

Domain 4: General knowledge and cognition

Goal 30: Children gain reasoning and critical thinking



BABIES MAY

- ⊗ Bang a block (or other object) on the floor repeatedly to hear the sound it makes.
- ⊗ Explore objects and materials in different ways (mouthing, reaching for, or hitting, banging, and squeezing them).
- ⊗ After repeated experiences with the same objects and persons, sometimes remembers that unseen objects are still there (remembering that a pacifier is under the blanket).



MOBILE BABIES MAY

- ⊗ Show he/she understands cause-and-effect relationships (pushing on a toy truck and watching it roll away). Stacks and then knocks down towers and then stacks them up again.
- ⊗ Explore small openings and looks for items to put in the openings, including their fingers.
- ⊗ Remember where to find favorite toys, pacifier, blanket.
- ⊗ Show an understanding of object permanence, such as reaching under a blanket to retrieve a stuffed animal.
- ⊗ Use objects as intended (pushes buttons on toy phone, drinks from cup). Understand how familiar objects are used in combination (spoon in bowl, socks on feet).
- ⊗ Distinguish sounds and combinations of sounds.
- ⊗ Follow the edge of objects in space, such as a blanket, bed, or room.
- ⊗ Recognize different facial expressions.



TODDLERS MAY

- ⊗ Explore cause-and-effect relationships by intentionally repeating an action and observing the reaction (rolling a car down a ramp repeatedly).
- ⊗ Explore cause and effect by repeating an action and observing the reaction (rolling a car down a ramp repeatedly).
- ⊗ Explore the properties of objects by grabbing, pushing, pulling, turning over, and throwing them.
- ⊗ Make simple decisions, takes action, and observes the impact of their actions on others (pushing a toy truck toward an adult, watching it hit the adult, and observing how the adult reacts).
- ⊗ Engage in pretend play and games requiring several sequential actions (playing kickball, which requires kicking a ball, running, and then stopping at a base).
- ⊗ Treat objects differently as they begin to understand similarity and difference (squeezing stuffed animals and throwing balls).



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?”).

Domain 4: General knowledge and cognition

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



BABIES MAY

- ⊗ Reach for a toy or object that has rolled away.
- ⊗ Seek assistance from caregiver to solve a problem by using vocalizations, facial expressions, or gestures.



MOBILE BABIES MAY

- ⊗ Use objects as a means to an end (uses a bucket to transport blocks from one room to another, uses spoon to reach for food).
- ⊗ Solve simple problems independently (by climbing to retrieve an out-of-reach object).



TODDLERS MAY

- ⊗ Make plans before attempting to solve a simple problem.
- ⊗ Understand actions in sequence (saying “goodbye” and then leaving, or asking for music and then dancing).
- ⊗ Put two actions together in sequence (grabbing a large ball and rolling it).
- ⊗ Know where things are kept in familiar environments.
- ⊗ Successfully follow two-step directions.



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.

Domain 4: General knowledge and cognition

Goal 32: Children use symbols to represent objects



BABIES MAY

- ⊗ Locate an object that has been hidden from view.



MOBILE BABIES MAY

- ⊗ Recognize people, animals, or objects in pictures or photographs.



TODDLERS MAY

- ⊗ Find objects after they have been hidden nearby.
- ⊗ Draw or scribble and explain the drawing.
- ⊗ Experiment with new uses for familiar objects.
- ⊗ Provide a simple description of a person or object that is not present (child barks when asked what noise the dog makes).
- ⊗ React to mental images of objects or events (claps hands when told aunt/uncle is coming to visit).
- ⊗ Identify symbols for familiar objects correctly (photo of dog).



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.

Domain 4: General knowledge and cognition

Goal 33: Children can distinguish between fantasy and reality



BABIES MAY

- ⊗ Make animal sounds.



MOBILE BABIES MAY

- ⊗ Begin make-believe play (rocking or feeding a baby doll).



TODDLERS MAY

- ⊗ Play make-believe with props (dolls, stuffed animals, blocks).
- ⊗ Create an imaginary friend.
- ⊗ React to people in costume as if they are the characters they portray.
- ⊗ React to puppets as if they are real.



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.

Domain 4: General knowledge and cognition

Goal 34: Children demonstrate knowledge of numbers and counting



BABIES MAY

- ⊗ Understand the concept of “more” in reference to food or play.
- ⊗ Hold two objects, one in each hand.
- ⊗ Gesture for “more” when eating.



