

36 MONTHS TO 60+ MONTHS





Routines and Transitions

Routines help reduce stress for both adults and children. By planning and thinking ahead about the daily transitions such as eating, sleeping, and playtime, adults can feel more organized, and help children change from one activity to the next. When children know what to expect, they feel more safe and secure and tend to be calmer. Routines are as simple as reading a book before nap and bedtimes, or singing a special song while washing hands before eating. As preschoolers start learning about time, setting a timer, and giving a five minute countdown before the next activity can help.

Domain 1: Physical wellbeing, health, and motor development

Goal 1: Children engage in a variety of physical activities

PRESCHOOLERS MAY

- ✧ Enthusiastically participate in different full body physical activities (walking, climbing, playing in snow, throwing, dancing, digging, bouncing, swimming).
- ✧ Incorporate various physical activities while transitioning from one place to another (marches between the kitchen and the bathroom).
- ✧ Play actively with other children.
- ✧ Spend most of the day moving and choosing activities and playmates.
- ✧ Regularly participate in physical activity (walks, dances, plays organized or informal sports).
- ✧ Help with physical chores (shoveling snow, sweeping the floor, carrying laundry, putting away toys).
- ✧ Participate in cooperative games with peers.
- ✧ Work on physical challenges such as climbing rocks, hills and trees, rolling, jumping, throwing, digging, shoveling.

YOU CAN

- ✧ Engage child in group exercise times/activities (dance party, outdoor walks, sledding).
- ✧ Engage child in different kinds of full body physical activities (throwing balls, climbing playground equipment, helping with chores).
- ✧ Provide opportunities to play in different settings (neighborhood park with outdoor play equipment, playgroups with other children).
- ✧ Provide a variety of materials and toys, changing them as children get older and more capable.
- ✧ With close supervision, provide opportunities for exploring natural settings such as the beach, forests, tundra, creeks, rocky surfaces, garden.
- ✧ Create obstacle courses that encourage the child to use a variety of muscles for strength, balance, agility and control (jumping from pillow to pillow laid on the floor). Participate in regular physical activities with child (swimming, walking, skating, hiking, drumming, dancing, gymnastics, skiing, skating, hopscotch, jump rope, and games with balls).
- ✧ Offer opportunities for child to play song games incorporating music, movement, and other children.
- ✧ Provide opportunities and materials for child to participate in activities that require new skill development including muscle control such as skipping stones, building with blocks, or playing with Legos.

Goal 2: Children demonstrate strength and coordination of gross motor skills

PRESCHOOLERS MAY

- ⊗ Walk and run in circular paths (around obstacles and corners).
- ⊗ Crawl through a play tunnel or under tables.
- ⊗ Climb on play equipment.
- ⊗ Throw beanbags or large lightweight ball with progressively more accuracy.
- ⊗ Catches large balls with two hands, with progressively more skill for smaller balls.
- ⊗ Kick ball forward.
- ⊗ Balance on one foot.
- ⊗ Hop forward on one foot without losing balance.
- ⊗ Jump on two feet and over small objects with balance and control.
- ⊗ Gallop comfortably.
- ⊗ Pedal steadily when riding tricycle.
- ⊗ Walk up and down stairs, using alternating feet, with less and less assistance.
- ⊗ Jump sideways.
- ⊗ Run with an even gait.
- ⊗ Maintain balance while bending or twisting.
- ⊗ Begin to use a racquet, paddle, bat, stick or club, or balls.
- ⊗ Hop with one foot at a time briefly.
- ⊗ Mount and pump a swing with no assistance.
- ⊗ Skip.
- ⊗ Run with an even gait and with few falls.
- ⊗ Hops on each foot separately without support.
- ⊗ Maintain balance while bending, twisting, or stretching.
- ⊗ Move body into position to catch a ball, then throw the ball in the right direction.
- ⊗ Kick a large with some accuracy.
- ⊗ Alternate weight and feet while skipping or using stairs.
- ⊗ Throw a medium-size ball with some accuracy.
- ⊗ Use a racquet, paddle, bat, stick or club, pucks or balls with more skill.

YOU CAN

- ⊗ Help encourage balance through rocking, swinging, rolling and spinning (and beach walking).
- ⊗ Offer dance and other movement activities that use both sides of the body (bending, twisting, stretching, balancing).
- ⊗ Dance, swim, ball play, and bike riding are better choices than structured team sports at this age.
- ⊗ Offer physical chores (but do not expect it accomplished at adult levels of competence).
- ⊗ Include child in simple, small physical chores (sweeping, feeding pets, clearing dishes from the table).
- ⊗ Dress in comfortable clothes appropriate for the weather to encourage movement.
- ⊗ Be inventive – create obstacle courses with household items, explore the outdoors.
- ⊗ Begin teaching and leading informal sports or games with more complex rules. (soccer, basketball, tee ball, gymnastics, cheer). The emphasis should be on learning basic skills rather than competition.

Goal 3: Children demonstrate stamina in daily activities

PRESCHOOLERS MAY

- ⊗ Carry light objects, bags, or backpack for a short distance.
- ⊗ Repetitively practice new skills.
- ⊗ Engage in physical activities at least one hour a day, with sustained physical activity for at least 15 minutes at a time (swinging, playground equipment, running games).
- ⊗ Follow along with guided movement activities, such as music and movement or child yoga/Zumba.
- ⊗ Ride a trike by pedaling for extended periods of time and distance.
- ⊗ Run 50 to 75 yards without stopping.
- ⊗ Engage in physical activities for at least one hour throughout each day.
- ⊗ Complete extended activities such as short hikes or bike rides with supportive adults.
- ⊗ Initiate physical activities (movement games with other children, dancing to music).
- ⊗ Pump on a swing for several minutes.
- ⊗ Skip for 2 minutes.
- ⊗ Jump and hop with increasing persistence.

YOU CAN

- ⊗ Provide at least 60 minutes of physical activities each day.
- ⊗ Make physical activity fun (set up a simple and safe obstacle course outside or inside where child climbs over, under, and through things; incorporate movement to music).
- ⊗ Offer balance between stimulating and restful activities.
- ⊗ Lead activities where children follow along to dance, yoga or marching.
- ⊗ Provide equipment and activities that encourage safe swinging or jumping.
- ⊗ Have children help with chores, such as sweeping or carrying light groceries.
- ⊗ Engage child in activities that require some physical exertion, such as “races” and throwing balls through holes in boxes.
- ⊗ Encourage child to reach new physical goals (hopping on one foot repeatedly, jumping over small boxes).
- ⊗ Support child to reach and exceed personal goals rather than to compete with others.
- ⊗ Provide hula hoops, swings, bikes, skis, sleds and other equipment that encourages sustained activity.
- ⊗ Plan activities such as hikes or bike rides, appropriate to the skill level of the child, that require stamina.

Goal 4: Children demonstrate strength and coordination of fine motor skills

PRESCHOOLERS MAY

- ⊗ Eat with utensils.
- ⊗ Use various drawing and art materials (markers, pencils, crayons, small brushes, finger paint).
- ⊗ Copy shapes and geometric designs.
- ⊗ Open and closes blunt scissors with one hand.
- ⊗ Cut paper on a straight line and on a curve but without precision.
- ⊗ Manipulate small objects with ease (strings beads, fits small objects into holes).
- ⊗ Fasten large buttons.
- ⊗ Use large zippers.
- ⊗ Increase strength in fingers with age, progressing to using a stapler or hole punch.
- ⊗ Fit complex puzzles together (single, cut-out figures to 10-15 piece jigsaw puzzles).
- ⊗ Write some recognizable letters or numbers.
- ⊗ Use fine motor muscles in a variety of activities (winking, snapping fingers, clucking tongue).
- ⊗ Remove and replaces easy-to-open container lids.
- ⊗ Fold paper and makes paper objects (airplanes, origami), with assistance.
- ⊗ Cut, draw, glue with materials provided.
- ⊗ Tie knots and shoe laces, with assistance.
- ⊗ Print some letters in own name.
- ⊗ Button large buttons on clothing.
- ⊗ Tear tape off a dispenser without letting the tape get stuck to itself, most of the time.
- ⊗ Put together and pulls apart manipulatives (Legos, beads for stringing and sewing, Lincoln Logs) appropriately.
- ⊗ Fit jigsaw puzzles with smaller pieces together.

Concerns about development.

If there is a concern about a delay or progress in any of the learning domains, there are free resources for a child to be screened and to support their development. For children under age three, the State of Alaska offers the Infant Learning Program throughout the state, and an interactive map helps find their local Infant Learning Program. Staff there can arrange for a free screening and, if needed, free help if a child is found to have some delays. <http://dhss.alaska.gov/dsds/Pages/infantlearning/default.aspx>

If the child is older than three years old, the same services are available through your local school district, and may include free preschool for children needing some additional support. <https://education.alaska.gov/sped>

The Help Me Grow Alaska website has a free “Ages and Stages Questionnaire” for parents to complete, either online or a paper version. The American Academy of Pediatrics recommends every child be screened at 9, 18, and 24-30 months, or whenever there is a concern.

Parents can also ask their medical provider about developmental screening. Head Start/ Early Head Start, child care providers, and pre-school teachers are additional resources.



Goal 4: Children demonstrate strength and coordination of fine motor skills (continued)

YOU CAN

- ⊗ Engage child in activities that strengthen hand grasp (molding play dough, using a hand-held hole punch).
- ⊗ Encourage child to use pincer grasp of thumb/forefinger (gluing small pieces of paper, peeling/sticking stickers, picking up small objects with fingers).
- ⊗ Demonstrate and provides opportunities for child to use scissors safely.
- ⊗ Provide many opportunities throughout the day for using small muscles (playdough, markers, scissors).
- ⊗ Provide opportunities for child to practice tying, buttoning, and beading.
- ⊗ Spend time with child using a variety of writing materials (crayons, pencils, markers, paints).
- ⊗ Modify activities to ensure participation of children with special needs (example: attach rubber grips to pencils).
- ⊗ Challenge children to wink, snap, cluck and otherwise develop small muscles.
- ⊗ Involve child in activities using fine motor skills (setting a table, preparing food, and sorting buttons).
- ⊗ Play card games in which child must hold, pick up, and turn over cards ("Go Fish").
- ⊗ Play games with spinners or dice that require moving markers around the board.
- ⊗ Provide daily opportunities for child to use art supplies that support fine motor skills (crayons, chalk, pencils, scissors, glue, stickers).
- ⊗ Provide small materials to manipulate such as Legos, hammer and nails, beads for stringing and sewing.
- ⊗ Encourage play with stacking blocks and make a variety of structures such as houses, castles, roads, etc.
- ⊗ Provide supervision and activities to use small handheld tools, such as screwdrivers and hammers.
- ⊗ Use yoga or other activities to promote balance and core muscle control.

Goal 5: Children use their senses of sight, hearing, smell, taste and touch to guide and integrate their learning and interactions (sensory motor skills)

PRESCHOOLERS MAY

- ☉ Physically react appropriately to the environment (bend knees to soften a landing, move quickly to avoid obstacles).
- ☉ Demonstrate concepts through movement (imitates an animal through movement, sounds, dress, dramatization, dance).
- ☉ Practice sensory regulation by pushing objects, climbing short ladders, swinging on a swing, and sliding.
- ☉ Move their body in response to sound, marching or dancing with rhythm.
- ☉ Explore new foods through sight, smell and touch, eventually tasting.
- ☉ Enjoy watching their own image in photo albums, videos and their motions in the mirror.
- ☉ Match pairs of colors and patterns.
- ☉ Match pairs of similar sounds.
- ☉ Correctly identify high tones and low tones on a music instrument.
- ☉ Identify a variety of smells.
- ☉ Echo back a rhythm of hand clapping or drumming.
- ☉ Be willing to touch the unknown in a “feely bag”.
- ☉ Match textures by feel such as plastic, furs, woods.
- ☉ Experiment with music instruments.
- ☉ Use materials to create mosaic patterns.

YOU CAN

- ☉ Play word games and sings songs that use the body
- ☉ Set up an obstacle course of chairs, sticks, boxes and give directions (“Go over the box, under the chair, and beside the stick.”).
- ☉ Provide opportunities for child to explore natural surroundings.
- ☉ Expose child to a variety of different types of musical sounds, rhythms and patterns.
- ☉ Provide opportunities to experience new tastes, textures, and smells (variety of fruits and vegetables).
- ☉ Help children to use technology (mobile phone) to record sights and sounds.
- ☉ Offer play clay (cornstarch and water), non-toxic shaving cream, finger paint and playing in the sand and water.
- ☉ Consider allowing children to explore other sensory stimulation such as fish or game preparation, if acceptable in the culture.
- ☉ Allow children to participate in cooking projects, smelling, touching and tasting ingredients as feasible.
- ☉ Ensure that children at all ages are checked for vision and hearing, as suggested by doctor or early educator.
- ☉ Provide small opaque containers for matching sounds, such as pennies in two containers, sand in two, bell in two, rocks in two, nickels in two, etc. Do the same with matching smells such as extracts. Or cotton balls soaked in vinegar, etc.
- ☉ Provide access to music instruments and plans activities with them.
- ☉ Explore food with tastes and textures from a variety of cultures.
- ☉ Lead safe and supervised opportunities for child to try a variety of simple activities with limited sensory input (using headphones, blindfold, and gloves).
- ☉ Provide opportunities for play and games with other children using sensory instructions.
- ☉ Offer access to craft materials in a variety of patterns, shapes, textures and sizes.

