"> ■ Plan a literacy activity that extends and builds on a story previously read. ■ Invite children to tell how the classroom is similar to or different from home.

Sub-strand: **PERSISTENCE**

Persistence describes the child’s ability to focus on engagement with learning materials and activities for increasing periods of time. Adults support children as they learn that making mistakes and trying different strategies are part of the learning process. Adults support persistence as they assist children to recognize their ability to complete challenging or difficult tasks.

STANDARDS	STRATEGIES & ACTIVITIES
<p>LLP 3 yr.2.4: With prompting and support, develop an increasing ability and willingness to engage in a self-selected task through challenges or difficulties (for example, the child continues to work on an age-appropriate puzzle, even when experiencing difficulty manipulating the pieces).</p>	<ul style="list-style-type: none"> ■ Teachers position themselves in areas of the classroom that will allow them to provide support when children experience challenges. ■ Intentionally provide materials that encourage children to engage in activities that offer a challenge.
<p>LLP 3 yr.2.5: With prompting and support, develop the ability to sustain engagement in active learning small- and large-group activities working alone or cooperatively.</p>	<ul style="list-style-type: none"> ■ Plan shorter, large-group times at the beginning of the year and gradually extend large-group time as the year progresses; and children show an increased ability to engage longer. ■ Provide a variety of activities for children to choose from during center time to encourage children to select activities that interest them.

Strand 3: CREATIVITY AND CURIOSITY

The creativity and curiosity strand focuses on supporting children’s natural curiosity and creativity as they explore and learn about the world around them. Adults encourage children to develop flexibility and originality as they use materials and activities to investigate their immediate environments.

STANDARDS	STRATEGIES & ACTIVITIES
<p>LLP 3 yr.3.1: With prompting and support, discover answers and solutions to questions to expand knowledge and skills.</p>	<ul style="list-style-type: none"> ■ Ask “why” and “how” questions to encourage children to develop a deeper understanding of what they are experiencing or observing (for example, ask “Why did the color change to orange when you mixed these two paints?”) ■ When a child expresses interest in building a tall block tower, ask “What do you need to do to make your tower taller?”
<p>LLP 3 yr.3.2: With prompting and support begin to engage in problem solving strategies (for example, identify cause and effect and first steps needed to solve a problem).</p>	<ul style="list-style-type: none"> ■ Using a visual prompt showing steps to social problem solving, help children devise strategies for how to share toys, get along, etc. ■ Point out color and shape similarities in puzzle pieces to encourage children to develop strategies for putting together puzzles.
<p>LLP 3 yr.3.3: With prompting and support, explore a variety of ways to use materials during play and exploration (for example, a block can be used as a phone in dramatic play).</p>	<ul style="list-style-type: none"> ■ Add a large cardboard box to the dramatic play area and encourage children to come up with ideas of what the box can become. ■ Provide a variety of assorted materials at the art table to encourage children to create on their own.
<p>LLP 3 yr.3.4: With prompting and support, show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).</p>	<ul style="list-style-type: none"> ■ Provide a variety of materials for children to put together their own obstacle course during outside play. ■ Provide a box of buttons for children to use to play or manipulate in different ways (for example, make designs, sort by size or color, use to build with, etc.).

LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT

Social development includes self-awareness, regulation and recognition of emotions, emotional responsiveness, and the ability to interact with others effectively in social settings.

Strand 4: SELF-AWARENESS

Children identify their personal characteristics and nurture self-confidence as they approach tasks effectively.

STANDARDS	STRATEGIES & ACTIVITIES
<p>LLP 3 yr.4.1: Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes).</p>	<ul style="list-style-type: none"> ■ Place children’s names and pictures by their cubby or storage space ■ Graph activities of children’s likes and dislikes (for example, children’s favorite colors, number of people in their family, type of shoes they are wearing). ■ Create a display board or book using pictures of children’s families. Continue to add photos throughout the year (for example, family events such as adding a new sibling).
<p>LLP 3 yr.4.2: Participate in self-selected or organized activities by exploring learning materials including indoor and outdoor equipment (for example, independent choice of activities).</p>	<ul style="list-style-type: none"> ■ Intentionally provide a variety of activities and materials for children to independently choose from during center time. ■ Use a “choice board” or other visuals to encourage children to choose what activities they want to participate in during center time. ■ Provide and rotate a variety of materials and activities for children to choose from during outdoor center times (for example, sidewalk chalk, sand toys, gross motor equipment, outdoor discovery centers).
<p>LLP 3 yr.4.3: Begin to demonstrate awareness of personal boundaries (for example, move when asked to give another child personal space).</p>	<ul style="list-style-type: none"> ■ Use various materials to represent personal space (for example, poster boards for children to build on during block play, trays for containing art materials). ■ Use place markers to designate spaces where children sit during circle time. ■ Teach awareness of other children’s space and personal boundaries (for example, ask other children before hugging them, teach awareness of how others communicate through body language).