MOBILE BABIES MAY

- ⊗ Use words or gestures for action phrases (“all gone” and “more”).
- ⊗ Recognize there are one or two of something.
- ⊗ Demonstrate early one-to-one correspondence (filling containers with objects by dropping them in one at a time).
- ⊗ Usually choose a set that has more of something they prefer over a set that has less, when given the option.
- ⊗ Create larger and smaller sets of objects by grouping and ungrouping items (placing and removing rings on a vertical peg).



TODDLERS MAY

- ⊗ Understand that putting two sets of objects together makes more and taking sets of objects apart will make less.
- ⊗ Add and subtract with sets of objects smaller than three.
- ⊗ Begin to say or gesture the number two when asked how old they are.
- ⊗ Put objects in accurate, one-to-one correspondence (placing one plastic egg into each indentation of an egg carton).
- ⊗ Name their first number word, typically “two” (or holds up two fingers).
- ⊗ Count up to five objects.
- ⊗ Name and identify some written numerals.
- ⊗ Identify numerals as being different from letters.
- ⊗ Bring two treats when asked to get treats for two people.
- ⊗ Count to ten (or in some way indicates a knowledge of words for the numbers from one to ten in sequence) with occasional errors.



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.

Domain 4: General knowledge and cognition

Goal 34: Children demonstrate knowledge of numbers and counting, continued



- ✧ 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).

Domain 4: General knowledge and cognition

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



BABIES MAY

- ⦿ Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.).
- ⦿ Explore volume as they wrap their fingers around an object or an adult's finger.
- ⦿ Explore weight as they pull a toy toward themselves.
- ⦿ Explore speed by moving hands or legs.



MOBILE BABIES MAY

- ⦿ Notice size differences (if large) between two objects (pointing to the bigger ball).
- ⦿ Use such words as “big” and “little” to differentiate sizes.
- ⦿ Explore relative size by trying to squeeze a large object into a smaller container (putting a doll into doll stroller and then trying to fit themselves into the stroller).



TODDLERS MAY

- ⦿ Find and point to small objects (the tiny mouse on the pages of Goodnight Moon).
- ⦿ Use words such as “big,” “small,” and “more.”
- ⦿ Understand and use general measurement words, such as “big” and “hot.”
- ⦿ Recognize when their food bowl is empty and gesture to indicate that, or say “more” or “all gone.”
- ⦿ Notice when another child has more of something and gestures or verbalizes “want more.”
- ⦿ Put groups of objects together and begins to subtract (share) objects by offering one or more to a friend or adult.
- ⦿ Have a general understanding of the passing of time and the meaning of phrases like “not now” and “after lunch.”



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).

Domain 4: General knowledge and cognition

Goal 36: Children sort, classify, and organize objects



BABIES MAY

- ☉ Classify informally as they recognize items as similar (“Things I can hold”).
- ☉ Explore the size and shape of objects (banging, mouthing, dropping, etc.).
- ☉ Follow daily routines or patterns, such as being fed and then going to sleep.
- ☉ Enjoy and begin to anticipate repetition, such as playing a peek-a-boo game or hearing a familiar song each time they are diapered.



MOBILE BABIES MAY

- ☉ Identify objects or creatures by recognizing their similarities (canines are “doggies”; all felines are “kitties”).
- ☉ Place similar objects with each other (putting all of the dolls in one pile and all of the cars in another).
- ☉ Repeat some actions, such as filling and emptying containers.
- ☉ Make patterns by repeating songs and rhymes.
- ☉ Watch, bounce, or clap to rhythmic sounds or sing-alongs.



TODDLERS MAY

- ☉ Separate objects by a single feature (“all the red blocks go here”).
- ☉ Match simple geometric forms (circle, square, triangle).
- ☉ Notice when two things share similar attributes (cars and buses have wheels).
- ☉ Recognize and extend a simple repeating pattern (stomp/clap, stomp/clap).
- ☉ Match small and large objects (counting bears to make “Mommy and Baby” pairs).
- ☉ Copy an adult’s made-up verbal pattern (“me, me, moo”).
- ☉ Recognize patterns within stories and songs.



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).

Domain 4: General knowledge and cognition

Goal 36: Children sort, classify, and organize objects, continued



- ⊗ 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.”).

Domain 4: General knowledge and cognition

Goal 37: Children collect information through observation and manipulation



BABIES MAY

- ☉ Turn head toward sounds or voices.
- ☉ Explore objects by holding, mouthing, dropping, etc.
- ☉ Observe objects in the environment briefly.



MOBILE BABIES MAY

- ☉ Use more than one sense at a time (uses sight, touch, and hearing by examining and shaking a toy).
- ☉ Use another object or person as a tool (expresses the desire to be picked up to reach something, use block to push buttons on a toy).