Goal 6: Children practice health skills and routines

PRESCHOOLERS MAY

- ⊗ Use tissue to wipe own nose and throws tissue in wastebaskets.
- ⊗ Take care of own toileting needs.
- ⊗ Wash and dry hands before eating and after toileting, without assistance.
- ⊗ Cooperate and assist caregiver with tooth brushing.
- ⊗ Identify health products (shampoo, toothpaste, soap).
- ⊗ Cover mouth when coughing.
- ⊗ Recognize and communicate when experiencing symptoms of illness.
- ⊗ Feed self with fork and spoon, without assistance.
- ⊗ Clean up spills.
- ⊗ Get a drink of water without assistance.
- ⊗ Dress and undress with minimal help.
- ⊗ Choose own clothes to wear, when asked.
- ⊗ Put shoes on, without assistance.
- ⊗ Decide, with few prompts, when to carry out self-help tasks (washing hands when dirty and before meals).
- ⊗ Choose to rest when he/she is tired.
- ⊗ Participate in helping younger siblings with personal care routines.
- ⊗ Get own snack out of the cabinet.
- ⊗ Begin to tie own shoes with assistance. Brush teeth and attempts flossing with supervision, and then allows assistance to complete process.
- ⊗ Wash face, without assistance.
- ⊗ Cover mouth and nose when coughing and sneezing with elbow or tissue.
- ⊗ Use fork, spoon, and (sometimes) a blunt table knife.
- ⊗ Pour milk or juice easily and with minimal spills.
- ⊗ Dress and undresses in easy pull-on clothes, without assistance.
- ⊗ Brush and comb hair, with assistance.
- ⊗ Help select clothes appropriate for the weather.

Goal 6: Children practice health skills and routines (continued)

YOU CAN

- ⊗ Offer plenty of guidance and opportunities for child to take care of self (put on own coat, clean up after spills and messy projects).
- ⊗ Give child enough time to take care of personal needs such as zipping and unzipping coat.
- ⊗ Help child recognize personal signs of fatigue and need for rest.
- ⊗ Provide opportunities for child to help set the table, clean messes, put dishes away, or clean their room.
- ⊗ Suggest child help younger siblings and other children with appropriate personal care routines.
- ⊗ Demonstrate clear and consistent boundaries about harmful objects and situations (always put child in car seat as needed).
- ⊗ Permit child to brush own teeth; caregiver brushes after child
- ⊗ Talk with children about why personal hygiene is important.
- ⊗ Demonstrate hygiene and health practices yourself.
- ⊗ Encourage children to brush their own teeth, while adults finish to ensure proper brushing.
- ⊗ Show child difference between candy and pills, food and non-food items, addressing drug-abuse concerns.
- ⊗ Provide opportunities for child to select their own toothbrush, brush, and other items when possible.
- ⊗ Place a visual checklist in the child's grooming area.
- ⊗ Introduce child to health care workers (dentist, nurse, health aide, doctor).
- ⊗ Talk with child about positive personal care routines.
- ⊗ Provide opportunities for child to take responsibility for own special personal care (eyeglasses, hearing aids).
- ⊗ Encourage child to model care routines with dolls or other toys.

Family style dining

Meal times are some of the most important learning times of the day. When adults sit and eat together with children, they create social emotional connections, and can model trying new foods, and talk about the day. Children are practicing their motor development skills, turn taking, making choices, and politely turning down foods. In family style meals, children learn to serve themselves small portions from platters of food, with help from adults. They practice new skills such as passing, pouring, and scooping, as well as how to clean up small spills. Encourage children to try new foods - it can take up to 15 times of seeing and exploring a food before children are comfortable trying and letting their taste buds get used to it. Adults can set a positive tone by keeping the conversation light, and complimenting children on their skills and for trying new foods.

Goal 7: Children eat a variety of nutritious foods



PRESCHOOLERS MAY

- ⊗ Participate in preparing nutritious snacks and meals.
- ⊗ Choose to eat foods that are healthy for the body, with assistance.
- ⊗ Pass food at the table and take appropriate sized portions, or other culturally-specific family serving style.
- ⊗ Be able to explain the primary function of certain foods (milk helps build strong bones).
- ⊗ Recognize foods from different food groups, with assistance.
- ⊗ Provide simple explanations for own and others' food allergies.

YOU CAN

- ⊗ Engage child in shopping for nutritious food (have child help pick out fruit or pick berries).
- ⊗ Talk with child about food choices in relation to allergies, religion, culture, family choices, and overall health.
- ⊗ Avoids soda pop and processed food.
- ⊗ Feed child small amounts frequently rather than large amounts three times a day.
- ⊗ Involve child in planting, growing, and harvesting a vegetable garden.
- ⊗ Involve child in family and community subsistence activities (gathering plants and berries, fishing, hunting).
- ⊗ Provide opportunities for child to help set the table at mealtimes.
- ⊗ Show children how to wash fruits and veggies.
- ⊗ Serve healthy foods and allows each child to select their portion.
- ⊗ Treat mealtime as a sociable, happy time.
- ⊗ Engage child in the preparation, serving, and eating of nutritious foods.
- ⊗ Talk with child about why certain foods are more nutritious than others (fruit is more nutritious than candy).
- ⊗ Keep nutritious food at home.
- ⊗ Provide small family-style dining rather than eating on their own or serving them like a cafeteria setting.
- ⊗ Model healthy eating habits yourself, and trying small bites of new foods.
- ⊗ Identify wild edible plants or berries with child.
- ⊗ Offer tasting of new foods, compare different types of apples.
- ⊗ Ask the child to help set the table.
- ⊗ Respect children's food preferences and offer choices.

Goal 8: Children are kept safe, and learn safety rules

PRESCHOOLERS MAY

- ⊗ Tell peers and adults when they see dangerous behaviors (throwing rocks on the playground).
- ⊗ Use and ask to use helmets when riding on movable toys.
- ⊗ Carry scissors and pencils with points down to avoid accidents.
- ⊗ Begin to look both ways before crossing street or road, and know to cross with adult assistance.
- ⊗ Recognize danger and poison symbols and avoid those objects or areas.
- ⊗ Know to not touch or take medicine without adult assistance, but knows that medicine can improve health when used properly.
- ⊗ Understand the difference between “safe touch” and “unsafe touch”.
- ⊗ Follow emergency drill instruction (fire, earthquake, tsunami).
- ⊗ Begin to try to help getting buckled into car seat.
- ⊗ Know not to accept rides, food, or money from strangers.
- ⊗ Know to not talk with strangers unless trusted adult is present and gives permission.
- ⊗ Understand that some practices may be personally dangerous (smoking, drinking alcohol, playing with matches, contact with germs and blood).
- ⊗ Identify local hazards (thin ice, wildlife, dogs, moving water, guns).
- ⊗ Identify adults who can assist in dangerous situations (parent, teacher, police officer).
- ⊗ Consistently follow safety rules.
- ⊗ Understand why emergency drills are important.
- ⊗ Explain how to get help in emergency situations (calling 911, finding a police officer or responsible adult, local emergency response).
- ⊗ Demonstrate safety rules as engages in dramatic play (“Tell your doll to keep his/her fingers away from the hot stove.”).

YOU CAN

- ⊗ Invite firefighters and police officers to talk to child about fire and safety precautions.
- ⊗ Read stories to children in which children face harmful situations and discusses how they deal with them (research books for teaching children safety).
- ⊗ Discuss safety rules with child (holding hands in crowds, around small aircraft, wearing a personal flotation device, wearing a bike helmet).
- ⊗ Practice appropriate emergency drills (fire, earthquake, and tsunami).
- ⊗ Model using basic safety equipment yourself.
- ⊗ Participate with child in community health and safety programs (local and tribal clinics, dentist, doctor, veterinarian, firefighter, police officer).
- ⊗ Discuss safety practice with child (crossing streets, medicine is not candy, guns are for adults, avoiding strange dogs and wild animals).
- ⊗ Learn about current approaches to personal safety (checks resources from Department of Education or Center for Disease Control).
- ⊗ Take neighborhood walks with child, look for and discuss potentially dangerous situations.

Domain 2: Social and emotional development

Goal 9: Children develop positive relationships with adults

PRESCHOOLERS MAY

- ✧ Separate from primary caregiver with help from familiar adult (consistent adult is at the door with a smile and a high five).
- ✧ Express affection for significant adult (“I love you.”).
- ✧ Use familiar adults when engaging new adults (Stays close to mom and makes minimal eye contact with new adult).
- ✧ Follow directions and rules with minimal support (puts on coat and boots, settles in car seat).
- ✧ Ask questions of adults to obtain information (“Why are we doing this?”).
- ✧ Follow directions in different environments with minimal support (“Remember we use our whisper voices in the library.”).

YOU CAN

- ✧ Establish one-on-one time when child can confide in a trusted adult on a daily basis (bedtime, after dinner, during morning routine).
- ✧ Acknowledge and reinforces children’s positive behavior with adults (“You said hello to the mail carrier, that was kind.”).
- ✧ Keep all promises. (“Remind me tomorrow and I will try to get out that toy.”).
- ✧ Be honest with children (“I don’t know.”, “We can try again another day, it’s time to go.”).
- ✧ Play with children, follows their lead (be present, notice their play, ask if YOU CAN play, ask what they are doing).
- ✧ Teach feeling words and how to handle big emotions (“We get disappointed when we have to wait.”, “You look frustrated, breathe with me.”).
- ✧ Interact with less familiar adults in the community (staff at school, church, bank teller).
- ✧ Confide in at least one adult (“My tummy hurts because I’m hungry.” “Johanna is bullying me.”).
- ✧ Interact with adults respectfully (“please and thank you,” polite interrupting).
- ✧ Seek help from adults in the community (familiar adults, police officer, doctor).
- ✧ Ask questions and checks with an adult before deviating from rules and routines (“Is it ok if we play a little longer?”).
- ✧ Demonstrate understanding of when to bring issues to an adults’ attention (big problems vs. little problems).
- ✧ Acknowledge and validates children’s feelings, supports problem-solving strategies (“You seem upset, you wanted to keep playing. It is time for lunch, you may put the toy away and meet me at the table or I can help you, what’s best for you?”).
- ✧ Engage in meaningful conversations with children, following their lead (asks open-ended questions, “What will you do with that?”, “Where will that go?”).
- ✧ Increase connection activities (greetings such as touch, smile, fun, lap reading, one-on-one time).
- ✧ Explain why it is important to be respectful in a variety of settings and contexts (“You’re not allowed to put your feet on Grandma’s couch. Why does she have that rule? Because she is worried that you could make it dirty.”).

Goal 10: Children develop positive relationships with other children

PRESCHOOLERS MAY

- ⊗ Separate willingly from adults to play with other children.
- ⊗ Make and maintains a positive relationship with at least one child (develops friendships).
- ⊗ Initiate or enters play, with more than one child, shows flexibility in roles (cooperative play).
- ⊗ Participate in simple sequences of pretend play (“It’s time to feed the baby, I will get the bottle, you change her diaper.”).
- ⊗ Attempt to solve social problems, with assistance (asks for a timer, offers to trade, says “When I’m done YOU CAN have it.”).
- ⊗ Use mostly words and some gestures to communicate (“Do you want to play with me?”).
- ⊗ Interact with other children positively (“I want to be the dad, who do you want to be?”).
- ⊗ Share materials and toys, with assistance (“That is mine.” Adult: “You left it here and Carmen saw it.”). Helps other children and follows suggestions given by another child (“I’ll help you clean up.” “Ok, you do the blocks.”).
- ⊗ Have positive relationships in different settings (child has friends at school and church).
- ⊗ Maintain positive relationships with multiple children.
- ⊗ Show understanding of another child’s feelings and attempts to comfort them (child falls and is crying, another child goes to see if they are ok).
- ⊗ Attempt to solve problems, seeks adult assistance (“Can we take turns?”).
- ⊗ Share materials and toys with other children.
- ⊗ Initiate more complex cooperative play, with three or more children, for extended periods of time.
- ⊗ Play games with rules, with assistance (adult teaches a simple board game and then children play).
- ⊗ Play different roles and makes plans with children (leader, follower, dad, baby).
- ⊗ Complete projects with other children (children make a fort with sheets. The fort changes often.).
- ⊗ Use multiple strategies to solve problems (attempts to communicate and then seeks assistance).
- ⊗ Demonstrate understanding of others’ intentions or motives (“You wanted my toy because yours broke.”).