STANDARDS	STRATEGIES & ACTIVITIES
<p>LLP 3 yr.4.4: Communicate wants and needs with actions or words.</p>	<ul style="list-style-type: none"> ■ Help children communicate their own boundaries to others (for example, push the palm of a hand forward to communicate “stop”; verbally say “no” or “stop” when uncomfortable, or back away from others). ■ Use a “friendship greeting apron” for children to communicate how they would like to be greeted (for example, high-five, hug, wave, smile, pinky shake). ■ Model how to appropriately get attention (for example, tap another child on the shoulder while saying their name). ■ Model how to ask for help when a need arises (for example, pass food during mealtime).
<p>LLP 3 yr.4.5: Begin to contribute and take pride in the classroom community (for example, participate in classroom jobs).</p>	<ul style="list-style-type: none"> ■ Develop a “helper chart” for assigning classroom tasks or jobs. ■ Take pictures of children engaged in classroom projects and post them in the classroom (for example, building block structures, reading together, creating a class book). ■ Acknowledge children working together to create a sense of classroom community.



Strand 5: EMOTIONS

Children identify and regulate their emotions, manage stress, and show self-discipline as well as recognize the emotional experiences of others. Emotions are included in the Health Education Standards and are imperative to Lifelong Learning Practices. The Emotional Health Standards found in Health Education Strand 3 are incorporated below.

STANDARDS	STRATEGIES & ACTIVITIES
<p>LLP 3 yr.5.1: In familiar settings, separate and reunite with parent or caregiver with minimal distress (for example, a child separates from a caregiver without crying).</p>	<ul style="list-style-type: none"> ■ Allow the students to bring a favorite item or picture from home. ■ Use a visual schedule to help children predict when parents will return. ■ Read books about parents loving their children and returning for them (For example, “The Kissing Hand”).
<p>LLP 3 yr.5.2: Recognize that different feelings are experienced throughout the day.</p>	<ul style="list-style-type: none"> ■ Use puppets to role play separation from parents. ■ Use emotion cards to talk about different emotions throughout the day.
<p>HE 3 yr.3.1: With prompting and support, express, identify, and label emotions (for example, happy, sad, angry, afraid) and feelings (for example, thirsty, hungry, hot, cold, tired).</p>	<ul style="list-style-type: none"> ■ Use mirrors to show facial expressions with different emotions. ■ Provide visual supports for identifying and expressing emotions such as cue cards, books, and posters. ■ Teach and model expressing and labeling emotions and feelings appropriately. Practice these skills in small groups or individually. ■ Teach and model that feeling different emotions is ok. ■ Allow students to view their different facial expressions in a mirror.

STANDARDS	STRATEGIES & ACTIVITIES
<p>HE 3 yr.3.2: With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).</p>	<p>Practice and model deep breathing as a relaxation technique using visual cues and imagery (such as pretend to blow out candles by slowly breathing out through the mouth).</p> <ul style="list-style-type: none"> ■ Practice and model impulse control by identifying appropriate behavioral responses (for example, stop, count to 10, and gain control of body and/or emotions; take a drink of water). ■ Practice and model mindfulness strategies such as stretching like an animal and positive self-talk. ■ Have students lay on their backs and place their hand or an object on their chest to see it go up and down with deep breaths.
<p>HE 3 yr.3.3: With prompting and support, begin to develop self-control by regulating one’s own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.</p>	<ul style="list-style-type: none"> ■ Engage students in games and activities specifically relating to teaching self-regulation (for example, “freeze” games or songs, activities, games, and songs that involve turn taking). ■ Develop consistent, predictable schedules and routines for the classroom. ■ Support students in identifying facial expressions and body language that communicates the feelings and intentions of others. ■ Support students with social prompts and cues to teach expected behaviors. ■ Create a “calm down” spot in the classroom and direct children there as needed.