TODDLERS MAY

- ☉ Use all five senses to examine different objects with attention to detail.
- ☉ Identify similarities or difference in objects.
- ☉ Systematically explore the world (notice different types of insects).



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.

Domain 4: General knowledge and cognition

Goal 38: Children make predictions and experiment



BABIES MAY

- ⊗ Investigate new phenomena (reaches out to touch rain).
- ⊗ Actively use one or more senses to explore the environment (touch, sight, smell, taste, hearing).



MOBILE BABIES MAY

- ⊗ Express a sense of wonder about the natural world (reach for objects, put objects in mouth or rub on cheek, roll objects in hands, drop objects on floor).



TODDLERS MAY

- ⊗ Ask simple questions about the natural world ("Where did the rainbow go?").
- ⊗ Observe and/or manipulate objects and events to answer simple questions about the natural world.
- ⊗ Make guesses about what might happen based on past experience.



PRESCHOOLERS MAY

- ⊗ Ask questions and finds answers through active exploration.
- ⊗ Make 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.

Domain 4: General knowledge and cognition

Goal 39: Children observe and describe the natural world



BABIES MAY

- ⊗ Respond to plants, animals, and other people in the environment (reach for caregiver, grab a flower, point and squeal at a dog).
- ⊗ Observe sun and clouds.



MOBILE BABIES MAY

- ⊗ Explore characteristics of certain living things (pick up an earthworm, try to catch ants).
- ⊗ Enjoy outdoor play.
- ⊗ Enjoy playing with water, sand and mud.



TODDLERS MAY

- ⊗ Show understanding of how things grow and change.
- ⊗ Comment on what it takes to make things grow ("The plant needs water:").
- ⊗ Ask questions about the earth.
- ⊗ Identify weather (sun, rain, snow).
- ⊗ Identify or labels earth's materials (water, rocks, dirt, and leaves).
- ⊗ Demonstrate curiosity about the natural environment by asking "Why" questions (Why is the flower red?).



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).

Domain 4: General knowledge and cognition

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



BABIES MAY

- ⊗ Begin to show he/she expects familiar routines.
- ⊗ Recognize the beginning and end of an event (claps at the end of a song).



MOBILE BABIES MAY

- ⊗ Show anticipation for regularly scheduled daily events.
- ⊗ Recall information about the immediate past (after eating, says "All done!").



TODDLERS MAY

- ⊗ Remember and communicate what happened earlier in the day.
- ⊗ Recall basics of recent events (are able to follow a daily routine).
- ⊗ Anticipate recurring events in typical routines ("After I eat lunch, I will hear a story").
- ⊗ Connect new experiences to past experiences. Experiment with general terms related to the elements of time ("Today we are going to Grandma's").
- ⊗ Make predictions about what might happen in the 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.

Domain 4: General knowledge and cognition

Goal 41: Children demonstrate awareness of location and spatial relationships



BABIES MAY

- ⊗ Explore the size and shape of objects through various means (banging, mouthing, dropping, etc.).
- ⊗ Explore the way objects move by tracking objects with their eyes and head.
- ⊗ Explore their spatial sense through movement, both involuntary and voluntary (being picked up, scooting, and pulling up).



MOBILE BABIES MAY

- ⊗ Explore how differently shaped objects fit or do not fit together (nesting cups or stacking cones).
- ⊗ Explore barriers to movement when not able to walk or push past something.
- ⊗ Explore their spatial sense (by bumping into things; squeezing into a tight space; or looking at an adult or a toy from a different angle, when bending over, or with head turned).



TODDLERS MAY

- ⊗ Match familiar shapes (circle, square, triangle) that have the same size and the same orientation.
- ⊗ Attempt to stack blocks as high or higher than themselves.
- ⊗ Match simple shapes (placing a shape on a shape board).
- ⊗ Explore gravity (push toy cars down an incline, such as a slanted board).
- ⊗ Respond to spatial directions, such as “come here,” “go over there,” and “get down on the floor,” especially if the words are accompanied by pointing.



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.

Domain 4: General knowledge and cognition

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



BABIES MAY

- ⊗ Show caution around strangers or new events.



MOBILE BABIES MAY

- ⊗ Recognize some familiar places (home, store, grandparents' house).
- ⊗ Know where favorite toys or foods are stored in own home.



TODDLERS MAY

- ⊗ Know different environments (sees pictures of fish and says "They live in water.").
- ⊗ Recognize familiar buildings (home, school, post office, library, community building).



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.").

Domain 4: General knowledge and cognition

Goal 43: Children demonstrate awareness of economic concepts



BABIES MAY

- ⊗ Depend on others to provide for wants and needs.