Goal 10: Children develop positive relationships with other children (continued)

YOU CAN

- ⊗ Engage in conversations with child so he/she can practice listening and talking.
- ⊗ Provide opportunities for children to engage in a variety of cooperative play activities (dramatic play, art projects, free play outside, dance class).
- ⊗ Help child join other children in ongoing play (give them the words to ask, “Can I play with you?”, “Can I have a turn to be the dog?”).
- ⊗ Teach vocabulary using objects, pictures and labels things around the house; using these words throughout the day).
- ⊗ Support children’s play by staying nearby, offering toys, and assisting with problem solving.
- ⊗ Help nonverbal children to communicate (sign language, objects, photos, and visual supports).
- ⊗ Read and tell stories or invent puppet plays in which characters share, take turns, and cooperate (Sometimes I’m Bombaloo, and When Sophie Gets Angry).
- ⊗ Positively notice when children play well (“You waited for Taku to put his piece on the table. That was kind.”).
- ⊗ Give suggestions to children for solving problems (“get a timer to wait for a turn,” sign-up list, play something else).
- ⊗ Give children time to solve own problems before intervening.
- ⊗ Provide opportunities for children to play in small groups in which each child has a specific role and responsibility.
- ⊗ Encourage children to rely on and help each other (helps zip coats or tie shoes).
- ⊗ Provide opportunities for child to be part of group activities (group sports, cultural and family events).
- ⊗ Actively address bullying behavior or child’s attempt to exclude others (reinforce your rules and values, “We are kind, we are helpful.”).
- ⊗ Ask families to share cultural food, clothing, dance, song and art.
- ⊗ Participate with children in activities to help others (helps at a community garden, draws pictures for people in a nursing home, thanks your school or church staff).
- ⊗ Promote acceptance and respect for differences in others (Reads books that highlight differences positively, provides materials and activities that highlight uniqueness of children.).
- ⊗ Read books about children and families from a variety of cultures and unique places.
- ⊗ Guide children through problem solving by modeling appropriate responses (“I don’t like it when you take my spot, please ask me if YOU CAN sit there.”).
- ⊗ Talk with children about how he/she handled a challenging situation.

Goal 11: Children demonstrate awareness of behavior and its effects

PRESCHOOLERS MAY

- ⊗ Show empathy for physically hurt or emotionally upset child.
- ⊗ Describe other children's positive, thoughtful, kind behaviors.
- ⊗ Demonstrate understanding of the consequences of own actions on others. ("I gave him the block and he is playing with it now").
- ⊗ Ask "why" questions about behavior he/she sees.
- ⊗ Take turns and share with peers, with assistance. Practice empathetic, caring behavior so others respond positively.
- ⊗ Describe how own actions make others feel and behave.
- ⊗ Explain his/her response to others' actions and feelings ("I gave him a hug because he was sad").
- ⊗ Cooperate with peers to complete a project with little conflict.
- ⊗ Guess how own and others' behavior will influence responses.

YOU CAN

- ⊗ Engage child in pretend play so that he/she can practice taking another's role or perspective.
- ⊗ Discuss the results of behavior, (when Auntie is happy, she smiles).
- ⊗ Create 'if-then' scenarios, (If I pick up my toys, then we will go for a walk.).
- ⊗ Show empathy and understanding when children are involved in a conflict.
- ⊗ Help child to predict what may happen with positive and negative behaviors ("If you get your coat and boots on now, you can have this book to read in the car.").
- ⊗ Demonstrate and provide opportunities for child to take another's perspective before making decisions (What would she think or feel if you gave her your books?).
- ⊗ Discuss with child how he/she likes to be treated.

Goal 12: Children participate positively in group activities

PRESCHOOLERS MAY

- ⊗ Seek out other children to play with.
- ⊗ Notice and comment on who is absent from group settings.
- ⊗ Identify self as a member of a group (family, culture, school).
- ⊗ Use play to explore, practice and understand social roles.
- ⊗ Join a group of other children playing, with adult encouragement.

YOU CAN

- ⊗ Promote a sense of community within groups (clean up or meal preparation).
- ⊗ Engage child in pretend play that encourages group work and an understanding of social roles.
- ⊗ Provide times when child can participate in group activities.
- ⊗ Show children how a group works (preparing meals, berry picking, fishing, gardening). Follows simple rules of participation in group activities.
- ⊗ Cooperatively engage in group activities and sometimes is a leader and other times, a follower.
- ⊗ Invent and set up activities that include more than one child.
- ⊗ Participate as a member of an audience, as well as an active participant in group activities (drumming, dancing, games).
- ⊗ Engage child in discussions and decision making, asks for their ideas, and helps them listen to others.
- ⊗ Encourage participation in group games, allowing child to make up or modify rules.
- ⊗ Provide opportunities for child to observe adult decision-making and cooperation.
- ⊗ Talk about the importance of teamwork when working with others.

Goal 13: Children adapt to diverse settings

PRESCHOOLERS MAY

- ⊗ Explore objects and materials and interact with others in a variety of group settings.
- ⊗ Make smooth transitions from one activity/setting to the next during the day, with guidance.
- ⊗ Adjust behavior to different settings. Express anticipation of special events in different settings.
- ⊗ Adjust to a variety of settings throughout the day.
- ⊗ Anticipate diverse settings and what will be needed in them, with assistance (“We are going to the library, so I will need the books.”).

YOU CAN

- ⊗ Provide child with reminders when changes in schedule are planned (“Today is swim class, so our lunch will be late.”).
- ⊗ Demonstrate and explain expected behavior for different settings (“When we’re at the library, people are reading, so we need to whisper and be quiet.”).
- ⊗ Involve child in signaling transitions, (ringing bell, singing a cleanup song).
- ⊗ Read books about transitions.
- ⊗ Prepare child for transition to kindergarten through a number of activities (visits kindergarten class, bus ride).
- ⊗ Encourage child to think about and be prepared for diverse cultural settings.
- ⊗ Ask child to describe or draw pictures of different places, including places from his/her cultural background.
- ⊗ Discuss importance of cultural activities in different settings (community dances, songs, feasts).

Goal 14: Children demonstrate empathy for others

PRESCHOOLERS MAY

- ⊗ Notice and show concern for another child's feelings.
- ⊗ Adopt a variety of roles and feelings during pretend play.
- ⊗ Care for and doesn't destroy plants, flowers and other living things with guidance.
- ⊗ Act kindly and gently with safe, child-friendly animals. Describe how another child feels ("I think her feelings are hurt because I was picked to help rake leaves.").
- ⊗ Comfort family members or friends who are not feeling well or are upset.
- ⊗ Express excitement about special events and accomplishments of others.
- ⊗ Be able to adjust plans in response to injured peer or animal ("I know we can't go to the gym today because David hurt his leg.").

YOU CAN

- ⊗ Listen and respond to child's comments.
- ⊗ Tell stories and read books with child from diverse cultures and family structures (single parent, same-sex parents, adoptive or foster parent).
- ⊗ Name and discuss feelings ("You are looking angry. Can you tell me why?").
- ⊗ Imagine out loud with child how animals and plants might feel.
- ⊗ Demonstrate empathy for both children involved in a conflict ("It's hard to share and it's hard to wait for your turn.").
- ⊗ Provide opportunities for child to share and discuss feelings.
- ⊗ Help child to assist others and take others' perspectives into consideration.
- ⊗ Encourage child to draw a picture of a time a friend felt happy, sad, lonely, etc.
- ⊗ Discuss why a character reacts as he/she does in a story, taking cultural differences into consideration.
- ⊗ Set an example for child by respecting the natural world and discussing why it is important ("The trees drop leaves in the fall, but they shelter us all summer from sun and rain.").

Goal 15: Children recognize, appreciate, and respect similarities and differences in people

PRESCHOOLERS MAY

- ⊗ Identify gender and other basic similarities and differences between self and others.
- ⊗ Compare similarities or differences of others (hair color, skin color).
- ⊗ Develop awareness, knowledge and appreciation of own gender and cultural identity.
- ⊗ Begin to include other children in her/his activities who are of a different gender, ethnic background, who speak other languages, or have special needs.
- ⊗ Ask questions about others' families, language, ethnicity, cultural heritage, physical characteristics. Shows concern about fairness within peer group.
- ⊗ Recognize others' abilities in certain areas (Maria is a fast runner).
- ⊗ Name and accept differences and similarities in preferences (food likes/dislikes and favorite play).
- ⊗ Notice that children might use different words for the same object.
- ⊗ Explore a situation from another's perspective.



YOU CAN

- ⊗ Provide chances for child to describe own cultural and physical characteristics (drawing, photographs of families).
- ⊗ Demonstrate and explain that one person may play different roles ("Your Auntie is a mom, works at a store, and loves to fish.").
- ⊗ Invite parents and others from diverse cultures to tell stories and read books to children.
- ⊗ Invite families to share their traditions (holidays, food, games, music, dance).
- ⊗ Provide opportunities for child to explore similarities and differences of other children.
- ⊗ Engage child with songs, rhymes, and counting games in a second language.
- ⊗ Actively address bias behavior and teaches anti-bias responses.

Goal 16: Children show awareness of their unique self

PRESCHOOLERS MAY

- ⊗ Describe self as a person with a mind, a body, and feelings.
- ⊗ Refer to self by first and last name and use appropriate pronouns (I, me) rather than referring to self in third person.
- ⊗ Choose individual activities (doing puzzles, painting).
- ⊗ Participate in pretend play, assuming different roles.
- ⊗ Describe family members and begin to understand their relationship to one another.
- ⊗ Show awareness of own thoughts, feelings, and preferences.
- ⊗ Describe own basic physical characteristics.
- ⊗ Try to get his/her way and express clear preferences.
- ⊗ Test abilities through trial and error.
- ⊗ Test limits set by caregiver.
- ⊗ Develop awareness, knowledge, and appreciation of own gender and cultural identity.
- ⊗ Identify feelings, likes and dislikes, and begin to be able to explain why he/she has them.
- ⊗ Share information about self with others.
- ⊗ Know some important personal information (family's name, street name).
- ⊗ Play alone and with others, and enjoy him or herself.
- ⊗ Accept responsibilities and follow through on (helps with chores).
- ⊗ Request quiet time and space.
- ⊗ Describe self, using several physical and behavioral characteristics ("I am tall and I can reach up high.").
- ⊗ Describe own skills and abilities in certain areas ("I like to paint.").
- ⊗ Suggest games and activities that demonstrate own preferences and abilities (sets up a game of catch).
- ⊗ Notice different preferences between self and others ("I like to play with dolls and she likes to play with toy animals.").

Goal 16: Children show awareness of their unique self (Continued)

YOU CAN

- ⚙ Support child's developing understanding of own characteristics and culture ("You have freckles just like your Grandma").
 - ⚙ Provide opportunities for child to make choices.
 - ⚙ Provide dress-up and pretend play materials from child's daily life and cultural background.
 - ⚙ Compare, contrast, and celebrate physical similarities and differences in children (hair, skin, eye color, size of hands).
 - ⚙ Invite others to share their culture and traditions with child.
 - ⚙ Provide opportunities for child to share information about self in multiple ways (storytelling, drama, drawing, writing).
 - ⚙ Encourage communication in home and school languages for bi-lingual/bi-cultural learning.
 - ⚙ Allow child to safely exercise independence when appropriate.
 - ⚙ Assign simple chores, demonstrating how to accomplish the tasks and then letting him/her work with increasing independence.
 - ⚙ Talk with child about the characteristics he/she has that represents his/her cultural backgrounds.
 - ⚙ Provide culturally relevant materials that allow child to see himself/herself in books, dolls, and dramatic play materials.
- 
- ⚙ Engage child in conversations about his/her preferences and abilities by asking who, what, where, when, why questions ("What do you like to do?" "Where do you like to go best?").
 - ⚙ Compare, contrast, and celebrate physical similarities and difference in children (hair, skin, eye color, size of hands).
 - ⚙ Invite others to share their culture and traditions with child.

Goal 17: Children demonstrate belief in their abilities to control motivation, behavior and social environment

PRESCHOOLERS MAY

- ⊗ Express delight with mastery of a skill (“I did it myself!”).
- ⊗ Ask others to view own creations (“Look at my picture!”).
- ⊗ Demonstrate confidence in own abilities (“I can climb to the top of the big slide!”).
- ⊗ Express own ideas and opinions.
- ⊗ Enjoy process of creating.
- ⊗ Take on new tasks and improve skills with practice (catching a ball).
- ⊗ Express delight over a successful project and want others to like it too.
- ⊗ Start a task and work on it until finished.

YOU CAN

- ⊗ Show how to do something and provide opportunities for child to try to do it.
- ⊗ Provide plenty of time and opportunity for child to play, explore, experiment, and accomplish tasks.
- ⊗ Invite child to share thoughts and feelings when accomplishing a new task.



Goal 18: Children understand and follow rules and routines

PRESCHOOLERS MAY

- ⊗ Participate easily in routine activities (meal time, snack time, bedtime).
- ⊗ Follow simple rules without reminders (handles toys with care).
- ⊗ Demonstrate increasing ability to use materials purposefully, safely, and respectfully.
- ⊗ Adapt to changes in daily schedule.
- ⊗ Predict what comes next in the day, when there is an established and consistent schedule.
- ⊗ Manage transitions and adapt to changes in schedules and routines with adult support.
- ⊗ Engage in and complete simple routines without assistance (puts coat on to go outside to play).
- ⊗ Follow rules in different settings (lower voice when enters library).
- ⊗ Explain simple family or classroom rules to others.
- ⊗ Manage transitions and adapt to changes in schedules and routines independently.

YOU CAN

- ⊗ Provide child with consistent schedules and routines.
- ⊗ Prepare child for changes in daily schedule by providing advance warning, talking with, and listening to child.
- ⊗ Display visual cues for rules and routines (dimming lights before nap time).
- ⊗ Keep list of rules positive and short; include rules addressing bias and prejudice that are understood by child.
- ⊗ Enforce rules consistently and respectfully.
- ⊗ Engage child in setting appropriate rules.
- ⊗ Help child accept changes in routines or request for behavior and reinforce compliance (child gives a toy to a friend when time is up with encouragement from the adult).
- ⊗ Clearly communicate rules, routines, and expected behaviors.
- ⊗ Make daily plans with child, underlining items different from the usual routine
- ⊗ Talk with child about the positive reasons for having rules (so people don't get hurt).
- ⊗ Manage transitions and adapt to changes in schedules and routines independently (will go from home to school with a routine to ease anxiety such as a wave from a window or blowing a kiss goodbye).