Strand 6: RELATIONSHIPS

Children develop relationships through communication and social engagement. Children begin to learn to cooperate and resolve conflict with peers and adults.

Sub-strand: COMMUNICATION

Communication begins with awareness of others, learning social cues, and building relationships. Healthy relationships are included in the Health Standards and are imperative to Lifelong Learning Practices. The Relationship Standards found in Health Education strand 2 are incorporated below.

STANDARDS	STRATEGIES & ACTIVITIES
<p>LLP 3 yr.6.1: With prompting and support, begin to respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults.</p>	<ul style="list-style-type: none"> ■ Provide various play opportunities for students to practice using tones, facial expressions, and adult mannerisms. ■ Play imitation games and sing songs with gestures that imitate moods and emotions ■ Label and reflect the perceived emotions of both students and adults, and engage them in appropriate responses. ■ Model appropriate responses to students' tone, facial expressions, and gestures.
<p>LLP 3 yr.6.2: With prompting and support, begin to participate in back and forth conversation with peers or adults.</p>	<ul style="list-style-type: none"> ■ Ask open-ended questions, repeat what students say, and expand on the conversation to facilitate the back-and-forth dynamic. ■ Utilize active listening techniques to convey that you are attentive and engaged in what the student is saying. ■ Facilitate conversations between students. Encourage students to engage more deeply in the conversations with one another. ("I wonder if she has another idea to add." "It looks like he wants to contribute an idea as well.")

(Continued)

HE 3 yr.2.2: Identify and practice how to make friends and be a good friend by calling peers by name and engaging in parallel play.

- Use students' names often in daily routines, songs, games, transitions and other activities, both orally and written.
- Provide time and play opportunities for students to practice social skills and play together, including a dramatic play center.
- As students engage in parallel (side-by-side) play, encourage them to notice each other's play, make comments and ask questions.

Sub-strand: **SOCIAL ENGAGEMENT**

Children build appropriate social skills as they learn to negotiate friendships, join in play, and interact cooperatively. Healthy relationships are included in the Health Education Standards and are imperative to Lifelong Learning Practices. The Relationship Standards found in Health Education Strand 2 are incorporated below.

STANDARDS	STRATEGIES & ACTIVITIES
<p>LLP 3 yr.6.3: With prompting and support, show interest in peers with positive nonverbal gestures (for example, a child will smile at or move close to another child).</p>	<ul style="list-style-type: none"> ■ Provide ample opportunities for free play in order to give children the chance to show interest in each other. ■ As students interact, notice positive non-verbal gestures and call attention to them to give them meaning. ■ Support students in their attempts to recognize others' nonverbal gestures and prompt them to respond appropriately.
<p>LLP 3 yr.6.4: With prompting and support, show awareness of and respect others' personal space.</p>	<ul style="list-style-type: none"> ■ Provide opportunities for large group, small group, and independent play throughout the day. ■ Demonstrate respect for students' body autonomy and model consent. When appropriate and safe, ask students if they are comfortable with any entrance into their personal space prior to engaging in it. ■ Model appropriate boundaries for your own personal space and discuss the boundaries for them to interact within your space. ("The way you are pulling on my pants to get my attention is making me uncomfortable. Instead, please hold my hand until I can give you my full attention.") ■ Offer opportunities for movement and dance to allow students to practice increasing control of their body's movements and increased awareness of where others are in relation to their own body. ■ Model and explain how to appropriately respond when your body bumps into another's body or an object.

<p>LLP 3 yr.6.5: With prompting and support, begin to play with others while maintaining self-control.</p>	<ul style="list-style-type: none"> ■ Observe during students’ play and offer support when they need help sharing, waiting for their turn, and managing their impulses. ■ Call attention to instances where students are successful in playing with others while maintaining self-control by offering specific praise. (“I saw how you waited for your turn on the trike and how patient you were”). ■ Deliberately design play activities that allow students to practice cooperative play skills with students with whom they do not typically play. ■ Play games that support the development of self-control such as “Red Light, Green Light,” “Freeze Dance,” dances with a partner, etc.
<p>HE 3 yr.2.3: With prompting and support, begin to join in, maintain interactions, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others’ needs.</p>	<p>Teach, model, and practice social behaviors through playing games in small groups and actively engage and support students in cooperative play.</p>
<p>HE 3 yr.2.4: With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).</p>	<p>Teach, model, and practice polite language. For example:</p> <ul style="list-style-type: none"> • Kind words • Giving genuine, descriptive compliments

Sub-strand: **CONFLICT RESOLUTION / PROBLEM SOLVING**

Children will begin to recognize problems exist and learn how to resolve simple conflicts utilizing communication and problem-solving skills.