MOBILE BABIES MAY

- ⊗ Depend on others to provide for wants and needs.



TODDLERS MAY

- ⊗ Recognize relationship between supply and demand (understand that he/she cannot have another cracker because they are all gone).
- ⊗ Recognize and use objects for barter or trade during play (with assistance).



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.

Domain 4: General knowledge and cognition

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



BABIES MAY

- ⊗ Respond to familiar people and objects in a way that is different from the way they respond to unfamiliar people or objects.



MOBILE BABIES MAY

- ⊗ Point to, or in some other way indicates, familiar people and objects when they are named.
- ⊗ Express interest in nature (flowers, a breeze, snow).
- ⊗ Recognize trash as trash.
- ⊗ Know location of trash can and recycle bin, if available, in own home or learning setting.



TODDLERS MAY

- ⊗ Help with home and class routines that keep the house/classroom clean.
- ⊗ Discard trash in trash can.
- ⊗ Recognize and responds to characteristics of the environment (exclaims out loud when he/she sees bird or a very tall tree).
- ⊗ Use natural objects for play (makes mud pies, makes a house out of sticks, uses leaves for a pillow).



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.

Domain 4: General knowledge and cognition

Goal 45: Children use technology appropriately



BABIES MAY

- ☉ Use their bodies as “tools” (reaching out and grasping to get a rattle).
- ☉ Show interest in technology (turns toward a ringing telephone or speakers where music is playing).



MOBILE BABIES MAY

- ☉ Understand the use of people as “tools” for help (recognizing that an adult can reach an object for them on a high shelf),
- ☉ Enjoy listening to music.
- ☉ Enjoy using play technology objects (wind-up toy.)
- ☉ Turn light switch on and off.



TODDLERS MAY

- ☉ Play with battery-operated toys and learning objects, with assistance.
- ☉ Make mechanical toys work, if labeled safe for children under three years.
- ☉ Change their behavior in response to their environment by using the “tools” around them (If a toy is on a towel, pulling the towel to bring the toy closer, rather than just going over to the toy). Adapt “tools” (using a stick to reach something under a chair).
- ☉ Use objects in new ways to solve a problem or meet a goal (propping up a track with a block so a toy train can pass underneath).



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.

Domain 4: General knowledge and cognition

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



BABIES MAY

- ⊗ Attend to bright and/or contrasting colors.
- ⊗ Imitate by babbling during or after an adult sings or chants.
- ⊗ Move bodies with some intent and control.
- ⊗ Show curiosity and explore sensory materials; enjoy feeling various pleasing sensations and textures.
- ⊗ Use objects as tools to make sounds, (banging blocks together with adult help).



MOBILE BABIES MAY

- ⊗ Use sounds and their voice as they play or look at books with adults.
- ⊗ Make movements and sounds in response to cues in songs and finger plays.
- ⊗ Stand with feet wide apart and sways to the sound of music.
- ⊗ Create marks with crayons, paints, and chalk.
- ⊗ Enjoy producing music with simple instruments (triangles, tambourines, drums, etc.).



TODDLERS MAY

- ⊗ Squeeze soft clay and dough into abstract shapes.
- ⊗ Repeat the same song over and over.
- ⊗ Dance alone or with others.
- ⊗ “Play” musical instruments (attempts to blow into a whistle or harmonica).
- ⊗ Explore roles through imaginative play, such as saying “Boo” to them.
- ⊗ Demonstrate preferences for favorite colors.
- ⊗ Move their body with increasing skill to express emotions and rhythms.
- ⊗ March with musical instruments with support from adults.
- ⊗ Imitate simple songs and finger-play movements.
- ⊗ Watch and copy other children’s play activities.



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.

Domain 4: General knowledge and cognition

Goal 47: Children demonstrate understanding and appreciation of creative arts



BABIES MAY

- ⊗ Respond to music by listening and moving their heads, arms, and legs.
- ⊗ Make eye contact with singers.
- ⊗ Gaze at pictures, photographs, and mirror images.



MOBILE BABIES MAY

- ⊗ Recognize and associate a certain song or sound with a particular meaning (hearing a nap-time song and thinking that it's safe, secure, and time to nap).
- ⊗ Make loud noises just for fun, such as screaming or yelling.
- ⊗ Make movements and sounds in response to cues in songs and finger plays.
- ⊗ Use facial expressions, sound (vocalizations, clapping), and movement to encourage singers or music to continue.



TODDLERS MAY

- ⊗ Talk or sing to themselves for comfort or enjoyment.
- ⊗ Stop, turn their head to listen, and watch when hearing music or other rhythmic sounds.



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.