Goal 19: Children regulate their feelings and impulses

PRESCHOOLERS MAY

- ⊗ Express strong emotions constructively, at times with assistance.
- ⊗ Recognize own feelings and desire to control self, with assistance.
- ⊗ Calm self after having strong emotions, with guidance (go to quiet area or request favorite book to be read when upset).
- ⊗ Wait for turn and sometimes show patience during group activities.
- ⊗ Stick with difficult tasks without becoming overly frustrated.
- ⊗ Express self in safe and appropriate ways (express anger or sadness without fights.)
- ⊗ Show ability to control destructive impulses, with guidance.
- ⊗ Seek peaceful resolution to conflict.
- ⊗ Stop and listen to instructions before jumping into activity, with guidance.

YOU CAN

- ⊗ Work with child to establish ways to take turns.
- ⊗ Encourage child to settle disputes with other children independently, but monitor to ensure children's safety.
- ⊗ Guide group discussions about problem solving and conflict management.
- ⊗ Engage child in discussions about accepting different ways of expressing emotion and communicating (set rules that prohibit children from making fun of each other).
- ⊗ Role-play and act out social situations where child can practice skills in negotiating and problem solving.

Goal 20: Children express appropriately a range of emotions

PRESCHOOLERS MAY

- ⊗ Name and talk about own emotions.
- ⊗ Use pretend play to understand and respond to emotions.
- ⊗ Associate emotions with words and facial expressions.
- ⊗ Express a broad range of emotions across settings, during play and interactions with peers and adults.
- ⊗ Share own excitement with peers, caregivers, and adults.
- ⊗ Acknowledge sadness about loss (change in caregiver, divorce, or death).
- ⊗ Not inhibit emotional expression (cry when feeling sad; name some levels of emotion such as frustrated or angry).

YOU CAN

- ⊗ Provide opportunities for child to understand and discuss own and others' feelings.
- ⊗ Talk about how you feel and how you respond to those feelings (singing when you are happy, sighing when you are frustrated).
- ⊗ Discuss how the characters in a book might feel while reading books with child.
- ⊗ Be aware of cultural and gender differences in expressing feelings.
- ⊗ Avoid stereotyping child's expression of emotion (Ok for boys to cry, girls to get angry).
- ⊗ Read books on feelings that reflect the language and cultural background of child.
- ⊗ Engage child in pretend play with other children to act out real-life situations and feelings.
- ⊗ Provide opportunities for child to share and talk about feelings with adults and peers.
- ⊗ Praise child for expressing emotions appropriately.
- ⊗ Help child express his/her feelings as he/ she plays with others, pretends with toys, and listens to stories.
- ⊗ Help the child compare positive and negative emotions, and the situations that evoke each.

Goal 21: Children demonstrate awareness of family characteristics and functions

PRESCHOOLERS MAY

- ⊗ Recognize extended family members (cousins, aunts, uncles).
- ⊗ Talk about how other children have different family compositions.
- ⊗ Quickly adjust to a new rule (lining up inside the building rather than outside when the weather gets colder or it rains).

YOU CAN

- ⊗ Apply different rules in different contexts that require different behaviors (using indoor voices or feet versus outdoor voices or feet). Assist child in creating an All About Me book with pictures and captions.
- ⊗ Read stories about families and talk about child's own and others' families.
- ⊗ Help child distinguish people and relationships (grandparents, brother, aunt, cousins).
- ⊗ Provide opportunities for child to spend time with elderly relatives.
- ⊗ Provide opportunities for child to participate in family functions.
- ⊗ Provide opportunities for child to make friends with children who have different family compositions (children whose grandparents live with them).
- ⊗ Help children to understand relationship among family members and their roles.

Goal 22: Children demonstrate awareness of their community, human interdependence, and social roles

PRESCHOOLERS MAY

- ⊗ Recognize others' capabilities in specific area ("That woman is good at fixing cars.").
- ⊗ Identify some types of jobs and some of the tools used to perform those jobs.
- ⊗ Understand personal responsibility as a member of a group ("If you put away the toys, then I'll clean up the art table.").

YOU CAN

- ⊗ Take child on field trips to observe community workers.
- ⊗ List with child all of the people you see doing jobs that help others.
- ⊗ Use group time (family dinner, circle time) to discuss the idea of community and how we are all interconnected.
- ⊗ Play song games to explore community helper roles.
- ⊗ Encourage child to help others, appreciating others' needs and perspectives.
- ⊗ Take child on a neighborhood walk and has child draw a picture of his/her neighborhood.
- ⊗ Engage child in play opportunities that take on different social roles (salesperson, captain, mail carrier, police/safety officer, health aide, hair stylist).
- ⊗ Make a book, poster, or mural about people in the community and their jobs).
- ⊗ Support in-depth projects for child to explore his/her immediate community (field trips, sample interviews with community helpers).

Goal 23: Children demonstrate civic responsibility

PRESCHOOLERS MAY

- ⊗ Show awareness of group rules (wait before painting because the easels are full).
- ⊗ Help to make rules for free choice play (“Only four people at the sand table.”).
- ⊗ Follow rules while playing games and reminds others of the rules.
- ⊗ Respond to another child’s needs by sometimes giving and sharing.
- ⊗ Notice if another child is missing an essential article needed to participate in the group (other child does not have crayons to draw with).
- ⊗ Invite other children to join groups or other activities.
- ⊗ With adult support, avoid imitating the negative behavior of another child. With adult reminders, waits to communicate information in a group.
- ⊗ Exhibit positive citizenship behaviors by sharing, taking turns, following rules, and taking responsibility for classroom jobs.

YOU CAN

- ⊗ Discuss with child how rules/standards protect everyone’s rights and safety.
- ⊗ Provide opportunities for child to participate in projects such as helping at the food bank or litter pick up.
- ⊗ Have child help organize clothes, toys or household items to donate to community organizations.

Goal 24: Children demonstrate awareness and appreciation of their own and others’ cultures

PRESCHOOLERS MAY

- ⊗ Follow rules and understand that there may be different rules for different places.
- ⊗ Share information about their family and community.
- ⊗ Identify themselves as members of a family or classroom.
- ⊗ Create art that contains realistic elements (pointing to one of their drawings and saying “This is my house.”).
- ⊗ Engage in pretend play and act out different settings or events that happen at home (being a doll’s “Daddy” or using a spoon to feed a doll).
- ⊗ Demonstrate an understanding of the rights and responsibilities in a group (following simple classroom rules, participating in classroom clean-up).
- ⊗ Demonstrate an awareness of and appreciation for personal characteristics (“That man is nice,” “She has red hair.”).

YOU CAN

- ⊗ Create charts and pictures, with child’s help, showing names of objects in child’s home language and in home languages of other children in child’s circle of contact.
- ⊗ Teach child words in other languages (“Hello” in Yupik is “Waqaa.” “Hello” in Spanish is “Hola.” In Chinese it is “Ni Hao.” “Good Morning” in Tagalog is “Magandang Umaga.”).
- ⊗ Choose books, music, activities, and children’s shows that include diverse cultures.
- ⊗ Listen to music from other parts of the world and discuss its characteristics.
- ⊗ Reinforce the value of child’s home language and culture.

Domain 3: Approaches to learning

Goal 25: Children show curiosity and interest in learning

PRESCHOOLERS MAY

- ⊗ Ask others for information (“What is that?” “Why is the moon round?”).
- ⊗ Use “Why” to get additional information.
- ⊗ Develop personal interests (trains, farm animals).
- ⊗ Ask a peer to join in play.
- ⊗ Join a play activity already in progress.
- ⊗ Select new activities during play time (select characters for dress-up).
- ⊗ Find and use materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience).
- ⊗ Engage in discussions about new events and occurrences (“Why did this happen?”)
- ⊗ Ask questions about changes in his/her world.
- ⊗ Look for new information and want to know more about personal interests.
- ⊗ Develop increasing complexity and persistence in using familiar materials.
- ⊗ Form a plan for an activity and act on it.
- ⊗ Tell the difference between appropriate and inappropriate (or dangerous) risk-taking.

YOU CAN

- ⊗ Provide stimulating materials geared toward expressed interests (build a stable in a cardboard box for toy horses).
- ⊗ Encourage children to play together.
- ⊗ Modify group activities to ensure participation of children with special needs.
- ⊗ Provide a learning environment that reflects the children’s and families’ cultures.
- ⊗ Build on child’s interests by providing books, field trips, and other experiences related to similar topics.
- ⊗ Provide child with resources to answer questions (if child wonders about dinosaurs, find a dinosaur book at the library or if possible, search a child-appropriate website together).
- ⊗ Explore non-fiction books with child and demonstrate where information can be found (in the glossary, graphs, pictures, captions, etc.).
- ⊗ Provide opportunities for child to observe and listen to adult conversations about why things happen.
- ⊗ Provide opportunities for child to interact with a variety of people (peers, elders, shopkeepers, neighbors).
- ⊗ Provide opportunities for child to form, design, and undertake activities and projects.

Goal 26: Children persist when facing challenges

PRESCHOOLERS MAY

- ⊗ Focuses on tasks of interest to him/her.
- ⊗ Remains engaged in an activity for at least 5 to 10 minutes at a time.
- ⊗ Completes favorite tasks over and over again.
- ⊗ Persists in trying to complete a task after previous attempts have failed (finish a puzzle, build a tower).
- ⊗ Uses at least two different strategies to solve a problem.
- ⊗ Participates in meal time with few distractions.
- ⊗ Works on a task over a period of time, leaving and returning to it (block structure).
- ⊗ Shifts attention back to activity at hand after being distracted.
- ⊗ Focuses on projects despite distractions.
- ⊗ Accepts reasonable challenges and continues through frustration.
- ⊗ Cooperates with a peer or adult on a task.

YOU CAN

- ⊗ Be available and respond when child encounters problems, without being intrusive (“Can I help with the top of the tower?”).
- ⊗ Comment positively on child’s persistence and concentration.
- ⊗ Try using interventions that the child suggests when problems are encountered; talk with child about what worked and did not work.
- ⊗ Encourage child story telling.
- ⊗ Provide increasingly complex games (puzzles, matching and sorting and other activities).
- ⊗ Create projects for child to work on over time (plant seeds and nurture them to watch them grow).
- ⊗ Provide opportunities for child to take on activities or responsibilities that last more than one day (feed the gerbil this week).
- ⊗ Provide adequate time and support for child to complete increasingly complex games or tasks.
- ⊗ Provide opportunities for child to work successfully with others.



Goal 27: Children demonstrate initiative

PRESCHOOLERS MAY

- ⊗ Ask a peer to join in play.
- ⊗ Join a play activity already in progress, with assistance.
- ⊗ Select new activities during play time (select characters for dress-up).
- ⊗ Offer to help with chores (sweeping sand from the floor, helping to clean up spilled juice).
- ⊗ Find and use materials to follow through on an idea (blocks for building a tower, blank paper and crayons for drawing about a story or experience).
- ⊗ Make decisions about what activity or materials to work with from selection offered.

YOU CAN

- ⊗ Encourage child to pursue favorite activities.
- ⊗ Demonstrate and explain to child that taking reasonable risks is acceptable.
- ⊗ Facilitate play in groups.
- ⊗ Modify group activities to ensure participation of children with special needs.
- ⊗ Acknowledge when child initiates activities and point out the positive outcomes.
- ⊗ Provide non-critical environments that create opportunities for child to initiate activities.

Goal 28: Children approach daily activities with creativity and Imagination

PRESCHOOLERS MAY

- ⊗ Invent new activities or games.
- ⊗ Use imagination to create a variety of ideas.
- ⊗ Create acceptable rules for group activities.
- ⊗ Make up words, songs, or stories.
- ⊗ Express ideas through art construction, movement, or music.
- ⊗ Engage in extensive pretend play that includes role play (play “house” or “explorers”).
- ⊗ Investigate and experiment with materials.
- ⊗ Represent reality in a variety of ways (pretend play, drawing).
- ⊗ Invent projects and work on them.
- ⊗ Engage in role play.

YOU CAN

- ⊗ Ask open-ended questions to encourage creative thinking.
- ⊗ Provide tasks where the goal is trying different strategies rather than right or wrong answers.
- ⊗ Ask child how a story may have ended differently (“What if...”).
- ⊗ Provide opportunities for child to create and complete projects in own way.
- ⊗ Demonstrate and explain how to be flexible about changes in routines and plans (“if the pool is closed, we can go to the park instead”).
- ⊗ Provide child with access to artists and artwork from their own and other cultures.
- ⊗ Maintain file of creative works for child to periodically revisit and comment on.
- ⊗ Display a variety of children’s creative work instead of mass-produced or teacher-created display.
- ⊗ Engage child in drawing a series of pictures that represent or illustrate an experience or a story he/she made up.
- ⊗ Play make-believe games with child, including games that introduce the child to diverse people, places, and cultures (“If you were a frog, what would you think about the rain outside?”).
- ⊗ Ask open-ended questions that create an interaction and dialogue with child (“What do you think about ...?”).
- ⊗ Provide a variety of creative outlets for child (opportunities to dance, paint, build, make music, invent stories and act them out).
- ⊗ Encourage child to invent stories.