STANDARDS	STRATEGIES & ACTIVITIES
<p>LLP 3 yr.6.6: Develop awareness of appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone’s attention appropriately, how to express frustration appropriately, how to seek help from an adult).</p>	<ul style="list-style-type: none"> ■ Facilitate children’s discussion with one another to resolve social problems, validate emotions, and problem solve. ■ Encourage children to notice and name emotions experienced by self and others. ■ Facilitate role-play about common social problems. ■ Use stories and children’s books to teach ways to resolve social problems. ■ Proactively support students as emotions first emerge prior to the situation escalating (for example, show empathy, validate, label emotions, support verbalizing).

Strategies & Activities for 4-YEAR-OLDS

LIFELONG LEARNING PRACTICES—APPROACHES TO LEARNING

In the Approaches to Learning Standards, children develop self-regulation and executive functioning, learning engagement (initiative and persistence), and creativity and curiosity.

***Strategies and Activities** that are highlighted in purple are specific to 4-year-old students.

Strand 1: SELF-REGULATION AND EXECUTIVE FUNCTIONING

Self-Regulation, which is the ability to regulate one’s own behavior while engaging with others and in the learning environment, is a key developmental task of the preschool years. Executive Functioning includes the essential learning skills of attention focusing, working memory, information processing, and reflection.

STANDARDS	STRATEGIES & ACTIVITIES
<p>LLP 4 yr.1.1: With prompting and support, display increasing ability to self-regulate external behaviors (for example, follow simple directions, wait for turns, and transition between activities).</p>	<ul style="list-style-type: none"> ■ Engage children in songs and games involving starting and stopping behavior (for example, “Freeze Dance,” “Red Light/Green Light”). ■ Encourage children to take a lead role in self-regulation games. ■ Engage in conversations with children by having them explain how they are feeling physically (for example, tired, hungry, need to move).
<p>LLP 4 yr.1.2: With prompting and support, display increasing ability to focus attention on key, meaningful components of an object or task (<i>Attention focusing</i>, for example, sort and classify objects into categories, and provide on-topic responses).</p>	<ul style="list-style-type: none"> ■ While reading with children in large and small groups, encourage children to watch for repeated images and words in a picture book. ■ Draw children’s focus to the action of a story by having children tell back what just happened in the section you read. ■ While reading with children in large and small groups, encourage children to make predictions about what actions will come next.

STANDARDS	STRATEGIES & ACTIVITIES
<p>LLP 4 yr.1.3: With prompting and support, develop increasingly effective strategies to connect and remember information (<i>Working memory and information processing</i>, for example, use self-talk, tell others the events of the day).</p>	<ul style="list-style-type: none"> ■ Create and use visual schedules to guide children’s classroom routines and tasks (for example, have children check the schedule to know what is happening next). ■ Intentionally connect new activities and learning to previous lessons (for example, “Yesterday we learned about trees. What kind of tree do you think this leaf came from?”). ■ End-of-day circle time for children to review and recap what they discovered during the day.
<p>LLP 4 yr.1.4: With prompting and support, develop the ability to recognize and show awareness of thinking processes (<i>Reflection</i>, for example, the child explains what strategies are used to build in blocks).</p>	<ul style="list-style-type: none"> ■ Using visuals of calm down strategies, ask children to describe which strategy worked the best for them previously. ■ Invite children to ask peers to explain the process they used to put a puzzle together.

Strand 2: **LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)**

Learning Engagement is the way children continue to develop the ability to actively explore and participate in the learning environment. This engagement involves supporting the child as the child develops self-directed, goal-oriented exploration and discovery.

Sub-strand: **INITIATIVE**

Initiative involves children continuously developing the skills for engaging in learning, planning, and implementing strategies for accomplishing their goals.

