

Domain 3: Approaches to learning

Goal 25: Children show curiosity and interest in learning



BABIES MAY

- ⊗ Show interest in people by changing behavior.
- ⊗ React to new voices or sounds by turning in the direction of sound.
- ⊗ Show interest, explore, manipulate, or stare at new objects in the environment.
- ⊗ Use all senses to explore the environment (reaching out to touch rain).



MOBILE BABIES MAY

- ⊗ Engage familiar adults and children in interactions (smiling, approaching, not withdrawing).
- ⊗ Express desire to feed self.
- ⊗ Select a book, toy, or item from several options.
- ⊗ Point to desired people, places, objects and take action.
- ⊗ Show likes and dislikes for activities, experiences, and interactions.
- ⊗ Actively resist items or actions that are unwanted.



TODDLERS MAY

- ⊗ Explore the immediate environment (ask about a new object he/she finds, actively search through collection of toys).
- ⊗ Ask simple “wh” questions (why, what, where).
- ⊗ Try new ways of doing things and begin to take some risk.
- ⊗ Initiate play with others.
- ⊗ Choose one activity over another and pursue it for a brief period of time.
- ⊗ Show interests in wanting to take care of self (dressing).
- ⊗ Initiate activities at caregivers’ suggestions.
- ⊗ Seek and take pleasure in both new and repeated skills and experiences.



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.

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Goal 26: Children persist when facing challenges



BABIES MAY

- ⊗ Establish eye contact with caregiver(s).
- ⊗ Recognize caregivers and show emotion.
- ⊗ Examine a face, toy, or rattle for brief period of time.
- ⊗ Repeat simple motions or activities (swats at mobile, consistently reaches for objects).



MOBILE BABIES MAY

- ⊗ Remember where favorite items are stored.
- ⊗ Attempt in self-help activities.
- ⊗ Try different ways of doing things.
- ⊗ Focus on caregiver, material or toy (such as a book) for short periods of time.



TODDLERS MAY

- ⊗ Show interest in favorite activities over and over again.
- ⊗ Complete simple projects (3- to 5-piece puzzle, stacking blocks on top of one another).
- ⊗ Continue to try a difficult task for a brief period of time (build a block structure for 3 to 5 minutes).
- ⊗ Insist on some choices (what to wear, completing a project).
- ⊗ Seek and accept assistance when encountering a problem.
- ⊗ Listen and participate in story time (turning pages of book, using hand motions such as clapping at appropriate times).



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.

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Goal 27: Children demonstrate initiative



BABIES MAY

- ⊗ Engage in and actively explore new and familiar surroundings.
- ⊗ Engage familiar adults and children in interactions (smiling, approaching, not withdrawing).



MOBILE BABIES MAY

- ⊗ Express desire to feed self.
- ⊗ Select a book, toy, or item from several options.
- ⊗ Show likes and dislikes for activities, experiences, and interactions.



TODDLERS MAY

- ⊗ Use strategies to manage strong emotions (get help, cover eyes, move away).
- ⊗ Use words such as “stop” or “no” in a conflict.
- ⊗ Communicate to caregivers when they are hungry or tired.
- ⊗ Try different ways of doing things.
- ⊗ Identify own interests, feelings, and needs.



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.

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Goal 28: Children approach daily activities with creativity and Imagination



BABIES MAY

- ☉ Inspect own hands and feet by mouthing.
- ☉ Mouth, shake, bang, drop, or throw objects.
- ☉ Change behaviors and responses based on other's expressions and motions.



MOBILE BABIES MAY

- ☉ Imitate action observed in another situation (try to stack blocks after watching another child stack blocks, bang on surface after watching drumming at a cultural event).
- ☉ Use items differently and creatively (a bucket is turned upside down to build a tower base or to be a drum).
- ☉ Play with dolls, stuffed animals, puppets.
- ☉ Pretend one object is really another (use a wood block as a telephone).



TODDLERS MAY

- ☉ Invent new uses for everyday materials (bang on pots and pans).
- ☉ Approach tasks experimentally, adapting as the activity evolves.
- ☉ Display an understanding of how objects work together (get the dustpan when adult is sweeping the floor).
- ☉ Enjoy opportunities for pretend play and creating things ("cooking" dinner for adult, feeding pretend food to adult).
- ☉ Pretend and use imagination during play.
- ☉ Use creative language to describe events.
- ☉ Build with blocks and other manipulatives.
- ☉ Play with dolls, costumes and acts out animal roles.
- ☉ Pretend to be in new and familiar places with new and familiar roles.
- ☉ Create an art project and with a simple story to accompany the artwork.



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.

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Goal 29: Children learn through play and exploration



BABIES MAY

- ☉ Track people and objects by moving his/her head as adult or object moves.
- ☉ Behave in consistent ways to elicit desired response (kick a mobile).
- ☉ Play games with primary caregiver that involves repetition (peek-a-boo).
- ☉ Experiment to see if similar objects will cause similar responses (shake a stuffed animal in the same way as a rattle to hear noise).
- ☉ Use senses to explore objects and toys.



MOBILE BABIES MAY

- ☉ Behave in consistent ways to elicit desired response (kick a mobile).
- ☉ Play games with primary caregiver that involve repetition (peek-a-boo).
- ☉ Experiment to see if similar objects will cause similar responses (shake stuffed animal in the same way as a rattle to hear noise).
- ☉ Display recognition and excitement about game or toys from previous day.
- ☉ Apply knowledge to new situations (bang on bucket instead of drum).



TODDLERS MAY

- ☉ Substitute similar objects (stack boxes like blocks).
- ☉ Realize that behaviors can precede events ("If mom or dad put the pot on the stove, she/he is going to cook something to eat").
- ☉ Alter behavior based on a past event and builds on it (hand-washing prior to mealtime).
- ☉ Relate an experience today to one that happened in the past (hand-washing prior to mealtime).



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.