Goal 29: Children learn through play and exploration

PRESCHOOLERS MAY

- ⊗ Tell others about events that happened in the past.
- ⊗ Represent things in environment with available materials, moving from simple to complex representations (recreate pictures of a house, bridge, road with blocks).
- ⊗ Think out loud and talk through a situation.
- ⊗ Work out problems mentally rather than through trial and error.
- ⊗ Use a variety of methods to express thoughts and ideas (discussion, art activities).
- ⊗ Demonstrate long-term memory of meaningful events and interesting ideas.
- ⊗ Describe or act out a memory of a situation or action.
- ⊗ Seek information for further understanding.
- ⊗ Use multiple sources of information to complete projects and acquire new information, with assistance.
- ⊗ Plan activities and set goals based on past experience.
- ⊗ Demonstrate beginning understanding of what others are thinking, their intentions, or motivations.

YOU CAN

- ⊗ Talk with child about what he/she has seen, heard, or done.
- ⊗ Provide child with time to process experiences and information.
- ⊗ Help child remember experiences with photographs, mementos, and souvenirs.
- ⊗ Ask open-ended questions that encourage reflection (“What if...? or how else could you do this?”).
- ⊗ Provide opportunities for child to express thought through a variety of methods.
- ⊗ Provide opportunities for child to recall past experiences in planning new activities and setting new goals.
- ⊗ Provide opportunities for child to share the lessons learned from his/her experiences (story time).
- ⊗ Support the child to perceive and understand other’s perspectives.
- ⊗ Provide a variety of problem-solving experiences.
- ⊗ Use vocabulary that is related to problem solving (“You had a problem building that tower, but the bigger block makes it easier.”).

Domain 4: Cognition and general knowledge



Goal 30: Children gain reasoning and critical thinking

PRESCHOOLERS MAY

- ⊗ Explore cause-and-effect relationships (rolling two different cars down a ramp and observing the different distances traveled).
- ⊗ Recognize and labels aspects of an event (long, fun).
- ⊗ Compare experiences, with adult assistance (recalls and compares play times with different children).
- ⊗ Use comparative words ("Now the music is faster." "The soup is hotter than the juice.").
- ⊗ Solve simple problems without trying every possibility (putting big blocks at the base of a tower and smaller blocks on top to make a tower that doesn't topple).
- ⊗ Use previous experiences to make plans before attempting to solve some problems (using a wagon to gather toys into one spot rather than trying to carry them all by hand).
- ⊗ Explain reasoning behind a strategy or choice and why it did or didn't work.
- ⊗ Try out different solutions to problems (trying to staple pieces of paper after unsuccessfully trying to tape them together).
- ⊗ Remember past experiences in the correct order and includes relevant details. ("How did the peddler feel when the monkeys didn't give him back his caps?").

Goal 30: Children gain reasoning and critical thinking (continued)

YOU CAN

- ⊗ Offer activities that demonstrate cause and effect (cooking projects, planting seeds to watch them grow).
- ⊗ Talk to child about local issues such as littering in a way that explores cause and effect.
- ⊗ Engage child in activities and interactions that notice similarities and differences in the environment.
- ⊗ Engage child in role-playing activities that assume others' perspectives.
- ⊗ Read or tells stories to child and then talks about the characters' similarities and differences.
- ⊗ Use open-ended questions with child ("What if ...", "What do you think ...?", "How do you think that ...?").
- ⊗ Engage child in "remember when ..." games and discussions.
- ⊗ Talk to child about activities that recall past events and relates what he/she learned from it ("It's cold today. Remember how you wanted a hat yesterday?").
- ⊗ Engage child in generalizing by asking open-ended questions ("Where else would this work?" "What if ...?").
- ⊗ Engage child in cause-and-effect activities (freezing water with objects in it and then timing the melting).
- ⊗ Provide child with a variety of materials that affect each other differently (different colors of paint, water and flour).
- ⊗ Describe steps for an outcome (explore together the steps needed to cook a meal).
- ⊗ Discuss pros and cons for making decisions.
- ⊗ Pose simple challenges with open-ended solutions ("Let's build a play house using only the objects we can see in this room.>").
- ⊗ Explore questions and guides child toward solutions (do you remember where we put that puzzle yesterday when we cleaned up?").
- ⊗ Invite child to expand on what he/she meant by a certain response ("Tell me more about why you said that.>").
- ⊗ Engage child in discussing what he/she thinks another child meant by a given response ("Why do you think Josie did that?").

Goal 31: Children find multiple solutions to questions, tasks, problems, and challenges

PRESCHOOLERS MAY

- ⊗ Find their own solution or agree to try someone else's idea for a problem (accepting a suggestion to secure a tower's greater stability by building it on a wood floor rather than on a thick rug).
- ⊗ Successfully follow three-step directions. Retells a familiar story in the proper sequence, including such details as characters, phrases, and events.
- ⊗ Follow detailed, multi-step directions.

YOU CAN

- ⊗ Assist child with challenges, questions, and tasks to solve ("I have too much mail to carry. How should we get this to the car?").
- ⊗ Apply problem solving to social problems. ("Enrique and you both want to paint at the easel. What can we do so that YOU CAN share the easel and paint together?").
- ⊗ Give children solvable problems ("You and Annabelle both want spaghetti for lunch, but Henry wants a sandwich. What should we do?").
- ⊗ Present the pros and cons of different solutions, encouraging children to help identify the best solution.

Goal 32: Children use symbols to represent objects

PRESCHOOLERS MAY

- ⊗ Provide more complex description of a person or object that is not present (the dog is black, soft, and runs around; child gestures to show how big).
- ⊗ Use symbols or pictures as representation for talking.
- ⊗ Use objects to represent real items in make-believe play (card becomes camera).
- ⊗ Recognize objects, places, and ideas by symbols (recognizes which is the men's or women's restroom by looking at the doors).
- ⊗ Use physical objects to demonstrate vocabulary (creates two piles of blocks, one with "more" blocks, one with "less").
- ⊗ Represent simple objects through drawings, movement, mime, three-dimensional constructions.

YOU CAN

- ⊗ Engage child in symbolic play (uses a block as a phone).
- ⊗ Encourage child to draw pictures of feelings, people, animals, and objects.
- ⊗ Tell stories without pictures and encourages child to visualize and express what he/she sees.
- ⊗ Identify and point out symbols during daily activities, demonstrating and explaining what symbols refer to; including the teaching of letters, numerals, and signs (stop signs, school bus letters).
- ⊗ Help child create symbols for familiar objects ("What would a symbol for your bed look like?").
- ⊗ Engage child in culturally specific activities (storytelling, oral history, dance, song).

Goal 33: Children can distinguish between fantasy and reality

PRESCHOOLERS MAY

- ⚙ Take on pretend roles and situations, using the appropriate language, tone, and movements (pretends to be a baby, crawling on the floor and making baby sounds).
- ⚙ Engage in complex make-believe play, theme-oriented play that involves multiple characters and settings).
- ⚙ Make connections between characters in books, stories, or movies, with people in real life.
- ⚙ Question the reality of characters in books, family and traditional oral stories. Explain if a story is real or make-believe when prompted.
- ⚙ Understand and express when fantasy is influencing actions (“I was just pretending to do that.”).
- ⚙ Recognize that some characters, places, and objects in stories, movies, television shows are not real.



YOU CAN

- ⚙ Help child develop fantasy characters while helping them differentiate between make-believe and reality (“It’s fun to pretend to be a school bus driver, but when it’s lunch time, you have to be Janelle again.”).
- ⚙ Help child distinguish among cartoons, puppets, characters in books and movies and real people.
- ⚙ Use make believe with child (tell a story and ask child to help make up the ending).
- ⚙ Help the child identify real characters, places, and objects in books, movies, and television shows, as well as family and traditional oral stories.

Goal 34: Children demonstrate knowledge of numbers and counting

PRESCHOOLERS MAY

- ⊗ Quickly count objects up to four.
- ⊗ Use toys and other objects as tools to solve simple addition and subtraction problems when the total is smaller than five.
- ⊗ Verbally count to 20 (or in some way indicate knowledge of the words for the numbers from 1 to 20 in sequence) with occasional errors.
- ⊗ Count to 10 from memory.
- ⊗ Understand that the last number counted represents the number of objects in a set.
- ⊗ Recognize and write some numerals up to 10.
- ⊗ Solve simple word problems with totals of five or fewer items (know they will have a total of four pencils if they already have three and are given one more).
- ⊗ Continue to count when another item is added to a set. Quickly name the number in a group of objects, up to 10.
- ⊗ Use counting to compare two sets of objects and to determine which set has more, less, or the same as the other.
- ⊗ Understand that adding one or taking away one changes the number in a group of objects by exactly one.
- ⊗ Use toys and other objects as tools to solve simple addition and subtraction problems with totals smaller than 10.
- ⊗ Verbally count beyond 20, demonstrating an understanding of the number pattern.
- ⊗ Use strategies to count large sets of objects (more than 10).
- ⊗ Know the number that comes before or after a specified number (up to 20).
- ⊗ Recognize and order each written numeral up to 10.
- ⊗ Solve simple word problems with totals of 10 or fewer items (know they will have nine grapes if they have seven and are given two more).

YOU CAN

- ⊗ Provide different objects for children to manipulate (e.g. buttons, stones, pine cones).
- ⊗ Have children divide objects equally among a group of people by assigning one for each person in turn and checking that quantities are the same (each person gets five different color crayons).
- ⊗ Pose math questions that apply to daily life (“How many days until we have school again?”).
- ⊗ Play simple games with dice.
- ⊗ Estimate how many objects you have or will see and then count out loud.
- ⊗ Pose math questions that apply to daily life (“How many days until we have school again, or the next steam-bath or sauna.”).
- ⊗ Ask simple math equations that are relevant to daily life (“How many jars of jam are left?”).
- ⊗ Use numbers and counting day-to-day (plays grocery store, engages child in recording inventories of canned goods or fish).
- ⊗ Have child divide objects equally among a group of people (each person gets three strips of dry fish or five different color crayons).

Goal 35: Children demonstrate some knowledge of measurement: size, volume, height, weight and length

PRESCHOOLERS MAY

- ⊗ Compare two small sets of objects (five or fewer).
- ⊗ Make small series of objects (putting three or four objects in order by length).
- ⊗ Recognize differences in measuring (when trying to pour the same amount of juice into three cups, looks to see if one cup has more than the others).
- ⊗ Use multiple copies of the same unit to measure (seeing how many pillows make up pillow fort wall).
- ⊗ Use comparative language (“shortest,” “heavier,” “biggest”).
- ⊗ Build block buildings and include such structural features as arches and ramps.
- ⊗ Order four or more items by decreasing or increasing (arranging a rock collection from the largest to the smallest).
- ⊗ Use correct tools to measure different items (choosing a scale for weight and a cup for volume).
- ⊗ Use measurement language (“This is three blocks long.”).
- ⊗ Correctly add an object to an existing series (put longest block at end of row of increasing lengths).

YOU CAN

- ⊗ Show use of measuring tools and methods (“How many cups of milk do we need for everyone?”).
- ⊗ Show children how to use non-standard measurements (handfuls to measure rice, footsteps to measure distance).
- ⊗ Show children how to use measuring every day (measuring for cooking, laundry).
- ⊗ Play measuring games with child (“Which is heavier?” “Which is longer?”).

Goal 36: Children sort, classify, and organize objects

PRESCHOOLERS MAY

- ✿ Sort objects and then counts and compares them.
- ✿ Sort objects by one attribute into two or more groups (big, medium, and small).
- ✿ Classify everyday objects that go together (mittens, hats, coats).
- ✿ Copy, complete, and extend repeating patterns.
- ✿ Build block buildings and include such structural features as arches and ramps.
- ✿ Count only those objects in a group that have a specific attribute (all of the red cars in a picture).
- ✿ Place four or more objects or groups in order (number, length, etc.).
- ✿ Sort sets of objects by one characteristic, then sort by a different characteristic and explains the sorting rules (“These are all of the red ones, but these are all of the big ones.”).
- ✿ Replicate and extend simple patterns (adds yellow to patterns of different colored blocks).
- ✿ Combine shapes into patterns that make new shapes or complete puzzles (rearranging a collection of circles and variously sized rectangles to make the image of a person).
- ✿ Build complex block buildings, intentionally maintain such features as symmetry.
- ✿ Help child create his or her own patterns (“What would it look like if we sorted blocks by color?”).
- ✿ Suggest different rules for sorting (put a different color spoon with each plate).
- ✿ Offer art projects that use shapes (“You can draw a house by putting a triangle on top of a square.”, “You can draw a rectangle for the door.”).

YOU CAN

- ✿ Provide different objects to manipulate (buttons, stones, pine cones).
- ✿ Ask children to look for and describe patterns around them (different birds, different sizes of post office boxes).
- ✿ Allow children to arrange collections into groupings using different rules (color, size).
- ✿ Play classification games with child (gather a group of items to match, such as shoe/sock, flower/vase).