STANDARDS	STRATEGIES & ACTIVITIES
<p>LLP 4 yr.2.1: With prompting and support, plan out the multiple steps needed and identify strategies to use to accomplish a goal or to guide play.</p>	<ul style="list-style-type: none"> ■ Using visuals, help children plan what centers they want to visit during choice time. ■ When children in the block area show interest in building a zoo, encourage them to describe what structures they will build and what steps they will take to build.
<p>LLP 4 yr.2.2: Display an increasing ability to investigate their immediate environment by using a variety of tools, questions, and strategies to better understand their interests and experiences (for example, discover why worms come out of the ground after it rains).</p>	<ul style="list-style-type: none"> ■ Plan an activity to encourage children to look for and record changes occurring in the outdoor environment. ■ When a special event is planned (for example, a classroom visitor), add the event to the visual classroom schedule and ask children to look for how the schedule of the day is different.
<p>LLP 4 yr.2.3: Develop an increasing ability to connect new information or experiences with previous knowledge through interactions with teachers, peers, and the environment (for example, help develop classroom rules using the previous experience with rules in the classroom or home).</p>	<ul style="list-style-type: none"> ■ Plan a literacy activity that extends and builds on a story previously read (for example, in a small group have the children create a different ending to a familiar story). ■ Invite children to tell about how the classroom rules are similar to or different from rules at home.

Sub-strand: **PERSISTENCE**

Persistence describes the child's ability to focus on engagement with learning materials and activities for increasing periods of time. Adults support children as they learn that making mistakes and trying different strategies are part of the learning process. Adults support persistence as they assist children to recognize their ability to complete challenging or difficult tasks.

STANDARDS	STRATEGIES & ACTIVITIES
<p>LLP 4 yr.2.4: Develop an increasing ability and willingness to continue with a task through challenges or difficulties (for example, continue to build in the block area even when the child has difficulty finding a piece they need).</p>	<ul style="list-style-type: none"> ■ Teachers position themselves in areas of the classroom that will allow them to provide support when children experience challenges. ■ Intentionally provide materials that encourage children to engage in activities that offer a challenge.
<p>LLP 4 yr.2.5: Develop the ability to sustain engagement in active learning small- and large- group activities working alone or cooperatively.</p>	<ul style="list-style-type: none"> ■ Plan shorter, large-group times at the beginning of the year and gradually extend large-group time as the year progresses; and children show an increased ability to engage longer. ■ Provide a variety of activities for children to choose from during center time to encourage children to select activities that interest them.

Strand 3: CREATIVITY AND CURIOSITY

The creativity and curiosity strand focuses on supporting children's natural curiosity and creativity as they explore and learn about the world around them. Adults encourage children to develop flexibility and originality as they use materials and activities to investigate their immediate environments.

STANDARDS	STRATEGIES & ACTIVITIES
<p>LLP 4 yr.3.1: Ask and answer questions to seek additional information about materials, challenges, and activities they experience in their immediate environment to expand their knowledge and skills.</p>	<ul style="list-style-type: none"> ■ Ask “why” and “how” questions to encourage children to develop a deeper understanding of what they are experiencing or observing (for example, ask, “How did you combine different paints to make orange?”). ■ Encourage children to build on interests by creating increasingly complex projects (for example, using a broader variety of art materials with which children can create).
<p>LLP 4 yr.3.2: With prompting and support, display an increasing ability to engage in a variety of problem-solving strategies (for example, recognize cause and effect, use trial and error, make predictions, and identify steps for problem solving).</p>	<ul style="list-style-type: none"> ■ Using a visual prompt showing steps to social problem solving, help children devise strategies for how to share toys, get along, etc. ■ Encourage children to share strategies for assembling and building with peers.
<p>LLP 4 yr.3.3: Explore and use materials during play and exploration in new and different ways (for example, a cardboard box becomes a spaceship, racecar, or cave).</p>	<ul style="list-style-type: none"> ■ Add a large cardboard box to the dramatic play area and encourage children to come up with ideas of what the box can become. ■ Provide a variety of tools and materials in the outdoor sand play area to expand play and exploration.
<p>LLP 4 yr.3.4: Show flexibility in approaching open-ended tasks (for example, be willing to experiment and risk trying out a new idea or approach).</p>	<ul style="list-style-type: none"> ■ Give children a challenge to cross the room without touching the floor to encourage the children to come up with their own solution strategies. ■ Provide a variety of materials for children to put together their own obstacle course during outside play. ■ Provide a box of buttons for children to use to play or manipulate in different ways (for example, make designs, sort by size or color, use to build with, etc.).

LIFELONG LEARNING PRACTICES—SOCIAL INTERACTION AND DEVELOPMENT

Social development includes self-awareness, regulation and recognition of emotions, emotional responsiveness, and the ability to interact with others effectively in social settings.

Strand 4: SELF-AWARENESS

Children identify their personal characteristics and nurture self-confidence as they approach tasks effectively.

STANDARDS	STRATEGIES & ACTIVITIES
<p>LLP 4 yr.4.1: Demonstrate awareness of one’s own identity, including personal information, characteristics, preferences, and abilities (for example, name, age, parent/caregiver, family members, gender, physical attributes, likes/dislikes) and participate in respectful discussions about similarities and differences with others.</p>	<ul style="list-style-type: none"> ■ Place children’s names and pictures by their cubby or storage space. Remove children’s pictures as they recognize their printed name. ■ Graph activities of children’s likes and dislikes (for example, children’s favorite colors or the number of people in their family). ■ Create a display board or book using pictures of children’s families. Continue to add photos throughout the year (for example, family events such as a new baby).
<p>LLP 4 yr.4.2: Participate in self-selected or organized activities by exploring learning materials including outdoor equipment (for example, a child chooses paint or markers for artwork).</p>	<ul style="list-style-type: none"> ■ Intentionally provide a variety of activities and materials from which children can choose during center time. ■ Use a “choice board” or other visuals to encourage children to choose activities in which they want to participate during center time. ■ Provide and rotate a variety of materials and activities from which children can choose during outdoor center times (for example, sidewalk chalk, sand toys, gross motor equipment, outdoor discovery centers).



STANDARDS	STRATEGIES & ACTIVITIES
<p>LLP 4 yr.4.3: Begin to maintain personal boundaries while participating in movement or daily classroom activities.</p>	<ul style="list-style-type: none"> ■ When children recognize personal space and boundaries, encourage them to respect individual space while working together. ■ Use intentional classroom design and visuals to create space that recognizes personal boundaries as well as group play (for example, limit spots available at the sensory table or the number of children in the dramatic play area). ■ Teach awareness of other children’s space and personal boundaries (for example, asking other children before hugging them, teach awareness of how others communicate through body language).
<p>LLP 4 yr.4.4: Communicate wants and needs including thoughts and feelings with actions or words.</p>	<ul style="list-style-type: none"> ■ Help children communicate their own boundaries to others (for example, push the palm of a hand forward to communicate “stop”; verbally say “no” or “stop” when uncomfortable, or back away from others). ■ Using a “friendship greeting apron,” let children take the lead with peers to communicate how they would like to be greeted (for example, high-five, hug, wave, smile, pinky shake). ■ Encourage children to use strategies to appropriately get attention (for example, tap another child on the shoulder while saying their name). ■ Encourage children to ask for help when a need arises (for example, pass food during mealtime).
<p>LLP 4 yr.4.5: Begin to contribute and take pride in the classroom community (for example, volunteer to help others).</p>	<ul style="list-style-type: none"> ■ Develop a “helper chart” for assigning classroom tasks or jobs. ■ Take pictures of children engaged in classroom projects and post them in the classroom (for example, building block structures, reading together, creating a class book). ■ Acknowledge children working together to create a sense of classroom community.

Strand 5: EMOTIONS

Children identify and regulate their emotions, manage stress, and show self-discipline as well as recognize the emotional experiences of others. Emotions are included in the Health Education Standards and are imperative to Lifelong Learning Practices. The Emotional Health Standards found in Health Education Strand 3 are incorporated below.