Goal 37: Children collect information through observation and manipulation

PRESCHOOLERS MAY

- ⊗ Identify and distinguish among senses (tastes, sounds, textures).
- ⊗ Use non-standard tools (blocks, paper tubes) to explore the environment.
- ⊗ Try new experiences provided by adults and describe observations (mixing soil and water to make mud).
- ⊗ Seek information through observation, exploration, and conversations.
- ⊗ Identify, describe, and compare objects.

YOU CAN

- ⊗ Provide opportunities for child to share observations through pictures and words.
- ⊗ Help child represent his/her observations using charts and graphs.
- ⊗ Help child develop records of observations (drawings, objects, photos) from walks in the neighborhood.
- ⊗ Encourage child to draw pictures of observations.

Goal 38: Children make predictions and experiment

PRESCHOOLERS MAY

- ⊗ Ask questions and finds answers through active exploration.
- ⊗ zMake predictions and develops generalizations based on past experiences.
- ⊗ Use vocabulary that show recognition of changes (such as sink, float, melt, freeze).
- ⊗ Communicate information learned from exploration of the natural world (“We picked lots of berries.” “The snow was cold and wet.”)
- ⊗ Make reasonable explanations, without assistance.
- ⊗ Describe and discuss predictions, explanations, and generalizations based on past experiences.

YOU CAN

- ⊗ Help child find answers to “why” questions through conversation.
- ⊗ Encourage children to predict natural events (growing seeds, caring for animals, charting weather).
- ⊗ Invent and conducts simple experiments with child (which object will sink and which will float).
- ⊗ Cook with child, demonstrating simple scientific principles (freeze, melt, liquid, solid).
- ⊗ Help child experiment using everyday items (water and flour).
- ⊗ Engage child in “if/then” questions (“If I keep pouring water into this cup, what will happen?”).
- ⊗ Engage child in thinking about scientific processes (“How can we find out what kind of insects live in this dirt?”).

Goal 39: Children observe and describe the natural world

PRESCHOOLERS MAY

- ☼ Identify things as living or non-living based on their characteristics (breathes, moves, grows).
- ☼ Describe characteristics of plants, animals, and people (“That tree grew really tall!”).
- ☼ Show understanding of changes in living things (plants, spider webs).
- ☼ Ask questions about growth and change in plants and animals.
- ☼ Investigate properties of rocks, dirt and water. Recognize and provide simple descriptions of the state of matter (“Water is wet.”).
- ☼ Make simple observations of the characteristics and movements of the sun, moon, stars, and clouds.
- ☼ Discuss changes in the weather and seasons, using common weather-related vocabulary (rainy, sunny, windy).

YOU CAN

- ☼ Discuss the environment with child.
- ☼ Help child develop a nature collection (leaves, shells).
- ☼ Go to museums or community events that focus on the natural world (traditional cultural festivals such as the Blanket Toss Festival, Bladder Festival, Dog Salmon Festival, Celebration, Stick Dance, Native Youth Olympics, visit a planetarium or aquarium, participate in an Earth Day event).
- ☼ Read stories to child about growth and change of living things.
- ☼ Have child tell a story or draw a picture about an animal or insect that changes (The Very Hungry Caterpillar).
- ☼ Plant seeds with child, nurture them together, and monitor the changes.

Goal 40: Children differentiate between events that happen in the past, present, and future

PRESCHOOLERS MAY

- ☼ With support, retell or reenact familiar stories, including such details as characters, phrases, and events.
- ☼ Demonstrate an awareness of important activities that are “coming up” or “in the near future” (keeping track of the days until a birthday or vacation trip) as a strategy to control excitement.

YOU CAN

- ☼ Play with child with time-keeping materials (clocks, watches, timers, calendars).
- ☼ Talk to the child about what will happen in the future and what happened in the past (“What did you have for lunch today?”).
- ☼ Engage child and family members in activities and interactions about family and community history.
- ☼ Talk with child about a memory of a past activity from a family, community, or cultural event.
- ☼ Readsbooks with child from a variety of cultures that have historical content.
- ☼ Examine evidence of change over time in ways meaningful to the child (photographs of him/herself; marks on the wall that show growth height).

Goal 41: Children demonstrate awareness of location and spatial relationships

PRESCHOOLERS MAY

- ⊗ Make shapes from parts (using a set of circle, rectangle, and line shapes to create an image of a snowman).
- ⊗ Combine and separate shapes to make designs or pictures (complete shape puzzles).
- ⊗ Build simple examples of buildings, structures, or areas with three-dimensional shapes, such as building blocks.
- ⊗ Name shapes (circle, triangle, square, rectangle), regardless of their size or orientation.
- ⊗ Use basic language to describe location (“I am under the bed.”).
- ⊗ Correctly follow directions involving their own positions in space (“move forward,” “sit behind,” etc.).
- ⊗ Link or sorts familiar shapes (circle, square, triangle) that have different sizes and orientation.

YOU CAN

- ⊗ Play games with child that use position words (left, right, first, last, big, little, top, bottom).
- ⊗ Use directional terms when traveling (“We will turn left at the next street.”).
- ⊗ Take walking trips around the neighborhood and talk about geographic features and landmarks.
- ⊗ Incorporate pictures or murals of mountains or other landmarks in child’s life (use laminating paper to secure pictures onto blocks for block play).
- ⊗ Ask child to direct you when driving home from a familiar location.
- ⊗ Help child create maps of routes in the home, playground for other familiar location.

Goal 42: Children demonstrate knowledge of the relationship among people, places and geography

PRESCHOOLERS MAY

- ⊗ Match objects to their usual locations (stove in the kitchen, bed in the bedroom, tree in the park).
- ⊗ Be aware of characteristics of own geographic region (“It rains/snow here a lot.”)
- ⊗ Recognize where he/she is while traveling in familiar areas, most of the time.
- ⊗ Begin to express and understand concepts and language of geography in the contexts of the classroom, home, and community.
- ⊗ Describe some physical characteristics (bodies of water, mountains, weather) and some of the social characteristics of the corresponding communities (types of shelter, clothing, food, jobs).
- ⊗ Help to navigate on journeys (“After you pass the blue house, our house is next.” “I live by the bus stop.”).



YOU CAN

- ⊗ Explain and provide activities about where child has been on trips or other places he/she has lived or visited.
- ⊗ Explain and show the use of maps and globes.
- ⊗ Point out rivers and glaciers that shape the environment.
- ⊗ Help child draw, build with blocks, and create models of real places.
- ⊗ Help child make drawings or models of his/her village or neighborhood, house or school.
- ⊗ Show child other places people live (books, magazines, documentary films).

Goal 43: Children demonstrate awareness of economic concepts

PRESCHOOLERS MAY

- ⚙ Understand that money is needed to purchase goods and services.
- ⚙ Play store or restaurant with play or real money, receipts, credit cards, telephones.
- ⚙ Talk about what wants to be when he/she grows up.
- ⚙ Realize that making one choice means that you may not be able to do something else.
- ⚙ Recognize that people rely on others for goods and services
- ⚙ Understand the concept of saving resources for use in the future.
- ⚙ Accurately name some coins and paper cash (penny, nickel, dollar).
- ⚙ Recognize some things are owned by people and other things are collective goods.

YOU CAN

- ⚙ Play with child, “buying” things in dramatic play (grocery store, bank, post office, shoe store).
- ⚙ Involve child when using real currency and coins in everyday situations.
- ⚙ Describe how to use substitutes for money (checks, coupons, credit/debit cards, subsistence goods).
- ⚙ Help child cooperate and share with others, to demonstrate the value of interdependence.
- ⚙ Encourage trades (exchanges two crayons for a marker during art time).
- ⚙ Discuss why people save items and resources for the future (child's button blanket, piggy bank, dry fish, jam).
- ⚙ Demonstrate and explain when appropriate that there are some things that no one owns and some things that everyone owns (sunshine, air, ocean, public property such as parks).

Goal 44: Children demonstrate awareness of the relationship between humans and the environment

PRESCHOOLERS MAY

- ⊗ Show awareness of environment by noticing features of own home and other familiar places (recounts how water was flowing over the road on the way to store).
- ⊗ Recognize things that do not belong in the environment (litter).
- ⊗ Help protect equipment and materials from weather (helps cover outdoor furniture, sweeps leaves).
- ⊗ Recognize, with adult support and guidance, how people can take care of the earth's resources.
- ⊗ Exhibit simple concepts of conservation (uses paper judiciously, does not waste water).
- ⊗ Show interest in understanding how animals gather and store food, sleep, and live.

YOU CAN

- ⊗ Have child help keep a room or space clean and tidy.
- ⊗ Show child that using recycled material helps the environment.
- ⊗ Discuss what it would be like if everyone threw their garbage on the ground instead of putting it in the trash.
- ⊗ Read or tell ecology-related stories set in various cultural communities.
- ⊗ Recycle with child; sort cans, bottles, and paper into the proper recycling containers where available.
- ⊗ Take child to an outdoor recreation area (local pond or park) and talks about what is found, what belongs there, what has been left by people, and what to do about that behavior.
- ⊗ Let child choose a regular chore to help clean up.
- ⊗ Demonstrate and explain the use of a resource and its proper care (not wasting animals taken for subsistence, storage of heating fuel or gasoline).

Goal 45: Children use technology appropriately

PRESCHOOLERS MAY

- ⊗ Uses a telephone to talk to familiar people, with assistance.
- ⊗ Identify some materials as natural or as human-made and explains how he/she knows the difference.
- ⊗ Describe stories, images, or sounds experienced with technology (music on speaker, program on television, story heard on speaker).
- ⊗ Use accurate vocabulary to identify technology (camera, computer, printer, television, phone).
- ⊗ Identify ways in which technology helps people (“The wheelchair helps Alfonso get from one place to another. “ “Email or texting lets you communicate with your friend Opal, who lives far away.”).
- ⊗ Identify alternate ways of doing things with and without technology (can use hands or dishwasher to clean dishes, can travel by foot or by car).
- ⊗ Consider, with adult guidance, what it must have been like to live without technology in an earlier time.
- ⊗ Use computer for simple ‘point and click’ operations on child-appropriate websites or software.

YOU CAN

- ⊗ Provide child with a variety of natural materials (wood, cotton, fur, wool, stone, leather) and human-made materials (plastic, Styrofoam, paper) to learn their characteristics.
- ⊗ Invent and construct simple objects or structures that can be used to assist in a task, (a stick with playdough on the tip used to pick up pieces of paper without stooping over).
- ⊗ Actively participate with child when watching television or other screen.
- ⊗ Show how to use technology responsibly (use the phone or computer to check the weather forecast).
- ⊗ Talk about the values of Native technology as well as western technology (skin boats are lighter than boats made of aluminum or wood, dried fish does not have to be refrigerated).

Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel

PRESCHOOLERS MAY

- ⊗ Create new songs and dances or adds their own words to songs.
- ⊗ Express preferences for some different types of art, music, and drama.
- ⊗ Explore musical instruments and uses them to produce rhythms and tones.
- ⊗ Mold and build with dough and clay and then identifies and sometimes names their creation (“I make a dog and his name is Spot.”).
- ⊗ Act out plots and characters found in familiar stories.
- ⊗ Participate in pretend play with other children.
- ⊗ Apply vocal skills to instruments to produce more complex rhythms, tones, melodies, and songs.
- ⊗ Intentionally create content in a work of art (picture, a playdough sculpture, etc.).
- ⊗ Write and act out stories based upon familiar topics or characters.

YOU CAN

- ⊗ Point out various types of art and materials found in books, photographs, and on the computer or other technology.
- ⊗ Engage child in daily creative art activities using a variety of materials (watercolors, collage materials, paints, paper, scissors, glue, crayons, etc.).
- ⊗ Involve child in diverse musical activities (song, dance, rhythm, playing musical instruments) from his/her own and other cultural backgrounds.
- ⊗ Encourage child to draw, paint, sing, or move the way he/she feels. Introduces child to more complex musical instruments (guitar, piano) and instruments from diverse cultures.
- ⊗ Take child on trips to museums and community centers to view what
- ⊗ other people have created, and to share ideas and feelings about art.

Goal 47: Children demonstrate understanding and appreciation of creative arts



PRESCHOOLERS MAY

- ✦ Enjoy and engage with displays of art, music, and drama.
- ✦ Express clear preferences for types of artwork or art activities.
- ✦ Plan art and shows with increasing care and persistence in completing it.
- ✦ Choose own art for display in the classroom or for inclusion in a portfolio or book and explains their choices and preferences in some detail.
- ✦ Communicate about elements appearing in art, music and drama.

YOU CAN

- ✦ Attend live musical performances with child.
- ✦ Offer child puppetry, storytelling, dance, plays, pantomime, theater.
- ✦ Involve child in musical experiences that reflect diverse cultures (singing, dancing, listening, acting).
- ✦ Arrange for long-term art projects (mural, beading, music, dance, weaving, tile, carving, mask-making) with guest artists from child's own and other cultural backgrounds.
- ✦ Display art projects completed by child as well as copies of classic art, if possible.
- ✦ Take child to music, dance, and theatre performances.
- ✦ Talk about feelings and opinions after seeing a performance or looking at art.
- ✦ Provide child with experiences of art forms and performing groups from their own and other cultural backgrounds.
- ✦ Take child on field trips to dance, musical and theatre events and performances (community programs, school performances, traditional cultural presentations).