STANDARDS	STRATEGIES & ACTIVITIES
<p>LLP 4 yr.5.1: Separate and reunite with parents or caregivers without stress.</p>	<ul style="list-style-type: none"> ■ Allow the students to bring a favorite item or picture from home. ■ Use a visual schedule to help children predict when parents will return. ■ Read books about parents loving their children and returning for them (for example, “The Kissing Hand”). ■ Use puppets to role play separation from parents.
<p>LLP 4 yr.5.2: Recognize that feelings can change and different feelings are experienced throughout the day.</p>	<ul style="list-style-type: none"> ■ Use emotion cards to talk about different emotions throughout the day. ■ Use mirrors to show facial expressions with different emotions. ■ Engage in discussion with students about their feelings. ■ Talk with children about their feelings before and after a parent leaving (for example, “Before, when your dad left, you felt sad, but now you are okay and enjoying playing with your friends.”)
<p>HE 4 yr.3.1: Express, identify, and label emotions of self and others (for example, happy, sad, angry, afraid, frustrated, bored) and feelings (for example, thirsty, hungry, hot, cold, tired).</p>	<ul style="list-style-type: none"> ■ Provide visual supports such as cue cards, books, and posters. ■ Teach and model expressing and labeling emotions and feelings appropriately. Expand students’ emotional vocabulary using more complex feeling words. ■ Teach and model that feeling different emotions is ok. ■ Allow students to view their different facial expressions in a mirror. ■ Encourage children to identify and label the emotions of peers.

STANDARDS	STRATEGIES & ACTIVITIES
<p>HE 4 yr.3.2: With prompting and support, begin to demonstrate methods to calm down (for example, deep breathing, count to ten, mindfulness).</p>	<ul style="list-style-type: none"> ■ Practice and model deep breathing as a relaxation technique using visual cues and imagery (such as pretend to blow out candles by slowly breathing out through the mouth). ■ Practice and model impulse control by identifying appropriate behavioral responses (for example, stop, count to 10 and gain control of body and/or emotions; take a drink of water). ■ Practice and model mindfulness strategies such as stretching like an animal and positive self-talk. ■ Have students lay on their backs and place their hand or an object on their chest to see it go up and down with deep breaths.
<p>HE 4 yr.3.3: With prompting and support, develop and practice self-control by regulating one’s own impulses and feelings, following simple directions, waiting for turns, transitioning between activities, and complying with limitations.</p>	<ul style="list-style-type: none"> ■ Engage students in games and activities specifically relating to teaching self-regulation (for example, “freeze” games or songs; activities, games, and songs that involve turn taking, etc.). ■ Develop and use consistent, predictable schedules and routines for the classroom. ■ Support students in communicating their feelings and intentions to others through modeling, parallel talk, and identifying students’ body language. ■ Support students with social prompts and cues to teach and remind about appropriate behaviors. ■ Create a “calm down” spot in the classroom and allow children to use as needed.

Strand 6: RELATIONSHIPS

Children develop relationships through communication and social engagement. Children begin to learn to cooperate and resolve conflict with peers and adults.

Sub-strand: COMMUNICATION

Communication begins with awareness of others, learning social cues, and building relationships. Healthy relationships are included in the Health Standards and are imperative to Lifelong Learning Practices. The Relationship Standards found in Health Education strand 2 are incorporated below.

STANDARDS	STRATEGIES & ACTIVITIES
<p>LLP 4 yr.6.1: With prompting and support, respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults.</p>	<ul style="list-style-type: none"> ■ Provide various play opportunities for students to practice using tones, facial expressions, and adult mannerisms. ■ Play imitation games and sing songs with gestures that imitate moods and emotions. ■ Label and reflect on the perceived emotions of both students and adults, and engage them in appropriate responses. ■ Model appropriate responses to students' tone, facial expressions, and gestures.



<p>LLP 4 yr.6.2: With prompting and support, communicate with others by attending to and responding to peers and adults individually or in a group (for example, taking turns in conversation).</p>	<ul style="list-style-type: none"> ■ Ask open-ended questions, repeat what students say, and expand on the conversation to facilitate the back-and-forth dynamic. ■ Use active listening techniques to convey that you are attentive and engaged in what the child is saying. ■ Facilitate conversations between students. Encourage children to engage more deeply in the conversations with one another (such as, “I wonder if she has another idea to add?” “It looks like he wants to contribute an idea as well.”) ■ Use dialogic reading P.E.E.R. sequence to encourage conversations with books: <ul style="list-style-type: none"> • Prompt the child to say something about the book. • Evaluate the child’s response. • Expand the child’s response by re-phrasing and adding information to it. • Repeat the prompt to make sure the child has learned from the expansion.
<p>HE 4 yr.2.2: Identify and practice how to make friends and be a good friend by developing friendships with peers and participating in cooperative play.</p>	<ul style="list-style-type: none"> ■ Use students’ names often in daily routines, songs, games, transitions, and other activities, both orally and written. ■ Provide time and play opportunities for students to practice social skills and play together, including a dramatic play center. ■ As students participate in cooperative play, encourage them to engage in each other’s play by making comments and asking questions.

Sub-strand: **SOCIAL ENGAGEMENT**

Children build appropriate social skills as they learn to negotiate friendships, join in play, and interact cooperatively. Healthy relationships are included in the Health Education Standards and are imperative to Lifelong Learning Practices. The Relationship Standards found in Health Education Strand 2 are incorporated below.

STANDARDS	STRATEGIES & ACTIVITIES
<p>LLP 4 yr.6.3: Show interest in peers by getting their attention in appropriate ways (for example, call a child by name or tap him/her on the shoulder).</p>	<ul style="list-style-type: none"> ■ Provide ample opportunities for free play in order to give children the chance to show interest in each other. ■ As students interact, notice positive non-verbal gestures, and call attention to them to give them meaning. ■ Support students in their attempts to recognize others’ nonverbal gestures, and prompt them to respond appropriately.
<p>LLP 4 yr.6.4: Maintain awareness of and respect others’ personal space.</p>	<ul style="list-style-type: none"> ■ Provide opportunities for large-group, small-group, and independent play throughout the day. ■ Demonstrate respect for students’ body autonomy and model consent. When appropriate and safe, ask students if they are comfortable with any entrance into their personal space prior to engaging in it. ■ Model appropriate boundaries for your own personal space, and discuss the boundaries for them to interact within your space (such as, “The way you are pulling on my pants to get my attention is making me uncomfortable. Instead, please hold my hand until I can give you my full attention.”). ■ Offer opportunities for movement and dance to allow students to practice increasing control of their body’s movements and increasing awareness of where others are in relation to their own body. ■ Model and explain how to appropriately respond when your body bumps into another’s body or an object.

<p>LLP 4 yr.6.5: Begin to maintain self-control during play with others.</p>	<ul style="list-style-type: none"> ■ Observe during students’ play and offer reminders when they need help sharing, waiting for their turn, and managing their impulses. ■ Call attention to instances where students are successful in playing with others while maintaining self-control by offering specific praise (such as, “I saw how you waited for your turn on the trike and how patient you were.”). ■ Deliberately design play activities that allow students to practice cooperative play skills with students with whom they do not typically play. ■ Play games that support the development of self-control such as “Red Light/ Green Light,” “Freeze Dance,” dances with a partner, etc.
<p>HE 4 yr.2.3: With prompting and support, join in, invite, and interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others’ needs.</p>	<ul style="list-style-type: none"> ■ Teach, model, and practice social behaviors through playing games in small groups; and actively engage and support students in play. ■ Teach, model, and practice appropriate ways to get someone’s attention and respond to others. For example: <ul style="list-style-type: none"> • Lightly tap someone on the shoulder. • Call them by name. • Turn and look. • Listen and respond.
<p>HE 4 yr.2.4: With prompting and support, attend to and show appreciation for the actions or choices of others (for example, compliment others).</p>	<ul style="list-style-type: none"> ■ Encourage children to develop awareness of the positive actions and choices of others. ■ Teach, model, and practice polite language. For example: <ul style="list-style-type: none"> • using kind words • giving genuine, descriptive compliments

Sub-strand: **CONFLICT RESOLUTION / PROBLEM SOLVING**

Children will begin to recognize problems exist and learn how to resolve simple conflicts utilizing communication and problem-solving skills.

STANDARDS	STRATEGIES & ACTIVITIES
<p>LLP 4 yr.6.6: Use appropriate communication or actions when social problems arise to identify the problem and explore basic solutions (for example, how to gain someone’s attention appropriately, how to express frustration appropriately, how to seek help from an adult).</p>	<ul style="list-style-type: none"> ■ Facilitate children’s discussions with one another to resolve social problems, validate emotions, and problem-solve solutions together. ■ Discuss simple classroom rules, and use visual cues for resolving conflict. ■ Teach, model, and role play problem-solving skills with peers. ■ Help children notice the perspective of peers, and identify ways they can support them in resolving conflicts. ■ Facilitate role-play about common social problems. ■ Use stories and children’s books to teach ways to resolve social problems. ■ Proactively support students as emotions first emerge prior to a situation escalating (for example, show empathy, validate and label emotions, support verbalizing).

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