Domain 5: Communication, language, and literacy

Goal 48: Children demonstrate understanding of social communication

PRESCHOOLERS MAY

- ⊗ Listen to others and take turns in a group discussion for a short period.
- ⊗ Respond to simple open-ended questions.
- ⊗ State point of view, likes/dislikes, and opinions using words, signs or picture boards.
- ⊗ Use multiple word sentences.
- ⊗ Relay a simple message (from grandparent to parent).
- ⊗ Repeat words or ideas to be sure information is communicated.
- ⊗ Use pre-writing (also known as “print approximations”) in play with other children when pretending to communicate.
- ⊗ Enjoy and participate in jokes and humor with peers (make up silly knock-knock jokes).
- ⊗ Use and respond to a variety of more complex non-verbal cues (facial expressions for pride, displeasure, encouragement).
- ⊗ Begin to understand that non-family adults and peers may not understand home language (code switching for children learning English as an additional language, using more or less formal language for different contexts).
- ⊗ Work with caregivers and peers to solve simple problems verbally, and is progressing toward independence. (Caregiver identifies feelings and states problem “You both are upset...you both want the swing.” Child states “I want swing”).
- ⊗ Begin to understand that non-family adults and peers may not understand home language.
- ⊗ Listen to others and responds in group conversations and discussions.
- ⊗ Enjoy telling jokes or creating humorous dramatic play.
- ⊗ Enjoy listening to stories from different sources (in person, audiobooks, podcasts).
- ⊗ Begin conversation by making statements or asking questions.
- ⊗ Use language appropriately depending upon the purpose (to tell stories, get information, ask for help), most of the time.
- ⊗ Adjust intonation and volume in a variety of settings (whispers when a baby is sleeping).

For English language learners, building a strong foundation in the family’s home language first is essential, valued and must be celebrated. The indicators below apply to the development of the child’s home language.

Goal 48: Children demonstrate understanding of social communication (continued)

YOU CAN

- ⚙ Provide child with objects and toys to encourage talking and discussion (“What sound does an airplane make?”).
- ⚙ Increase the length and complexity of books read and stories told to child.
- ⚙ Talk with child about pictures and stories in books, magazines, and catalogs.
- ⚙ Encourage children to listen to each other (“Let’s listen to Susie tell about her new cat.”).
- ⚙ Play games that require listening and understanding (Simon Says, Red Light Green Light).
- ⚙ Invent games where a child retells a message verbally or in written form (“message relay”).
- ⚙ Share simple joke books with child. Create opportunities to use humor at circle time.
- ⚙ Play games that use the body to tell a story or express an idea (mime or charades).
- ⚙ Encourage use of traditional communication during play such as dance, music, drumming, and singing.
- ⚙ Pair child with another child who speaks the same home language.
- ⚙ Make special time to sit down for conversations of interest to child (turn off screens, turn phone ringer off).
- ⚙ Interact with child within his or her own social conventions including home language and cultural group.
- ⚙ Pause video or TV periodically and discuss what is being viewed.
- ⚙ Help child develop reasoning skills through shared problem solving in play and routines.
- ⚙ Sing songs that incorporate words from two languages (Pollito-Chicken, Galina-Hen).
- ⚙ Create opportunities for children who speak English as an additional language to share words and phrases in their home language.
- ⚙ Listen to children and encourages them to listen to others.
- ⚙ Invite guests to talk to children informally and formally (elder tells story during circle time, carver explains significance of totem pole characters).
- ⚙ Listen to an audio story or a story on the radio or musical selection with child and help him/her to interpret the story (through words, artforms, dance, acting). If told to a second language learner, help them understand without translation (use gestures, props, demonstrations).
- ⚙ Provide recorded stories from child’s home culture and home language.
- ⚙ Engage child in play and conversations that help him/her practice appropriate social conventions (pretend to go to the grocery store or post office).
- ⚙ Provide opportunities for child to engage in conversations in a variety of situations (at the playground with peers, at the post office with the postal worker, with elders at family and community gatherings).
- ⚙ Be supportive in situations of stress, exhaustion, or emotional strain when child uses “interlanguage” (i.e., neither home language nor English but third language system based on both languages, often a pidgin).
- ⚙ Use home language alongside English in a variety of activities.
- ⚙ Limit screen use to one hour per day of high-quality programs. Watch with children to help them understand what they are seeing and apply it to the world around them.

Goal 49: Children listen and understand communication (receptive language)

PRESCHOOLERS MAY

- ⊗ Follow directions that involve a two- or three-step sequence of actions which may not be related (“Please pick up your toys and then get your shoes”).
- ⊗ Show understanding of more concept words, such as on, under, behind, next to, first, last, above, below, basic colors).
- ⊗ Show understanding of several shapes, colors (child able to find the green pillow when asked).
- ⊗ Answer “who, where, why, and how many” questions.
- ⊗ Know the difference between gender of self and peers.
- ⊗ Show increased understanding of vocabulary words for most toys, pictures, objects, and materials in the household and familiar environments.
- ⊗ Follow two- and three-part directions unfamiliar to the daily routine.
- ⊗ Use and understand complex sentences in home language.
- ⊗ Enjoy humor through word play (jokes, riddles, words that sound fun together).
- ⊗ Begin to identify pairs of words that rhyme.
- ⊗ Begin to represent a storyline through drawing, acting, or singing, with assistance,
- ⊗ Make grammatical adjustments in English (men instead of “mans,” went instead of “goed”).
- ⊗ Show increased understanding of advanced concept words, such as more/less, first/last, big, bigger, biggest, morning/daytime/nighttime.
- ⊗ Be able to stay engaged for longer periods of time for books, in conversations and/or stories.

YOU CAN

- ⊗ Play games with child that involve following directions (“Simon Says,” “Follow the Leader,” “Hokey Pokey”).
- ⊗ Create conversations while reading books together asking the child to recall or make predictions within familiar and unfamiliar books (“What will happen next?”).
- ⊗ Show child traditional activities and dances and encourage them to do them.
- ⊗ Provide materials and opportunities for children to act out or retell stories using dress-up materials, puppets, props, etc.
- ⊗ Demonstrate, explain, and provide opportunities for child to play word games (making puns, asking riddles).
- ⊗ Ask child to categorize by naming things that are alike or different, such as types of clothing, holidays, things we use for transportation (bicycles, cars, four-wheelers, trucks, buses, snow machines).
- ⊗ Engage child in activities where they listen to stories, allowing time for discussion and interaction with storyteller or person reading the book.
- ⊗ Turn off a video after 5-10 minutes of viewing to discuss. Encourage child to respond with questions, opinions, or observation.
- ⊗ Tell traditional and family stories and encourage child’s response and questions.
- ⊗ Use a game or song in home language to help child learn to repeat multi-step directions by acting out the directions.
- ⊗ Engage child in acting out or role play a story or legend to show comprehension; “interview” child afterward from his/her character’s perspective.

Goal 50: Children communicate their thoughts, feelings and ideas with others (expressive language)

PRESCHOOLERS MAY

- ⊗ Use new vocabulary in spontaneous speech.
- ⊗ Ask the meaning of unfamiliar words and then experiment with using them.
- ⊗ Use words to further describe actions or adjectives (“running fast” or “playing well”).
- ⊗ Use multiple words to explain ideas (when talking about primary caregiver says “mother/father” and/or “parent”).
- ⊗ Use words to express emotions (happy, sad, tired, scared).
- ⊗ Talk in sentences with five to six words to describe people, places, and events.
- ⊗ Use words with past and future.
- ⊗ Use verb tenses to denote and describe events from the past or future. (He jumped on the bed, I am going to grandma’s house).
- ⊗ Describe a task, project, and/or event sequentially in three or more segments.
- ⊗ Use prepositions in everyday language, sometimes needing assistance (at, in, under).
- ⊗ Child may go through a period of normal non-fluency or “stuttering”.
- ⊗ Be able to recall and describe a previous event, such as what they ate for breakfast.
- ⊗ Use increasingly complex language in response to questions to show understanding of new ideas, experiences and concepts.
- ⊗ Define words, with assistance (“Firefighters put out fires”).
- ⊗ Be able to retell a 3-part story or event in sequence.
- ⊗ Use sentences in home language that show an emerging understanding of grammatical structure.
- ⊗ Speech is 90 to 100 percent understandable.
- ⊗ Express an idea in more than one way
- ⊗ Expand vocabulary to include 1,000 to 2,000 words.
- ⊗ Ask others for assistance to define new words in their vocabulary.
- ⊗ Show an interest in playing with language through joke telling and word play.

Screen Time

Children are watching us and want to imitate us. If we want children to limit the amount of time they are using a (phone, TV, tablet), then we need to watch our own use of technology, especially smart-phones. For children ages 2 to 5 years, limit screen use to 1 hour per day of high-quality programs. Parents should co-view media with children to help them understand what they are seeing and apply it to the world around them. Designate media-free times together, and encourage interactive activities that will promote brain development (games, playing, talking, singing, telling stories, and reading together).

Goal 50: Children communicate their thoughts, feelings and ideas with others (continued)

YOU CAN

- ⊗ Show child how to use and expand language (jokes, rhymes, songs).
- ⊗ Encourage child to repeat rhymes, short poems, expressions of courtesy (“Like the dinner, thank you”), etc.
- ⊗ Interact with child by talking about books, laughing at his/her jokes.
- ⊗ Support children learning English as an additional language, by avoiding translating everything for child; use props, gestures, role-plays, physical movements, and demonstrations to deepen understanding of new language.
- ⊗ Explain household tools and objects when using them (“I am using a can opener to open a can of corn”).
- ⊗ Read wordless picture books so child can tell the story.
- ⊗ Set aside a regular time to talk to child about an interest (if child is bilingual, in both languages separately at different times of the day).
- ⊗ Point to words, sentences and paragraphs to show text progression when reading to child.
- ⊗ Encourage child to repeat phrases with prepositions in a story (“Over the mountains ...” “Through the forest ...” “Around the lake ...” etc.).
- ⊗ Ask open-ended questions (“Why do you think ...?” “What do you think will happen if ...?” “What if ...?”). After child answers, repeat the answer in a complete sentence or sentences.
- ⊗ Create daily routines for family to share individual experiences (At dinner table, ask each family member to share favorite experience that day).
- ⊗ Continue to support child in noticing and naming emotions in self and others.
- ⊗ Engage child in making up rhymes.
- ⊗ Ask questions that encourage child to use vocabulary to express complex or abstract ideas (“What would this look like if ...?”).
- ⊗ Demonstrate and explain how a word with the same sound can mean two different things (here and hear).
- ⊗ Describe and explain the benefits of learning two or more languages and compare words and concepts between the languages with child.
- ⊗ Engage child in conversations that use culture-specific language in play and learning activities (“smoking fish,” “regalia,” “umiak,” traditions from the home country, names, etc.).
- ⊗ Use mealtimes as an occasion to encourage child to talk about the events of the day and things of interest.
- ⊗ Repeat what a child says, using correct grammar, rather than correcting the child.
- ⊗ Encourage child to respond to questions using extended responses (“Tell me more about that” ... “What else did you notice?”).
- ⊗ Encourage child to indicate location or proximity using prepositional phrases in answer to questions (“Where are your shoes? They are under the bed.”).
- ⊗ Engage child in motor activities in which they are demonstrating relationships to objects in the environment. Describes what they are doing (“Crawl under the table, walk around the tree, crawl in the box, crawl out of the box, etc.).
- ⊗ Provide opportunities for child to retell and/or respond to a story or event in their own words.

Goal 51: Children demonstrate appreciation and enjoyment of reading

PRESCHOOLERS MAY

- ⊗ Participate in and create songs, rhymes, and games that play with sounds of language (claps out sounds or rhythms of language).
- ⊗ Find objects in a picture with the same beginning sound, with assistance.
- ⊗ Know that alphabet letters can be individually named and begin to show interest in naming them (letters from their name, letters common in their environment).
- ⊗ Know first and last page of a book.
- ⊗ Begin to understand that print progresses from left to right (Exceptions are Arabic, Chinese, Japanese text, etc.).
- ⊗ Recognize some signs and symbols in environment (stop signs).
- ⊗ Use pictures to predict a story.
- ⊗ Recite some words in familiar books from memory.
- ⊗ Fill in missing information in a familiar story.
- ⊗ Pretend to read a familiar book.
- ⊗ Enjoy a variety of genres (poetry, folk or fairy tales, nonfiction books about different concepts).
- ⊗ Compare stories with real life.
- ⊗ Recognize and name at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment.
- ⊗ Produce the sound of many recognized letters.
- ⊗ Make up an ending for a story.
- ⊗ Be interested in reading a variety of printed materials (books, newspapers, cereal boxes) and may ask for help.
- ⊗ Use signs he/she sees for information (“no fishing” sign on dock).
- ⊗ Give opinion on books in terms of sections enjoyed.
- ⊗ Enjoy a variety of genres (poetry, folk or fairy



- tales, nonfiction books about different concepts).
- ⊗ Use picture clues for information (attempts to predict weather by looking at picture of clouds and rain in newspaper or on television news).
- ⊗ Start to make letter-sound associations (begins to recognize that the sound “b” is present in the words ball, boy, and baby).
- ⊗ Recognize beginning sound and letter in his or her name as well as some classmates.
- ⊗ With prompting and support, run their finger under or over print as they pretend to read text.
- ⊗ Demonstrate understanding of some basic print conventions (the concept of what a letter is, the concept of words, direction of print).
- ⊗ Recognize differences among letters, words, and numerals.
- ⊗ Read own first name.
- ⊗ Find objects in a picture with the same beginning sound, with assistance (all items that begin with a “b”).

Goal 51: Children demonstrate appreciation and enjoyment of reading (continued)

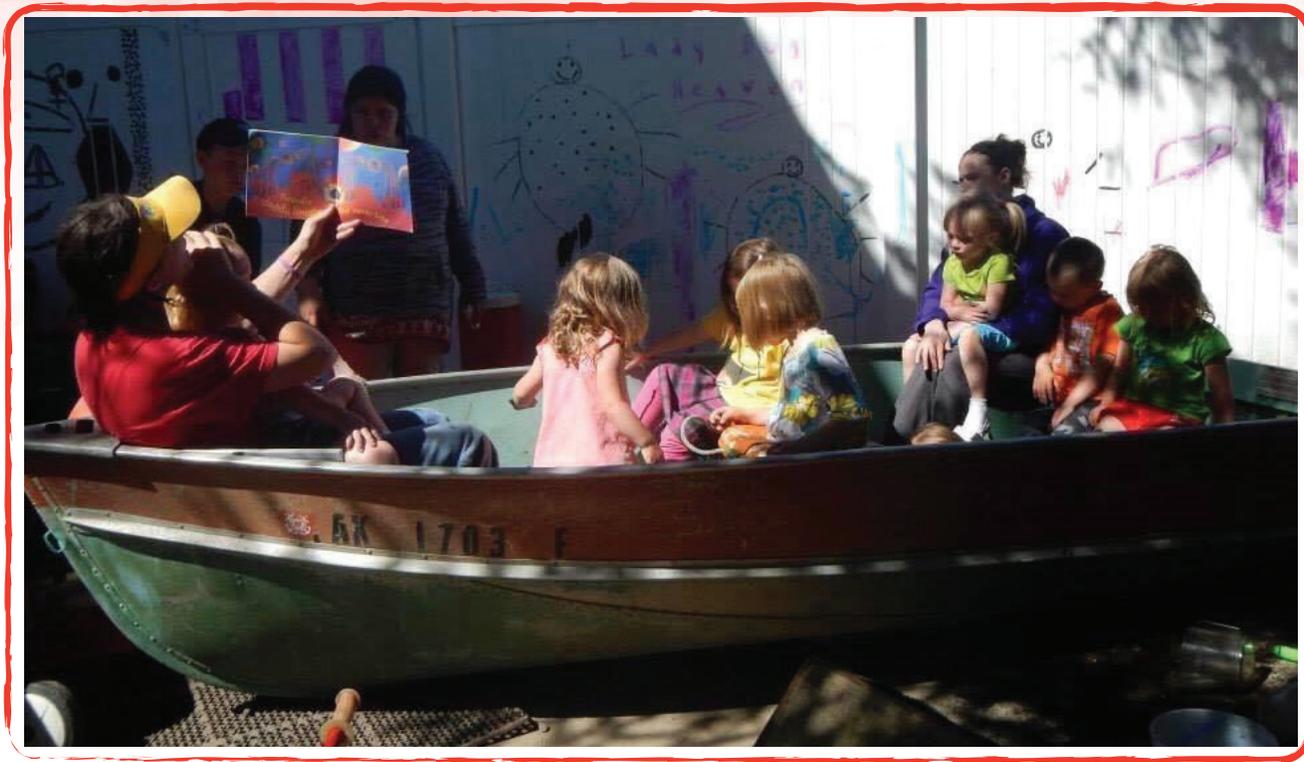
- ⊗ Differentiate among similar-sounding words in pronunciation and listening skills (three and tree).
- ⊗ Provide one or more words that rhyme with a single word (What rhymes with log?).
- ⊗ Use character voices when retelling a story or event.
- ⊗ Begin to create and invent words by substituting one sound for another (Band-Aid/dambaïd).
- ⊗ Recognize function of common labels in the environment (bathroom sign).
- ⊗ Use a simple cookbook, map, or similar printed material with assistance.
- ⊗ Enjoy “how-to” books, non-fiction, and reference books.
- ⊗ Share and talk about books with peers.
- ⊗ Look for books of interest.
- ⊗ Show interest in learning to read and make attempts at ‘reading’ favorite books aloud.
- ⊗ Pay attention to story and engage during entire picture book read aloud.
- ⊗ Have a favorite author/illustrator or series of books.
- ⊗ Identify book parts and features such as the front, back, title and author.

YOU CAN

- ⊗ Make up silly songs and chants with child.
- ⊗ Play rhyming games.
- ⊗ Sing words, leaving out parts as you sing along.
- ⊗ Use books that have a lot of repetition or are predictable.
- ⊗ Involve children in reading a book (omit a word that they fill in, encourage them to make appropriate sounds and hand motions, ask them to answer open-ended questions).
- ⊗ Play letter games with child (start with the beginning letters in child’s name, family members, etc., then point to objects with the same beginning letter as their name).
- ⊗ Incorporate letter books and puzzles alongside other play materials.
- ⊗ Point out and discuss letters present in the environment and how they build into words or link to language.
- ⊗ Create word games using familiar objects (I like to eat apples and bananas, or fishing).
- ⊗ Provide opportunities for child to make picture books and generate other printed materials in home language.
- ⊗ Keep a variety of fiction and non-fiction books, poetry, etc., where child can reach and look through them. Place books near couch, chairs, pillows and or bed.
- ⊗ Add books and print-rich material to all play areas (cookbooks and shopping lists in play kitchen, mechanic manuals with play cars, etc.).
- ⊗ Ask the child to tell what the story might be about, based on what they see on the cover.
- ⊗ Provide opportunities after reading for a child to act out a story like a play.
- ⊗ Change roles when reading or telling stories with child. Have child become the storyteller and “read” to you.
- ⊗ Have child draw a part of a story (drawing can be a simple shape and child says “that’s the bear”).
- ⊗ Read books by Alaska authors or that represents Alaska cultures.
- ⊗ Use books to enhance other activities (if child is making a castle, find books about castles; find books about children doing a favorite activity such as fishing, sledding, or bike riding).
- ⊗ Provide opportunities for child to have “quiet time” daily to spend with books.
- ⊗ Ask child to act out the story using props.
- ⊗ Include books throughout the classroom to encourage children to use books as a resource (books about fish near the fish tank, books about cooking in the play kitchen).

Goal 51: Children demonstrate appreciation and interest in reading

- ⊗ Play simple word games.
 - ⊗ Using commonly used language and key vocabulary, create a Word wall (place word and picture side by side and create opportunities for children to interact with the different terms and images).
 - ⊗ Show the cover of a book and ask child to predict what might happen in the story.
 - ⊗ Have child draw his/her favorite part of a story.
 - ⊗ Engage child in retelling a recently read or listened to story.
 - ⊗ Demonstrate that books provide information (look up information prior to answering question; provide books that have information they are interested in knowing more about).
 - ⊗ Provide scaffolding (identify words with the same meanings that are similar in home language and English, familiar terms, using picture clues and context) for children who speak English as an additional language to understand a book in English without translation.
 - ⊗ Point out letters and words in the environment.
 - ⊗ Adapt the game “I spy” to help children locate uppercase and lowercase letters.
 - ⊗ Provide opportunities for children to use books and magazines.
 - ⊗ Share written instructions with child and let him/her assist in putting something together.
 - ⊗ Demonstrate, explain, and provide opportunities for child to pronounce words correctly, enunciating each part of word clearly.
 - ⊗ Focus on parts of the word when presenting new words to child.
 - ⊗ Play listening games with the child where he/she blends the onset (the first part of a syllable) and the rhyme (the ending part) into one word (m-a-man).
 - ⊗ Introduce the parts of a book (title page, front and back covers).
 - ⊗ Use punctuation to create natural breaks when reading with child (“Let me finish this sentence before I answer your question.”)
- When sentence is completed, point to period to indicate the end of the sentence.
- ⊗ Acknowledge child when he/she uses printed matter appropriately (looks at picture on the cover page to find what book is about).
 - ⊗ Include clipboards with graph paper in the block area.
 - ⊗ Read part of a story in a book and ask child to predict how it will end.
 - ⊗ Use simple stories to help child understand cause and effect (Why did Humpty-Dumpty break into pieces?).
 - ⊗ Discuss the theme of a book or the “heart of the author’s message.”
 - ⊗ Allow time for child to discuss ideas, feels, and opinions about a book after reading.
 - ⊗ Read books that represent Alaska cultures to children (Hungry Giant of the Tundra, Kitaaq Goes Ice Fishing, Kumak’s House, Berry Magic, Dance on a Sealskin, etc.).
 - ⊗ Talk about weather-related icons with child (picture of clouds, rain drops, etc.).
 - ⊗ Promote family participation in reading (read favorite books in home language).
 - ⊗ Follow a family recipe and cook a dish.
 - ⊗ Place auto repair manuals in car and truck play area.
 - ⊗ Refer to gardening books and instructions on seed packets when planting seeds.
 - ⊗ Take child to the local library and ask him/her to select books to check out.
 - ⊗ Provide opportunities for child to listen to books on tape in both home language and English.
 - ⊗ Demonstrate to the child how to extend knowledge, learn more, and enjoy the same information from a book that he/she obtains from a television show or website.
 - ⊗ Tell children about a favorite story.
 - ⊗ Encourage the child to share his/her favorite books with younger siblings and playmates.



Goal 52: Children use writing for a variety of purposes

PRESCHOOLERS MAY

- ⊗ Know the difference between printed letters and drawings.
- ⊗ Create increasingly recognizable drawings, including attempts to represent human figures, older preschool expands drawings to include other objects, pets, scenery.
- ⊗ Child may identify and refine or revise symbols to represent concepts and ideas they are exploring (squiggly lines for curly hair).
- ⊗ Attempt to copy letters of the alphabet.
- ⊗ Label pictures using letter-like marks.
- ⊗ Try to connect sounds in spoken words with the written form.
- ⊗ Show interest in using approximations of letters to write their own name or other familiar words.
- ⊗ May use invented spelling with consistent or logical beginning sound substitutions.
- ⊗ Attempt to convey meaning through writing.
- ⊗ Dictate a story for an adult to put in print.
- ⊗ Begin to hold marker/pencil in a tripod grasp (48 months).
- ⊗ Write/draw/illustrate for a variety of purposes.
- ⊗ May attempt to write a short phrase or greeting.
- ⊗ May print several alphabetic letters for given letter names.
- ⊗ Show an interest in writing his or her first name.
- ⊗ Make a simple storybook using pictures, personal experience or culture and some words, with assistance.
- ⊗ Create a variety of written products that may or may not communicate intended message phonetically.
- ⊗ Show an interest in copying simple words posted in the classroom or in the environment.
- ⊗ May attempt to independently write some words using invented spelling.
- ⊗ Demonstrate understanding of print conventions when creating documents (text moves from left to right, page order, etc.).

Goal 52: Children use writing for a variety of purposes (Continued)

YOU CAN

- ⚙ Use household items and recycled materials to construct and create. Use markers to draw on creation (Child builds a truck out of egg cartons and draws windows on sides, an appliance box becomes a boat.)
- ⚙ Make lists and write notes in front of child.
- ⚙ Offer tongs and tweezers to use finer movement skills in the hands and fingers to pick up small toys and objects.
- ⚙ Write short notes to child with their names (sticky note saying “Aaron, I hope you have a good day).
- ⚙ Continue to provide a variety of writing materials.
- ⚙ Identify or highlight letters of the alphabet as they come up in real life situations (the “M” in McDonalds; the “P” in Pilot Bread).
- ⚙ Call attention to names of children or pets whose names begin with the same letter of the alphabet.
- ⚙ Print upper and lower case letters side by side for child to see relationship.
- ⚙ Assist child in writing letters of their name when child shows interest (Help child label or sign artwork; when a child wants to have attribution for or to save a project).
- ⚙ Create alphabet games with child.
- ⚙ Allow child to tell you a story or idea and write the story out slowly and reread. Highlight that the dictation shows that writing represents words.
- ⚙ Encourage the child to retell experiences or events using pictures and letters.
- ⚙ Use paper or white board to draw pictures and words representing children’s ideas at circle time (teacher draws what children report as their favorite play that day).
- ⚙ Provide play opportunities for the child to engage in practicing emerging written/picture communication with appropriate materials (paper, writing implements, envelopes, markers).
- ⚙ Watch for children’s interest in writing letters and provide opportunities and materials to practice (creating a menu for the restaurant in the dramatic play area).
- ⚙ Engage child in writing cards to friends or family.
- ⚙ Use upper and lower case letters when labeling items or writing for child.
- ⚙ Help child make his or her own books with pictures and labels.
- ⚙ Point to the initial letters of words when reading a book and make the corresponding letter sound.
- ⚙ Provide writing materials and embed writing opportunities within play areas to encourage the use of print and drawing (children write on vessel inspection checklist/clipboard during Coast Guard play).
- ⚙ Make available a variety of writing opportunities and materials such as sticky notes, labels, clip boards, white boards, pens, pencils, makers, stationary, journals, rubber stamps, newsprint rolls, recycled materials.
- ⚙ Create opportunities for child to label familiar objects (with adult support).

